



# ILO - EVALUATION

- **Title of Evaluation:** Support to the implementation of the National Action Plan against child labour in Tunisia (NAP-TN on CL) 2015-2020
- **ILO TC/SYMBOL:** TUN/16/02/USA
- **Type of Evaluation :** Mid-term independent evaluation
- **Country(ies) :** Tunisia
- **Date of Evaluation:** December 11, 2018
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- **Administrative Office:** ILO Country Office-Algiers
- **Technical Backstopping Office:** FUNDAMENTALS
- **End Date of the Project:** August 2020
- **Donor: Country and Budget US\$** USDOL; US\$ 3,000,000
- **Cost of the evaluation US\$:** 18,297
- **Evaluation Manager:** Clara Ramaromanana
- **Key Words:** Child labor, hazardous work, prevention, withdrawal, capacity building, awareness, social mobilization, education, knowledge base, tested model, monitoring system, reintegration models.

Original version in French

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

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## Acronyms

BCS	Background Conclusion Sheet
BEPP	Bureau of Studies, Programming and Planning (Ministry of Social Affairs)
BCIRE	Bureau of International and External Relations (Ministry of Social Affairs)
CDIS	Center for Defense and Social Integration
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CRES	Centre for Research and Social Studies
COFIL	NAP-TN / PROTECTE Steering Committee
DGIT	General Directorate of Labor Inspection
DGPS	General Directorate of Social Promotion
DPE	Child Protection Delegate
DGT	General Directorate of Labor
DRAS	Regional Directorate of Social Affairs
HAICA	Tunisian Independent Media Authority
ILO	International Labour Organization
INS	National Statistics Institute
IT	Labor Inspector
KAP	Knowledge, Attitudes and Practices
ME	Ministry of Education
MAS	Ministry of Social Affairs
MFEF	Ministry of Woman, Family, Childhood and Seniors
MFPE	Ministry of Vocational Training and Employment
MIT	Labor Inspection Physicians
NAP-TN	Tunisian National Action Plan on Child Labor
OECD	Organization for Economic Cooperation and Development
ODE	Observatory on Children's Rights
PROTECTE	Together Against Child Labor in Tunisia Project
PM	Prime Minister's Office
ROM	Results-oriented Monitoring

ToR	Terms of Reference
UGTT	Tunisian General Labor Union
ULPS	Local Unit of Social Promotion
USDOL	U.S. Department of Labor
UTAP	Tunisian Union of Agriculture and Fishery
UTICA	Tunisian Union of Industry, Trade and Handicrafts

## Executive Summary

The adoption by Tunisia in 2016 of the National Action Plan against Child Labor (NAP-TN) marked a turning point in the recognition of the extent of this phenomenon and of the commitment of Tunisian authorities to confront it. Admittedly, there have been significant and continuous efforts in the past to protect children in the workplace, both at the regulatory level – with, *inter alia*, alignment with the ILO Conventions in this area – and the operational level – through the establishment of a dedicated institution such as the Child Protection Delegation (DPE) as well as other inspection, social protection and integration bodies for at-risk children under the Ministry of Social Affairs (MAS). However, the NAP-TN is a multi-stakeholder program that aims to strengthen the capacity of public authorities and social partners, upgrade legislation to deal directly with child labor, initiate change in attitudes towards child labor on a large scale and activate mechanisms for the reintegration of children removed from work through harmonized actions between national education, vocational training and social protection services.

In view of the implementation of the NAP-TN, ILO emerges as a natural and well positioned partner. Indeed, ILO action in Tunisia responds directly to the Social Contract signed in 2013 by the government and the social partners consecrating social dialogue as the only means for positive change called for by Tunisians. The Decent Work Country Program, which provides a framework for ILO's intervention for the period 2017-2022, builds on this principle and seeks to make it a reality. ILO is also a “privileged” partner due to its expertise in combatting child labor and its long cooperation with Tunisia in social protection and decent work. Indeed, ILO has supported and facilitated the preparatory work of NAP -TN since 2013. The PROTECTE project can thus be considered as a continuation of ILO's commitment to promoting decent work in Tunisia.

Designed from the outset as a multi-stakeholder project under the auspices of the MAS, PROTECTE is based on the 6 priorities of the NAP-TN. PROTECTE began the following activities in 2018:

- (i) harmonization of the Tunisian legislative framework with international and providing support to the related institutional framework (Priority 1 / NAP-TN)
- (ii) capacity building of NAP -TN stakeholders and civil society about this phenomenon (Priority 1 / NAP-TN)
- (iii) improvement of the technical competences of child labor response personnel (Priority 4 / NAP-TN)
- (iv) development of effective intra and extra-ministerial coordination mechanisms at the central and regional levels (Priority 1 / NAP-TN)
- (v) development of a national communication strategy to raise the awareness of the wider population and specific target groups on child labor (Priority 6 / NAP-TN)
- (vi) establishment of child labor monitoring systems in the governorates of Jendouba and Sfax and integration of the child labor component into alternative coaching and reintegration models of early school dropouts (Priority 3 / NAP-TN)

This evaluation study aims to provide an assessment of the project's performance in 5 key areas recommended by the OECD and fully in line with the ILO's requirements, namely relevance, efficiency, effectiveness, impact and sustainability. For this purpose, the evaluation study adopts the “*Results-Based Monitoring (ROM)*” methodology developed by the European Commission. The ROM methodology

summarizes the evaluation findings into an easy-to-read scoring system which allows for a quick and comprehensive understanding of the project's performance on each of the 5 evaluation criteria (Figure 1). The data collection process is based on desk research augmented by qualitative data captured through 35 interviews with project stakeholders along with a focus group with focal points and social workers in Jendouba. Moreover, a qualitative survey of 48 randomly selected focal points who participated in the trainings on child labor issues provided by PROTECTE was carried out in order to better assess the practices and expectations of front-line professionals in the fight against child labor.

Regarding relevance, PROTECTE is in line with the national objectives in the fight against child labor as elaborated by the NAP-TN, the guiding document for Tunisia's public policy on child labor issues. PROTECTE shares the same governance body with the NAP-TN – the Steering Committee - which brings together all the stakeholders involved at different levels in the fight against child labor. This common governance body is a positive factor for ensuring stakeholder cohesion in achieving project objectives.

In terms of effectiveness, PROTECTE has reached most outputs under Outcome 1 by (i) training 19 trainers and 164 focal points from the stakeholders, (ii) providing technical support for the revision of the list of hazardous work for children; and (iii) preparing a draft ministerial decree for the establishment within the MAS of the *Unit to fight against child labor*. The outputs of these actions received positive feedback from beneficiaries and their supervisory bodies. The KAP pre-situational survey on child labor as well as the communication strategy developed in September 2018 paved the way for the implementation of a significant part of the Outcome 3 public awareness related activities, while activities related to Outcome 4 have just started. Activities under Outcome 2 "*The knowledge base on child labor and its worst forms in Tunisia is supported and improved*", have been deliberately postponed. COPIL members and the ILO project team have determined that knowledge on child labor – data identification and data collection process – also requires appropriate coordination of all stakeholders at the local, regional and national levels. Outcome 1 (Output 1.1.2) currently addresses the coordination mechanisms among stakeholders at all levels.

At the onset of the project, knowledge and awareness of the harmfulness of child labor was relatively low in Tunisia. Therefore, the project has concentrated its efforts on training activities, some of which were not initially planned. Through a needs assessment of relevant stakeholders PROTECTE has shown flexibility in adapting activities to put more emphasis on the strengthening of the focal points' technical capacities. This led to the postponement of some activities by 2 to 3 months particularly those related to Outcome 4. Even though these delays have not compromised the smooth-running of the project they show the need for better risk identification and mitigation measures.

PROTECTE has achieved very good outcomes with respect to the entities involved in the fight against child labor at the national level, and has had a promising start at the local level. Its most successful outcome is the increased level of awareness of the subject among the various stakeholders; 84% of the focal points reported that PROTECTE activities allowed them to gain new knowledge on child labor related issues.

The consolidation of PROTECTE outcomes at this point in the project will require greater willingness and commitment from the Ministry of Social Affairs (MAS). Although the MAS has always been actively supportive of the project, some critical actions have been slow to come to fruition. The Steering Committee (COPIL) but also the Tunisian Government should contribute more actively to the completion of the activities relating to the harmonization of the legal framework and the setting up of the *Unit to fight against*

child labor hosted by the MAS. COPIL equally plays a key role in ensuring the effective involvement of all stakeholders in the project, particularly the Ministry of Education.

**Figure 1. Project Performance Summary**



The following strategic or operational recommendations should be considered in order to foster the project’s achievements:

- ❑ **R1: Ensure MAS commitment to promulgating** the various legislative texts on child labor which resulted from the project and are under the MAS responsibility, ie (i) the decree on the creation of the *Unit to fight against child labor* (Child Labor Unit) in charge of the implementation of the NAP-TN (Output 1.1.1) and (ii) the bylaw on the revision of the list of hazardous works (Output 1.2.1). These texts have already been drafted but not yet promulgated. (*ILO Office Algiers, COPIL, ILO Office Tunisia*); High priority, Short term period, Low resources.
- ❑ **R2: Engage with COPIL members** – ME, MFPE, UGTT in particular –, on concrete actions to enforce child labor laws and policies within their respective agencies. (*ILO Office Algiers, COPIL, ILO Office Tunisia*); High priority, Medium term period, Low resources.
- ❑ **R3: Strengthen collaboration with ME**, which has significant responsibility in implementing the NAP-TN and ensuring ownership of PROTECTE. (*ILO Office Algiers, COPIL, ILO Office Tunisia*); High priority, Medium term period, Low resources.
- ❑ **R4: Accelerate the drafting of official circulars related to coordination among key ministries** (Activity 1.1.3) and the Ministry of Education (ME) to ensure and consolidate ME involvement in the project among others. (*COPIL, ILO Office Tunisia*); High priority, Medium term period, Moderate resources.



- ❑ **R5:** Taking advantage of the MAS involvement at all levels, its key position in the implementation of the NAP-TN as well as the momentum created by the project, it is time to **engage in the drafting of the law** amending the Labor Code and submit it to the Assembly of the Representatives of the People during the year 2019. *(ILO Office Algiers, ILO Office Tunisia); Moderate priority, Short term period, Moderate resources.*
- ❑ **R6:** Encourage the various project stakeholders to **disseminate** statistical or research-based **information**, particularly through their periodical publications (eg, the institutions' annual reports) intended for a wide audience. *(ILO Office Tunisia); High priority, Long term period, Low resources.*
- ❑ **R7: Resume collaboration with journalists** participating in the child labor training and monitor the actions they may have undertaken on the child labor topic (child labor media productions/newspapers, child labor workshop participation etc.) *(ILO Office Tunisia); Low priority, Medium term period, Moderate resources.*
- ❑ **R8: Formulate specific hypotheses and risk factors** linked to each of the project activities. *(Monitoring and Evaluation Officer- ILO Regional Office for Africa); Moderate priority, Long term period, Low resources.*
- ❑ **R9: Build local actors' capacity** in relation to Outcome 4 of the project in Jendouba and Sfax. These capacity building actions are necessary to ensure the cohesion of the group and enable local actors, as quickly as possible, to understand the purpose of the project at the local level, as well as the extent of the involvement of their organizations. *High priority, Short term period, Moderate resources.*
- ❑ **R10: Support the different front-line actors** – labor inspectors, social workers –, **in the fight against child labor** in the drafting of institutional / individual action plans in order to involve them in concrete actions on the ground. *Low priority, Medium term period, High resources.*
- ❑ **R11: Enhance focal points' understanding of international methods and practices** on fighting child labor and their applicability in the Tunisian context. *Moderate priority, Medium term period, Moderate resources.*
- ❑ **R12: In coordination with USDOL, consider delivering additional activities** geared in particular towards (i) reinforcing the capacities of the front- line actors (labor inspectors, social workers) and (ii) improving coordination arrangements on the ground and (iii) activities in relation to the newly approved communication strategy on child labor. *Low priority, Medium term period, High resources.*
- ❑ **R13: In coordination with USDOL, consider the extension of the Sfax and Jendouba pilot** to other regions given the positive momentum generated by the project in these areas. *Moderate priority, Long term period, High resources.*

## 1. Introduction

In 2017, the first-ever "National Survey of Child Labor in Tunisia"<sup>1</sup> revealed that nearly 216,000 children aged 5 to 17 were engaged in economic activities, and 136,500 of these were engaged in hazardous work. This high level of exposure of children to work and to dangerous work in particular is coupled with an increase in school dropout rates – more than 100,000 children leave or do not attend compulsory school, while more than 80,000 children are at risk of dropping out of school.

Tunisia has put a legal framework in place to guarantee the protection of children from all forms of exploitation (Labor Code, law on compulsory education for children aged 6 to 16, Child Protection Code) and “the implementation of a strategy for social promotion to contribute to the eradication of all forms of exclusion and marginalization of the needy populations including those affected by child labor”<sup>2</sup>. These actions culminated in the adoption in 2016 of the National Action Plan to Combat Child Labor (NAP-TN).

However, several problems need to be solved in order to prevent child labor, withdraw children from work and reintegrate them in schools. In order to fully address child labor issues, Tunisian authorities need to address deficiencies at various levels: the lack of a monitoring system; of relevant institutions and expertise; of knowledge and awareness; of adequate coordination between the relevant actors and social institutions and the social integration and education services; and of synergy among the main actors working on child labor.

In order to support the efforts of the Tunisian Government to combat child labor, and following consultation with the Ministry of Social Affairs (MAS), workers’ and employers’ organizations, and the US Department of Labor (USDOL) which is also the donor, ILO has designed and implemented the project "Together Against Child Labor (PROTECTE)". The project’s activities aim to support the implementation of the NAP-TN, with the objective of “*offering the country an integrated and efficient framework to fight against child labor*”.

## 2. Project Overview

The overall objective of the project is to support the Government of Tunisia and other key stakeholders in implementing the NAP-TN goals. More specifically, the project aims to:

- Improve the capabilities of the Ministry of Social Affairs (MAS), the workers’ union (UGTT) and the employers’ unions (UTICA and UTAP) in dealing with child labor issues;
- Strengthen coordination among the key stakeholders: MAS, Ministry of Education, Ministry of Women, Family and Children, Ministry of Vocational Training and Employment, Ministry of the Interior, Ministry of Justice, as well as potentially other ministries and institutions (such as the Ministry of Health, the National Institute of Statistics, the Ministry of Youth and Sports and the Ministry of Agriculture, Water Resources and Fisheries);
- Improve the knowledge base on child labor and its worst forms;
- Strengthen social awareness and mobilization to combat child labor;

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<sup>1</sup> Survey carried out by the National Institute of Statistics (INS) and the International Labor Office (ILO) with the support of the Department of Labor of the United States Government (USDOL).

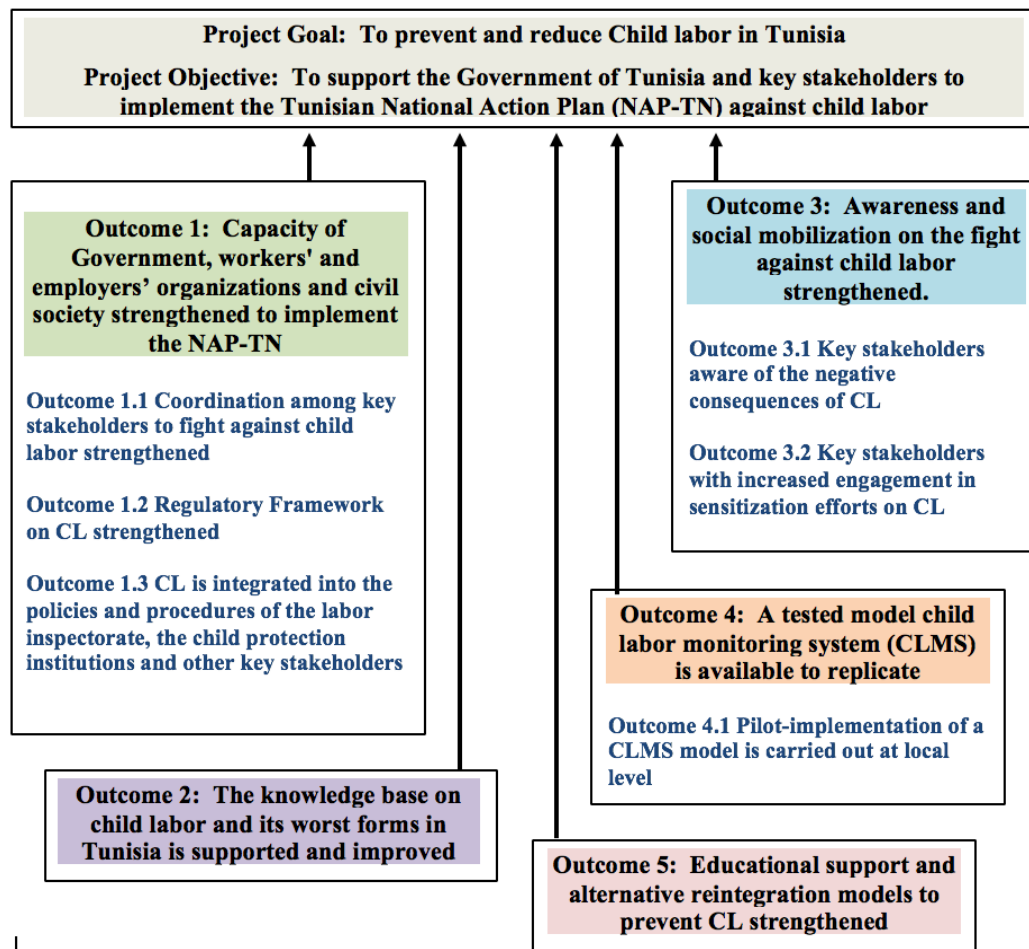
<sup>2</sup> *Plan d’Action National pour l’élimination du travail des enfants en Tunisie PAN-TN*, République tunisienne, 2015, p. 9

- Develop a tested model on child labor monitoring system; and
- Improve educational support and alternative reintegration models to prevent child labor;

The project identified 5 main outcomes linked to and consistent with the NAP-TN priorities and developed a set of 57 activities to be carried out from 2017 to 2020. To date, 24 activities have been completed or are underway according to the last project technical report (September 2018) and to discussions with the project team.

The project has appointed a Steering Committee (COPIL) which is tasked with coordination among the various stakeholders. In addition, the project mobilized two ad hoc Technical Committees to draft the decree for the creation of the “Unit to fight against child labor” and to organize the communication and awareness-raising activities related to Outcome 3. The PROTECTE project has dedicated ILO staff in Tunisia who are responsible for the implementation of activities.

**Figure 2. Project Objective and Outcomes**



Source: Comprehensive Monitoring and Evaluation Plan, 2017, p.5

### 3. Scope of the Evaluation

This evaluation study is a midterm assessment of the project achievements. Its purpose is to provide the project team and all key stakeholders with analysis-based recommendations so as to inform the next steps and to address challenges that may be identified.

The specific objectives of this evaluation are to:

- Assess the appropriateness and adequacy of the project design including its theory of change.
- Examine the progress made so far to achieve the outcomes.
- Examine the usefulness of the strategies and partnerships and the constraints to be addressed, including the practical application of gender mainstreaming.
- Identify the major challenges, weaknesses and strengths of the program.
- Determine the extent of linkages between the project and the relevant international and national frameworks.
- Assess the organizational capacities of the Project team, the ILO Country Office and the social partners with regards to the overall coordination of the program.
- Identify lessons learned and emergent good practices and propose recommendations for the next steps of the project.

The evaluator was responsible for developing the appropriate methodology and managing the data collection process in collaboration with the Project team. The developed methodology and data collection tools have addressed the following issues:

- Identify the evaluation criteria on the basis of the OECD/DAC criteria.
- Identify standards for success taking into account the Result-Based Management targets and milestones as well as the ILO normative and cross-cutting criteria.
- Synthesize information through information/data collection, evaluative reasoning and critical thinking.
- Draw conclusions and give relevant, evidence-based recommendations.

### 4. Methodological Issues

#### 4.1 Analytical Framework and Evaluation Criteria

Generally speaking, an evaluation is an in-depth analysis of how the project's design and implementation have contributed to the achievement of the project's overall goal and specific objectives. At the same time, the evaluation checks the extent to which adopted strategies have been consistent in achieving the expected project outcomes.

In order to provide the necessary evidence for each of these areas, the proposed evaluation methodology is based on the "Results-Based Monitoring (ROM)" approach<sup>3</sup>. The ROM method provides a framework for

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<sup>3</sup> See for more details, "ROM Handbook – Results-oriented Monitoring", European Commission, 2009.

data collection and analysis of projects design and implementation. It not only facilitates the monitoring of the different phases of the project but it is also used for project evaluation purposes.

This evaluation adopts a set of definitions which are widely used in evaluation practice, as recommended by the OECD-DAC evaluation criteria<sup>4</sup>, and are also accepted in ROM terminology for measuring project performance and quality. Furthermore, these definitions take into account the ILO's project evaluation standards and expectations as set out in the Terms of References (ToRs).

- *Relevance* describes the extent to which the project (i) identifies and resolves a problem (ii) through the direct involvement of beneficiaries, partners and (iii) the satisfaction of their expectations. Relevance also relates to (iv) the applicability of the project to the strategic objectives of the policies implemented (or under way) by the government. Relevance equally addresses cross-cutting issues related to specific target-groups (eg. gender related) or topics (e.g. environment, human rights).
- *Effectiveness* refers to (i) the capacity of the carried-out activities to deliver the expected outcomes and (ii) contribute thereby to the achievement of the project's objectives.
- *Efficiency* reflects the quality with which resources, whether human or financial, are transformed into outputs and outcomes.
- *Impact* measures the potential contribution, whether direct or indirect, attributable to the project towards achieving the project's specific and overall objectives.
- *Sustainability* or viability anticipates the outcomes of the project in the future and assesses the potential for maintaining the outcomes of the project once external support comes to term.

## 4.2. Methodological Tool for Data Analysis

The ROM methodology transforms the aforementioned five OECD/DAC evaluation criteria into a set of more detailed "prime issues." This is performed by using the Background Conclusion Sheet (BCS, **Figure 3**)- the main methodological tool used in a ROM evaluation study – to break down the evaluation's "prime issues" in as many secondary evaluation questions – or evaluation sub-criteria – as needed by the evaluator throughout the data collection process.

Although the BCS is not intended as a questionnaire, the evaluator may provide additional secondary questions under each "prime issue" in order to guide the data collection process based on what is considered relevant for the evaluation according to the ToRs. However, all questions must be explicitly linked to the evaluation criteria and sub-criteria to ensure a comprehensive and consistent process of evaluation.

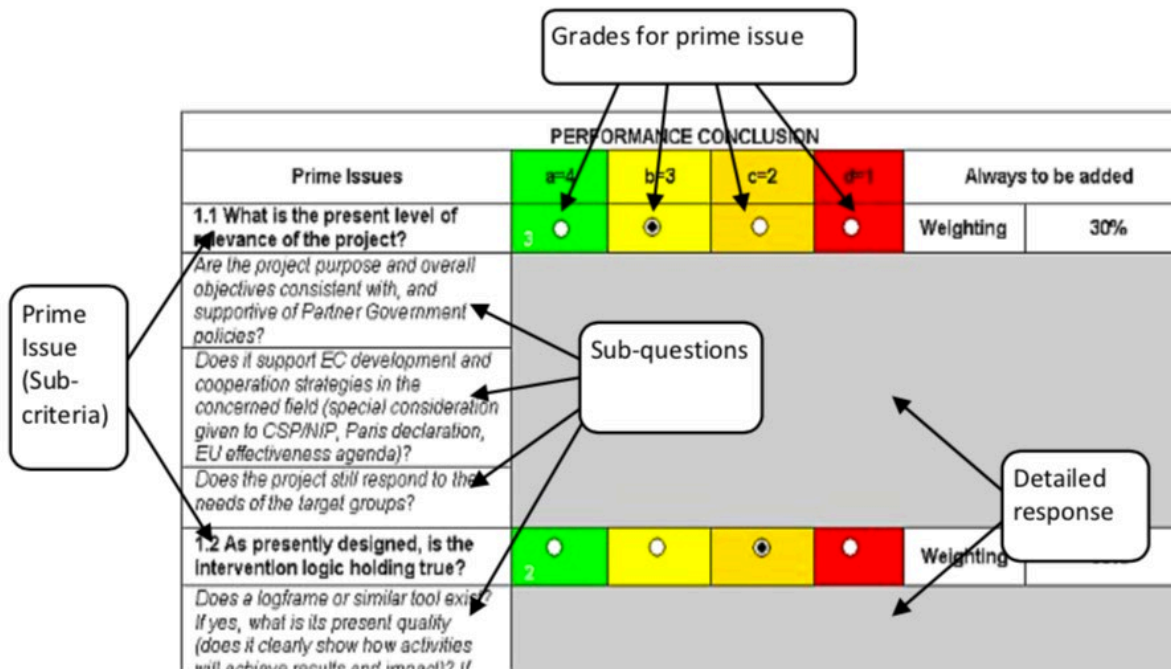
The BCS is designed not only to guide data collection but also to help process information by aggregating data in a very consistent manner through a scoring system or "grades" (**Figure 4**). Scores are firstly applied to each of the "prime issues" and then an overall score is calculated for each evaluation criterion resulting from the ROM weighing system (**Figure 5**).

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<sup>4</sup> Organization for Economic Co-operation and Development (OECD), Development Assistance Committee (DAC), "Evaluation of Development Programs, DAC Criteria for Evaluating Development Assistance".

<http://www.oecd.org/fr/cad/evaluation/dacriteriaforevaluatingdevelopmentassistance.htm>

Figure 3. BCS Structure



Source: ROM Handbook: Result-oriented Monitoring, European Commission, 2012

Figure 4. Grading of Prime Issues in BCS

Grading	Numerical	Qualitative	
A	4	very good	The situation is considered highly satisfactory, largely above average and potentially a reference for good practice. Recommendations focus on the need to adopt these good practices in other operations.
B	3	good	The situation is considered satisfactory, but there is room for improvements. Recommendations are useful, but not vital for the operation.
C	2	problems	There are issues which need to be addressed; otherwise the global performance of the operation may be negatively affected. Necessary improvements however do not require major revisions of the operations' strategy.
D	1	serious deficiencies	There are deficiencies which are so serious that, if not addressed, they can lead to failure of the operation. Major adjustments and revision of the strategy are necessary.

Source: ROM Handbook: Result-oriented Monitoring, European Commission, 2012



**Figure 5. The Evaluation's BCS**

<b>Evaluation criteria</b>	<b>Prime issue</b>	<b>Weight</b>
1. Relevance and quality design	1.1 What is the present level of project relevance?	30%
	1.2 Is the current design sufficiently supported by all stakeholders?	30%
	1.3 As presently designed, does the intervention logic help meet the objectives?	30%
	1.4 Is the current design sufficiently taking cross-cutting issues into account?	10%
2. Efficiency of implementation	2.1 How well is the availability/usage of means/inputs managed?	20%
	2.2 How well is the implementation of activities managed?	20%
	2.3 How well are outputs achieved?	35%
	2.4 How well is the Partner Contribution / Involvement working?	25%
3. Effectiveness	3.1 How well is the project achieving its planned results?	50%
	3.2 As presently implemented what is the likelihood of the Project Purpose (PP) to be achieved?	50%
4. Impact	4.1 What are the direct/potential impact prospects of the project at Overall Objectives level?	60%
	4.2 To what extent does/will the project have any indirect positive and/or negative impacts? (i.e. environmental, social, cultural, gender and economic)	40%
5. Sustainability	5.1 Financial / economic sustainability?	30%
	5.2 What is the level of ownership of the project by target groups and will it continue after the end of external support?	30%
	5.3 What is the level of policy support provided and the degree of interaction between project and policy level?	20%
	5.4 How well is the project contributing to institutional and management capacity?	20%

### 4.3. Data Collection Process

Given the proposed methodology, the evaluation study is based on a qualitative approach. As a result, the data collection process has mainly focused on (i) desk reviews of project documents; (ii) individual or focus group interviews with all stakeholders; and (iii) qualitative survey based on the evaluation objectives and methodology. The use of these different data sources ensures that collected information and findings can be verified through data triangulation.

The literature review and the discussions with the project team in Tunis led to a better framing of this phase and highlighted certain elements that must be taken into account. To this end, data collection has been conducted at three levels which not only reflect the expected results of the project but also address the different target audiences of the project.

- ❑ The first level of data collection is the institutional level. The degree of institutional commitment on the part of the various stakeholders is critical for the success of the project and its sustainability in the future (Outcome 1). In this regard, the project's Steering Committee (COPIL) is also in charge of

the NAP-TN implementation and is directly involved in the setting-up of the "*Unit to fight against child labor*". Therefore, COPIL members are key players to be included in the data collection process.

- ❑ The second level involves capacity building for the various actors (social workers, media, civil society etc.) as regards NAP-TN implementation (Outcome 1). In this respect, the training of institutional trainers on child labor topics is another milestone in strengthening the institution's ownership of the project. As the project team noted, this training is the "first step in building the institutional capacity of the project stakeholders to combat child labor". In addition, the beneficiaries of these trainings – in particular the "focal points" – are encouraged to put into practice the received information in their daily work of inspection or accompaniment. This group of beneficiaries has also been considered for data collection.
- ❑ The third level relates to the implementation of the "Child Labor Monitoring System Model" (CLMS) (Outcome 4), which has recently started with a pilot phase in Jendouba and will be eventually extended to Sfax. CLMS is expected to be replicated on a national scale, hence the importance of paying particular attention to this phase for data collection purposes. Presently, while no specific training on CLMS has been conducted, a stakeholder network appears to have been established in Jendouba as a result of the initial basic training activities carried out by the project.

Given the size of the different target groups identified above, the process of data collection was as follows:

- ❑ 13 face-to-face interviews were conducted with the COPIL members to assess the commitment of all parties regarding the project as well as on the issue of child labor more generally. The MAS is an important component of this committee (7 members) representing different sub-structures.
- ❑ 11 face-to-face interviews were conducted with the trainers of trainers representing all stakeholders except the Ministry of Education and the Ministry of Interior. These interviews provided an opportunity to hear their perspectives on child labor and the project, as well as to gather feedback on the performance of the "focal points" that attended the trainings and who play a key role in the child labor monitoring system.
- ❑ 8 face-to-face or phone interviews were conducted with ILO representatives at different levels including the Tunis-based project team members as well as a USDOL representative.
- ❑ A self-administered questionnaire – consisting of about fifteen close-ended questions – was sent to 60 focal points from different administrative regions and was duly completed by 48 of them. The size of this sample essentially reflects the practical limitations of the process – i.e. time constraints and individual availability – and is not a statistical process. However, the choice of the administrative region as a sampling factor is likely to ensure that all realities of child labor are captured. Telephone follow-up (post-survey follow-up) was carried out for 20 randomly selected questionnaires. This phase ensured that the answers provided were correct and sometimes provided deeper insight into certain aspects mentioned in the questionnaire.
- ❑ A focus group was conducted with participants in the *first phase* of the training courses on CMLS implementation in Jendouba. At this time, an interview was completed with Jendouba's DRAS Director as well.

Further detail on the data collection tools designed for each target group can be found in the appendices.



## 4.4. Limitations

The main limitation of the study is surely operational, but this is then reflected in the methodological choices. Indeed, the diversity of the actors involved in the project as well as the national scope of the activities warranted the involvement of all focal points in the data collection process.

Finally, “impact” as described in the OECD/DAC evaluation criteria is intended as an inquiry into the extent to which the program contributes to the achievement of the overall goal and the specific objectives. Thus, this evaluation, focuses on distinguishing the effects that, in all likelihood, may be plausibly attributed to the project. To that end, the evaluator will base his analysis on changes in attitudes and/or behaviors that beneficiaries and partners seem to attribute explicitly to the project.

## 5. Main Findings

### 5.1. Relevance of the Project

Various data gathered from the project documentation as well as from the stakeholders indicates that the level of relevance of the project is very good, mainly with respect to the following:

- ❑ The project ensures the commitment of public authorities to enforce laws and implement policies related to child labor. Indeed, this commitment is not something new<sup>5</sup> but it is complicated by the intervention of a multitude of actors – the ministries of Women, Children, Family and Seniors’ Affairs, Social Affairs, Education, Vocational Training and Employment, Interior, Health etc. –, each governed by specific regulations that are not always in harmony with international standards. The adoption of the NAP-TN is intended to improve these regulatory and coordinating mechanisms between stakeholders and works to raise public awareness of the child labor phenomenon and strengthen the technical and operational capacities of stakeholders involved in combatting child labor. Accordingly, PROTECTE’s project document integrates these same objectives and develops them into activities with a view to aligning each NAP-TN Priority with outcomes specific to the project (**Figure 6**).
- ❑ The NAP-TN Steering Committee also acts as the coordinating body of PROTECTE (COPIL). PROTECTE initially set up an independent Technical Committee as its project governance body. However, since as PROTECTE and NAP-TN carry out common objectives, the project team and stakeholders decided to establish a unique Steering Committee. A shared NAP-TN/PROTECTE governance body proves promising for PROTECTE as it increases the chances that all NAP-TN stakeholders will also show commitment to PROTECTE. In addition, ILO’s longstanding involvement in supporting Tunisian authorities in the field of decent work and social protection has led this organisation to develop a very good understanding of the needs of the various stakeholders and

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<sup>5</sup> For more details, see the NAP-TN document which outlines the regulatory and institutional arrangements for combating child labor.

positions it as a privileged and reliable technical interlocutor within the framework of ILO intervention in Tunisia.

- ❑ As a result of its alignment with national priorities, PROTECTE is able to bring together a multitude of strategic actors, and most importantly the MAS, leader of NAP-TN and PROTECTE. Through its different directorates – DGPS, IT, MIT – which are at the frontlines of the fight against child labor, the MAS is the primary beneficiary of the project with regard to capacity building and enhancement of technical skills. Other strategic partners – such as the ME, the MFEF, and the MFPE – are also supported by the project for future coordination with the MAS directorates.

**Figure 6. Meeting NAP-TN Priorities**

NAP-TN priorities	PROTECTE's expected outcomes	
1. Strengthening and harmonizing legislative and institutional frameworks to combat child labour	Out. 1.1	Out. 1.2
2. Improving the knowledge base on child labour and its worst forms	Out. 2.1	
3. Strengthening protection and prevention mechanisms to combat child labour	Out. 4.1	
4. Strengthening technical and operational capacities of relevant stakeholders to combat child labour	Out. 1.3	
5. Strengthening the role of education and vocational training to combat child labor	Out. 5	
6. Enhancing sensitization and social mobilization to combat child labour	Out. 3.1	Out. 3.2

*Source: Author's compilation based on project reports and the NAP-TN report*

- ❑ PROTECTE is based on an *analysis of the context* of child labor interventions. The project document describes the child labor phenomenon in the light of existing data and identifies the main causes of child labor as related to early withdrawal from school, the development of the informal sector, and to the often-consenting cultural norms. This analysis was enriched by two other pre-situational studies conducted in 2018. In particular, the KAP study – Knowledge, Attitudes and Practices – also serves as input for future outreach activities and establishes a baseline setting for Outcome 3 of the project.

**Figure 7. Evaluation of Project Performance - Relevance**

Evaluation criteria	Main issue	Performance conclusion			
		Grade = 4	Grade = 3	Grade = 2	Grade = 1
		very good	good	problems	serious deficiencies
1. Relevance and quality design	1.1 What is the present level of project relevance?	<b>Clearly embedded in national policies and the ILO related strategy; highly relevant to the target group needs</b>	Fits well in national policies and ILO strategy (though not always being explicit), relevant to target group's needs.	Inadequacy issues regarding consistency with national policies and ILO strategy or with relevance to target group's needs	Contradictions with national policies or ILO strategy; relevance to needs is questionable. Major adjustments needed.
	1.2 Is the current design sufficiently supported by all stakeholders?	<b>Project design is largely authored and owned by active partners; capacity building is included to ensure full responsibility of partner after project end.</b>	Key stakeholders reasonably understand and participate in design; provisions for full takeover of responsibility have been made; improvements regarding ownership are however advised.	Understanding and participation of stakeholders in design is limited; improvements are necessary to ensure ownership and sustainability.	Stakeholders do not participate in design or understand intervention logic; without major revision results and sustainability may be seriously limited.
	1.3 As presently designed, does the intervention logic help meet the objectives?	Clear and well structured logframe; feasible and consistent vertical logic of objectives; adequate SMART OVs; Risks and Assumptions clearly identified and managed; exit strategy in place.	<b>Adequate intervention logic although it might need some improvements regarding hierarchy of objectives, OVs, Risk and Assumptions.</b>	Problems with intervention logic may affect performance of project and capacity to monitor and evaluate progress; improvements necessary.	Intervention logic is faulty and requires major revision for the project to have a chance of success.
	1.4 Is the current design sufficiently taking cross-cutting issues into account?	All relevant cross-cutting issues have been analysed and are explicitly included in design and implementation and are monitored.	Most important cross-cutting issues are integrated in design, but improvements can be made on some of them.	<b>Some important cross-cutting issues have not been addressed; changes have to be made to ensure good performance.</b>	Cross-cutting issues been ignored in design despite high relevance. This may threaten feasibility and sustainability of project and major adaptations are needed.
<b>Global grade</b>	<b>3,50</b>	(very good performance but adjustments may be needed)			

- ❑ Finally, in coordination with USDOL, PROTECTE engaged in a wide-scale participatory process with key stakeholders in order to establish the CMEP and identify detailed activities under each outcome set forth in the project document. The CMEP, which is the standard tool of the PROTECTE donor (USDOL), is based on the identification of barriers to combatting child labor (problem tree) and develops a set of activities along with indicators for monitoring purposes.
- ❑ PROTECTE does not make any assumptions regarding the success or risk of *specific* activities nor does it introduce risk mitigation measures associated with these assumptions<sup>6</sup>. For example, the creation of the *Unit to fight against child labor* within the Ministry of Social Affairs would have

<sup>6</sup> While CMEP presents 2 critical assumptions on the overall political and economic stability, risk identification and mitigation is not a component of the CMEP.

greatly facilitated the coordination mechanisms that the project seeks to implement (Outcome 3). The delay in setting up this unit was not originally anticipated and is likely to have an impact on the project's activities.

## 5.2. Efficiency of the Project

With respect to the project efficiency, our attention was mostly focused on the operational aspects of the activities: the question therefore is to what extent have the project activities been carried out in an optimal way? Overall, the chosen means of operation, whether human or financial, are considered sufficient in view of both the volume of activities undertaken and those to come. It should also be noted that at the current stage of the project, the carried-out activities are not very diversified. Indeed, and as indicated in the previous section, most of the activities have been focused on child labor training and consultations for studies.

Firstly, at *the administrative level*, management by the project team is appreciated by all stakeholders. Indeed, the project team seems to effectively manage relations with COPIL members who are regularly kept informed about the project's progress, with exhaustive reports including updates on members replacing absent colleagues. Close attention needs to be paid by COPIL members to the question of regular attendance as meetings are announced 7 to 10 days in advance – early enough to give them time to plan their work schedule and make sure they attend. Diligent attendance to COPIL meetings would also be a sign of respect towards the represented agencies, the project itself and the NAP-TN as well. The project team should ensure that alternate COPIL members continue to receive minutes of the meetings even when their attendance is no longer required after the return of the replaced colleagues. On the same administrative side, there are delays in ILO procurement/execution of contracts related to technical assistance that have consequences for the chain of upcoming activities. For example, the delays of the KAP pre-situational study led to a delay in the implementation of the communication strategy.

In terms of *human resources*, the project experienced some turnover at the start of the project (the National Project Coordinator and the Technical Advisor). This does not appear to have caused particular delays in the program implementation as the ILO quickly managed to recruit the needed staff, the Technical Advisor in particular. Though the first CMEP related activities actually started six months after the final approval of the project by the Tunisian authorities<sup>7</sup> such a timeframe is mostly due to preparation and/or administrative procedures.

In terms of *financial resources*, no particular difficulty is reported. The ILO's budget dashboard reveals that 30% of the total budget has been spent so far<sup>8</sup>. As noted by the project team, the delay in the execution of some activities in 2017 (the KAP survey) has generated an imbalance between management fees and activity expenses. This imbalance will most likely be resolved as early as 2019, when a very large volume of activity is expected, equivalent to 46% of the project budget<sup>9</sup>.

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<sup>7</sup> The project agreement was signed in late September 2016 but the project was not officially launched until April 17, 2017 with the first 4-day CMEP workshop starting on the same day. The recruitment of the project team members was completed by November 2017.

<sup>8</sup> <https://www.ilo.org/DevelopmentCooperationDashboard/#b5ggihe>

<sup>9</sup> Ibid

However, it is important to emphasize at this level that the currently available project budget (70% of the total budget) has now been positively adjusted – by between 20 and 25% of the amount initially planned – because of the falling exchange rate of the Tunisian dinar against the US dollar representing additional financial resources for the project.

**Figure 8. Evaluation of Project Performance - Efficiency**

Evaluation criteria	Main issue	Performance conclusion			
		Grade = 4	Grade = 3	Grade = 2	Grade = 1
		very good	good	problems	serious deficiencies
2. Efficiency of implementation	2.1 How well is the availability/usage of means/inputs managed?	<b>All resources are available on time, within budget, are managed transparently and respect rules and procedures.</b>	Most resources are available in reasonable time, do not require substantial budget adjustments; management is reasonably transparent and respects the rules. However there is room for improvement.	Availability and usage of resources face problems which need to be addressed; otherwise results may be at risk	Availability and management of resources have serious deficiencies which threaten the achievement of results. Substantial change is needed.
	2.2 How well is the implementation of activities managed?	Activities implemented on schedule, based on activity and resource plans, clearly linked to intervention logic, regularly monitored.	<b>Most activities are on schedule, based on plans and linked to intervention logic. There are definitely some delays exist, but they do not harm delivery of outputs</b>	Activities are delayed and somewhat disconnected from intervention logic and plans. Corrections are necessary to deliver without too much delay.	Serious delay and fundamental disconnect of activities from intervention logic and plans. Outputs will not be delivered unless major changes in planning, implementation and monitoring are made.
	2.3 How well are outputs achieved?	All outputs have been and most likely will be delivered with good quality contributing to outcomes as planned.	<b>Output delivery is and will most likely be according to plan, but there is room for improvement in terms of quality, coverage and timing.</b>	Some outputs are/will be not delivered on time or with good quality. Adjustments are necessary.	Quality and delivery of outputs have and most likely will have serious deficiencies. Major adjustments are needed to ensure that at least the key outputs are delivered.
	2.4 How well is the Partner Contribution / Involvement working?	Inter-institutional structures allow all relevant stakeholders to fully participate in project monitoring and steering; all partners fulfil their commitments.	<b>Inter-institutional structures are reasonably efficient and partners generally fulfil their roles. However, some improvements can still be made.</b>	Problems regarding partner contribution and involvement have to be addressed to ensure good performance.	Serious deficiencies exist regarding inter-institutional coordination, partner involvement and communication and threaten project as a whole
<b>Global grade</b>	<b>3,20</b>	<b>(good performance but adjustments may be needed)</b>			

### 5.3. Effectiveness of the Implemented Activities

This section provides an analysis of the project's achievements based on the results expected by the project team and supplemented by the accounts of the various actors met and the information gathered from the focal points. An exhaustive list of all the activities carried out to date is also presented, together with their performance indicators with a view to assessing the degree of their implementation.

At the forefront of these activities, the focal points training sessions received favorable reviews from interviewees. They reported that they were very useful. Although the participants in these courses come from different backgrounds in relation to child labor and from the 24 governorates of the country, it appears that the content of the trainings has been accurately tailored to meet their various expectations. This could be explained by some elements that are indicated in **Figure 9**<sup>10</sup>:

- ❑ The child labor topic has been largely ignored by various actors including those most committed to child labor. 80% of the focal points reported that their institution had little or no documentation on measures / activities related to child labor. Such a deficiency is observed even within institutions that are partly dedicated to combatting child labor such as MIT, IT, CDIS and even DPEs<sup>11</sup>. This situation stems from the lack of information and insufficient information-sharing<sup>12</sup> on this topic but it is also due to the absence of an adapted approach and to a "misunderstanding" of the appropriate forms of intervention when faced with child labor situations. Indeed, front-line actors in child labor situations (teachers, social workers) are often faced with a socio-cultural environment where child labor is perceived as a means of subsistence for families and where any attempt to remove the child from work not only results in family refusal but also presents a risk to the family's stability. For their part, labor inspectors – the other front-line workers – are not encouraged to report child labor violations. Due to outdated regulatory texts, these violations are subject to extremely low fines. On the other hand, when child labor offenses are reported and the legal process is engaged, file processing can take two years or more due to slow bureaucratic procedures. As a result, sensitization on child labor issues and good practices in child labor management by different organizations are of considerable interest to the training beneficiaries: 76% of the focal points found that the project had contributed to raising their institutions' awareness of the child labor issue.

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<sup>10</sup> Focal points were invited to rate for 14 propositions. This rating expressed their degree of agreement with each proposition ranging from 1 (strongly disagree) to 5 (strongly agree). The figures on the graph represent the average rating from all respondents (48 in total) according to the membership structure.

<sup>11</sup> In this regard, IT seems to have gained more experience as it has been involved since 2014 in the work of NAP-TN and has facilitated different child labor workshops prior to the project. The DPEs seem to have also been sensitized on child labor, although to a lesser extent. However, it is difficult to determine the success that these previous actions have had in the day-to-day work of these institutions.

<sup>12</sup> The General Direction of Labor Inspection (DGIT) shares information and statistics on child labor with ILO and USDOL on a regular basis through quarterly, bi-annual and annual reports. However, these reports are not shared with the Regional Directions of Labor Inspection nor with the focal points, although they play a key role in the data collection process.



Figure 9. Evaluation of Project Performance – Focal Points Perspective

Prior to PROTECTE...						
Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	
<i>the topic of “child labor” was already a priority for my institution</i>	<i>my institution had already undertaken concrete actions to identify/measure child labor</i>	<i>my institution had reported on figures related to child labor</i>	<i>my institution had already undertaken concrete actions to address child labor</i>	<i>my institution had reported on its actions related to child labor</i>	<i>my institution had partnered with other institutions on cooperation initiatives related to child labor issues</i>	
CDIS	2,6	1,4	2,0	1,8	1,0	2,0
DPE	3,7	3,0	3,1	3,0	2,7	2,6
DPS	2,2	1,2	1,0	1,2	1,5	2,0
IT	2,8	2,5	2,2	2,3	1,7	2,1
MIT	2,6	1,4	1,3	1,9	1,3	1,5
UGTT	1,3	1,3	1,7	1,7	1,3	1,7
UTAP	2,6	2,0	1,6	1,2	1,2	2,4
UTICA	2,3	2,0	2,0	2,5	2,3	2,0
<b>Average</b>	<b>2,6</b>	<b>1,9</b>	<b>1,9</b>	<b>2,0</b>	<b>1,6</b>	<b>2,0</b>

Statement 7	Statement 8	Statement 9	Statement 10	Statement 11	Statement 12	Statement 13	Statement 14
<i>“PROTECTE” activities have allowed me to gain new knowledge on child labor.</i>	<i>“PROTECTE” activities have allowed me to get familiar with international definitions of child labor.</i>	<i>“PROTECTE” activities allowed me to become familiar with international law on child labor.</i>	<i>I think international law on child labor should be applied in Tunisia too.</i>	<i>I think international practices related to child labor are also suitable to Tunisia’s current context.</i>	<i>I think international practices related to child labor are useful to my everyday work.</i>	<i>I think that “PROTECTE” activities allowed for better cooperation between public institutions on child labor issues.</i>	<i>I think that “PROTECTE” activities have raised awareness in my institution on child labor issues.</i>
CDIS	4,6	4,6	4,2	4,4	3,6	4,0	4,2
DPE	4,7	4,9	4,9	5,0	3,7	4,7	4,4
DPS	4,7	4,2	3,7	4,2	2,8	3,8	3,8
IT	4,7	4,8	4,6	4,8	3,2	3,9	3,8
MIT	3,8	3,9	3,9	4,6	3,5	4,3	4,0
UGTT	4,3	3,3	3,0	4,7	3,3	2,7	4,0
UTAP	4,6	3,8	3,6	4,6	2,6	3,6	3,0
UTICA	4,8	5,0	4,8	4,5	3,5	4,3	4,3
<b>Average</b>	<b>4,5</b>	<b>4,4</b>	<b>4,2</b>	<b>4,6</b>	<b>3,3</b>	<b>4,0</b>	<b>3,9</b>

Source: Author’s compilation based on a focal points survey

- ❑ Training is also seen as a starting point for awareness raising on the importance of collaboration between institutions. 70% of the focal points found that the project had led to enhanced collaboration between public authorities in charge of topics related to child labor. Coordination remains fundamental in combatting child labor, mainly among the MAS directorates. The members of COPIL recognize however, that concrete actions to enhance such a coordination are presently very limited.
  
- ❑ The development of action plans by the social partners is also considered a very positive step towards the implementation of coordinated actions on the ground especially as their intervention on the subject is a novelty. However, these action plans still seem to be rather vague and will require further development and a specific timetable for their implementation that takes into account the mobilization capacities of the social partners. It is also important for PROTECTE to ensure the support of the governing institutions, particularly the UGTT, in order to secure the smooth implementation of these action plans.

**Figure 10. Project's Results to Date**

Activities	Performance indicator
<b>Outcome 1 : Capacity building activities</b>	
Training of trainers on child labor (institutions representatives)	19 trainers
Trainings of focal points	164 trainees
Training of journalists	14 trainees
Written media's Code of conduct on child labor	Completed
The draft By-Law for the creation of a Unit to fight against child labor within the Ministry of Social Affairs.	currently pending approval
Establishing the list of hazardous work for children according to the ILO Convention 182 and the Tunisia Code of Labor, Art. 58	currently pending approval
<b>Outcome 3: Sensitization and social mobilization to fight CL</b>	
Pre-Situational Analysis Study on legal and institutional framework for the fight against child labor	Completed
Pre-Situational Analysis Study: a Knowledge, Attitudes and Practices study (KAP) on the main institutional actors related to child labor prevention and reduction	Completed
Communication and advocacy strategy against child labor	Completed
Adapt ILO's SCREAM program to the Tunisian context	Completed
<b>Outcome 4: Child Labor Monitoring System (CMLS)</b>	
Kick-off activities of the pilot implementation of the CLMS, Jendouba and Sfax	2 activities

Source: Author's compilation based on project's reports



- ❑ The preparatory studies for activities related to Outcome 3 (Awareness and social mobilization) are particularly important according to the interviewees. However, these studies seem to have been disseminated on a rather limited scale – exclusively within the COPIL – whereas the lessons to be drawn could benefit the actors intervening on the ground, particularly the focal points.
- ❑ In the same vein, the Communication Strategy proposed to combat child labor is welcomed by all COPIL members, given its comprehensive definition of the target groups, the proposed activities, the communication media and the planned schedule. The Communication Strategy also presents a number of objectively verifiable indicators to monitor the implementation of the proposed activities that are beyond the current project’s objectives.

**Figure 11. Evaluation of Project Performance - Effectiveness**

Evaluation criteria	Main issue	Performance conclusion			
		Grade = 4	Grade = 3	Grade = 2	Grade = 1
		very good	good	problems	serious deficiencies
3. Effectiveness	3.1 How well is the project achieving its planned results?	Benefits and capacities drawn from outputs are available, of good quality and used by all target groups.	<b>Outcomes are mostly of good quality, timely available and used by most atarget groups. Room for improvements exists, however without serious effect on effectiveness</b>	Some benefits are available but not always of the best quality. Improvements are necessary to ensure the project can achieve its purpose in terms of quality, scope and availability.	Outcomes are not available in most cases and are of poor quality. Major changes are urged to attain results.
	3.2 As presently implemented what is the likelihood of the Project Purpose (PP) to be achieved?	<b>Full achievement of PP is likely in terms of quality and scope. Negative effects (if there's any) have been mitigated.</b>	PP will be achieved with minor limitations; negative effects (if there's any) have not caused much harm.	PP will be achieved only partially among others because of negative effects to which management was not able to fully adapt. Corrective measures have to be taken to improve ability to achieve PP.	Project will not achieve its purpose unless major adjustments are taken.
<b>Global grade</b>	<b>3,50</b>	(very good performance but adjustments may be needed)			

With regard to Outcome 4, activities are in their early stages. It is recommended, however, that future activities in Jendouba and Sfax should take into account the following factors:

- ❑ In Jendouba, the parties concerned with and affected by the pilot test wish to have more insight into the final objectives to be achieved in the framework of this project, the next steps forward and the planned awareness-raising actions. It is therefore important for the project team to develop a close relationship with partners in Jendouba to ensure project cohesion. The appointment of a "project manager" from within the participating institutions should also be considered, in order to guarantee the availability of all stakeholders for the project.

- ❑ The partner institutions in Sfax have shown greater enthusiasm and initiative, as they have already conducted, under the aegis of the governor, a child labor awareness campaign. This campaign also provided an opportunity for preliminary coordination activities between stakeholders on the ground. Such an experience should serve as an example as it shows that local structures still have sufficient capacity and human resources to engage in child labor-related issues provided that a willingness to cooperate exists.

## 5.4. Impact of the Project

### 5.4.1. Impact Perspectives

At this stage of the project, it seems premature to assess impact given the activities that have been carried out so far. Nevertheless, this section presents some areas where it is possible to identify effects that flow directly from the project. These effects will also pave the way for future activities to concretise or consolidate the impact of the project.

It should first be noted that PROTECTE is the only child labor project implemented within the framework of the NAP-TN and benefits from this large-scale action that brings together all stakeholders in the NAP-TN. As a result, participants tend to attribute to this project the changes that they believe have occurred since its beginning and PROTECTE is seen as providing a very important driver of the implementation of the NAP-TN.

The project has introduced *a change of attitude / perception* towards child labor in entities where this phenomenon was far from representing a priority on the agenda. In fact, 44% of the focal points interviewed felt that the child labor topic was given little or no focus within their respective organizations. Due to some cultural factors, child labor is often tolerated or not paid sufficient attention. In some communities, according to recorded accounts, child labor is even considered either as an introduction to a trade apprenticeship or as a vector of the child emotional attachment to the family's economic activities, especially in rural environments. At the legislative level, although labor is forbidden for children under 16, there are a number of exceptions falling under the category of "light work", an expression that benefits from a loose definition and that does not encourage vigilance towards this phenomenon.

In this context, participants recognize today the contribution of the project to child labor awareness-raising through the use of terminology and methodological approaches adapted to different situations.

Stakeholders both at the national level (ministerial structures) and at the local level (focal points) recognize that addressing child labor requires a holistic approach through *coordinated interventions*. For example, DPEs are traditionally considered by all actors as the only bodies entitled to investigate child labor. However, the DPE investigation of the economic exploitation of children was restricted to extreme cases where there was threat to *"the health of the child or her/his physical or moral integrity"*. Other less serious situations were not handled by the DPE and could have been taken care of by other first-line actors – ULPS, IT, MIT, ME. In addition, the number of reports of children under "economic exploitation" coming from the MAS (IT) directorates seems to have been rather low, which reflects the limited level of collaboration between public agencies.

Another level of results that should be highlighted relates to the greater *sensitization* of social partners. While for the UTICA, the topic of child labor is not quite new as it falls under corporate social responsibility – an area to which the employers' organization attaches great interest – for the UGTT, child labor represents a novelty (see **Figure 9**) and PROTECTE significantly contributed to increasing the knowledge of its representatives in this area. Given the specificity of its area of intervention, the UTAP found that the project has the advantage of drawing attention to child labor practices in rural environments, where such practices are largely accepted. Thus, the project paved the way for a shift in attitudes within UTAP at the national and now local level.

The various approaches undertaken by the DPE<sup>13</sup> as well as the example of Sfax show that collaboration at the local level is possible, provided that a national or regional entity takes the initiative. However, these initiatives are still recent and are not yet deeply rooted practices, and thus have not been integrated into a joint action program of the parties involved in combatting child labor, which reduces their effectiveness.

It is also important to underline that there are many barriers to efficient coordination and collaboration between Tunisian ministries. For example, the ME and the MFPE are leading, each in its own field, support programs for school dropouts who are at high risk of engaging in hazardous child labor. These programs do not currently seem to fit into the broader approach – that of NAP-TN and PROTECTE. The MFPE program, which started in 2017 to provide vocational training for children under 16 who have definitively dropped out of school, reportedly required a legislative amendment and its implementation was extended to 3 pilot zones (Kasserine, Kairouan, Sidi Bouzid) in 2018. The MFPE is currently collaborating with the ME on this program but synergies could have been developed with PROTECTE. However, our interviews revealed that information on the current project was not shared within the COPIL, thus depriving PROTECTE of a possible avenue for concrete collaboration on other ongoing projects.

#### 5.4.2. Unexpected Results

At this stage of the project, it is evident that some outcomes unplanned by the project have come to reinforce its sustainability and effectiveness.

First of all, the training of journalists on child labor led to the drafting of a "Code of Practice" for child protection – an outcome not initially planned by the project. The idea of this *code of conduct* for journalists on child labor-related media products was proposed by journalists independently of the project. According to the project team, journalists also submitted the Code to their editors-in-chief, to the National Press Council and to the Independent Media Authority (HAICA). It is important at this stage that the project team monitors this initiative and contacts the HAICA to learn about the ways in which this charter can be applied and enforced as an expression of journalists' ethical commitment when reporting and writing on child labor issues.

Furthermore, in pursuit of Priority 3 activities of NAP-TN, the project produced the "Communication Strategy" for child labor public awareness. The elements of the communication strategy were drawn from

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<sup>13</sup> We note here that a dispatch was sent by the DPE to the governors of Sousse, Sfax and Mahdia, in order to raise awareness about the child labor phenomenon before the beginning of the 2018 tourist season. During that period of the year, large numbers of children move in groups from inland areas to coastal areas and engage in street vending and begging.

the pre-situational KAP survey which revealed the need for awareness raising because of the "lack of knowledge of the impact of child labor among the general population". In the opinion of the project stakeholders, this strategy extends beyond the objectives assigned to PROTECTE and can serve as an "additional tool" for the overall implementation of the NAP-TN program. As the project team suggests, "this strategy proposes a variety of activities which will enable the NAP-TN COPIL members to continue to develop meaningful communication activities even after the end of the project".

### 5.4.3. Cross-cutting Issues of the Project

PROTECTE is a project that aims to strengthen the capacities of institutions and all actors operating in the child labor field. The direct beneficiaries of the project are the staff members of the partner institutions and their participation in the program is determined by the organizational hierarchy of the institutions involved in the program. Therefore, consideration of other cross-cutting issues – such as gender, or populations with specific needs – can only be limited.

However, interviewees reported that efforts have been made to ensure that training activities carried out so far take into account some gender specificities. In fact, the project team has made sure that, as far as possible, a fair gender distribution is observed among the training beneficiaries. Similarly, with regard to the participants' travel to the training venue, the team said they ensured that women participants could adjust their arrival and departure schedule (before and after the training) according to their place of residence in order to avoid travel hours that "could put their security at risk".

**Figure 12. Evaluation of Project Performance - Impact**

Evaluation criteria	Main issue	Performance conclusion			
		Grade = 4	Grade = 3	Grade = 2	Grade = 1
		very good	good	problems	serious deficiencies
4. Impact	4.1 What are the direct/potential impact prospects of the project at Overall Objectives level?	<b>Direct impacts are likely to be achieved as planned, targets are realistic, changing conditions do not harm project.</b>	Direct impacts likely match plan even though specific targets might be hard to reach. External factors do not harm project considerably.	Direct impacts do not fully match plans; targets might not be met unless changes are made; external factors might harm project impact.	Direct impacts and targets will not be achieved as planned in any significant measure, unless major, radical measures are taken.
	4.2 To what extent does/will the project have any indirect positive and/or negative impacts? (i.e. environmental, social, cultural, gender and economic)	<b>Unplanned impacts are positive; negative impacts are mitigated successfully; donor coordination has positive effect on impact</b>	Either there are no indirect impacts or these are not significant.	Some negative indirect impact affects the project; Lack of donor coordination leads to negative impact.	The success of the project is seriously threatened by Indirect negative impact which the project can not mitigate.
<b>Global grade</b>	<b>4,00</b>	<b>(very good performance)</b>			

It is important to emphasize that these practices would be more effective if they were formalized and communicated in writing<sup>14</sup>. In this way, the project could emphasize to both participants and their institutions the importance of these practices as they relate to the rights of the stakeholders directly affected, rather than the benefits offered by the project or institution.

## 5.5. Sustainability of the Project

### 5.5.1. Financial and Economic Viability of the Project

At this stage, there is no threat to the financial viability of the project.

In 2018 the project focussed efforts on training activities with low implementation costs. In addition, some exogenous factors – the depreciation of the Tunisian currency – are likely to lead to the enlargement of the project budget so that it could be extended to other, not initially planned actions that could benefit the project objectives.

However, attention must be paid to the evolution of the social context in the areas covered by the project in its next stages, where economic difficulties can lead, often unpredictably, to protest movements by communities, which could harm the optimal organization of the project activities and/or hinder the work of local partner teams. Similarly, in the region of Jendouba, severe weather conditions in the winter period may impact attendance rates for the project activities and some activities may require replication.

### 5.5.2. Project Ownership by Stakeholders

The technical progress reports provide evidence of the project ownership by the stakeholders. The latter's commitment stems from the relevance of the project and the direct involvement of the partners in the design of activities as well as the project's efficiency. Nevertheless, it should be noted that child labor is a sensitive topic and presents ongoing challenges for the different actors. This is further confirmed by the interviews conducted and by some initiatives that have emerged to institutionalize the project within the relevant structures with some slight variations, notably:

- ❑ The social partners' initiative to undertake awareness-raising actions through their local structures is a constructive step towards ownership. However, it is important for the project team to closely monitor the implementation of these initiatives, such as the meeting of the Federation of Small Trades (UTICA) on December 6<sup>th</sup> 2018, where a proposal was made to include the issue of child labor on the agenda with the aim of organizing training activities or awareness days on this topic.

After an initial child labor discussion meeting attended by some large farmers (January 2017), the UTAP is now thinking about organizing some major awareness actions with farmers and schools in rural areas. The UGTT has also proposed to include child labor in the training program that the union provides to its

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<sup>14</sup> Currently, the project team informs the partner institutions about these practices. This can be taken a step further by indicating in the letters of invitation sent by the institutions to the participants that the participation of women and populations with special needs is encouraged and that appropriate support will be provided to them accordingly.

members. For now, these initiatives represent seeds of commitment and a renewed awareness of the child labor phenomenon, but they need to be concretized and consolidated.

- ❑ Some MAS directorates have implemented child labor monitoring and reporting procedures for their respective needs. However, the IT – which has the practice of collecting information on child labor – is currently providing feedback from field workers in a more systematic way through regular and periodic reports to the ILO as well as to the USDOL. The IT also seems to have expanded the scope of its actions on fighting child labor to include the informal sector – which is currently beyond the control of labor inspectors. Child labor is also explicitly included in the multi-year strategy of IT but also in other programs/activities that IT conducts in partnership with the ILO.<sup>15</sup> For its part, the General Directorate of Social Promotion (DGPS) has put in place a system for monitoring child labor cases based on reports from social workers. The goal is to support these children through the involvement of either internal structures such as CDIS or external ones like the DPE. The coordination between the various actors is not yet sufficiently developed: little information is exchanged between the actors, including those within the MAS (IT, DGPS) despite some isolated initiatives.

### 5.5.3. Project Support by Decision Makers

The project has received positive appreciation from all stakeholders. Similarly, the history of collaboration between the ILO and USDOL was also cited as a guarantee of the success of the project. The COPIL's integration of NAP-TN – where the Prime Minister's Office is also represented – in the steering of PROTECTE is a catalyst for the acceleration of decision-making in combatting child labor.

However, the draft decree/order prepared by PROTECTE to strengthen the child labor legal framework and the implementation of the *Unit to fight against child labor* has not yet received approval from the Minister of Social Affairs. This delay can certainly be explained by sluggish administrative procedures beyond the control of the project.

To date, and given the feedback from the COPIL members, it is difficult to accurately estimate of the length of the waiting period before the ministerial decision on the proposed texts is made.

In addition, the memorandum of the Minister of Employment and Vocational Training, raising awareness of child labor among the regional and local directorates under his supervision is a considerable step in gaining the decision-maker's support for the fight against child labor. However, one should be cautious in interpreting this initiative, as it appears to have taken place in response to an event that, in any case, has attracted broad public interest.<sup>16</sup>

More generally, it should be noted that work on the NAP-TN in which PROTECTE is fully integrated benefited from the direct influence and attention of the then Minister of Social Affairs. It is therefore

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<sup>15</sup> For example, the 4-year program "Improving Labor Governance in Small and Medium-Sized Enterprises and Helping to Exit the Informal Economy in Africa" implemented by the DGIT in partnership with the ILO, has also addressed child labor issues through pilot surveys on working conditions in the building, handicraft and trade sectors in the areas of Ben Arous, Nabeul and Ben Guerdane respectively ([https://www.ilo.org/addisababa/technical-cooperation/WCMS\\_537889/lang--fr/index.htm](https://www.ilo.org/addisababa/technical-cooperation/WCMS_537889/lang--fr/index.htm))

<sup>16</sup> This was an incident involving the Minister of Social Affairs who, while taking care of some personal matters, came to the defense of a child working for a merchant and was taken to task by the latter.

important not only for the success of PROTECTE but also for the implementation of the NAP-TN to obtain more concrete and visible commitment from decision-makers, particularly the MAS.

#### 5.5.4. Institutional Capacity Building of Stakeholders

When it comes to the development of institutional capacity, it is still too early to evaluate the project's performance since the most important component of the activities has not started yet, or at most is in its start-up phase. However, in light of the feedback received, the following points can be noted:

- ❑ At the national level, the training sessions on the SCREAM tool have been particularly appreciated by the MAS staff and appear to have laid the groundwork for the institutionalization of child labor management practices that ought to be strengthened<sup>17</sup>.
- ❑ At the local level, collaboration between the various institutions, especially the DGPS, CDIS, the DPE and the IT is certainly not new<sup>18</sup>. For social workers, the use of other support services is considered a "work necessity". For example, during field visits, social workers (or other senior MIT or IT officers) who detect a situation of child economic exploitation are required to report the case to the DPE. However, these reports remain infrequent, and "collective" work seems to be carried out according to the situations encountered and is not necessarily the fruit of any coordination. That said, the example of coordination between local structures observed in the Sfax pilot test is proof that coordination is within reach and can be achieved with the current resources available to local structures.

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<sup>17</sup> The project team is following up with the trainers and plans to take concrete steps to continue publicizing and using the SCREAM tool in 2019. In November 2018, i.e. 4 weeks after the training of the trainers, the trainers led 7 sessions with 121 children and teachers.

<sup>18</sup> Labor inspectors invited the DPE to participate in the first session of the PROTECTE training workshops on child labor in order to explore together avenues to coordination between the respective institutions. This coordination has also materialized during summer festivals where the granting of authorizations is subject to control by the IT to the benefit of children (artists, handlers, etc.) in line with the decree of the Ministry of Social Affairs of January 19, 2000 on work prohibition for children under 18 years.

(<http://www.legislation.tn/sites/default/files/fraction-journal-officiel/2000/2000F/009/TF2000374.pdf>)



**Figure 13. Evaluation of Project Performance - Sustainability**

Evaluation criteria	Main issue	Performance conclusion			
		Grade = 4	Grade = 3	Grade = 2	Grade = 1
		very good	good	problems	serious deficiencies
5. Sustainability	5.1 Financial / economic sustainability?	<b>Financial/economic sustainability is potentially very good; costs for services and maintenance are covered or affordable; external factors will not have any effect.</b>	Financial/economic sustainability is likely to be good, but problems might arise namely from changing external economic factors.	Problems have to be addressed regarding financial sustainability either in terms of institutional or target groups costs or changing economic context.	Financial/economic sustainability is very questionable unless major adjustments are made.
	5.2 What is the level of ownership of the project by target groups and will it continue after the end of external support?	Local structures and institutions are strongly involved in all stages of implementation and are committed to continue producing and using results after the project ends.	<b>Implementation is largely based on local structures and institutions which are also involved to some degree in decision making. Though sustainability is very likely to be ensured there is still room for improvement.</b>	Project uses mainly ad-hoc arrangements and not enough local structures and institutions to ensure sustainability. Continued results are not guaranteed. Corrective actions are needed.	Project depends completely on ad-hoc structures with no prospect of sustainability. Fundamental changes are needed to enable sustainability.
	5.3 What is the level of policy support provided and the degree of interaction between project and policy level?	Policy and institutions have been highly supportive of project and will continue to be so	<b>Policy and policy enforcing institutions have been generally been supportive, or at least have not hindered the project, and are likely to continue to be so.</b>	Project sustainability is limited due to lack of policy support. Corrective measures are needed.	Policies have been and will likely be in contradiction with the project. Fundamental changes needed to make project sustainable.
	5.4 How well is the project contributing to institutional and management capacity?	The Project is embedded in institutional structures and contributed to improve the institutional and management capacity.	<b>Project management is well embedded in institutional structures and has contributed somewhat to build capacity. Additional expertise might be available externally to continue the achievement of results. Improvements in order to guarantee sustainability are possible.</b>	Project relies too much on ad-hoc structures instead of institutions; capacity building has not been sufficient to fully ensure sustainability. Corrective measures are needed.	Project is relying on ad-hoc and capacity transfer to existing institutions which could guarantee sustainability is unlikely unless fundamental adjustments are undertaken.
<b>Global grade</b>	<b>3,30</b>	(adjustments are needed to ensure project sustainability)			



## 5.6. Lessons Learned and Good Practice

From the beginning, the project made specific choices that proved to be important for the smooth running of its activities and allowing for a number of lessons to be drawn:

- ❑ Firstly, **the participatory approach** adopted by the project is a catalyst for the project ownership. The collective development of the CMEP based on the inputs of all stakeholders has been highly appreciated by the participants and paved the way for shared understanding and concerted efforts in implementing the project's activities.
- ❑ Secondly, regarding staff capacity building it seems important **to ensure a common knowledge base for all actors involved in the front-line of fight against child labor** especially the 164 focal points and ensure comprehensive geographic coverage of the country's 24 governorates. At the beginning of the project's activities, the novelty of the child labor topic and the plurality of actors involved made it necessary to "upgrade" stakeholders' knowledge on a larger scale than originally planned. The project team thus made the choice **to broaden the training activities** starting in March 2018 – particularly for the benefit of the 164 focal points at the local level. This was highly appreciated by the stakeholders, most of whom had little or no knowledge of child labor, or the regulatory aspects and accompanying practices relating thereto. The restructuring of activities in the first year of the project seems to have been a sound choice that enhances the effectiveness of future activities and the impact of the project.
- ❑ Thirdly, when it comes to activities at the local level, **much more could be done currently using the available institutional capacity and resources** provided there is the necessary will to organize initiatives and provide education on child labor-related issues. The awareness raising and enforcement campaign organized in Sfax by all the actors involved in the inspection and care services for children in hazardous labor situations shows that current human and financial resources though reportedly insufficient can be organized in a much more effective way and generate positive results. In Sfax, the collaboration between the different local structures resulted from a combination of several factors, most importantly:
  - Strong institutional will: the collaboration was initiated and backed by the Governor of Sfax as of February 2018 and accompanied by a set of recommendations to all stakeholders;
  - Creating a task force within the DRAS dedicated to combatting child labor with a wide participation from stakeholders, including the Ministry of the Interior (security forces);
  - Clear distribution of roles among all stakeholders;
  - Logistical organization of alternating trips so as not to weigh down a single stakeholder;
  - Execution of an inspection campaign focused on child labor;
  - Guaranteed follow-up of infringement cases and provision of child care services;
  - Review of actions taken and identification of challenges.

At this stage of the project implementation it seems premature to point out specific “good practices” given the activities that have been carried out so far. While some lessons learned have been identified yet they need to be part of an established process that proves effective in the future throughout the project.

However, **a good practice can be acknowledged in terms of project governance** related to the establishment of NAP-TN COPIL as the governance body of the project. Although the project was initially piloted by an ad-hoc multi-stakeholder Steering Committee that was separate from the NAP-TN Steering Committee - the national governance body on child labour –, the ILO project team soon considered that this may lead to ineffective coordination of efforts between the project and the national governmental bodies. Thus, it became clear that the use of a common steering structure throughout the project's implementation would be a far more effective lever of governance. Eventually, the ILO project team decided to merge the project's governance body with the already well-established the NAP-TN Steering Committee. This common steering body combines the governance of the project with that of the NAP-TN, and reinforces project's coherence with national objectives and its capacity to draw support from decision-makers, thus promoting its sustainability.

## 6. Recommendations

Based on the observations made on the project's progress to date and the findings of this evaluation study, the following recommendations can be provided. The target audience is indicated in italics and **Figure 14** sets out the priority concerns for the implementation of these recommendations.

At the **strategic level** and in order to ensure project sustainability and ownership by the authorities, it is important to:

**Recommendation 1: Ensure MAS commitment to promulgating** the various legislative texts on child labor that fall within its purview and that have resulted from the project, i.e. (i) the decree on the creation of the Unit to fight against child labor in charge of the implementation of the NAP-TN and (ii) the by-law on the list of hazardous work. These texts were drafted and validated by COPIL in March and May 2018 respectively and their promulgation is vital as it will reinforce the MAS in its role as "leader" of the project and pave the way for the implementation of further initiatives under the responsibility of other ministries, including ME and MFPE (*ILO Office Algiers, COPIL, ILO Office Tunisia*)

**Recommendation 2: Engage with COPIL members**, mainly ME, MFPE, UGTT, on concrete measures to enforce child labor laws and policies within their respective agencies. COPIL members who have attended the PROTECTE trainings have an important role to play in taking initiatives within their departments to share child labor knowledge and awareness. The project team could design working / brainstorming sessions with COPIL members to plan activities (training, internal note, thematic workshop) and to identify the supports that PROTECTE would provide for those activities. (*ILO Office Algiers, COPIL, ILO Office Tunisia*)

**Recommendation 3: Strengthen collaboration with ME**, which has a significant share of responsibility in implementing the NAP-TN and ensuring ownership of PROTECTE. In this area, contacts / sensitization should be made / renewed at the highest level of the ministry as was the case for the MFPE, by urging COPIL members to be more pro-active in taking ownership of the project. Within the scope of its authority the Prime Minister's Office should also be involved to ensure ME commitment. (*ILO Office Algiers, COPIL, ILO Office Tunisia*)

**Recommendation 4: Accelerate the implementation of Activity 1.1.3 on the drafting of official circulars or conventions for coordination among ministries** to ensure and consolidate ME's involvement in the project. The preparation of the circulars and/or conventions will be facilitated by the mapping of coordination and consultations mechanisms (Activity (1.1.3.2 and Activity 1.1.3.3). While these texts do not make collaboration between ministries mandatory, they nevertheless allow for more fluid communication on a more formal basis. *(COPIL, ILO Office Tunisia)*

**Recommendation 5:** Taking advantage of the MAS involvement at all levels, its pro-active position in the implementation of the NAP-TN as well as the momentum created by the project, it is time to **engage in the drafting of the law** amending the Labor Code and submit it to the Assembly of the Representatives of the People during the year 2019. The subject of child labor has widespread support in the MAS and it is a good time to engage MAS structures as widely as possible to take advantage of this "window of opportunity" represented by the commitment of the MAS at the highest level and also the commitment of the Prime Minister's Office. *(ILO Office Algiers, ILO Office Tunisia)*

**Recommendation 6:** Encourage the various project stakeholders to **disseminate** statistical or research-based **information**, particularly through their periodical publications (e.g., the institutions' annual reports) intended for a wide audience. This is likely to contribute to a change of attitude towards the phenomenon, and to introduce both specialists and the public to appropriate and consistent child labor terminology. In the same vein, the internal reports of the different directorates within the MAS on the front line against child labor (e.g., the Labor Inspectorate or the Directorate-General for Social Promotion), should be more visible to all stakeholders, with the parts devoted to child labor being included separately. *(ILO Office Tunisia)*

**Recommendation 7: Resume collaboration with journalists** participating in the child labor training and monitor the actions they may have undertaken on the child labor topic (child labor media productions, child labor workshop participation etc.) Similarly, in order to increase the impact of the project, it is important to bring on board the editors-in-chief of the press organizations participating in the project and introduce them to the topic of child labor. *(ILO Office Tunisia)*

**Recommendation 8: Formulate more specifically the assumptions and risks associated with each of the project activities.** *(Monitoring and Evaluation Officer- ILO Regional Office for Africa, ILO Office Tunisia)*

At the **operational level**, some actions should be taken by the Project team in order to:

**Recommendation 9: Build local actors' capacity** in relation to Outcome 4 of the project in Jendouba and Sfax. These capacity building actions will be necessary to ensure the cohesion of the group and enable local actors to understand the purpose of the project on the local level, and the extent of the involvement of their organizations, as quickly as possible.

**Recommendation 10: Support the different front-line personnel – labor inspectors, social workers -** in the fight against child labor, in the drafting of institutional / individual action plans in order to involve them in concrete actions on the ground.

**Recommendation 11: Enhance the focal points' understanding** of international methods and practices in the fight against child labor and their applicability in the Tunisian context.

**Recommendation 12:** The project budget has been revalued due to the depreciation of the local currency. Between December 2016 and December 2018, the US dollar gained almost 20-25% of its value against the Tunisian dinar. In coordination with USDOL, the project team should therefore submit to COPIL additional activities geared in particular towards (i) reinforcing the capacities of the front-line actors (labor inspectors, social workers) and (ii) improving coordination arrangements on the ground. As highlighted by the project team, additional activities could also be considered in relation to the newly approved communication strategy.

**Recommendation 13:** Considering the positive changes initiated by the project in the governorate of Sfax, the project may consider the extending of the pilot implementation to other regions in coordination with USDOL. This could be planned in coordination with the ME could be envisaged in order to cover the same areas where the ME is deploying its assistance project to “permanent school dropouts children” and to build bridges between the two projects.

**Figure 14. Guidelines for the implementation of the recommendations**

	Importance level	Implementation timeframe	Resources mobilization
<b>Strategic level</b>			
<i>Recommendation 1</i>	high	short term	low
<i>Recommendation 2</i>	high	medium term	low
<i>Recommendation 3</i>	high	medium term	low
<i>Recommendation 4</i>	high	medium term	moderate
<i>Recommendation 5</i>	moderate	short term	moderate
<i>Recommendation 6</i>	high	long term	low
<i>Recommendation 7</i>	low	medium term	moderate
<i>Recommendation 8</i>	moderate	long term	low
<b>Operational level</b>			
<i>Recommendation 9</i>	high	short term	moderate
<i>Recommendation 10</i>	low	medium term	high
<i>Recommendation 11</i>	moderate	medium term	moderate
<i>Recommendation 12</i>	low	medium term	high
<i>Recommendation 13</i>	moderate	long term	high

# Appendices

## Appendix 1: Evaluation and data collection timeframe

Evaluation tasks	oct-2018				nov-2018				dec-2018				jan-2019			
	w1	w2	w3	w4	w1	w2	w3	w4	w1	w2	w3	w4	w1	w2	w3	w4
<b>Preparatory/background tasks</b>																
Meetings with the project team (Tunis)																
Desk research																
Draft Inception Report for comments																
Final Inception Report																
<b>Data collection process</b>																
Interviews with stakeholders' representatives, COPIL members, trainers and focus group in Jendouba																
Focal points survey and follow-up interviews																
Feedback meeting with the project team (Tunis)																
<b>Final tasks</b>																
Power presentation on the main findings - Restitution workshop																
Draft Evaluation Report																
Final Evaluation Report																
<i>w: week</i>																

## Appendix 2: List of interviewees

	Institution	Interviewee	COPIL member	Trainer
1	MAS, DGIT	Chokri Ouali	yes	
2	MAS, DGIT	Nadia Hamzaoui	yes	yes
3	MAS, DGT	Nabil Ourari	yes	
4	MAS, DGT	Walid Lamouchi	yes	yes
5	MAS, CRES	Seif Ben Sassi	yes	yes
6	MAS, DGPS	Housseem Tbeibi	yes	yes
7	MAS, BEPP	Sonia Belhaj	yes	
8	MAS, BCIRE	Nadaa Aridhi	yes	
9	MFEF, DGE	Mihyar Hamadi	yes	
10	MFEF, DGE	Raouia Bel Hadj Amor	yes	
11	MFE, ODE	Houcine Toumi	yes	yes
12	PM	Tahar Boussaada	yes	
13	UTAP	Slimen Chaabani	yes	
14	UTAP	Fatma Sghairi		yes
15	MEFP	Alia Hidoussi		yes
16	UTICA	Abdallah Ayari		yes
17	UTICA	Besma Aloui		yes
18	UGTT	Hedi Farhani		yes
19	UGTT	Hamida Labbaoui		yes
20	Jendouba, DRAS, Director	Mahmoud Ghorbel		
21*	<i>Jendouba, CDIS</i>	<i>Najia Youssef</i>		
22*	<i>Jendouba, DRAS</i>	<i>Raouf Jamil</i>		
23*	<i>Jendouba, ME</i>	<i>Jamel Houchi</i>		
24*	<i>Jendouba, ULPS</i>	<i>Najiba Khemiri</i>		
25*	<i>Jendouba, MEFP</i>	<i>Hichem Jemai</i>		
26*	<i>Jendouba, IT</i>	<i>Mouldi Khyari</i>		
27*	<i>Jendouba, MFEF, Délégué à l'enfance</i>	<i>Aymen Oueslati</i>		
28	ILO, PROTECTE, Technical Advisor	Sylvie Dupuis		
29	ILO, PROTECTE, National Coordinator	Ahlem Amri		
30	ILO, PROTECTE, Finance and Logistics	Khedija Mahfoudh		
31	ILO, PROTECTE, Monitoring and Evaluation	Rifeh Gharselloui		
32	ILO, Fundamentals, Backstop Officer (Africa)	Jean-Marie Kagabo		
33	ILO, Pardev	Jennifer Hahn		
34	ILO, Algiers Office, Program Director	Rosa Benyounes		
35	USDOL	Christine Carlson		

\* focusgroup participant, Jendouba

## Appendix 3: Data Collection Tools: Interview/Focus Group Guide

### Relevance

1. What is your reason, at the personal and institutional levels, for taking part in this project? Why are you interested in the topic of this project?
2. Do you think that the project fits into the national child protection policy and its priorities? In what ways? *(be specific not only by citing references e.g., the National Development Policy, NAP-TN etc., but also by mentioning issues/areas to which the project is likely to contribute.)*
3. Has your institution participated in the design of the project? If so, by what means and at what level? If not, why?
4. Do you think that this project meets the expectations of your institution? Does it meet your needs in your work (with target populations)? What aspects specifically?
5. Can you identify cross-cutting issues that the project has taken into account explicitly? *(let the respondent elaborate)*. Do you think that the project has addressed gender-related issues adequately? Was the project designed to do so?
6. From a general perspective, how would you assess your partnership with other stakeholders involved in the program? Can you mention some specific aspects/issues that you would describe as positive or very positive in this partnership? Other less positive aspects? Or aspects which may be completely new?

*Questions addressed to the Project Team specifically*

7. When and by what means were the stakeholders involved in the project? In what way do you think their field experience / knowledge has been useful to the design and / or execution of the project?
8. Do you find that the project assumptions and associated risks have been adequately planned and managed?
9. How have gender issues – or any other ILO cross-cutting issues *(to be specified)* – been taken into account in the project? How can the follow-up and ownership by the project beneficiaries be monitored?

### Efficiency

1. Do you find that the project was given the required/sufficient financial support and human resources?
2. Are there any activities that should have been subject to mobilization of additional resources for better achievement of objectives? Are there any activities that have been reframed due to a lack of resources but that could have been positive and beneficial in their initial design?
3. Were the project documents (activity reports, study reports, stakeholders' comments and feedback) provided to the stakeholders in a timely manner?
4. Do you think that the budget allocation and staff assignments for the different activities were appropriate/adequate?

### Effectiveness

1. The project has different objectives (*give 1-2 as an example*). Would you say that the carried out activities have contributed to the achievement of these objectives? How? Can this be improved? In what way?
2. What activities in this project did you find most useful? Why?
3. Were there any unforeseen events, difficulties or risks to the smooth running of the activities? If so, what were the causes? What were the effects? How were they managed and at what level? What was the contribution of the project team (and the role of the partners) in resolving difficulties?
4. Were there any unexpected (positive or negative) results in this project? In what conditions did they occur? How did the project team and/or the other partners streamline (or handle) them?
5. How was the monitoring of project performance indicators conducted? What do you think of the quality of exchange and collaboration between the partners in relation to achieving the objectives of the mission?

### Impact

1. In your institution (or more generally in Tunisia) have there been other projects / activities related to child labour of which you are aware? Have you, or your institution, participated in such initiatives? How would you compare these events with the current project?
2. In what aspects do you think the project has made an essential contribution? Was this contribution planned? (*elaborate as much as possible to highlight the contribution of the project, noting the difference between effect and impact*).

### Sustainability

1. How do you envision the continuity of the project outcomes? Are there any initiatives in your institution along this line? If so, are these initiatives supported/endorsed by the institution? To what extent do these initiatives reflect a strategy or a stated policy (as opposed to individual-driven initiatives)?
2. Do you think that your institution – and yourself – have the knowledge, technical capabilities and financial commitments needed to sustain the outcomes of this project? If not, what can yet be done to overcome the difficulties?



## Appendix 4: Data Collection Tools: Questionnaire

*Thank you for kindly agreeing to take a few moments to complete this questionnaire. This should take 20 minutes approximately.*

*Note that all information provided **will be kept strictly confidential**. It will only be used for the project evaluation purposes.*

*Please provide your phone number. We may call you back and discuss with you some specific questions of this survey.*

Please rate the following statements, from 1 (Totally disagree) to 5 (Totally agree):

- i. Prior to PROTECTE, the topic of “child labor” **was already a priority** for my institution.
- ii. Prior to PROTECTE, my institution **had already undertaken** concrete actions to **identify/measure** child labor.
- iii. Prior to PROTECTE, my institution **had reported on figures** related to child labor.
- iv. Prior to PROTECTE, my institution **had already undertaken** concrete actions to **address** child labor.
- v. Prior to PROTECTE, my institution **had reported on its actions** related to child labor.
- vi. Prior to PROTECTE, my institution **had partnered** with other institutions on cooperation **initiatives** related to child labor.
- vii. “PROTECTE” activities have allowed me to gain **new knowledge** on child labor.
- viii. “PROTECTE” activities have allowed me to get familiar with **international definitions** of child labor.
- ix. “PROTECTE” activities allowed me to become familiar with **international law** on child labor.
- x. I think international law on child labor **should be applied** in Tunisia.
- xi. I think international practices related to child labor are suitable to Tunisia’s current context.
- xii. I think international practices related to child labor **are useful** to my everyday work.
- xiii. I think “PROTECTE” activities allowed for **better cooperation** between public institutions on child labor.
- xiv. I think “PROTECTE” activities raised **awareness** in my **institution** on child labor.

## Appendix 5: Bibliography

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- ❑ “Together against child labour in Tunisia (PROTECTE), Technical Progress Report”, March 2017.
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- ❑ “Le cadre juridique et institutionnel relatif au travail des enfants en Tunisie”, 2018.
- ❑ Stratégie et plan de communication de lutte contre le travail des enfants en Tunisie, PROTECTE, 2018.
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## Appendix 6: Terms of Reference

### INDEPENDENT MID-TERM EVALUATION OF THE TUNISIAN PROJECT “TOGETHER AGAINST CHILD LABOUR” (PROTECTE)

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#### PROJECT INFORMATION

- **Project title:** Together against Child Labor (PROTECTE)
- **Evaluation type:** Mid-term independent evaluation
- **Country:** Tunisia
- **Project Period:** September 2016 – August 2020
- **Administration Unit:** ILO Country Office-Algiers
- **Donor:** USDOL
- **Budget:** 3.000.000 US Dollars
- **Technical Unit:** FUNDAMENTALS
- **Evaluation Manager:** Clara Ramaromanana
- **Evaluation period:** October – December 2018
- **Evaluator:** To be selected
- **Evaluation End date:** 14 December 2018
- **Keywords:** Child Labor, hazardous work, prevention, withdrawal, capacity building, awareness, social mobilization, education, knowledge base, tested model, monitoring system, reintegration models.

## **1. Introduction**

The International Labour Organization (ILO) new evaluation policy adopted in 2017 strengthened the Office's commitment to more systematic use of evaluations for results. A sustained, expanding institutional culture of mutual accountability, ownership, transparency and quality improvement is a strong vision shared by the ILO Governing Body and the Office. An evaluation culture to use evaluation for better performance, effectiveness and learning in the pursuit of the Decent Work Agenda is at the core of this commitment.

Independent project evaluations consider the project's relevance, efficiency, effectiveness and sustainability of outcomes, and test underlying assumptions about contributions to broader developmental impacts. Project evaluations have the potential to improve project performance and contribute towards organizational learning; help those responsible for managing the resources and activities of a project to enhance development results from the short term to a sustainable long term; assess the effectiveness of planning and management for future impacts; support accountability aims by incorporating lessons learned in the decision-making process of project stakeholders, including donors and national partners.

This mid-term evaluation is one of the two planned evaluations of the project PROTECTE and is supposed to be conducted by an independent evaluator, managed by an ILO Officer not involved in its design and implementation. This exercise is under the supervision of the Evaluation department of ILO. It is critical for partners to be fully confident that evaluation functions in the Office are systematically fulfilled in a transparent, independent, reliable, credible and professional manner.

## **2. Background, Objectives, Outcomes of the Project**

### **1. Background**

Children below 15 years old represent 24.3% of the population. According to the Ministry of Education, 100,000 children drop out from the compulsory education system every year. School completion rates between primary and secondary education have decreased from 2002 to 2011, while grade repetition and dropout rates have increased. Twenty-two percent (22%) of surveyed children who had dropped out from school in this period, have started working in the informal sector. According to a study on children who dropped out from school (2014)<sup>19</sup>, around 67% are boys and 50% are below the legal minimum age to work in Tunisia, which is fixed at 16 years old. Most of working children who reach this minimum age are not adequately equipped in respect to education and skills to integrate the labour market. There is a lack of educational alternatives for children out-of-school, particularly for the youth aged from 12 to 14 years, who cannot access the vocational training institutions. In addition, these institutions and national programs to combat school dropout do not integrate the child labour prevention and the reintegration of the children who withdrew from child labour.

According to the National Child Labour Survey in Tunisia (2017) undertaken by the National Institute of Statistics:

- 215.700 children aged between 5 and 17 who represents 9.5% of the total population of children are involved in economic activities. This proportion worldwide is 13.8% in 2016.
- 179.9 thousand of them, or 7.9% of the total number of resident children in Tunisia are involved

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<sup>19</sup> *Rapport: Déscolarisation-Phénomène et Causes, Forum Tunisien des Droits Economiques et Sociaux, September 2014.*

in child labour. This proportion worldwide is 9.6% in 2016.

- Among them, 136.5 thousand are engaged in hazardous work, that is 6.0% of the total population aged 5-17 and 75.9% of children engaged in child labour. This proportion is higher in Tunisia compared to the global scale which is 4.6% in 2016.

In line with these results, when a child works, he or she has 83.4% chance of being forced into child labor and 63.2% chance to practice hazardous work.

The country has set-up relevant frameworks in order to face the different challenges related to child labour. At the national level, Tunisia has adopted legal frameworks guaranteeing the protection of children against all forms of child exploitation such as the labour code, the Law on Compulsory Education for children aged from 6 to 16 years, the Code for Protection of Children, Moreover, the implementation of a Strategy for Social Promotion contributes to the elimination of the forms of exclusion and marginalization for the benefit of the needy populations, including child labourers, for social peace. The NAP-TN was also officially endorsed by the government and social partners in January 2016 and constitutes the national framework for the fight against child labour in the country with the Steering Committee set-up in July 2015. It is aligned with the Social Contract signed in January 2013 by the Government and the social partners and the Decent Work Country Program (DWCP) signed in July 2017 which are the cooperation framework between the ILO and Tunisia.

However, there are still some issues to be addressed to prevent child labour and to withdraw and reintegrate children, among others the absence of tracking system, structures and expertise, the lack of knowledge and awareness, the weakness of coordination and links between the relevant actors and social institutions such as the Centres for Defence and Social Integration (CDSI) and the education system, the lack of synergy between the main actors working on child labour.

In order to sustain the efforts of the Government of Tunisia to combat child labour, the ILO, in consultation with the Ministry of Social Affairs (MSA), the workers' and employers' organizations, and through funding from and collaboration with the US Department of Labour, has developed a project that aims to support the implementation of the NAP-TN. The proposed project with relevant actions and measures is fully in line with the priorities set in the NAP-TN and was elaborated with the objective to offer to the country an integrated and efficient framework to fight against child labour.

The project PROTECTE also contributes to the ILO Country Programme Outcome (CPO) TUN 130: "A national policy against child labour is developed and implemented by the tripartite constituents" and aligned with Result 3 of the United Nations Development Action Framework in Tunisia (UNDAF), 2012-2019, "Vulnerable groups with special needs receive social and legal protection in accordance with international conventions and treaties on human rights and gender equality.

In addition, the proposed project contributes to the implementation of the United Nations Sustainable Development Goals (SDG), in particular SDG # 8, which promotes "sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all". In particular, the SDG # 8.7 requests to take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour, eradicate forced labour, and by 2025, end child labour in all its forms including recruitment and use of child soldiers.

## **2. Overall objective**

The overall objective of the project is to support the Government of Tunisia and the key stakeholders to implement the NAP-TN, through the capacity building of the MSA, the workers' organizations (UGTT)

and the employers' organizations (UTICA and UTAP), and strengthening the collaboration and coordination with the key stakeholders including the Ministry of Education, the Ministry of Women, Family and Children, the Ministry of Vocational Training and Employment, the Ministry of Interior, the Ministry of Justice, as well as potentially other Ministries and institutions (such as the Ministry of Health, the National Institute of Statistics, the Ministry of Youth and Sports and the Ministry of Agriculture, Water Resources and Fisheries), and the development partners. Linkages will be established with stakeholder's efforts to eliminate forced labour, most particularly the human trafficking issues.

### **3. Outcomes**

The project provides technical assistance to the Government, the employers' and the workers' organisations and other key stakeholders, to implement activities according to the following priorities laid out in the NAP-TN:

- **Priority 1** (objectives 1 and 2): Strengthening and harmonizing legislative and institutional frameworks to combat child labour;
- **Priority 2** (objective 1): Improving the knowledge base on child labour;
- **Priority 3** (objective 3): Strengthening protection and prevention mechanisms to combat child labour. Under this priority, this project will mainly contribute to objective 3, which focuses on the child labour monitoring system;
- **Priority 4** (objective 1): Strengthening technical and operational capacities of relevant stakeholders to combat child labour;
- **Priority 5** (objectives 1 and 2): Strengthening the role of education and vocational training to combat child labour;
- **Priority 6** (objective 1): Enhancing sensitization and social mobilization to combat child labour.

For this purpose, the main outcomes of the project are listed below:

- **Outcome 1:** Capacity of the Government, the workers', the employers' organisations and the Civil Society, to implement the National Action Plan against Child Labour in Tunisia (NAP-TN), strengthened.
- **Outcome 2:** The knowledge base on child labour and its worst forms in Tunisia is supported and improved.
- **Outcome 3:** Awareness and social mobilization on the fight against child labour strengthened
- **Outcome 4 :** A tested model child labour monitoring system is available to replicate.
- **Outcome 5:** Educational support and alternative reintegration models to prevent the child labour strengthened

### **3. Objectives of the evaluation**

The main purpose of this evaluation is to assess the mid-term achievements of the project and take stock of recommendations, lessons learned and challenges so as to inform the next steps. The information will be used by the project itself for improvements, by constituents and ILO as well as key counterparts and Implementing Partners. The preliminary evaluation to be carried out by the consultant will be the basis of discussion during the workshop with all key partners.

The specific objectives of this exercise are to:

- Assess the appropriateness and adequacy of the project design including its theory of change
- Examine the progress made so far to achieve the outcomes
- Examine the usefulness of the strategies, partnerships and the constraints to be addressed, including the practical application of gender mainstreaming
- Identify the major challenges, weaknesses and strengths of the programme
- Determine extent of linkages between the project and the relevant international and national frameworks
- Assess the organizational capacities of the Project team, the ILO Country office and the social partners with regards the overall coordination of the programme
- Identify lessons learned and propose recommendations for the next step of the project implementation.

#### **4. Stakeholders**

This evaluation will involve the relevant stakeholders of the projects, namely the tripartite constituents and all other key partners involved in the different processes of design, implementation and monitoring.

The responsibilities of those involved in the management of the evaluation are as follows:

##### **Evaluation Manager**

- Draft the ToRs
- Approve the ToRs including the inputs received from the stakeholders
- Select the consultant in consultation with the M&E Officers at ILO Regional Office for Africa and HQs
- Supervise the work of the consultant to ensure its quality.
- Work with the project team to ensure that necessary documents and data are made available to the consultant
- Ensure the participation of stakeholders in the process
- Participate in the organization of the restitution and validation workshop
- Make sure that the inception and final reports integrating the comments from the stakeholders are approved at different levels
- Ensure the follow-up of the evaluation process

##### **Project team**

- Provide the relevant documents, data and information required by the consultant
- Ensure the necessary logistical supports during the evaluation process
- Provide inputs to the ToRs and the reports (Inception, draft and final reports)
- Support the organization of meetings/interviews/workshop and facilitate the exchanges/discussions between the evaluator and the stakeholders
- Participate in the restitution and validation workshop
- Coordinate the follow-up of the recommendations from the evaluation

##### **ILO Country Office**

- Provide inputs to the ToRs and the reports (Inception, draft and final reports)
- Give relevant information through interviews with the consultant
- Provide any supports requested during the evaluation process

##### **Monitoring and Evaluation Officer (ILO Regional Office for Africa)**

- Provide inputs to the ToRs and the reports (Inception, draft and final reports)
- Approve the ToRs and the reports before sending them to EVAL
- Approve the selection of the consultant
- Supervise the process of evaluation

##### **EVAL (ILO HQs)**

- Provide inputs to the ToRs and reports (Inception, draft and final reports)
- Make sure that the reports are in line with international standards and ILO Evaluation Policy
- Approve the final report before sending it to the Donor
- Ensure that the evaluation report is in the relevant ILO dashboards (EVAL i-track)
- Give recommendations on the follow-up of the evaluation.

## **FUNDAMENTALS (ILO HQs)**

- Provide inputs to the ToRs and the reports (Inception, draft and final reports)
- Give any relevant information on the project through interviews with the consultant

## **USDOL**

- Provide inputs to the ToRs and the reports (Inception, draft and final reports)
- Give any relevant information on the project areas through interviews with the consultant

## **Consultant**

- Draft and finalize the inception and evaluation reports
- Undertake the evaluation according to the ToRs and inception report.

## **5. Methodology**

The evaluation methodology intends to:

- Identify the evaluation criteria on the basis of the OECD/DAC criteria,
- To set standards for success by taking into account the Result-Based Management targets and milestones as well as the ILO normative and cross-cutting criteria
- To collect and synthesize information through information/data collection, evaluative reasoning and critical thinking
- To draw conclusions and give relevant analysis-based recommendations.

Particularly, the evaluation will mainly be based on desk reviews, quantitative and qualitative surveys which are to be completed by individual or focus group interviews with all stakeholders accordingly to the evaluation objectives.

Among others, the following documents will be sent to the consultant : Project documents, progress reports (TPR), CMEP, National Development Plan, NAP-TN, DWCP, Social contract, UNDAF, ILO Strategic plan, Programme and Budget, Agenda 2030, Outcome-Based Workplan, etc.

Furthermore, the consultant will ensure to answer the following indicative key questions in the evaluation report:

### **1. Relevance and coherence**

#### **Frameworks**

- To what extent did the project contribute to the achievements of the targets set in the Agenda 2030, the Agenda 2063 for Africa, the ILO Strategic frameworks and any other international and regional frameworks?
- To what extent did the project address the national development priorities, the NAP-TN, the DWCP, the social contract, the UNDAF and any other national frameworks?
- Is there coherence and an integrated approach to the project strategy?
- Is there any complementarity, coherence and alignment between the project and other projects in the country (ILO, UN, other organizations)?

#### **Design**

- Is there coherence in the logical framework of the project?
- Is the project based on a theory of change?
- Did the programme define clear outcome-level results against which it can be assessed?
- Is there a causal relationship between development objectives, outcomes, outputs, activities?
- Is the Monitoring and Evaluation plan defined with SMART indicators to be measured through baselines, milestones and targets?
- Is the project realistic and to what extent the risks and mitigation strategies are considered?
- Were the stakeholders involved in the design process? If yes, who and how?
- Are the ILO cross-cutting policy drivers integrated in the project, namely gender, social dialogue, labour standards? If yes, to what extent?



- Was the principle of equal opportunities for women and men linked to the intended outcomes of the project?

## **2. Tripartite constituents' and stakeholders capacities, partnership**

- Have the tripartite constituents' and stakeholders' resources and efforts been organized towards supporting the delivery of the project?
- Are there specific structures supporting the project? What resources are committed towards the project?
- What are the main capacity constraints of the tripartite constituents and key partners in supporting the delivery of the project?
- How have these capacity constraints affected delivery under the project? What can be done to address them?
- Are roles and expectations well understood and managed by the key implementing partners?
- Do national constituents support the strategies and take responsibility for ensuring the expected outcomes of the collaboration as spelled out in the project?
- Is there a clear vision and strategy with main means of action for delivery of the project that is understood by all partners?
- Was there a clear strategy for facilitating gender equality and linkages to the national gender frameworks and infrastructures?

## **3. Effectiveness**

- What are the results/achievements of the project? Have the outputs been produced and delivered?
- To what extent do the outputs contribute or used to the achievements of the outcomes?
- What progress has been made towards achieving the outcome?
- What are the emerging risks that occurred? Have the mitigation strategies implemented and opportunities seized?
- Did the activities undertaken contribute to gender-sensitive outcomes?
- Is there clarity and agreement on how results will be documented and verified, are indicators with targets/milestones set and being applied?
- How effective is the monitoring & evaluation system in place? Is relevant information systematically collected and collated? Is the data gender sensitive and disaggregated by sex (and by other relevant characteristics if relevant)?
- Is the model developed by the project successful and replicable?
- Are the available technical and financial resources adequate to fulfill the project plans?
- Is the management arrangement of the project adequate and successful? Is there a clear understanding of roles and responsibilities by all parties involved?
- How effectively the project management monitored the performance and results?
- Are the coordination and the communication in the implementation phase of the project effective (between members of the project team, between the project team and the other ILO units, between the project team and the national partners as well as with the donor)?

## **4. Efficiency**

- Do the intended outcomes justify the resources being spent? Are the quantity and quality of the outputs satisfactory?
- Are the resources (financial, human, technical, time, etc.) allocated strategically to achieve the intended results through the targeted milestones and targets?
- Would it be possible to achieve the results at lower costs?
- To what extent the funds, activities have been implemented and the reports have been produced timely and aligned with rules and standards?

## **5. Impact and sustainability**

- What are the effects or impacts of the project at country level?

- Are there any changes registered through the implementation of the project?
- What are the strategies to ensure the ownership and sustainability of the project? Are they realistic and effective?
- Do the partners of the project have enough capacities to ensure the sustainability of the achievements even after the end period?

#### **6. Knowledge management and sharing**

- How effectively is performance being monitored, reported, and published?
- Is information being shared and readily accessible to national partners?
- Are national, regional and international knowledge networks and knowledge bases being used and strengthened?

#### **7. Lessons learned**

- What good practices can be learned from the project that can be applied in the future for the project itself and for similar ones?
- What bad practices/experiences should be avoided in the future regarding the design and the implementation of the project and for similar projects?
- What should have been different, and should be avoided in the future?
- To what extent the approach and strategy developed by the project can be replicated in the area of child labour?

Under this point, it is requested to identify the most important good practices to highlight, the bad practices to be avoided, the comparative advantages of ILO in the fight against child labour, to draw the lessons learned, to formulate relevant and targeted recommendations towards the key stakeholders of the project.

At the beginning of his mission, the Evaluator has to submit an Inception report to give his points from the understanding of the ToRs and provide proposals as far as the methodology and the detailed planning are concerned for discussion.

#### **6. Expected Outputs**

The evaluator has to submit to the evaluation Manager the following outputs:

- Inception report including the detailed methodology, tools to be used, planning of the exercise as well as the list of stakeholders to be involved during the process (In French and English version).
- Draft evaluation report to be submitted to stakeholders individually (In French and English version)
- Presentation powerpoint with the findings of the evaluation to be presented during the restitution/validation workshop (In French version)
- Final evaluation report including the comments of stakeholders (In French and English version)

The Layout of the report will include the elements below:

- Title page (1 page)
- Table of Contents (1 page)
- Executive Summary (3 pages)
- Acronyms (1 page)
- Project Background and Description (1-2 pages)
- Evaluation background (1 page)
- Evaluation Methodology (1 page)
- Main findings

- Conclusions
- Lessons learned and emerging good practices
- Recommendations
- Annexes: including the terms of reference, evaluation work plan, the list of stakeholders and any other relevant documents.

The ILO templates of some parts of this report layout will be given to the evaluator.

## 7. Proposed workplan

Phase	Tasks	Responsible	Other Concerned Units/Persons	Date
<b>I. Preparation of the évaluation</b>	<ul style="list-style-type: none"> <li>Draft the ToR</li> </ul>	Evaluation Manager		17 to 19 September 3 working days
	<ul style="list-style-type: none"> <li>Share the ToRs for comments</li> </ul>	Evaluation Manager	Project team CO-Algiers ROAF EVAL FUNDAMENTALS USDOL Stakeholders to be determined	20 to 27 September 6 working days
	<ul style="list-style-type: none"> <li>Finalize the ToRs</li> </ul>	Evaluation Manager		28 September 1 working day
	<ul style="list-style-type: none"> <li>Call for expression (ILO websites, social media, mails, EVAL roster)</li> </ul>	Evaluation Manager CTA Project	CO-Algiers EVAL	28 September to 7 October 10 days
	<ul style="list-style-type: none"> <li>Selection and hiring of the consultant</li> </ul>	Evaluation Manager	Selection : ROAF EVAL Hiring : Project team, CO-Algiers	8 to 11 October 4 working days

Phase	Tasks	Responsible	Other Concerned Units/Persons	Date
	<ul style="list-style-type: none"> <li>Draft inception report</li> </ul>	Consultant	Evaluation Manager Project team CO-Algiers FUNDAMENTALS EVAL	12 to 17 October 5 working days (excluding Sunday14)
	<ul style="list-style-type: none"> <li>Share the inception report for comments</li> </ul>	Evaluation Manager	Evaluation Manager Project team CO-Algiers ROAF EVAL FUNDAMENTALS USDOL	18 to 24 October 5 working days
	<ul style="list-style-type: none"> <li>Finalize the inception report</li> </ul>	Consultant	Evaluation Manager	25 to 26 October 2 working days
<b>II. Field work</b>	<ul style="list-style-type: none"> <li>Travel of the consultant (2 week-ends)</li> <li>Mission in the field (2 weeks)</li> </ul>	Consultant	Project team CO-Algiers	27 October to 11 November 16 working days
<b>III. Evaluation report</b>	<ul style="list-style-type: none"> <li>Preparation of the Draft évaluation report</li> </ul>	Consultant		12 to 17 November 6 working days
	<ul style="list-style-type: none"> <li>Share the draft report for comments</li> </ul>	Evaluation Manager	Project team CO-Algiers ROAF EVAL FUNDAMENTALS USDOL Stakeholders to be determined	19 November to 4 December

Phase	Tasks	Responsible	Other Concerned Units/Persons	Date
	<ul style="list-style-type: none"> <li>Finalize the report including all comments</li> </ul>	Consultant		5 to 7 December 3 working days
	<ul style="list-style-type: none"> <li>Approve the final report</li> </ul>	Evaluation Manager	ROAF EVAL	10 to 14 December

## **8. Consultation duration**

An international consultant will be hired to undertake the different tasks mentioned in the present ToRs for 32 working days.

## **9. Consultant profile**

The evaluation will require from the consultant the following qualifications:

- Master in Social sciences, laws, management, Economy or in other similar fields
- Strong Knowledge and experiences in the field of Child labour
- Strong experiences in the evaluation of programme or projects
- Experiences with ILO, UN Agencies or other international organizations
- Strong analytical and writing abilities
- Teamwork and communication abilities
- Fluency in French and English

## **10. Amount of the contract and payment method**

The amount of the contract will be defined upon receipt of the different technical and financial offers from the potential candidates.

## Appendix 7: Lessons learned

### ILO Lesson Learned Template

Project Title: Together against Child Labor (PROTECTE)

Project TC/SYMBOL: TUN1602USA

Name of Evaluator: Artur Bala

Date: December 11, 2018

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
<p><b>Brief description of lesson learned (link to specific action or task)</b></p>	<p>The following lessons are learnt from the design and implementation of the project:</p> <p>Firstly, <b>the participatory approach</b> adopted by the project is a catalyst for the project ownership. The collective development of the CMEP based on the inputs of all stakeholders has been highly appreciated by the participants and paved the way for shared understanding and concerted efforts in implementing the project's activities.</p> <p>Secondly, regarding staff capacity building, it seems important <b>to ensure a common knowledge base for all actors involved in the front-line of fight against child labor</b> especially the 164 focal points and ensure comprehensive geographic coverage of the country's 24 governorates. At the beginning of the project's activities, the novelty of the child labor topic and the plurality of actors involved made it necessary to "upgrade" stakeholders' knowledge on a larger scale than originally planned. The project team thus made the choice <b>to broaden the training activities</b> starting in March 2018 – particularly for the benefit of the 164 focal points at the local level. This was highly appreciated by the stakeholders, most of whom had little or no knowledge of child labor, or the regulatory aspects and accompanying practices relating thereto. The restructuring of activities in the first year of the project seems to have been a sound choice that enhances the effectiveness of future activities and the impact of the project.</p> <p>Thirdly, when it comes to activities at the local level, <b>much more could be done currently using the available institutional capacity and resources</b> provided. There is the necessary will to organize initiatives and provide education on child labor-related issues. The awareness raising and enforcement campaign organized in Sfax by all the actors involved in the inspection and care services for children in hazardous labor situations shows that current human and financial resources though reportedly insufficient can be organized in a much more effective way and generate positive results.</p>
<p><b>Context and any related preconditions</b></p>	<p>Previous mapping of beneficiaries needs to ensure that they are fully addressed by the project.</p>



<b>Targeted users / Beneficiaries</b>	National stakeholders; Front-line actors on the fight against child labor
<b>Challenges /negative lessons - Causal factors</b>	Lack of willingness to cooperate at local level; Inconsistent knowledge on child labor issues
<b>Success / Positive Issues - Causal factors</b>	Participatory process; Flexibility of the project in matching the needs of beneficiaries.
<b>ILO Administrative Issues (staff, resources, design, implementation)</b>	Reframing activities may result in additional work load for the project team

## Appendix 8: Good practice

### ILO Emerging Good Practice Template

**Project Title: Together against Child Labor (PROTECTE)**

**Project TC/SYMBOL: TUN1602USA**

**Name of Evaluator: Artur Bala**

**Date: December 11, 2018**

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
<b>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</b>	<p>At this stage of the project implementation, it seems premature to point out specific “good practices” given the activities that have been carried out so far. While some lessons learned have been identified yet they need to be part of an established process that proves effective in the future throughout the project.</p> <p>However, <b>a good practice can be acknowledged in terms of project governance</b> related to the establishment of NAP-TN COPIL as the governance body of the project. Initially, the project was piloted by an ad-hoc multi-stakeholder Steering Committee but the stakeholders and project team managed to merge it with the existing and well-established NAP-TN Steering Committee. This common steering body combines the governance of the project with the one of the NAP-TN. It reinforces the coherence of the project with national objectives and ensure its ownership and sustainability.</p>
<b>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</b>	Basic coordination mechanisms or National structures/bodies on child labour issues and including the main stakeholders are already in place and should be used as the coordination body of projects at national level.
<b>Establish a clear cause-effect relationship</b>	The common steering body which combines the governance of the NAP-TN and the project can lead to the ownership and sustainability of the project’s intervention as its members which are the national stakeholders are fully informed and able to bring their contribution in terms of orientation, coordination, decision making and monitoring of actions.
<b>Indicate measurable impact and targeted beneficiaries</b>	The members of the National coordination bodies are the targeted beneficiaries as the practice can reinforce their commitment to handle child labour issues and to support the implementation of the project.
<b>Potential for replication and by whom</b>	This practice can be replicated by project teams or national project governance entities
<b>Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO’s Strategic Programme Framework)</b>	<b>DWCPs</b>
<b>Other documents or relevant comments</b>	<b>Tunisia’s National Action Plan on Child Labor (NAP/TN)</b>

