

Internal Midterm Evaluation Report

ILO Project on Achieving Reduction of Child Labour in Support of Education (ARISE II) in Malawi

MLW/14/01P/JTI

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List of Acronyms

ARISE	Achieving Reduction of Child Labor in Supporting Education
AP	Action Programme
CBE	Community Based Enterprise
CCC	Country Coordinating Committee
CCLC	Community Child Labour Committee
CLMS	Child Labour Monitoring System
CICOD	Circle For Integrated Community Development
DCLC	District Child Labour Committee
DEC	District Executive Committee
DLO	District Labour Office
DWCP	Decent Work Country Programme
ECAM	Employers Consultative Association of Malawi
IABA	Integrated Area Based Approach
IEC	Information Education and Communication
IGA	Income Generating Activity
ILO	International Labour Organization
JTI	Japanese International Tobacco
MCTU	Malawi Congress of Trade Unions
MGDS	Malawi Growth and Development Strategy
MoEST	Ministry of Education Science and Technology
MoLYSMD	Ministry of Labour, Youth, Sports and Manpower Development
NAP	National Action Programme
NGO	Nongovernmental Organization
OSH	Occupation Safety and Health
PEA	Primary Education Advisor
PTA	Parents Teachers Association
SCREAM	Supporting Children's Rights through Education, Arts and Media
SMC	School Management Committee
TEVETA	Technical Entrepreneurial and Vocational Education and Training Authority
TLAC	Tripartite Labour Advisory Council
TOR	Terms of Reference
TUM	Teachers Union of Malawi
UN	United Nations
UNDAF	United Nations Development Assistance Framework
WI	Winrock International
YECE	Youth Empowerment and Civic Education

1.0 INTRODUCTION

1.1 Presentation of the report

This report presents the findings of the internal midterm Evaluation for the second phase of the ILO project on Achieving Reduction of Child Labor in Supporting Education (ARISE II) in Malawi which is being implemented in partnership with Japan Tobacco International (JTI) and Winrock International (WI)). The ILO and WI are executing the ARISE project in a complementary fashion within a common framework. Specifically the ILO is largely responsible for the elements which fall within its core mandate as the UN organization tasked with promoting the Decent Work Agenda, Youth Employment and Labour Rights. The second phase of the project started in 2015 and is expected to finish in 2018. The project is being implemented with support of Ministry of Labour, Youth, Sports and Manpower Development; Ministry of Education, Science and Technology; Malawi Congress of Trade Unions (MCTU); Employers Consultative Association of Malawi (ECAM); 2 non-governmental organisations; District Child Labour Committees (DCLCs), and Community Child Labour Committees (CCLCs) in the 3 project districts and at national level. The project has three immediate objectives and six outcomes

The report is organized into four sections. The first section presents the introduction and background to the project and the second section outlines the approach and methodology used to carry out the internal midterm assessment. Section three presents the findings of the midterm internal evaluation in line with evaluation criteria used. The last section summarizes key conclusions and recommendations. Other pieces of information which include the list of people consulted, list of documents reviewed are included in the annex.

1.2 Background of the project

Globally it is estimated that there are over 168 million children working according to ILO implying that 11% of all the child population is involved in some form of work of which more than 50% (85 million) are in dangerous or risky situations. This situation is somehow changing as ILO reveals that between 2002 and 2012 the population of children in child labour situation is significantly decreasing from 242 million in 2002 to 168 million in 2012. In Malawi however, the Malawi Child Labour Survey Report (2002) reveals that there are 1.4 million child labourers of which 52.6% are engaged in the agriculture industry and 43.2% child labourers are in community, social and personal service sectors. The surveys also reveals that there are more girls (52%) engaged in child labour than boys (48%), a situation which denies the girl's right to education and freedom and also creates a society in which women and girls find themselves more vulnerable to violence, sexual abuse and HIV infection. The survey also indicates that 26.5% of the child labourers never attended school and 53% did not complete junior primary school. Even though the reports indicates a larger number of girls in child, boys are involved in the worst forms of child labour in agriculture, quarrying, mining and construction. Children in these situations carry heavy loads and are susceptible to dangerous conditions.

Being an agro based economy most children in Malawi work in the agricultural sector particularly in the tobacco farms or gardens, often alongside their parents on both family farms, small holders' farms and commercial farms. In addition children frequently perform

domestic work to allow adults to work longer hours in the fields. The problem of child labour in tobacco sector is largely experienced in the rural communities where children are employed to work as labourers and involved in such work such as tobacco cultivation, processing, grading, and handling dangerous pesticides including chemical spraying thereby exposing them to hazardous situations. The child labour situation in rural areas is further compounded by high levels of poverty among parents, guardians and the children themselves especially orphans. The HIV and AIDS pandemic have caused devastating effects on the children and the community at large and this has affected food security at household levels and this has direct effect on child labour situation. By affecting mainly the population of adults working age, children have to work in order to support their sick parents and supply an income for the household to ensure that they have basic needs at household level.

In the tobacco sector, child labour reveals itself in various formations including the following:

- Forced labour where children are seen as property of the estate farm and they work for food and clothing
- Children voluntarily enter into arrangements with tobacco farm owners in order to earn direct wage. Usually children are forced to work in order to assist their parents
- Sometimes the parents pass on the responsibility to their children when they are unable to perform their tasks in particular in situations where they are bonded in a tenancy situation or parent has passed away and has incurred some debt from the estate owner

In order to remove children from child labour situations the government of Malawi has drafted the Child Labour Policy; developed the National Action Plan for the elimination of Child labour (2010-2015); developed and implemented the Malawi Decent Work Country Programme (2011-2016); developed the Malawi Growth and Development Strategy which has child labour and employment as one of its sub-themes under sustainable economic growth; developed various child labour related legislations; ratified the ILO Conventions that deal with Child Labour (ILO Conventions No. 138, No. 182). In addition the government has developed the Hazardous Work for Children Prohibition (Order 20) and already considering abolishing the Tenancy System in the country and fully supports the United Nations Development Assistance Framework (UNDAF) agenda. In general, the policy and legal framework in the country support elimination of all forms of child labour in the country.

1.3 Project Description and Background

The ILO ARISE project is part of the JTI strategy to contribute to eliminating child labour in the tobacco value chain in the country and forms part of its vertical integration strategy and Know Your Grower programme which the company is promoting to creating a direct relationship with the tobacco producers in order to deal with the child labour issue in a personalized approach. The project is part of the broader strategy of eliminating child labour in its tobacco supply chain and the selection of the three impact districts is based on this strategy considering that these target districts are where most of the suppliers of tobacco for JTI come from. This is why JTI has partnered with the International Labor Organization (ILO) and Winrock International (WI) to implement the project on Achieving Reduction of Child Labor in Supporting Education in Malawi (ARISE) which is now in its second phase. The underlying purpose of this partnership has been to put together a wealth of expertise on child labour utilizing the comparative advantages of each organization. In this partnership

ILO and the WI have acted as the main implementing partners and each of them has taken up the responsibility of executing those components which are more clearly related to their mandates and experience. Specifically the ILO is largely responsible for the elements which falls within its core mandate as the UN organization tasked with promoting the global Decent Work Agenda, Youth Employment and Labour Rights.

The second phase of the project which started in January 2015 and ending in December 2018 is being implemented with the same strategic thrust and builds on the objectives of the first phase which were as follows:

Pillar 1: Child labour reduction through improvement in education access, awareness and community empowerment

Pillar 2: Increased economic empowerment and social mobilization of tobacco growing communities to combat child labour

Pillar 3: Improved regulatory framework, capacity building and institutional development for the elimination of child labour

The choice of the implementing partners and stakeholders has been strategic in line with the three pillars of the phase 2 of the project. The ILO ARISE II project is being implemented in partnership with the Ministry of Labour, Youth, Sports and Manpower Development; Ministry of Education, Science and Technology; Malawi Congress of Trade Unions (MCTU); Employers Consultative Association of Malawi (ECAM); 2 non-governmental organisations namely (YECE and CICOD); District Child Labour Committees (DCLCs), and Community Child Labour Committees (CCLCs) in the 3 project districts and at national level. In line with the three pillars, the project is using a holistic approach to involve the community in a common effort to prevent and eliminate child labour and has adopted a tailored approach that focuses towards sustainable, business driven models on advocacy, training, capacity building and activities at grassroots. The project is promoting a virtuous cycle by empowering community and district stakeholders to take ownership of the project, mobilize communities to address local needs, develop action plans and learn to advocate as necessary. It continues to use the Integrated Area Based Approach (IABA) which supports the government, workers and employers' organizations and partners to implement the National Action Plan on the elimination of child labour.

1.4 Immediate objectives and expected outcomes of the project

The immediate objectives and expected outcomes were developed jointly between ILO and WI however each agency is responsible for taking a lead in specific objectives and outcomes while some of the outcomes are expected to be realized jointly as indicated in the agreed logical framework. The focus of this internal midterm evaluation is only on the immediate objectives and outcomes that ILO is responsible for as summarized in table 1 below.

Table 1 Immediate objectives and expected outcomes of ARISE II

Immediate objectives	Expected Outcomes
1.0: Child Labour Reduction through Improvements in Education Services and Opportunities.	1.1: Ministry of Education and target schools operate (or use) mechanisms for the provision of quality education for working children and the mainstreaming of CL issues into the curriculum, learning environment, management structures

	(PTAs/SMC/CCLC) and procedures
	1.2: The skills training model mainstreams the needs of working and vulnerable children (14-18 years) into both the Government and non-Government technical training systems.
2.0: Increased Economic Empowerment and Social mobilization of Tobacco-growing Communities to combat child labour.	2.1 Government training institutions and target community rural groups increase their capacity to identify local economic opportunities, and develop training programmes for income-generating activities, entrepreneurship and access to credit.
	2.2 Right holders (children, parents and communities) and duty bearers (Government, employers and workers organizations, and civil society organizations) are aware of and proactively tackling child labour, establishing child labour free zones using an integrated area based approach (IABA)
3.0: Improved regulatory framework and institutional development for the Elimination of Child Labour	3.1 The Government of Malawi (Ministry of Labour and Ministry of Agriculture) coordinates the implementation of the National Action Plan on child labour through a communication strategy, a resource mobilization strategy and a pilot CLMS
	3.2 National concerted efforts for combating child labour visible and being implemented.

1.5 Purpose and scope for the internal midterm evaluation

1.5.1 Purposes of the internal midterm evaluation

The main purposes of the midterm internal midterm evaluation were the following:

- Determine if the Project is going to achieve its stated objectives and how and why they have been/have not been achieved (i.e. achievements and shortfalls in project implementation)
- Identify unintended positive and negative changes at outcome and impact levels
- Determine the implementation effectiveness and efficiency of the Project
- Establish the relevance of the project implementation strategy and outcomes and the level of sustainability attained.
- Provide recommendations regarding steps in the remaining project implementation period and toward the sustainability of the project outcomes.
- Identify lessons and potential good practices

1.5.2 Scope of the internal midterm evaluation

This internal midterm evaluation focused on the project's achievements and contribution to the overall national efforts to achieve the elimination and prevention of child labour in Malawi. The internal evaluation considered the project as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for current and future programmes. The contribution of the project to the implementation of the NAP, as well as the degree to which this contribution is being achieved as expected (i.e. planned) and unexpected results in terms of non-planned outputs and outcomes (i.e. side effects or externalities). The analytical scope included identifying levels of achievement of objectives, expected outcomes and explaining how and why they have been attained in such way. The main purpose was to help the stakeholders and partners learn from the on-going experience.

Under the broad dimensions of the evaluation criteria which include relevance, impact, effectiveness, efficiency and sustainability the following questions were expected to be addressed:

- Appropriateness of project design
- Implementation of the process and achievement of objectives
- Bottlenecks to project activities implementation and to achievements
- Relevance of the project to target group and key stakeholders including child and adult beneficiaries as direct recipients, District and Community Child Labour Committees and Implementing Partners (Workers, Employers and NGOs)
- Are conditions for project outcomes to be sustainable being built?
- Whether gender issues were considered
- Assess whether the participation of local authorities, targeted communities and inclusion of state services was adequate and well-coordinated

2.0 APPROACH AND METHODOLOGY

The approach was an internal evaluation with external support for facilitation of the process. The methodology included familiarization of the facilitator with the project, the internal evaluation workshop and preparation of the report. The steps were combined with review of relevant documents, semi-structured interviews with project partners and stakeholders, and focus group discussions with selected project beneficiaries. This was followed by a one and half day internal evaluation workshop where the implementing partners and stakeholders reflected on the progress of the project. Systematically the following steps were followed

- **Meetings with ILO Management-** The meetings enabled the consultant to collect the relevant documents to be reviewed, discussed the status of the project as well as agree on the process and methodology for the internal evaluation workshop.
- **Review of relevant documents** a number of documents and reports were reviewed which included progress reports, national and global policy documents, MGDS, MDGs, various project documents, reports from social partners of the project, national and international labour policies and legislations, national economic profiles and other relevant documents as annexed.
- **Consultations with partners and stakeholder to inform the facilitator on the project-** semi-structured interviews at national and district levels, focus group discussions, key informant interviews with ILO, JTI, MCTU, TUM, MoLYSMD, YECE, CICOD, Lilongwe and Ntcheu DLOs and this was combined with field visits to two partner project sites in Lilongwe for YECE and Ntcheu for CICOD where direct observations of the various interventions and interviews with the project beneficiaries including the children withdrawn and prevented from child labour were conducted.
- **Participatory Internal evaluation workshop** - a one and half day internal evaluation workshop for partners and stakeholders involved in the project was organized in Salima district. The main objectives of this workshop were to increase self-learning; enhance transparency and accountability; allow implementing partners and stakeholders present their assessment of the implementation process of the programme; and build ownership as well as commitment to implementing the recommendations that emanated from the workshop.

3.0 OUTCOMES FROM THE INTERNAL MIDTERM EVALUATION PROCESS

This section presents the findings of the internal midterm evaluation and it considers issues related to project design, implementation, lessons learnt, replicability and recommendations for current and future programmes. The contribution of the project to the implementation of the NAP as well as the degree to which this contribution is being achieved, expected (i.e. planned) and unexpected results in terms of non-planned outputs and outcomes (i.e. side effects or externalities). The analytical scope included identifying levels of achievement of objectives, expected outcomes and explaining how and why they have been attained in such way. The internal midterm evaluation used the broad dimensions of the evaluation criteria which include relevance, impact, effectiveness, efficiency and sustainability.

3.1 Assessing the appropriateness and relevance

The appropriateness and relevance of the project relate to the design and coherence of the project to the cultural, economic and political context of the people and the policy frameworks of country in general. Generally relevance relates to the appropriateness of the specific needs of the target groups and stakeholders at national, district and community levels.

3.1.1 Coherence to the cultural, economic and political context

In many communities child labour has been looked at as normal and part of life since there is the belief more especially at local level that children are a source of labour. Due to lack of awareness of what comprise forms of child labour amongst the communities, children have been exposed to various forms of child labour and hazardous work. At community level this was seen as normal and culturally correct. The implementation of the project has however helped to raise awareness and change parents' and children's attitude towards child labour. Lack of awareness about forms of child labour by the parents and children had further been compounded by the limited awareness of the existing global and national policies and strategies by the majority of the parents and children. All the stakeholders and partners agreed that the project is responding to the real needs and challenges parents and children and the communities in general are facing regarding child labour. The project is helping to respond to the social, economic and cultural challenges and the various needs of beneficiaries both individuals and institutions at national, district and community levels. All stakeholders and partners attest that the project is highly relevant to all the stakeholder groups. Therefore implementing this project is helping to foster parents' will to act against child labour. One traditional leader in Lilongwe said *"implementation of the project has helped to change parents and children's attitude and break through their social cultural and economic thinking in his area towards using children in their tobacco farms and also their involvement in other hazardous pieces of work."*

3.1.2 Coordination with national policies and strategies

The project has a very strong linkage to the national policies and plans since it is being implemented within the framework of the NAP, DWCP, and various national policies and legal frameworks. The government has developed and subscribed to a various regional and international Conventions on child labour which the project is helping to implement. The

country has made significant progress regarding the construction of normative framework and in the development of plans and policies dealing with child labour in which the implementation of this programme falls. Rather than passing the Tenancy Labour Bill (2012), the Government views the tenancy system as slavery and therefore it has to be abolished but an appropriate framework for phasing out the tenancy system needs to be put in place in order to reduce suffering of the people who are already in the tenancy system now. Despite the government not having an approved National Child Labour Policy, the project is aligned to the various policies and legislative frameworks such as the Child Labour National Action Plan, Malawi Decent Work Country Programme, Prohibition of Hazardous Work for Children; and is fully aligned to United Nations Development Assistance Framework (UNDAF). It is therefore contributing to the implementation and domestication of ILO conventions 138 and 182.

JTI believes that the project is aligned to its strategy of eliminating child labour in the tobacco supply chain and various other strategies such as the Know Your Grower Program, Grow Community Program, the Agricultural Labour Practices and others that the company is engaged in. The project aligns very well with JTI's aspirations of creating a direct relationship with the suppliers in small holder producers so that the child labour issues are dealt with in a personalized and tailored approach. JTI however expects that the implementation process project should continue to integrate very well with the various initiatives the company is supporting and in particular the farmers who are growing and supplying tobacco to the company. In addition the implementing partners should closely collaborate with the Company's Leaf Technicians which are based in the project target districts.

3.1.3 Design of the programme

General consensus exists amongst the stakeholders and partners about the appropriateness of the areas of focus of the project. They all agreed that the interventions directly and adequately deal with the child labour situation in the target areas and they are having a positive impact on reducing school drop-out amongst children. The design of the project and selection of the focus areas adheres to the Integrated Area Based Approach (IABA) approach as developed by the ILO in the country. High degree of consensus surrounding the appropriateness of the three focus pillars of the project exist because they deal with critical child labour issues in the country and in particular the target districts. Considering that one of the pillars is focusing on economic empowerment of the people, the expectation are very high amongst people that their felt economic needs will be dealt with through the implementation of the project.

The holistic approach being advanced in the implementation of the project recognizes that child labour is usually an expression of a deeper poverty situation amongst the communities and therefore eliminating child labour seems complex and requires addressing all the various socio economic challenges the communities and the children are facing. This requires that implementing partners work closely and collaborate with other institutions that may be in a position to supplement the efforts of the project considering that project interventions cannot meet all the needs of the people.

There are concerns that the majority of the stakeholders raised. Some of those concerns include that the project interventions are targeting small pockets or areas within a particular traditional area or villages leaving out the other potential areas. Given an option, the project would be designed to target the entire traditional authority or district. In addition, it was mentioned that varying approaches between ILO and WI in implementing the project in same

area are affecting participation amongst the communities and district level stakeholders. A case in point is the varying level of allowances between ILO partners and WI and yet the project is being supported by one main donor JTI.

3.1.4 Key conclusions

The project is highly relevant and clearly responding to the child labour challenges and needs of the communities and the country. The project is highly relevant to the social, economic and cultural challenges and the various needs of beneficiaries both individuals and institutions at national, district and community levels. In particular the project is really addressing the challenges of child labour that the tobacco growing communities in the three impact district of Ntcheu, Dowa and Lilongwe are facing. Its implementation is helping to foster parents' and children's will to act against child labour. However the project implementation process needs to integrate and leverage the various other initiatives that are being implemented in the target districts by JTI such as the "Know Your Grower programme, Grow Community programme and in particular increasing collaboration with the JTI's Leaf Technicians who are based in the target districts of the project. The project is targeting selected traditional authorities in the districts and therefore upscaling its intervention would help deal with the challenges of child labour in the districts as whole. The introduction of CBE and skills training by the project are innovations that will help the rural communities change their attitude towards child labour. Considering that ILO and WI are facilitating implementation of the project in the same district, there is a need to standardize the approaches and logistical arrangements between the two partner institutions such as the issues of allowances. This will help the stakeholders to view the project as one intervention that is supporting the elimination of child labour in the districts.

3.2 Assessing the effectiveness and impact

The ILO ARISE II project has three pillars which are addressed in three immediate objectives and six expected outcomes. This section assesses the progress that has been achieved in achieving these objectives, expected outcomes and the impacts the project is making. The internal assessment is based on consultations with the implementing partners such as MCTU, TUM, CICOD, ECAM, MoLYSMD, YECE, the Lilongwe and Ntcheu DLOs, selected local leaders, project beneficiaries, and visits to selected project sites, as well as discussion during the internal evaluation workshop.

3.2.1 Progress towards achievement of Outcomes

Immediate Objective 1.0: Child Labour Reduction through Improvements in Education Services and Opportunities

The implementing partners such as YECE, CICOD, MCTU, TUM, ECAM, are collaborating with School Management Committees, Parents Teacher Association, Village Development Committees, local leaders, district councils to ensure that children benefiting from the project achieve more than the 75% school attendance and reduce the rate of children dropping out of school. The programme is working through the community level structures such as the CCLCs and PTAs to raise awareness and identify children in child labour and at risk of child labour. Using the Community Based Child Labour Monitoring System (CBCLMS) which is being piloted in the target districts of the project, a total of 267 children have been withdrawn from child labour against a target of 700 children representing 38% achievement and 904 children out of 1300 have been prevented from child labour representing 70% performance

rate. In addition 1163 children are undergoing vocational skills training in the CBSOCs and 711 children are attending complementary basic education while 76 children have been reintegrated into the formal primary education system. It should be pointed out here that many additional children have already been identified for services and some are benefiting from the services but they are not yet counted in the project database as there is need for a minimum period of time and specific criteria to be able to report on children actually withdrawn or prevented from child labour. Summary of progress achieved is summarized in Table 2.

The ILO ARISE project has also introduced afternoon classes for children who dropped out of school and these classes have commenced in about 8 primary schools in Ntcheu, Lilongwe and Dowa districts where more learners have been registered and actually there are more children registering for afternoon classes than the target. These afternoon classes are catch-up classes for the re-admitted school children and those at risk of entering into child labour and are making the children to be at par with the other school going pupils. The initiative is using primary school teachers who were oriented by TUM on the use of SCREAM tool kit. Among others these afternoon classes focuses on 3 study dimensions such as language skills, numerical skills and life skills where SCREAM tool kit is part of the lessons. According to the teachers the response from the children has been commendable. These afternoon classes are facilitated by SCREAM trained teachers who interact with the withdrawn children 3 days per week. So far 12 master trainers in the SCREAM methodology have been trained and they in turn have managed to train 60 tutors from Teacher Training Colleges, 288 primary school teachers and 210 PTA and SMCs members. In addition the project has facilitated establishment SCREAM youth clubs in primary schools within the project area which meet and undertake SCREAM activities. Teachers from the target schools which benefited from SCREAM trainings are mainstreaming child labour examples when they are teaching subjects like Mathematics, English, Agriculture and Chichewa and various subjects. The SCREAM trained teachers from these schools are still enrolling eligible children to be part of the afternoon classes. The teachers mentioned that the SCREAM tool kit is a relatively new education and social mobilization initiative that is helping educators to promote understanding and awareness of child labour among the young people. Mainstreaming of SCREAM in the education system is helping educators to promote understanding and awareness of child labour amongst teachers, PTA, SMC and the community in general to encourage them to launch innovative pilot initiatives for eradication of child labour. The project has managed to facilitated development of community participation guidelines for PTAs and SMC which the PTAs and SMCs are using during their monitoring and surveillance of learners for child labour and are able to convene meetings to discuss child labour issues.

As a result of the project and in collaboration with the Ministry of Education and the implementing partners child labour issues have been integrated into the national curriculum and training materials for complementary basic education. Complementary Basic Education (CBE) learners across the country are now learning the impact of child labour as well as their rights and responsibilities. The number of children been enrolled for CBE continue to increase since the demand is increasing every day. The ILO ARISE project has introduced technical and vocational skills training in order to equip these children with necessary skills that can allow them to stand on their own and earn a living. The children are being

training on such skills as carpentry and joinery, tailoring, brick laying, basket weaving and other skills. Some of the children have already started producing various products such as beds, dresses, baskets and are also being hired out to construct people's houses.

The community based child labour monitoring system (CLMS) is helping the organizations to identify children that are in child labour situation and those at risk of engaging in child labour. Using this system children are being identified, registered and getting the necessary support in form of formal and non-formal education and counselling services. The community based child labour monitoring system has been mainstreamed in the district planning process where it is being used to provide the district with child labour situation data during the overall district development planning processes. For example in both Lilongwe and Ntcheu District the information from the CLMS is helping the districts to mainstream and include child labour issues in their district development plans. In addition the ILO ARISE project has also trained and built the capacity of community, area and district labour committees to perform the work and continue even after the project has phased out.

Table 2 Summary of progress achieved under Immediate Objective 1

IO 1.0: Child Labour Reduction through Improvements in Education Services and Opportunities	Outcome Indicators	Summary of Progress achieved
	1300 children (650 Girls and 650 Boys) prevented from Child Labour	326 Children (144 Girls and 182 Boys) have been identified and are registered in the Community Based Service Outlet Centers (CBSOC) where services are been provided.
	420 Children (120 Boys and 120 Girls) withdrawn from Child Labour	260 Children (Boys 142 and Girls 118 have been identified and are going through education and vocation skills trainings in the CBSOCs.
	280 Children (140 Boys and 140 Girls) protected and workplace improved	56 children (34 Boys and 22 Girls) above the legal minimum age of employment were identified and are registered in the CBSOCs and they are been trained in OSH issues
	70% of NFE students disaggregated by sex achieve agreed upon minimum percentage of score in assessment.	The Project has supported the Ministry of Education to develop the assessment criteria. The criteria set 50% as a minimum percentage score. This is being used to assess children in Non-Formal Education for mainstreaming in formal education system.
	10 PTAs/SMC/ 6 CCLC of targeted schools implement programmes to create awareness of child labour issues in schools and communities.	45 PTAs from 45 primary Schools have been trained on Child Labour using SCREAM methodologies. In total 114 Members comprising 78 males and 36 females were oriented on Child Labour. Participants were PTA, and Youth Club members from the 45 schools from Dowa, Ntcheu and Lilongwe.
	60 ex-child labour	The Action Programme for ECAM is

	benefited from the institutionalized apprenticeship model developed in informal sector.	underdevelopment and will implement this indicator in conjunction with APs by CICOD and YECE
	2 TEVET institutions (public or private), provide skills training opportunities to ex child labourers (14-18 years) in trades identified in the labour market assessment.	Discussions with ECAM have been initiated. Draft implementation strategy has been designed. Fine tuning of the AP is in the process

Immediate objective 2.0: Increased Economic Empowerment and Social mobilization of Tobacco-growing Communities to combat child labour.

Poverty is one of the major factors driving parents and children into child labour. Recognizing this situation, the project is supporting and empowering the communities more especially the older children/youth to identify income generating activities in order to economically empower them. Through YECE and CICOD the project has helped communities to set up IGA committees. The project has supported the formation of a total of 53 IGA groups with a total number of 1,208 beneficiaries. These groups have been trained in group dynamics, VSL and entrepreneurship. Some of the VSL groups have started saving money. For example at the time of the internal midterm evaluation some of the VSL groups had saved and a total of K283, 000.00. All the 53 groups developed business plans for their selected business ideas but so far they have not received the grants to implement their business plans. Some of the IGAs groups in the project have been linked to microfinance and agribusiness institutions such as Opportunity Bank and FINCA where they get new pieces of information on how to raise financial capital in order to boost their business activities. The groups were further trained in ILO entrepreneurship development programme called Start and Improve Your Business (SIYB). Specifically the groups were trained in Generate Your Business Idea (GYBI) to orient them and come up with viable business ideas, and Start Your Business (SYB) to come up with bankable business plans for their enterprises. The beneficiaries started mobilizing savings immediately after the training and will receive start-up capital to roll out the IGAs. MCTU revealed that it has trained 350 people including 227 males and 123 females who have been trained on law enforcement, OSH awareness. Summary of progress to achieve this outcome is presented in table 3 below.

Table 3 Summary of progress achieved under Immediate Objective 2

IO 2.0:	Outcome Indicators	Summary of Progress achieved
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Increased Economic Empowerment and Social mobilization of Tobacco-growing Communities to combat child labour	6 community structures, such as help, village savings and credit groups, have mobilized new information, microfinance for youth and family members	1208 adult beneficiaries have been identified for IGAs in 53 groups. The IGAs will help them to form Savings and Credit groups which will help to save and lend money to boost their businesses.
	600 Income Generating activities that declare minimum profit of 20% on capital employed.	388 (172 Females and 207 Males) have been identified and are in the CLMS database for the implementation of IGAs.
	500 people (250 Men and 250 women) trained in Enforcement, OSH and First Aid training modules	350 people including 227 males and 123 females have been trained
	500, PTAs, CCLCs and SMC members trained and practice child-friendly teaching and disciplining techniques.	545 members which include 288 teachers, 210 PTA and 47 youth clubs have been trained

Immediate objective 3: Improved regulatory framework and institutional development for the Elimination of Child Labour

Training needs assessment of focal persons on child labour and district labour committees have been conducted and specific training activities have been developed following the identified needs. All the district labour committees members and implementing partners revealed that they have been trained on child labour issues. Using the skills acquired the district child labour committees members train the community leaders and the community based child labour committees on child labour issues.

In addition various meetings for the Technical Working Groups on child labour have been organized. These TWG bring together child labour focal points from the various institutions in order to enhance coordination of stakeholders on child labour both at national and district levels. Stakeholders agreed that the project has contributed to mainstreaming child labour and has helped to improve the regulatory framework for child labour in the country. Particular examples include the implementation of the NAP, supporting the development of the child labour policy and development of the child labour monitoring system. Currently with support from the ILO ARISE project the Ministry of Labour is recruiting extra personnel in the Child Labour Unit and is pushing for the approval of Child Labour Policy by Cabinet. In addition, the Ministry is in the process of developing the second Decent Country Work Programme (DCWP), and the ILO ARISE project is providing technical support for the process.

Through the various awareness activities on child labour the project has managed to raise the profile of child labour at national level through engagement of the President, Ministers, Members of Parliament, senior government officials, private sector organizations, and civil society organizations on child labour issues. The DCLCs reported that district councils are now taking action on establishing community child labour committees, developing by-laws

on child labour and the CCLCs are actively monitoring and surveying incidences of child labour in their various areas. Currently both Ntcheu and Lilongwe district have mainstreamed child labour issues in their district development plans. As part of implementing the district development plans, the districts have facilitated establishment of community child labour committees in the districts not only in the project impact areas.

The profile of child in the country has also been raised through the engagement of both the print and electronic media houses which have developed and produced articles and radio and television programmes on child labour. The community leaders said that a number of community members have been trained on law enforcement and tobacco growers in particulars have been trained on improved OSH practices and non-hazardous condition for the children.

MCTU has conducted and organized various OSH and law enforcement training workshops at national and district levels targeting local leaders, police personnel, teachers and personnel from other civil society organizations. Realizing that elimination of child labour requires a multi-stakeholder approach, the project is working with various government, civil society, private sector organizations, community leaders and the community at large to ensure that child labour is eliminated in the communities.

Apart from the challenges relating to the delays in approving the National Child Labour Policy, the profile of child labour issues in the country has been raised both at national, district and community levels and therefore commendable progress has been achieved under this pillar.

Table4: Summary of progress achieved under Objective 2

IO 3.0: Improved regulatory framework and institutional development for the Elimination of Child Labour	Outcome Indicators	Summary of Progress achieved
	2,060 children (1,030 Boys and 1,030 Girls) at-risk and child labourers referred to concerned agencies for rehabilitation services, education, training or social safety nets by using CB-CLMS (at district level)	581 Children (250 Girls and 322 Boys) have been identified and are registered in the project Service Outlet centres and are been provided with rehabilitation services through education and skills
	3 Coordination Meetings of CL Focal Points organized by the Ministry of Labour (through CLU).	The AP to implement this outcome by the MoLYMD has just been approved
	2 policy, legislation and programme documents reflecting CL concerns and endorsed).	The Child Labour policy has been finalized and is at the final stage of PS's committee level before submitting to cabinet for approval
	10 organizations that are implementing CL activities at the end of the project	9 organizations namely YECE, CICOD, MCTU, ECAM, TUM, MoLYMD, MoE, ILO, JTI are collaborating to implement the

		programme
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3.2.2 Mainstreaming of cross cutting issues

The implementation of the project is helping the implementing partners and stakeholders embrace cross cutting issues such as gender, HIV and AIDS both at national and community levels. For example at national level it was noted that the involvement of various stakeholders such as the ministries responsible for gender and child welfare, HIV and AIDS, and other relevant ministries in project coordination activities has helped to provide guidance in the way the project is implemented as well as mainstreaming of the upcoming National Child Labour Policy with gender and HIV issues. The introduction of SCREAM tool kit has helped the teachers and the PTAs to mainstreaming cross cutting issues such as gender, HIV and AIDS not only in the school curriculum but also in the formation and decision making processes of the SCREAM Clubs, CCLCs and DCLCs. As a result of having gender and HIV and AIDS sensitive project level structures both at district and community levels in the project, there is a trickled down effect to the other district and community level structures in terms of their formation and the way they conduct their businesses. It can be concluded therefore that though the project is focusing on child labour issues, it is also helping to transform and change people's attitude towards mainstreaming of cross cutting issues such as gender, HIV and AIDS as well as the way the national, district and village level institutions are functioning and making their day today development decisions.

3.2.3 Key challenges and lessons learnt

- Though the project is being implemented in the target districts at national level there are delays in approving the National Child Labour Policy by government to support its implementation.
- Weak capacity to enforce child labour laws by government is going to affect progress that the project has made in the target districts and the country as whole
- The CB-CLMS being piloted in the target districts is proving a success. However, the need for the system to be supported by a national level child monitoring system cannot be over-emphasized.
- The slow start of the income generating activities is affecting the morale amongst the people who have been trained on IGAs
- The vocational and skills training activities are being carried out in temporary shelters and rented buildings. There need for project beneficiaries and implementing partners to discuss how they can both contribute to construct permanent structures which could be used as community centres for the technical and vocational skills training and CBE activities.
- Learning materials and equipment such as sawing machines are inadequate to meet the increased number of children enrolled in CBSOCs and learning spaces area also limited and children are forced to learn in shifts due to over crowded
- The CBSOC do not have adequate instructors and in addition their levels of training and skills are basic. This in turn affects the quality and skills of the graduates from these centres are receiving.

- The CLMS data collection forms are in English and require that individuals administering the forms are able to read and write. Even though efforts to identify people who are able to read and write have been made, more needs to be done to simplify the data collection tool into local language so that it can be user friendly and used even by the data collectors who cannot read English.
- Currently the graduates from the CBSOC do not have any certification which affects their employability. There is need therefore to establish linkage with TEVETA and the community technical college system to ensure that graduates from these centres are certified and employable.
- Despite implementing the same project, ILO and WI uses different rates of allowances. Often times WI allowance rates are higher than ILO prescribed rates. This disparity in allowances rates is a big challenge and is affecting efficient achievement of the project outputs and activities. One DCLC member said “the moment WI calls for a meeting, no one can afford to miss such as meeting because the rates of allowances are better than that being offered by ILO implementing partners. Since both WI and ILO are all supporting child labour elimination in the same districts, preference goes to the WI organized activities to ILO partner organized activities.”
- The DCLC does not have reliable transport to effectively monitor implementation of the project. The committee usually relies on borrowed vehicles from the District Council to carry out its activities hence affecting its effectiveness in monitoring the progress of project.
- It was noted that though JTI has a number of services being provided in the target areas, there is still weak linkage with what the ILO implementing partners are implementing in the districts.

3.3 Assessing the implementation arrangements

The ARISE project is being implemented in line with its guiding principles which ensure that adjustments in the implementation strategy are made to accommodate the aspirations of all the parties involved in order to deliver the expectations stipulated in the three pillars of the project. It was noted that there is strong coordination and communication between the Project Coordinating Team and the Country Coordinating Team (CCC) which comprises ILO, JTI and WI. The CCC is helping to strengthen and improve the partnership between ILO, WI and JTI through provision of technical guidance and alignment to the implement strategies of the project. It was revealed that various meetings involving the CCC, government, employers and worker organization have regularly been organized to reflect on the progress of the project.

It was also noted that the project is being implemented within the decentralized framework of the district and there is very good collaboration between the implementing partners and DCLC. All the stakeholders agree that the structures in which the project is being implemented are part of the decentralization framework and has helped these structures to mainstream not only child labour issues but also gender, HIV and AIDS. For example it was mentioned that DCLC is a subcommittee of the District Executive Committee and reports to the DEC frequently on child labour situation in the district while the CCLCs are a subcommittee of the village development committees.

At both national and community levels the implementing partners are working with other organizations who are also involved in one way or another on labour issues. Some of the organizations include Centre for Social Concern, Malawi Economic Justice Network, Catholic Commission for Justice and Peace, Trocaire and the Human Rights Consultative

Committee and various other civil society organizations, and government departments particularly on the issues tenant's rights. In addition the implementing partners, are assisting the IGA groups to link them to financial institutions such as FINCA, and Opportunity Bank of Malawi. The media houses have also been instrumental in raising the profile of the project through the coverage of the project activities. The involvement of the media houses has helped raise the profile of child labour issues in the country. There are other organizations such as Plan Malawi, World Vision and other who are child centered and the project can build synergy with some of these organizations which are working in the impact areas of the ILO ARISE project or at national level. Both the DCLC and CCLC are gender sensitive and women are taking part in key decision making positions of the project.

The challenge noted at community level was that the CCLC membership usually comprise of elderly people with little youth participation. In order to improve performance of the local level structures, the project organized various capacity building activities for the members. As a result of the various capacity building interventions, people in the target acquired advanced knowledge about child labour are able to advocate and influence change of attitude of many other community members.

The implementing partners agree that the project generally has robust implementation arrangements at national, district and community levels through which guidance on the implementation of the project is provided. However, the implementation partners expect more from the CCC should help out with the issue of disparities in logistical approaches that ILO and WI are using. The born of contention is the allowance rates that ILO and WI are applying. The implementation partners revealed that this issue has been raised in a number of meetings but the situation is not changing as expected.

3.4 Assessing the sustainability of the project

The institutional arrangements that have been set for the implementation of the project at various levels to deal with child labour are very strategic and therefore their sustainability is assured. At national level, the commitment by government to eliminate child labour is very strong as noted in the way child labour issues have been articulated in the various national policies and strategies. Despite the Child Labour Policy not been approved yet by Cabinet, there is commitment by government to deal with child labour issues in the country.

The mainstreaming of SCREAM in the teachers training education curriculum and child labour issues into CBE curriculum is further helping the children and parents understand child labour issues and change attitude not only amongst the communities in the target districts. The Ministry of Education revealed that following the SCREAM trainings conducted with members of PTAs, SMCs, and Community Youth Clubs from primary schools, there has been a tremendous increase in students' school enrollment and a moderate decrease in school dropout in the targeted school. The project has empowered school, community youth club members to take a leading role in raising awareness on child labour and promoting the importance of education and ensure that their communities are free from Child labour by preventing children from entering child labour. The Ministry Education also revealed that there is an increase in parents' commitment and change of attitude towards children education country wide. PTAs are now taking the responsibility to sensitize parents on the importance of education and the effects of child labour.

At district level the DCLC and CCLC are linked to the already existing decentralized structures of government and community levels. These institutions are going to continue to exist and provide oversight and coordination role as well as spearheading the fight against child labour in the districts. The CCLC are very active in the fight against child labour and their involvement is voluntary. Implementation of the project has helped to change people's attitude at national, district and community levels towards child labour. Children themselves are able to point out when they see one of their colleagues in child labour situation or they are exposed to hazardous work situations. The change of attitude towards child labour has influenced DCLCs to mainstream child labour issues in the district development plans. The DCLC members from Ntcheu and Lilongwe revealed that currently child labour issues are becoming more prominent and prioritized in the district plans than before. Child labour issues have also been mainstreamed in the implementing partners' policies, systems and procedures. The various IGA, capacity building, civic education and awareness activities that have been introduced in the districts are helping change the people's attitude towards child labour. This is further strengthened by mainstreaming of child labour issues in the school curriculum where children who are the leaders of tomorrow are able to recognize and voice up against child labour environments. The recognition by the children themselves about child labour environments helps to build the future communities and leaders who are going to be conscious of child labour.

The introduction of the community based child labour monitoring system will help the communities and districts continue to monitor, collect information and report on child labour in the district. This will help the communities and districts in particular mainstream child labour in the district planning and budgeting processes. However, the system needs to be further simplified in order to be user friendly even to those with limited reading and writing skills and also to reduce the time it takes for data entry by the implementing partners.

The vocational education and skills training centres will help the children learn trades that can be used in the rural community. For example carpentry, brick laying and others skills are going to be used by the children even after the project is phased out. However in order to encourage more children to these centres, the marketing aspects of the products they are producing needs to be looked. Even though construction of permanent structures to be used for the CBSOC was not envisaged in the project design, there is need to seriously consider "what happens to the pieces of equipment that have been procured after the project has phased out?" what will happen when the rain season starts?" It means that the children will not be attending classes and therefore will easily revert back to child labour. The project need to discuss with the communities to consider constructing permanent structures that are going to be used even after the project period is over. Now that the Government is promoting community colleges, the project should consider linking these centres to the community colleges being advanced by the government.

4.0 CONCLUSIONS AND RECOMMENDATIONS

4.1 Key conclusions

Eliminating child requires a multi-faced approach hence its use of the IABA as developed by ILO. The project is on track to achieve the expected outcomes and has laid a strong foundation to enable change of attitude amongst the people towards elimination of child

labour amongst the communities. The stakeholders and partners agreed that the project is on track and is making commendable progress towards achievement of the immediate objectives and expected outcomes. There is however some areas that need to be considered in order to improve and speed up the implementation of the project during the remaining period as summarized in the recommendations below.

4.2 Recommendations to improve implementation of the project

4.2.1 Recommendations for Government

- The Ministry of Labour should push for the speedy approval of the National Child Labour Policy by Cabinet.
- The Ministry of Labour should strengthen its child labour monitoring unit by among other things recruiting more members of staff for the Unit.
- The CB-CLMS being piloted in the target districts is proving a success. The Ministry of Labour with support from its development partners needs to speed up the development of National Level Child monitoring system in order to support the successes being achieved by the CB-CLMS.

4.2.2 Recommendations for ILO

- The slow start of the income generating activities is affecting the morale amongst the people who have been trained on IGAs. ILO therefore needs to speed up disbursement of funds for the implementation of the IGA activities.
- ILO and its implementing partners should consider translating the CLMS data collection forms into local language so that they can be easily used by the data collectors. In addition the data collection forms need to be simplified in order to reduce the time required for data entry
- Despite implementing the same project, ILO and WI use different rates of allowances. There is need therefore for ILO and WI to standardize their rates of allowances
- The DCLC does not have reliable transport to effectively monitor implementation of the project. ILO needs to provide additional resources to enable the implementing partners and DCLCs effectively implement the project

4.2.3 Recommendations for implementing partners and DCLCs

- In order to ensure sustainability of the CBSOC CBE activities, the implementing partners should seriously consider linking these activities to the community colleges
- The CBSOC do not have adequate instructors and in addition their levels of training and skills are basic. The implementing partners should seriously consider increasing the number and capacity of the instructors in order to improve quality and skills of the graduates from CBSOCs
- Currently the graduates from the CBSOC do not have any certification which affects their employability. There is need therefore for the implementing partners to establish linkage with TEVETA and the community technical college system to ensure that graduates from these centres are certified.
- The implementing partners should make an effort to link to the other services that JTI is providing through strengthening collaboration with the JTI Leaf Technicians that are based in the target districts.

- The implementing partners should consider introducing other skill trades in the CBSOCs rather than limiting themselves to brick laying carpentry, dress making, basket weaving

4.3 List of Documents Reviewed

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3. De Gobbi M. S., and Anang R., (2013). The enabling environment for sustainable enterprises in Malawi. Employment Sector Employment Report No. 20. International Labour Organization,
4. International Labour Organization, (2013). Emerging Good Practices of the ILO-IPEC Project. Support the National Action Plan to Combat Child Labour in Malawi (SNAP Malawi).
5. Government of Malawi, 2014. Malawi Labour Force Survey 2013. Key Findings Report. National Statistics Office Zomba
6. ILO, (2015). ARISE- Achieving reduction of child labour in support of education. A programme to reduce the worst forms of child labour in tobacco-growing communities in Zambia
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8. Government of Malawi, (2016). Child Poverty in Malawi
9. Malawi Government, (2015). Trafficking in Persons Act (No.3 of 2015)
10. Malawi Government, (2015). Marriage, Divorce and Family Relations Act (No.4 of 2015)
11. Malawi Government, (2013). Gender Equality Act (No.3 of 2013)
12. Malawi Government, (2013). Education Act (No.21 of 2013)
13. Government of Malawi, (2012). Employment Act (CAP. 55: 02). Employment (Prohibition of hazardous work for Children) Order 2012
14. Malawi Government, (2012). Disability Act. No.8 of 2012
15. Government of Malawi, (2012). Malawi National Conference on child Labour in Agriculture. Outcome document and framework for action.
16. Government of Malawi, (2013). National Youth Policy. Ministry of Youth and Sports.
17. Government of Malawi, (2011). Malawi Decent Work Country Programme. Ministry of Labour.
18. Government of Malawi, (2009). Child Labour National Action Plan for Malawi (2010-2016). Ministry of Labour
19. Government of Malawi, (2013). Technical, Entrepreneurial and Vocational Education and training (TEVET) Policy.
20. Government of Malawi, (2012). Employment Act (Cap. 55:02). Employment (Prohibition of Hazardous Work for children Order, 2012. Ministry of Labour
21. Government of Malawi, (1996). National Youth Council of Malawi Act.
22. Malawi Government, (2011). Malawi National Occupational Safety and Health Programme 2011-2016. Ministry of Labour
23. Malawi Government, (2012). Recording and Notification of Occupational Accidents and Diseases in Malawi 2012.
24. Malawi Government and International Labour Organization, (2014). Donors and Partners Mapping for the MDWCP (Final Draft)
25. Government of Malawi, (2011). Malawi Growth and Development Strategy
26. Darroll C., (2012). Micro, Small and Medium Enterprises (MSME) Policy and Strategy for the Republic of Malawi (Final Draft). Ministry of Industry and Trade
27. UN Malawi, (2013). United Nations Development Assistance Framework (UNDAF). Progress report (2012-2013)

- 28.** UN Malawi, (2006). United Nations Development Assistance Framework (UNDAF)
Action Plan 2012-2016

5.0 Annexes

5.1 List of people Interviewed prior to the workshop

Name	Institution
Joseph Kankhwangwa	MCTU
Jessie Chingoma	MCTU
Mpambira Kambewa	CICOD
Dan Phiri	CICOD
Victor Mwale	CICOD
Pilirani Kamaliza	TUM
Elvis Sukali	JTI
Chiletso Mbewe	District Labour Office-Lilongwe
Mr Geza	District Labour Office- Ntcheu
Mrs Kawamba	Ministry of Labour
Linda Kamulomo	YECE
Mussa Black	YECE
	YECE
List of Project sites Visited	
Katope Center- Chimwala	Lilongwe-YECE
Kampanje-Kwataine	Ntcheu-CICOD

5.2 Terms of reference for the assignment

Project background

The ILO, in partnership with Japan Tobacco International (JTI) and Winrock International (WI) has designed and is implementing a Public Private Partnership Programme in Malawi titled, Achieving Reduction of Child Labour in supporting Education (ARISE II). This is second phase of the project and covers the period 2015 to 2018.

The ILO is executing the ARISE project with WI in a complementary fashion within a common framework. Specifically, the ILO is largely responsible for elements which fall within its core mandate as the UN organization tasked with promoting the Decent Work Agenda, Youth Employment and Labour Rights.

The ARISE II Project Immediate Objectives and Outcomes are the following:

ARISE II Immediate Objective 1: Child Labour Reduction through Improvements in Education Services and Opportunities.

ILO Outcome 1: Ministry of Education and target schools operate (or use) mechanisms for the provision of quality education for working children and the mainstreaming of CL issues into the curriculum, learning environment, management structures (PTAs/SMC/CCLC) and procedures

ILO Outcome 2: The skills training model mainstreams the needs of working and vulnerable children (14-18 years) into both the Government and non-Government technical training systems.

ARISE II Immediate objective 2: Increased Economic Empowerment and Social mobilization of Tobacco-growing Communities to combat child labour.

ILO Outcome 3: Government training institutions and target community rural groups increase their capacity to identify local economic opportunities, and develop training programmes for income-generating activities, entrepreneurship and access to credit.

ILO Outcome 4: Right holders (children, parents and communities) and duty bearers (Government, employers and workers organizations, and civil society organizations) are aware of and proactively tackling child labour, establishing child labour free zones using an integrated area based approach (IABA)

ARISE II Immediate Objective 3: Improved regulatory framework and institutional development for the Elimination of Child Labour

ILO Outcome 5: The Government of Malawi (Ministry of Labour and Ministry of Agriculture) coordinates the implementation of the National Action Plan on child labour through a communication strategy, a resource mobilization strategy and a pilot CLMS

ILO Outcome 6: National concerted efforts for combating child labour visible and being implemented.

The outputs and indicators were developed jointly by the ILO and Winrock International (WI). Each of the Agencies is responsible for taking a lead in specific outcomes, outputs and activities. Some of the outcomes will be realized jointly as indicated in the logical framework (See Annex 1).

The ARISE II Project started in April 2015 and is expected to finish in December 2018. It is implemented with support of Ministry of Labour, Youth, Sports and Manpower Development; Ministry of Education, Science and Technology; Malawi Congress of Trade Unions (MCTU); Employers Consultative Association of Malawi (ECAM); 2 non-governmental organisations; District Child Labour Committees (DCLCs), and Community Child Labour Committees (CCLCs) in the 3 project districts and at national level.

Internal Midterm Evaluation Background

The project has scheduled, under the ILO evaluation policy, a mid-term internal evaluation in the last week of October, 2016 to strengthen the analysis capacities of project implementers and reflect in recommendations for the remaining period. The internal mid-term evaluation will be managed by the National Project Officer under the guidance of the Chief Technical Adviser (CTA) with technical oversight and advice from ILO-EVAL and ILO/FUNDAMENTALS branch, Research and Evaluation unit.

An independent final evaluation is scheduled within the last 3-6 months of the project. It will be managed by EVAL, the ILO Evaluation Office

Purpose and Scope

1.1 Purpose

- Determine if the Project is going to achieve its stated objectives and how and why they have been/have not been achieved (i.e. achievements and shortfalls in project implementation)
- Identify unintended positive and negative changes at outcome and impact levels
- Determine the implementation effectiveness and efficiency of the Project
- Establish the relevance of the project implementation strategy and outcomes and the level of sustainability attained.
- Provide recommendations regarding steps in the remaining project implementation period and toward the sustainability of the project outcomes.
- Identify lessons and potential good practices

1.2 Scope

The internal midterm evaluation will focus on the ILO/FPRW/IPEC ARISE II programme mentioned above, its achievements and its contribution to the overall national efforts to achieve the elimination of WFCL in Malawi. The evaluation should focus on all the activities that have been implemented since the start of the project to the moment of the workshop.

The internal evaluation will consider the programme as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for current and future programmes.

The contribution of FPRW/IPEC to the NAP process normally covers the promotion of an enabling environment, and the role in implementing the national NAP as well as assessing the degree to which this contribution has been made, the internal evaluation will have to take into account relevant factors and developments in the national process.

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

The analytical scope should include identifying levels of achievement of objectives and explaining how and why they have been attained in such ways (and not in other alternative expected ways, if it would be the case). The purpose is to help the stakeholders to learn from the on-going experience.

1.3 Aspects to be addressed

Under the broad dimensions of relevance, impact, effectiveness, efficiency and sustainability the following questions are expected to be addressed during the internal evaluation. Other questions can be added during preparation for the workshop:

- Appropriateness of project design
- Implementation of the process and achievement of objectives
- Bottlenecks to project activities implementation and to achievements
- Relevance of the project to target group and key stakeholders including child and adult beneficiaries as direct recipients, District and Community Child Labour Committees and Implementing Partners (Workers, Employers and NGOs)
- Are conditions for project outcomes to be sustainable being built?
- Whether gender issues were considered
- Assess whether the participation of local authorities, targeted communities and inclusion of state services was adequate and well-coordinated

Methodology

The internal evaluation will take about one month, the whole process until having the draft report (see proposed timeline below). An independent consultant with experience in facilitation, evaluation, project management, child labour, and child protection will be the main resource person. The process will cover three steps:

a. Preparation of internal evaluation workshop including

1. Desk Review of ILO Child labour related information; Project reports and outputs documentation and any other project related documents. (1 day)
2. Interview 4-7 key implementing stakeholders including NGOs, workers and employers organisations directly involved with the project, government institutions, DCLCs etc. as resource people to have feedback about points and questions that should be discussed during the workshop (3.5 days). The list of questions should be based on the aspects to be addressed under section 4.2 of these TORs.
3. Methodological proposal of the workshop and Inception Report: The consultant will present to the Project Manager an inception report which will include a methodological proposal that will be discussed with ILO to arrive to an agreed

methodology. The proposal will include the outline of the internal evaluation process report. (2 days).

b. The workshop:

The Workshop will last 1.5 days (25-26 October 2016) and will be attended by representatives from each of the following implementing partners and stakeholders:

- Ministry of Labour – Child Labour Unit
- Ministry of Education – Department of Basic Education
- Ministry of Agriculture
- District and Community Child Labour Committees (CCLC) from six project areas – Ntcheu, Lilongwe and Dowa Districts
- ILO ARISE Implementing Partners (MCTU, ECAM, YECE and CICOD)
- Project staff
- Donor representatives (JTI Malawi)

The total number of participants expected is 30 including ILO representatives and the consultant.

The facilitator will be responsible for facilitating the workshop and systematising the results (see deliverables in the following section).

Any support from the project in terms of logistics and technical support has to be arranged during the preparation phase.

c. Report Writing

After the workshop the consultant will draft an internal evaluation report which will be shared with the project Manager who will in turn share it with the workshop participants and ILO teams for their comments and inputs. Once comments are received the consultant will incorporate them and produce a final report.

Deliverables:

The facilitator should submit;

1. A brief inception report, 3 working days before the workshop (by 20th October 2016), should be submitted and approved by the CTA. The document should include:
 - List of documentation reviewed
 - List of people interviewed prior to the workshop
 - Methodology of the workshop (including schedule and organization and key questions/items to be discussed during the workshop)
 - Support required from the project
 - Outline of the internal evaluation report (i.e. development of the workshop, summary of discussions, conclusions, recommendations, lessons and good practices identified)
2. The draft internal evaluation report after completion of the 2 day workshop within 5 days – (by 3rd November 2016) outlining at least the following aspects:
 - Workshop proceedings,
 - Methodology (i.e. limitations)
 - Quantitative and qualitative achievements and pitfalls (analysis of what and how/why)

- General shortcomings among stakeholders, (adequate equipment, transport and human resource for their work
 - Conclusions
 - Recommendations for ILO and partners from the workshop participants
 - Emerging good practices
 - Lessons learnt.
3. The Final Internal Midterm Evaluation Report. Once the draft report is received it will be circulated to workshop participants and stakeholders who will provide comments within 2 weeks to the consultant. The consultant will then finalise the report incorporating the comments and send the final report to ILO by 25th November 2016.

Overall, the report has to respond to the TORs.

The report will be delivered in a draft version that the project will circulate among the workshop participant. After two weeks the facilitator will receive consolidated comments and will produce the final version reflecting comments provided.

The total length of the report should be a maximum of 20 pages for the main report, excluding annexes. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.

The draft and final version of the report should be provided both in paper copy and in electronic version compatible for Word (*.doc) for Windows. Ownership of data from the assignment rests jointly with ILO and the consultants. The copyright of the report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of ILO. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement. The consultant has an estimated total **13 working days**: 7.5 days for preparation (desk review, interviews and Inception report), 1.5 days to facilitate the workshop, 4 days to prepare a draft and final report (including inclusion of comments from the participants).

Please note that days are calculated as a reference for administrative purposes. The contract will be output based.

5.3 Checklist used for the Midterm term assessment

Checklist for the Internal Midterm Evaluation of ILO Sub-project

ARISE Project

Introduction

ILO has tasked me to facilitate the internal mid-term evaluation of the ILO ARISE Project. My meeting with you is to learn how the project is being implemented and how you think it can be shaped for the remaining part of the project period. Specifically I will focus on the following issues:

- When you started and what you are implementing in line with the AP
- Why you decided to implement what you are implementing
- Successes and challenges faced
- Reasons for the successes and challenges
- Possible solutions to improve the implementation process
- Your views on sustainability of the project activities
- Lessons learnt during the implementation that can be used for the future
- Any other issues you may feel pertinent for the project

Stakeholder/Partner	Key checklist questions	Data collection methods
Ministries and donors	<ol style="list-style-type: none">1. How appropriate is the project to the cultural, economic and political context of the Country2. To what extent was the project design logical and coherent with the, MGDS II, Malawi DWCP, UNDAF, and national policies3. To what extent did the project take into account the institutional arrangements, roles and capacity and commitment of stakeholders4. Were lessons learnt from the similar projects taken into consideration and successfully incorporated in the design of the project5. Does the project have a clear internal and external consistent logic that address the identified problem6. To what extent were assumptions underpinning the project design identified?7. Has the project been effective in mainstreaming child labour concerns into national policies and legislations?8. What is your opinion on the project criteria for selecting the action programmes, project beneficiaries?9. What is your current opinion of the effectiveness of applying the criteria	Literature review, Individual interview, Key informant interviews, internal evaluation workshop

	<p>10. How realistic is the timeline of the project?</p> <p>11. Are the objectives clear, realistic and likely to be achieved within the stipulated timeframe of the project?</p> <p>12. How efficient is the process by which the AP proposals are reviewed and approved and resources allocated?</p> <p>13. Do the interventions address the gender strategic and practical needs of boys and girls?</p> <p>14. Are there prospects for sustainable financing after the project has phased out?</p> <p>15. How relevant are the project indicators?</p> <p>16. What is your opinion on the project monitoring systems?</p> <p>17. Have the project been effective in building the capacity of the government and other stakeholders to address child labour, education, and occupational safety and health issues?</p> <p>18. What is the impact if any of the project interventions and strategies on quality of education of the children?</p> <p>19. Are there any emerging trends or issues that should be addressed or responded to in order to increase the impact and relevance of the project?</p> <p>20. At midterm, are there good practices by the project or the implementing partners that can be replicated in other areas or considered to be innovative solutions to the current situation?</p> <p>21. What has been the challenges and opportunities in working with other agencies and organizations-other ministries, NGOs, employer organizations, Worker organization, CBOs</p> <p>22. Is there any exist strategy and sustainability plan in the design of the project</p> <p>23. What additional steps need to be taken in order to promote the sustainability of the project components?</p> <p>24. Do you think it will be possible to replicate some of the models being developed in the project area?</p>	
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DCLC and other District Council Personnel	<ol style="list-style-type: none"> 1. Is the project design appropriate for the local cultural, economic and political context? 2. To what extent has the project been effective in mainstreaming child labour concerns into the district policies and plans, by-laws 3. What is your opinion on the criteria for selecting action programme, region, sectors, project beneficiaries 4. What is your current opinion of effectiveness of applying these criteria? 5. Are the objectives clear, realistic and likely to be achieved within the stipulated timeframe of the project? 6. To what extent have the planning, monitoring and evaluation tools been used? 7. What has been some of the challenges and opportunities in working with the NGOs, employer organizations, workers organizations, CBOs, village committees, schools committees? 8. How efficient is the process by which action programme proposals are reviewed and approved and resources allocated? 9. Do the project interventions address the gender specific needs of boys and girls? 10. Are there prospects of sustainable funding after this project has phased out? 11. Has the project been effective in building your capacity to address child labour issues? 12. What would say on the impact the project is making on the education quality (formal and non- formal) interventions? What about impact in other areas eg livelihoods, awareness?? 13. What emerging issues should be addressed or responded to in order to increase the impact and relevance of the project at district and community levels? 14. What good practices by the project or the implementing partners can be replicated in other areas or districts or considered to be innovative solutions to the current situation? 15. What exit strategy and sustainability plans have been included in the project if there is any? 16. Have the exit strategy and sustainability plan been articulated or communicated to all the stakeholders? 17. What additional steps need to be taken in order to promote the sustainability of the project interventions? 	Literature review, Individual interview, Focus group discussions, Key informant interviews, internal evaluation workshop
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Community Committees, School Committee, Teachers	<ol style="list-style-type: none"> 1. What project interventions are you implementing under this project? 2. To what extent are the project interventions appropriate to your cultural, economic, and political situation? 3. What were the criteria for selecting the project beneficiaries? 4. To what extent were you involved in the selection of the project interventions and beneficiaries? 5. Is the timeline for implementing the selected interventions realistic? 6. What is the effectiveness of the interventions or project activities? 7. To what extent do the interventions address practical needs of boys and girls (gender issues)? 8. Are there any gender differentiated impacts as a result of the project interventions? 9. What would you say are the strong and weak points so far of the specific interventions of the project? 10. Which interventions are making strong impacts on addressing the identified challenges the project intends to address? 11. To what extent are the project interventions monitored? 12. What needs to be done in order to promote the sustainability of the project efforts? 	Focus group discussions. Key informant interviews
Parents and Children	<ol style="list-style-type: none"> 1. What type of interventions are you involved in? 2. How were the project interventions and beneficiaries selected? 3. What is your opinion on the effectiveness of applying the selection criteria? 4. Is the timeline to implement the selected interventions realistic? 5. What would you say are the good points and challenges of the direct actions interventions you are involved in? 6. To what extent are the interventions addressing the practical needs of boys and girls? 7. What is your opinion on the monitoring system? 8. To what extent are the interventions improving the quality of education of the children? 9. What have been the major challenges and opportunities if any of initiating and maintaining coordination with local government and NGO partners and other partners? 10. What needs to be done in order to promote the sustainability of the project interventions 	Focus group discussions, key informant interviews

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Project staff/Implementing partners	<ol style="list-style-type: none"> 1. What are the main problems you are trying to address in implementing this project? 2. What project interventions are you implementing? How long have you been implementing such interventions? 3. What lessons were learned if any in the process of conducting the baseline survey for the identification of the target children? 4. To what extent is the project design appropriate for the cultural, economic and political context? 5. To what extent did the project design take into consideration the existing institutional arrangements, roles, capacity and commitment of the stakeholders/project beneficiaries? 6. What assumptions informed the design of the project? Have the assumptions of the project been accurate? Have any of the assumptions changed? 7. To what extent does the project design adequately support the goals articulated in the NAP, DWCP e.t.c? 8. What synergies exist with other related initiatives? 9. To what extent do the project interventions fit into the government policies, MGDS, and others? 10. To what extent does the service package promoted by the project address the real needs of the beneficiaries? 11. Do the project design benefit from a gender analysis of the worst forms of child labour? 12. To what extent does the project interventions incorporate measures to promote gender equality? and the other cross cutting issues? 13. To what extent are the project objectives, outputs, indicators, means of verification realistic and relevant? 14. Are the project interventions realistic, relevant and achievable during the period of the project? 15. Describe the project's criteria for selecting the action programme areas , child labour sectors, project beneficiaries 16. What is your current opinion of the effectiveness of applying these criteria? Do you face any challenges to apply them? 17. Are the project activities realistic? Can they be achieved within the project period? 18. Would you say the project is on track in 	Literature review, focus group discussion, key informant interview, internal evaluation workshop
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	<p>meeting each of its targets and objectives?</p> <p>19. If not what would be the causes for the delays?</p> <p>20. Which of the project objectives/ targets are you behind?</p> <p>21. Which of the project objectives/targets are making good progress? Why?</p> <p>22. What key opportunities and challenges exist in implementing the various project interventions?</p> <p>23. What good lessons and practices have you learnt and need to be replicated or up-scaled?</p> <p>24. What key challenge have you faced in implementing this project?</p> <p>25. To what extent have you received support from ILO, government and other partners?</p> <p>26. What exit and sustainability strategies have you put in place? Are these strategies communicated to the project beneficiaries and other partners such as donors, government, etc.</p> <p>27. To what extent has the project collaborated with and leveraged with resources from other projects or programmes?</p> <p>28. What additional measures need to be put in place in order to promote the sustainability of the project components?</p> <p>29. To what extent has the project built the capacity of other partners such as the government to address child labour issues?</p> <p>30. What has been the major challenges and opportunities in working with AP partners; employers organizations, workers organizations, CBOs and other development partners</p> <p>31. How efficient is the process by which action proposals are reviewed and approved and resources allocated?</p> <p>32. What would you say about the effectiveness of the direct action interventions including non-formal or basic literacy education; vocational, pre-vocational or skills training; referral only to the formal education systems to non-formal education; non-education related services including sports, recreation, extra- curricular activities, life skills, basic health care and others</p>	
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