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iTrack
Evaluation

ILO EVALUATION

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

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Acronyms and Abbreviations

CAOBISCO	Association of Chocolate, Biscuit and Confectionery Industries of Europe
CLU	Unit of Combating Child Labour (Labour Unit)
ECHL	ILO Elimination of Child Labour Programme
EU	European Union
ILO	International Labour Organization
ILS	International Labour Standards
İŞKUR	Turkish Employment Agency
MTE	Mid-term Evaluation
MoLSS	Ministry of Labour and Social Security
MoNE	Ministry of National Education
RBM	Result-based Monitoring
SDGs	Sustainable Development Goals
SSI	Social Security Institute
TOR	Terms of Reference
UN	United Nations
UNDCS	United Nations Development Cooperation Strategy
USD	United States Dollar
WFCL	Worst Forms of Child Labour

Executive Summary

This Mid-term Evaluation (MTE) covers the implementation of “An Integrated Model for the Elimination of the Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (Phase IV)” for the period of April 2021 through the end of September 2022. The project is implemented by the ILO and funded by the Association of Chocolate, Biscuit and Confectionery Industries of Europe (CAOBISCO), and the MTE was carried out between 15th June 2022 and 5th October 2022 by independent evaluators Asude Örüklü and Aşıyan Süleymanoğlu.

The ILO has been sustaining technical support in Türkiye with stand-alone projects and responding to child labour in seasonal agriculture, particularly the hazelnut sector, through public-private partnership projects since 2013 in collaboration with the Ministry of Labour and Social Security (MoLSS). The ILO plays a significant catalytic role in creating interest, collaboration and coordination among the strategic institutions acting on child labour, developing replicable models of direct action, and contributing to the national strategy for the elimination of child labour. In this regard, the project aims to contribute to the elimination of the worst forms of child labour (WFCL) in seasonal agriculture. More specifically, it aims to facilitate engagement between public and private sector actors for the withdrawal of children from and the elimination of the worst forms of child labour in seasonal agriculture in hazelnut harvesting.

The project is based on three outcomes:

Outcome 1/ Capacity Building: The capacity and knowledge of national and local institutions in targeted provinces has improved through planning, managing, coordinating, monitoring and implementing activities for the elimination of WFCL in seasonal agriculture in hazelnut harvesting.

Outcome 2/ Direct Intervention: Children at risk of child labour in hazelnut harvesting seasonal agriculture (at risk or engaged in work) are withdrawn or prevented through referral and protection services.

Outcome 3/Awareness- raising: Awareness of the elimination of child labour in seasonal agriculture is raised within national and local stakeholders, all actors of the harvesting process, the public and the media, in order to enhance advocacy, public awareness and policy dialogue.

The main objective of this MTE was to assess the implementation and report on the results of the project to date and define the precautions to enhance the implementation of the remaining part of the project. The scope of the evaluation encompasses all activities and components implemented by the project for the period from April 2021 to the end of June 2022.

Based upon the detailed analysis and findings of the MTE, below are the summary conclusions and recommendations:

- The project design and implementation were well aligned with the ILO policy framework, UN Country Programme Frameworks, and national programs, as well as the 2030 Agenda for SDGs by addressing the elimination of child labour in seasonal agriculture. The project’s dual strategy ((a) “upstream” policy work in the form of

encouraging national and local ownership, national leadership, and capacity development and (b)“downstream” work to reduce and prevent the worst forms of child labour in seasonal agriculture through integrated area-based interventions in target provinces) is confirmed to be found highly relevant for the child labour context in Türkiye by the stakeholders. The project was formulated based on ILO’s solid field experience in combating WFCL in seasonal agriculture and was integrated into the broader programme of the ILO, Elimination of Child Labour in Türkiye (ECHL). The project design complements the other projects’ actions implemented under the Programme and is effective in expanding the work of the ECHL.

- Overall, the project is on track to achieve its outcomes. The output results to date are certainly satisfactorily in line with the proposed work plan. The strategic alliance between CAOBISCO and ILO was strengthened based on the past experiences, lessons learned and networks from the first partnership in 2013. Various capacity-building and public awareness events have been critical inputs and proved to be very influential in gaining the engagement of the stakeholders, including the private sector. Nevertheless, child labour is a complex issue, and a considerable number of organizations are responsible for various stages of the interventions for referral and monitoring at central and local levels. There is room for enhanced synergies and coordination at grassroot level between child labour policies and interventions (in particular, those conducted by the private sector), and other welfare and poverty alleviation programs and for improved access to services, referral, and project mapping. The stakeholders can see value in wider yet systematic cooperation, and are seeking deeper analysis, examples of best practices, case studies, and different approaches to combating child labour.
- The project steering and management, synergies with ILO’s other projects were found to be efficient. The resource partner, CAOBISCO, and the implementing agency draw strength from the vast resources, knowledge, and network built on past experiences in the regions. Despite some challenges, the project initiated active engagement with governmental agencies and the project activities were delivered as expected with some promising results.
- In terms of coherence, the project created good synergies with the projects under the ECHL. The project’s main partner is MoLSS and all activities are conducted in close collaboration. The project is also able to create good partnerships with the Ministry of National Education, the Ministry of Youth and Sports, and the Ministry of Tourism and Culture and their directorates in the project cities.
- The most significant achievement and impact of the project have been observed in terms of creating an integrated model for all other private-sector initiatives. The project impact is also evident in terms of raising awareness of the implementation of the relevant policy framework.
- The current intervention model serves its purpose well by keeping the children outside of the hazelnut orchards and providing them with safe spaces throughout the harvest. It also helps children to stay in school and acquire useful social skills. In particular, child monitoring activities and their results demonstrate that project efforts help children to access education outside of their city of origin. Yet, it is still difficult to assess the overall social and educational impact of the project on children’s education because of the limitations of the evaluation and it would be helpful to conduct an impact assessment at the end of the project.

- Overall, the project established a foundation for sustainability by (a) encouraging local ownership through the existing policy framework, (b) facilitating coordination, planning, and monitoring, and finally (c) providing an integrated model for direct intervention. The ownership in the certain provinces is reassuring and the interest level of the local authorities (from newly added provinces) to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. If this interest is complemented by documented guidance and lessons learned from the provinces with long experience, it will serve the sustainability of the project well. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.

Some of the lessons learned from the project are as follows:

- Local ownership is significant for ensuring the efficiency and sustainability of the project, and it often takes time and requires awareness-building.
- Engagement of the local education staff (e.g. teachers, school principals) facilitates connecting with farmers/local communities and building trust.
- Creating a trust environment among community decision-makers is key to ensure the continuation of children’s school education.
- Collaborating with agricultural intermediaries was a strong strategic approach in persuading families about the importance of education.
- Successful interventions require a longer commitment and continuous engagement; the project recognized the importance of regular personal meetings with all stakeholders in all phases of project activity implementation.

The Project has the ability to demonstrate some good practices:

- Social support centers and project schools provide safe environments for all children working in seasonal agriculture.
- The project supported the emotional, psychosocial, and physical well-being of the children, especially for younger age groups; it improved children’s willingness to attend school.
- In-kind supports, such as hygiene materials, educational materials and stationery, have proven to be effective to some extent, persuading families to send their children to schools.

Recommendations

1. **Document lessons learned through guidance and case studies from selected provinces and facilitate peer learning among the different local governors and disseminate knowledge:** The project team should systematize the knowledge generated, as well as the lessons learned, and good practices produced in the different

provinces over the last ten years of the project. These include various ways such as guidance documents for local governors, case studies and peer learning sessions among local governors. The project team and public authorities (who took part in the implementation stage) have considerable experience in the implementation of the policy framework. Given the changing location of the local governors and civil servants, such peer learning exercises, and documentation of case studies may provide a considerable opportunity for the replication of the project in other regions where seasonal migrant workers are working.

- 2. Enhance collaboration among public authorities for following up on the intervention after the harvesting season:** Due to the climate conditions, the harvesting may take longer, and most summer school activities end at the beginning of September. Enhanced collaboration is needed between public authorities for following up on the intervention and monitoring the children. Currently, the project is highly successful in engaging with the Provincial Directorates of the Ministry of Education. If efficient data flow will be ensured between the project team and local commissions for the education of seasonal migrant workers' children, children's transfer to formal education could also be increased.
- 3. Identify local public partners' critical needs in terms of institutional capacity and focus on an exit strategy with a gradual transition of project responsibilities to active local partners/governors and promote the use of E-METIP:** The implementing partner plays a critical role in referring children to social support centres and mobilizing public resources for project activities. The ownership in the certain provinces is reassuring and the interest level of the (newly integrated) local authorities to carry out the intervention is promising. To ensure a smooth exit, it is advised to plan a gradual transition of project activities to active local partners/governors before the project comes to an end. This may be done by selecting one pilot region and providing direct access to human and financial resources for public authorities/local governance (e.g. in the form of grant management based on TOR and/or direct contracting). In this frame, the efficient use of the E-METIP system may significantly decrease the necessary resources to identify children.
- 4. Conduct data analysis and systematize monitoring to measure trends and impact:** Given the relatively long duration of the project, it is crucial to quantify the project's impact in reducing child labour and increasing school attendance and success. The project is addressing a deeply rooted issue and a number of external variables exist that may affect the schooling of targeted children. On the other hand, the project can still provide a valuable resource and also set an example (for other private initiatives) by systematizing monitoring to measure trends and impact over the last ten years.
- 5. Continue promoting education through a direct intervention model among seasonal migrant workers' children and identify windows of opportunity for tailoring approaches for the withdrawal of children in high-risk age groups:** Many stakeholders recognized the project's success in terms of providing a safe space for children during the harvest season. However, they also noted limitations of the intervention model keeping children between the ages of 14 to 18 at social support

centres. Factors such as monetary and multidimensional poverty highly influence child labour prevalence in this age group, as it is one way for families to manage poverty and deprivation risk. School feeding and in-kind programmes may have limited effects to reduce children's engagement in work.¹

6. **Further promote and communicate integrated intervention model to other public authorities, private sector representatives and civil society organizations:** The project is highly successful in providing a model for private sector in the Black Sea region. This model has a great potential to be replicated in other regions. Therefore, the project should continue to present the model not only to private sector representatives but also to other civil society organizations focused on education and child protection through systematic communication activities.

¹ ILO, [The role of social protection in the elimination of child labour](#), 2022

1. Introduction

This Mid-term Evaluation (MTE) covers the implementation of the “An Integrated Model for the Elimination of the Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye” project for the period of April 2021 through the end of September 2022. The project is implemented by the ILO and funded by CAOBISCO, and the MTE was carried out between 15th June 2022 and 5th October 2022 by independent evaluators Asude Örüklü and Aşıyan Süleymanoğlu.

MID-TERM EVALUATION: KEY INFORMATION	
Project Title:	An Integrated Model for the Elimination of the Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (Phase IV) - TUR/21//02/CAB
Contracting Organization:	International Labour Association
ILO Responsible Office:	ILO Ankara, Türkiye
Funding Source:	CAOBISCO
Project Time Frame:	April 2021 – December 2023
Project Budget:	1.500.000 EUR
Type of Evaluation:	Mid-term Evaluation as per the Terms of Reference (ToR) given in Annex 1
Name of the Evaluators	Aşıyan Süleymanoğlu and Asude Örüklü

1.1. Project Background

In Türkiye, ILO has been providing technical support with a programme for the elimination of child labour and responding to child labour in seasonal agriculture with stand-alone projects, particularly the hazelnut sector, through public-private partnership projects since 2013 in collaboration with the Ministry of Labour and Social Security (MoLSS). The ILO plays a significant catalytic role in creating interest, collaboration and coordination among the strategic institutions acting on child labour, developing replicable models of direct action, and contributing to the national strategy for the elimination of child labour.

In this regard, the project aims to contribute to the elimination of the worst forms of child labour in seasonal agriculture. More specifically, it aims to facilitate engagement between public and private sector actors for the withdrawal of children from and the elimination of the worst forms of child labour in seasonal agriculture in hazelnut harvesting.

The project has been developed to focus on the worst forms of child labour in hazelnut harvesting in Turkey. The overall objective of the project is to contribute to the elimination of worst forms of child labour (WFCL) in seasonal agriculture in line with the Turkish Government's strategy drawn by the National Employment Strategy (2014-2023) and the National Programme for the Elimination of Child Labour (2017-2023). A strategic intervention model has been developed through the Dutch Government and CAOBISCO funded "Elimination of Worst Forms of Child Labour in Seasonal Commercial Agriculture in Hazelnut Harvesting in Ordu" project within the harvesting seasons of 2013 and 2014. This project, as the new phase, is based on the lessons learned from the referred project and aims at contributing to the withdrawal of children from work and the prevention of at-risk children being engaged in seasonal hazelnut agriculture. This strategic intervention model was replicated in different regions (Düzce and Sakarya provinces of West Black Sea Region and Şanlıurfa province of South-Eastern Anatolia) including a widened implementation in Ordu. Furthermore, the model integrates a sustainable child labour monitoring mechanism in seasonal agriculture. Building on the experiences of the strategic intervention model and the monitoring mechanism, the project ultimately contributes to the policy-making and efficient implementation of the elimination of WFCL in seasonal agriculture. Thanks to the strong ownership of the constituents and successful results have been achieved, it has been agreed the extension the project until the end of 2023 and Giresun and Samsun were defined as new project provinces in the extension period.

The project funded by the Association of Chocolate, Biscuit and Confectionary Industries of Europe (CAOBISCO) appears as the first public-private partnership project for the ILO Office for Turkey in action against child labour. The overall objective is to contribute to the elimination of worst forms of child labour in seasonal agriculture.

The Project aims to consistently contribute to overall policy advocacy and implementation, expansion of the knowledge base and improvement of institutional capacity for the elimination of child labour in seasonal agriculture, especially in hazelnut sector. In this respect, all planned interventions have a counterpart in the national policy documents and contribute to achieving national objectives at the macro level.

The project is based on three outcomes:

Outcome 1/ Capacity Building: The capacity and knowledge of national and local institutions in targeted provinces is improved in planning, managing, coordinating, monitoring and implementing activities for the elimination of WFCL in seasonal agriculture in hazelnut harvesting.

Outcome 2/ Direct Intervention: Children vulnerable to child labour in seasonal agriculture in hazelnut harvesting (at risk or engaged in work) are withdrawn or prevented through referral and protection services.

Outcome 3/Awareness-raising: Awareness of the elimination of child labour in seasonal agriculture is raised within national and local stakeholders, all actors of the harvesting process, the public and the media, in order to enhance advocacy, public awareness and policy dialogue.

In the period 2021, undoubtedly COVID-19 pandemic was an important negative externality the project had to deal with however the project made considerable progress during the reporting period despite pandemic conditions. Despite, it affects the certain activities, there was not any Covid-19 case in the classes by providing hygiene kits and informing families, children, intermediaries and orchard owners.

Theory of Change

The project seeks to prevent and withdraw children from child labour through the implementation of a dual strategy (upstream: policy work and downstream: model implementation). The project targets a wide range of groups, governmental agencies, local and national authorities, employers, the private sector, farmers, and seasonal migrants and their children. This has been done through active involvement of project stakeholders in the development and implementation of the National Programme Actions and the Government's commitment to eliminating child labour.

1.2. Evaluation Background and Methodology

As per ILO evaluation policy, the project is subject to both an independent mid-term evaluation and a final evaluation. The evaluation is conducted as part of a cluster evaluation covering all projects that are being implemented in parallel under the ILO Child Labour Programme with integrated program outcomes, jointly planned activities in the same provinces, similar indicators, a joint monitoring system in place, and having the Ministry of Labour and Social Security as the main implementing partner of the interventions.

Independent consultants carried out the evaluation in accordance with the guiding questions based on the OECD/DAC criteria of relevance, effectiveness, efficiency, coherence, impact, and sustainability. The evaluation has been carried out in accordance with the ToR prepared by the Türkiye ILO Country Office ([Annex 1](#)) under the overall supervision of the ILO Evaluation Office.

The purpose of the independent mid-term evaluation is two-fold; evaluating accountability for beneficiaries, donors, and key stakeholders: The evaluation will seek to establish the extent to which the projects have been effective and efficient in producing the anticipated result and identifying learning: the evaluation aim to identify project and non-project-related explanations for success and failure to be translated into more effective, efficient, and sustainable project interventions and promote organizational learning within ILO and among key stakeholders. The evaluation is conducted for the ILO Türkiye Country Office.

The main objective of this MTE was to assess the implementation of the project to date and report on the results, as well as define the precautions for enhanced implementation of the remaining part of the project. The scope of the evaluation encompasses all activities and

components implemented by the project for the period from October 2020 to the end of June 2022.

The evaluation used the Result-Based Monitoring (RBM) approach as the evaluation methodology. The evaluation process adhered to the [OECD/DAC Principles](#) and [UNEG Norms and Standards for Evaluation](#) and applied the key OECD/DAC criteria of relevance, effectiveness, efficiency, coherence, (potential) impact, and sustainability. It was guided by the [ILO policy guidelines for results-based evaluation](#) and adhered to ILO principles for evaluation, namely usefulness, impartiality, independence, quality, competence, transparency, and consultation. Consultants followed the [ILO's Code of Conduct for Evaluators](#). Gender equality, non-discrimination, social dialogue, and International Labour Standards were considered cross-cutting priorities and taken into account throughout the process. The relevant ILO guidelines were followed. For children's focus groups, the evaluation team adhered to the [UNICEF Ethical Reporting Guidelines](#) and followed the safeguarding measures and procedures of the implementing partner. The evaluation process also considered the effects of COVID-19.

The evaluation team carried out their process using primarily qualitative research. The team addressed the evaluation questions using multiple sources of evidence. The following methods were used to collect information:

Desk Review: The evaluation team reviewed and obtained the project proposal document, project progress reports, and publicly available information on the project and project-related activities, communication products, social media, and implementing partners' websites.

Key Stakeholder Interviews: Qualitative in-depth interviews with a wide range of stakeholders, who have first-hand knowledge of the project's operation and context, were organized online with computer-assisted systems in a semi-structured way. These interviews were facilitated to gather additional information for a better understanding of the strategy, implementation approach, processes, and perceptions of the stakeholders. A total of 49 (16 women and 33 men) people were interviewed as part of the key stakeholder interviews. The full list of interviewees is provided in [Annex 2](#).

Table 1: List of Key Informant Interviewees

Institution	No. of Interviews	Model
ILO	5	Online
Implementing Partner (Pikolo)	9	Onsite
Donor (CAOBISCO)	2	Online
Ministry of Labour and Social Security	1	Online
Ministry of National Education	5	Online/Onsite
Ministry of Culture and Tourism	1	Online
ISKUR	5	Onsite
District Governor	3	Onsite
Private Sector Representatives (Hazelnuts)	5	Online
School Managers	5	Onsite
Farmer	6	Onsite
Agriculture Intermediary	2	Onsite

Focus Groups: Focus group discussions were organized with twelve (12) groups of stakeholders. A total of 58 people were covered by focus group questions.

Table 2: Focus Groups Participants

Group	Number of Focus Groups	Number of Participants	Location
Teachers	4	18	Kızılot (Samsun), Saraycık (Ordu), Bulancak (Giresun), Kocaali (Sakarya)
Children	5	32	Kızılot (Samsun), Saraycık (Ordu), Bulancak (Giresun) Kocaali (Sakarya)
Seasonal Migrant Workers	3	8	Kızılot (Samsun), Saraycık (Ordu), Kocaali-Kozluk Village (Sakarya)

Site Visit: Between August 2022 and September 2022, the team conducted site visits to Ordu, Samsun, Giresun, Sakarya, Düzce and Şanlıurfa. During site visits, the evaluation team visited and observed social centre activities in Ordu, Giresun and Sakarya.

Limitations: The implementing partner is the main point of contact for project activities in the field, and therefore, also the first point of contact for the local authorities. As a result of protocol, local hospitality, and logistical challenges, implementing partner representatives were often present during the meetings with local government representatives and workers. Additionally, the team was aware of the potential biases associated with qualitative data collection methods. For instance, in certain interviews, the team encountered selection bias in which interviewees were selected by the project or project partners from the list of potential interviewees. While their efficiency and support in organizing these meetings were much appreciated by the evaluation team, discussions could not take place in a truly confidential environment and the selection of the beneficiaries could not be conducted independently. Lastly, due to data protection measures, the evaluation team did not have the chance to see any types of data set on workers' and children's records/registrations.

Although some of these constraints may seem challenging the evaluation team used their combined expertise and a strong commitment to high-quality evaluation to find appropriate techniques that could ensure the credibility of the evaluation. These included testing controversial observations with stakeholders and the project team, conducting additional desk-based reviews following site visits, and triangulation of information through publicly available resources.

Analysis of Data and Reporting: The feedback received from interviews focus groups and surveys, and reviewed documentation were analysed and triangulated. Findings were formulated based on the collected and validated data. The final report is composed of eight sections. After the executive summary, including the overview and summary of key findings and recommendations, the introduction outlines the background of the project and overview of the evaluation methodology. The following three sections describe, analyse, and discuss

the main findings of the assessment arranged by evaluation questions, lessons learned, and future recommendations.

1.3. Evaluation criteria and questions

Table 3: Evaluation Questions

<p>Relevance and Strategic Fit</p>	<ol style="list-style-type: none"> 1. To what extent is the project addressing key relevant components of and is contributing to; ILO results framework (including P&B 2022-2023), the ILO mandate and relevant policies, including gender equality and non-discrimination, international labour standards, social dialogue and disability inclusion, National development strategies and UN Country programme frameworks (UNSDCFs) in piloting countries and, the achievement of the relevant Sustainable Development Goals-especially SDG8? 2. Are the original project strategy, objectives and assumptions appropriate for achieving planned results? Outcomes: were the projects' objectives (as indicated on the LFMs) appropriate for achieving the impact-level objective? Outputs: were the specified outputs (as indicated on the LFMs) appropriate for achieving the outcomes? 3. To what extent has the project addressed the needs of the target group and stakeholders in Türkiye which were identified during the intervention design? 4. Were the original project strategy, objectives and assumptions appropriate for promoting gender equality and inclusion of disadvantaged groups? 5. What mechanisms are considered in the design and implementation to ensure active engagement of stakeholders, such as active participation in activities and contributing in the decision-making process?
<p>Effectiveness</p>	<ol style="list-style-type: none"> 1. How far the Projects interacted and possibly influenced national level policies, debates and institutions working on child labour? Have there been any unintended results (positive and negative)? 2. How well has each project comparatively performed as assessed through the satisfaction of the tripartite constituent project partners and beneficiaries? To what extent are the tripartite constituents and the project stakeholders satisfied with the services and deliverables and outputs delivered by each of the project? 3. Did the project implementation change the nature of social dialogue among the Project partners? To what extent? 4. How well have the Projects coordinated and collaborated with each other and other child focused interventions supported by the other organizations? 5. To what extent have the project activities, products and tools benefited from the participation of constitutes and have been disseminated to them for utilization, policy advocacy or service delivery? 6. Which alternative strategies towards gender equality would have been possible or are still possible?

	<p>7. How effective is the monitoring mechanism set up, including the regular/ periodic meetings among project staff and with the beneficiary, donor and key partners?</p> <p>8. Is there any communication strategy available? If yes, how effective was the communication strategy implemented?</p> <p>9. What obstacles did the projects encounter during implementation? How did they affect progress? Could the projects have better addressed these challenges?</p> <p>10. To what extent has the project adapted its approach to respond to the COVID-19 crisis and what have the implications been on the nature and degree of achievement of the project and project targets after the COVID-19 crisis?</p>
<p>Efficiency</p>	<p>1. Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes? Could they have been allocated more effectively and if so, how?</p> <p>2. Given the size of the project, its complexity and challenges under the Covid-19 environment, has the existing management structure and technical capacity been sufficient and adequate?</p> <p>3. Were there adequate political, technical and administrative support from the national stakeholders? If not, why? How can it be improved?</p> <p>4. Did the project benefit from complementary resources at the global and country levels that supported the achievement of its intended objectives?</p> <p>5. To what extent did the project leverage resources (financial, partnerships, expertise) to promote gender equality, social inclusion, inclusion of children with special needs, refugees, people with disabilities and other disadvantages?</p>
<p>Coherence</p>	<p>1. Are the Projects' overall Theory of Change consistent with the data/findings obtained during the project implementation?</p> <p>2. Are the indicators and milestones useful in assessing the projects' progress and achievements?</p> <p>3. Are the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)?</p> <p>4. To what extent were external factors and assumptions identified at the time of project design? Have those proven to be true?</p> <p>5. How well do the interventions of the project fit with other interventions of the ILO Office for Türkiye? What synergies have been created?</p>

	<p>6. To what extent are synergies and interlinkages between the project interventions and other interventions carried out by ILO, public actors and social partners in place?</p> <p>7. How well did the design of Projects take into account local, national and sub-regional efforts already underway addressing elimination of child labour (particularly those engaged in seasonal agriculture) and promote educational opportunities for targeted children and the existing capacity in the addressing the issue?</p> <p>8. Has the project established partnerships with the relevant organizations/ institutions at the global and country level throughout its implementation? What were their roles and what were their expectations? To what extent have these partnerships been useful in the achievement of the intended results?</p>
<p style="text-align: center;">Impact Orientation and Sustainability</p>	<p>1. What are the major high-level changes that the projects have contributed towards preventing child labour in seasonal agriculture at national and local levels?</p> <p>2. How successful the interventions to withdraw and prevent children from seasonal agriculture child labour in creating long lasting impact on the beneficiaries. Will there be additional interventions needed in withdrawal of children from, or involvement in seasonal agriculture?</p> <p>3. Have the interventions made a real contribution in the policy improvement for the prevention and elimination of child labour?</p> <p>4. To what extent has the involvement of ILO-Türkiye on preventing child labour in seasonal agriculture had social, economic, and educational effects?</p> <p>5. Has the intervention generated unintended impacts on child labour prevention and elimination?</p> <p>6. To what extent have results contributed to advance sustainable development objectives (as per UNSDCFs, similar UN programming frameworks, national sustainable development plans, and SDGs)?</p> <p>7. To what extent has the project contributed to advance the ILO's core principles (ILS, tripartism and social dialogue, gender equality)?</p> <p>8. Which strategies have the projects put in place to ensure continuation of mechanisms/tools/practices provided, if the support from the ILO (and/or donor institutions) ends? To what extent are these strategies likely to be effective?</p> <p>9. What is the level of ownership of the programme by partners and beneficiaries? How effective have the three projects been in establishing and fostering national/local ownership?</p>

	<p>10. What contributions the Projects have made in strengthening the capacity and knowledge of national and local stakeholders and to encourage ownership of the Project to partners.</p> <p>11. Will the improved e-METIP system function as a collaboration and monitoring mechanism in future?</p>
<p>Gender Equality Non-Discrimination, ILC, Environment</p>	<ol style="list-style-type: none"> 1. To what extent does the project mainstream gender equality in its approach and activities? 2. To what extent does the project use gender/women-specific tools and products? 3. Does the project align with ILO's mainstreaming strategy on gender equality? 4. How effective was the project in using ILS promotion and social dialogue tools and products? 5. To what extent did the project mainstream social dialogue in its approach and activities? 6. To what extent does the project mainstream environmental aspects in its planning and activities?
<p>Lesson Learned</p>	<p>Is the project successful in terms of advocating and promoting good practices through innovative communication tools?</p> <p>What lessons and good practices from the project are relevant for the COVID-19 response?</p>

2. Main Findings

2.1. Relevance and Strategic Fit

The project design and implementation were well aligned with the ILO policy framework, UN Country Programme Frameworks, and national programs, as well as the 2030 Agenda for SDGs by addressing the elimination of child labour in seasonal agriculture. The project's dual strategy ((a) "upstream" policy work in the form of encouraging national and local ownership, national leadership, and capacity development and (b) "downstream" work to reduce and prevent the worst forms of child labour in seasonal agriculture through integrated area-based interventions in target provinces) is confirmed to be found highly relevant for the child labour context in Türkiye by the stakeholders. The project was formulated based on ILO's solid field experience in combating WFCL in seasonal agriculture and was integrated into the broader programme of the ILO, Elimination of Child Labour in Türkiye (ECHL). The project design

complements the other projects' actions implemented under the Programme and is effective in expanding the work of the ECHL.

2.1.1. Project's alignment with international and national policy and programme frameworks

The evaluation assessed the project design and intervention to what extent they were aligned and contributing to the ILO results framework (including P&B 2022-23), ILO Policy framework, UN Country Programme Frameworks (UNSDCFs), national programs, and the 2030 Agenda for Sustainable Development Goals (SDG 8). The process also evaluates the relevance of the project design and intervention in relation to promoting international labour standards, non-discrimination, gender equality and social dialogue.

Based on the desk review documents and up-to-date results of the project, it was observed that the project design and implementation were well aligned with ILO Programme and Budget covering 2022 – 2023. By targeting the elimination of the worst forms of child labour, the project is specifically contributing to Outcome 7: Adequate and effective protection at work for all, in particular in the context of Output 7.1. Increased capacity of Member States to ensure respect for, promote and realise fundamental principles and rights at work.² By targeting the elimination of the worst forms of child labour through capacity building among national actors, the project design also supports implementation of the ILO Core Conventions No.138 and No.182 as well as implementation of the international labour standards, and it is integrated within ILO's broader program on the Elimination of Child Labour in Türkiye 2021-2025.³

The project outcomes contribute to the localisation of SDG 8: "Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all." In particular, SDG 8.7: "Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking, and secure the prohibition and elimination of the worst forms of child labour." Due to the temporary nature of the work, children of the seasonal migrant workers often do not start school on time, start late or drop out early. By promoting schooling among seasonal migrant workers' children, the project is also indirectly contributing to SDG 4: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all," and SDG 4.1: "By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes."

The project is well aligned with the United Nations Sustainable Development Cooperation Framework (UNSDCF) (2021-2025) in Türkiye on Priority Area 2: Competitive Production, Productivity and Decent Work for All. Outcome 2.1. of the Framework noted "By 2025, public institutions and private sector contribute to a more inclusive, sustainable and innovative industrial and agricultural development and equal and decent work opportunities for all, in cooperation with the social partners." Interventions under Outcome 2.1. support the promotion of decent work in line with the future of work, elimination of all forms of child labour and its root

² ILO, [Programme and Budget for the Biennium 2022-2023](#)

³ ILO, [ILO's Programme on the Elimination of Child Labour in Türkiye 2021-2025](#)

causes, including socio-economic factors.⁴ Within this framework, the expected project outcomes also fit into the UNSDCF.

The project is contributing to the objectives of the national programs on elimination of child labour. It is designed to contribute to the elimination of worst forms of child labour (WFCL) in seasonal agriculture, specifically by facilitating the implementation of a comprehensive policy on the ground (namely Policy Document issued by the MoLSS, Prime Ministry and the Ministry of National Education “Prime Ministry Circular 2017/6) on Seasonal Agriculture Workers” and “Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People”). In this respect, the design and objectives of the project are highly relevant to, and aligned with, the National Programme on the Elimination of Child Labour (2017-2023), reflecting the overall strategy of Türkiye for the elimination of child labour. By targeting seasonal agricultural workers’ children in hazelnut harvesting, the project is supporting the Programme’s priority of tackling child labour in seasonal and temporary agriculture work.

Overall, the objectives and design of the project are also addressing the 11th National Development Plan (2019-2023). The project activities contribute to Plan Section 609, which promotes “creating social awareness on combating child labour (609.1), expanding the units combating child labour in 81 provinces and making them more effective for developing cooperation and coordination with relevant institutions and organizations working in the field of combating child labour at the local level (609.2), and ensuring regular and continuous activities that will contribute to the development of the children of seasonal agricultural workers and increasing access to these opportunities (609.4).”⁵

One of the expected outcomes of the project is “the improvement of the capacity and knowledge of national and local institutions in targeted provinces in planning, managing, coordinating, monitoring and implementing activities for the elimination of WFCL in seasonal agriculture in hazelnut harvesting.” Therefore, the project design aims to directly contribute the National Employment Strategy (2014-2023), which targets the elimination of the worst forms of child labour in industry, heavy and dangerous jobs, out on the streets and seasonal temporary agriculture; and reducing child labour to below 2% in other areas by 2023.

Women and girls in seasonal agricultural work often represent a more disadvantaged group in terms of access to education. The project design does not have an explicit reference to the gender-sensitivity. On the other hand, it indirectly contributes to gender equality to a certain extent by providing equal educational opportunities for girls and boys and requiring gender-sensitive indicators for SCREAM training participation.

In terms of supporting social dialogue, the project framework refers to the trade unions as part of the stakeholders and notes that the social dialogue aspect will be covered by facilitating the implementation of national policies and coordination of support at local levels through stakeholder consultation meetings.

⁴ Türkiye, [UNSDCF](#), 2021-2025

⁵ TCCSBB, [11th National Development Plan](#)

2.1.2. Clarity of the project design and appropriateness for achieving planned results

In terms of outcomes, the project has three expected outcomes: (a) capacity building: the capacity and knowledge of the national and local institutions in targeted provinces is improved in planning, managing, coordinating, monitoring and implementing activities for the elimination of WFCL in seasonal agriculture in hazelnut harvesting; (b) direct intervention: children vulnerable to child labour in seasonal agriculture in hazelnut harvesting (at-risk or engaged in work) are withdrawn or prevented through referral and protection services; (c) awareness-raising awareness of the elimination of child labour in seasonal agriculture is raised within national and local stakeholders, all actors of the harvesting process, the public and the media, in order to enhance advocacy, public awareness and policy dialogue.

Overall, the evaluation team found that the project's design, objectives and outputs were relevant to the child labour context in Türkiye. Stakeholders (project implementing partner, government representatives, and beneficiaries [seasonal agricultural workers and their children, and farmers]) confirmed this through interviews and focus group discussions. In particular, capacity building outputs were found highly relevant in the context of hazelnut harvesting.

The projects' dual strategy (upstream: policy level and downstream: direct intervention) is noted as relevant and most importantly "needed" by many interviewed stakeholders. At the national level, the elimination of child labour requires an appropriate legal framework, policy development, and coherence, as well as collaborative efforts on the part of multiple local authorities and ministries. In this context, stakeholders, in particular, local governance actors, noted on several occasions a multitude of responsible actors and the necessity of the coordination of activities. Within this context, activities that are mainly focusing on coordination are considered highly relevant. Furthermore, the project's model approach to the implementation and dissemination of existing circulars is found highly appropriate.

The CAOBISCO model project is built upon the experiences and lessons learned from the strategic intervention model and monitoring mechanism of the project "Elimination of Worst Forms of Child Labour in Seasonal Commercial Agriculture in Hazelnut Harvesting in Ordu" during the harvesting season of 2013 and 2014. Since 2013, the project activities have expanded to other hazelnut-growing regions (Düzce, Sakarya, Giresun, Samsun) and the city of origin (Şanlıurfa). Throughout the last ten years, different provinces engaged with the project at different phases, therefore intervention provinces represent diverse profiles in terms of capacity and awareness level. Stakeholders stated that overall, all activities were relevant to the targeted regions. When it came to developing capacity among national and local authorities staff, the project dedicated more engagement and awareness-raising activities. Yet, it is noted there is still a need for more engagement to build the necessary awareness level. Furthermore, these stakeholders noted the lack of human and financial resources as a major constraint. Training and communication activities will definitely strengthen the capacity of national authorities. However, the national capacity to roll out direct intervention mechanisms through training and awareness-raising may have been overestimated within the limited time duration of the project. For example, although considerable progress and significantly well-functioning models are observed in initial cities (e.g., Ordu), local authorities still require additional resources from the project, especially in referrals and monitoring of child

labour. Moreover, the need for additional resources is diverse depending on whether the selected provinces have dedicated temporary settlement areas for workers (METIP) or not.

The problem of child labour is multi-dimensional and multifactorial. The WFCL is observed in several agricultural products in Türkiye and is not limited to hazelnut harvesting. Therefore, as confirmed by the stakeholders, activities focusing on strengthening the capacities of hazelnut producer companies and creating multi-stakeholder discussion platforms at provincial, national and international levels provide a holistic approach to the problem. Nevertheless, child labour has often complex and deep-rooted causes. Poverty is certainly the greatest single force driving children into the workplace. In addition, popular perceptions, local customs and traditions also play an important role. In this context, the project activities which serve to withdraw or prevent children from working in hazelnut harvesting may face limitations to the expected outcomes in other sectors and country-wide given its limited time frame. Nevertheless, the project was formulated based on ILO's solid field experience in combating WFCL in seasonal agriculture and was integrated into the broader programme of the ILO, Elimination of Child Labour in Türkiye (ECHL). The project design complements the other projects' actions implemented under the Programme and is effective in extending the work of the ECHL.⁶

2.1.3. Relevance of the project design with target group needs, including gender-sensitivity

The project has a diverse set of target groups; in addition to local authorities, seasonal migrant workers' children, seasonal migrant workers, labour contractors, farmers, private sector representatives, and teachers are target groups for whom the project has specific activities. The following points were noted based on evaluation interviews with the relevant stakeholders

Local authorities: The project is built upon a dual strategy ((a) "upstream" policy work in the form of encouraging national and local ownership, national leadership, and capacity development and (b) "downstream" work to reduce and prevent the worst forms of child labour in seasonal agriculture through integrated area-based interventions in target provinces). It aims to facilitate planning, coordination, and monitoring through the effective use of the existing policy framework namely "Prime Ministry Circular 2017/6 on Seasonal Agriculture Workers" and "Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People". In particular, stakeholders from newly integrated provinces and local authorities find the project highly relevant in addressing the need for better coordination, planning, and raising awareness on the implementation of the existing framework (by creating a model). However, given the diverse profile of the provinces (in terms of stability and conditions of the temporary settlements, number of hosted workers, season time, awareness level, and experience in implementing mentioned circulars), the local authorities indicated the need for more practical guidance in addition to coordination meetings.

⁶ The evaluation team conducted a cluster evaluation; therefore, it is a challenge to evaluate the project as an individual effort and is important to note the synergies and complementing areas.

Documentation of the lessons-learned, opportunities for peer learning among civil servants and local governors as well as more guidance and clarification on the implementation of the existing policy framework would have been helpful to tackle implementation challenges on the ground. Furthermore, representatives from the Provincial National Education Directorates noted that the main challenge for them in implementing the relevant circular is related to their lack of capacity in human and financial resources (identify and record children at the camp areas and villages and refer them to the educational services), especially in summer months.

Children of Migrant Seasonal Workers: Children engaged in seasonal agriculture face various risks, particularly concerning their safety, by travelling and accompanying their parents from one place to another for a period of four to seven months. Even in cases where they do not work, they live in temporary settlement areas that mostly lack basic infrastructure and adult supervision during working hours. These children often do not maintain regular school attendance and fall behind in their classes.

Within this context, the project planned a direct intervention mechanism, which allows the identification of children travelling with their parents for seasonal agriculture and registering them to social support centres/schools. A significant strength of the project is that these centres/schools provide a safe space for children who would have been either brought to the hazelnut orchards or left behind in the common settlement areas without adult supervision. During the evaluation process, all stakeholders agreed that the direct intervention mechanism is successful in identifying and referring children (in particular between the ages of 5 and 14) to these centres and providing safe spaces and therefore, minimising the risks to children's health and safety. It was also supported by observations during site visits that the children were provided with resources and training to support their development.

On the other hand, it is worth noting that children in seasonal agriculture also have diverse profiles based on their ages, schooling status (enrolled, dropped out), and gender. In this context, the relevance of the activities under Output 2 to beneficiary needs differ, in particular, based on the children's age profile. Given the diverse groups of beneficiaries, a more tailored approach for direct intervention is likely to be needed to meet the needs of different age and gender groups and to address the root causes of child labour.

The project aims to reduce child labour through a direct intervention model. The intervention model builds upon the engagement of all social actors around the child (e.g. family, teachers, labour intermediaries, and local authorities). This approach is highly relevant considering the multitude of actors around a child and various responsibilities. Nevertheless, the risk of child labour is often highest among children between the ages of 14 and 18. During evaluation visits, based on the interviews with children as well as families working in seasonal agriculture and teachers, children under this age group come to the hazelnut growing regions to work and support their families. Given the transportation cost and other relevant living expenses, unless a child in this group is not responsible for taking care of their younger siblings, their presence is considered as an additional cost by their families and especially by labour contractors.⁷ According to ILO officials, the project has achieved significant progress over the years to

⁷ During the children focus groups, most children confirmed that their brothers and sisters who are between the ages of 14 to 18 are not coming to the school and working in hazelnut harvesting. Those aged 12 to 13 indicated that most likely they will not come to school but work next harvest season (2023) or following (2024).

engage and capture older age children. However, the stakeholders also noted that while mobilizing and sensitizing social actors is addressing the awareness level of the problem well; educational opportunities, in-kind benefits and counselling have limitations in terms of addressing complex root causes of child labour in relation to poverty. Furthermore, the program and teachers demonstrate significant flexibility to accommodate children of older ages (15 to 18) when they come to the centre/schools on rainy days.⁸ Most of these children (aged 15 to 18) come to harvest to save money for their university studies, and those who already dropped out of school look for vocational opportunities. Within this context, direct intervention and training and leisure activities require more customized tools to prevent child labour among these groups.

Seasonal migrant workers: Interviewed workers often found the project activities relevant for their needs, in particular the training sessions. Workers raised concerns concerning the conditions of the camping areas, specifically hygiene and access to water and electricity. They also highlighted the need for better living conditions in temporary settlement areas and direct communication channel between workers and local authorities.

Teachers and School Principals: Overall, the project activities were found highly relevant and beneficial by the teachers and school principals. In particular, training targeting teachers was considered an enriching learning experience by many teachers interviewed and noted that the content was relevant to their job context. Peer learning opportunities and practical guidance for peer bullying among children and family-related violence cases are noted as needed areas. While all school principals were glad to conduct the project activities in their schools, they also raised concerns in terms of the lack of resources for the repair and maintenance of the school facilities after the summer activities.

Farmers: Interviewed farmers indicated that they found the project activities highly relevant and beneficial for the regions. However, they also noted to need for communication and increased visibility of the activities in the region. Almost all interviewed farmers confirmed that they only learned about the project after field officers (implementing partner) were in contact with them.

2.1.4. Coordination and active stakeholder engagement

The project plans to ensure coordination and active stakeholder engagement through the Steering Committee, Provincial Action Committees, and a series of meetings at the provincial and regional levels with relevant stakeholders.

The Steering Committee and Stakeholder Meeting was held in Ordu on 17 June 2021 to discuss planned project activities concerning the elimination of the worst forms of child labour in seasonal agriculture in hazelnut harvesting in the Black Sea region of Türkiye. The meeting brought together more than 70 representatives from the central and provincial levels of governmental bodies in the seven Black Sea region province. In April 2022, the first set of information meetings was held in Giresun, Ordu and Samsun. The coordination and planning

⁸ Also accept younger children and babies accompanying older siblings. However, relevance of the activities and facilities for the younger age group's needs is not elaborated since the main risk for their case is safety rather than child labour and schools provide adult supervision.

meetings for the elimination of child labour in the Eastern Black Sea Region (Samsun, June 2022) and Western Black Sea Region (Sakarya, July 2022) were organized as a joint event with the ILO project Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (funded by Ferrero).⁹ The project also engaged with private sectors by jointly organizing an informative session with MoLSS for hazelnut companies in the Black Sea Region in July 2021. The project held a meeting with Black Sea Exporters Union in June 2021 with the participation of the Director of ILO Office for Türkiye, the Head of Department for Employment Policies of the Ministry of Labour and Social Security, ILO officials and experts from the Ministry. The project donor (CAOBISCO) and CAOBISCO members also organize annual field visits to the project intervention areas.

The Project Steering Committee ensures the coordination of the project activities and consists of a large group of stakeholders (representatives from the Ministry of Labour and Social Security, the Ministry of National Education, the Ministry of Agriculture and Forestry, the Ministry of Health, the Ministry of Interior, the Ministry of Youth and Sports, the Presidency of Strategy and Budget, Turkish Labour Agency, employers' and workers' organizations, civil society and academy). Project Steering Committee representatives, along with wider participation from national stakeholders, are also members of the Evaluation and Monitoring Committee of the National Programme on the Elimination of Child Labour (2017-2023) which is gathered by the Ministry of Labour and Social Security twice a year.

Provincial Action Committees consist of representatives of the Governorate, Provincial Directorate of National Education, Public Education Centre, Provincial Directorate of Labour Agency and Metropolitan Municipality in Ordu and of representatives of District Governorates, District Directorates of National Education, Public Education Centers, Municipalities, and village heads in Düzce, Sakarya, Giresun, and Samsun. A great number of consulted stakeholders confirmed the importance of these committees and provincial planning meetings for coordination.

Due to its long-term experience in the region, the project is highly effective in coordinating activities at the local and regional levels among the local authorities. Nevertheless, the list of stakeholders provided in the project document is extensive. Not all stakeholders are fully aware of the project mechanisms/structure in place including teachers, field officers, and farmers. Direct beneficiaries (children and seasonal migrant workers) do not have representative organisations. This may create a barrier to their active engagement in decision-making processes. The implementing partner is the intermediary organisation between direct beneficiaries and Steering Committee members. Therefore, most engagement takes place through their monitoring and reporting channels.

2.2. The Project's Effectiveness

Overall, the project is on track to achieve its outcomes. The output results to date are certainly satisfactorily in line with the proposed work plan. The strategic alliance between CAOBISCO and ILO was strengthened based on the past experiences, lessons learned and networks from the first partnership in 2013. Various capacity-building and public awareness events have

⁹ ILO, [Sakarya'da Çocuk İşçiliği Koordinasyon Toplantısı](#), July 2022

been critical inputs and proved to be very influential in gaining the engagement of the stakeholders, including the private sector. Nevertheless, child labour is a complex issue, and a considerable number of organizations are responsible for various stages of the interventions for referral and monitoring at central and local levels. There is room for enhanced synergies and coordination at grassroot level between child labour policies and interventions (in particular, those conducted by the private sector), and other welfare and poverty alleviation programs and for improved access to services, referral, and project mapping. The stakeholders can see value in wider yet systematic cooperation, and are seeking deeper analysis, examples of best practices, case studies, and different approaches to combating child labour.

2.2.1. Effectiveness of the project in terms of influencing (directly and indirectly) policies on the elimination of child labour

The strategic alliance between CAOBISCO and ILO was strengthened based on the past experiences, lessons learned and networks from the very first partnership in 2013. The implementing partners joined forces again for promoting multi-stakeholder approaches along the supply chain. The project also further strengthen national and local ownership with regards to the elimination of WFCL in seasonal agriculture, and described as highly influential and effectively contributed to the implementation of series of policies such as the “National Programme on the Elimination of Child Labour (2017-2023),” “Prime Ministry Circular (2017/6) on Seasonal Agriculture Workers,” and “Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People.”

The project was also successful in its strategies and approaches. Different actors along the hazelnut supply chain are capacitated through a value chain approach. As was highlighted during the key informant interviews, ILO’s dual strategy, upstreaming policy work in the form of encouraging national and local ownership and down streaming work to reduce and prevent the WFCL in the hazelnut supply chain, is a strong strategic approach as it can support the improvement of the situation and facilitate access to more suppliers by using their network in target provinces.

Discussions with the key stakeholders, firstly, underscored the importance of the project by “sensitizing” the target groups to child labour and ILO’s significance and important role, through its implementing partner in the field, in facilitating the implementation of national policies by coordinating the national and local actors. As it is commonly stated, there is still a general lack of awareness regarding national policies on child labour, despite these being in place since 2017. For instance, even though the National Program on the Elimination of Child Labour (2017-2023) clearly assigns several roles and responsibilities to each public institution, the stakeholders stated that they paid more attention to a detailed review of the national policies after their involvement in this project.

The field visits and interviews with stakeholders demonstrated the project’s contribution to collaboration and cooperation among public institutions and how it strengthened public-private partnerships. The local governorates of Samsun and Giresun were inspired to replicate the regional coordination meetings, expanding the project’s reach and sustainability. The number of projects concerning child labour increased in the region. In addition to the Ministry of

National Education and Ministry of Labour and Social Services, public agencies like the Ministry of Youth and Sports and Ministry of Culture and Tourism increased their support and activities with the private partnerships within the hazelnut supply chain.

The key informant interviewed all highlighted that there is currently a gap in terms of coordination at the country level and the ILO has the expertise to bring stakeholders together to fill this gap. At the Government level this means setting up cross-ministerial committees to facilitate coordinated policy making, but it also means coordinating across external partners, the private sector, and civil society. Joint programming and delivery have the potential to reach the required scale, but work is needed to convince relevant ministries that joint planning is efficient, and examples are present. Therefore, it is critical to prioritise awareness-raising activities for stakeholders and encourage them with some of the best practices in the field, as early as possible for a high level of commitment.

The various capacity-building and public awareness events have been critical inputs and proved to be very influential in gaining the engagement of the stakeholders, including the private sector as it provided an opportunity to share their experiences and knowledge. Private sector representatives highlighted their appreciation to be involved in policy discussions. Although these events were praised to have quite a positive impact on field data gathering and increasing awareness on child labour, three main topics were commonly stated during the interviews. Firstly, since the number of attendees was high and the timeframes were limited, the discussions do not reach a conclusion or result with concrete outputs such as a roadmap/action plan. A more structured, and solution-oriented approach is needed to establish some common ground and collaborative actions. Continuous (follow-up) communication and sharing feedback are the keys to make the discussions grounded.

Secondly, like the seasonal workers, direct interventions were dissipated across the region; data collection and sharing within the frame of coordination of educational activities during the hazelnut harvesting periods remains problematic. Despite the hazelnut market's competitiveness and short harvesting period, to ensure and assist children's access to services and support, there is room for improvement in coordination and cooperation at all levels and between various sectors, including local levels. Stakeholders shared the desire to map the interventions from other institutions, including their educational programs, incentives and any type of material support concerning child labour to have a better view and coordinate their actions. This issue will be further discussed under the Coherence Section.

The number of projects/initiatives were high for identifying working children and/or children at risk of child labour and providing education and childcare services at social support centres/schools during hazelnut harvest period. The project implements child monitoring system. In the last season (1st of Sept. to 31 December 2021), 776 children were monitored for CAOBISCO project. 387 enrolled and continued to school in their city of origin or where they travelled. The project could not receive information from 240 of them and 149 were unattended to the school (meaning not return to city of origin and not transferred to another school). Enhanced efforts are needed to support educational attainment of the children and monitoring. Stakeholders are becoming increasingly aware of the challenges and need for sustainable solutions to ensure and uphold children's right to access education.

2.2.2. Effectiveness of the project in terms of satisfying partners, beneficiaries, tripartite constituents and stakeholders

Overall, the project is broadly on track to achieve its outcomes and the output results to date are certainly satisfactorily in line with the proposed work plan. It is likely that the project will achieve its desired outcomes within its timeframe. Interventions, such as expanding target provinces like Samsun and Giresun, were timely and in line with the needs and priorities of the stakeholders and target groups.

Output 1 of the project aims to enhance national and local capacity to remove children the WFCL in seasonal hazelnut harvesting in Türkiye through numerous of activities, and these activities were initiated and implemented in accordance with the project work plan. Following the establishment of the National Steering Committee and Provincial Action Committees (PAC), preparatory meetings with the stakeholders were organized to discuss the planned activities before the hazelnut harvesting season and informative meetings were held to improve overall coordination and collaboration among the stakeholders. To date, 25 provincial meetings, four steering committee and stakeholder meetings, and twelve field visits have been organized. The ILO was instrumental in providing support and implementing a model for decent living and working conditions for seasonal agriculture workers, a coordinated multi-stakeholder approach, that brings together the public and private sector, local communities required for implementing national policies.

The capacity building trainings and informative meetings were well received by the stakeholders. Attendance was high, despite some target provinces being new to the program. Pre-tests and post-tests were applied in each activity to measure whether the participants benefited from the information meetings and capacity building trainings, and participants were asked to generally evaluate the effectiveness as a guide for future activities. According to the progress reports, 82% of participants expressed interest in attending further events. Attendees from various activities were interviewed and reported that the skills and knowledge they gained during the trainings and the information they got from the meetings motivated them to provide better services in their region.

This output is also effective in promoting sharing of good practices not only at national but also international level. The Senior Program Officer of the ILO Türkiye Program Against Child Labour, Ministry of Labor and Social Security, Labour General Manager and the accompanying delegation attended the 5th Global Conference on the Elimination of Child Labour held in Durban, South Africa between 15-20 May 2022. The Director of Labour, the Ministry of Labour and Social Security gave a presentation about Türkiye's progress in recent years, the current status of the fight against child labour and Türkiye's success in the fight against child labour; over 1,000 delegates from government representatives, workers' and employers' organizations, civil society, and financial and academic institutions of ILO member states attended the conference, accompanied by 7,000 online participants.

The project supported the broader involvement of teachers' organizations in the elimination of WFCL in seasonal agriculture through the training sessions of the schoolteachers in which 110 teachers from Ordu, Giresun, Samsun, Düzce and Sakarya participated. The schoolteachers described the educational programs as a two-way learning process; they had

the opportunity to meet a group of students with whom they have not had teaching experience before, and now they had a better understanding of the seasonal workers, their children's home conditions, and challenges they faced in their schooling. In terms of training sessions, they also noted that the number of participants and the volume of topics that were covered in training and informative meetings were high. Therefore, sessions should be designed to be at least 2-3 days long, groups should be divided into smaller groups, and incorporate more interactive discussions alongside presentations to increase their effectiveness. For school activities, teachers highlighted that they need a specific plan and direction, and in particular that more practical exercises and games should be available before starting educational programs. Most of the materials were either delayed or not yet present during the MTE visits.

The project has successfully raised awareness and capacity of hazelnut producer companies and the project itself is sound evidence of partnership building and multi-stakeholder involvement, however more civil society and private sector engagement is needed. According to the hazelnut producer companies, mapping of past and existing interventions is important. This may allow us to understand what institutions are doing, leveraging support and streamlining processes to avoid duplication. Since the Rapid Assessment Report of the project used frequently as a reference, aiming for further expansion of the studies to other products, and digitalization of mapping of interventions (not only for the hazelnut but for other crops) would be useful. Within that framework, the hazelnut producers shared their willingness to attend the other sectoral meetings that were organized to support the expansion and replication of ILO/MoLSS intervention modality.

The project staff (education and field coordinators) visited schools in Şanlıurfa met with the teachers and members of province/district boards (which are officially established for monitoring the children of seasonal agricultural workers). Between Sept 1 to end of December 2021; 776 children were monitored via phone calls and visits. 387 enrolled and continued to school in their city of origin or where they travelled. The project could not receive information from 240 of them and 149 were unattended to the school (meaning did not return to the city of origin and were not transferred to another school). Enhanced efforts are needed to support educational attainment of the children and monitoring. Despite the monitoring activities, during the MTE interviews, it was noted by the school principals that the absence rate is still very high among the seasonal worker's children, and the children are expected to return earliest in November.¹⁰

The project's performance has been strong in Output 2, implementing a direct intervention mechanism in areas where seasonal hazelnut harvesting exists as the project enabled ILO, through its implementing partner, to reach a high number of children and worked directly with the families and agricultural intermediaries on a large scale. Up until the MTE review, 3414 children had been withdrawn or prevented from working in seasonal agriculture and provided with education and social support services in the five Black Sea region provinces. The implementing partner's field staff reached out to 1666 families and provided counselling and

¹⁰ The current regulatory framework allows seasonal migrant workers to register their children to any school in nearby their workplaces through transfer (transfer from their local school to another school in Türkiye). As an example, if the school/formal education starts on 12th September and the family is still harvesting hazelnut, they can register their children through transfer to the nearest village school. However this transfer system does not function for secondary education children (ages 14 to 18).

awareness-raising activities;¹¹ **98 agriculture intermediaries** provided information about the project; **564 orchard owners** benefited from sensitization sessions on child labour; the ILO's SCREAM reached out to **601 children** in project provinces.

The intervention mechanism was effective not only in numbers but also in enhancing children's emotional, physical, psychological and social well-being, especially for the younger age groups (4-12). As confirmed through interviews, the educational programs increased children's willingness to attend school. Families were also provided with counselling sessions by the field staff, and their children benefited from transportation services, nutrition support and hygiene and stationery kits.

For the families, one of the most valued contributions of the project is providing a "safe environment" for their children. The evaluation team's interviews with the families noted a deep appreciation for the school programs since, most of the time, the families had to leave their children in the camp areas alone or bring them to the field with them. However, the project helped alleviate their concerns about their children's security as they were at school and under the protection/monitoring of their teachers. The families and children also welcomed the incentives. To some extent the stationary kits, backpacks, and hygiene kits contributed to the family income and encouraged them to send their children to school.

Teachers noted that children who joined the educational programs were joyful, and their self-confidence increased day by day. Living in difficult conditions, not having the chance to attend school regularly, and working on farms make the children feel worthless according to their evaluations. The focus groups with the children also confirmed that the project makes them feel cared for and valued.

When consulted, stakeholders highlighted that the content of the kits was sometimes not suitable for the age of the target groups, and that the nutritional needs are different, especially for the younger age groups. Due to unfavourable living conditions and poverty, children of seasonal migrant workers may suffer from underdevelopment or malnutrition. The social support centres/schools provide breakfast and lunch for children. However, there are concerns about how meals are prepared in accordance with children's nutritional needs. It was noted that the meals could consist of more protein and vitamin-rich foods, such as milk, fruits, and vegetables. In addition, children had to wait for their parents until 7pm for dinner (they have their prior meal at 1 pm at school). As children consume food more often in smaller portions, snack times are needed, (especially for younger age groups), as is provided in regular schools operating from 8am to 4pm.

It is crucial to provide educational services in a continuous and consistent way to promote children's education and prevent child labour. The project's educational services are limited to 30 days of hazelnut harvest. Among the interviewed children, several indicated that they have worked before the hazelnut harvest and will likely work in different products before going back to school. During the MTE review, all educational activities were completed for the harvesting period, however, in Samsun, the harvest was just about start and the seasonal workers confirmed that they will continue to stay another three to four weeks. Therefore, due to its time limits and regional scope, the project is addressing the children's needs only for a definite

¹¹ Based on project dashboard. Last consultation date 05.10.22.

time period. Furthermore, since the hazelnut harvest takes longer (8am to 6/7pm), some families who were consulted (in particular those who are not staying in camping areas) indicated concerns about leaving their children alone from 4pm to 8pm.

One of the considerable achievements of the project noted by the stakeholders was that the project made key contributions to their work by allowing them to reach out to extended supply chain actors of the hazelnut market, identify children at risk, and observe and practice examples of intervention models. The lack of adequate financial and human resources were commonly cited concerns, as was the lack of training and knowledge for those who work with or care for children. However, the project's reliance on the implementing partners' prior expertise in the region and fostering local relationships helped and precisely achieved outcomes.

It is commonly acknowledged by the private sector representatives and farmers that the project became much more important because of the due diligence requirements on human rights. Therefore, all the producers will have to collaborate even more closely with extended value chain actors such as farmers. Within that frame, private sector coordination meetings and trainings for the agriculture intermediaries, orchard owners and workers highly benefited the hazelnut producers.

Output 3, "raising awareness on the elimination of WFCL in seasonal agriculture in hazelnut harvesting within national and local stakeholders, all actors of the harvesting process, the public and the media, in order to enhance advocacy, public awareness and policy dialogue" has been showing substantial progress towards its outcome. After several discussions, a communication strategy, including the visibility of activities, and work plans were prepared before starting project activities. Several awareness-raising field visits, meetings, and promotional activities, including video interviews, were conducted and published online in line with the project's work plan. Additionally, local seminars were conducted to raise awareness on news-reporting practices focusing on the rights of children in seasonal agriculture. The events were also disseminated through video messages, web stories and social media messages.

The project produced a number of videos including the messages to "**End Child Labour**" with renowned artists in Türkiye, which were shared through ILO Türkiye's social media channels. In 2021, a series of awareness-raising events for 2021 International Year for the Elimination of Child Labour and 12 June World Day Against Child Labour to amplify the message "End Child Labour," were organized together with other projects under the ILO's Programme on the Elimination of Child Labour.

Additionally, as part of the World Day Against Child Labour events, during the week of 10-17 June 2021, a series of visibility activities were conducted in cooperation with Istanbul, and Ankara Metropolitan Municipalities, which received comprehensive media coverage made through the videos, social media messages, and field visits. As a result, during that week, "Child Labour" was reported in the news 84 times, including 20 in national and local media, reaching 2,405,784 people. The ILO project team and stakeholders underlined the importance and high effect of these events in raising awareness at the national level.

Training module activities were practical, easy to implement, and partly responded to the needs

of the children. The current training programme of the Public Training Centre is tailored for children between the ages of 6-15 (and also covers the ages 3 – 6 when pre-school facilities and teachers are available). The existing training programme presents activities based on the assumption that segregated age groups have similar educational levels and capacities. In practice, children participating in social support centres/schools have different learning levels and represent mixed age groups. Furthermore, centres/schools operate in an environment that is constantly changing in terms of children's profiles. In this context, teachers noted that the supporting educational materials, including the curriculum, do not always meet the educational needs of the targeted children (e.g. materials not applicable for use with preschool children, activities that are not possible for illiterate children to participate in) or are not easy to apply in big groups (e.g., ball games, board games that could only occupy 2 to 4 children at once) and require teachers to use their creativity and flexibility to the maximum extent.

Changing the public's attitudes and practices concerning child labour is a long-term effort. Successful interventions require a longer commitment and continuous engagement. Stakeholders highlighted the importance of personal meetings with all-target groups in the planning stages, active involvement in all phases of implementing the project activities, and continuation of the dialogue efforts with further follow-up discussions.

Consistent with the information presented in the project progress reports and confirmed in the interviews with the project team and stakeholders, most of the project activities are well on track and show clearly positive results. There is no negative result observed, so far; the comments by the informants were positive.

2.2.3. Effectiveness of the project in terms of collaboration and social dialogue

A significant advantage of this project is the high number of synergies existing not only at the local level but also the regional level. The resource partner, CAOBISCO, ILO, and the implementing partner have had existing projects and presence in the region for a long time. The project has secured alliances with public institutions and organized a number of meetings to improve overall coordination and collaboration among the various stakeholders in cooperation with the ILO's EU and Ferrero Projects. The overall project synergies with other ILO's projects were found to be operational and effective. However, some of the stakeholders from the private sector noted that they had limited information about the project and its specific intervention areas and targeted locations. They see value in wider yet systematic cooperation between ILO and private sector initiatives.

MoLSS and Hak-İş Trade Union Confederation attended the regional consultations for Europe and Central Asia and prepared together for the V Global Conference on Child Labour, held in South Africa in 2022. Both institutions made a presentation in the good practices' session of the meeting.

As stated by the hazelnut producers, capacity-building programs by the private sector are increasing for the agriculture intermediaries, farmers, and seasonal workers, and cooperation with Province/ District Directorates of National Education has already started through education and childcare services. However, the lack of coordination and mapping sometimes caused confusion among the target groups. Enhanced cooperation and collaboration are needed among all actors and interventions targeting child labour not only to provide a

consistent message but also to ensure the continuity of the services provided to children and use public and private sectors resources effectively.

2.2.4. Effectiveness of the project in terms of monitoring and communication

The project monitoring plan mainly focuses on tracking management of the project activities, whereas ILO records the achievement of the direct intervention mechanisms in terms of number of children monitored through the tracking system and database, and number of families/children who received incentives. The project team is in close contact with the implementing partner, key partners, as well as the donor, CAOBISCO. As confirmed by the donor, other than the steering committee meetings, ILO receives regular feedback from all stakeholders.

Activity 1.7 proposes helping to improve monitoring in schools of at-risk children (E-Metip and E-school). Evaluators noted that the monitoring mechanism aimed to follow-up the children's situation through a mobile team based in Sanliurfa through regular visits to the families and schools. The project may consider including qualitative indicators in the system. Impact-oriented monitoring requires a good combination of qualitative and quantitative indicators.

An impact-oriented monitoring will require a good combination of qualitative and quantitative indicators.

Furthermore, all communication channels that allow beneficiaries to reach out to the project are established through the implementing partner. There is no mechanism under the current monitoring term of the project that allows the direct beneficiaries to reach out to the project management or assess the quality of the services provided through the contracted service providers of the implementing partner.

The project has a communication strategy which was developed in 2021. As a part of that communication strategy, the project designed and conducted several awareness-raising events targeting a large array of audiences, organized frequent meetings and site visits with the stakeholders, and produced several promotional materials. All these efforts were also supported with social media campaigns.

2.2.5. Project responsiveness to evolving context and ongoing learning

Based on consultations with the donor, stakeholders, and the project team, it is clear that the pandemic has created delays and challenges, especially in the preparation and implementation of early project activities. However, the project has shown a flexible and responsive approach to the emerging needs after COVID-19. Despite the delays, the project has progressed towards the achievement of its indicators. The review of the progress reports also suggests that the project is on track in terms of the indicators.

Although the project could fulfil its target numbers, several challenges have been identified in relation to the full implementation of the project. Some of these challenges are not new, while others have arisen from developing trends in Türkiye. While the COVID-19 pandemic has created challenges all over the world, families of seasonal migrant agricultural workers have also been deeply affected by increasing poverty and deprivation. The distance education model used in formal education in the 2020-2021 period has made it even more difficult for

these children to access education. As a result, according to the consulted stakeholders, school drop-out rates have increased. Additionally, the current economic downturn and high inflation also affected families negatively. The seasonal agricultural migrant workers' livelihood is highly dependent on daily labour, therefore, increasing prices also put more pressure on children to work. Although parents underlined that their children should continue their education instead of working, they stated that their children have to work due to financial hardship.

There are also challenges that include high turnover of the public institution's staff, and changes of local governors that often result in subsequent loss of institutional memory as well as weak information flow within the governmental agencies. In the last two years of the project, there were decisions published during the harvest period by the governors' offices, which can be considered controversial, identifying the age limit for children as 15 years for working during the harvest period, in addition to long working hours. Moreover, there are gaps in legal frameworks and policies and limited investment in assessing the impact of law and policies on children and seasonal workers. Even when these legal frameworks exist and are in place, they are not always implemented and monitored in an effective and child rights-sensitive manner.

Additionally, in the last two years, some METIP areas were changed or closed in the target provinces, and new METIP areas could not yet be identified for the closed ones, therefore seasonal workers were spread across the target provinces. This was another challenge to identify the workers and refer their children to social support centers. Also, it made it difficult to monitor families during the harvest period.

Finally, the synergies and coordination at grassroot level between child labour policies and interventions and other welfare and poverty alleviation programs are limited. This is mainly due to service and project mapping. Some stakeholders are becoming increasingly aware of the need for and challenges of sustainable solutions to ensure and uphold children's rights. Data collection, disaggregation, and sharing remain problematic across a range of activities: From ensuring and assisting children's access to services and support starting from when they leave their residence until their return. Related to this, there is room for improvement in coordination and cooperation at all levels and between various sectors, at local levels.

2.3. The Project's Efficiency

The project steering and management, synergies with ILO's other projects were found to be efficient. The resource partner, CAOBISCO, and the implementing agency draw strength from the vast resources, knowledge, and network built on past experiences in the regions. Despite some challenges, the project initiated active engagement with governmental agencies and the project activities were delivered as expected with some promising results.

2.3.1. Efficiency of project resources

Based on the review of project process reports, compared with the feedback received from the stakeholders during interviews, by considering the range and number of awareness-raising and capacity-building activities conducted and promotional materials during the first two years of the project, the evaluation team concludes that, overall, the project activities were delivered

as expected. As several key stakeholders interviewed underlined, the ILO's project team and implementing partner's staff had both the technical skills and experience working with government agencies, and other key stakeholder groups who were involved to ensure a high standard of implementation. Additionally, the SCREAM Trainings, updated version of FAO-ILO E- Learning Module on End Child Labour in Agriculture in Turkish, including seven complementary modules were a good example of efficient use of resources.

Based on the feedback of the stakeholders, it should be noted that project activities incurred several delays due to the high number of service providers (implementing partner, nutrition, stationery, training equipment, transfers) and prolonged contracting/tender processes.

In terms of resources, headteachers noted a lack of public resources to conduct such activities like: additional cleaning, painting the walls, changing some of the school equipment that got damaged or broken during the education, or social support activities. It is important to note that these are already the responsibility of local authorities and there should be an allocated budget, nevertheless in practice; it is expected from the project.

In terms of project resources, informants also noted a lack of training materials or the necessary training equipment for teachers. The schoolteachers commented that training materials and the necessary equipment for teachers were limited and arrived late to the schools. Therefore, teachers sometimes had to use their own or their schools' resources. Since there should be some funds allocated to the schools, the head teachers of the schools in the targeted provinces also highlighted certain expenses, such as additional cleaning, painting the walls, changing some school equipment that got damaged or broken during the education or social support activities.

In addition, it was also noted that during the formal education period, schools already had service agreements for the food and beverages, transfers, materials, and stationery equipment, mainly from the local suppliers. It was also suggested that, as the number of children attending the educational programs were changing day by day, efficient use of time should be improved, quality control should be done first-hand, and that using local service providers might be more convenient.

2.3.2. Efficiency of the project leveraging partners and national partners

The overall project steering and management, synergies with ILO's other projects were found to be effective. The resource partner, CAOBISCO, and the implementing agency draw strength from the vast resources, knowledge, and network built on past experiences in the regions.

ILO, CAOBISCO, and the implementing partner have implemented projects before with each other and the stakeholders. As observed in the field and confirmed by interviews, they have been working efficiently, supported by the resources, network, and knowledge in the field, and communicating closely. The project initiated active engagement with the governmental agencies, however the interaction with the employers and farmers were limited as far as observed during the MTE.

To some extent, the project has been particularly effective at motivating and creating interest in the field. There is a significant commitment among many of the field staff; from educational coordinators to the teachers operating in the districts. They explain their work with passion and real interest, especially about the cause of the project. The government agencies' presence at a higher level in project activities also showed their support for the project.

2.4. The Coherence of the Project Design

In terms of coherence, the project created good synergies with the projects under the ECHL. The project's main partner is MoLSS and all activities are conducted in close collaboration. The project is also able to create good partnerships with the Ministry of National Education, the Ministry of Youth and Sports, and the Ministry of Tourism and Culture and their directorates in the project cities.

2.4.1. Coherence of the project design in terms of objectives, indicators, milestones, and assumptions

The project mainly identified quantitative indicators for assessing the project's progress and achievements. The project aims to achieve a targeted number of multi-stakeholder field visits and meetings to measure its progress under Output 1. The project aims to measure its contribution through the number of children withdrawn/prevented from working in seasonal agriculture and referred to education or childcare services under Output 2. This indicator is useful in assessing the project's progress and will contribute to measuring its impact at the national level. On the other hand, project indicators are meaningful and provide evidence if they are supported by relevant means of verification. The evaluation team were not able to assess their relevance because they were not presented in the progress reports and project proposal.

This evaluation scope is limited to the project design and activities initiated since January 2021 (phase 4). However, the evaluators also noted that the CAOBISCO project has been implemented since 2013 and built upon the extensive experience and lessons learned. Given the considerable experience, the stakeholders noted that more impact-oriented and qualitative indicators could have been considered for the remaining time of the project.

2.4.2. Partnership and synergies with ILO interventions, social partners and other stakeholders

There exist three projects that are currently implemented under the ECHL. The CAOBISCO project is phase 4 of the ILO's first intervention started as a pilot project "An Integrated Model for Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye" (2013).¹² Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (funded by Ferrero) and Elimination of the Child Labour in Seasonal Agriculture (funded by the EU) are built on the knowledge and lessons learned from this model project and complemented this intervention by also covering other hazelnut growing regions.

¹² This [project](#) is still ongoing until 31 December 2023.

There are good synergies between the projects under the ECHL. The evaluation team observed through document review and interviews that joint events, such as stakeholder meetings, workshops and training sessions, have been organised by the projects in common intervention areas. Some illustrative examples include labour contractor training sessions (Şanlıurfa, February 2022) and the coordination and planning meetings for the elimination of child labour in the Western and Eastern Black Sea Region (Samsun, June 2022; Sakarya, July 2022) organized as joint events.¹³

The project's main partner is MoLSS and all activities are conducted in close collaboration. The MoLSS representatives joined all field visits and coordination activities. The project is also able to create good partnerships with the Ministry of Education, Ministry of Youth and Sport and the Ministry of Tourism and Culture and their directorates in the project cities. There is effective cooperation between the services provided by the directorates and project activities, and these partnerships are particularly successful in achieving the intended results. Throughout the harvesting season, various cultural and social activities, such as swimming courses and museum visits, were supported by partnering organisations. Mobile libraries were provided by the Directorate of Libraries and Publications to locations where seasonal migrant workers' children are located, including social support centres. On the other hand, both ministries have a considerable number of services for children. For example, the Directorate of Libraries and Publications offers a number of training and workshops for children in city public libraries. These opportunities can also be further explored.

At the regional level, while the project is highly successful in building partnerships with public actors, there is still some room for enhanced cooperation with social partners and stakeholders. During the evaluation process, the evaluators observed that the project created a model that is replicated not only by many private sectors but also by public initiatives (Ferizli, Çilimli). Based on a short desk-based review and interviews with a few private sector representatives, the evaluation team came across nine initiatives organised by seven organisations. The number may likely be higher since not all activities are published online.

Table 4: List of Other Initiatives on Child Labour (based on desk-based review)¹⁴

Organisation	Type	District	City	Region	Active Since
Y****	Company	Alaplı- Aşağıdağ	Zonguldak	Western Black Sea	2016
		Sakarya	Sakarya	Eastern Black Sea	
		Gülyalı- Kestane	Ordu		
D****	Company	İkizce	Ordu	Eastern Black Sea	2018

¹³ ILO, [Sakarya'da Çocuk İşçiliği Koordinasyon Toplantısı](#), July 2022

¹⁴ These initiatives are in the form of summer school and courses for seasonal migrant workers children. The listed activities do not cover other actions conducted by these organizations such as training for workers, labour contractors and internal monitoring visits.

O****	Company	Piraziz	Giresun	Eastern Black Sea	2015
B****	Company	Akçakoca (Mobile Trainings)	Düzce	Western Black Sea	2015
S*****	Company	Ünye	Ordu	Eastern Black Sea	2017
H****H*****	CSO	Akçakoca	Düzce	Western Black Sea	2016
S***T*L***	CSO	Viranşehir	Şanlıurfa	South East	2015

The awareness level of child labour among the private sector representatives is relatively high in hazelnut-growing regions and there have been ongoing projects by different actors. In this frame, stakeholders (in particular from the private sector) noted the need for enhanced cooperation and coordination among ILO project locations and their initiatives which will allow them to refer children they identified during the internal monitoring to the ILO-funded project schools and use their resources more efficiently for areas which are not targeted by the ILO.

2.5. Impact Orientation and Sustainability of Interventions

The most significant achievement and impact of the project have been observed in terms of creating an integrated model for all other private-sector initiatives. The project impact is also evident in terms of raising awareness of the implementation of the relevant policy framework. The current intervention model serves its purpose well by keeping the children outside of the hazelnut orchards and providing them with safe spaces throughout the harvest. It also helps children to stay in school and acquire useful social skills. In particular, child monitoring activities and their results demonstrate that project efforts help children to access education outside of their city of origin. Yet, it is still difficult to assess the overall social and educational impact of the project on children's education because of the limitations of the evaluation and it would be helpful to conduct an impact assessment at the end of the project

Overall, the project established a foundation for sustainability by (a) encouraging local ownership through the existing policy framework, (b) facilitating coordination, planning, and monitoring, and finally (c) providing an integrated model for direct intervention. The ownership in the certain provinces is reassuring and the interest level of the local authorities (from newly added provinces) to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. If this interest is complemented by documented guidance and lessons learned from the provinces with long experience, it will serve the sustainability of the project well. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.

2.5.1. Observed Potential, Direct and Indirect Impact of the Project

The most significant achievement and impact of the project have been observed in terms of creating an integrated model for all other private-sector initiatives. The evaluator team noted during the site observations and interviews that a great number of private sector initiatives are inspired by the ILO CAOBISCO project and use a similar model as part of their remediation and child labour elimination activities.

The project impact is also evident in terms of raising awareness on the implementation of relevant policy framework namely the Policy Document issued by the MoLSS, Prime Ministry, and the Ministry of National Education “Prime Ministry Circular 2017/6) on Seasonal Agriculture Workers” and “Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People”. Stakeholders consulted throughout the evaluation confirmed the projects’ contribution in facilitating the implementation and replication of models in other regions. One of the private sector representatives stated “These circulars help us significantly to cooperate with the public authorities. However, not all of them have the same awareness about child labour as well as their organizations’ responsibility; in this context, the ILO project is often creating a model and example which we could refer to for them to have a look at.”

In terms of raising awareness and capacity building, the project’s positive impact has also been observed in many provinces, indeed, key national and local stakeholders endorsed the project. The local governors conducted their own planning sessions before the harvest, and also set up task forces for actions that need to be completed. It is also noted that some cities have good practices such as Ordu which also established “orchard monitoring teams” consisting of ISKUR, the Agricultural District Directorate, and Gendarmerie. Over the years, the project’s support in planning and coordination already created the necessary ownership in certain provinces.

The project also contributes toward preventing child labour in seasonal agriculture at national and local levels. The current intervention model serves its purpose well by facilitating planning, coordination, and monitoring activities at provincial, national, and country levels. It is also successful at keeping children outside of the hazelnut orchards and providing them with safe spaces throughout the harvest. The project also helps children to stay in school and acquire useful social skills. Furthermore, stakeholders noted improvements in children’s adaptation to summer school. Nevertheless, given the duration of the project, there is still some room for improvement in monitoring children and developing a systematized approach to impact evaluation at the beneficiary level. This evaluation scope is limited to the project design and activities initiated since January 2021 (phase 4). However, the evaluators also noted that the CAOBISCO project has been implemented since 2013 and built upon the extensive experience and lessons learned. Several case studies exist.¹⁵ The project implementing partner also noted that there are many more cases that demonstrate the project’s impact on education over the last ten years. In particular, child monitoring activities and their results demonstrate that project efforts help children to access education outside of their city of origin. Yet, it is still difficult to assess the overall social and educational impact of the project on

¹⁵ ILO, [Sinan’ın Hikayesi](#): Türkiye’deki Mevsimlik Fındık Tarımında En Kötü Biçimlerdeki Çocuk İşçiliğinin Sona Erdirilmesine Yönelik Kapsamlı Model Projesi tanıtım videosu, April 2022

children's education because of the limitations of the evaluation and it would be helpful to conduct an impact assessment at the end of the project. It is worth noting that there is also a growing interest from stakeholders to understand the project impact in the medium to long run on social and educational development of the children in particular.

2.5.2. Sustainability, ownership, and exit strategy

The sustainability of the contributions the project has made to the elimination of child labour highly depends on the level of ownership, institutionalisation and mainstreaming, as well as capacities at national, state and local level organisations. Project interventions are transient and designed based on the notion that successful practices can be owned and taken over by existing local systems and will be managed by public authorities. This approach was found effective by most stakeholders, to a certain extent. It was noted by a number of interviewees that the local authorities may lack awareness as well as expertise to implement and make effective relevant regulations (2017/6 – 2016-5) addressing living conditions of seasonal migrant workers and their children. In this frame, the project's dual strategy ((a)"upstream" policy work in the form of encouraging national and local ownership, national leadership, and capacity development and (b)"downstream" work to reduce and prevent the worst forms of child labour in seasonal agriculture through integrated area-based interventions in target provinces) is confirmed to be successful in creating replicable models in other cities.

In terms of ownership, given the considerable experience of the project, its levels are diverse across all project provinces. For instance, in Ordu, the project may be able to foster the required ownership, all stakeholders confirmed that with years of experience and infrastructure; all public authorities have a certain level of awareness and knowledge about the level and scope of their responsibilities. In newly integrated cities, the local governors consider this process as a learning experience and would welcome learning from other regions.

Stakeholders noted that public authorities could take full responsibility within the METIP structure (where all workers are staying in the same area and there is central registration) to implement the direct intervention model. Nonetheless, it is also highlighted that identification of the children is considerably challenging and required resources when children are located in farmers' houses and will definitely require additional resources. Despite the project being rooted in the intervention model in government or government-supported structures, the activities are carried out mainly by the implementing partner and external support is provided. The mobilisation of the field teams, registration of the children to the schools/social support centres and follow-ups with the seasonal migrant family members require significant human resources. In the current context, the implementing partner employs a minimum of two full-time field officers per district to engage with families and register children for a duration of one to two months, and one Education Coordinator is responsible for all district activities and coordination. Furthermore, transportation of the children and daily food require financial resources. In addition, the project also provides clothing, educational materials, lunch, hygiene kits support for children, which are used as a means to convince them about the benefits of their children's schooling. There was wide agreement amongst the key stakeholders consulted that additional financial and technical resources are needed to sustain results; specifically, the

continuity of the implementation of the intervention model would be less assured without the necessary human and financial resources.

Raising awareness and engaging with community members and leaders are important to promote ownership. The project has been able to produce communication materials to increase awareness of the existence and negative effects of child labour. However, except for the visual and published communication materials, the project does not have a specific strategy for community ownership, particularly from the beneficiary side. Considering the sociocultural roots of the issues, such a cultural paradigm shift has not been achieved; there will be a need for a more strategic communication approach and eventually more resources.

Promoting the use of the E-METIP system has crucial importance for the sustainability of the project. Widespread use of the E-METIP system will be able to ensure coordination and provide data flow among different actors. However, it is currently not used at the same level in all districts and further technical support is needed for improved functioning of the system.

Overall, the project established a foundation for sustainability by (a) encouraging local ownership through the existing policy framework, (b) facilitating coordination, planning, and monitoring, and finally (c) providing an integrated model for direct intervention. The ownership in certain provinces is reassuring and the interest level of the local authorities (from newly added provinces) to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. If this interest is complemented by documented guidance and lessons learned from the provinces with long experience, it will serve the sustainability of the project well. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.

2.6. Gender Equality, Non-discrimination, International Labour Standards, and Social Dialogue

Gender Equality: The project monitoring indicators reflect gender equality. However, the evaluation team did not find any evidence of gender mainstreaming being systematically addressed by the project or integrated as a cross-cutting concern throughout its methodology and deliverables. However, the team also noted that gender mainstreaming was not a main focus of the project, but the “children” as stated by most of the interviewed stakeholders. The project is able to achieve gender balance results in its activities. In particular, girls represent a more vulnerable group among seasonal migrant workers. Girls who are working in seasonal agriculture work, are often required to do housekeeping tasks, take care of their siblings, and forced to leave school early due to cultural reasons and may engage in early marriages. During the evaluation process, the evaluation team came across girls between the ages of 15 and 18 years who dropped out from school. Given the practice of early marriages among seasonal agricultural migrant workers, the project may consider developing particular intervention models.

While there is no gender-based gap among the wages of male and female seasonal agricultural workers, it should be highlighted that female workers almost never get paid

directly. Their wages are paid to the head of their household, who is usually the father or the husband. In the case of young girls, they never have access to their salaries, and consequentially, they have very limited opportunities to use their earnings for their schooling or vocational training. According to the information conveyed from the field staff, women cannot express themselves comfortably when they are near their husbands during counselling sessions. In the previous phase of the project, a need analysis was conducted and training program for seasonal women migrant workers was developed. These types of efforts can be integrated into the overall approach of the project.

Non-discrimination and International Labour Standards: The project is mainly targeting a vulnerable and disadvantaged group of workers and their children, therefore implicitly addressing discrimination. The social support centres are also open for the local communities' children, which allows an opportunity for children to overcome cultural prejudices. Many children continue to be discriminated against based on their gender, race, migration or minority status, or disability. The teachers and children interviewed felt that prejudicial attitudes and peer bullying were serious problems.

Concerning international labour standards, the project focus is on the elimination of child labour, and in this regard, successful in raising awareness among public authorities and private entities, not only about child labour in seasonal agriculture but also in general. It is also worth noting that working conditions of agricultural workers are often decided by provincial commissions, therefore by raising awareness on this issue among public authorities, the project also indirectly affects the commissions decisions on the working conditions of the seasonal migrant workers.

Social Dialogue: Project activities were not designed based on the traditional tripartite approach. This may be due to the lack of representation of seasonal migrant workers through trade unions. The project initiated active engagement with governmental agencies and local governors, however, participation of trade unions and worker representatives was limited, eventually leading to the use of social dialogue. Labour contractors are often the main contact points for workers. Despite being one of the crucial stakeholders in the process, engaging with labour contractors does not fully allow worker representation (particularly considering their conflicting interests at some level). The project should consider involving a more participatory approach and alternative ways of engaging with workers for the remaining time.

3. Lesson learned and Emerging Good Practices

<p>Challenges</p>	<ul style="list-style-type: none"> ▪ Financial downturn; deepening poverty and deprivation. ▪ Changes in the METIP area or/and lack of availability of METIP areas in some provinces ▪ High turnover of public institution staff, loss of institutional memory, weak information flow within the governmental agencies. ▪ Gaps in legal framework and policies, penalties. ▪ Lack of digitalization of data on child labour, mapping of the projects / programmes for combating child labour. ▪ Cultural, social, ethical barriers / bias for seasonal workers. ▪ COVID-19 impact on high-school drop-out rates.
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<p>Lessons Learned</p>	<ul style="list-style-type: none"> ▪ Local ownership is significant for ensuring the efficiency and sustainability of the project, and it often takes time and requires building awareness. ▪ Creating a trust environment among community decision-makers is key to ensuring continuity of children’s education. ▪ Collaborating with agricultural intermediaries was a strong strategic approach to persuade families for education referral. ▪ Successful interventions require a longer commitment and continuous engagement; the project recognized the importance of regular personal meetings with all stakeholders in all phases of implementing the project activities.
<p>Good Practices</p>	<ul style="list-style-type: none"> ▪ Social support centers and project schools provide safe environments for all children working in seasonal agriculture. ▪ The project supported the emotional, psychosocial, and physical well-being of the children, especially for younger age groups; it improved children’s willingness to attend school. ▪ In-kind support, such as hygiene materials, educational materials and stationery, have proven to be effective to some extent, persuading the families to send their children to schools.

4. Conclusion and Recommendations

This report was prepared based on a wide variety of opinions, views, insights, and thoughts presented during the interviews; it is aimed at helping stimulate further thinking, discussions and more in-depth analysis to further develop the project. The MTE highlighted the most significant insights about the project in relation to the evaluation criteria and key questions.

Overall, the relevance of the Project is high as the project activities are well aligned with the project objectives. The MTE reveals that the Project has shown good overall progress and a flexible and responsive approach to the changing circumstances.

The Project has high potential to bring about positive change. A great majority of the interviewed stakeholders indicated that the project activities allowed them to get to better understand the seasonal migrant workers’ working conditions and the importance of the elimination of child labour.

The sustainability of the project’s results is highly linked to the ownership of the public institutions but also to the external factors such as establishing the institutional capacity which could take over project activities.

The following recommendations were developed based on the findings and conclusions of the evaluation and comments from the stakeholder interviews:

Criterion	Conclusion	Recommendations	Priority	Timing	To Whom	Resource Implications
Relevance, Sustainability	The ownership in certain provinces is reassuring and the interest level of the local authorities (from newly added provinces) to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. It was noted by a number of interviewees that the local authorities may lack awareness as well as expertise to implement and make effective relevant regulations (2017/6 – 2016-5) addressing living conditions of seasonal migrant workers and their children. In particular, stakeholders from newly integrated provinces (in terms of stability and conditions of the temporary settlements, number of hosted workers, season time, awareness level, and experience in implementing mentioned circulars), there is a need for more practical guidance in addition to coordination meetings.	Document lessons learned through guidance and case studies from selected provinces and facilitate peer learning among the different local governors and disseminate knowledge: The project team should systematize the knowledge generated, as well as the lessons learned, and good practices produced in the different provinces over the last ten years of the project. These include various ways such as guidance documents for local governors, case studies and peer learning sessions among local governors. The project team and public authorities (who took part in the implementation stage) have considerable experience in the implementation of the policy framework. Given the changing location of the local governors and civil servants, such peer learning exercises and documentation of case studies may provide a considerable opportunity for the replication of the project in other regions where seasonal migrant workers are working.	High	Within the second half of the project	Project Management Team, Implementing Partner	Within the existing budget
Effectiveness, Impact	The project staff (education and field coordinators) visited schools in Şanlıurfa met with the teachers and members of province/district boards (which are officially established for monitoring the children of seasonal agricultural workers). Over the last two years, 1139 children were monitored via phone calls and visits. Despite the monitoring activities, during the MTE interviews, it was noted by the school principals that the absence rate is still very high among the seasonal worker's children, and the children are expected to return earliest in November. The number of transfers to schools	Enhance collaboration among public authorities for following up on the intervention after the harvesting season: Due to the climate conditions, the harvesting may take longer and most summer school activities end at the beginning of September. Enhanced collaboration is needed between public authorities for following up on the intervention and monitoring the children. Currently, the project is highly successful in engaging with the Provincial Directorates of the Ministry of Education. If efficient data flow	High	Within the second half of the project	Project Management Team	Within the existing budget

	after the summer educational program ended was also limited.	will be ensured between the project team and local commissions for the education of seasonal migrant workers' children, children's transfer to formal education could also be increased.				
Effectiveness, Sustainability	National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. If this interest is complemented by documented guidance and lessons learned from the provinces with long experience, it will serve the sustainability of the project well. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.	Identify local public partners' critical needs in terms of institutional capacity and focus on an exit strategy with a gradual transition of project responsibilities to active local partners/governors and promote the use of E-METIP: The implementing partner plays a critical role in referring children to social support centres and mobilizing public resources for project activities. The ownership in the certain provinces is reassuring and the interest level of the (newly integrated) local authorities to carry out the intervention is promising. To ensure a smooth exit, it is advised to plan a gradual transition of project activities to active local partners/governors before the project comes to an end. This may be done by selecting one pilot region and providing direct access to human and financial resources for public authorities/local governance (e.g. in the form of grant management based on TOR and/or direct contracting). In this frame, the efficient use of the E-METIP system may significantly decrease the necessary resources to identify children.	High	Within the second half of the project	Project Management Team	Within the existing budget
Impact	The project also helps children to stay in school and acquire useful social skills. Furthermore, stakeholders noted improvements in children's adaptation to summer school. Nevertheless, given	Conduct data analysis and systematize monitoring to measure trends and impact: Given the relatively long duration of the project, it is crucial to quantify the project's impact in reducing child labour and increasing school attendance and success.	Medium	Within the second half of the project	Project Management Team	Within the existing budget

	<p>the duration of the project, there is still some room for improvement in monitoring children and developing a systematized approach to impact evaluation at the beneficiary level. In particular, child monitoring activities and their results demonstrate that project efforts help children to access education outside of their city of origin. Yet, it is still difficult to assess the overall social and educational impact of the project on children's education because of the limitations of the evaluation and it would be helpful to conduct an impact assessment at the end of the project</p>	<p>The project is addressing a deeply rooted issue and a number of external variables exist that may affect the schooling of targeted children. However, the project can still provide a valuable resource and also set an example (for other private initiatives) by systematizing monitoring to measure trends and impact over the last ten years.</p>				
<p>Relevance, Effectiveness, Impact</p>	<p>Children in seasonal agriculture also have diverse profiles based on their ages, schooling status (enrolled, dropped out), and gender. In this context, the relevance of the activities under Output 2 to beneficiary needs differ, in particular, based on the children's age profile. Given the diverse groups of beneficiaries, a more tailored approach for direct intervention is likely to be needed to meet the needs of different age and gender groups and to address the root causes of child labour.</p>	<p>Continue promoting education through a direct intervention model among seasonal migrant workers' children and identify windows of opportunity for tailoring approaches for the withdrawal of children in high-risk age groups: Many stakeholders recognized the project's success in terms of providing a safe space for children during the harvest season. However, they also noted limitations of the intervention model keeping children between the ages of 14 to 18 at summer social support centres. Factors such as monetary and multidimensional poverty highly influence child labour prevalence in this age group, as it is one way for families to manage poverty and deprivation risk. School feeding and in-kind programmes may have limited effects to reduce children's engagement in work. In this frame, the project may consider:</p> <p>Tailoring vocational training for children in high school and students who have dropped-out and supporting university preparation studies through in-kind support</p>	<p>High</p>	<p>Within the second half of the project</p>	<p>Project Management Team</p>	<p>Within the existing budget</p>

		<p>and other types of scholarships in the case of full attendance to the summer courses</p> <p>Developing a gender-sensitive approach and special training programs for girls who have dropped out of school and are at high risk of child labour and early marriage.</p>				
Impact, Sustainability	<p>The project has successfully raised awareness and capacity of hazelnut producer companies and the project itself is sound evidence of partnership building and multi-stakeholder involvement, however more civil society and private sector engagement is needed.</p>	<p>Further promote and communicate integrated intervention model to other public authorities, private sector representatives and civil society organizations: The project is highly successful in providing a model for private sector in the Black Sea region. This model has a great potential to be replicated in other regions. Therefore, the project should continue to present the model not only to private sector representatives but also to other civil society organizations focused on education and child protection through systematic communication activities.</p>				

Annex 1: TOR

TERMS OF REFERENCE

Cluster Mid-term Independent Evaluation of Projects Under the Programme on Elimination of Child Labour

PROJECT OVERVIEW	
Projects Title	<ol style="list-style-type: none"> 1. TUR/20/01/EUR - Elimination of the Child Labour in Seasonal Agriculture 2. TUR/20/02/FER - Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye 3. TUR/21/01/CAB - An Integrated Model for the Elimination of the Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (Phase IV)
Contraction Organization	International Labour Organization (ILO)
ILO Responsible Office	ILO Office for Türkiye
Funding Source	European Union, Ferrero Trading Luxembourg and Association of Chocolate, Biscuit and Confectionery Industries of Europe (CAOBISCO) 16
Budget of the Project	EU Project: 29,726,740.90 EUR Ferrero Project: 3,534,673 EUR CAOBISCO Project: 1,500,000 EUR
Project Location	Türkiye, with project provinces; EU Project: Adana, Ordu, Düzce, Malatya, Mersin, Hatay, İzmir, Ankara, Eskişehir, Konya, Manisa, Bursa, Adıyaman, Şanlıurfa, Diyarbakır and Mardin Ferrero Project: Trabzon, Samsun, Zonguldak and Şanlıurfa CAOBISCO: Ordu, Sakarya, Düzce, Samsun, Giresun and Şanlıurfa
Project Start and End Date	EU Project: 01.10.2020 – 31.01.2024 Ferrero Project: 09.11.2020 – 08.03.2024 CAOBISCO Project: 01.04.2021 - 31.12.2023
HQ Technical Unit Responsible	FUNDAMENTALS
Type of Evaluation	Independent Mid-term Evaluation

¹⁶ Contributing members of CAOBISCO to the ILO PPP Project: Ferrero, Nestlé, August Storck KG, Barry Callebaut, Alfred Ritter GmbH & Co. KG, Mars, Incorporated, Chocosuisse, NATRA S.A., Griesson - de Beukelaer GmbH & Co., Cémoi chocolatier, Gebr. Jancke GmbH, Neuhaus NV, Stollwerck GmbH, Fazer, Koenig Backmittel GmbH

Expected Starting and End Date of Evaluation	15.06.2022 – 17.10.2022
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1. INTRODUCTION AND RATIONALE FOR CLUSTER EVALUATION

As per ILO evaluation policy, projects (*details provided in “b. Project’s Description” section*) that are being implemented under the ILO Elimination of Child Labour (ECHL) Programme is subject to both an independent mid-term evaluation and a final independent evaluation. In this regard, the independent mid-term evaluation, as planned in the projects respective work plan, will be conducted by external consultant(s). The evaluation process will be designed in line with ILO and relevant Donor institutes evaluation procedures.

Given that the concerned projects are being implemented in parallel under the ILO Child Labour Programme with integrated programme outcomes, jointly planned activities in the same provinces, similar indicators, a joint monitoring system in place and having the Ministry of Labour and Social Security as the main implementing partner of the interventions, it is considered reasonable and appropriate to conduct the mid-term independent evaluation of the three projects using a cluster modality. The cluster evaluation modality will lead to further efficiency both in terms of budget and time management.

ILO Evaluation Policy adopted by the Governing Body in October 2017, provides for systematic evaluation of programmes and projects in order to improve quality, accountability, transparency of the ILO’s work, strengthen the decision-making process and support constituents in forwarding decent work and social justice. It is planned that the mid-term evaluation will be carried out under the overall supervision of the REO/Europe and ILO Evaluation Office.

a. Programme Detail

A Combating child labour has always been a priority for ILO since its foundation in 1919. The ILO Office for Türkiye formulated an updated programme covering 2021-2025 to advance its work in and experience derived from combating child labour since 1992 in cooperation with national stakeholders. The ILO’s Programme on the Elimination of Child Labour in Türkiye, prepared in line with the priorities of the National Employment Strategy (2014-2023) and National Programme on the Elimination of Child Labour (2017-2023), plans to engage in comprehensive work to eliminate child labour in Türkiye. It is not possible to achieve the future of work with decent work and sustainable income for all without eliminating child labour. Through the Programme of 2021-2025, the ILO Office for Türkiye will focus on quality education as the key strategy to eliminate child labour including primarily the worst forms in Türkiye and continue to support the national partners by effective enforcement of legislation, expanding social protection and social dialogue support.

The United Nations 2030 Agenda for Sustainable Development including particularly Sustainable Development Goal SDG 8 on decent work and economic growth, and specifically Target 8.7, calls for immediate measures to secure the elimination of child labour in all its forms by 2025. Emphasizing that the goal could be reached through leaving no one behind, the United Nations declared the year 2021 as the “International Year for the Elimination of Child Labour” and initiated global action. The programme developed by the ILO Office for Türkiye aims to support the said global action at local level, and ensure that the national work would set a model internationally.

b. Project’s description

Under the ECHL Programme, the ILO Office for Türkiye is currently implementing three projects in cooperation with the Ministry of Labour and Social Security (MoLSS) General Directorate of Labour, with funding from various development partners, focusing on combating child labour in seasonal agriculture. The three projects undertaken in 21 provinces of migration origin and destination will be implemented by 2024 with funding from the European Union, FERRERO and CAOBISCO (Association of Chocolate, Biscuit and Confectionary Industries). All projects will be implemented in partnership with MoLSS and in close cooperation with relevant organizations and institutions including Ministries of National Education, Interior, Agriculture and Forestry, Youth and Sports, workers’ and employers’ organizations, Turkish Employment Agency (İŞKUR), municipalities, universities, private sector and NGOs.

The programme strategy is based on three integrated programme outcomes with a particular focus and objective on enhancing national and local capacity for the elimination of worst form of child labour (WFCL) in seasonal agriculture as well as providing services to children at risk and their families;

1. Increasing access to free and quality public education.
2. Providing support for strengthening current child labour governance institutions and coordination/cooperation mechanisms.
3. Increasing and strengthening advocacy on child labour.

In line with the perspective described above, the **“Elimination of the Child Labour in Seasonal Agriculture - TUR/20/01/EUR” project funded by EU** will contribute to elimination of the WFCL in seasonal agriculture by means of working/at-risk children are withdrawn or prevented from work in seasonal agriculture; families, employers, agriculture intermediaries and village heads abstain from or take action to combat child labour in Şanlıurfa, Mardin, Adıyaman, Diyarbakır, Adana, Mersin, Hatay, İzmir, Manisa, Ankara, Eskişehir, Konya, Malatya, Ordu, Bursa and Düzce . The main outputs of the project which funded by EU are as follows:

- 1- Working/at-risk children are withdrawn or prevented from work in seasonal agriculture; families, employers, agriculture intermediaries and village heads abstain from or take action to combat child labour

- 2- MoLSS, workers' and employers' organisations, gendarmerie, NGOs take coordinated action for policy development and implementation to eliminate the WFCL
- 3- Willingness among general public and target groups for eliminating child labour in seasonal agriculture is enhanced
- 4- Advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced.
- 5- Coordination and cooperation mechanisms are strengthened for effective implementation and management at national and local level

Beside, under the Public Private Partnership framework, **“Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye - TUR/20/02/FER”** project which is funded by Ferrero will enhance and facilitate the exchange of the experiences of government, private sector, social partners and civil society in addressing child labour, particularly in the hazelnut supply chain, as a means to maximize collective learning opportunities among the project stakeholders for the elimination of the worst forms of child labour (WFCL) in seasonal agriculture in Türkiye.

The overall development objective of the project funded by Ferrero is to contribute to the elimination of the WFCL in seasonal agriculture in line with the Turkish Government's National Employment Strategy (2014-2023) and the National Programme for the Elimination of Child Labour (2017-2023). The specific objective of the project is to enable and strengthen partnership between public and private sector actors for the withdrawal and prevention of children from the WFCL in seasonal agriculture in hazelnut harvesting. The project will catalyse cooperative approaches to addressing child labour by linking efforts undertaken by the private sector to the existing and future national programmes mentioned above.

This new public private partnership project, co-chaired with Ferrero and the MoLSS Directorate General of Labour will further complement existing ILO activities dedicated to the elimination of child labour in Trabzon, Samsun and Zonguldak provinces.

Lastly, **“An Integrated Model for the Elimination of the Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye”** project funded by the Association of Chocolate, Biscuit and Confectionery Industries of Europe – TUR/21/01/CAB (CAOBISCO) aims to contribute to the elimination of the worst forms of child labour in seasonal agriculture in hazelnut harvesting in Türkiye.

The project is based on three outputs to eliminate child labour in seasonal agriculture in hazelnut harvesting.

1. Strengthening national and local capacity for the elimination of WFCL in seasonal agriculture in hazelnut harvesting

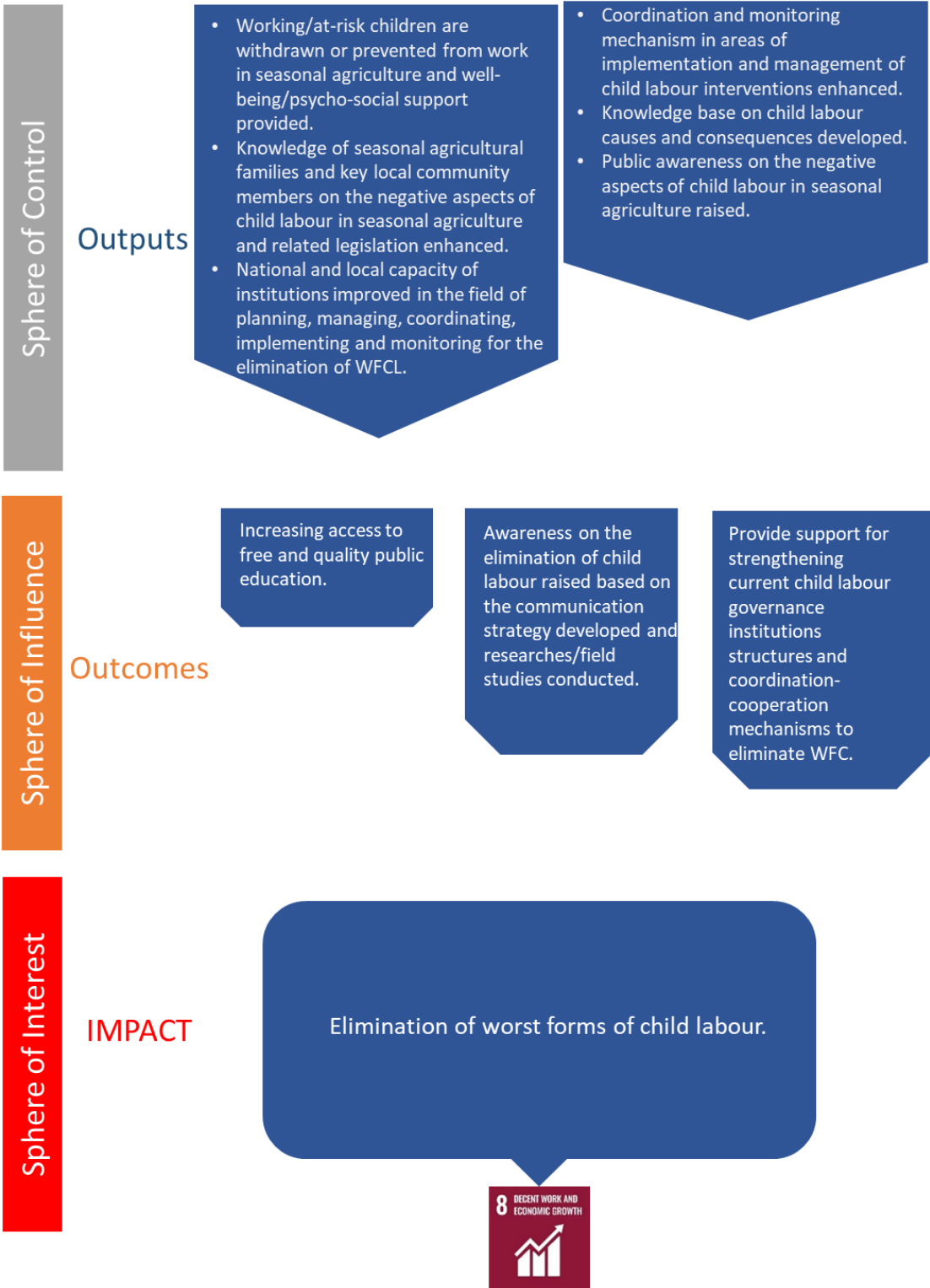
2. Implementation and scaling up of direct intervention mechanism in areas where seasonal hazelnut harvesting exists
3. Raising awareness on the elimination of WFCL in seasonal agriculture in hazelnut harvesting among general public, national and local stakeholders and supply chain actors.

Theory of Change

Based on the situation analysis and the feedback collected from the field during the recent child labour interventions since 1990, the ILO child labour programme strategy is based on three integrated programme outcomes with a particular focus and objective on enhancing national and local capacity for the elimination of worst form of child labour (WFCL) in seasonal agriculture as well as providing services to children at risk and their families;

1. Increasing access to free and quality public education.
2. Providing support for strengthening current child labour governance institutions and coordination/cooperation mechanisms.
3. Increasing and strengthening advocacy on child labour.

At the international level, Projects will contribute to the better implementation of the relevant International Standards which are leading and guiding the world of work where ILO is a normative UN organization. In this respect, the Action will support implementation of ILO Conventions No.138 Minimum Age and No.182 Worst Forms of Child Labour to which Türkiye is one of signatories; and contribute to reach Sustainable Development Goal (SDG) 8 of the 2030 Agenda on decent work and economic growth, and specifically to target 8.7 calling for immediate measures to secure the prohibition and elimination of the WFCL, and by 2025 end child labour in all its forms. Linking with SDG 8.7, Projects will also contribute to “Outcome 7: Adequate and effective protection at work for all” of ILO’s Programme and Budget (2021-2022) and United Nations Sustainable Development Cooperation Framework (2021-2025) in Türkiye.



8.7. calling for immediate measures to secure the prohibition and elimination of the WFCL

c. Purpose, Scope and Clients of the Evaluation

The mid-term evaluation will ensure accountability to beneficiaries, donor and key stakeholders and promote organizational learning within ILO and among key stakeholders. The evaluation results would contribute for further project development to promote elimination of worst forms of child labour not only in seasonal agriculture but also in industry, services etc. in Türkiye.

The evaluation of the project is part of the Monitoring and Evaluation Plan 2022 of the ILO Regional Office for Europe and Central Asia and the project work plan.

The evaluation will assess the results of the work done in order to properly report on the progress and challenges as well as define the steps for possible further project development to promote elimination of child labour. It would help to analyse how the ILO Office for Türkiye contributed to implementation of the relevant national policies for elimination of worst forms of child labour, improvement of institutional and technical capacities of national and local public institutions, and raising the awareness of the families, employers, public institutions and the general public about elimination of child labour specifically in seasonal agriculture sector. A particular reference will also be given to the overall impact of COVID-19 on protective activities and mitigation measures taken by the Office as a response.

The evaluation will consider the project's relevance, efficiency, effectiveness, coherence 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,
- support the conceptualization of the next phases, steps, exit strategies and approaches.

The scope of the evaluation will encompass all activities and outcomes of the projects for the period from third quarter of 2021 to the end of September 2022. The evaluation covers the projects in all provinces where activities of project is being implemented.

The following groups are the main clients of the evaluation (but not limited to)

ILO management and project staff at ILO Office for Türkiye

ILO FUNDAMENTALS and other relevant departments

Donor (EU, Ferrero, CAOBISCO)

National Partners: Ministry of Labour and Social Security, DG for Labour, workers and employers organisations.

Local partners and NGOs

Experts and Service Providers

Target groups of the project: seasonal agricultural families and children

The mid-term independent evaluation will benefit from the findings of a cluster evaluability assessment of the projects conducted previously within the ILO Office for Türkiye and will integrate gender equality and other non-discrimination and social dialogue as well as ILSs issues as a cross-cutting concern throughout its methodology and deliverables. It will give specific attention to how the project is relevant to the ILO's P&B 2022-23, UNSDCF (2021-2025) and national development frameworks. It will incorporate inputs from tripartite constituents and national stakeholders as well.

2. Management Arrangements for the Assignment

ILO Project Team who will take part in the final independent evaluation assignment and their responsibilities in this context are stated below.

Evaluation Manager of the ILO Office for Türkiye: The Evaluation Manager, Ms. Özge Berber Ağaş, will supervise, coordinate, and guide the assignment. She will give the final decision and feedbacks to all the outcomes of the assignment.

Project Coordinators: Coordinators, Ms. Ayşegül Özbek Kansu, Ms. Fatma Gelir Ünal, Mr. Ali Emre Yilmaztürk, will provide strategic advice to the process under the coordination of the M&E Officer, Mr Koray Abacı.

Project Officers: They will provide necessary documentation, information and the lists of contacts/stakeholders/constituents/ beneficiaries and provide technical support to the consultant within the scope of the assignment when necessary.

Finance and Procurement Officer & Finance Assistant: They will make sure if the expenditures are realized in accordance with the approved budget and in compliance with the ILO's financial rules and regulations.

3. Criteria and questions

The evaluation will apply the key OECD/DAC criteria of relevance, effectiveness, efficiency, coherence, sustainability and impact potential. In particular,

The evaluation should address the evaluation criteria related to relevance, coherence, project progress/ achievements and effectiveness, efficiency in the use of resources, impact and sustainability of the project interventions as defined in the [4th edition of the ILO Policy Guidelines](#) for results-based evaluation (2020).

The evaluation adheres to confidentiality and other ethical considerations throughout, following the [United Nations Evaluation Group \(UNEG\) Ethical Guidelines and Norms and Standards in the UN System](#). The evaluation process will observe confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure maximum freedom of expression of the implementing partners, beneficiaries and other stakeholders, project staff will not be present during interviews.

The core ILO cross-cutting priorities, such as gender equality and non-discrimination, promotion of international labour standards, tripartism and social dialogue, and constituents' capacity development, will be considered in this evaluation. In particular and in line with ILO evaluation policy, the gender dimension will be considered throughout the methodology, deliverables and final report of the evaluation.

The evaluation will also focus on the effects of the COVID-19 pandemic on the project, assessing whether, how and to what extent unexpected factors have affected project implementation and whether the project has effectively addressed these unexpected factors, including those linked to the Covid-19 pandemic.

It is expected that the evaluation will address all of the questions detailed below to the extent possible. The evaluator may adapt and propose reformulations of the suggested questions, but any changes should be agreed upon between the ILO evaluation manager and the evaluator. Upon completion of the desk review and initial interviews conducted as part of the inception phase, the inception report to be prepared by the evaluator will indicate and/or modify (in consultation with the evaluation manager) the selected specific aspects to be addressed in this evaluation.

The suggested evaluation criteria and indicative questions are given below:

Relevance

The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

- To what extent have the projects addressed the needs of the target group and stakeholders in Türkiye which were identified during the intervention design?
- What mechanisms are considered in the design and implementation to ensure active engagement of stakeholders, such as active participation in activities and contributing in decision making process?
- To what extent is the project addressing key relevant components of and is contributing to;
- ILO results framework (including P&B 2022-23), the ILO mandate and relevant policies, including gender equality and non-discrimination, international labour standards, social dialogue and disability inclusion,

- National development strategies and UN Country programme frameworks (UNSDCFs) in piloting countries and
 - The achievement of the relevant Sustainable Development Goals – especially SDG 8.
 - To what extent the projects were adapted to the restrictions imposed by the COVID-19 pandemic?
 - Are the original project strategy, objectives and assumptions appropriate for achieving planned results?
- a) Outcomes: were the projects' objectives (as indicated on the LFMs) appropriate for achieving the impact-level objective?
- b) Outputs: were the specified outputs (as indicated on the LFMs) appropriate for achieving the outcomes?
- Were the original project strategy, objectives and assumptions appropriate for promoting gender equality and inclusion of disadvantaged groups?
 - What lessons can be learned for the design of future projects? What worked/what didn't work?

Coherence

The compatibility of the intervention with other interventions in a country, sector or institution.

- How well does the interventions of the project fit with other interventions of the ILO Office for Türkiye? What synergies have been created?
- To what extent are synergies and interlinkages between the project interventions and other interventions carried out by ILO, public actors and social partners in place?
- How well did the design of Projects take into account local, national and sub-regional efforts already underway addressing elimination of child labour (particularly those engaged in seasonal agriculture) and promote educational opportunities for targeted children and the existing capacity in addressing the issue?
- Are the Projects' overall Theory of Change consistent with the data/findings obtained during project implementation?
- Has the project established partnerships with relevant organizations/institutions at the global and country-level throughout its implementation? What were their roles? And what were their expectations? To what extent have these partnerships been useful in the achievement of the intended results?
- Are the indicators and milestones useful in assessing the projects' progress and achievements?
- Are the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)?
- To what extent were external factors and assumptions identified at the time of project design? Have those proven to be true?

Effectiveness

The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

- How far the Projects interacted and possibly influenced national level policies, debates and institutions working on child labour.
- Have there been any unintended results (positive or negative)?
- To what extent has the project adapted its approach to respond to the COVID-19 crisis and what have the implications been on nature and degree of achievement of the project and project targets after the COVID-19 crisis?
- How well have the Projects coordinated and collaborated with each other and other child-focused interventions supported by other organizations?
- To what extent have the project activities, products and tools benefited from the participation of constituents and have been disseminated to them for utilization, policy advocacy or service delivery?
- Which alternative strategies towards gender equality would have been possible or are still possible?
- How well has each project comparatively performed as assessed through the satisfaction of the tripartite constituent project partners and beneficiaries? To what extent are the tripartite constituents and the project stakeholders satisfied with the services and deliverables and outputs delivered by each of the projects?
- How effective is the monitoring mechanism set up, including the regular/periodic meetings among project staff and with the beneficiary, donor and key partners?
- Is there any communication strategy available? If yes, how effective was the communication strategy implemented?
- Did the project implementation change the nature of social dialogue among the Project partners? To what extent?
- What obstacles did the projects encounter during implementation? How did they affect progress? Could the projects have better addressed these challenges?
- What evidence exist to demonstrate the two projects contributed to policy improvement and capacity building in Türkiye, regarding elimination of child labour?

Efficiency

- Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes? Could they have been allocated more effectively and if so, how?

- Given the size of the project, its complexity and challenges under the Covid-19 environment, has the existing management structure and technical capacity been sufficient and adequate?
- Were there adequate political, technical and administrative support from the national stakeholders? If not, why? How it can be improved?
- Did the project benefit from complementary resources at the global and country levels that supported the achievement of its intended objectives?
- To what extent did the project leverage resources (financial, partnerships, expertise) to promote gender equality, social inclusion, inclusion of children with special needs, refugees, people with disabilities and other disadvantages?

Sustainability and impact potential

- What are the major high-level changes that the projects have contributed towards preventing child labour in seasonal agriculture at national and local levels?
- Have the interventions made a real contribution in the policy improvement for the prevention and elimination of child labour?
- To what extent has the involvement of ILO-Türkiye on preventing child labour in seasonal agriculture had social, economic, and educational effects?
- Has the intervention generated unintended impacts on child labour prevention and elimination?
- To what extent have results contributed to advance sustainable development objectives (as per UNSDCFs, similar UN programming frameworks, national sustainable development plans, and SDGs)?
- To what extent has the project contributed to advance the ILO's core principles (ILS, tripartism and social dialogue, gender equality)?
- Which strategies have the projects put in place to ensure continuation of mechanisms/tools/practices provided, if the support from the ILO (and/or donor institutions) ends? To what extent are these strategies likely to be effective?
- What is the level of ownership of the programme by partners and beneficiaries? How effective have the three projects been in establishing and fostering national/local ownership?
- How successful the interventions to withdraw and prevent children from seasonal agriculture child labour in creating long lasting impact on the beneficiaries. Will there be additional interventions needed in withdrawal of children from, or involvement in seasonal agriculture?
- What lessons are learned that may be useful in future possible pandemic conditions?
- What contributions the Projects have made in strengthening the capacity and knowledge of national and local stakeholders and to encourage ownership of the Project to partners.
- Will the improved e-METIP system function as a collaboration and monitoring mechanism in future?

Lessons learned and good practices for future

- What are the to-date lessons learned from the process of the implementation and how these lessons could be made use of for the formulation of a new project?
- Are there good practices to be replicated both nationally and globally?
- Is the project successful in terms of advocating and promoting good practices through innovative communication tools?
- What lessons and good practices from the project are relevant for the COVID-19 response?

Gender equality and non-discrimination issues

- To what extent does the project mainstream gender equality in its approach and activities?
- To what extent does the project use gender/women specific tools and products?
- Does the project align with ILO's mainstreaming strategy on gender equality?

International Labour Standards (ILS), environment and Social Dialogue aspects

- How effective was the project in using ILS promotion and social dialogue tools and products?
- To what extent did the project mainstream social dialogue in its approach and activities?
- To what extent did the project mainstream environmental aspect in its project planning and activities?

The list of questions can be adjusted by the evaluator in coordination with the ILO Evaluation Manager during the inception phase. The evaluator may adapt the evaluation criteria and questions, but any changes should be agreed upon between the evaluation manager and the evaluator and reflected in the inception report. Based on the analysis of the findings the evaluation will provide practical recommendations that could be incorporated into implementation of ongoing project and the design of potential future initiatives.

4. Methodology

The evaluation will comply with UNEG evaluation norms, standards and follow ethical safeguards, as specified in the ILO's evaluation guidelines and procedures. The evaluation will be conducted in a participatory manner by engaging the stakeholders at different levels and ensuring that they have a say about the implementation of the project, can share their views and contribute to the evaluation and participate in dissemination processes.

The methodology will include examining the project's Theory of Change in the light of logical connect between the levels of results, their alignment with the ILO's strategic objectives. Particular attention will be given to the identification of assumptions, risks and mitigation strategies, and the logical connect between levels of results and their alignment with ILO's

strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets.

The methodology for collection of evidence should be implemented in three phases (1) *an inception phase* based on a review of existing documents to produce inception report; (2) *a fieldwork phase* to collect and analyse primary data (if not possible due to pandemic online meetings will be conducted); and (3) *a data analysis and reporting phase* to produce the final evaluation report.

The pandemic is likely to have serious implications for data collection for this independent mid-term evaluation. If domestic travel by the evaluator may not be possible due to COVID-19 related travel restrictions alternative methodologies for the data collection will be considered. This could include extensive use of video-conferencing technology, and other forms of online and virtual approaches building on EVAL's guidance notes "[COVID-19: Conducting evaluations under challenging conditions](#)" and [Implications of COVID-19 on evaluations in the ILO \(Practical tips on adapting to the situation\)](#).

Multiple data collection techniques are expected to be used by the evaluation. First of all, the evaluator will make **desk review** of appropriate materials, including the project document, Logical Framework, progress reports, mission reports, news on activities and other outputs of the project and relevant materials from secondary sources (e.g., national research and publications). Secondly, the Evaluator(s) is expected to use **interviews (telephone or computer based due to COVID measures)** as a means to collect relevant data for the evaluation. Individual or group interviews will be conducted with the main clients defined in the TOR.

Evaluator(s) would be given a list of recommended/potential persons/institutions to interview that will be prepared by the Project Team in consultation with the Evaluation Manager. Thirdly, the Evaluator may use **online surveys** to collect data for the evaluation from the target groups, if applicable.

Opinions revealed by the stakeholders will improve and clarify the quantitative data obtained from project documents. The participatory nature of the evaluation will contribute to the sense of ownership among stakeholders. Quantitative data will be drawn from project documents including the Progress Reports.

Sound and appropriate data analysis methods should be developed for each evaluation question. Different evaluation questions may be combined in one tool/method for specific targeted groups as appropriate. Attempts should be made to collect data from different sources by different methods for each evaluation question and findings be triangulated to draw valid and reliable conclusions. Data shall be disaggregated by sex where possible and appropriate, during the collection, presentation and analysis of data. To the extent possible, data should be responsive to and include issues relating to diversity and non-discrimination.

The methodology will include examining the project's Theory of Change in the light of logical connect between the levels of results, their alignment with the ILO's strategic objectives. A

particular attention will be given to the identification of assumptions, risk and mitigation strategies, and the logical connect between levels of results and their alignment with ILO's strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets.

The evaluator will be expected to follow EVAL's Guidance material on appropriate methodologies to measure key cross-cutting issues, namely the ILO EVAL [Guidance Note 3.1 on integrating gender equality and non-discrimination](#); and the ILO EVAL [Guidance Note 3.2 on Integrating social dialogue and ILS in monitoring and evaluation of projects](#).

More specifically, in accordance with ILO Guidance note 3.1: "Considering gender in the monitoring and evaluation of projects", the gender dimension should be considered throughout the methodology, deliverables and final report of the evaluation. The evaluator should assess the relevance and effectiveness of gender-related strategies and outcomes to improve the lives of women and men. Data shall be disaggregated by sex where possible and appropriate during the collection, presentation and analysis of data. To the extent possible, data should be responsive to and include issues relating to diversity and non-discrimination.

All this information should be accurately reflected in the inception report and final evaluation report.

The methodology and techniques to be used in the evaluation should be described in detail in the **inception report** and the final evaluation report, and should contain, at minimum, information on the instruments used for data collection and analysis, whether these be documents, interviews, surveys. The limitations of the chosen evaluation methods should be also clearly stated.

Planning Consultations: The evaluator(s) will have a consultation meeting (via online meeting tools or telephone) with the Evaluation Manager and Project Team in Ankara. The objective of the meeting is to reach a common understanding regarding the status of the project, the priority assessment questions, the available data sources and data collection instruments and an outline of the final assessment report. The following topics will be covered: status of logistical arrangements, project background and materials, key evaluation questions and priorities, data sources and data collection methods, roles and responsibilities of the assessment team, outline of the final report.

Post-Data Collection Debriefing: Upon completion of the report, the evaluator(s) will provide a debriefing to the ILO/Ankara on the evaluation findings, conclusions and recommendations. Final draft of the report will be shared by the evaluator(s) with the Evaluation Manager who will circulate it to the stakeholders for their comments and inputs and the evaluator(s) will be responsible for considering the feedback provided and reflecting relevant inputs to the final report.

5. Main Outputs (Deliverables)

A. Inception Report (to be submitted to the Evaluation Manager within **twenty (20) days** of the submission of all program documentation to the Evaluator)

This report will be 5 to 7 pages in length and will propose the methods, sources and procedures to be used for data collection. It will also include a proposed timeline of activities and submission of deliverables. The Evaluator(s) will also share the initial draft inception report with the Project Team and Evaluation Manager to seek their comments and suggestions. The inception report should be in line with [ILO EVAL Office Checklist](#).

B. Draft Final Report (initial draft to be submitted to the Evaluation Manager within **15 days** of completion of the data collection)

The evaluation consultant shall submit to the Evaluation Manager the initial draft of the final report. This draft will be app. 30 pages plus executive summary and appendices.

C. Final Evaluation Report (to be submitted to the Evaluation Manager within seven days of receipt of the draft final report with comments). The Final Report should be submitted along with all relevant Annexes as indicated in ILO Guidance Note on the evaluation report (including executive summary, good practices, lessons learned and etc.).

The final report will be disseminated to all key project stakeholders as well as concerned ILO officials. Translation of the Final Report into Turkish (to be provided by the project).

D. Debriefing/Presentation of preliminary findings:

The evaluator will take part in a debriefing meeting to present the preliminary findings of the evaluation report.

E. An evaluation summary using the ILO Summary template.

6. Suggested Report Format

The final version of the report shall follow the below format in accordance with the ILO Evaluation Office guidelines (see Checklist 6 on Rating the quality of evaluation reports and be no more than 30 pages in length, excluding the executive summary and annexes:

1. Title page
2. Table of Contents
3. Acronyms
4. Executive Summary
5. Project Background
6. Evaluation Background
7. Evaluation criteria and questions
8. Evaluation Methodology
9. Main Findings

10. Conclusions
11. Lessons learned and Emerging Good Practices
12. Recommendations
13. Annexes (TOR, inception report, lessons learned template, list of interviews, meeting notes, relevant country information and documents)

For detailed information, please follow this page:

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

The process of the finalization of the Evaluation reports:

The Project Team and Evaluation Manager will provide inputs/comments to the draft final report,

After reflection of the inputs/comments of the ILO Team into the draft report, the draft report will be shared with the stakeholders to receive their comments.

After consideration of comments of stakeholders to the report, the draft final report will be subject to approval by the ILO Evaluation Focal Points both at the DWT-CO Moscow and at the RO/Europe, for consequent submission to the ILO Evaluation Office for final clearance. The final report shall be delivered not later than **two weeks** after receiving the comments to the draft report.

7. Management Arrangements

The evaluation team will be comprised of two independent consultants working under supervision of the ILO Evaluation Manager. The evaluation will be managed by Özge Berber-Agtaş, Senior Programme Officer of the ILO Office for Türkiye under the coordination of Ms Irina Sinelina, ILO Regional Evaluation Officer/~~EVAL~~.

8. Requirements

Qualifications of the Evaluator(s);

- Substantial knowledge of child labour issue in Türkiye
- Familiarity with the issues of seasonal agricultural families
- Knowledge of child labour in various supply chain sectors
- Proven record on experience in evaluation of development interventions
- Knowledge of the ILO's mandate and Decent Work agenda
- Knowledge of the country and region context
- Working experience with INGOs, UN organization and various donor institutes
- Adherence to high professional standards and principles of integrity in accordance with the guiding principles of evaluation professionals' associations
- Experience of integrating gender perspective into the evaluation approach
- Advanced degree in relevant disciplines
- Excellent analytical and report-writing skills

- Qualitative and quantitative research skills
- Full command of English and knowledge of Turkish will be an asset
- *(Desirable):* Certificate indicating completion of the ILO EVAL's online *Self-induction programme*. The programme takes one hour, and a certificate is provided upon completion of the programme. The programme is available at http://training.itcilo.org/delta/ILO-EVAL/ILO_Self-induction_Module_for_Evaluation_Consultants-Part-I/story_html5.html.

The final selection of the evaluator (s) will be done by the ILO selection panel based on a short list of candidates with an approval from the Evaluation Focal Point for EUROPE, Ms Irina Sinelina Regional Evaluation Officer based in DWT/CO Moscow, from RO Europe evaluation focal point (Mr. Daniel Smith) and a final approval by EVAL.

9. Roles and Responsibilities

The Evaluator(s) is responsible for conducting the evaluation according to the terms of reference (TOR). They will be:

- Reviewing the ToR and provide input, propose any refinements to assessment questions, as necessary.
- Reviewing project background materials (e.g., project document, progress reports, logframe, budget, and visibility and promotion materials).
- Developing and implementing the assessment methodology (i.e., prepare the inception report, conduct interviews, review documents) to answer the assessment questions.
- Conducting preparatory consultations with the ILO prior to the data collection mission.
- Conducting online research, interviews and surveys, as appropriate.
- Preparing an initial draft report with an input from the ILO specialists.
- Conducting briefing on findings, conclusion, and recommendation of the assessment.
- Preparing final report based on the feedback obtained on the draft report.
- *The ILO Evaluation Manager is responsible for:*
- Reviewing the ToR, and circulating it for comments and inputs
- Submitting the selected candidate's CV to REO, EUROPE Evaluation Focal Point and EVAL for final approval;
- Facilitating communication with regards to the preparatory meeting prior to the field research and the assessment mission;
- Assisting in the implementation of the assessment methodology, as appropriate;
- Reviewing the initial draft report, circulating it for comments and providing consolidated feedback to the evaluator;
- Reviewing the final draft of the report and submitting it to the Regional Evaluation Officer (Ms Irina Sinelina) and RO/EUROPE evaluation focal point (Mr Daniel Smith) and EVAL Desk Officer for Europe for final approval;

- Disseminating the final report to all the stakeholders; upon EVAL’s approval submitting the final report to PARDEV;
- Coordinating follow-up as necessary.

The Project Team is responsible for:

- Providing project background materials, including project document, surveys, studies, analytical papers, progress reports, tools, publications produced;
- Scheduling all meetings and preparing a detailed program of the mission;
- Organizing the logistical support throughout the duration of evaluation;
- Reviewing and providing comments on the evaluation report;
- Participating in debriefing and workshop on findings, conclusions, and recommendations;
- Providing the translation of the evaluation report or main parts of it into Turkish.

10. Timeframe

The following is a tentative schedule of tasks and anticipated duration of each:

Responsible Person	Tasks	Proposed Timeline	Number of Days
Evaluator(s)	Desk review of project-related documents; online or face to face briefing with evaluation manager, project manager and project staff. Prepare inception report including interview questions and questionnaires for project stakeholders		10
Evaluator(s)	Interviews and surveys with relevant project staff, stakeholders, and beneficiaries		40
Evaluator(s)	Draft report based on desk review, interviews /questionnaires with stakeholders Debriefing/Presentation of preliminary findings		25
Evaluator(s)	Finalize the report, including explanations on why comments were not included		10
	Total number of working days for the evaluator		85

11. Legal and ethical matters, norms and standards

The evaluation will be carried out in adherence with the ILO evaluation policy guidelines, UN Evaluation Group (UNEG) Norms and Standards and OECD/DAC criteria for evaluating development assistance.

Ethical considerations will be taken into account in the evaluation process. As requested by the UNEG Norms and Standards, the evaluator will be sensitive to beliefs, manners and customs, act with integrity and honesty in the relationships with all stakeholders.

The evaluator(s) shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source. In accordance with ILO Guidance note 4: "Considering gender in the monitoring and evaluation of projects"¹⁷, the gender dimension should be considered throughout the methodology, deliverables and final report of the evaluation. The evaluator(s) should assess the relevance and effectiveness of gender-related strategies and outcomes to improve lives of women and men. The report should also highlight an environmental aspect of the project and its contribution to the climate action. All this information should be accurately reflected in the inception report and final evaluation report. Lastly, the evaluator(s) shall have no connection to the project management.

12. Place of Work

This is a home-based assignment. Evaluator(s) will travel to some of the project intervention areas based on the agricultural migration cycle (Ankara, Adiyaman, Şanlıurfa, Mardin, Diyarbakır, İzmir, Manisa, Bursa, Malatya, Adana, Mersin, Hatay, Konya, Eskişehir, Ordu, Düzce, Trabzon, Giresun, Samsun, Sakarya and Zonguldak) within the scope of this assignment.

Evaluator(s) shall planned their field studies in two dimension as migration receiving and sending provinces;

- A.** Migration receiving provinces; (those listed provinces are tentative and are subject to change if necessary, minimum ten provinces out of seventy programme provinces will be visited),

Pre-selected Provinces are as follows; Ordu, Giresun, Düzce, Zonguldak, Trabzon, Eskişehir, Bursa, Adana, Mersin, Konya, Ankara, Sakarya, Manisa and İzmir.

- B.** Sending Provinces

Pre-selected Provinces are as follows; Şanlıurfa, Adiyaman, Diyarbakır and Mardin (those listed provinces are tentative, minimum one province out of four programme provinces will be visited)

Each Evaluator is expected to take 7 travels within the scope of their contracts, covering 15 provinces and spending 15 mission days. This travel duration has been tentatively set; indicated

¹⁷ http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

provinces, duration and visit dates are subject to change based on the further studies during the inception phase of the mission.

The travel arrangements and expenses are the sole responsibility of the Evaluator(s). The travel related costs (such as airfare, accommodation, meals, airport transfers and in-city travel and other expenses) associated with the assignment is included in the lump-sum consultancy fee and not additional payment will be done by ILO Office for Türkiye.

Please note that the Evaluator is responsible for completing the security awareness online training course (BSAFE) if she/he needs to undertake any travel out of her/his city of residence within the course of this assignment. The course is available through registration on <https://training.dss.un.org/user/login>. Additionally, the Evaluator will be requested provide travel information to the ILO for generation of a security clearance in "Travel Request Information Process" (TRIP) system prior to any travel out of her/his city of residence.

ANNEXES:

Annex-I: All relevant ILO evaluation guidelines and standard templates

ILO Policy Guidelines for results-based evaluation, 2020

https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_571339.pdf

Implications of COVID-19 on evaluations in the ILO: Practical tips on adapting to the situation

https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_744068.pdf

Code of conduct form (To be signed by the evaluators)

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

Checklist No. 3 Writing the inception report

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

Checklist 5 preparing the evaluation report

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

Checklist 6 rating the quality of evaluation report

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

Template for lessons learnt and Emerging Good Practices

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

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

Guidance note 7 Stakeholders participation in the ILO evaluation

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

Guidance note on evaluation lessons learned and emerging good practice

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

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

https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_746716.pdf

- Template for evaluation title page

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

- Template for evaluation summary

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

SDG Related reference material

<http://www.ilo.ch/eval/eval-and-sdgs/lang--en/index.htm>

i-eval Connect: Knowledge sharing platform -- Evaluation Office (EVAL)

<https://intranet.ilo.org/collaborate/evalksp/Pages/default.aspx>

ILO Library guides on gender

<https://libguides.ilo.org/gender-equality-en>

Protocol to collect evidence on ILO response to COVID-19

https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_757541.pdf

ILO EVAL

[Guidance Note 3.1 on integrating gender equality and non-discrimination](#)

ILO EVAL

[Guidance Note 3.2 on Integrating social dialogue and ILS in monitoring and evaluation of projects](#)

Annex 2: Key Informant Participant List

	Name/Surname	Position	Institution	City	District	Date	Model
1	N**** E****	Education Coordinator	Implementing Partner (Pikolo)	Samsun	Çarşamba	01.08.22	Onsite
2	M**** S*****	Field Officer	Implementing Partner (Pikolo)	Samsun	Çarşamba	01.08.22	Onsite
3	E*** S*****	Field Officer	Implementing Partner (Pikolo)	Samsun	Çarşamba	01.08.22	Onsite
4	E*** U***	Vice President	Implementing Partner (Pikolo)	Ordu	Altınordu	03.08.22	Onsite
5	A***** Y*****	MEAL Coord.	Implementing Partner (Pikolo)			19.07.22	Online
6	Ö**** E****	Team Leader	Implementing Partner (Pikolo)	Giresun	Bulancak	04.08.22	Onsite
7	E**** K*****	Field Officer	Implementing Partner (Pikolo)	Giresun	Bulancak	04.08.22	Onsite
8	E**** T*****	Field Officer	Implementing Partner (Pikolo)	Giresun	Bulancak	04.08.22	Onsite
9	A***** A*****	Team Leader/School Principal	MoNE/ Implementing Partner (Pikolo)	Giresun	Bulancak	04.08.22	Onsite
10	A***** E*****	Education Coordinator	Implementing Partner (Pikolo)	Sakarya	Kocaali	15.08.22	Onsite
11	D**** S*****	Team Leader/School Principal	MoNE/ Implementing Partner (Pikolo)	Sakarya	Kocaali	15.08.22	Onsite
12	A*** A****	Expert	Ministry of Labour and Social Security	Ankara		07.07.22	Online
13	A*** K***	Agri Business Deployment Manager	Ferrero / CAOBISCO	Istanbul		02.09.22	Online
14	V***** D* W*****	Sustainability Manager	CAOBISCO			02.09.22	
15	F**** Ö****	School Principal	Dr.Cavit Özyeğin Primary School	Şanlıurfa	Eyyübiye	16.09.22	Onsite
16	A**** D****	Officer	Eyyübiye District National Education Office	Şanlıurfa	Eyyübiye	16.09.22	Onsite
17	S*** B*****	School Principal	Mehmet Hacı Bozanoğlu Secondary School	Şanlıurfa	Eyyübiye	16.09.22	Onsite
18	A**** T*****	Expert	Ministry of National Education	Ankara		26.09.22	Online
19	Y**** T*****	Manager	Ministry of National Education/ Samsun-Çarşamba Directorate	Samsun	Çarşamba	01.08.22	Onsite

20	O**** B*****	Manager	Ministry of National Education/ Ordu-Altınordu Directorate	Ordu	Altınordu	03.08.22	Onsite
21	Ş**** B*****	Manager	Ministry of National Education/ Bulancak-Giresun Directorate	Bulancak	Giresun	04.03.22	Onsite
22	Z**** K*****	Manager	Ministry of National Education/ Sakarya- Kocaali Directorate	Sakarya	Kocaali	15.08.22	Onsite
23	S**** H**** I*	Expert	Ministry of Culture and Tourism	Ankara		14.09.22	Online
24	I**** B*****	Officer-CLU	ISKUR	Ordu	Altınordu	02.08.22	Online
25	K***** K***	Vice President	ISKUR	Ordu	Altınordy	02.08.22	Online
26	H**** A**S*****	Vice President	ISKUR	Düzce		16.08.22	Onsite
27	S**** Ç*****	Officer	ISKUR	Düzce		16.08.22	Onsite
28	S***** M*****	Officer	ISKUR	Düzce		16.08.22	Onsite
29	Ş**** Y*****	Governor		Samsun	Çarşamba	01.08.22	Onsite
30	E**** K*****	Governor		Ordu	Altınordu	03.08.22	Onsite
31	Ü*** K**	Governor		Giresun	Bulancak	04.08.22	Onsite
32	A***** Ö*****	Project Coordinator	ILO	Ankara		21.09.22	Online
33	M***** K**** A****	M & E Coordinator	ILO	Ankara		28.09.22	Online
34	E*** I***	Communication Officer	ILO	Ankara		19.09.22	Online

35	N**** K*****	Senior Programme Officer	ILO	Ankara		05.10.22	Online
36	V**** M****	CSR Manager	Private Sector Rep.	Ordu		23.09.22	Online
37	S**** M****	Project Teacher	Private Sector Rep.	Ordu		23.09.22	Online
38	H**** S*****	Company Manager	Black Sea Hazelnuts Exporters Manager	Sakarya		23.09.22	Online
39	E**** A*****	CSR Manager	Private Sector Rep.	Sakarya		23.09.22	Online
40	E*** S*****	CSR Manager	Private Sector Rep.	Sakarya		23.09.22	Online
41	Farmer			Samsun	Kızılot	01.08.22	Onsite
42	Farmer			Samsun	Kızılot	01.08.22	Onsite
43	Farmer			Samsun	Kızılot	01.08.22	Onsite
44	Farmer			Samsun	Kızılot	01.08.22	Onsite
45	Farmer			Sakarya	Kozluk	15.08.22	Onsite
46	Farmer			Sakarya	Kozluk	15.08.22	Onsite
47	Labour Contractor			Samsun	Kızılot	01.08.22	Onsite
48	Labour Contractor (Local)			Sakarya	Kozluk	15.08.22	Onsite
49	M**** G*****	Expert	ILO			14.09.22	Online

Annex 3: Lesson Learned and Good Practices Template

ILO Lesson Learned Template

Project Title: Integrated Model for the Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye

Project TC/SYMBOL: TUR/21/01/CAB

Name of Evaluator: Aşiyen Süleymanoğlu- Asude Oruklu

Date: 15 June 2022- 5 October 2022

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	<ul style="list-style-type: none"> ▪ Local ownership is significant for ensuring the efficiency and sustainability of the project, and it often takes time and requires building awareness. ▪ Creating a trust environment among community decision-makers is key to ensuring continuity of children’s education. ▪ Collaborating with agricultural intermediaries was a strong strategic approach to persuade families for education referral. ▪ Successful interventions require a longer commitment and continuous engagement; the project recognized the importance of regular personal meetings with all stakeholders in all phases of implementing the project activities.
Context and any related preconditions	
Targeted users / Beneficiaries	Seasonal Migrant Workers, Local Authorities
Challenges /negative lessons - Causal factors	<ul style="list-style-type: none"> ▪ Financial downturn; deepening poverty and deprivation. ▪ Changes in the METIP area or/and lack of availability of METIP areas in some provinces ▪ High turnover of public institution staff, loss of institutional memory, weak information flow within the governmental agencies. ▪ Gaps in legal framework and policies, penalties. ▪ Lack of digitalization of data on child labour, mapping of the projects / programmes for combating child labour. ▪ Cultural, social, ethical barriers / bias for seasonal workers. ▪ COVID-19 impact on high-school drop-out rates.

Success / Positive Issues - Causal factors	Through these lessons learned the project team could be able to adapt its approach and achieve project target numbers.
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Emerging Good Practice Template

Project Title: Mid-Term Evaluation of An Integrated Model for the Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye
 Project TC/SYMBOL: TUR/21/01/CAB
 Name of Evaluator:Asude Örüklü- Aşiyen Süleymanoğlu
 Date: June 15 – October 5th , 2022
 The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	<p>Outcome 2/ Direct Intervention: Children vulnerable to child labour in seasonal agriculture in hazelnut harvesting (at risk or engaged in work) are withdrawn or prevented through referral and protection services.</p> <p>The following emerging good practice has been identified with the Outcome2:</p> <ul style="list-style-type: none"> ▪ Social support centers and project schools provide safe environments for all children working in seasonal agriculture. ▪ The project supported the emotional, psychosocial, and physical well-being of the children, especially for younger age groups; it improved children’s willingness to attend school. ▪ In-kind supports, such as hygiene materials, educational materials and stationery, have proven to be effective to some extent, persuading families to send their children to schools.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<ul style="list-style-type: none"> ▪ The number/ amount of the In-kind support, and educational materials and stationery, are directly related with the project budget, limitations may occur for the remaining term of the project.

Establish a clear cause-effect relationship	
Indicate measurable impact and targeted beneficiaries	<ul style="list-style-type: none"> ▪ Key informant interviews, focus group discussions with the stakeholders, seasonal workers and their children, agricultural intermediaries, public institutions were among the targeted beneficiaries.
Potential for replication and by whom	<ul style="list-style-type: none"> ▪ High potential for replication of these emerging good practices by the implementing partner, and ILO.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	<ul style="list-style-type: none"> ▪ Programme and Budget for the Biennium 2022-23 ▪ ILO's Programme on Elimination of Child Labour in Türkiye (2021-2025)
Other documents or relevant comments	