ILO EVALUATION

- **Evaluation Title:** **A programme to reduce WFCL in tobacco-growing communities in Zambia (ARISE II)**

- **ILO TC/SYMBOL:** **ZAM/14/02/JTI**

- **Type of Evaluation :** **Independent Final Evaluation**

- **Country(ies) :** **Zambia**

- **Date of the evaluation:** **November-December 2018**

- **Name of consultant(s):** **Stephen Chipala**

- **ILO Administrative Office:** **ILO-Lusaka**

- **ILO Technical Backstopping Office:** **FUNDAMENTALS**

- **Date project ends:** **December 2018**

- **Donor: country and budget US$** **Japan Tobacco International (JTI), US$ 1,283,776**

- **Evaluation Manager:** **Dereje Alemu**

- **Key Words:** **Child Labour, Prevention, Withdrawal & Referral**

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

Acknowledgement

Executive Summary
Background and content

Summary of the project purpose, logic and structure

In October 2011, Japan Tobacco International (JTI), the International Labour Organization (ILO) and Winrock International signed an agreement under which JTI would support the project; 'ARISE – Children's Opportunities through Investment in Community Education' in Brazil and Malawi. In 2012 Zambia was added as a third country to implement the ARISE project.

The ARISE project engaged communities and other social partners to raise awareness on child labor and together find solutions to the challenges. The project managed to set the ground for consolidated, concerted community and multi-sectorial efforts in addressing child labor in Kaoma and Nkeyema districts.

In phase II (ARISE II), the project aimed at scaling-up the gains of the first phase through a capacity building approach with a focus to building sustainable models. The ARISE II is part of IPEC and was funded by Japan Tobacco International. The project budget totaled USD 1,283,776. ARISE II continued with the same strategic thrusts and built on the objectives of the first phase which are as follows:-

1: By the end of the project, the capacity of community members and stakeholders on child labour issues and their role as change agents and monitors is strengthened;

2: By the end of the project, target community structures, schools and households in tobacco-growing communities undertake IGAs; and

3: By the end of the project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced.

The project used the Integrated Area Based Approach (IABA) to implement the activities. Multi actors were involved, such as government departments, NGOs, traditional leadership and the church.

The Project was implemented in Kaoma and Nkeyema Districts of Western Province. In Kaoma, it covered the following communities: Namaloba, Kamuni, Mulalila, Chitwa, Kajejeje and Kanabilumbu while in Nkeyema, the project was implemented in Munkuye A, Shimano, Kamasisi, Kandende, Kambwize and Kamungomba.

The project was managed by the ILO Arise II project team. A regional office in Kaoma headed by the M&E Project assistant oversaw the implementation of the project using implementing partners (IPs). The project staff coordinated the activities through the District Child Labour Committees (DCLC) at the district level while using the Community Child Labour Committees (CCLCS) at community level.

For the SHGs and IGAs the implementing partners through Field agents managed the activities with the help of the Departments of Community Development, Education and Social Welfare.

Present Situation of the Project

The project was phased out at the end of September, 2018. Currently, the activities of the project in the aftermath of the cessation of the fund are being overseen by the DCLC. Additionally, government departments such as Community Development, Social Welfare, Labour, and Zambia Police services – Victim Support Unit (VSU) have continued to implement some activities in order to sustain the results of the project.

At community level Community Child Labour Committees have continued to sensitize community members on the issues of child labour. Furthermore, the committees have also continued to supervise the SHGs, household and school IGAs.

The CCLCs have continued working with the DCLC in the two districts. Reports on issues of child labour are generated by the CCLCs at community level and communicated to the DCLC.

The JTI Leaf Production Technicians have also continued to monitor issues of child labour as they carry out their routine duties in the farming communities.

Purpose, scope and clients of the evaluation

The end of project evaluation assessed the project's outcome, using the OEDC criteria relevancy, validity, efficiency, effectiveness and impact, sustainability and possible future impact by comparing end of project data after the three years of implementation with baseline information and through utilization of other means such as group discussions and Key Informant Interviews.

The final evaluation serves two main purposes:

a) Give a final assessment of the project in achieving project objectives and delivery of results; strategies and implementation modalities chosen; partnership arrangements, constraints and opportunities; and

b) Provide recommendations for future similar project in terms of strategies, institutional arrangements, and any other area.

The evaluation focused on the implementation period November 2015 – September 2018. The evaluation assessed all key outcomes and outputs that have been produced since the start of the project by all implementing partners.

Methodology of Evaluation

Interactive and participative approaches were used to collect data. The approaches constituted judicious combination of quantitative and qualitative techniques. A particular emphasis was placed on the later as the goals and objectives were based on strengthening capacities of the district, and community structures, and target beneficiaries.

The evaluation triangulated information from four sources of data: literature review, Individual interviews, focus group discussions and transect walks.

The following were some of the limitations encountered during the evaluation: lack of school administration data, lack of group records on the performance of the SHGs and IGAs, limitation due to school and annual holidays and rainy (farming) season.

Main Findings and Conclusion

i. Overall, the Project has been perceived by project partners and beneficiaries as relevant and is aligned with country priorities and needs and SDGs targets and indicators. The project results met the needs and expectations of the target groups and addressed the identified problems. However, the initial needs and problems continued to exist and new ones have emerged.

ii. Links were established with other activities of the UN or non-UN international development aid organizations at local level. Through these links, 49 prevented and withdrawn children are being sponsored to formal education through KWT in Grades 8 and 9 at Kalumwange and Lunyati Secondary Schools in Kaoma District.

iii. The evaluation results show that the project objectives are still valid as the main causes of the child labour still exist. In addition, the needs and problems that were identified still exist and new ones are emerging. It is also apparent that GRZ organizations dealing with child labour need more capacity building.

iv. The ARISE II Project made effort towards being cost-efficient. The project cut costs where possible by sharing necessary resources like vehicles when carrying out activities in the target communities and using government infrastructures such as schools for the training for SHG and IGA members in various training interventions. Additionally, the project used local trainers from member departments belonging to the DCLC, such MOA, MOE, MLSS and MCDSS to conduct most of the training courses.

v. The financial resources were made available on time for project implementation depending on the submission of the activity reports, which were very positive for the success of most of the activities. However, some budget lines were insufficient for certain activities, and activity implementation had to be revised in some instances. One of the areas that were adversely affected by insufficient budget line was the project monitoring by the DCLC and IPs that had insufficient budget line.

vi. The evaluation results indicated that the project was effective in terms of awareness-raising on child labour issues. Some communities that were not targeted by the project are demanding for the project to be scaled and replicated in their areas so that their children and parents benefit from the support rendered by the project. Additionally, the involvement of JTI leaf production technicians and GRZ departments in sensitization campaigns assisted in the dissemination of the child labour messages in the communities. The use of the traditional leaders as ambassadors of child labour had a telling influence, too.

vii. The evaluation identified unintended results of the project. Nevertheless they did not have any effects on the intended project results. One of the unintended results was the

unwillingness of some prevented and withdrawn children in assisting their parents/guardians in home chores. Parents/guardians complained that the awareness of their rights to some extent has encouraged children being lazy and at times rude.

viii. A total of 48 SHGs have been formed, out of these groups 58% are active in saving and lending. The members of each group are also involved in small businesses. The groups are monitored by the Field Agents/ Community facilitators. Some of the groups performed well with their savings and are doing well in their individual member businesses, especially in Nkeyema. According to the JCM final report, the current cumulative savings for 24 SHGs in all the six communities in Nkeyema stands at US Dollar 5,463.5.

In all the six communities in Kaoma, the active 11 SHGs had cumulative savings of Us Dollar 1,390 at the time of the evaluation.

Lack of commitment to saving among members coupled with lack of profitable business opportunities in their communities contributed to the inactivity of the other (42%). Additionally, members of the inactive groups stated that it was difficult to find ready market for the agricultural products.

ix. The evaluation findings show that the project results will be sustained in the long term. This is evidenced by the structures that have been put in place at district and community levels and most of the activities that were undertaken by the project are being done by GRZ departments.

Conclusion

In summary, there are clear signs of the Project having created a positive impact in terms of contributions to the reduction of child labour in Kaoma and Nkeyema districts. This was possible through sensitization and awareness campaigns, ensuring prevented and withdrawn children are provided with educational support and enrolled in schools and vocational skill training centres, improving psychological and physical condition of the withdrawn children, strengthening capacity and encouraging service providers to eliminate child labour, enhancement of poverty reduction, women empowerment, enforcement of the laws on child labour and reviewing NAP on child labour. However one area that needs more consideration is the creation of CLFZs whose pre- requisites needed to be analyzed fully and understood by the implementers.

The evaluation has revealed that knowledge and awareness about child labour, including worst forms of child labour, is understood among parents/guardians, service providers and other community members in the project areas. Community members also know what does not constitute child labour.

There is an increased awareness of rights, better understanding in the community about the content of the law and its importance and the recognition of people, particularly children and young people, as subjects of rights.

The evaluation has shown that there are signs of change in the institutional culture, in that child labour has been recognized as a problem. This has cumulated in labour inspections focussing on child labour being conducted in Kaoma and Nkeyema Districts. The Project has not only supported and engaged Government departments but also employers' and employees' associations, the latter recognized as important and credible actors in the struggle against child labour.

Recommendations

Based on the findings of the evaluation herewith are summary points of the recommendation:

1. Government of Republic of Zambia

a) Integrate SCREAM Manual in the Pre - Service Teachers' Training Curriculum (Priority Medium, Resources Medium, Timing Long-term)
b) Increase class room space to cater for the increased number of children in the communities (Priority High, Resources High, Timing Long-term)

2. International Labour Organization

a) Verify Zambia child labour data before publishing it (Priority High, Resources Medium, Timing Short-term)
b) Improve the quality of education offered by the Community Vocational Skills Centres and in Business Management Skills (Priority High, Resources Medium, Timing Long-term)
c) Increase funding for the empowerment of households/ youths and education support for enrolled prevented and withdrawn children (Priority High, Resources Medium, Timing Long-term)

3. Japan Tobacco International

a) Provide equipment for the trainees who graduate from the Vocational Skills Courses (Priority High, Resources Medium, Timing Long-term)
b) Assist GRZ to build schools in the target project communities (Priority Medium, Resources Medium, Timing Long-term)

Lessons Learnt

i. Integrated, area based and multi actor approach is clearly achievable when all key stakeholders involved in the project play their roles accordingly and follow the planned activities.
ii. It is difficult to convince communities when trust is lost. It requires social mobilization that is enhanced through community involvement and consensus building. In the communities that were serviced by ARISE I it was difficult to re - establish SHGs and IGAs as most community members did not see the benefits of the Project apart from few children being taken back to school. The communities also did not see the benefit

of taking the children to vocational skills centres as most of the children trained neither got jobs nor are practicing their skills. However, working with the CCLCs in the old communities, the Project has continued to form SHG and IGA groups, and offered vocational skills to withdrawn children in the communities

Good Practices

i. Complementarity of the core activities of the project with others is very cardinal to attaining project aims and goals. In the case of this project the core activity was combating child labour. However, realizing that the main cause of child labour is the high poverty levels in the rural areas, the project incorporated livelihood activities to assist parents and guardians of the children in child labour to improve their socio-economic status.

   In the same vein of complementarity, the complementary efforts of each stakeholder organization contributed to successful implementation of the project activities and achieving the desired results, which can be considered as good practice.

ii. The permanent national steering committee to oversee the implementation of National Action Plans to eliminate child labour offer a forum for building coordination between stakeholders developed during the course of project interventions. This, together with community empowerment, advocacy and local level capacity building for social partners holds the greatest promise for sustainable change.

iii. Lastly, the registration of CCLCs with the Registrar of Societies as legal entities enables the CCLCs to access incentives, such as funding, and agricultural inputs through farmers input support program (FISP).

Acronyms

ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
ARISE	Achieving Reduction of Child Labour in Support of Education
CCC	Country Coordinating Committee
CCLC	Community Child Labour Committee
CLMS	Child Labour Monitoring System
CLFZ	Child Labour Free Zone
CVSCs	Community Vocational Skills Centres
DWCP	Decent Work Country Programme
FISP	Farmers Input Support Program
GET Ahead	Gender and Entrepreneurship Together
GRZ	Government of the Republic of Zambia
IABA	Integrated Area Based Approach
IGAs	Income Generating Activities
JCM	Jesus Cares Ministries
JTI	Japan Tobacco International
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
KYRC	Kaoma Youth Resource Centre
KWT	Kaoma Wise Trust
MoA	Ministry of Agriculture
MCDSS	Ministry of Community Development and Social Services
MLSS	Ministry of Labour and Social Services
MoE	Ministry of Education
NAP	National Action Plan
NCLP	National Child Labour Policy
NGO	Non-Governmental Organization
SCREAM	Supporting Children's Rights through Education, the Arts and the Media

OSH	Occupational Safety and Health
PTA	Parents Teachers Association
TPR	Technical Project Report
TUCLC	Trade Union Child labour Committee
UN	United Nations
WFCL	Worst Forms of Child Labour
YWCA	Young Women Christian Association
ZANIS	Zambia News and Information Services
ZCTU	Zambia Congress of Trade Unions
ZFE	Zambia Federation of Employers

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1.0 Description of the Project

1.1 Introduction

Child labor is one of the major concerns around the world because it puts children in danger, deprives them of an education, and is widespread and often hidden or invisible especially in agriculture, domestics, big industries and mines, especially in poor countries[1].

Child labour in agriculture is a global issue, with the agricultural sector accounting for the majority of child laborers. Child labour in agriculture is mainly unpaid work on smallholder family farms (68 per cent), but is also found on commercial farms and plantations as well as through forced and trafficked child labour[2]. Child labour is involved in crop production, livestock (including herding) and forestry as well as fishing and aquaculture.

There are more boys than girls in agricultural child labour, and both tend to start young, sometimes before 10 years old. Girls tend to combine agricultural and domestic duties, and their work is more invisible, while male adolescents are more likely to be in hazardous work in agriculture than their female peers.

Zambia's level of economic activity by children places it in the mid-range countries in the Sub Sahara Region when it comes to numbers of child labourers. The conditions of poverty, HIV and AIDS and illiteracy of household heads push out children to earn income as child labourers. Other factors include: people's ignorance about existing laws that criminalize child labour like the Employment of Young Persons Act, lack of effective enforcement of laws that are aimed at criminalizing child labour and cultural factors that lead to early marriages.

 In Zambia, children's involvement in employment is high, even when compared with countries of similar socio-economic status. Although there has been reduction in child labour in the country, over one-third of children aged 5-17 years; some 1,991 children were at work in employment in 2012. Of the 1991 at risk of children labour 51.4% were male while 48.6% were female[3]. Many of these children worked in hazardous conditions, and experienced greater difficulties than non-working children attending and benefiting from schools. Many working children in the country are either not attending school at all, or dropping out at an early age, absent, repeating grades or having poor performance and low educational achievements. This situation presents a negative outlook on intended human capital development, youth employment and overall national development as child labour not only prevents children from acquiring the skills and education they need for a better future, but also perpetuates poverty and affects the national economy through losses in competitiveness, productivity and potential income[4].

Moreover, child labour can lead to social vulnerability and social marginalization and can permanently impair the attainment of personal and productive potential in turn influencing

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[1] Midterm Evaluation Report: Elimination of Hazardous Child Labour Project by PQLR
[2] ILO – IPEC,
[3] 2012, Child Labour Report, Central Statistics Office Lusaka, Zambia
[4] ILO/JTI ARISE I Evaluation report

lifetime patterns of employment and earnings and generating important constrains to national development goals.

In Zambia, the incidences of child labour have become major concerns over the recent past decades. Children's employment is mainly a rural phenomenon and is overwhelmingly concentrated in the agricultural sector. Farming is the major income generating activity in rural communities. Being a major source of income most rural dwellers engage children as farm labourers as they are sources of cheap labour.

However, Zambia has in place laws and policies that seek to address child labour. The GRZ is a signatory to the United Nation (UN) Convention on the Rights of the Child in 1992, ratified the ILO Convention Number 138 Minimum Age admission to employment in 1976 and ILO Convention Number 182 on Worst Forms in 2002. These instruments frame the concept of child labour and form the basis for child labour legislation enacted in the Zambia.

The country enacted the Employment of Young Persons and Children Cap 274 of the Laws of Zambia as amended by Act Number 10 of 2004 and the Employment Act Cap 268 of the Laws of Zambia that prohibit the employment of any person under the age of 15 in line with these international legal standards.

Furthermore, the country's Sixth National Development Plan (2011-2015) and the National Employment and Labour Market Policy (2006) both called for the elimination of child labour, while the follow-up Seventh National Development Plan (2017-2021) emphasizes elimination of gross human rights violations such as the worst forms for child labour.

Aside from this, Zambia also has in place the National Policy on Child Labour, the National Employment and Labour Market Policy (2005), the Child Welfare Policy and Youth Policy (2015). The policies propose a number of measures aimed at stopping the economic exploitation of children in Zambia and provides frameworks for child labour programmes in the country.

Despite all these important commitments, child labour, particularly in the agricultural sector, continues to remain respectively high. This is the case with Kaoma and Nkeyema Districts, too. Additionally Kaoma and Nkeyema districts are some of the districts in Zambia with high poverty levels.

According to the Welfare Status report in Zambia, Kaoma ranked 61 in terms of the welfare status in Zambia out of 74 districts[5]. This simply means that there are high poverty levels in the district that leave most households very vulnerable. As result most parents/guardians are unable to fully support their children in terms of furthering their education. As a result most children drop out of school.

Apart from economic reasons, that account for 12% (female) and 40% (male) other reasons leading to children dropping out of school include pregnancies (49%), early marriage (12%) and others 27% for girls, while orphaned (24%), and others (24%) for male[6]. The report further states that all drop - outs become vulnerable to poverty. Vulnerability leads them to find ways to survive resulting in them opting to work in farmers and other fields. All these cumulate into

[55] ZIPAR, Comparison of Welfare status of Districts in Zambia,2014
[6] Zambia 2008, District Profile for Kaoma, CSO, Lusaka

child labour. Many of these children work in hazardous conditions and experience greater difficulties in attending and benefiting from school than non-working children

The 2012 Inter-Agency Report provides an overview of the child labour situation in the country and how it has been changing over time. The report states that child labour not only constitutes a serious violation of the rights of the children concerned, but also has clear broader consequences for national social development. Children growing up compromised educationally and developmentally by early involvement in work will be in a poor position to contribute to Zambia's growth as adults. The report analyses ways of meeting the national commitment to eliminate child labour that include providing the poorest of the poor families with a minimum degree of social protection and providing a package of special, targeted measures aimed at removing and preventing children from employment[7].

1.2 JTI/ILO ARISE II Project

The project "Achieving Reduction of Child Labour in Support of Education" aimed at reducing child labour in Kaoma and Nkeyema Districts in Western Province of Zambia by facilitating integration of prevented and withdrawn children in the formal educational system, addressing vocational skill gaps and facilitating socio-economic integration of parents/guardians of prevented /withdrawn children through promotion of SHGs and IGAs. It provided technical and financial support to the Government, employer's and workers' organizations for the prevention and elimination of child labour, particularly children at risk working in tobacco farms.

The project aimed to achieve its purpose through the following pillars:

Pillar 1: Child Labour Reduction through Improvements in Education access, awareness and community empowerment (Socio – cultural Pillar)

Pillar 2: Increased Economic Empowerment and Social mobilization of Tobacco-growing Communities to combat child labour (Economic Pillar)

Pillar 3: Improved regulatory framework, capacity building and institutional development for the Elimination of Child Labour (Regulatory Pillar)

New schools and communities were identified and added to the list of the project area where ARISE II activities were being implemented. Specifically, the project aimed at strengthening the enabling environment at community, district and national levels in the following strategic areas:

1. Changing attitudes and building alliances against child labour through advocacy, social mobilization and awareness-raising campaigns;
2. Scaling up on prevention and withdrawal of children from Child Labour through Education, skills training, youth employment and green jobs;
3. Focusing on child-led advocacy where children enjoy their rights and freedom;

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[7] Inter-Agency Report, 2012

4. Replication of models developed by ILO/IPEC and Winrock to create child labour free zones (CLFZs);
5. Scaling up economic empowerment of families and communities affected by child labour;
6. Extending the knowledge base and strengthening the capacity of key partners to advocate for policy development and implementation especially in the agriculture sector, on OSH and on Child Labour;
7. Sensitization of government ministries and social partners to mobilize additional resources from government budgets and through public private partnerships;
8. Local capacity development and knowledge on child labour monitoring and local ownership;
9. Strengthening the capacity of partners at local, district and national levels to advocated for mainstreaming child labour concerns in policies and legislation on child labour; and
10. Strengthening the capacity of Law enforcement agencies to take action against child labour.

The Project aimed at progressively eliminating all forms of child labour in tobacco growing activities in the above stated districts. It worked with national level partners, local government structures and community committees.

1.2.1 Development Objective
The Project development objective is "To contribute to the elimination of child labour, particularly its worst forms, in agricultural communities in Kaoma and Nkeyema Districts in Zambia by 2018."

1.2.2 Immediate Objectives
The Project had three immediate objectives as stated below as follows:
  i.   By the end of the project, the capacity of community members and stakeholders on child labour issues and their role as change agents and monitors is strengthened
 ii.   By the end of the project, effective models for establishing Child Labour Free Zones are created and tested
iii.   Improved regulatory framework, capacity building and institutional development for the Elimination of Child Labour

1.3 Present Situation of the Project
The project was phased out at the end of September, 2018. Currently, the outcomes of the project in the aftermath of the cessation of the fund are being overseen by the DCLC. Additionally, government departments such as Community Development, Social Welfare, Labour, and Zambia Police services – Victim Support Unit (VSU) have continued to implement some activities in order to sustain the achievements of the project. The Department of Community Development has continued to supervise the SHGs and IGAs through the CCLCs, while the Department of Social Welfare have continued to provide referral services to withdrawn children. YWCA has also continued to provide both withdrawal and referral services, particularly to girl children.

At community level CCLCs have continued to sensitize community members on the issues of child labour. Furthermore, the committees have also continued to supervise the SHGs, household and school IGAs. At the time of the evaluation, Peer Educators, Social Workers,

and Field Agents were still carrying out their activities: and it is anticipated that they will continue to conduct their activities. Additionally, the JTI Leaf Production Technicians have also continued to monitor issues of child labour as they carry out their routine duties in the farming communities.

The CCLCs have continued working with the DCLC in the two districts. Reports on issues of child labour are generated by the CCLCs at community level and communicated to the DCLC, through the CCLC Social Workers.

1.4 Organizational Arrangement of the Implementation Process

Generally, the organizational arrangement of the ARISE II project as a whole was at three levels, (national, district and community) throughout the process of implementation.

At the national level, the main organ for the coordination of ARISE was the Country Coordinating Committee (CCC) which has met on monthly basis. The CCC acted as a space to share information but not necessarily as a space for setting technical guidelines or making executive decisions concerning implementation issues. All the relevant GRZ ministries, JTI, ILO, ZCTU, ZFE, and NGOs were represented on the CCC. The MLSS is the secretariat of the CCC.

At institutional level the traditional partner groups representing the Tripartite Alliance have been involved: the MLSS and Unions (ZCTU) at National and District levels and Employers (ZFE). The ZCTU participates in different events at national and district level, and sits at the DCLC, but it has not assumed or promoted any specific task in connection with the Project activities. The Unions from the different sectors, particularly the agriculture ones, have not shown much involvement either. It is obviously beyond the project scope to overcome the structural weaknesses of the Unions but the situation begs the question of how the Project can help to enhance the effective role of this constituent in child labour issues.

At district level, the coordination was being done by the DCLC with the Department of Labour as the secretariat. ILO through their district office in Kaoma provided both technical and administrative support to the DCLC. Again all departments under the relevant Ministries are represented. It also includes representation from unions, ILO, JTI, YWCA, JCM and law enforcing agents such Zambia Police Services, Zambia Correctional Services and ZANIS.

Just like the CCC, the DCLC provides a platform for sharing information on child labour issues. It is also mandated to monitor the activities of the CCLCs. There is evidence that the DCLC has been an active structure despite its limitations in terms of resources and logistic constrains. Among other initiatives, DCLC members have participated in joint inspections; organized community meetings; participated in community ceremonies; explored possible linkages with governmental programs mainly from Social Welfare (Cash Transfers), Agriculture and Education (Grants and Scholarships); raised funds for printing and dissemination materials and other local arrangements mainly with the schools.

The DCLC has also been an important channel for the dissemination of the most important pieces of the regulatory and policy framework: NAP, NCLP, SI 121, Youth and Children Employment ACT, C138 and C182.

At community level, the CCLCs are mandated to implement and monitor activities on reduction of child labour. This is done with the support of the IPs. The CCLCs oversees the activities conducted by all groups in the communities, including those at school level. They also disseminate reports to the IPs and DCLC.

1.5 Roles and contributions of different actors

The project was implemented with ILO being a conduit to build local institutional capabilities around child labour. The institutions included GRZ Departments, NGOs, Unions and Employer's organization. ARISE II was three-year project, funded by the JTI and implemented by the ILO. ILO worked with national and local NGO, unions, ZFE and government partners who carried out work in the field.

In Kaoma the lead NGO was YWCA, which worked with six CCLCs and in Nkeyema, the lead NGO was the JCM, which also worked with six CCLCs. Two other NGOs were also engaged: ANPPCAN and Hosanna Mapalo. The main government partners were from the MLSS, MCDSS, MoE, MoA, MFL and Zambia Police Services.

The project fulfilled its tasks through ANPPCAN in Education with particular focus to the introduction of the SCREAM methodology, Hosanna Mapalo in institutional development and coordination, and JCM and YWCA in community mobilization, prevention and withdrawal of children from child labour. JCM and YWCA were also involved in the formation and promotion of SHGs and IGAs.

Through the DCLC, government departments were also involved in the project implementation. The DCLC's pivotal role was that of monitoring child labour issues at district level and coordinating the activities of the CCLCs. However, individual departments had specialised roles in building capacity of different community members in agriculture, entrepreneurship, business management, vocational skills, aqua farming, small animal management, savings and lending and record keeping.

Another important role was provided by the law enforcing departments, in withdrawing and referring children from child labour. This was done by Department of Social Welfare and VSU. The media provided broadcast time and space for highlighting issues on child labour.

As for the CCLCs, their main role was to monitor issues of child labour at community level, sensitise community members on issues of child labour, and help in the mobilization of members and formation of SHGs and IGA groups and dissemination of reports in the communities on issues of child labour.

2.0 Purpose, scope and clients of the evaluation

An evaluation of any ILO Project is an integral part of implementing technical cooperation activities. The ILO evaluation is used for the purpose of learning and planning for all stakeholders/partners for existing or future projects. In accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project

design and during the project as per established procedures, provisions for evaluations are made in all projects. These assist ILO to learn and be accountable as it implements technical cooperation activities.

2.1 Purpose

The purpose of the evaluation was twofold:

a) Give a final assessment of the project in achieving project objectives and delivery of results; strategies and implementation modalities chosen; partnership arrangements, constraints and opportunities.

b) Provide recommendations for future similar project in terms of strategies, institutional arrangements, and any other area.

2.2 Scope

The evaluation focused on the implementation period November 2015 – September 2018. The evaluation assessed all key outcomes and outputs that have been produced since the start of the project by all implementing partners.

The evaluation based the final evaluation on the established principles, norms and standards as provided by the OEC DAC and United Nations Evaluation group system - wide norms and principles. Assessment of relevance, validity of design, effectiveness, efficiency, results and sustainability was undertaken. The evaluation assessed women empowerment, decision making and participation in group leadership, too.

2.3 Clients of the evaluation

The clients for the evaluation included the following groups:

i. JTI/ILO ARISE II project staff;
ii. Representatives from JTI Lusaka;
iii. MLSS- CL unit Focal person;
iv. Child Labour Focal Person: ZCTU;
v. Representative of ZFE;
vi. Representatives of the Implementing Partners (IPs);
vii. Members of the DCLC (MoA, MoE, MLSS, MCDSS, ZANIS, etc.);
viii. Members of CCLCs;
ix. Peer Educators;
x. Self Help Group Field Agents;
xi. Members of the Self Help Groups;
xii. Members of the IGA groups;
xiii. School Managers & focal teachers;
xiv. Children prevented / withdrawn from child labour; and
xv. Traditional leaders

3.0 Methodology and Limitation

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

3.1 Overall approach

The methodological proposal aligned with the principles and ideas outlined in the TORs. It also followed the sequence anticipated in this document: (i) initial briefing and development of the inception report; (ii) desk review including interview with ARISE Project staff; (iii) field visits; (iv) stakeholder's workshop (v) preparation of draft report for circulation and discussion among stakeholders; (vi) consolidation of comments and (vii) elaboration of the final version of the evaluation report.

The evaluation used a classical approach due to time constraints and the nature of the season in the two districts. Classical approach in evaluation focuses on assessing managerial and organizational inconsistencies emphasizing the position and organization structures and how results are achieved rather than individuals. It is mainly concerned with assessing the efficiency and effectiveness of organizational structures, systems, procedures and regulations and based on management practices, and results being achieved[8].

As a result, a judicious combination of quantitative and qualitative techniques was used with a particular emphasis placed on the latter, given that the majority of the objectives and results pursued by the project were based on strengthening of capacities. In this case, a qualitative approach was vital to the evaluation.

3.2 Methods of data collection applied

For the application of the tools mentioned above the following criteria will be used:

a) **Literature Review:** The Consultant reviewed the available documents that include the technical progress/status reports, key performance indicators reports, other studies and research undertaken. The review provided highlights of what has been written about child labour, the gaps and the reason/void for the current study.

b) **Structured Interviews with Key Informants:** Interviews were conducted with key actors: ILO ARISE Project staff, WI staff, JTI Zambia staff, representatives of ZCTU, ZFE, MLSS, ARISE implementing partners, school managers, traditional leaders and school focal point persons.

c) **Focus Group Discussions:** This instrument was utilized to collect data from homogeneous groups representing different community groups, such as the DCLC, CCLC, JTI extension officers and leaf technicians, parents, household beneficiaries, pupils, teachers and staff of ARISE implementing partners.

d) **Transect Walk:** This instrument was used to check on the tangible results, such as the fish ponds, piggeries, cassava fields, goats and poultry houses**.**

For structured interviews and focus group discussions interview guides were developed to guide the evaluation.

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[8] Effective Project Management (2000)

3.3 Sampling Methods and Sample Size

Convenience and purposive sampling methods were used to select communities, schools and respondents to be sampled. Convenient sampling was used to select communities and schools within the same geographical areas. In Kaoma, communities along Kaoma – Kasempa road were sampled, and purposively selected two old schools and two new schools, namely Mulalila, Kamuni, Namaloba and Kajejeje. For Nkeyema, two old schools and two new schools were sampled too, namely: Kamasisi, Mukuye 'A', Kandende and Shimano.

The study interviewed respondents that were readily available (opportunistic sampling) and purposively identify among those available for key informant interviews. This assisted the evaluation to identify key respondents that were knowledgeable about and had key information of the project interventions.

The study jointly identified with representatives of the DCLC/CCLCs individuals under particular criteria that were more and less extreme on issues of child labour, particularly on the worst forms of child labour and what measures has been taken by referral service providers.

Due to the nature of the project and season (farming season), it was difficult to determine the sample size. Hence the consultant interviewed as many respondents as possible in all the project sites, covering all the categories of the respondents.

3.4 Data Analysis

The data collected was analyzed both manually and using excel. The qualitative data was analyzed manually based on the thematic areas as provided in the terms of reference. The quantitative data was analyzed using excel.

3.5 Limitations of the study

There were several limitations to the study that include the following:

i. Rainy (farming) season

At the time of the evaluation most parents/guardians were busy preparing their fields for planting. As a result most parents / guardians were not interviewed. The most affected were the SHGs and IGA group members.

The evaluator followed parents/guardians in their fields and homes to collect as much data as possible. Those key to the evaluation, especially CCLC members were telephone interviewed.

ii. Limitation due to school and annual holidays

The closure of school for holidays affected data collection in that teachers (Focal Persons) who hold vital school administration data could not provide such information because they had either travelled out for holiday or went for residual tuition. This also applies to pupils.

The study interviewed officers from the respective district education offices in Kaoma and Nkeyema. The officials provided vital data that assisted in the analysis.

Additionally, representatives of key stakeholders such as MLSW, JTI and ZCTU the evaluator interviewed them after returning from holidays. For some the evaluator used internet and telephone to interview them.

iii. Lack of school administration data

The inability to use school administrative data on one of the program key outcomes such as school attendance and examination records provided a big challenge to the evaluator. It was difficult to determine how consistent prevented and withdrawn children have been attending class and performed in the tests and examinations. However, verbal proof was not enough to ascertain class attendance and performance for the children attending school. The school administrative data could have helped with the validation of the attendance and class performance. The absence of this data in school was due to the fact that Focal Persons (Teachers) had gone to colleges for holiday tuition, and School Manager did not have records of the children, In some school the School Managers had just have transferred and those who took over had little information on the children.

To overcome this challenge, the evaluator interviewed officers from the respective district education offices in Kaoma and Nkeyema that provided vital data on that assisted in the analysis. The evaluator also used data collected from prevented and withdrawn children and CCLC members on the impact of the project on reducing child labour through education.

iv. Lack of group records on the performance of the SHGs and IGAs

The inability of the CCLCs to keep records on the performance of the SHGs and IGAs provided a challenge in that it was difficult to compare the data that was provided by the IPs with that of the individual groups.

The evaluator depended on the data provided by the respondents through FGDs and the figures provided by the IPs. Additionally, the evaluator reviewed the reports to compare data collected, and this helped to validate data and analyze the impact of the SHGs and IGAs in combating child labour.

4.0 Evaluation Findings

4.1 Review of the Project Implementation Plan
During the three year project implementation period, the project achieved positive results under all the three Project Objectives.

On the social – cultural pillar, the evaluation revealed that knowledge and awareness about what constitutes child labour, including worst forms of child labour, understood among parents/guardians and other community members in the project areas. Community members also know what does not constitute child labour. There is still tolerance among community members towards child labour. All the parents and other adults interviewed expressed the view that children have an obligation to help their families, including financially when the family is poor.

There is fairly good awareness and knowledge across all communities, among different social actors regarding the impact of child labour on children education such as absenteeism and complete dropping out of school.

Among children, attitudes towards child labour were mixed. 54% of the children said child labour was bad while 30 percent and 16 percent said it was acceptable and good respectively. Some school-going children revealed that they often engage in work to get pocket money without the knowledge of their parents.

Attitudes towards child labour among community leaders such as teachers, traditional leaders, religious leaders, civil society and members of community child labour committees are positive. These social actors have continued to sensitize community members on the dangers of child labour and follow up parents whose children stop school to go for work. Some children were prevented and withdrawn from labour and sent back to school and others to skills training centres.

As for the economic pillar, the project has changed most parents/guardians' mind set towards self-reliance in an effort to improve their livelihood. The Self Help Groups (SHGs) have generated a very positive dynamic of poverty reduction that is one of the causes of child labour. One of the results of the positive dynamic is the involvement of SHG members in entrepreneurial activities. Their core activity is Savings and Loans, and although their economic impact is still very modest, their members highlight that the SHG have had a significant impact in setting up small scale businesses and using some savings from their SHGs are able to buy school requisites for their school going children

As for the vocational Skills and business management Training, children and youth were identified for withdrawal from child labour. Those who did not opt for vocational skills undertook training in business management. However, the impact of the training interventions were not immediate though they have s been highly valued by the participating children, as it represents an opportunity to break through into new areas of the labour market. However, even when targets were met there were some gaps that resulted in, setting an inadequate environment for pedagogic and learning purposes.

Unfortunately, the Income Generating Activities (IGAs) have not been very successful. All the IGAs that were implemented involving Schools, CCLCs and those that targeted households did not yield very good results. At the time of the evaluation some schools had not implemented any IGA. The major reason for not yielding the results was the late implementation of the IGA livelihood activities. The delayed was caused by the withdrawal of Musika, an NGO that was engaged to implement the IGA activities. The project re - strategized and implemented the IGA activities in the final year of the project.

With regards to the regulatory pillar, the project has been very effective in supporting national, district and community structures in reinforcing child labour national regulatory framework to the district and community levels. The project continued to support the CCLCs. Twelve CCLCs have been set up, one in each community, and most of them showed a remarkable level of commitment and interest. Some issues have been raised, however, concerning the leadership disputes in some of the CCLCs and issues of motivating CCLC members.

Knowledge and awareness about the existence of national legislations, such as legal minimum age for admittance to employment, child labour policy and child welfare policy for children were fair but not widespread among parents. Of the 85 parents interviewed 45% percent of the parents were aware about the existence of some national legislations on child labour.

On the national level the project supported the review of the NAP on child labour and the MLSS are still preparing the report.

Table 1 presents the major events and milestones achieved:

#	Major events	Milestone	Actual
1.	Number of children prevented (5 -14)	2200	2847
2.	Number of children withdrawn (5 – 14)	400	512
3.	Number of learners supported with formal and non-formal educational programme	1135	2826
4.	Percentage of learners completed formal and non-formal education	75	97
5	Number of IGAs/ livelihood supported activities started	400	782
6.	Number of apprentices (women, men, boys and girls) receiving mentorship support	120	00
7.	Number of policy discussion forums facilitated	2	3
8.	Number of organizations incorporating child labour in their processes	6	10
9.	Number of joint monitoring exercise conducted	2	3
10.	List of agreed pilot areas for introduction of Child Labour Free Zones	1	0
11.	Number of workers and employers' representatives involved in the child labour monitoring	5	7
12	Number of law enforcement agents trained	5	5

Table 1: Review of major events and milestones

4.2 Relevancy and Strategic Fit

The evaluation adopted the OECD DAC's Glossary of Key Terms in Evaluation and Results-Based Management[9] to define relevance as being "The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies."

The evaluation assessed the relevance with a focus on beneficiary requirements, country needs, linked to the activities UN and non UN organization, and aligned to the SDGs targets and indicators for the country.

Finding 1: The project results met the needs and expectations of the target groups and addressed the identified problems.

The current situation in the target areas and findings of the evaluation show that the Project objectives were very relevant in meeting the needs and expectations of the target groups and addressing the identified problems.

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[9] Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000)

The Project design with its objectives of preventing, protecting, withdrawing and referring children from child labour, coupled with providing education services and livelihood activities fits well with expectations and needs of the farming communities in Kaoma and Nkeyema.

The workers' organizations fitted well in the design of the project activities as well. In some activities, the implementation was done in consultation with ZCTU who are mandated to protect the interest of all workers especially the potential future workers who need the skills and better foundational experience with the aim of better and quality education for the young ones. The relevant training of selected trade union leaders undertaken at different intervals on how to use community based strategies and awareness raising mechanisms were introduced. ZCTU embarked on the introductions of the special role of OHS inspection wing of government to forge linkages with union officials when conducting workplace compliance visits. The compliance visits (inspections) were jointly carried out by representatives of the ZCTU, ZFE and the District labour officer.

Finding 2: The initial needs and problems continued to exist and new ones emerged.

Though much has been achieved in terms of prevention, protecting and withdrawing form child labour, initial needs/problems still exist and new ones have emerged. According to ILO/JTI ARISE II Project Manager the problem continues to remain relatively high in the two districts. In both districts child labour was frequently associated with educational marginalization leading to child school dropouts and repetition of grades.

In all the communities visited poverty levels are quite high (83%)[10], and the conditions for the poor have worsen due to lack of social protection schemes in place and harsh economic hardships being experienced in the country. This has increased risks of children being sent to work or assist parents/ guardians so that families can survive.

Another need that has to be addressed is lack of adequate classroom space. According to the DCLC and Implementing Partners one of the major problems is lack of class room space to accommodate prevented and withdrawn children. Additionally those children who pass to go for secondary do not progress as a result of high school fees that parents/guardians of the children prevented and/or withdrawn from child labour cannot afford to pay. As a result children have gone back to force labour.

There are also children aged 7-14 who have never been in school but prevented and /or withdrawn from child labour, but willing to pursue their educational dreams. This group requires transition literacy classes before being enrolled in school. The major challenge is that the project had no strategy to consider the transition school for this category of children. This is also presenting a challenge .to the DCLC and CCLCs.

Finding 3: The project was relevant to the achievements of the outcomes in the national plans and key priorities of implementing partners.

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[10] Zambia in Figures 2018, Central Statistics Office, July 2018

The Project has proved to be relevant in the achievement of the outcomes in district strategies, National Action Plan on child labour and country programmes of the implementing partners. The Project, for instance provided inputs on the elimination of child labour into the Zambia DWCP 2019 to 2022. Additionally, the project supported MLSS in reviewing National Action Plan on child labour through stakeholders' meetings to get inputs at district level in Nkeyema and Kaoma.

At national level a national stakeholder's meeting was held to analyze the collected inputs. At the time of the evaluation, the MLSS was still preparing the report.

Interviewed stakeholders stated that the project has assisted the government to domesticate SI 121 on hazardous works in the two districts and in addition to mainstreaming CL in all the Departments in the two districts.

At the time of the evaluation, the project through the DCLC had submitted registration papers for all the CCLCs with the Registrar of Society so that the CCLCs able to operate as legal entities and receive incentives from government and other organizations.

Through the ARISE II project, ZCTU received inputs to enhance interventions on normative instruments dealing with all CL social policy areas so as to strengthen the social dialogue mechanism within the NAP (within the child labour unit at MLSS).

Finding 4: Links were established with other interventions of the UN or non-UN international development aid organizations at local level

Through the ARISE II project child labour has been integrated in the UN work place for sustainability, especially in education. This has led to the inclusion of focus on child labour and out of school children in the annual work plans of the United Nations Sustainable Development Partnership Framework (2016-2021).
Other links have been established with World Vision Zambia (WVZ), Kaoma Wise Trust (KWT), Concern World Wide, Village Water, and Campaign for Female Education (CAMFED) and the Zambia Police Service – Victim Support Unit (VSU). These links resulted in the development of joint work plans with DCLC in child protection, household IGAs, livelihood support, nutrition and gender programs, school /college bursaries for girls, water and sanitation, and addressing gender based violence, child protection and counseling.

At the time of evaluation 49 children (26 female and 23 males) were linked to formal education through KWT in Grades 8 & 9 at Kalumwange and Lunyati Secondary Schools in Kaoma District. The VSU has also received referrals from the DCLC and three cases of defilement are been dwelt with by VSU.

Finding 5: There is evidence that project aligned to the priority SDG targets and indicators for the country

Priorities of the SDGs were relevantly incorporated by firstly bringing different stakeholders not only from workers and employers but also from NGOs and faith based organization (under

SDG 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development). Issues of combating poverty, good health and quality education (from SDGs 1, 3 and 4 respectively) and (SDG 8: that promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all) were aligned in the project activities and focused on the wholesome improvement of livelihood of children in the overall strategy of decent work and inclusive economic growth for all Zambians. Specifically, most of the project activities aimed at prioritizing SDG 8.7 (take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms).

The project also provided equal opportunities for prevented/ withdrawn children (both boys are girls) enrolled in school and other programs (SDG 5: gender equality).

Considering the reduced numbers of children engaged in child labour and increased number of reported children being enrolled in schools by other project participating partners, a contribution to achieving SDG targets must have been achieved.

All Project stakeholders interviewed perceived the Project as relevant and stated that it is assisting communities in reducing and addressing issues of child labour. The Project achieved this by 1) providing capacity development and sensitization to address issues of child labour, 2) offering socio-economic alternatives to parents/ guardians, children and youth at risk of child labour by proving SHG and IGA activities, vocational skills and business management course, and 3) improve regulatory framework, capacity building and institutional development for the Elimination of Child Labour.

4.3 Validity of design

Wysocki, R.K defines validity as "the extent to which a concept, conclusion, and measurement is well founded and likely corresponds accurately to really world based on probability."[11]

Finding 6: Evidence supports the appropriateness of the Project design for awareness raising, coordination and regulatory components.

The awareness raising component followed what is recognized as being a standard approach to awareness raising and included media campaigns, trainings, advocacy and workshops and seemed to be adapted to the national context. The evaluation did not find challenges with the validity of design on awareness-raising component. Details regarding activities that were undertaken as part of awareness-raising are further described in the effectiveness section.

For socio-economic integration of vulnerable youth the project provided vocational trainings to selected youth aged 14-17 in both Nkeyema and Kaoma. The curriculum involved a selection of trainings in four vocational areas: Agriculture, tailoring, bricklaying, and carpentry. However, the training design lacks the "responsiveness aspect", and does not utilize any framework that ensures that trainings are adapted to specific needs of the communities and

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[11] Effective Project Management,2000

trainees. In its actual format, the training content is pre-determined and is not adjustable to potential requirements of the employment sector.

Additionally, the instructors used and the period of the training did not meet the required vocational skill training standards.

Literature on entrepreneurship[12] (business management) also demonstrates a fairly strong consensus on must-have programme components for youth entrepreneurship: a) training, b) coaching and mentoring; c) financial support; and d) entrepreneurial networks. The Project's current business management training programme includes a theoretical training module on entrepreneurship but lacks substantive coaching and mentoring activities, access to finance, and linking youth to entrepreneurial networks.

This is the same with the component on SHGs and IGAs for the parents/ guardians for the children prevented and withdrawn from child labour.

Finding 7: The project objectives are still valid as more is needed to address issues of child labour.

The evaluation results show that the project objectives are still valid as the main causes of child labour still exist. In addition, the needs and problems that were identified still exist and new ones are emerging. The emerging needs include: lack of transitional educational centres to cater for prevented/withdrawn children (5-14 years) who have never been in school who desire to be enrolled in schools, children in communities not assisting parents/guardians in household chores, child slavery and girl child defilement. It is also apparent that GRZ organizations, especially law enforcement agents, dealing with child labour need more capacity building on policies and guidelines on implementation of NAP on child labour, employment acts, etc.

Finding 8: Two external and programmatic risks were identified during the evaluation. Two of the three risks were however effectively mitigated. Thus, when heavy rains and flooding occurred, the feasibility of certain activities and results became limited.

The interview results highlighted risks relating to lack of commitment by volunteer members due to lack of motivation and heavy rains and flooding. For the lack of commitment due to lack motivation, the project provided small livestock for all the CCLCs. However, according to interview results the small livestock were not enough to fully motivate them.

As for the heavy rains and floods, the IPs implemented activities that did not involve driving in communities that were flooded during the rainy season. This delayed implementation of some activities. In some communities that required intervention IPs sought support from the office of the District Commissioner to reach flooded places.

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[12] The Organization for Economic Co-operation and Development (OECD) and European Commission (EC) (2016). Supporting Youth in Entrepreneurship - Summary report of a policy development seminar organized by the OECD and the European Commission, Brussels, 22nd-23rd September 2014.

Evaluation results also revealed an assumption that graduates in vocational skills would find it difficult in getting sustainable employment solutions. This is quite true because most of the children trained during the ARISE I have not found sustainable jobs. It could be that the project focused on skills development than finding jobs for the trainees. The solution lies in providing equipment to trainees so that they can involve themselves in 'self-employment'.

4.4 Efficiency of Resources Use

OECD DAC Criteria's definition of efficiency is "a measure of how economically resources/inputs are converted to results[13]." Efficiency of resource use can be assessed by the extent to which inputs (usually financial, human, technical and material resources) were converted to outputs in an economical way.

Finding 9: The evaluation analysis indicates that project was cost / efficient

The ARISE II Project was cost-efficient. The cost efficiency of the project was made possible by sharing necessary resources like vehicles when carrying out activities in the target sites and using government infrastructures such as schools for the training for SHG and IGA members in various training interventions. Additionally, the project used local trainers from member departments belonging to the DCLC, such MOA, MOFL, MLSS and MCDSS.

The project through the CCLCs worked with local volunteers in implementing interventions at community level. For example, a ToT for Peer Educators was conducted and those trained rolled out the program to other in the project areas. Working with peer Educators increased awareness on child labour issues. Another example was the use of Field Agents drawn from ARISE I, who trained a group of Field agents in Savings, lending and record keeping for the SHG member. The trained Field Agents have formed groups and have continued to form new ones. This led to both saving costs and enhancing community ownership.

Finding 10: The technical and financial resources to implement the project plans were adequate except for vocational skills training.

The technical and administrative resources and support was adequate for all the programs other than that of the vocational skills training. The adequacy of the technical resources was very helpful in all the stages of the project cycle. Experts were drawn from the local pool at the district level to conduct most of the training interventions.

The financial resources were made available on time for project implementation depending on the submission of the activity reports, which were very positive for the success of most of the activities. However, some budget lines were insufficient for certain activities, and activity implementation had to be revised in some instances. Some of the outputs that were affected include the following:

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[13] Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000)

i. Provision of OSH orientation and protective gears to at least 26 children who have reached the minimum age of employment but working in hazardous condition[14].

ii. Conducting at least 2 community drama group performances per quarter in each of the target communities.

iii. Promotion of linkages between households, CCLCs and schools to the private sector for the value addition and markets for IGAs by 2018.

iv. Establishment of a model for the business mentorship for the households, CCLCs and Schools, and provided with technical and management support by 2018.

Finding 11: The resources (human resources, time, expertise, funds etc.) were allocated strategically to provide the necessary support and to achieve the broader project objective.

Generally, the evaluation revealed that the human resources were allocated strategically to provide the necessary support and to achieve the broader project objectives. For instance, where and when the project needed more human resources volunteers from DCLC, CCLCs and communities were mobilize to carry out certain functions. This was attested during the evaluation where field agents continued to form SHGs and teaching new members on the operations of the SHGs.

However, in the case of the IPs inadequate funding restricted them on engaging experts that could have assisted them in specialized fields. According to the District Project Officer, YWCA, the budget line for wages in ARISE II was reduced compared to that of ARISE I. As a result it was difficult to retain some technical people. The resignation of the Data Entry Clerk that was engaged as a result of the little wages is one example that YWCA District Coordinator sighted. This led to late /none entry of data on the database resulting in generating reports late in the case of YWCA.

The time allocated was not adequate considering the numerous activities that were to be implemented. During the design and planning process the project was supposed to consider the time it takes to implement and realize CLFZ, for business mentorship for households, CCLCs and schools, provide quality vocational skills children and periodic trade testing by TEVETA, in vocational skills. All the stated activities require ample time for implementation and realize the desires results.

The project designers should have considered some bottle necks that are associated with project implementation, such as late implementation of initial activities due to heavy rain and flood considering the nature of the terrain of the project areas.

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[14] JCM final output report

Finding 12: The project's activities/operations were in line with the schedule of activities as defined by the work plans. However, some activities were not implemented as defined in the plans

During the implementation of the project activities there was a clear understanding of what each IP was expected to do to ensure smooth implementation of the schedule of activities. Documentary evidence[15] from the IPs show that most of the activities/ operations were in line with the schedule of activities as defined by the work plans.

However, some activities were not implemented as defined in the work plans. One of the activities that were not implemented was business mentorship for households, CCLCs and schools. This affected the operations and viability of some businesses run by the beneficiaries, leading to businesses run by youths trained in entrepreneurship to collapse. Another effect was on the operation of the SHGs and IGAs. It was expected that business mentorship would assist SHG and IGA members to start and develop viable business. However, lack of it means that members have continued to manage their businesses as "hand to mouth businesses."

Finding 13: The disbursements and project expenditures were in line with expected budgetary plans.

According to the IPs the disbursements and expenditures were in line with the expected budgetary plans, as submitted in the work plan. The disbursement of resources through mini proposals increased effectiveness in implementing planned activities. Funds were expended on planned activities. However, IPs could not be flexible in implementing activities if they encountered some emerging challenges. A good example of one of the challenges encountered was incorporation of children (7-14) who have never been in school in the schools. A transitional education activity (providing literacy classes before being enrolled in schools) could have been put in place if there was flexibility in the use of funds. Nevertheless the disbursements were used efficiently.

Finding 14: The evaluation show that project budget did not factor-in the cost of specific activities, outputs and outcomes to address: gender equality, non-discrimination and people with disabilities.

Literature review of the IPs' work plans show that the project did not factor in costs for specific activities, outputs and outcomes to address gender equality, non-discrimination and people with disability. Interview results with IPs and DCLCs confirmed this, too. However, the IPs and DCLC implemented the project activities on the 50% basis on gender and no one was discriminated.

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[15]International Labour Organization, Fundamental Principles and Rights at work Branch, Technical Progress Report (TPR), ILO/ ARISE Zambia 2017.

According to the ARISE II M& E Project assistant, the project had a deliberate approach to not favour any gender. He further stated that ILO policies do not encourage discrimination based on race, ethnical grouping, religion, gender, culture and physical disability. Hence, the project did not consider factoring costs for specific activities, outputs and outcomes for any of the categories stated above.

4.5 Effectiveness of Management Arrangement

The evaluator adopted the definition of effectiveness based on OECD DAC key terms as "the extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance" from the OECD DAC's Glossary of Key Terms in Evaluation and Results-Based Management[16].

Finding15: The evaluation results indicated that the project was effective in terms of awareness-raising on child labour issues.

Interviews with key stakeholders revealed that the Project has succeeded in sensitizing and capturing the interest of some partners and other communities not covered by the project. The effectiveness of the awareness and sensitization campaigns was achieved through different channels, such as trainings and workshops, commemoration of World Day against Child Labour, broadcast radio/TV programmes on child labour, training programmes for teachers and peer educators based on the SCREAM methodology for raising awareness on child labour in schools and community field visits.

The results of the effective campaigns have led to some parents/guardians valuing education for their children and have taken their children back to school. It has also increased the resolve of prevented/withdrawn children to get fully involved in their school activities.

In addition, parents/guardians also know the dangers of child labour. Hence most of them have become agents against child labour. One parent in Namaloba revealed that prior to his participation in the project; he did not understand the importance of tackling the issue of child labour at home and work place. He added "now that I know what I learned, I feel that I have a responsibility to ensure that children are prevented and withdrawn from child labour."

Finding 16: The results of the evaluation show that not all the objectives were fully achieved but likely to be achieved in long term after the project phase out. It also identified some major factors that led to achievement or non- achievement of the objectives.

a) **By the end of the project, the capacity of community members and stakeholders on CL issues and their role as change agents and monitors was strengthened**
   At community level IPs assisted CCLCs to develop work plans with workable strategies to ensure continuity of the interventions. The work plans were compiled and submitted to the DCLC. Furthermore, meetings were held monthly to monitor the performance of the

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[16] Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000)

CCLCs. This has led to the successful identification of children that have been prevented, protected and withdrawn, and later on referred.

At district level, the DCLC has also benefitted from training conducted by African Network for Prevention and Protection against Child Abuse and Neglect (ANPCAN) on IABA child labour training. Refresher training by ILO for the DCLC members in IABA working within the known areas in addressing all forms of child labour reporting was done, too.

At national level, representatives of MLSS, ZCTU, ZFE, JTI, IPs and other stakeholders attended national stakeholder meetings that have assisted in implementing and monitoring child labour related issues.

b) **By the end of the project, target community structures, schools and households in tobacco-growing communities undertake successful IGAs**

Economic empowerment is essential to eliminating child labour. To improve the livelihoods of beneficiaries IPs engaged parents/guardians whose children were supported by ARISE II project and those whose children were at risk of child labour by joining the SHGs and IGAs. The Project strengthened the economic livelihoods of households using SHG concept. 48 groups were formed and out these 28 are very active **(See Table 2 below).**

District	No. of Active SHGs	Achieved	Male	Female	Total
Nkeyema	17	24	115	321	436
Kaoma	11	24	109	232	341
Total	28	48	224	553	777

Table 2 : Numberof beneficiaries under the SHGs

All the active groups have continued to perform well with their savings and are involved in individual and joint businesses. According to the members that attended the FGDs, groups are engaged in businesses that include: groceries, bakery/ scones, trading in second hand clothes, vegetables, legumes, fish and cooking oil.

Lack of commitment to saving among members coupled with lack of profitable business opportunities in their communities contributed to the inactivity of the 20 SHGs (42%). Additionally, members of the inactive groups stated that it was difficult to find ready market for the agricultural products.

For the IGAs, 782 beneficiaries were provided with training in small stock and cassava management. In Nkeyema 323 parents / guardians (95 males and 228 females) received either goats/ chickens. While in Kaoma 459 (210 males and 249 females) benefitted. 300 community members received cassava cuttings, and 159 received goats/ chickens **(See Figure 1 below).**
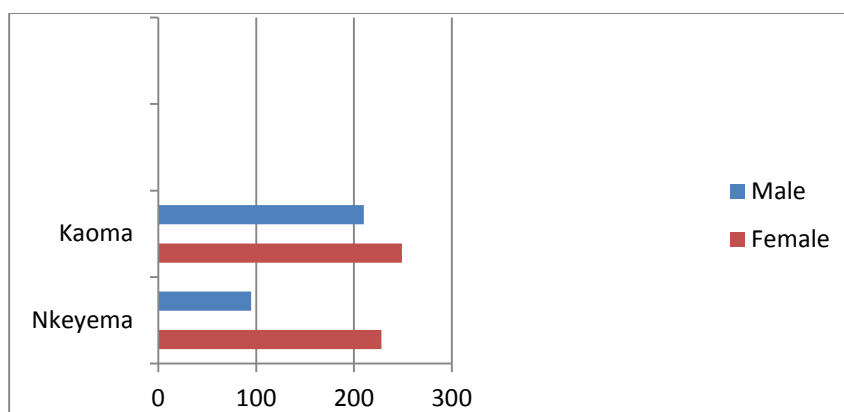
Figure 1: Graph for IGA beneficiaries

The project provided cassava cuttings, chickens, goats and pigs to various IGA groups that included household groups, schools and CCLCs. Schools in Kaoma were targeted for fish farming, and in this vein Kamuni Primary School has two fish ponds stocked with figure lings. For the schools in Nkeyema, the Project provided for piggeries, where each school was to receive three pigs. So far only Shimano School has piggery with three pigs.

Through the SGHs and IGAs, most parents/guardians have set their minds on self-reliance in an effort to improve their livelihood. The SHGs and IGAs have generated a very positive dynamic of poverty reduction. One of the results of the positive dynamic is the involvement of SHG members in entrepreneurial activities despite the results of the entrepreneurial activities are not being visible and their economic impact is still very modest. Some parents /guardians are using some savings from their SHGs to buy school requisites for their school going children. Unfortunately, the IGAs have not been very successful for all the beneficiaries and have not yielded results yet.

As for the vocational Skills and business management Training, children and youth were identified for withdrawal from child labour. Those who did not opt for vocational skills undertook training in business management. However, the impact of the training interventions were not immediate though they have been highly valued by the participating children, as it represents an opportunity to break through into new areas of the labour market. Despite targets being met there were some gaps that resulted in setting an inadequate environment for pedagogic and learning purposes.

For the 42 youths who underwent training in entrepreneurship/ business management conducted in Kaoma District project sites and given US Dollar 42.37each as start - up capital, none had any product for sell or capital to continue with their business ventures. However, they appreciated the skills received.

c) **By the end of the project, national, district and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour was enhanced**

In enhancing capacity to implement and enforce legal, regulatory and policy framework for the elimination of child labour the project supported stakeholders at various level.

At national level, the project supported the three social partners (MLSS, ZCTU and ZFE) to attending the World Conference on Child Labour held in Argentina in November 2017 where they pledged to amend domestic legislation to effectively address child labour and its worst forms. The amendments have not been yet done but under review. One of the legislation under review is   NAP for the prevention and eradication of child labour and worst forms of child labour. At the time of the evaluation, the Ministry was drafting the report.

For the ZCTU, a local structure, the Trade Union Child labour Committee (TUCLC), which was established and, benefited from the trainings that were undertaken by the Project. TUCLC focuses on preventing the engagement of children in labour at the workplace and ensuring that the older children involved in work find improved working conditions as a transition measure towards progressive elimination of child labour.

At district level ZCTU conducted training interventions that incorporated elements for understanding international labour standards on children and how these are connected to particulars national legislation for the worker organizations and created partners with Inspection Unit of Labour Office of Kaoma and Nkeyema strengthened to ensure OSH is given the priority. This led to the introductions of the special role of OHS inspection wing of government to forge linkages with union officials when conducting workplace inspections. And hence a combine monitoring team (MLSS, ILO, DCLC, ZFE and ZCTU) visited the target project communities.

ZFE developed an action program for OSH interventions after conducting a mini survey to identify the environmental hazards associated with tobacco production. Using the report generated ZFE developed training materials that were used for training lead farmers. OSH materials were developed and translated in the local language (Lozi) and used to train local small scale lead farmers under JTI on fostering health and safety for the people working on farms. In all its OSH interventions ZFE worked with Department of Occupational Health under the MLSS. According to the ZFE, Economic and Policy Manager, the lead farmers rolled out the training to other farmers. It is important to note that there was no data to show how many farmers benefitted from the training

At district level, FGD with DCLC revealed that the MLSS through the Labour Office has mainstreamed child labour in all the GRZ departments and domesticated SI 121 on hazardous works in the two districts. Through the

At community level the Project with the assistance of the Department of Community Development assisted CCLCs to develop their constitutions and later assisted them to register them as legal entity. At the time of the evaluation the registration papers were at the Registrar of Societies Office awaiting certificates. Just like any other registered body the CCLCs would be entitled to apply for funding, inputs and any other incentives from the government or any CSO.

d) Factors that contributed to achievement and non-achievement the set objectives

Different approaches used by the project had different effects. Cardinal to achieving the objectives was the use of the Integrated Area Based Approach. The use of different key

stakeholders from GRZ, NGOs, local structures (traditional leaders) played important roles in implementing most of the activities leading to accomplishing the objectives.

Capacity strengthening activities were effective in building capacity of national, district and community structures. According to interview results at the community and district levels, several sensitization and capacity building activities were carried out by the project through trainings, workshops and field visits. The project also provided technical assistance to a group of actors (technical group) working to combat child labour including government institutions, NGOs and civil society representatives in a number of meetings led by JTI/ILO ARISE project staff.

The use of the local structures to implement most of the activities contributed to achieving the set objectives. The CCLCs, Peer Educators and incorporation of social workers in the CCLCs greatly increased prevention and withdraw opportunities in the target sites. According to the implementing partners the influence of the peer educators through the use of SCREAM methodology produced plays by children about the problems of child labor and raised awareness among those who saw them. Training children in life skills stood out to be the most influencing factor in exceeding the numbers that were targeted to be achieved in prevention, withdrawing and protection of children from child labour. Through these channels prevented, withdrawn and protected children and community members understand issues of child labour. A good testimony was cited by one of the parent who complained that children are not willing to help parents in most chores, especially in the fields.

In some activities, the use of the traditional leaders as ambassadors of child labour had a telling influence. As agents of change traditional leaders encouraged community members to consider education for their children as one conduit to improve their future socio-economic status. One head man interviewed in Kajejeje stated the role the traditional leaders were playing in reducing child labour and encouraging parents to send their children to school.

Another factor is the educational support the Project offered to prevented, withdrawn and referral children. Those that were integrated back into schools received school requisites and the Project paid for their PTA fees. For those who were between 14- 17 years and were not willing to return to school, training courses (carpentry, bricklaying, agriculture and tailoring) were offered to them. Those in Kaoma trained at Kaoma Youth Resource Center (KYRC) and in Nkeyema, Vocational Skills Centres were set in the communities. At the time of the evaluation one group of the undertaken TEVETA Trade Tests. Another group was scheduled to sit in January, while the last will be examined in April.

For those children who opted not go for vocational skills training, they went through a Business Management Course. Instructors were locally sourced and training took place in the communities using local infrastructures, further saving costs. Prior to the training, a rapid assessment was conducted to identify and determine businesses to be undertaken by the trainees. At the end of the training each trainee was given US Dollar 42.3 as start - up capital.

On the non-achievement of the objectives, such as the creation of child labour free zones (CLFZs), the DCLC and implemented partners pointed to inadequate funds to undertake the some activities in creating CLFZs. According to the Programs Manager, YWCA, CLFZs require a lot of processes to put in place. Additionally, she stated that a lot of requisites were needed, and this needed funds to be achieved.

Hivos and the Omar's Dream programme have defined[17] a CLFZ as a geographical area meeting the following seven criteria:

1. The idea that no child should work has become the sustained norm within the community;

2. The school becomes an institution that takes care of all aspects of a child's development;

3. The community takes ownership of children's rights;

4. Neighbouring communities change their norms;

5. Institutions are sensitised to the need to reduce the barriers to communities changing norms around the idea that no child should work;

6. All children are in schools and enjoy their right to education in the project area; and

7. The project areas become resource centres for all other areas in the country.

Returning to the overarching question: Has any of the areas targeted by the project attained CLFZ status, meaning they have achieved the seven criteria outlined in section above? The short answer is 'no'. Is it realistic that any of the zones could become a CLFZ? Again, the answer is 'no'. Indeed, the presumption that any of the areas targeted could ever attain CLFZ status was unrealistic from the start, since the project's limited timeframe precluded society level normative changes. In this sense, it seems that the programme's concept has glossed over these changes. They are clearly an important – arguably essential – element in CLFZ sustainability, but they require a shift in thinking about the roles played by different members of society and how society is constructed. This makes the expectation unrealistic, that society level norms changes could be achieved after three years, irrespective of the number of activities and efforts.

Finding 17: The outputs produced and delivered were as per the work plan. However the quality of some outputs was not satisfactorily achieved.

The outputs were delivered according to the work plan though in some cases, especially in Pillar II, activities were implemented in the final year of the project. For the activities under Pillar I the project were implemented according to the schedule. The use of the activity /funding matrix was one factor that influenced the timely implementation of the activities in Pillar I.

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[17] Andante – tools for thinking, Synthesis Report, 2015.

New sites were identified, CCLCs put in place and awareness campaigns were timely implemented.

However, most of the outputs of the Pillar II were implemented in the final year of the Project cycle. Though the formative activities such as identification of viable and diverse income generation and employment opportunities to inform the skills and business strategies; selection of communities, schools, CCLCs, community and youth groups and households to be supported to undertake livelihood enhancement activities, and piloting of models for business mentorship, were undertaken, the actual resources were provided in the final year of the project cycle.

The implementation of most activities in pillar II in the final year was due to withdraw of Musika (Zambian non-profit company, which stimulates private investment in the agricultural market, with a particular focus on the smallholder and emerging farmer sectors) from the project. Musika was included in project implementation process solely to support agricultural related IGA to be undertaken by the community members, CCLCs and schools. This caused the delay leading to most activities being implemented in the final year.

As result the project staff had to come up with an emergent strategy to implement activities under this pillar.

For instances, the cassava cutting were given to the groups in April of the final project year. The small livestock for the community groups, CCLCs and schools were also delivered in August of the final year. Therefore, it becomes difficult to assess the impact of this Pillar.

Finding 18: The project did not take specific measures to address issues relating to: gender equality and non-discrimination and inclusion of people with disabilities

In terms of gender mainstreaming to ensure equal participation for male and female beneficiaries, quota system (50%) were adopted by the IPs to ensure that male and female genders were equally represented in every component of the project. However, this was not achieved in terms SHG and IGA activities as most households of the vulnerable children were female/ child headed.

It is important to note that the evaluation did not come across any documentation indicating that the project determined the appropriate gender quota rates in its design or any plan.

As for the inclusion of people with disability, no deliberate strategy was put in place to cater for people with disability, too. Nevertheless, people living with disabilities were not discriminated against as they were also carted for. However the actual numbers was not available at the time of the evaluation.

Finding 19: There was adequacy of management and governance arrangement of the project, and **evaluation results show that the project management monitored project performance and results effectively**

Project management and governance was effective in a technical sense, bringing together different government and NGO actors to achieve the objectives of the project. In terms of the coordination components, the Project enabled and increased collaboration between most

relevant national stakeholders by engaging them through the National Steering Committee (NSC) to work together more effectively. The NSC was a relevant platform for coordination and this assisted the Project implementers to successfully mobilize district and community stakeholders.

Additionally, the project adopted an approach of coordinating the project activities and resources through the designated focal organizations and focal points within national institutions, consisting of NGOs, GRZ organizations and professionals who showed a high level of interest and commitment. Using this approach, the Project therefore successfully adapted its design to the local context and become more valid. For instance for issues to do with education, the project used the MOE and schools. Focal persons (teachers) were appointed in each school to oversee the implementation of the project activities.

At the district level, the DCLC brought together ministries concerned with child labor and NGOs active in the two districts. DCLC coordinated the organizations through the District Labour Office.

At community level the Project was managed and coordinated through the CCLCs, who supervised, monitored all the project structures and issues of child labour. Reports were sent to the DCLC through the Social workers via the implementing partners. At group levels, such as SHGs and IGAs committees were in place who report to the CCLCs through the Field Agents.

There was a comprehensive monitoring system that was put in place to monitor the project performance and results. The system was not only used to track the indicators but also incidents of child labour in the communities. Through the monitoring three girls who were forced inn early marriage were withdrawn.

The use of JTI leaf production technicians and field workers to monitors children in child labour in farms has also enhanced monitoring of child labour issues. Data collected by the JTI Leaf Production Technicians is directly used to follow up farmers and for further sensitizations

Finding 20: The project had a functioning Monitoring and Evaluation system. However, there is need to improve it further so that it contributes to the national overall data collection on child labour.

The monitoring system was designed specifically to meet the needs of the project. The project developed forms that were used to monitor issues of child labour. The project designed follow-up forms that are being used to report on child labour issues in the communities. In each community a Social Worker is responsible of reporting and transmitting the reports to either DCLC or IPs. Though data forms had many data elements, relevant information needed for JTI/ILO reporting was captured.

The data collected was used to generating reports by the IPs and later submitted to DCLC, and MLSS. At district level the data collected is used for follow up purposes, prevention and withdraw of children for labour.

Finding 21: The project exceeded the targeted number of children prevented and withdrawn (Data disaggregation by sex)

In partnership with the CCLCs, the IPs identified and trained 24 youths / peer educators (12 females and 12 males) in life skills and behavioral change to reach out to 2,847 children (1435 female and 1412 male) at risk of going into hazardous works. The trained peer educators rolled out the program and trained 150 peer educators in all the target schools in each district, using the RAPIDS and child labour manuals.

Sensitization and awareness campaigns conducted by the peer educators, CCLCs and the use of traditional leadership were key in exceeding the target numbers. Another contributing factor was the enrolment of prevented and withdrawn children in schools that encouraged other parents/guardians to discourage their children engaging in child labour.

The educational support provided by the project to prevented/withdrawn children who were in enrolled in school had a positive impact on exceeding the target numbers.

Working with CCLCs, a total of 3,289 children were reached **(See Table 3 below).**

Characteristic	Male	Female	Target	Achieved
Prevented	1412	1435	2,200	2847
Withdrawn	264	248	400	512
Protected	19	11	25	30
Total	1, 695	1,694	2,625	3,289

Table 3: Data of children prevented, withdrawn and protected from child labour

One of the noticeable results of the project is the large number of prevented children who were not integrated in primary education system in the local schools. Schools in the target communities have over enrolled pupils to cater for some prevented and withdrawn from child labour, resulting pupils overcrowding in classes. A Head teacher at Mulalila stated that to assist reduce child labour the school that caters for 200 pupils is now providing educational services to more than 500 pupils.

During the implementation of the IPs' action programmes, it was discovered that children aged between 7 and 14 years that were identified for withdraw from child labour had never been enrolled into school before. The number of this type of children is quite high and going forward, there is need to consider providing support to this category of children through early childhood or youth literacy classes, where the children will be referred for a period of one year before being formally enrolled into school.

Finding 22: The results of the evaluation show that there was cooperation among project partners and this cooperation/ collaboration added value to the project success

In terms of cooperation among project partners at the national, district and community levels, the project has cultivated an effective cooperation with GRZ, Civil Society, private and workers and employers organizations. The cooperation has resulted in 356 female/child headed houses

being linked to the GRZ social cash transfer through the Department of Community Development[18]. In addition, the MoA provided technical assistance to the project in terms of procuring small animals and vaccines that were distributed to the project beneficiaries.

At referral level, the partners have cooperated with KYRC for provision of vocation skills training and TEVETA trade testing. Another organization that is collaborating with partners is the KWT. At the time of the evaluation 49 pupils from project communities in Kaoma were offered scholarships for secondary school education.

The other organizations that are cooperating effectively with other partners are the VSU and Department of Social Welfare who are handling case of WFCL, such as child marriage and bondage.

However, the VSU has not been very helpful in pursuing cases referred to them by CCLCs and DCLC. The interview results with the DCLC and CCLCs reveal that some cases referred to the VSU are not dealt with satisfactorily.

4.6 Impact Orientation

Impact is defined by OECD DAC Criteria as being the "The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators.

Finding 23:   It is difficult to assess the socio-economic benefits for economic empowerment component as the impact of the activities is long term

To deal with the poverty, ARISE II worked with various stakeholders to empower household groups, youth groups, CCLCs and schools with skills to start and manage small scale enterprises. The Project worked with the following GRZ ministries in empowering the groups: Ministry of Community development and Social Services, Ministry of Agriculture and Ministry of Livestock and Fisheries. According to the groups interviewed representatives (trainers) from the above stated Ministries conducted the training interventions.

A total of 48 SHGs have been formed, out of these groups 28 are active in saving and lending. The members of each group are also involved small businesses. The groups are monitored by the Field Agents/ Community facilitators. According to the final output form of the JCM, the current cumulative savings for 17 SHGs in all the six communities in Nkeyema stands at US Dollar 5,463.5[19]. For the 11 SHGs in all the six communities in Kaoma, the cumulative saving is US Dollar 1,390.

The immediate benefits of the SHGs are the acquired skills/ knowledge to save and borrow money and starting small scale businesses by its members. The groups through the businesses are also providing products and services to community members who could have been walking

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[18] Department of Community development, Progress Report, 2018
[19] JCM final output form, 2018

long distances to access goods and services. However, the long-term benefits, especially that of generating income to take their children to secondary schools and colleges might require a year or two to achieve.

For the IGA groups the immediate benefit is also the knowledge, skills, in managing cassava cuttings and small livestock received. It important to note that out of the 300 households that received the cassava cuttings, slightly above 56% planted the cuttings but all dried up and eaten by termites. This unfortunate incidence occurred due to late distribution of the cuttings in April when the rainy season had just finished. For those who stored their cuttings and planted in September/October, their cassava plants are doing very well.

For the IGA groups (household, CCLCs and Schools) who received small livestock, the activities were implemented in the third quarter of the final year of the project cycle.

At the time of the evaluation all household groups in the twelve target communities had received goats and chickens apart for Mukuye and all the CCLCs received small livestock. For the school IGA only Shimano School (received three Pigs) and Kamuni Primary School (dug two fish ponds and stocked them with figure-lings). It was work in progress for the other schools: Mukuye A School, the piggery building was at window level.

Finding 24: Though training interventions were conducted, the socio-economic benefits of the entrepreneurship/business management and vocational skills are not being realized by the youths.

Interview results on entrepreneurship/ business management and vocational skills demonstrate that a lot has to be done for the component to have an everlasting impact on the beneficiaries and the communities in the project areas. Though training interventions in various skills were conducted, the beneficiaries pointed out that the learning environments where not conducive for learning. For those who opted for entrepreneurship/business management the short duration allocated for training contributed to beneficiaries' failure to continue with their businesses. In addition, the startup capital was inadequate.

It is important to note that the Project's current vocational training programme and entrepreneurship/ business management were mostly theoretical modules and lacked substantive coaching and mentoring, access to finance, and linking youth to entrepreneurial networks.

4.7 Sustainability

Sustainability is defined by OECD DAC Criteria as being "the continuation of benefits from a development intervention after major development assistance has been completed" and "the probability of continued long-term benefits. The resilience to risk of the net benefit flows over time[20]."

The project document integrated an exit strategy and sustainability plan into the project design. This involved (1) development of sustainability strategies and work plans; and (2) the transfer

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[20] Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000

of responsibility to national, regional, and local partners through strengthened systems and procedures.

However, the exit strategy was not well executed and partner departments were not oriented on the implementation of the strategy. The project needed to orient every partner on how each one of them will assume the roles / activities that were assumed to be their responsibility. No formal meeting was conducted on the phase out with the DCLC. According to interview results obtained during the FGD with the DCLC members, it was assumed that the orientation of the stakeholders on the exit strategy was to be done during the review workshop for lessons learnt and good practices.

As part of an exit strategy the Project staff held meetings with the DCLC and CCLCs as well as the groups (SHGs, and IGA) and prevented and withdrawn children enrolled in schools. This was part of an exit strategy.

In addition, the CCLCs were equipped with information of organizations that could support their activities as they continue to sustain results that were achieved under the project.

Finding 25: The project built the capacity of people and national institutions or strengthened an enabling environment (laws, policies, people's skills, attitudes etc.)

An interview result show that a consultative meeting on coordination and monitoring of child labour was held with the revamped DCLC, partners and stakeholders and was jointly facilitated by ANPPCAN and Hosanna Mapalo. The meeting outlined the quality services and criteria for the prevention and withdraws of children in CL. It further discussed minimum standards that were expected to be adhered by KYRC and Community Vocational Skills Centres.

Documentary reviews reveal that ZCTU held a consultative and training forum for all the DCLC and Workers' Unions from Kaoma and Nkeyema on child labour and decent work. The unions that attended include: ZCTU, Zambia Nurses Union Organization, Civil Servants and Allied Workers' Union, Judiciary and Allied Workers' Union, Basic Education Teachers' Union and Secondary School Teachers Union of Zambia.

In addition to the above training interventions, ZFE convened training and consultative meetings for DCLC on child labour and inspections. This provided tools for monitoring and inspecting child labour in work places.

The law enforcement sectors benefitted from the training offered by the project, too. The training was conducted by the ILO Project Team for the following organizations: District Councils, Department of Social Welfare, Zambia Police Service, Department of Judiciary and Zambia Correctional Service. This has improved enforcement of the law. However, much is required from the Zambia Police Service - VSU. The training covered policies, laws and skills on how to reduce child labour.

To encourage more coverage of child labour issues the project engaged and trained media institutions. At district level the Project engaged ZANIS, and Cheke Community Radio Station

The Project also identified and supported the presentation of the best child labour reporting award during Media Institute of Southern Africa awards on 5th May 2017 and training of national and sub-regional media institutions on child labour which was supported by the ILO's International Training Centre.

Finding 26: The project results are sustainable and steps have been put in place to enhance sustainability of project components and objectives

The results of the project are very sustainable. The inclusion of government institutions means that there is continuity in the provision of services to the communities. The activities to prevent and withdraw children have continued with government institutions such as Department of Labour, VSU, Departments of Social Welfare and Department of Community Development. Communities have also continued prevent and withdraw children from child labour.

According to the District Community Development Officer (Nkeyema) the government has included of parents / guardians of children prevented/ withdrawn from child labour on the GRZ social cash transfer under the Ministry of Community Development and Social Welfare. The Department will also continue with distributing small livestock to households with children prevented and withdrawn from child labour.

Interview results also show that DCLC under the Secretariat of the Department of Labour has continued to follow up on the registration of the CCLCs with the Registrar of Societies.

The use of GRZ institutions such as schools and the political will from the MOE to allow community structures to utilize the school infrastructure for meetings and training creates an enabling environment for sustainability of the project activities.

5.0 Conclusion and Recommendations

5.1 Conclusion

There are noticeable results that the project achieved in the three main components that are contributing to reducing child labour at national, district and community levels.

The current situation in the project areas and the findings of the evaluation show that the project was relevant in meeting the needs and expectations of the stakeholders. Despite good attitude, knowledge and practices in the reduction of child labour have been enhanced in the target communities and among stakeholders; the problems of child labour still exist.

Additionally, the design of the project built constructive and relevant local participation and ownership in the implementation and monitoring of the activities, resulting in some activities such as the registration of the CCLCs as legal entities to be implemented.

The multi-sectorial approach that the project adopted in formulation of strategies and activities, and implementation and monitoring of the project activities proved to be cost - efficient and effective. The key stakeholders were vital in providing local pool of technical and management experts that contributed to achieving the set objectives.

To enhance effective implementation of the project, a monitoring and reporting system was put in place. Using formative and summative monitoring the project successfully tracked achievements against the indicators at every stage of the project cycle. Every partner was involved in the monitoring the project activities and had M&E system in place.

For the socio-cultural and regulatory pillar the impact of their results can be classified as both short and long term. It is evident for these pillars that stakeholders understand issues of child labour and legislations related to child labour and rights of the children. This has led to prevented/ withdrawn children desiring to be enrolled in the education system. As for the economic pillar it is anticipated that impact will be realized in the long term after the project phase out as the immediate impact is appreciating of the skills acquired and realization of self-reliance in the communities.

The incorporation of an exit strategy and sustainability plan into the project design provided guidelines on how the project results were to be sustained. It is evident that the project transferred responsibilities to national, district, and community partners through strengthened district and community structures, systems and procedures. This was done for all the sectors dealing with socio cultural, economic and regulatory pillars. However, there was no proper orientation on the phasing out, though phase out consultative meetings were held for the DCCL, CCLCs and beneficiaries to explain the sustainability strategies.

Though enough has been done to sustain the project results, there are some challenges that might affect sustainability of the project. One of the major challenges is the mobility of both DCLC and CCLC members. The current situation is that the DCLC has no vehicle but depends on the District Administration (the District Commissioner's Office) for movements to monitor issues of child labour. As for the CCLC members they cover long distances (mostly by walking) to monitor child labour issues in the respective communities. Additionally, the DCLC has no budget line, and hence it will be difficult to fund its activities. This could pose even a greater challenge to sustain project results.

In summary the project has assisted in the increased enrolment of children in schools and, there has been an increase in the value/importance families ascribe to education. It is also evident that there are signs of change in the institutional culture recognizing child labour as a problem. Furthermore there has been an increase in the awareness of rights, self-reliance and reinforcement of community links, the last two can be associated the SHGs and IGAs.

Lastly, the Project has served not only to provide valuable insights into the dynamics of CL in family agriculture but also to uncover and bring to the surface hidden situations about the WFCL (which the public often was unaware of such as early marriages and child bondage.

5.2 Recommendations

1. **Integrate SCREAM Manual in the Pre - Service Teachers' Training Curriculum** The SCREAM manual is a valuable tool that has helped communities in the target sites to assist in preventing and withdrawing and later integrating children in school education system. It is cardinal that the manual should be integrated in the pre- service training curriculum. The integration of SCREAM manual in the national curriculum will enable cadre of future qualified teachers to understand their responsibility in tackling the issue of child labour and its prevention through education. It will place considerable responsibility on the teachers to fulfill their duties effectively and equip them with necessary skills to deal with at-risk and withdrawn children.

Addressed to	Priority	Resource	Timing
Government of Republic of Zambia	Medium	Medium,	Long-term

2. **Increase class room space to cater for the increased number of children in the communities**

Access to quality education is universally acknowledged as a key factor in eliminating child labour. The number of school going children in the target communities has increased after children have been prevented and withdrawn from CL. For example, at Mulalila School that was meant to cater for 200 pupils at primary school level is now catering for more than 500 pupils. According to the School Manager, more prevented and withdrawn children in Mulalila have not managed to enter school because of lack of classroom space. To alleviate this problem and encourage children from entering CL, the GRZ should build more schools, and build more classrooms at existing schools.

Another challenge is that of long distance children travel for secondary school education, coupled with high school fees demanded by secondary school authorities. Due to the above stated challenges most prevented and withdrawn children are unable to attend school and therefore go back to work.

For these reasons GRZ should consider to upgrade some primary schools in the project communities to secondary schools in remote areas, and funds available should consider building secondary schools in the target community areas.

In addition to proximity to a suitable school, vulnerable children or families often require additional support to ensure regular school attendance. Therefore GRZ should put in place support mechanisms to entice children to enter / re-enter school.

Addressed to	Priority	Resource	Timing
Government of Republic of Zambia	High	High	Long-term

3. **Verify Zambia child labour data before publishing it (Priority High, Resources Medium, Timing Short-term)**

There is need for ILO to verify any data on child labour in Zambia with the Ministry of Labour and Social Security before publishing it as there are many organizations engaged in child labour but with poor data collection systems in place.

Addressed to	Priority	Resource	Timing
International Labour Organization	High	Medium	Short-term

4. **Improve the quality of education offered by the Community Vocational Skills Centres and in Business Management Skills:** There is little point in getting children to enroll and remain in Community Vocational Skills Centres (CVSCs) if the quality of education on offer does not enable them to increase their choices and opportunities for the future. The quality of education depends on adequate infrastructure, relevant curricula, sufficient and

appropriate teaching and learning materials and having enough trained instructors with good support and supervision.

The evaluation found that the quality of education offered by the centres and in business management was compromised in many areas. The training environment was not ideal, training materials were inadequate, and KYRC that provided the instructors were not monitoring the training. It was left to the CCLCs.

To improve the quality of training offered by the CVSCs, the JTI/ ILO Project staff together with the Institutions providing the services should monitor the training services offered at the centers and to those undertaking business management skills courses.

Addressed to	Priority	Resource	Timing
International Labour Organization	High	Medium	Long-term

5. **Increase funding for the empowerment of households/ youths and education support for enrolled prevented and withdrawn children:**The main cause of child labour in the target community is poverty. Most families in the communities are vulnerable and live below the poverty datum level. Therefore, families force their children to work in farms to bring food on the table. This perpetuates CL in the communities, resulting in children not attending school. In view of the above, it is recommended that JTI/ILO Project Staff should seek more funding for empowerment of households/youths and education support for enrolled prevented and withdrawn children at both primary and secondary schools.

Addressed to	Priority	Resource	Timing
International Labour Organization	High	Medium	Long-term

6. **Provide equipment for the trainees who graduate from the Vocational Skills Courses**

There is little point in getting children to enroll and remain in Community Vocational Skills Centres (CVSCs) if the skills acquired are not put in good use. Considering that the trainees come from vulnerable family, the graduates cannot afford to buy equipment for use despite the skills acquired. Additionally, due to their humble education, the trainees cannot find formal jobs.

It is, therefore, JTI should assist the graduates to acquire equipment for their use.

Addressed to	Priority	Resource	Timing
Japan Tobacco International	High	Medium	Long-term

7. **Assist GRZ to build schools in the target project communities:** In all the communities the project was being implemented all the parents except in Shimano Community expresses the difficulties they face in sending their children to secondary schools. For instance, community members in Kaoma project areas send their children to either Kaoma or Kalumwange Secondary Schools. The distances are quite far apart form communities to either secondary school.

Therefore, JTI should consider building some schools, (particularly secondary schools) in the project areas.

Addressed to	Priority	Resource	Timing
Japan Tobacco International	Medium	Medium	Long-term

6.0 Lessons learned and Good Practices

6.1 Lessons Learnt

i. **Integrated, area based and multi actor approach is clearly achievable when all key stakeholders involved in the project play their roles accordingly and follow the planned activities.** In the case of the ARISE II Project, all key stakeholders played their roles accordingly, and hence the project attained its purpose.

ii. **Awareness-raising and the resulting changes in attitudes and behavior within a community contribute significantly to sustaining project outcomes**
If communities and government authorities are influenced, they are more likely to take ownership of the project and be willing to work to sustain the outcomes after it ends. This was the case with ARISE II project communities who have taken ownership of the results through local structures (DCLC and CCLCs). The communities have continued to form SHGs and IGA groups and submit reports to the DCLC.

iii. **Social mobilization that is enhanced through community involvement and consensus building assists in building trust between Project Implementers and Communities**. In the communities that were serviced by ARISE I it was difficult to re - establish SHGs and IGAs as most community members did not see the benefits of the project apart from few children being taken back to school. It is difficult to convince communities when trust is lost. The communities also did not see the benefit of taking the children to vocation skills centres as most the children trained neither got jobs nor practicing their skills. However, working with the CCLCs in the old communities, the Project has continued to form SHG and IGA groups, and offered vocational skills to withdrawn children in the communities

iv. **Creativity and innovation are necessary for effective awareness-raising and implementing child labour activities**
The use prevented/ withdrawn children in dances, sketches, plays, drama using children as performers in depicting issues of child labour in communities enhances message impact among parents and other members of the community. The performers

utilized traditional or historical messages, settings and contexts on issues of child labour. This was effectively used by the project through CCLCs and Schools to raise awareness in all the communities. In both structures (CCLCS and School) peer educators were used. Greater impact was realized and hence the project exceeded the projected numbers that were prevented, protected and withdrawn.

v. **Complementarity of the core activities of the project with others is very cardinal to attaining project aims and goals**

In the case of this project the core activity was combating child labour. However, realizing that the main cause of child labour in Kaoma and Nkeyema is the high poverty levels, the project incorporated livelihood activities to assist parents and guardians of children in child labour to improve their socio- economic status.

In the same vein of complementarity, another lesson learnt were complementary efforts exhibited by stakeholder organizations involved in the project that also contributed to successful implementation of project activities. A combination of individual skills and dynamism approaches amongst key stakeholders that were key in bringing the necessary impact on communities. Furthermore, the networking of partners guaranteed the success of the implementation process.

vi. **Engaging the support of the media in raising awareness considerably broadens the impact**

One of the major lessons learnt was the importance of involving the media in raising awareness on the issues of child labour. As aforementioned, ARISE II project worked with media to raise awareness on a broader scale, including through news stories and interviews. A training/sensitization workshop was conducted for journalists to deepen their understanding of the problem of child labour and sensitive reporting. Once trained and sensitized to the development issue of child labour, these change agents, especially Radio Cheke, have continued to cover issues of child labour in regular routine programmes.

vii. **Employers and workers' constitute an essential group in combating child labour**

If children are working, someone is employing them. To address this issue the Project involved the umbrella bodies of the employers' and employee's groups (ZFE and ZCTU) to implement some activities in the project areas. This broadened the scope of sensitization and awareness campaigns to cover farmers (who employ the children) and adult workers (who work with the children), too. The two organizations provided training on occupational safety and health, hazardous works and international labour standards.

viii. **Sustainability of every results of the project depends not only on focusing on attainment of its objectives, identifying right stakeholders and successful implementation of project activities but also ownership of the project results by the local structures and the beneficiaries past after the project phase out**

In the case of ARISE II all the structures including GRZ departments have taken ownership of the activity results that were undertaken by the Project. In this regards, the DCLC, CCLCs, the Leaf Production Technicians .and traditional leadership have continued to monitor issues of CL and protecting children in engaging in child labour.

6.2 Good practices

i. **The use of integrated and multi actor approaches to realize the Project Objectives**
Integrated approaches that combine awareness-raising about child labour with components that tackle education access and quality, economic empowerment, livelihoods and advocacy tend to reduce child labour in the longer term since they tackle symptoms, contributory factors and underlying causes. The project developed strategies that tackled not only mitigating child labour but also the causes and effects of child labour. Using the multi actor approach, a pool of institutions brought in expertise/ skills that assisted in attaining the project set objectives. These actors include GRZ institutions, NGOs, Unions, Employer organization, traditional and community leadership. This good practice of integrating project activities and interventions in relevant agencies and organizations ensures continuity of delivery of services and implementation of the interventions. Efficiency and effectiveness are better achieved when more agencies or organizations share responsibilities according to what each does best.

ii. **The establishment of Community Vocational Skills Centres**
An effective way to assist withdraw children from labour is providing vocational skills through the use Community Vocational Skills Centres. The Project established Community Vocational Skills centres in six communities in Nkeyema. These centres served trainees in communities where formal vocational training schools are far away from the communities. The community vocational skills centres, saved withdrawn children, especially girls, from agricultural labor and provide them with vocational skills in their local setting. The centres catered for withdrawn children aged 14-17. Though the training did not yield the desired result, it is a good practice should be improved on and used in rural places that are far from skills training centres.

iii. **Coordination and relationship building are important in the successful implementation of the any project**
The project management and coordination style and foci contributed greatly to the success of ARISE II Project. Relations with all government (though some never fully participated), traditional leaders, unions, ZFE and NGOs were open and supportive. The ILO/JTI ARISEII project team facilitated contact among district Government departments, community structures and implementing NGO partners. This assisted building relationships that led to each stakeholder appreciating the value of the other in attaining their own objectives. Together, they achieved more than they could on their own. For example, when an underage young girl went into early marriage, the CCLC reported the matter to the YWCA. Working together with the Department of Social Welfare YWCA withdrew a child from the marriage and took her back to school. This was also effective in partnerships such as hosting WDACL, review of the NAP where stakeholders contributed inputs and the Department of Community Development providing small livestock to IGA groups in the Project areas.

iv. **Training parents/guardians caring for children in CL in various courses to become entrepreneurs and manage SHGs and IGAs and providing small livestock**

Empowering parents/ guardians with various skills to manage SHGS and IGAs, and small livestock and cassava cuttings has assisted parents understand the value of using their entrepreneurial skills to fend for their families. This is one of the good practices that will assist to alleviate poverty (one of the basic causes of child labor in the two districts) among parents/guardians and be able to take their children to school.

v. **Open sharing of information and regular stakeholders' meetings among the DCLC, implementing partners and local GRZ departments at district and community level is one of the strengths of the project**

One good practice that strengthened the project implementation process was the open sharing of the information amongst stakeholders and regular meetings to review project activities and provide guidance on issues on child labour. It through these meetings that the project shared and expanded innovative ideas such as assisting 356 female / child headed homes being linked to Department of Community Development for social cash transfer, and linking 49 children to KWT for secondary education sponsorship.

vi. **Engaging stakeholders in all project processes enhances a sense of ownership of the activities and ensures they have a vested interest in their success**

Stakeholder involvement from national to community level in the planning and implementation of interventions through participatory processes promotes sustainability. From the inception through to phase out stage of the project district and community stakeholders were involved. Most of the training interventions were done by the members of the DCLC and IPs, and CCLCs (some by the local trained persons in the communities). In addition, stakeholders were also involved in the assessments, campaigns and formation of SHGs and IGA groups. This increased their interest in the success of the project and has enhanced ownership of the project. Hence all district and community stakeholders have continued to sustain the achievements of the project.

vii. **Building new partnerships or reinforcing existing ones makes it possible to mainstream child labour and education into the agendas and programs of others working on social issues**

Partnerships with community-driven structures or local structures considerably increase the chances that they will remain active beyond the life of the project. Building and reinforcing partnerships can facilitate the mobilization of resources, which can be used to support project outcomes in the longer term. Preventing child labour in the long term means addressing its root causes, including poverty, cultural and traditional beliefs and practices, and lack of access to quality education. If alliances already exist around these issues then a mainstreaming approach has a greater impact. This was the case with the ARISE II project in Kaoma and Nkeyema. The ARISE II management reinforced its existing partnerships by linking the project to other NGOs (KWT, WVI Zambia, Concern International, etc.) and strengthening the links with Departments of Community Development and Social Welfare.

viii. **The distribution of both English and translated local language materials on issues of child labour through the CCLCs to all stakeholders increased knowledge acquisition**

The use of both English and translated local language materials on issues of child labour were greatly appreciated by project beneficiaries because they remained with the materials and they could read at their own time. Broadcasting of such materials enhanced understanding of the context of child labour issues and increased knowledge acquisitions among members and assisted in prevention and withdrawing of children from child labour.

ix.   **The registration of the CCLCs with Registrar of Societies as Legal entities**

In the effort to make CCLCs independent and access incentives form donors, the project through the Labour office and Department of Community Development took initiative to register the CCLCs with the Registrar of Societies. The CCLCs will be registered as Community Based Organizations that will enjoy all the privileges of being CBOs. The privileges include applying for funding, accessing agricultural inputs through FISP and many more.

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Annexes

1. ToRs
2. Persons interviewed
3. Program for final Independent Evaluation
4. Intervention Matrix
5. Evaluation Instruments
6. Summary of achievements
7. List of recommendations
8. Good Practices (ILO template)
9. Lessons Learned (ILO template)

Terms of reference

Terms of Reference for
Independent Final Evaluation
''Achieving Reduction of Child Labour In Support of Education –
(ARISE II) Zambia"

A Public-Private Partnership

Project title	A Programme to Reduce the Worst Forms of Child Labour in tobacco-growing communities in Zambia (a component of ARISE - Achieving Reduction of Child Labour in support of Education)
ILO Project Code	ZAM/14/02/JTI
Country	Zambia
Duration	38 months
Project Starting Date	November 2015
Project End Date	December 2018
Project Locations	Zambia (National and direct action in Kaoma and Nkeyema Districts)
Project Language	English
Executing Agency	ILO Country Office for Zambia, Malawi and Mozambique
Technical Unit	FUNDAMENTALS
Financing Agency	Japan Tobacco International
Donor contribution	USD 1, 283, 776
Evaluation Type	Final Independent
Dates of Evaluation	November – December 2018

Type of contract	Ex Col or Service Contract
Languages Required	English
Expected duration of the assignment	Total 34 days (20 days for International and 14 days for national consultant)
Application deadline:	10 November 2018

List of acronyms

AP	Action Programme
ARISE	Achieving Reduction of Child Labour in support of Education
CCC	Country Coordinating Committee
CCLC	Community Child Labour Committee
CL	Child Labour
CLMS	Child Labour Monitoring System
CLFZ	Child Labour Free Zone
DWCP	Decent Work Country Programme
EM	Evaluation Manager
EVAL	Evaluation and Impact Assessment unit
IGAs	Income Generating Activities
JTI	Japan Tobacco International
HQ	Headquarters
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
NAP	National Action Plan
NC	National Consultant
NGO	Non-Governmental Organization
PPP	Public Private Partnership
TL	Team leader
UN	United Nations
WFCL	Worst Forms of Child Labour

I. BACKGROUND

1. Zambia has had a decade of rapid economic growth. A combination of prudent macroeconomic management, market liberalization policies, and steep increase in copper prices helped drive investments in the copper industry and related infrastructure to achieve an average annual growth of about 6.4% during the last decade. Though the economy is dependent on copper, the agriculture sector is the major employer (70% of the population). However, the sector's (agriculture) potential to contribute to the country's development remains largely underexploited. Unfortunately, Zambia's economic growth has not translated into significant poverty reduction. Sixty percent of the population lives below the poverty line and 42% are considered to be in extreme poverty. Moreover, the absolute number of poor has increased from about six million in 1991 to 7.9 million in 2010, primarily due to population growth[21]. In 2015 Zambia ranks 139th out of 187 countries on the United Nations Human Development Index[22][23] . This is an improvement from position 164 in 2011.

2. In Zambia of those employed, 48.9 percent were in agriculture in 2014. Elementary occupations accounted for 23.7 percent of employed persons, while service and sales workers and craft and related trade workers accounted for 14.3 percent and 6.6 percent respectively[3].

3. Considering the strong link between child labour and poverty and in view of the situation outlined above, child labour is an existent problem in Zambia and is an obstacle to achieving desired quality education outcomes, reduction of inequality, decent work and economic growth and poverty reduction in the aspiration to attain Sustainable Development Goals in Zambia. Child Labour not only harms the welfare of individual children, but also slows broader national poverty reduction and development efforts, particularly to enhance human development, reduce development inequalities and at a wider level, reduce poverty and vulnerability as envisaged in the Seventh National Development Plan.

4. Child involvement in employment remains very high in Zambia, with an estimated 34.4% of all children aged 7-14 (around 950,000 children) and about 27% of children under the age of 13 economically active in 2008 – a conservative estimate – because it excludes both the Worst Forms of Child Labour (WFCL) and unpaid household chores.[24] There is an inverse relationship between parental education and children's involvement in child labour. Child labour Involvement increases with age and decreases with age[25]. Child labour in Zambia is overwhelmingly in the agriculture sector accounting for around 92% of the economically active 7- 14 year olds at work.

5. Studies conducted on child labour in tobacco-growing communities commissioned by ILO ARISE in 2013 revealed that children in tobacco growing households were involved in many different activities in the tobacco production process such as stringing, reaping, weeding, ridging, grading, watering nurseries, transplanting and applying fertilizers. Both girls and boys were involved in almost all the activities but there were some variations in the level of participation in each activity.

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[21] http://www.worldbank.org/en/country/zambia/overview

[22] http://hrd.undp.org/en/countries profiles/ZMB

[23] Labour Force Survey Report, Central Statistical Office, p31

[24] Towards Ending Child Labour in Zambia: An assessment of resource requirements, 2012, p. 30

[25] Towards Ending Child Labour in Zambia: An assessment of resource requirement: Understanding Children's Work (UCW) Inter-agency country report, September 2012

6. Child labour is also found in domestic service, herding, fishing, forestry related activities (charcoal burning, caterpillar harvesting and mushroom picking), small-scale quarrying and mining, trade and services, transportation, water collection and transportation, on the streets. Cases of Commercial Sexual Exploitation (CSEC) and of children in debt bondage and internal trafficking have also been reported including children from the refugee communities. Almost all children in employment work for their families without wages[26]. While 75% of working children are enrolled in school[27], their work affects their ability to attend school regularly, perform to the best of their ability and it is difficult to continue with school. Child labour and education are strongly interrelated. Parents may have their children working in family economic businesses and farms while they also attend school.

7. An assessment of the child labour situation in Kaoma District revealed that 71 percent of children were attending school while at the same time involved in economic activities. Further, 29 percent were not attending school at all and were presumed to be fully engaged in child labour[28]

8. The worst forms of child labour in Zambia take different forms, and can be found in mining and quarrying, agriculture, child labour in domestic work, commercial sexual exploitation of children, trafficking of children, and other WFCL as detailed in the NAP. In these situations, prevention of HIV infection and access to Voluntary Counseling and Testing and HIV treatment are usually not considered.

9. Through ILO's International Programme for the Elimination of Child labour (IPEC), the ILO has accelerated action against child labour in international supply chains. Through a Public-Private partnership, ILO-IPEC joined hands with Japan Tobacco International (JTI) to support their efforts to reduce child labour in their tobacco-growing areas and to increase compliance with the ILO's child labour standards: Convention No. 138 on Minimum Age and Convention No. 182 on Worst Forms of Child Labour.

10. In 2011 the ILO signed a Public Private Partnership agreement with JTI to implement the programme on Achieving Reduction of Child Labour in support of Education – ARISE – with a focus on combating child labour in tobacco-growing communities. In 2012, this partnership extended to Zambia and where it was officially launched in 2013. The ARISE project was collectively developed by JTI, ILO and Winrock International to support the implementation of JTI's strategy to reduce child labour in tobacco growing communities in Zambia as one of the participating countries. This partnership through the ARISE Project was further aimed to support Government, employers' and workers' organizations and partners to develop effective strategies to combat child labour mostly among small holder tobacco farming communities. A first phase
of the Project was implemented from 2012-2015 with a follow-up second phase from 20152018.

11. The ARISE 1 Project focused on 1) creating awareness on child labour and improvement in access to education, 2) economic empowerment of communities, and 3) improvement in the regulatory framework. Under the ILO component of the Project, 575 children were withdrawn, 4, 327 prevented and 10, 000 community members were reached with awareness. A child labour monitoring system was piloted and over 200 households were reached with livelihood support. Besides, child labour mainstreaming and dissemination of child labour legal and regulatory frameworks was also realized.

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[26] Ibid. Pp. 25

[27] Understanding Children's Work in Zambia, 2009, p.i

[28] A Rapid Assessment on Child Labour in Tobacco-Growing Communities in Kaoma District, Zambia, ILOARISE 2014

12. Building on the experiences and lessons learned from the first phase of the ARISE project, JTI, ILO and WI have extended and scaled-up the ARISE programme in a second phase to consolidate and sustain the foundations and gains of the first phase of the Project. ARISE II focused on building models that create child labour free zones; provide community safety nets and livelihood support, and skills training; and ensure community ownership and build sustainability. ARISE II has been implemented over the period 2015 to 2018.

13. The ARISE II Project contributes to the elimination of child labour, particularly its worst forms, in the agricultural communities in Kaoma and Nkeyema Districts in Zambia by 2018.

14. The project has three immediate objectives under which there are three specific objectives as presented below and several outputs listed in Annex 1: -

  i. **Immediate objective 1- Child Labour Reduction through Improvements in Education access, awareness, and community empowerment**
  ILO Immediate Objective 1: By the end of the project, the capacity of community members and stakeholders on child labour issues and their role as change agents and monitors is strengthened

  ii. **Immediate objective 2- Increased Economic Empowerment and Social mobilization of Tobacco-growing Communities to combat child labour**
  ILO Immediate Objective 2: By the end of the project, target community structures, schools and households in tobacco-growing communities undertake IGAs

  iii. **Immediate objective 3- Improved regulatory framework and institutional development and capacity building for the Elimination of Child Labour**
  ILO Immediate Objective 3: By the end of the project, national and local capacity to implement and enforce the legal, regulatory and policy frameworks for the elimination of child labour and promotion of education will be enhanced

15. The total budget of the project is USD 1, 283,776 and it was implemented by the ILO, in partnership with JTI, Winrock International, with local authorities, communities and local partners. The Project Team from ARISE I has been maintained and was responsible for the implementation of the Project. The team consists of one National Project Manager, a programme assistant for monitoring and evaluation based in Kaoma, a

Finance/Administrative Assistant, and a driver. The National Project Manager serves as team leader and supervises the work of the Project Team and responsible for the overall operational management of the project and for reporting according to ILO and donor requirements

II. PURPOSE AND OBJECTIVE OF THE FINAL EVALUATION

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

during the project as per established procedures. Evaluations of ILO projects have a strong focus on learning and accountability.

17.   In the spirit of making evaluations transparent and participatory, this ToR has been developed in consultation with and with inputs from key stakeholders of the project, both within and outside the project.

18.   The final evaluation serves two main purposes:

a) Give a final assessment of the project in achieving project objectives and delivery of results; strategies and implementation modalities chosen; partnership arrangements, constraints and opportunities.

b) Provide recommendations for future similar project in terms of strategies, institutional arrangements, and any other area.

III. SCOPE OF THE EVALUATION

19.   The final evaluation will focus on the implementation period November 2015 – September 2018. The evaluation will assess all key outcomes and outputs that have been produced since the start of the project by all implementing partners. The evaluation will follow the OECD-DAC framework and principles for evaluation. For all practical purposes, this ToR and ILO Evaluation policies and guidelines define the overall scope of this evaluation. Recommendations, emerging from the evaluation, should be strongly linked to the findings of the evaluation and should provide clear guidance to stakeholders they are addressed to.

20.   It is expected that the evaluator/evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.

IV. EVALUATION CRITERIA AND QUESTIONS

As mentioned above, the evaluation will follow the OECD-DAC criteria of evaluation and will essentially address issues relating to relevance, validity of design, effectiveness, efficiency, results and sustainability. Focus on gender and inclusion, especially of people with disabilities should be maintained throughout the process and outputs of the evaluation. The key evaluation questions are listed here, which may be refined/modified further by the evaluation team, without compromising on the scope of the evaluation:

21. The following are some of questions proposed for the purposes of the evaluation:- *a)*

Relevance and strategic fit

• To what extent have project results been useful in meeting the needs of the target groups and addressing the identified problems? Do the initial needs and problems still exist and have new needs emerged?

• Is the project relevant to the achievements of the outcomes in national plan and the country programme of implementing partners?

- What links are established so far with other activities of the UN or non-UN international development aid organizations at local level?

- How well the project aligns to the priority SDG targets and indicators for the country? *b) Validity of design*

- The adequacy of the design process (Is the project design logical and coherent?) What external factors have influenced the ability of the implementing partners to meet projected targets?

- Do outputs causally link to the intended outcomes that in turn link to the broader development objective?

- To what extent are the objectives of the project still valid?

- Are the assumptions and risk assessments adequate/valid? How have unforeseen external forces been management?

- 3. To what extent did the project design identify and integrate specific targets and indicators to capture:
  - o Gender equality and non-discrimination concerns?
  - o Concerns regarding people with disabilities?

- To what extent the project considered relevant SDG targets and indicators (ies)? *c) Effectiveness*

- To what extents are the objectives achieved or likely to be achieved?
- What were the major factors influencing the achievement or non-achievement of the objectives?

- Were outputs produced and delivered so far as per the work plan? Has the quantity and quality of these outputs been satisfactory? How do the stakeholders perceive them? Do the benefits accrue equally to men and women?

- How effective were the backstopping support provided so far by ILO (regional or subregional offices) to the programme?

- Are there any unintended results of the project? How have these affected the intended project results?

- Within its overall objectives and strategies, what specific measures were taken by the project to address issues relating to :
  - o Gender equality and non-discrimination?
  - o Inclusion of people with disabilities?

- To what extent the project results contribute (or not) to the identified SDGs and related targets? Even if the relevant SDGs had not been identified in design, can a plausible contribution to the relevant SDGs and related targets be established?

d) Efficiency of resource use

- Are the available technical and financial resources adequate to fulfil the project plans?

- Are resources (human resources, time, expertise, funds etc.) allocated strategically to provide the necessary support and to achieve the broader project objectives?

- Are the project's activities/operations in line with the schedule of activities as defined by the work plans?

- Are the disbursements and project expenditures in line with expected budgetary plans? If not, what were the bottlenecks encountered? Are they being used efficiently?

- To what extent did the project budget factor-in the cost of specific activities, outputs and outcomes to address:
  - Gender equality and non-discrimination?
  - Inclusion of people with disabilities?

e) Effectiveness of management arrangements

- Is the management and governance arrangement of the project adequate? Is there a clear understanding of roles and responsibilities by all parties involved?

- How effectively the project management monitored project performance and results? Is a monitoring & evaluation system in place and how effective is it? Is relevant information systematically collected and collated? Is the data disaggregated by sex (and by other relevant characteristics if relevant)?

- Has cooperation among project partners been efficient? What is the value addition of the cooperation/ collaboration of the project? Was there a mechanism to facilitate coherence and synergy by the partners? How effective was it?

f) Impact orientation

- For economic empowerment projects, what is the economic/social benefit?

- For the beneficiaries of the entrepreneurship/business skills, what is the economic/social benefit?
- What were the intervention's long-term effects in terms of reducing/exacerbating o Gender inequalities and gender based discrimination? o Inequalities and exclusion faced by people with disabilities?

g) Sustainability

- Has the project started building the capacity of people and national institutions or strengthened an enabling environment (laws, policies, people's skills, attitudes etc.)?

- Assess whether project activities are sustainable and identify steps that can be taken to enhance the sustainability of project components and objectives

- To what extent are the benefits so far likely to continue after donor funding has ceased?

- What were the major factors which have/will influence the achievement or nonachievement of sustainability of the project?

- To what extent did the intervention advance strategic gender-related needs2 that can have a long term positive bearing on:
  - Gender parity within the world of work?
  - Inclusion of women and men with disabilities within the world of work? *h) Lessons learned*
- What are the emerging good practices and what lessons can be learned from the project that can be applied in the next phase and to similar future projects?
- What should have been different, and should be avoided in the next phase of the projects

V. METHODOLOGY :

22.   The evaluation will be carried out through a desk review, and interviews with relevant key stakeholders and beneficiaries through field visits and personal or phone based interviews, as required. Consultations with ILO and partners organizations in Lusaka and Kaoma and Nkeyema will be an integral part of the evaluation. The proposed evaluation methodology includes the following:

23.   **Desk Review:** The evaluation will be carried out using a desk review of appropriate materials, including the project documents, progress reports, outputs of the programme and the project action programmes, results of any internal planning process and relevant materials from secondary sources. At the end of the desk review period, the evaluation consultant will prepare a brief inception report outlining the methodological approach, evaluation instruments and questions (questions in the ToR to be refined based on the knowledge gained through desk-review and initial briefing), list of stakeholders to be interviewed, a work plan and a mapping of evaluation questions by broad category of stakeholders. It is expected that the questions outlined in the inception report consider the full scope of the evaluation and enable the team to document and analyse the achievements of the project and the contributions of the "action programmes" to the programme. The structure and format of the inception report will follow the guidance provided by EVAL (the Evaluation Office of the ILO).

24.   During the inception phase, the evaluation team leader will carry out semi-structured interviews of key informants such as the relevant ILO HQ and/or regional officials involved in supporting the project through conference calls or face-to-face interviews with the purpose of understanding the project, its status, progress, challenges, key stakeholders, key beneficiaries etc. Further desk review, beyond the inception phase, will be undertaken depending on the kind of information the evaluators require and their availability

25.   **Field Visits:** The evaluation team will undertake field visits to the Project site. The field visits will take place after the approval of the inception report. The selection of the field visits locations should be based on criteria defined by the evaluator/evaluation team. The selection of locations and beneficiaries/stakeholders must be representative of the situational realities. However, locations and

beneficiary selection must take into account the varied situations of project performance and follow the general principles of representation.

Some criteria to consider include:

- The number and mix of target groups
- The number of partners/project stakeholders involved
- Major challenges and concerns in the proposed areas, etc.
- The estimated costs entailed
- The distance and availability of transport facilities

26.   Interviews with key stakeholders: The evaluators will conduct interviews and focus group discussions with project partners and implementing agencies, direct and indirect beneficiaries as identified in the inception report. Additional in-person or phone/skype based interviews may also be required to cover stakeholders (especially tri-partite constituents, donors etc) who could not be covered during field visits.

27.   The data collection methods should ensure appropriate representation of stakeholders, particularly of women, people with disabilities and any other disadvantaged groups identified by the project.

28.   Stakeholders' Workshop: The team will also facilitate a stakeholders' workshop towards the end of the field visits to present initial findings and recommendations. The stakeholders' workshop will be attended by FUNDAMENTALS staff and key stakeholders (i.e. partners), including the donor as appropriate. These will be an opportunity for the evaluation team to gather further data, present the preliminary findings for verification and discussion, present recommendations and obtain feedback. This will take place towards the end of the fieldwork.

29.   The evaluation team leader will be responsible for developing the agenda and facilitation of the workshop. The identification of the number of participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader.

30.   While the evaluation team can propose changes in the methodology, any such changes should be discussed with and approved by the Evaluation manager. Changes to the methodology and evaluation questions should not compromise the overall scope and purpose of the evaluation, neither should it undermine the outputs and quality requirements.

31.   The evaluator/team leader will be responsible for drafting and finalizing the evaluation report. The draft report will be circulated to stakeholders in English for their feedback and comments. The team leader will further be responsible for finalizing the report incorporating any comments from stakeholders as appropriate.

VI. KEY DELIVERABLES:

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

A. An inception Report, as described under para 24 of the ToR: The Inception report will be reviewed by the EM, the REO and the project team before its finalisation. B. Briefing note or presentation made during the stakeholders' meeting.

C. Draft Evaluation report, including the executive summary, conclusions, recommendations, good practices and lessons learnt[29] and stakeholders list. The draft report should be structured as follows.

- ➢ Cover page with key project and evaluation data
- ➢ Executive Summary
- ➢ Acronyms
- ➢ Description of the project
- ➢ Purpose, scope and clients of the evaluation
- ➢ Methodology
- ➢ Review of implementation
- ➢ Clearly identified findings for each criterion
- ➢ Conclusions
- ➢ Recommendations
- ➢ Lessons learned and good practices
- ➢ Annexes

D. Final Evaluation Report

E. Evaluation summary, in EVAL recommended template

VII. EVALUATION MANAGEMENT

33.   This evaluation will be managed by a certified Evaluation Manager[30] who will provide the technical and managerial support. The Evaluation Manager will be supported by the

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[29] Good Practices and Lessons learned will follow the standard template developed by EVAL while the recommendations will be presented in a suggestive template

[30] Evaluation Managers are ILO staff who are trained by the Evaluation Office of the ILO (EVAL) on concepts, ethics and policies and procedures of managing evaluations in the ILO. EMs are selected on the basis of their interest, willingness and non-involvement with the project being evaluated. [11] https://www.ilo.org/eval/Evaluationpolicy/WCMS_571339/lang--en/index.htm

Regional Evaluation Officer and EVAL.

34.   The Evaluation Manager will be the essential focal point for all communications between the evaluation team and the project team. The EM will work in accordance with the ILO

Evaluation Policy and Guidelines[11] and the work-flow described therein.

35.   The project team will provide all necessary document, information required by the evaluators and logistical support during evaluation missions. The project team will share, inter alia, the following documents:

- Technical progress reports/status reports
- Key Performance Indicators reports
- Baseline reports and studies
- Project monitoring plan
- Technical and financial reports of partner agencies
- Other studies and research undertaken
- Action Programme Summary Outlines
- Project files
- Good practices and lessons learned

VIII. REPORTING AND DELIVERABLES

- A draft report will be provided and shared with the project team for review and comments. The draft is document will provide the preliminary conclusions in respect of the evaluation questions in the terms of reference. These will be based on evidence generated through the evaluation. Any judgements provided should be clear and explicit. The draft final report should also contain substantiated recommendations made on the basis of the conclusions reached by the evaluator. It will also provide a technical overview of the evaluation process, highlighting limitations and possible bias therein.

- The draft will be reviewed by the Evaluation Manager for its completion and its adherence to the scope of the evaluation after which it will be shared with the project team and other key stakeholders for their review and feedback. ☐The EM will compile the feedback and share them with the evaluator.

36.   A final report will then be compiled incorporating input provided from all stakeholders and on the draft report. The final report should have the same structure as the draft report. It will take account of the results of the comments and discussions regarding the draft final report in so far as they do not interfere with the autonomy of the evaluators in respect to their conclusions. A brief note explaining why any comments might not have been incorporated should be provided separately.

37.   It is essential that all the reports be clear, unambiguous and comprehensive. They should also be understandable for non-specialists. All drafts and final outputs and reports, including supporting documents and analytical reports should be provided both in paper copy and in Word format with the charts in Excel. They should be accompanied, where requested, by appropriate annexes. Ownership of data from the evaluation rests jointly with FUNDAMENTALS and the consultants. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.

38.   The total length of the report should be a maximum of 40 pages for the main report, excluding annexes; additional annexes can provide background and details on the project evaluated. The report should be

sent as one complete document and the file size should consider ease of transferring it via e-mail. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

39. After the satisfactory completion of the final report, the EM will share it with EVAL for final quality review and approval of the report, after which the report will be shared with PARDEV for further submission to the Donor and will be published online.

40. In the course of the evaluation and submission of deliverables, the consultants will keep the Evaluation Manager informed about the progress, challenges they face and/or any other issue that might hinder the timely completion of the evaluation.

IX. CLIENTS

41. The primary clients of the evaluation are the donor as well as other relevant stakeholders, ILO constituents, ILO (ILO Country Office, Decent Work Team Pretoria, Regional Office, and the Governance and Tripartism Department in ILO Geneva).

42. The evaluation process will be participatory. The implementing agencies, stakeholders and other parties involved in the execution of the project would use, as appropriate, the evaluation findings and lessons learnt.

43. Key lessons learned and any proposed changes to the project will also be discussed with and reported back to beneficiaries and stakeholders (in particular central and local authorities) and the donor (JTI).

X. MANAGEMENT ARRANGEMENTS, WORK PLAN & TIME FRAME

44. The evaluators will report to the Evaluation Manager, Mr. Dereje Alemu (dereje@ilo.org), Programme Officer, Addis Ababa. The Evaluation Manager takes the responsibility in drafting ToR in consultation with all concerned and will manage the whole evaluation process and will review the evaluation report to make sure it has complied with the quality checklist of ILO evaluation reports.

   – *The Regional Evaluation Officer for Africa* will do quality assurance of the report and give approval of the final evaluation report.

   – *Desk Officer for Africa in ILO Geneva* and *Evaluation Focal Point of* FUNDAMENTALS Branch will provide inputs into the ToRs and the draft evaluation report.

   – *ILO County Office* and the *ARISE 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 evaluators.

45. *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.

Composition of evaluation team

46. The evaluation team will consist of one international evaluation consultant and one independent national consultant. The international consultant will be the team leader and will have responsibility for the evaluation report. He/she will be a highly qualified senior evaluation specialist with extensive

experience on conducting independent evaluations and ideally also well versed on the subject matter in question: addressing child labour issues, promotion of livelihood opportunities and building institutional capacity for elimination of child labour. The national consultant will have particular experience in the areas of livelihood promotion, skills development and business management. The evaluation team will agree on the distribution of work and schedule for the evaluation and stakeholders to consult.

Evaluation Timetable and Schedule

47. The timetable is as follows:

Team Leader and National Consultant proposed work days

Phase	Responsible Person	Tasks	No of days	
			TL	NC
I	Evaluation team leader	o Desk Review of programme related documents o Telephone briefing with ILO o Inception report	5	3
II	Evaluation team with organisational support from ILO Lusaka Country Office in Zambia	o In-country for consultations with programme staff o Consultations with ILO projects staff o Interviews with projects staff and partners o Field visits o Consultations with girls and boys, parents and other beneficiaries o Consultations with other relevant stakeholders o Workshop and informal feedback sessions with key stakeholders o Sharing of preliminary findings	8	8
III	Evaluation team	o Draft report based on consultations from field visits and desk review and the stakeholders' workshop	5	3
IV	Evaluation Manager	o Quality check and initial review by Evaluation Manager o Circulate draft report to key stakeholders o Consolidate comments of stakeholders and send to team leader	0	0

V	Evaluation team leader	o Finalize the report including explanations on why comments were not included	2	0
		TOTAL	20	14
		Total number of days (Team leader + the national consultant)	34	

<div align="center">TL: Team leader NC: National consultant</div>

Work plan & Time Frame

48. The total duration of the evaluation process is estimated to be 34 days of which at least 16 days are to be dedicated to data collection from all key stakeholders concerned at national, District and community level; and presentation of preliminary results to all the aforementioned.

Evaluation Phases

49. The evaluation is foreseen to be undertaken in the following main phases and time period aiming for submission of the final evaluation report no later than 20th December, 2018.

50. For this independent evaluation, the final report and submission procedure will be followed:

- The team leader will submit a draft evaluation report to the evaluation manager.

- The evaluation manager will forward a copy to key stakeholders for comment and factual correction.

- The evaluation manager will consolidate the comments and send these to the team leader.

- The team leader will finalize the report incorporating any comments deemed appropriate and providing a brief note explaining why any comments might not have been incorporated. He/she will submit the final report to the evaluation manager

- The Evaluation manager will forward the draft final report to the Regional Evaluation Focal person who will then forward it to EVAL for approval.

- After the approval, EVAL shares the report with PARDEV and publishes the report and the Evaluation Summary online.

- PARDEV will submit the report officially to the donor.

XI. BUDGET

51. A detailed budget will be prepared by the Evaluation Manager with support from the project team.

XII. KEY QUALIFICATIONS AND EXPERIENCE OF THE EVALUATION TEAM

52. The **international consultant** should have the following qualifications:

- Master's degree in Business Management, Economics or related graduate qualifications

- A minimum of 10 years of professional experience specifically in evaluating international development initiatives in the area of child labour, skills development, employment promotion, rural development and management of development programmes, preferably in Africa.

- Demonstrated expertise and capability in understanding the factors perpetuating child labour and its worst forms, mechanisms to address child labour issues, assessing technical and vocational skills training in rural and informal economies, business support services in support of micro-enterprise development including entrepreneurship and small business management training, access to finance, business linkages and markets.

- Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing. ☐ Working experience in conflict affected countries ☐ Knowledge and experience of the UN System.

- Understanding of the socio economic and political context of the project country (Zambia) would be a clear advantage.

- Excellent communication and interview skills in English.

- Excellent report writing skills.

- Demonstrated ability to deliver quality results within strict deadlines.

53. Key responsibilities of the International consultant/team leader:

Responsibilities	Profile
☐ Desk review of programme documents ☐ Briefing with ILO/Evaluation Manager/EVAL Development of the evaluation instrument ☐ Telephone interviews with JTI, ILO ☐ Undertake Interviews with stakeholders and key informants ☐ Undertake field visits in projects areas Facilitate stakeholders workshop ☐ Draft evaluation report Finalise evaluation report ☐ ☐ ☐	☐ <u>Not have been involved in the project.</u> ☐ Relevant background in social and/or economic development or other related field. ☐ Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects. Experience in evaluations in the UN system or other international context as team leader Relevant sub-regional experience ☐ Relevant country experience preferred ☐ Experience in the area of children's and child labour issues ☐ and rights-based approaches in a normative framework and ☐ operational dimension would be an asset. ☐ Experience at policy level and in the area of education and legal issues would also be an advantage. ☐ ☐ Fluency in English is essential ☐ Experience facilitating workshops for evaluation findings. ☐ Experience with programme level evaluations

54. The **National consultant** should have the following qualifications:

- Master's Degree in a Social Science field such as Development Studies; Local Economic Development; Rural Development; Business Management, Economics or related graduate qualifications

- A minimum of seven years of professional experience, specifically in the area of monitoring and evaluation of international development initiatives and development organizations.

- A minimum of 5 years of professional experience specifically in evaluating development projects/programmes in the area of child labour, skills, employment, micro enterprises, entrepreneurship, rural development and management of development programmes, preferably in Africa.

- Demonstrated expertise and capability in addressing child labour issues, determining factors exacerbating child labour, factor limiting children's access to education, assessing technical and vocational skills training in rural and informal economies, business support services in support of micro-enterprise development including entrepreneurship and small business management training, access to finance, business linkages and markets.

- A track record of conducting various types of evaluations, including process, outcome and impact evaluations in Zambia and preferably in the area of vulnerability reduction, livelihood promotion, rural development, identifying local economic opportunities, skills development and employment

- Knowledge and experience of the UN System

- Excellent communication and interview skills in English and local language of the area.

- Excellent report writing skills.

- Demonstrated ability to deliver quality results within strict deadline

55. Key responsibilities of the national consultant

Responsibilities	Profile
• Desk review of programme documents • Contribute to the development of the evaluation instrument • Organize interviews of stakeholders and field visits in the country • Provide or facilitate translation and interpretation as required • Co- facilitate Interviews with	• Not have been involved in the project. • Relevant background in country social and/or economic development or other relevant field. • Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects. • Relevant country experience, preferably prior working experience in child labour. • Experience in the area of children's and child labour issues and rights-based approaches in a normative framework would be an asset.
☐ stakeholders and key informants Co-facilitate stakeholder workshop (under the team leader leadership) Contribute to the evaluation report through systematizing data collected and providing analytical inputs Others as required by the team leader ☐	☐ Experience in facilitating workshops for evaluation findings. Fluency in English ☐ Knowledge of local languages in the field visit areas would be ☐ preferred Experience in the UN system or similar international development experience desirable. ☐

XIII. SOURCES OF INFORMATION AND CONSULTATIONS/MEETINGS

The following will be provided by ILO:
- Project document
- ILO policy guidelines on evaluations
- Required code of conduct form, templates and guidance notes

- Progress reports/Status reports
- Technical and financial reports of partner agencies
- Other studies and research undertaken
- Action Programme Summary Outlines
- Project files
- National Action Plan
- Information on relevant conventions and protocols

56. Consultations with the following will be facilitated by the Evaluation Manager, with support from the project team:

- Project management and staff
- ILO/HQ backstopping officials
- Partner agencies
- Child labour/child protection programs in the country
- Social partners Employers' and Workers' groups
- Government and stakeholders (e.g. representatives from Departments of Labour, Community Development, Social Welfare, Education etc)

- Government representatives, legal authorities etc as identified by evaluation team
- National Partners in the NAP involved in the further development, enhancement and implementation of national processes
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account.) ☐ Parents of boys and girls
- Community members as identified by the project management and evaluation team leader
- JTI HQ and Zambia office (by telephone)
- Any other, as relevant to the evaluation

Annex 1: 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 learned 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/templatesummary-en.doc

Annexure 2. List of Key Informants

Name	Position	Organization
Mukatimui Chabala	Project Manager	JTI/ILO ARISE II Project
Fewdays Lwando	M& E Project Assistant	JTI/ILO ARISE II Project
Kaziya Chanda	Labour Commissioner	MLSS
Kabubi	Focal Person – Child Labour Unit	MLSS
Nickolas Chitulangoma	Corporate Officer	JTI
Luka Makinishi	Child Labour – Focal Person	ZCTU
Hilary Hazele	Manager: Economics & Policy	ZFE
Margaret Katai	Senior Program Manager	JCM – Lusaka
Richard Mukuka	Project Officer	JCM – Nkeyema
Mukatimui Ndopu	Project Coordinator	YWCA
Miriam Mwiinga	Programmes Manager	YWCA - Lusaka
Patrick Mutanga	Project Manager	Hosanna Mapalo
Kennedy Nyambe	Planner	MOE- Kaoma
Nakweti Mboma	DESO	MOE - Nkeyema
Chilimelime Macheje	M&E Assistant	WI – Kaoma
Kaumbwa	Center Director	KYRC
Mukosha D.	Instructor	KYRC
Racheal Ngulube	Community Development Assistant	MCDSW
Makayi Ruben	DACO	MOA - Nkeyema
Nyambe Fred	Information officer	ZANIS
Makasa Eddie	Labour Officer	MLSS- Nkeyema
Mwemba	District Administration Officer	District Administration
Nawa Mulopa	Community Development Officer	MCDSW – Nkeyema
Mundenda Stanely	District V/ Chairperson	ZCTU
Theresa Mwanakatwe	District Social Welfare Officer	MCDSW - Nkeyema
Mbaala Nosiku	School Manager	Kamuni School
Munanga Kalunga	School Manager	Mulalila School
Inambo Dawson	School Manager	Namaloba School
Mutemwa Mukelabai	School Manager	Kajejeje School
Gregory Kabubi	School Manager	Munkuye A School
Mulele Mercy Monde	School Manager	Kamasisi School
Haachika Vincent	School Manager	Shimano School
Brendah Mwendende	Teacher – Focal Person	Munkuye A
Mvula Njoloma	Leaf Production Area Manager	JTI - Nkeyema
Andrew Phiri	Leaf Production Technician (LPT)	JTI - Nkeyema
Caleb Jakalasi	LPT	JTI - Nkeyema
Bridget Ngoma	Supervisor (LPT)	JTI - Nkeyema
Charles Kalabila	Field Officer	JTI - Nkeyema
Phiri January	LPT	JTI - Nkeyema
Chibinga Daka	LPT	JTI - Nkeyema
Melody Kasoka	Supervisor (LPT)	JTI - Nkeyema
Given Sitima	LPT	JTI - Nkeyema
Boren Fwanyanga	CCLC Chairperson	Mulalila
Mbangu Agness	CCLC V/ Chairperson	Kamuni
Pithas Buyoti Miyo	CCLC Chairperson	Namaloba
Gabby Lyambika	CCLC Secretary	Namaloba
Grace Nambiana	Chairperson	Kajejeje
Dorothy Kazungo	Chairperson	Munkuye A
Manyando Vincent Sumbwa	Chairperson	Kamasisi
Lumbala Chitumbo	V/Chairperson	Kandende
Munene Muloka	Secretary	Kandende

Ilukena Ilukena	Chairperson	Shimano
Frebby Lubinda Nalukui	Secretary	Shimano

Annexure 3. Evaluation Matrix

Evaluation Criteria	Evaluation Questions	Data Collection Techniques	Location	Stakeholders Involved
Relevance and Strategic fit	To what extent have project results been useful in meeting the needs of the target groups and addressing the identified problems?	Semi-structured interviews, desk review	Kaoma/ Nkeyema	JTI/ILO ARISE II project staff; Representatives from JTI Lusaka; MLSS- CL unit Focal person; Child Labour Focal Person: ZCTU; Representative of ZFE; Representatives of the Implementing Partners (IPs); Members of the DCLC; Members of CCLCs; Peer Educators; SHG Field Agents; Members of the SHGs; Members of the IGA groups; School Managers & focal teachers; Children prevented / withdrawn from child labour; and Traditional leaders
	Do the initial needs and problems still exist and have new needs emerged?	Semi-structured interviews		
	Is the project relevant to the achievements of the outcomes in national plan and the country programme of implementing partners?	Semi-structured interviews, desk review		
	What links are established so far with other activities of the UN or non-UN international development aid organizations at local level?	Semi-structured interviews, desk review		
	How well the project aligns to the priority SDG targets and indicators for the country?	Semi-structured interviews, desk review		
Validity of design	The adequacy of the design process (Is the project design logical and coherent?) What external factors have influenced the ability of the implementing partners to meet projected targets?	Semi-structured interviews, desk review	Kaoma/ Nkeyema	JTI/ILO ARISE II project staff; Representatives from JTI Lusaka; MLSS- CL unit Focal person; Child Labour Focal Person: ZCTU; Representative of ZFE;
	Do outputs causally link to the intended outcomes that in turn link to the broader development objective?	Desk review		

				Representatives of the Implementing Partners (IPs); Members of the DCLC; Members of CCLCs;
	To what extent are the objectives of the project still valid? Are the assumptions and risk assessments adequate/valid? How have unforeseen external forces been management?	Semi-structured interviews, desk review		
	To what extent did the project design identify and integrate specific targets and indicators to capture: o Gender equality and non-discrimination concerns?	Semi-structured interviews, desk review		
	Concerns regarding people with disabilities? To what extent the project considered relevant SDG targets and indicators (ies)?	Semi-structured interviews, desk review		
Effectiveness	To what extents are the objectives achieved or likely to be achieved? What were the major factors influencing the achievement or non-achievement of the objectives? Were outputs produced and delivered so far as per the work plan? Has the quantity and quality of these outputs been satisfactory? How do the stakeholders perceive them? Do the benefits accrue equally to men and women?	Semi-structured interviews, desk review Semi-structured interviews, desk review Semi-structured interviews, desk review Semi-structured interviews, desk review	Kaoma / Nkeyema	JTI/ILO ARISE II project staff; Representatives from JTI Lusaka; MLSS- CL unit Focal person; Child Labour Focal Person: ZCTU; Representative of ZFE; Representatives of the Implementing Partners (IPs); Members of the DCLC; Members of CCLCs;

	How effective were the backstopping support provided so far by ILO (regional or sub-regional offices) to the programme?	Semi-structured interviews, desk review		
	Are there any unintended results of the project? How have these affected the intended project results?	Semi-structured interviews, desk review		
	Within its overall objectives and strategies, what specific measures were taken by the project to address issues relating to: Gender equality and non-discrimination? Inclusion of people with disabilities?	Semi-structured interviews, desk review		
	To what extent the project results contribute (or not) to the identified SDGs and related targets?	Semi-structured interviews, desk review		
	Even if the relevant SDGs had not been identified in design, can a plausible contribution to the relevant SDGs and related targets be established?	Semi-structured interviews, desk review		
Efficiency of resource use	Are the available technical and financial resources adequate to fulfill the project plans?	Semi-structured interviews, desk review		JTI/ILO ARISE II project staff; Representatives from JTI Lusaka & Nkeyema MLSS- CL unit Focal person;
	Are resources (human resources, time, expertise, funds etc.) allocated strategically to provide the necessary support and to achieve the broader project objectives?	Semi-structured interviews, desk review		Child Labour Focal Person: ZCTU; Representative of ZFE; Representatives of the Implementing Partners
	Are the project's activities/operations in line with the schedule of activities as defined by the work plans?	Semi-structured interviews, desk review		(IPs); Members of the DCLC;

	Are the disbursements and project expenditures in line with expected budgetary plans? If not, what were the bottlenecks encountered? Are they being used efficiently?	Semi-structured interviews, desk review		Members of CCLCs;
	To what extent did the project budget factor-in the cost of specific activities, outputs and outcomes to address: o Gender equality and non-discrimination? o Inclusion of people with disabilities?	Semi-structured interviews, desk review		
Effectiveness of management arrangements	Is the management and governance arrangement of the project adequate? Is there a clear understanding of roles and responsibilities by all parties involved?	Semi-structured interviews, desk review	Kaoma/ Nkeyema	JTI/ILO ARISE II project staff; Representatives from JTI Lusaka; MLSS- CL unit Focal person; Child Labour Focal Person: ZCTU; Representative of ZFE; Representatives of the Implementing Partners (IPs); Members of the DCLC; Members of CCLCs; Peer Educators; SHG Field Agents; Members of the SHGs; Members of the IGA groups; School Managers & focal teachers; Traditional leaders
	How effectively the project management monitored project performance and results?	Semi-structured interviews, desk review		
	Is a monitoring & evaluation system in place and how effective is it? Is relevant information systematically collected and collated? Is the data disaggregated by sex (and by other relevant characteristics if relevant)?	Semi-structured interviews, desk review		
	Has cooperation among project partners been efficient? What is the value addition of the cooperation/ collaboration of the project?	Semi-structured interviews, desk review		
		Semi-structured interviews, desk review		

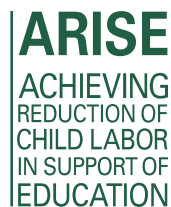|	Was there a mechanism to facilitate coherence and synergy by the partners? How effective was it?			
Impact orientation	For economic empowerment projects, what is the economic/social benefit?	Semi-structured interviews, desk review		
	For the beneficiaries of the entrepreneurship/business skills, what is the economic/social benefit?	Semi-structured interviews, desk review		
	What were the intervention's long-term effects in terms of reducing/exacerbating: Gender inequalities and gender based discrimination? o Inequalities and exclusion faced by people with disabilities?	Semi-structured interviews, desk review		
Sustainability	Has the project started building the capacity of people and national institutions or strengthened an enabling environment (laws, policies, people's skills, attitudes etc.)?	Semi-structured interviews, desk review	Kaoma/ Nkeyema	JTI/ILO ARISE II project staff; Representatives from JTI Lusaka; MLSS- CL unit Focal person; Child Labour Focal Person: ZCTU; Representative of ZFE; Representatives of the Implementing Partners (IPs); Members of the DCLC; Members of CCLCs; Peer Educators; SHG Field Agents; Members of the SHGs; Members of the IGA groups; School Managers & focal teachers;
	Assess whether project activities are sustainable and identify steps that can be taken to enhance the sustainability of project components and objectives.	Semi-structured interviews, desk review		
	To what extent are the benefits so far likely to continue after donor funding has ceased? What were the major factors which have/will influence the achievement or non- achievement of sustainability of the project?	Semi-structured interviews, desk review		

	To what extent did the intervention advance strategic gender-related needs2 that can have a long term positive bearing on: Gender parity within the world of work? Inclusion of women and men with disabilities within the world of work?	Semi-structured interviews, desk review		and Traditional leaders
Lessons learned	What are the emerging good practices and what lessons can be learned from the project that can be applied in the next phase and to similar future projects? What should have been different, and should be avoided in the next phase of the projects	Semi-structured interviews, desk review Semi-structured interviews, desk review	Kaoma/ Nkeyema	JTI/ILO ARISE II project staff; Representatives from JTI Lusaka; MLSS- CL unit Focal person; Child Labour Focal Person: ZCTU; Representative of ZFE; Representatives of the Implementing Partners (IPs); Members of the DCLC; Members of CCLCs; Peer Educators; SHG Field Agents; Members of the SHGs; Members of the IGA groups; School Managers & focal teachers; and Traditional leaders

International Programme on the Elimination of Child Labour (IPEP)/ ARISE Project; "Achieving Reduction of Child Labour in Support of Education" - Zambia

Independent Final Evaluation

Interview Guide

Introduction:

This Key Informant Interview Guide is intended for data collection during the evaluation of ARISE II Project in Kaoma and Nkeyema.

Target Respondents:

The interviews will be administered to the ILO staff, DCLCs, ARISE implementing partners, CCLCs and District Labour Officers.

Confidentiality and consent:
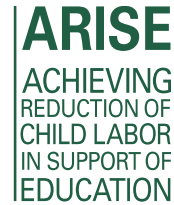
This interview is intended for the purpose of generating information for the final independent evaluation. The information obtained in this survey will be strictly used for generating evaluation report of the project. No reference will be made to the identity of individuals engaged in this survey during and after the survey. I kindly request your consent to proceed with this interview.

1. To what extent has the project changing attitudes and building alliances against child labour through advocacy, social mobilization and awareness-raising campaigns at the community, district and national levels? What proof do you have to ascertain this?

2. Compare the ARISE 1 and ARISE 11 projects, would you say that the Project has scaled up on prevention and withdrawal of children from Child Labour through Education, skills training, youth employment and green jobs? How many have been prevented and withdrawn through above stated criteria?

3. Focusing on child-led advocacy where children enjoy their rights and freedom, what measures were put in place to actuate the advocacy? Were child labour free spaces created? If yes, how many and where? What is the impact of the child led advocacy?

4. To what extent has the project replicated the models developed by ILO/IPEC and Winrock to create child labour free zones (CLFZs)? How many zones have been created? To what extent have the zones impacted community members?

5. The second pillar of the Project is concerned with economic empowerment. In your opinion (compared to the project records), have the families and communities affected by child labour well up now or not? What income generating activities (IGAs) are they involved in? How are the saving and lending groups doing? What are positive and negative effects of the saving and lending groups? Would you say the economic empowerment has been scaled up?

6. Has the Project assisted in extending the knowledge base and strengthening the capacity of key partners in advocating for policy development and implementation, especially in the agriculture sector, on Occupational Safety and Health (OSH) and on Child Labour? To what extent has this been done?

7. During the Project implementation, were there deliberate strategies to sensitize government ministries and social partners to mobilize additional resources from government budgets and through PPPs? Any success? If none, what could be the problem?

8. Has the project developed local capacity and knowledge on child labour monitoring and local ownership? What monitoring instruments have been put in place? What reporting system has been put in place? Have communities through the CCLCs taken ownership of monitoring the Project?

9. Has the Project strengthened the capacity of partners at local, district and national levels to advocate for mainstreaming child labour concerns in policies and legislation on child labour?

To what extent has this been done? What has been the impact of strengthening capacity to advocate mainstreaming child labour concerns?

10. To what extent has the Project strengthened the capacity of Law enforcement agencies to take action against child labour? Which agencies were targeted? How have they used the acquired skills and knowledge?

11. What are the emerging good practices, and what lessons can learnt from the Project that can be applied in the next phase and to similar future projects?

12. What should have done different, and be avoided in the next phase of the Project?

13. Do you have anything to say or question?

Thank You Very Much

International Programme on the Elimination of Child Labour (IPEP)/ ARISE Project; "Achieving Reduction of Child Labour in Support of Education" - Zambia

Independent Final Evaluation

Interview Guide (Focus Group Discussions)

Introduction:

This Interview Guide is intended for data collection for homogenous groups during the evaluation of ARISE II Project in Kaoma and Nkeyema.

Target Respondents:

The interviews will be administered to the DCLCs, ARISE implementing partners, CCLCs and teachers.

Confidentiality and consent:

This interview is intended for the purpose of generating information for the final independent evaluation. The information obtained in this survey will be strictly used for generating evaluation report of the project. No reference will be made to the identity of individuals engaged in this survey during and after the survey. I kindly request your consent to proceed with this interview.

1. Generally, how will you rate the Project? Has the Project been useful in meeting the needs of the target Groups? Has it addressed the identified problems? Have new needs emerged?
2. Is the Project relevant to the achievements of the outcomes in the national plan and the country programme of the implementing partners?
3. Were you involved in the project design? What factors influenced the ability of the implementing partners to meet the projected targets? How did the Project manage the unexpected external forces that influenced its implementation? Are the project objectives still valid if the Project is scaled up?
4. How did the Project identify and integrate different target groups such as women, men, youths and people with disability? D the benefits accrue to all categories?
5. According to your assessment has the Project achieved it objectives? Give reasons. What could have contributed to attainment of the set objectives?
6. How effective was the support from ILO? Did the Project implement its activities according to the plan?
7. Are there any unintended result?
8. Did you have adequate financial and technical resources to implement the activities according to the set plan? Did the project budget take into consideration of the gender equality and non-discrimination?
9. How did the Project address the management and governance arrangement of the Project? Was it adequate? Were roles and responsibilities of each stakeholder well defined?
10. Is there a monitoring system in place? How is it working? Hoe effective is it? Did you perceive any challenges?
11. Is the data and information through the monitoring and evaluation system systematically collected, collated and disaggregated by sex and other means?
12. How was the cooperation among partners? What value did it add to the Project? Was there a mechanism to facility the cooperation? How effective was it?
13. What impact does the economic empowerment has on community, district and national level? What are the major benefits? For the beneficiaries of the entrepreneurship / business what economic/social benefits were derived from the Project? Did the beneficiaries go through some training? What activities are they involved in? What could be their average income per day/ week or month?
14. Is the economic /social empowerment reducing gender inequalities, gen der based discrimination and exclusion based on disabilities? What are the long term effects of the economic / social empowerment?
15. How is the Project going to sustain the results produced by the Project? Has it built capacity of people and national institutions at community, district and national level? Has it strengthened an enabling environment in terms of law, policies, people's skills and attitudes, etc.).

16. Generally, can you say that the activities of the project are sustainable? What steps can be taken to enhance sustainability of the project? When the donor ceases funding are the benefits likely to continue? Why?

17. What lessons have you learnt by your involvement in the project? If you had to change or improve something which areas would you concentrate on? What good practices would you recommend to be applied in the next phase or to similar future projects?

18. What should be avoided and done differently?

19. Do you anything else to say or any question?
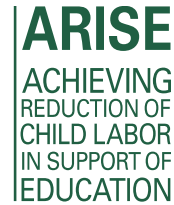
Thank You Very Much

International Programme on the Elimination of Child Labour (IPEP)/ ARISE Project; "Achieving Reduction of Child Labour in Support of Education" - Zambia

Independent Final Evaluation

Interview Guide (FGDs)

Introduction:

This Interview Guide is intended for data collection for homogenous groups during the evaluation of ARISE II Project in Kaoma and Nkeyema.

Target Respondents:

The interviews will be administered to the .household beneficiaries, Beneficiaries of the entrepreneurship/business skills (SHG & IGA groups), prevented, withdrawn and referral children.

Confidentiality and consent:

This interview is intended for the purpose of generating information for the final independent evaluation. The information obtained in this survey will be strictly used for generating evaluation report of the project. No reference will be made to the identity of individuals engaged in this survey during and after the survey. I kindly request your consent to proceed with this interview.

1. Generally, how do you rate this project? Are the activities being implemented able to meet your needs and expectations? Why do you say so?

2. What economic/social benefits have you derived from the Project? Did you receive any assistance from the project: resources, skills training or any other?

3. Those of you who were empowered through entrepreneurship/business skills would you say the project more than you expected? What could have been done differently? What IGAs are you involved in? What is your average income daily, weekly or monthly?

4. Are members of the saving and lending groups? How are they assisting you?

5. Has the project assist your community to understand issues to do with child labour and its negative effects on the children? What are you doing to help others who still allow their children to work in farms or those employing children to work in tobacco farms?

6. For those of you who have been prevented and withdrawn from child labour or worst form of child labour (WFCL) what is the impact of the project on your future?

7. If the project had to continue what should be changed or improved? Why?

8. What lessons have you learnt for this project? What good practices can be applied in the next phase or similar future projects?

9. Do have anything else to say or any question?
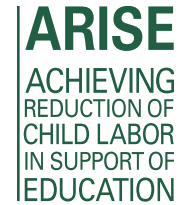
Thank You Very Much

International Programme on the Elimination of Child Labour (IPEC)/ ARISE Project; "Achieving Reduction of Child Labour in Support of Education" - Zambia

Independent Final Evaluation

Interview Guide

Introduction:

This Interview Guide is intended for data collection for homogenous groups during the evaluation of ARISE II Project in Kaoma and Nkeyema.

Target Respondents:

The interviews will be administered to the ZCTU and other Unions, ZFE, and relevant GRZ Ministries.

Confidentiality and consent:

This interview is intended for the purpose of generating information for the final independent evaluation. The information obtained in this survey will be strictly used for generating evaluation report of the project. No reference will be made to the identity of individuals engaged in this survey during and after the survey. I kindly request your consent to proceed with this interview.

1. What are your role and responsibilities in the JTI/ILO ARISEII Project?
2. How would you rate the relevance, design and implementation of the Project activities?
3. Is the project relevant to achieving the outcomes in in the National Plan and country program of implementing partners/

4. How well is the Project aligned to priority of the SDGs and indicators to the Country?

5. Did the Project consider the relevant SDG targets and indicators?

6. How have the project results contributed to the relevant SDGs and related targets?

7. How has the Project extended the knowledge base and strengthening the capacity of key partners to advocate for policy development and implementation, especially in the agriculture sector, on OSH and on Child Labour;

8. To what extent has the Project assisted government ministries and social partners to mobilize additional resources from government budgets and through PPPs;

9. Has the local capacity developed and knowledge on child labour monitoring and local ownership been strengthened?

10. Were there strategies put in place to strengthen the capacity of partners at local, district and national levels to advocated for mainstreaming child labour concerns in policies and legislation on child labour; and

11. What has the Project done to strengthen the capacity of Law enforcement agencies to take action against child labour?

12. If the project had to continue what should be changed or improved? Why?

13. What lessons have you learnt for this project? What good practices can be applied in the next phase or similar future projects?

14. Do have anything else to say or any question?

INTERNATIONAL PROGRAMME ON THE ELIMINATION OF CHILD LABOUR (IPEC)/ ARISE PROJECT; "ACHIEVING REDUCTION OF CHILD LABOUR IN SUPPORT OF EDUCATION" - ZAMBIA

Programme for Independent Final Evaluation

3th – 24th December 2018

Annexure 5. Tentative detailed programme

Date	Time	Institution	Venue	Focal Point
4 – 6th Dec 2018	Desk review of project documents and common evaluation instrument, as well as interaction with International Evaluation Team (including brief discussion with ARISE country Project team for any needed additional information and documentation for the desk review)			
10th Dec, 2018	08:00 – 10:00	ILO/IPEC ARISE Project team	ILO/IPEC office	Mukatimui Chabala, National Programme Manager
	10:00 – 11:00	Meeting with Winrock International	Winrock Offices	Country Program Manager
	11:00 – 12:00	Telephone interviews and consultations with direct implementing partner organisations in Ndola	Hosanna Mapalo (Lead partner)	Programme Manager
	12:00 – 13:00	ILO/IPEC ARISE Project team	ILO/IPEC office	Mukatimui Chabala, National Programme Manager
	13:00 – 13:45	**Lunch Break**		
	14:00– 15:30	JTI Zambia	JTI Offices	Ms Daisy Banda, Social Programs Manager, Corporate Affairs
	16:00 – 17:00	Zambia Congress of Trade Unions (ZCTU)	ZCTU	CL focal person
11th Dec, 2018	08:30 – 10:00	Ministry of Labour and Social Security (MLSS)	MLSS boardroom	Assistant Labour Commissioner Child Labour Focal Point
	10:30 – 12:00	Zambia Federation of Employers (ZFE)	ZFE	Executive Director
	12:30 – 13:30	Visits to project direct implementing partner organisations in Lusaka	YWCA	Program Manager
	13:30 – 14:00	**Lunch Break**		
	14:00 – 16:00	Visits to project direct implementing partner organisations in Lusaka	- JCM Lusaka Office (lead partner)	Mrs Margaret Katai, Programme Manager
12th Dec, 2018	09:00 – 15:00	Drive to Kaoma, Western Province		Ms Rose Lutele, ILO ARISE FAA Mr. Mwiinga Malambo, ILO ARISE Project Driver

Date	Time	Institution	Venue	Focal Point
	16.00 – 17.00	Brief introduction to ILO Kaoma official	ILO Kaoma Office	Mr. Fewdays Lwando, ILO ARISE M&E Programme Assistant
13th Dec, 2018	08:00 – 08:30	ILO Kaoma staff	ILO Kaoma Office	Mr. Fewdays Lwando, ILO ARISE M&E Programme Assistant
	08:30 – 09:30	Courtesy visit – District Administration (Kaoma)	Kaoma District Administration Office	District Administration Officer
	10:30 – 13:00	Joint meeting with representatives of JCM YWCA DAPP	ILO Kaoma Office	Programme Officer, JCM Programme Officer, YWCA Programme Officer, DAPP
	13:00 – 14:00	**Lunch Break**		
	14:00 – 15:00	Meeting with DCLC	ILO Kaoma Office	DCLC Chair DCLC Secretary
	15:30 – 16:30	Courtesy visit – District Education Office (Kaoma)	Kaoma District Education Office	Planner
	16:30 – 18:00	Visit youth project beneficiaries (skills training for older children)	Kaoma Youth Resource Centre	Centre Director
14th Dec, 2018	07:00 – 12:00	***Field visit to Kamuni	Kamuni Primary School, Kaoma	School Manager, Kamuni
	12:30 – 13:30	**Lunch Break and travel to Mulalila**		
	13:30 – 17:00	***Field visit to Mulalila	Mulalila Primary School, Kaoma	School Manager, Mulalila
15th Dec, 2018	07:00 -1200	***Field visit to Namaloba	Namaloba Primary School	School Manager, Namaloba
	12:30 – 13:30	Lunch		
	13:30 – 17:00	***Field visit to Kajejeje	Kajejeje Primary School	School Manager, Kajejeje
17Th Dec,2018	08:00 – 09:00	Courtesy visit – District Administration (Nkeyema)	Nkeyema District Administration Office	District Administrative Officer
17Th Dec,2018	09:00 – 10:00	Courtesy visit – District Education Office (Nkeyema)	Nkeyema District Education Office	District Education Standards Officer

Date	Time	Institution	Venue	Focal Point
17Th Dec,2018	10:30 – 12:00	Meeting with the DCLC/ Union representatives	Munkuye Primary School, Nkeyema	School Manager and Focal Point
	13.00 – 14.00	**Lunch Break**		
17Th Dec,2018	14:00 – 15:00	Meeting with JTI extension officers/ Leaf technicians	Nkeyema	JTI Focal Person, Nkeyema
17Th Dec,2018	15:00- 17:00	District Labour officer & Social Welfare Officer	Nkeyema	District Labour Officer
18th Dec, 2018	08:00 – 12:30	***Field visit to Mukuye 'A"	Mukuye 'A' Primary School	School Manager, Mukuye 'A'
	13.00 – 14.00	**Lunch Break**		
18th Dec,2018	**14:00 – 17:00**	***Field visit to Kamasisi	Kamasisi Primary School	School Manager, Kamasisi
19th Dec,2018	08:00 – 1230	***Field visit to Kandende	Kandende Primary School	School Manager, Kandende
	12:30 – 14:00	**Lunch Break**		
	14:00 - !7:00	***Field visit to Shimano	Shimano Primary School	School Manager, Shimano
20th Dec,2018	09:00 – 12:00	Review of the Preliminary findings with the ILO ARISE implementing partners in Kaoma	ILO Kaoma Office	Mr. Fewdays Lwando, ILO ARISE M&E Programme Assistant
20th Dec, 2018		Leave for Lusaka		
21st Dec,2018	09:30 – 11:30	ANPPCAN	ANPPCAN	Programme Director
	12:00 – 13:30	**Lunch Break**		
21st Dec,2018	14:00 – 15:30	DAPP Lusaka	DAPP Lusaka Offices (Grants Administration and Director)	Ms Elise Sorensen, Director, DAPP
27th Dec,2018		Presentation of the Preliminary findings Comments & feedback		Mukatimui Chabala, National Programme Manager Stephen Chipala, National Consultant
28st Dec,2018		Report drafting by evaluation team		Mr. Stephen Chipala, National Evaluation Consultant
31st Dec,2018		Final report drafting by Lead Consultant		Mr. Stephen Chipala, National Evaluation Consultant

*** For the field visits in each community the consultant will target the following: partner schools, CCLCs, child beneficiaries (in and out of school), adult beneficiaries (SHGs and IGA groups), peer educators, safe space facilitators and community education instructional centres.
Therefore, all the concern groups should be noticed in advance and communication sent through the implementing partners and ILO Kaoma office.

Annexure 6. Summary of the achievements

i. Fostered partnerships with institutions such as Social Welfare Department, Community Development Department, Parliamentary Offices, and Campaign for Female Education (CAMFED), Kaoma Youth Resource Centre, Victim Support Unit, and Kaoma Wise Trust. These have committed to progressively extend social protection, child protection and bursaries for children prevented under ARISE. One school in Kaoma has since been supported with a hand pump through the area Member of Parliament.

ii. Most of the communities in Kaoma and Nkeyema, including those not serviced by the project, are aware of child labour. There is also demand for the project to be extended to other communities that are not serviced by the project.

iii. 2847 children, majority that between7-14 were prevented, the children were taken back to school.

iv. For children of 15-17 under protection from hazardous workplace, PPE fill was provided through not adequate and some were given alternative work.

v. 437 children were withdrawn the young ones were taken back to school.

vi. The rest were trained in vocational skills, carpentry bricklaying, tailoring and agriculture. Those who opted not go for training went through business management course Kaoma K500.

vii. TOTs for peer educators were conducted and the programme was rolled out to children in various areas   sites.

viii. The project developed linkages with Kaoma Wise Trust; 49 children have been put on scholarship for secondary school education. More children have been identified and ear marked for the sponsorship.

ix. Some activities of Arise 11 have been incorporated with GRZ ministries and these have seen Department of Community Development supplementing for the efforts of the project by providing small livestock to IGA groups, and 356 female/child headed homes linked to the GRZ social cash transfer.

x. Refresher courses for the DCLCs in all forms of child labour were conducted.

xi. Training workshops on child labour were conducted for leaf production technicians; the trainings were eventually rolled out to the field workers, and eventually to the lead farmers.

xii. New SHGs were established in both Kaoma and Nkeyema communities. 17 SHGs were active in Nkeyema out 24and and at the time of the evaluation more than K68, 000 collectively had been saved. In 11 out of 24 SHGs were established in Kaoma and collectively K16, 800 was saved. Trainings in management SHGs were conducted and more sites are being formed- training usually done by the field agents.

xiii. Agriculture and other strategies/activities were developed though only agriculture based strategies/activities were implemented just that time was limited: such as provision of small livestock and cassava cuttings. Groups were trained in small livestock management   and cassava growing. The local Departments of agriculture and veterinary services provided trainings and vaccines to the beneficiaries.

xiv. The schools in Nkeyema were to be given 3 serviced female pigs. At the time of evaluation only Shimano School were rearing pigs. The other schools were building the piggeries. In Kaoma, schools were earmarked to aqua farming. At the time of the evaluation only Kamuni School had two fish ponds with figurelings.

xv. The CCLC were given goats, chicken according to their preferences

xvi. The project provided inputs to the DWC programme running 2017-2021.

xvii. Integrated child labour outputs in the UN workplace for sustainability, especially in education.

xviii. Main streamed child labour in the entire GRZ departments at the DCLC platform in the two districts.

xix. Links have been developed through the district parliamentary offices in Kaoma/Nkeyema – waiting for the impact.

xx. Child Labour champions (Headmen) were identified, in Nkeyema. However in Kaoma none have identified.

xxi. MLSS together with ILO/ DCLC monitored and toured by communities.

xxii. The project through the Labour Office has domesticated Statutory Instrument (SI) 121 on hazardous works in the two districts.

xxiii. The project supported MLSS in reviewing the national action plan through:

    a) supporting the stakeholders' meetings to get inputs for the NAP;

    b) support the national stakeholders' meeting review and analysis of the inputs

    c) Consultation in Kaoma were held: awaiting report

xxiv. The project trained law enforcement partners on the issues child labour. The partners include Zambia Police Service – VSU, Department of Social Welfare, Zambia Correctional Services, Department of Judiciary, and the Councils.

Annexure 7. Summary Recommendations

Government of Republic of Zambia

c) **Integrate SCREAM Manual in the Pre - Service Teachers' Training Curriculum**

The SCREAM manual is a valuable tool that has helped communities in the target sites to assist in preventing and withdrawing and later integrating children in school education system. It is cardinal that the manual should be integrated in the pre- service training curriculum. The integration of SCREAM manual in the national curriculum will enable cadre of future qualified teachers to understand their responsibility in tackling the issue of child labour and its prevention through education. It will place considerable responsibility on the teachers to fulfill their duties effectively and equip them with necessary skills to deal with at-risk and withdrawn children.

d) **Increase class room space to cater for the increased number of children in the communities**

Access to quality education is universally acknowledged as a key factor in eliminating child labour. The number of school going children in the target communities has increased after children have been prevented and withdrawn from CL. For example, at Mulalila School that was meant to cater for 200 pupils at primary school level is now catering for more than 500 pupils. According to the School Manager, more prevented and withdrawn children in Mulalila have not managed to enter school because of lack of classroom space. To alleviate this problem and encourage children from entering CL, the GRZ should build more schools, and build more classrooms at existing schools.

Another challenge is that of long distance children travel for secondary school education, coupled with high school fees demanded by secondary school authorities. Due to the above stated challenges most prevented and withdrawn children are unable to attend school and therefore go back to work. For these reasons GRZ should consider to upgrade some primary schools in the project communities to secondary schools in remote areas, and funds available should consider building secondary schools in the target community areas.

In addition to proximity to a suitable school, vulnerable children or families often require additional support to ensure regular school attendance. Therefore GRZ should put in place support mechanisms to entice children to enter / re-enter school.

.

e) **MLSS should lobby for a budget line for the DCLCs**

Currently the DCLC does not receive any funding from GRZ. This has made it difficult for the DCLC to adequately supervise and monitor the issues of CL in the communities. It is therefore important that the MLSS should lobby for the inclusion of the DCLCs on the MLSS budget line.

International Labour Organization

d) **Verify Zambia child labour data before publishing it.**

There is need for ILO to verify any data on child labour in Zambia with the Ministry of Labour and Social Security before publishing it as there are many organizations engaged in child labour but with poor data collection systems in place.

e) **Improve the quality of education offered by the Community Vocational Skills Centres and in Business Management Skills**

There is little point in getting children to enroll and remain in Community Vocational Skills Centres (CVSCs) if the quality of education on offer does not enable them to increase their choices and opportunities for the future. The quality of education depends on adequate infrastructure, relevant curricula, sufficient and appropriate teaching and learning materials and having enough trained instructors with good support and supervision.

The evaluation found that the quality of education offered by the centres and in business management was compromised in many areas. The training environment was not ideal, training materials were inadequate, and KYRC that provided the instructors were not monitoring the training. It was left to the CCLCs.

To improve the quality of training offered by the CVSCs, the JTI/ ILO Project staff together with the Institutions providing the services should monitor the training services offered at the centers and to those undertaking business management skills courses.

f) **Increase funding for the empowerment of households/ youths and education support for enrolled prevented and withdrawn children**

The main cause of child labour in the target community is poverty. Most families in the communities are vulnerable and live below the poverty datum level. Therefore, families force their children to work in farms to bring food on the table. This perpetuates CL in the communities, resulting in children not attending school. In view of the above, it is recommended that JTI/ILO Project Staff should seek more funding for empowerment of households/youths and education support for enrolled prevented and withdrawn children at both primary and secondary schools.

g) **The Project should support different types IGAs not only agriculture related IGAs**

In all the communities visited only agriculture IGAs were being implemented by the project. This could be attributed to the development of the Strategy for IGA activities that was biased towards agriculture. It is therefore important to base the type of IGAs beneficiaries need to implement on the rapid assessment findings than imposing IGAs on them.

h) **Train project adult beneficiaries in value addition and link them to markets**

The evaluation findings show that most community beneficiaries are involved in agriculture and grow a variety of crops. Most of the agricultural products go waste, especially perishable crops such as traditional vegetables, sweet potatoes and mangoes, due to lack of skills to preserve and store these crops and lack of market.

In view of the above stated challenges, the project should include value addition training (preservation, storage and packaging) and marketing. In addition, the project should empower CCLCs with marketing and bulking skills to market community produced products.

i) **Establishment of the information sharing forums at community level**

The evaluation has shown that information sharing at national and district levels have been very good. At national and district level JTI, ILO ARISE Project staff and other key stakeholders have been sharing information on the issues of CL. However, at community level information sharing has been lacking.

To improve information sharing it cardinal that forums should be decentralized up to the community level where Leaf Production Technicians, implementing partners' local staff, CCLCs and other community stakeholders are able to share information on CL.

j) **Conduct a study one year after ARISE II has been phased out**
   The study should include sampling of the activities of the DCLCs, CCLCs, Household beneficiaries, target schools, and vocational trained withdrawn children to see the effect of stopping incentives to the beneficiaries. If only the incentives keep children in educational activities, major adjustments will need to be made in project strategy or actions. Data on family earnings, including mothers' earnings, should be included to investigate its effect on staying in school or participation in vocational skills training as well.

k) **Orient the key stakeholders on the exit Strategy prior to phasing out the project**
   Though the project had put in place an exit strategy in the project design, there was no proper orientation of the key stakeholders on during the phasing out of the project. As a result local institutions do not know what individual responsibilities that they would undertake after the phase out.
   It is there important to clearly explain the exit strategy to al stakeholders prior to the phasing out of the project.

District Child Labour Committee

a) **Strengthen the monitoring of the CCLCs and Communities**
   In the just end project period the DCLC did not adequately monitor the activities of the CCLCs and communities on issues of CL. According to FGDs with the DCLCs, the committee found it difficult to monitor the issues CL due to lack of resources.

b) **Encourage departmental members of the DCLC to be committed to reduction of CL**
   The level of commitment from most departmental representatives has been very low. The representatives of the departments who attended the FGD confirmed that only very few attend meetings, and to issues of the CL. For a group comprising seventeen departments, on average, only 8 -12 is very active.
   The DCLC through the District Commissioner should call for meeting to re- emphasis the important role their departments should play in CL.

c) **Continue raising public awareness about child labor**
   The project was relevant in light of the current attention to protecting children in Zambia. Project children acted in plays about the dangers of child labor, which were performed in the communities and at district level. If there are videos produced, these could be broadcast on national TV with a short introduction by an official from the MLSS and others working in the area. Other project activities could be publicized, too.

d) **Provide more support to community committees, and involve children when appropriate**
   Many community committees have been formed to support the DCLC which are very active on the issues of CL. These committees have received varied degrees of trainings, and some may need

more to be sustainable. The DCLC should support schools sponsoring awards for the children prevented and withdrawn from CL, invite children and all parents to the school periodically and have children perform or sing. Perhaps give special pupils awards at the end of the year. The committee can be present and announce their accomplishments and/or needs. Many parents love to see their children highlighted, so this will enhance community involvement.

e) **Work toward selecting more individuals who could act as "agents of change" in their communities and capitalize on their enthusiasm and positive attitude to turn others around**
In all the communities there are parents, respected village members, entrepreneurs, headmen and sometimes others who are championing the course of CL. These see to the needs of the schools, how children in child labour are treated, and health hazards associated with CL or meeting other needs. The recommendation does not say specifically what kinds of change should be encouraged, but these groups should encourage children to stay in school and not to work, at the same time encourage parents not send children to work. The parents who are project beneficiaries are enthusiastic and could perhaps be involved in this aspect.

f) **Leverage additional resources (local, national, and international) for the extension of the various project interventions**
The NAP will hopefully include a role for the private sector to contribute, working through corporate social responsibility programs, the support from NGOs replacing the project's contribution and GRZ programs for social protection schemes for vulnerable households.
It is imperative that the DCLC should leverage resources for the sustaining project activities through various contributions..

Japan Tobacco International

c) **Provide equipment for the trainees who graduate from the Vocational Skills Courses**
There is little point in getting children to enroll and remain in Community Vocational Skills Centres (CVSCs) if the skills acquired are not put in good use. Considering that the trainees come from vulnerable family, the graduates cannot afford to buy equipment for use despite the skills acquired. Additionally, due to their humble education, the trainees cannot find formal jobs.

It is, therefore, important that JTI should assist the graduates to acquire equipment for their use.

d) **Assist GRZ to build schools in the target project communities**
In all the communities the project was being implemented all the parents except in Shimano Community expresses the difficulties they face in sending their children to secondary schools. For instance, community members in Kaoma project areas send their children to either Kaoma or Kalumwange Secondary Schools. The distances are quite far apart form communities to either secondary school.
Therefore, JTI should consider building some schools, (particularly secondary schools) in the project areas.

Annexure 8: ILO Emerging Good Practices

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1. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia

Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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

</td></tr>
<tr><td>**GP Element**</td><td>**Text**</td></tr>
<tr>
<td>**Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)**</td>
<td>

The use of integrated and multi actor approaches to realize the Project Objectives

Integrated approaches that combine awareness-raising about child labour with components that tackle education access and quality, economic empowerment, livelihoods and advocacy tend to reduce child labour in the longer term since they tackle symptoms, contributory factors and underlying causes. The project developed strategies that tackled not only mitigating child labour but also the causes and effects of child labour. Using the multi actor approach, a pool of institutions brought in expertise/ skills that assisted in attaining the project set objectives. These actors include GRZ institutions, NGOs, Unions, Employer organization, traditional and community leadership. This good practice of integrating project activities and interventions in relevant agencies and organizations ensures continuity of delivery of services and implementation of the interventions. Efficiency and effectiveness are better achieved when more agencies or organizations share responsibilities according to what each does best.

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<tr>
<td>**Relevant conditions and Context: limitations or advice in terms of applicability and replicability**</td>
<td>

To apply and replicate the above stated good practice the following are very cardinal:

1. Competent and strong project staff team;
2. Effective coordination and collaboration among key stakeholders;
3. Key stakeholders should understand their roles and responsibility; and
4. There should be constant knowledge sharing through reports, meetings and training workshops.

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Establish a clear cause-effect relationship	In projects where one organization is involved in implementing a project there always expensive to implement project activities and let alone achieve the desired results. However, a multi sectorial approach is used skills and resources are pooled to together to achieve consented efforts and consensus leading achieving the set objectives.
Indicate measurable impact and targeted beneficiaries	In the case of mitigating and reduction of child labour the major impact is that community members will know the effect of child labour on the emotional, physical and psychological development of children. This may lead to positive change in reducing child labour. Parents and other stakeholder will labour to take their children to school. The targeted beneficiaries in government departments, CSOs, community structures, households and children.
Potential for replication and by whom	In every country, there are always people who are vulnerable to child labour and poverty, and therefore the integration of various programmes to achieve the purpose of the project could be quite high. Additionally, in every society (national, district and community levels) there are major players, including government departments, NGOs, CBOs, Community structures (leadership) and community members, who can be involved in the implementation of any project. So it is easy to replicate the stated good practice by ILO and even local NGOs.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's strategic policy framework outcome that states that "the ability to achieve depth and scale of results is dependent on a combination of a solid analytical basis, tested partnerships with national, regional and global institutions, and a robust implementation strategy."
Other documents or relevant comments	The integrated and multi actor approach encourages partnership in dealing social issues as stated in one of SDGs.

2. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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.)	**The establishment of Community Vocational Skills Centres** An effective way to assist withdraw children from labour is providing vocational skills through the use Community Vocational Skills Centres. The Project established Community Vocational Skills centres in six communities in Nkeyema. These centres served trainees in communities where formal vocational training schools are far away from the communities. The community vocational skills centres, saved withdrawn children, especially girls, from agricultural labor and provide them with vocational skills in their local setting. The centres catered for withdrawn children aged 14-17. Though the training did not yield the desired result, it is a good practice should be improved on and used in rural places that are far from skills training centres.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 1. Supportive and conducive environment for learning; 2. Qualified tutors to impact skills and knowledge to trainees; 3. Adequate training tools and materials for skills practice; and 4. Choose the right children who have humble education to participate in the training programmes.
Establish a clear cause-effect relationship	Most children prevented/withdrawn from child labour are unable to further their tertiary education due none progression in their secondary education and in addition vocational centres are far from the project areas. Therefore, it was ideal that community vocational centres were established to provide skills to the children.
Indicate measurable impact and targeted beneficiaries	Though the impact of the training can be seen in the long term skills obtained from the vocation centres are cardinal to improving living conditions for the beneficiaries. Trainees are involved in self-employment to generate income. The main beneficiaries are the prevented and withdrawn children.

Potential for replication and by whom	In almost all rural areas, including the ARISE II project areas, there no vocational skills centres where children are able to learn some skills. So the replication of the above good practice can assist a lot of children that want to get a vocational skill. This can be replicated by ILO, government departments, JTI and implementing partners.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's DWCP goal that states that "to organize ILO knowledge, instruments, advocacy, and cooperation at the service of the tripartite constituents in a result based framework to advance Decent Work Agenda within the fields of comparative advantage."
Other documents or relevant comments	The integration of community vocational centres in the fight against child labour is goo concept that grants decent works for graduates. However, this requires improving the learning conditions for the participating children.

3. ILO Emerging Good Practice **Project Title:** Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia **Project TC/SYMBOL:** ZAM/14/02/JTI **Name of Evaluator:** Stephen Chipala **Date:** 20 March 2019 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.)	**Coordination and relationship building are important in the successful implementation of the any project** The project management and coordination style and foci contributed greatly to the success of ARISE II Project. Relations with all government (though some never fully participated), traditional leaders, unions, ZFE and NGOs were open and supportive. The ILO/JTI ARISEII project team facilitated contact among district Government departments, community structures and implementing NGO partners. This assisted building relationships that led to each stakeholder appreciating the value of the other in attaining their own objectives. Together, they achieved more than they could on their own. For example, when an underage young girl went into early marriage, the CCLC reported the matter to the YWCA. Working together with the Department of Social Welfare YWCA withdrew a child from the marriage and took her back to school. This was also effective in partnerships such as hosting WDACL, review of the NAP where stakeholders contributed inputs and the Department of Community Development providing small livestock to IGA groups in the Project areas.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 1. Involvement of stakeholders in the entire project cycle; 2. Strong project leadership and management competencies among Project staff and implementing partners; 3. Key stakeholders should understand the importance of relationship management; and **4.** There should be constant knowledge sharing through reports, meetings and training workshops.

Establish a clear cause-effect relationship	In projects where multi actors are involved it is important to have a well-coordinated management system built on cordial relationship among stakeholders. This was the case with ARISE II project that harnessed the efforts of all the stakeholders through relationship building. This resulted in stakeholder organizations to get fully involved in the implementation of most project activities leading to the achievement of the set objectives.
Indicate measurable impact and targeted beneficiaries	One of the major impacts of relationship building with some key stakeholders saw the Department of Community Development supplementing the efforts of the project by providing small livestock to IGA groups, and linking of 356 female/child headed homes to the GRZ social cash transfer. The project also developed linkages with Kaoma Wise Trust; and through this relationship 49 children have been put on scholarship for secondary school education. More children have been identified and ear marked for the sponsorship
Potential for replication and by whom	The stated good practice has the potential to be replicated in all the future and existing projects by ILO, JTI, and implementing partners. To some extent the DCLC and CCLCs can also replicate it in the operational communities.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's strategic policy framework outcome that states that "the ability to achieve depth and scale of results is dependent on a combination of a solid analytical basis, tested partnerships with national, regional and global institutions, and a robust implementation strategy."
Other documents or relevant comments	For the successful implementation of any project participating stakeholders should well-coordinated. Additionally, relationship should be built in the initial stage and nurtured throughout the implementation phase. It is also critical that relationship should continue even after project phase out.

4. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala　　　　　　　**Date:** 20 March 2019

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.)	**Training parents/guardians caring for children in CL in various courses to become entrepreneurs and manage SHGs and IGAs and providing small livestock** Empowering parents/ guardians with various skills to manage SHGS and IGAs, and small livestock and cassava cuttings has assisted parents understand the value of using their entrepreneurial skills to fend for their families. This is one of the good practices that will assist to alleviate poverty (one of the basic causes of child labor in the two districts) among parents/guardians and be able to take their children to school.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 1. Committed and dedicated parents/guardians who have the heart for children; 2. Effective assessment of the gaps and challenges that exist among the parents/guardians; 3. Engage competent organizations/individuals that practically understand the subject matter to be taught; **4.** Financial and business counseling should be part of the activities that will be implemented to support the trainings.
Establish a clear cause-effect relationship	One of the key causes of child labour is poverty. The only way to compliment the fight against child labour is to provide parents/guardians with training that can help them eradicate poverty in their households.

Indicate measurable impact and targeted beneficiaries	Training is cardinal in transferring knowledge to people. An informed society is an enlightened one. If parent are trained in various fields there are able to implement that which has been learnt and be able to generate income in turn send their children to school instead of working in the field. New SHGs were established in both Kaoma and Nkeyema communities. This resulted in the establishment of 17 active SHGs in Nkeyema who collectively saved more than K68, 000 and 11 active SHGs in Kaoma who collectively saved K16, 800.
Potential for replication and by whom	Knowledge and skills in developing community members are key. ARISE II through its implementing partners emphasized the importance of training in transferring skills and knowledge to equip parents /guardians of the withdrawn and prevented children. All key stakeholders have the potential to replicate the above stated good practice. These include government departments, ILO, JTI, NGOs, CBOs, Community structures (leadership) and community members, who can be involved in the implementation of any project.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's DWCP goal that states that "to organize ILO knowledge, instruments, advocacy, and cooperation at the service of the tripartite constituents in a result based framework to advance Decent Work Agenda within the fields of comparative advantage."
Other documents or relevant comments	The training interventions were based on the rapid assessment that was conducted by the Project. It is also important to look at more opportunities than just agricultural based IGAs.

5. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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.)	**Open sharing of information and regular stakeholders' meetings among the DCLC, implementing partners and local GRZ departments at district and community level is one of the strengths of the project** One good practice that strengthened the project implementation process was the open sharing of the information amongst stakeholders and regular meetings to review project activities and provide guidance on issues on child labour. It through these meetings that the project shared and expanded innovative ideas such as assisting 356 female / child headed homes being linked to Department of Community Development for social cash transfer, and linking 49 children to KWT for secondary education sponsorship
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 1. Well planned schedule of information sharing coupled with network of key stakeholders; 2. Effective coordination and collaboration among key stakeholders; 3. Key stakeholders should understand their roles and responsibility; and **4.** There should be constant knowledge sharing through reports, meetings and training workshops.
Establish a clear cause-effect relationship	Information sharing assist project stakeholders to generate ideas leading to problem solving and innovation. ARISE II shared information through different forums.

Indicate measurable impact and targeted beneficiaries	Agriculture and other strategies/activities were developed through information sharing quarterly meetings that led of implementation of agricultural strategies: such as provision of small livestock and cassava cuttings. Groups were trained in small livestock management and cassava growing. The local Departments of agriculture and veterinary services provided trainings and vaccines to the beneficiaries. The strategies targeted parents/parents of prevented/withdrawn children, CCLC members and schools.
Potential for replication and by whom	Replicating this good practice is quite simply if well planned and all stakeholders are in tandem with the project ideals. This good practice can be replicated by ILO, JTI, implementing partners, DCLC, and government departments.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's strategic policy framework outcome that states that "the ability to achieve depth and scale of results is dependent on a combination of a solid analytical basis, tested partnerships with national, regional and global institutions, and a robust implementation strategy."
Other documents or relevant comments	The integrated and multi actor approach encourages partnership in dealing social issues as stated in one of SDGs.

6. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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.)	**Engaging stakeholders in all project processes enhances a sense of ownership of the activities and ensures they have a vested interest in their success** Stakeholder involvement from national to community level in the planning and implementation of interventions through participatory processes promotes sustainability. From the inception through to phase out stage of the project district and community stakeholders were involved. Most of the training interventions were done by the members of the DCLC and IPs, and CCLCs (some by the local trained persons in the communities). In addition, stakeholders were also involved in the assessments, campaigns and formation of SHGs and IGA groups. This increased their interest in the success of the project and has enhanced ownership of the project. Hence all district and community stakeholders have continued to sustain the achievements of the project.

Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 7. Open, competent and strong project staff team; 8. Committed local structures that believe in the project ideals; 9. Bottom – top project planning and design not imposed project; 10. There should be constant knowledge sharing through reports, meetings and training workshops.
Establish a clear cause-effect relationship	Ownership is vital for sustainability of the project results and continuous fight against child labour. Without proper ownership of the project results by key stakeholders it is difficult to direct community members towards continued fight against child labour. Hence to reinforce the commitment to ownership of the project results the project initiated the registration of the CCLCs into legal entities.
Indicate measurable impact and targeted beneficiaries	The ownership of the results has seen the continued monitoring of the issues of child labour in the target communities by the CCLCs. In additionally, the CCLCs have continued to form SHGs and monitor their performance.
Potential for replication and by whom	The potential to replicate is fully dependent on the established community structures and the supporting government departments. Hence the following can replicate the above stated good practice: JTI, government departments, DCLC, and CCLCs.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's strategic policy framework outcome that states that "the ability to achieve depth and scale of results is dependent on a combination of a solid analytical basis, tested partnerships with national, regional and global institutions, and a robust implementation strategy."
Other documents or relevant comments	Most projects fail simply due to donors imposing of project activities on the key stakeholders. This deters community structures involvement in the implementation of the project activities. It is important to recognize their involvement from the start to the phases out of the project. The opposite leads to none sustainability of the results because community members do not take ownership of the project.

7.ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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.)	**Building new partnerships or reinforcing existing ones makes it possible to mainstream child labour and education into the agendas and programs of others working on social issues** Partnerships with community-driven structures or local structures considerably increase the chances that they will remain active beyond the life of the project. Building and reinforcing partnerships can facilitate the mobilization of resources, which can be used to support project outcomes in the longer term. Preventing child labour in the long term means addressing its root causes, including poverty, cultural and traditional beliefs and practices, and lack of access to quality education. If alliances already exist around these issues then a mainstreaming approach has a greater impact. This was the case with the ARISE II project in Kaoma and Nkeyema. The ARISE II management reinforced its existing partnerships by linking the project to other NGOs (KWT, WVI Zambia, Concern International, etc.) and strengthening the links with Departments of Community Development and Social Welfare.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 11. Competent and strong project staff team; 12. Effective coordination and collaboration among key stakeholders; 13. Key stakeholders should understand their roles and responsibility; and **14.** There should be constant knowledge sharing through reports, meetings and training workshops.
Establish a clear cause-effect relationship	In projects where one organization is involved in implementing a project there always expensive to implement project activities and let alone achieve the desired results. However, a multi sectorial approach is used skills and resources are pooled to together to achieve consented efforts and consensus leading achieving the set objectives.
Indicate measurable impact and targeted beneficiaries	In the case of mitigating and reduction of child labour the major impact is that community members will know of the effect of child labour on the emotional, physical and psychological development of children. This may lead to positive change in reducing child labour. Parents and other stakeholder will labour to take their children to school. The targeted beneficiaries in government departments, CSOs, community structures, households and children.

Potential for replication and by whom	In every country, there are always people who are vulnerable to child labour and poverty, and therefore the integration of various programmes to achieve the purpose of the project could be quite high. Additionally, in every society (national, district and community levels) there are major players, including government departments, NGOs, CBOs, Community structures (leadership) and community members, who can be involved in the implementation of any project. So it is easy to replicate the stated good practice by ILO and even local NGOs.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's strategic policy framework outcome that states that "the ability to achieve depth and scale of results is dependent on a combination of a solid analytical basis, tested partnerships with national, regional and global institutions, and a robust implementation strategy."
Other documents or relevant comments	The integrated and multi actor approach encourages partnership in dealing social issues as stated in one of SDGs.

8. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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.)	**The distribution of both English and translated local language materials on issues of child labour through the CCLCs to all stakeholders increased knowledge acquisition** The use of both English and translated local language materials on issues of child labour were greatly appreciated by project beneficiaries because they remained with the materials and they could read at their own time. Broadcasting of such materials enhanced understanding of the context of child labour issues and increased knowledge acquisitions among members and assisted in prevention and withdrawing of children from child labour.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 1. Competent and strong project staff team; 2. Effective coordination and collaboration among key stakeholders; 3. Key stakeholders should understand their roles and responsibility; and 4. There should be constant knowledge sharing through reports, meetings and training workshops.
Establish a clear cause-effect relationship	In projects where one organization is involved in implementing a project there always expensive to implement project activities and let alone achieve the desired results. However, a multi sectorial approach is used skills and resources are pooled to together to achieve consented efforts and consensus leading achieving the set objectives.

Indicate measurable impact and targeted beneficiaries	In the case of mitigating and reduction of child labour the major impact is that community members will know of the effect of child labour on the emotional, physical and psychological development of children. This may lead to positive change in reducing child labour. Parents and other stakeholder will labour to take their children to school. The targeted beneficiaries in government departments, CSOs, community structures, households and children.
Potential for replication and by whom	In every country, there are always people who are vulnerable to child labour and poverty, and therefore the integration of various programmes to achieve the purpose of the project could be quite high. Additionally, in every society (national, district and community levels) there are major players, including government departments, NGOs, CBOs, Community structures (leadership) and community members, who can be involved in the implementation of any project. So it is easy to replicate the stated good practice by ILO and even local NGOs.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's strategic policy framework outcome that states that "the ability to achieve depth and scale of results is dependent on a combination of a solid analytical basis, tested partnerships with national, regional and global institutions, and a robust implementation strategy."
Other documents or relevant comments	The integrated and multi actor approach encourages partnership in dealing social issues as stated in one of SDGs.

9. ILO Emerging Good Practice

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:** 20 March 2019

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.)	**The registration of the CCLCs with Registrar of Societies as legal entities** In the effort to make CCLCs independent and access incentives form donors, the project through the Labour office and Department of Community Development took initiative to register the CCLCs with the Registrar of Societies. The CCLCs will be registered as Community Based Organizations that will enjoy all the privileges of being CBOs. The privileges include applying for funding, accessing agricultural inputs through FISP and many more.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	To apply and replicate the above stated good practice the following are very cardinal: 1. The willingness of the CCLC members to be independent and mobilize resources for their activities; 2. Committed membership that is willing to pay subscription fees to register the organization; 3. The support the CCLCs will receive from the Government departments in registering the CCLCs as associations; and 4. One of the limitations is the long time it takes to register the CCLCS as Associations.
Establish a clear cause-effect relationship	CCLCs operating in target communities lack motivation in term of wages, mobility, and agricultural input. By generating income as cooperatives CCLCs should be able to provide rewards to its members. The rewards will motivate the members and in turn members should will be committed to the fight against child labour.

Indicate measurable impact and targeted beneficiaries	Reducing child labour requires funds. If CCLCs are able to generate income as cooperatives, they will able to supplement donors' funding in implementing project activities. This in turn creates major impact on the project and targeted communities. Parents and other stakeholders will be able to buy shares, and share profits if cooperatives make profit. Parents/guardian will have more income to take their children to school. The targeted beneficiaries will be government departments, CSOs, community structures, households and children.
Potential for replication and by whom	The only way CCLCs will be able to own and sustain project results is when there are self-sustaining. One way to do this is transforming local structures into legal entities so that there are able to generate their own resources and where possible ran profitable businesses. The major stakeholders that can replicate the above mentioned good practice including government departments, NGOs, CBOs, Community structures (leadership) and community members, that are involved in the implementation of any project. So it is easy to replicate the stated good practice by ILO and even local NGOs.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The above stated good practice is linked to the ILO's country Programme outcomes: "synergies and seeks complementarity of operations, bringing together diverse sources of funding for the achievement of common outcomes, greater scale and impact."
Other documents or relevant comments	The registration of the CCLCs is key to transforming them into cooperatives. The cooperatives will be able to access finances and agricultural inputs from government and other donors.

Annexure 9. Lessons Learned

1.ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia

Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019
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)	**Integrated, area based and multi actor approach is clearly achievable when all key stakeholders involved in the project play their roles accordingly and follow the planned activities.** In the case of the ARISE II Project, all key stakeholders played their roles accordingly, and hence the project attained its purpose
Context and any related preconditions	This approach is vital for continuous fight against child labour. It requires the involved of all community, district and national stakeholders. Additionally a spectra of CSOs, government departments, media, private sector and traditional and community leaders who are coordinated by project staff. The Approach requires the following to be achieved: 1. A committed and competent project team that is able to harness every stakeholder to advocate and lobby key government in reducing child labour; 2. Involvement of local community structures, wiling citizens who are willing to champions issues child labour; 3. Implementing programmes (activities) that meet the expectations and needs of the target communities; 4. Willingness of government departments to get involved in the project activities and fight child labour; and 5. Implementing partners that understand the local and traditional norms and environment. 6. Use of local community government structures (teachers, nurses. Agricultural extension officers, community development assistants, etc.)
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments , project staff, DCLC and CCLCs.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 1. Hostile environment in the communities towards the project, especially traditional leadership; 2. Inadequate resources to implement some project activities and motivate local stakeholders ; 3. Incompetent and unwilling stakeholders that may be engaged and be part of the project; and 4. The project staff has no control on the stakeholders because they are not employed by them.
Success / Positive Issues - Causal factors	Some of the positive issues relate to: 1. Some areas that were not targeted by the project are now aware of the importance of reducing child labour and demanding for the project to be extended to their areas. 2. Due to effective awareness raising most children prevented and withdrawn from child labour have been enrolled in schools. 3. Traditional and community leaders have joined the fight against child labour.
ILO Administrative Issues (staff, resources, design, implementation)	Throughout the project cycle the project used this approach and effectively achieved some the goals. The approach is also key to sustainability of the project results as some of the actors have continued to implement activities that were being done by the project. However, this need adequate resources and should be built in the design of the project. Motivation is also key, especially to community local structures.

2.ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019
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)	**Awareness-raising and the resulting changes in attitudes and behaviour within a community contribute significantly to sustaining project outcomes** If communities and government authorities are influenced, they are more likely to take ownership of the project and be willing to work to sustain the outcomes after it ends. This was the case with ARISE II project communities who have taken ownership of the results through government departments and local structures (DCLC and CCLCs). The communities have continued to form SHGs and IGA groups and submit reports to the DCLC.
Context and any related preconditions	Sustaining project results is vital for continuous fight against child labour. Without proper awareness raising and sensitization campaigns it is difficult to change people's attitude towards reducing child labour. Awareness raising and resulting attitudinal change requires the following to be achieved: 7. A committed project team that is able to harness every stakeholder to advocate and lobby key government in reducing child labour; 8. Involvement of local community structures, wiling citizens who are willing to be champions against child labour; 9. Inclusion of livelihood programmes that will help parents/ guardians to generate income to send their children to school instead working; and 10. Willingness of government departments to fight child labour.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments, project staff, DCLC and CCLCs.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 5. Vulnerability of community members due to poverty that resisted the implementation of the project activities; 6. Traditional belief that children should contribute to household food security; 7. Vulnerability of child headed households that require money to buy daily food necessities; and 8. Lack of regulatory enforcement by law enforcing agents.
Success / Positive Issues - Causal factors	Some of the positive issues relate to: 4. Some areas that were not targeted by the project are now aware of the importance of reducing child labour and demanding for the project to be extended to their areas. 5. Due to effective awareness raising most children prevented and withdrawn from child labour have been enrolled in schools. 6. Traditional and community leaders have joined the fight against child labour.
ILO Administrative Issues (staff, resources, design, implementation)	The positive lesson learnt stated above can be attributed to effective collaboration among stakeholders including the JTI/ILO project staff. It can be done with minimal resources as long as community structures are well informed and its implementation involves all key stakeholders.

3.ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia

Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019

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)	**Social mobilization that is enhanced through community involvement and consensus building assists in building trust between Project Implementers and Communities**. In the communities that were serviced by ARISE I it was difficult to re - establish SHGs and IGAs as most community members did not see the benefits of the project apart from few children being taken back to school. It is difficult to convince communities when trust is lost. The communities also did not see the benefit of taking the children to vocation skills centres as most the children trained neither got neither jobs nor practicing their skills. However, working with the CCLCs in the old communities, the Project has continued to form SHG and IGA groups, and offered vocational skills to withdrawn children in the communities
Context and any related preconditions	Social mobilization requires the involvement of all stakeholders. In local communities, local structures are key as the case was with ARISE II. Through the CCLCs the project engaged community members resulting in achieving some of its objectives. One of the precondition was the willingness of the CCLC members in the target areas to work with the project and their interest to fight child labour.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments, project staff, DCLC and CCLCs.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 1. Immobility of CCLC members adequately cover some parts of the project areas due to lack of transport; 2. The vastness of the project areas covered by CCLC members. 3. CCLC members' desire to be compensated for the effort in implementing some activities; and 4. Lack of support from government department, project staff and the implementing partners.
Success / Positive Issues - Causal factors	Some of the positive issues relate to: xv. New SHGs were established in both Kaoma and Nkeyema communities. 17 SHGs were active in Nkeyema out 24and and at the time of the evaluation more than K68, 000 collectively had been saved. In 11 out of 24 SHGs were established in Kaoma and collectively K16, 800 was saved. Trainings in management SHGs were conducted and more sites are being formed- training usually done by the field; xvi. 2847 children, majority that between7-14 were prevented, the children were taken back to school. For children of 15-17 under protection from hazardous workplace, PPE fill was provided through not adequate and some were given alternative work. xvii. 437 children were withdrawn the young ones were taken back to school.
ILO Administrative Issues (staff, resources, design, implementation)	The involvement of the CCLCs in social mobilization greatly assisted the attainment of the objectives. This was coupled with effective management and monitoring by the project team. However, the resources were not adequate and if this lesson is to be used somewhere else enough financial resources should allocate to this activity.

xxviii. ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019
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)	**Creativity and innovation are necessary for effective awareness-raising and implementing child labour activities** The use of prevented/ withdrawn children in dances, sketches, plays, and drama as performers in depicting issues of child labour in communities enhances message impact among parents and other members of the community. The performers utilized traditional or historical messages, settings and contexts on issues of child labour. This was effectively used by the project through CCLCs and Schools to raise awareness in all the communities. In both structures (CCLCS and School) peer educators were used. Greater impact was realized and hence the project exceeded the projected numbers that were prevented, protected and withdrawn. .
Context and any related preconditions	Children prevented and withdrawn from child labour understand the subject matter than those who were not involved. The use of these children to depict the evils of child labour invokes emotions among parents/guardians and community members. The stated lesson requires the following to be achieved: 1. Teachers who are conversant with SCREAM model; 2. Support of the groups by all stakeholders; 3. Involvement of local community structures, wiling citizens who are willing to be champions against child labour; 4. Use of school structures as arena for performance; and 5. Commitment project staff.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments, project staff, DCLC and CCLCs.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 1. Unwilling teachers/coaches to assist children develop sketches, plays and skits; 2. Desire by the actors/ performers to demand for compensation; and 3. Lack of performing costumes for use in drama, dances etc.;
Success / Positive Issues - Causal factors	Some of the positive issues relate to: 1. 2847 children, majority between7-14 that were prevented, the children were taken back to school; 2. Most of the communities in Kaoma and Nkeyema, including those not serviced by the project, are aware of child labour. There is also demand for the project to be extended to other communities that are not serviced by the project; 3. TOTs for peer educators were conducted and the programme was rolled out to children in various areas sites; and 4. Child Labour champions (Headmen) were identified, in Nkeyema.
ILO Administrative Issues (staff, resources, design, implementation)	The positive lesson learnt stated above can be attributed to effective collaboration between school authorities and JTI/ILO project staff. However, to actualize the lesson stated above resources should be made available to the groups.

5. ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019
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)	**Complementarity of the core activities of the project with others is very cardinal to attaining project aims and goals** In the case of this project the core activity was combating child labour. However, realizing that the main cause of child labour in Kaoma and Nkeyema is the high poverty levels, the project incorporated livelihood activities to assist parents and guardians of children in child labour to improve their socio- economic status. In the same vein of complementarity, another lesson learnt were complementary efforts exhibited by stakeholder organizations involved in the project that also contributed to successful implementation of project activities. A combination of individual skills and dynamism approaches amongst key stakeholders were key in bringing the necessary impact on communities. Furthermore, the networking of partners guaranteed the success of the implementation process
Context and any related preconditions	In the fight against child labour complimentary programmes and efforts by the stakeholders increased the chances of achieving project objectives. Complementarity requires the following to be achieved: 1. A committed project team that is able to harness every stakeholder in every stage of the project cycle; 2. Involvement of local community structures, wiling citizens who are willing to be champions against child labour; 3. Proper orientation of key stakeholders on their roles and responsibility in the project; and 4. Willingness of government departments to be involved in the project activities.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments, project staff, DCLC and CCLCs.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related :
	1. Most government departmental representatives would to be compensated for every activity they are involved in;
	2. Unwillingness by the stakeholders to share ideas and experiences. In addition others are not willing to get involved. The case of VSU in ARISE II;
	3. If the project staff does not value the local stakeholders; and
	4. Commitment of key stakeholders with their core activities and programmes.
Success / Positive Issues - Causal factors	Some of the positive issues relate to:
	1. Some activities of Arise 11 have been incorporated with GRZ ministries and these have seen Department of Community Development supplementing for the efforts of the project by providing small livestock to IGA groups, and 356 female/child headed homes linked to the GRZ social cash transfer.
	2. . The project developed linkages with Kaoma Wise Trust; 49 children have been put on scholarship for secondary school education.
	3. Fostered partnerships with institutions such as Social Welfare Department, Community Development Department, Parliamentary Offices, and Campaign for Female Education (CAMFED), Kaoma Youth Resource Centre, Victim Support Unit, and Kaoma Wise Trust. These have committed to progressively extend social protection, child protection and bursaries for children prevented under ARISE. One school in Kaoma has since been supported with a hand pump through the area Member of Parliament.
ILO Administrative Issues (staff, resources, design, implementation)	The positive lesson learnt stated above can be attributed to effective collaboration among stakeholders including the JTI/ILO project staff. It can be done with minimal resources as long as community structures are well informed and its implementation involves all key stakeholders.

6. ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019

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)	**Engaging the support of the media in raising awareness considerably broadens the impact** One of the major lessons learnt was the importance of involving the media in raising awareness on the issues of child labour. As aforementioned, ARISE II project worked with media to raise awareness on a broader scale, including through news stories and interviews. A training/sensitization workshop was conducted for journalists to deepen their understanding of the problem of child labour and sensitive reporting. Once trained and sensitized to the development issue of child labour, these change agents, especially Radio Cheke, have continued to cover issues of child labour in regular routine programmes.
Context and any related preconditions	Media as a tool of advocacy and awareness raising covers more areas than other forms of communication. In the case of ARISE II the project involved both print and electronic media. For the lesson to be implemented it requires the following: 1. A committed project team that freely interact with the media houses; 2. Adequate funding to sponsor child labour programmes on television and radio, and publication of the child labour issues; 3. Involvement of the media throughout the project cycle; 4. Availability of local eminent people and willingness of government departments to feature on the programmes; and 5. Knowledgeable media staff that is capable of programming and presenting programmes on issues of child labour.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments, project staff, DCLC and media houses.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 1. Lack of funds to sponsor programmes on television and radio; 2. Poor reception of television and radio signals in some target project areas; 3. Lack of competent media staff to anchor child labour programmes. 4. Most community members cannot access the programmes as they neither have both radio and television, nor cannot afford to buy a newspaper.
Success / Positive Issues - Causal factors	Some of the positive issues relate to: 1. The project trained local and national media houses on issues of child labour: 2. The project through ZANIS exposed some of the WFCL (child marriage and child bondage) in the project areas; and 3. The media contributed to effective awareness raising through their broadcast that covered areas beyond the project communities.
ILO Administrative Issues (staff, resources, design, implementation)	Though much was not done in terms programming and broadcasting programmes on issues of child, the few publications and broadcasted programmes contributed to awareness raising. Funds were not adequate though they was commitment from the project staff.

7. ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019
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)	**Employers and workers' organizations constitute an essential group in combating child labour** If children are working, someone is employing them. To address this issue the Project involved the umbrella bodies of the employers' and employee's groups (ZFE and ZCTU) to implement some activities in the project areas. This broadened the scope of sensitization and awareness campaigns to cover farmers (who employ the children) and adult workers (who work with the children), too. The two organizations provided training on occupational safety and health, hazardous works and international labour standards.
Context and any related preconditions	The involvement of the employer and workers' organizations is critical to continuous fight against child labour. These organizations help to explain policies and regulations about labour laws and the repercussions of flouting labour laws. They also randomly carry out inspections to check on farmers employing children. The preconditions to the success implementation of the above lesson learnt are: 1. Involvement of the employers' and employees' organizations all the stage of the project cycle. 2. Resources to conduct training interventions on issues of child labour, labour laws and policies, and monitoring; 3. Involvement of local trade union representations in the project areas not only at national level; and 4. Government support at both district and national levels.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the ZCTU, ZFE, implementing partners, participating CSOs, Government departments, project staff and DCLC.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 1. Inadequate resources to implement training interventions on issues of child labour. 2. Unwilling farmers that resist the implementation of the project activities in their areas; 3. Lack of support in reforming labour laws by the government; and 4. Lack of regulatory enforcement by law enforcing agents.
Success / Positive Issues - Causal factors	Some of the positive issues relate to: 1. ZCTU and ZFE together with DCLC conducted some visits to monitor child labour on farms; 2. ZCTU and ZFE conducted training interventions on issues of child labour, especially on WFCL; and
ILO Administrative Issues (staff, resources, design, implementation)	The lesson learnt stated above requires competent project staff who understand the involvement of employees and employers' organizations in the fight against child labour. Additionally, adequate resources should be made available to the organizations. The organizations should be engaged through the project cycle.

8. ILO Lesson Learned

Project Title: Achieving Reduction of Child Labour in Support of Education- (ARISE II) Zambia
Project TC/SYMBOL: ZAM/14/02/JTI

Name of Evaluator: Stephen Chipala   **Date:**
20 March 2019

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)	**Sustainability of every results of the project depends not only on focusing on attainment of its objectives, identifying right stakeholders and successful implementation of project activities but also ownership of the project results by the local structures and the beneficiaries past after the project phase out** In the case of ARISE II all the structures including GRZ departments have taken ownership of the activity results that were undertaken by the Project. In this regards, the DCLC, CCLCs, the Leaf Production Technicians .and traditional leadership have continued to monitor issues of CL and protecting children in engaging in child labour.
Context and any related preconditions	Ownership is vital for sustainability of the project results and continuous fight against child labour. Without proper ownership of the project results by key stakeholders it is difficult to direct community members towards continued fight against child labour. Ownership requires the following to be achieved: 1. Committed project structures (traditional leaders, DCLC and CCLCs) that are able to harness community members in reducing child labour; 2. Involvement of local community structures, willing citizens who are willing to be champions against child labour; 3. Support from government departments who are mitigating child labour; and 4. Inclusion of livelihood programmes that will help parents/ guardians to generate income to send their children to school instead working.
Targeted users / Beneficiaries	The targeted users of the stated lesson learnt are the implementing partners, participating CSOs, Government departments, project staff, DCLC and CCLCs.

Challenges /negative issues - Causal factors	Some of the negative issues /challenges related : 1. Community members would like to see benefits of ownership from the project before they commit themselves; 2. If the exit strategy in not included in the project design and strictures are not well oriented about the phase out as was the case with ARISE II; and 3. Weak support structures. The case with ARISE II where some departments like the VSU and Agriculture were not actively involved. .
Success / Positive Issues - Causal factors	Some of the positive issues relate to: 1. All the CCLCs in the project areas were still actively involved in the fight against child labour; 2. Due to effective awareness raising most children prevented and withdrawn from child labour have been enrolled in schools with the help of the local structures; and **3.** Traditional and community leaders have joined the fight against child labour.
ILO Administrative Issues (staff, resources, design, implementation)	The positive lesson learnt stated above can be attributed to effective collaboration among stakeholders including the JTI/ILO project staff. It can be done with minimal resources as long as community structures are well oriented and its implementation involves all key stakeholders.