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Disclaimer

The views expressed in this report are those of the authors and do not necessarily reflect the views of ILO, other tripartite partners, government ministries met or any other partner in the ARISE II project, Malawi. The authors take responsibility for any errors, misinterpretations and or omissions.

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ABBREVIATIONS AND ACRONYMS

ADC	Area Development Committee
ARISE	Achieving Reduction of Child Labour in Supporting Education
AP	Action Programme
CBE	Community Based Enterprise
CCC	Country Coordinating Committee
CCLC	Community Child Labour Committee
CDA	Community Development Assistant
CIP	Community Infrastructure Project
CLMS	Child Labour Monitoring System
CICOD	Circle for Integrated Community Development
CBSOC	Community Based Service Outlet Centres
DBMR	Direct Beneficiary Monitoring Report
DCLC	District Child Labour Committee
DEC	District Executive Committee
DLO	District Labour Office
DWCP	Decent Work Country Programme
DWT	Decent Work Team
ECAM	Employers Consultative Association of Malawi
FGD	Focus Group Discussion
IABA	Integrated Area Based Approach
IEC	Information Education and Communication
IGA	Income Generating Activity
ILO	International Labour Organization
IP	Implementing Partner
IPEC	International Programme on Elimination of Child Labour
JTI	Japan Tobacco International
LMIS	Labour Monitoring Information System
LUANAR	Lilongwe University of Agriculture and Natural Resources
MCTU	Malawi Congress of Trade Unions
M&E	Monitoring and Evaluation
MGDS	Malawi Growth and Development Strategy
MoCECCD	Ministry of Civic Education, Culture and Community Development
MoEST	Ministry of Education Science and Technology
MoHIAS	Ministry of Home Affairs and Internal Security

MoLYSMD	Ministry of Labour, Youth, Sports and Manpower Development
NAP	National Action Programme
NELP	National Employment and Labour Policy
NGO	Nongovernmental Organization
NSC	National Steering Committee
NTWG	National Technical Working Group
OSH	Occupation Safety and Health
PEA	Primary Education Advisor
PPP	Public Private Partnership
PTA	Parents Teachers Association
SAME	Support for Action for the Most Marginalised Children's Education
SCREAM	Supporting Children's Rights through Education, Arts and Media
SDG	Sustainable Development Goals
SIYB	Start and Improve your Business
SMC	School Management Committee
SNAP	Support for the National Action Plan
SOP	Standard Operating Procedures
TA	Traditional Authority
TEVETA	Technical Entrepreneurial and Vocational Education and Training Authority
TLAC	Tripartite Labour Advisory Council
TNA	Training Needs Assessment
TOR	Terms of Reference
TREE	Training for Rural Economic Empowerment
TUM	Teachers Union of Malawi
UCW	Understanding Children's Work
UN	United Nations
UNDAF	United Nations Development Assistance Framework
WDACL	World Day Against Child Labour
WI	Winrock International
YECE	Youth Empowerment and Civic Education

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This is an independent final evaluation report of the Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi funded by Japan Tobacco International (JTI) under the ILO-JTI PPP. The evaluation was carried out by Mr. Charles Munene and Mr. Fidelis Balakasi.

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The team met and spoke to many children, youth, parents and guardians, members of the Community Child Labour Committees (CCLCs), Occupation Safety and Health (OSH), child rights committees, and many other stakeholders who shared invaluable information upon which the synthesis, conclusions and recommendations of this report are drawn. These respondents own the information used in the preparation of this report. They slotted the team's presence into their daily schedules to give them unlimited attention. Without their inputs, this assignment would not have come to fruition

Evaluation Team

EXECUTIVE SUMMARY

Background

This is a Final Independent Evaluation Report of the project, 'Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi'. The evaluation was commissioned by the International Labour Organisation (ILO) and was carried out between 23rd of June and 16th of August 2018. The ARISE project contributes to ILO objectives of promoting compliance with fundamental principles and rights at work in the rural and urban informal economy as well as in enterprises and in global supply chains. In Malawi, ARISE II aims to achieve the overarching goal which is '*to contribute to elimination of all worst forms of child labour in agricultural communities in Malawi by 2018*'. The project was being implemented in Lilongwe, Ntcheu and Dowa Districts, by ILO and Winrock International (WI), with funding from Japan International Tobacco (JTI). This was the second phase of the project covering the period 2015-2018, which follows an initial phase that covered the period 2011-2014. The second phase is the subject for this evaluation.

The context

The Malawi Child Labour Survey Report (2015)¹ indicates that 38% of children aged between 5-17 years were involved in child labour. The report further shows that 72% of children aged 5 to 17 worked in the agriculture sector, 23% in domestic work, and 3% in wholesale and retail industry. Notably, there was no change in the prevalence of child labour in Malawi since the previous survey in 2002. However, one can only imagine what would have happened if there were no interventions to combat child labour. High levels of poverty and generally poor incomes for a majority of agricultural workers and retrogressive cultural practices, low allocation to the education sector leading to limited access and poor quality of education among others, have been blamed in the high incidences of child labour.

The tenancy labour system widely practiced in tobacco sector, in which tenants depend on their spouses and children to meet the quotas for tobacco production, is another main push factor to child labour. While Malawi government pledged not to enact any additional laws on tenancy system but to abolish it all together, this was yet to happen and as a result, tenancy labour system remains condemned on paper but not outlawed. In the meantime, the legal framework for elimination of child labour is fluid and fragmented, with various provisions in different pieces of legislation. Failure to enact the child labour policy has delayed harmonisation of child labour elimination efforts.

Evaluation methodology

The Evaluation Team utilised qualitative methods featuring review of project materials² and field level consultations with project beneficiaries, project staff and partners, and local level stakeholders³. Focus Group Discussions (FGDs) and in-depth interviews were employed to interview the beneficiaries. Other stakeholders were interviewed as key informants. A workshop to share the preliminary findings was held in Lilongwe on the 19th of July 2018, just before the end of the field mission which took place between the 9th to the 20th of July 2018. Triangulation of evaluation methods helped to improve the validity of findings. The evaluation covered the three project districts of Lilongwe, Ntcheu and Dowa. It addressed ILO evaluation concerns such as relevance and strategic fit, validity of the design, project effectiveness, efficiency of resource use, effectiveness of management arrangements, and impact orientation and sustainability as defined in ILO policy guidelines for results-based evaluation⁴.

¹ Malawi National Child Labour Survey 2015

² Detailed list of reviewed documents available in the bibliography

³ A more detailed list of all people interviewed is appended to this report

⁴ ILO policy guidelines for results-based evaluation: Principles, rationale, planning, and managing for evaluations, 2012

Main Findings

The project approach and strategy mirrored the needs of all the project beneficiaries. Withdrawal of children from labour and supporting them to fully reintegrate to formal schools, through support with schooling materials and availability of catch up classes worked well to retain children in school. Complementary Basic Education (CBE) offered in Community Based Service Outlet Centres (CBSOC) and vocational skills training offered youth literacy and numeracy skills and avenues to earn a decent living respectively. Support with Income Generating Activities (IGAs) for parents was aimed at replacing incomes from child labour and improving incomes for households to better protect their children. This is what all the parents, the team met, wished for. Further, the project was aligned and in tandem with government plans and aspirations—Malawi Vision 2020, Malawi Growth and Development Strategy III (MGDS III), Child Labour National Action Plan (NAP), Decent Work Country Programme (DWCP) and United Nations Development Assistance Framework (UNDAF).

The project benefited from lessons learnt in ARISE I. The use of the IABA approach worked well in concentrating interventions by different duty bearers and actors in a specific area in efforts to create a child labour free zone. The mix of partners, especially those at downstream level, was strategic and enabled easy penetration into the community and across the project target groups. Partnership with government led to quick and sustainable gains—the mainstreaming of child labour in the learning curriculum, for instance. While partner engagement and activities were better coordinated at downstream level, there were challenges in implementing the recommendations of evaluation of the ARISE I Project at this level. This led to overlaps in interventions at downstream and at national level, and at times, differences emerged in approaches and strategies. More gains and impact would have been achieved with a more coordinated approach by the two partners.

Overall, the project goal, immediate objectives for the global ARISE II project and those for the Malawi project, project outcomes, outputs, activities and indicators were clear and logically connected. The design allowed for presentation of gender disaggregated data which was maintained in the reports. The team nevertheless noted that the difference between the global project pillars and the immediate objectives for the Malawi project did not feature clearly at least in the project documentation. The entire reporting was based on the global pillars. Although both were strongly linked, this connection needed to be visible in the design and in the project reports.

From the findings, immediate objective 1 for Malawi was achieved. This was evidenced by efforts to develop and improve laws and policies—the child labour policy, the National Employment and Labour Policy (NELP) 2018, the HIV/AIDS workplace Policy and the NAP on trafficking in persons—mainstreaming of child labour issues into the teaching curriculum and equipping teachers with Supporting Children's Rights through Education, Arts and Media (SCREAM) methodology skills to promote children participation in eliminating child labour, and sensitising agricultural professionals and other stakeholders with requisite knowledge on child labour among others. These contributed to harmonizing government programmes with the objectives of the NAP. Similarly, the outcomes under this intervention led to an improved regulatory framework and institutional development for the elimination of child labour, which was a pillar in the ARISE global objectives. Although project reports⁵, teachers and community members the team spoke to, indicated that children previously in labour had enrolled back to school, lack of baseline values denied the project to systematically measure the gains in this respect.

⁵ See the different technical progress reports.

Even though the Community Child Labour Committees (CCLCs) continued to identify and withdraw children from labour without the use of ILO developed Child Labour Monitoring Systems (CLMS), failure by the District Child Labour Committees (DCLCs) led by the labour officers to embrace the system risks the otherwise good potential to access data that can feed into the Labour Monitoring Information System (LMIS) and inform policy direction in government. Additionally, failure to enact the child labour policy has slowed efforts to improve the regulatory framework for the elimination of child labour. It ought to be fast tracked.

Under the immediate objective 2 for Malawi, the capacity of different national and local authorities was enhanced. Training of the CCLCs on identification of children in child labour and at risk of falling into child labour was central in this objective as these continued to play their role in the community. Establishment of the CBSOCs, as one stop shops for withdrawn children, was strategic and worked well in equipping youth with skills to earn a living. Those that the team met were happy to be earning better incomes in better environments as compared to the time when they were in child labour. The sustainability of the CBSOCs was at risk, unless urgent strategies and steps are taken to reorganise the community through the CCLCs and explore other approaches that would help to sustain the CBSOC concept.

Groups supported with IGAs portrayed immense potential for growth and some had already gained significant mileage in expanding their venture—a pig rearing group in Msambo that had increased their pigs from 4 to 21, for instance. These groups and the youth trained in vocational skills need continued mentorship and coaching from the relevant government ministries in order to grow their enterprises. The awareness creation across the different stakeholders including the media set the basis for community mobilisation in the elimination of child labour.

Immediate objective 3 for Malawi project relates to all the three pillars of the global ARISE II project. It emanated from the interventions in the two immediate objectives for Malawi and the three pillars for the global ARISE project. However, it is evident that much as it is central to establishing the effective models for establishment of child labour free zones, is ensuring that all children of school going age were actually in school, and those withdrawn from labour are actually supported to settle well in school. This was achieved through elaborate identification of children in labour and those at risk of falling into labour through the use of the community based CLMS. Once identified, children would either be reintegrated back to school or placed in the CBSOCs where they would be taught using the Community Based Enterprise (CBE) to ensure they catch up with their peers in school once they get reintegrated. Those directly reintegrated benefited from afternoon classes established in 8 project target schools with the sole purpose of ensuring that they receive remedial classes, so that they did not feel out of place due to poor performance. These interventions directly contributed to improvement in education services, which bear the result of reduced child labour across the target communities.

Parents support with IGAs was aimed at giving parents an alternative income to support and maintain children in school while vocational skills training for youth gave them an alternative source of livelihood away from child labour. The downstream efforts were complimented by upstream efforts to improve the regulatory framework, leading to an integrated approach.

The management arrangements for the ILO component were well coordinated with the project receiving technical backstopping from the Geneva FUNDAMENTALS team and Decent Work Team (DWT) in Pretoria. The DWT was noted to have been inconsistently engaged with the project which limited sharing of lessons with other projects within the normal quarterly programme reviews between DWT and the regional office in Lusaka. Notably, regular meetings between the ILO and Implementing Partners (IPs)

improved coordination of activities. At the national level as mentioned, institutional differences between ILO and WI compromised the efficiency and effectiveness of downstream interventions, reducing the impact. In future, a project of this nature, with different partners and different roles, ought to have clear Standard Operating Procedures (SOP) developed and committed to by all partners. The Country Coordinating Committee (CCC) should assume its responsibility by policing the emerging challenges that would cripple the implementation as designed. Otherwise, separation of target areas would work where institutional culture and approach are fundamentally different.

Going by the overall gains registered by ARISE II, it is evident that the project has been able to meet its aspirations—**contribute to the elimination of all worst forms of child labour in agricultural communities in Malawi by 2018**. Also, the combination of the different interventions ‘**contributed to elimination of all worst forms of child labour in agricultural communities in Malawi**’ which is the development objective for the project as evidenced in the findings presented above.

The Evaluation Team made several observations from which recommendations are made on what ought to be done to consolidate and secure the gains from ARISE II. By different actors, the evaluation has further put forward what may need to be improved in similar future projects. These are presented in a table below.

MAIN RECOMENDATIONS				
Recommendation	Responsible Agency	Priority	Timing	Financial Implications?
Recommendations on policies and regulatory framework				
1. Pursue as a matter of priority the adoption of the National Child Labour Policy.	MoLYSMD	High	Immediate	No
2. Continue to lobby and support the MoLYSMD to adopt the national child labour policy and operationalise the NSC and NTWG	ILO	High	Immediate	Yes
Recommendations on institutional strengthening				
3. Operationalise the NSC and the NTWG so as to improve coordination of interventions on the elimination of Child Labour	MoLYSMD	High	Immediate	Yes
4. Constitute an inter-ministerial forum on child labour to explore opportunities for mainstreaming child labour issues in different sectors, so as to fully take advantage of provisions on child labour in the different pieces of legislation.	MoLYSMD	Average	At design	Yes
5. Incorporate the government, through the MoLYSMD into the membership of the CCC or any other equivalent project coordination forum	JTI	High	At Design	No
6. Offer refresher training to old Labour officers and new training for new labour officers on collection, management and use	MoLYSMD	High	Immediate	Yes

of data on child labour collected through the CB CLMS				
Recommendations on project management and coordination of interventions				
7. Engage with the MoLYSMD and other relevant ministries to identify a practical strategy to reactivate and sustain the vocational skills training component of the CBSOC. This could be done through community colleges where available or individual community-based artisans. This should inform future CSOC strategy.	ILO/ MoLYSMD	High	Immediate	Yes
8. Future similar programmes should allow for early engagement of the MoCECCD or the Department of Youth as appropriate, to allow for early mentorship and support of youth in their enterprises and women in their IGAs	JTI/MoLYSMD	Average	At Design	Yes
9. Future multiagency programmes such as ARISE II should have clear and mutually agreed on Standard Operating procedures	JTI	High	At Design	No
10. Support for economic empowerment should begin as early as the training of withdrawn children so as to give parents/guardians adequate time to grow their enterprises and support children during and after the project closure.	IPs	Average	At Design	Yes
11. IABA approach remains a viable strategy in creating child labour free zones. It needs to be replicated across other TAs in Malawi.	JTI/IPs	Average	At Design	Yes
12. Where institutional independence of IPs must be maintained in the IABA model, it is advisable from the findings of ARISE II to separate target locations for different partners.	JTI/ IPs	High	At Design	No

1.0 INTRODUCTION

1.1 Background and context

This is a Final Independent Evaluation Report of the project, 'Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi'. The evaluation was commissioned by the ILO on the 26th of June 2018. It was carried out by Mr. Charles Munene (Team Leader) and Mr. Fidelis Bruno Harry Balakasi (Team Member). The ARISE II project was implemented by ILO in collaboration with WI in a partnership where each had clearly defined roles as per a joint framework between ILO, WI and JTI. ILO was to specifically respond to older children aged 14 and above while WI would respond to younger children below the age of 14. The project was in its second phase covering the period 2015-2018, which follows an initial phase which covered the period 2011-2014. The project is part of the larger ARISE programme in Malawi, Brazil, Zambia, and Tanzania.

Based on review of documents, it is noted that ILO aims at the progressive elimination of child labour, especially its worst forms, in line with the Sustainable Development Goals (SDGs) especially Goal 8, Target 8.7, where member states committed '*To take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms*'. The fight against child labour contributes to the principle of "Leave No One Behind" as it targets some of the most marginalised in the communities. In addition, the ILO is developing a roadmap for the programme of action for 2017-2021 on improving decent work in global supply chains.

It is further understood that operationally, ILO has over the years, provided support to national and local constituents and partners through their projects and activities. This support has to the extent possible happened within the national frameworks, institutions and process, which has facilitated the building of capacities and mobilisation for further action. Notably, over the years, ILO has promoted the development and implementation of the National Action Plans (NAP) on elimination of child labour in a given country within a defined period of time. It is a nationally owned initiative that emphasizes the need to address the root causes of child labour, linking action against child labour to the national development effort, with particular emphasis on the economic and social policies to combat poverty and to promote universal basic education. It has also established innovative technical cooperation modalities to support countries that have ratified the ILO's Worst Forms of Child Labour Convention, No. 182 of 1999 (C182) to implement comprehensive measures against World Day Against Child Labour (WFCL).

1.1.1 Child labour context

Globally, there are a total of 152 million children (64 million girls representing 42% and 88 million boys representing 58%) in child labour, accounting for almost one in ten of all children worldwide. Nearly half of all those in child labour (73 million children in absolute terms) are in hazardous work that directly endangers their health, safety, and moral development⁶. Alarming, of the 152 million children in child labour, more than 70% are working in agriculture; less than 12% are in industry and 17% are in other services according to ILO global estimates of child labour⁷.

Child labour, however, declined during the period from 2012 to 2016. The number of children in hazardous work fell by more than half over the same period. There were almost 134 million fewer children in employment

⁶ Global estimates of Child Labour: Results and Trends 2012-2016, Geneva 2017.

⁷ Ibid.

in 2016 than in 2000. This shows a steady progress has been made towards combating child labour which provides an important foundation for efforts moving forward.

The estimates tell a story both of real progress and of unfinished business. The estimates do not only show a dramatic decline in child labour over the 16 years since the ILO began monitoring child labour in 2000, but also indicate that the pace of decline has slowed considerably in the last four years, precisely at a time when substantial acceleration is needed to reach the ambitious 2025 target date for ending child labour⁸. The bottom line is that the fight is far from victory: 152 million children are still engaged in child labour, almost half of them in its worst forms.

The Human Development Report 2016 shows that the national poverty line stood at 50.7%, while population living below the income poverty line of USD 1.99 per day was at 70.9%. Furthermore, incomes from the agricultural sector, which employs a majority of the population remain low, which poses challenges for families to protect their children. Social protection systems in Malawi remain weak such that poor and vulnerable families, when faced with shocks such as illness of a family member, have limited recourse, forcing them to send their children to work so as to supplement the household income. HIV/AIDS prevalence rate stands at 15% for working women and 13% for working men. This is high, and its impact is reported to have left the country with 12% of children orphaned.

The Malawi National Child Labour Survey Report (2015)⁹ indicates that 38% of children aged 5-17 years were involved in child labour. Child labour was more prevalent in southern region (43.5%) than central and northern region (33%). Notably, there were fewer children in child labour in the age category (14-17 years (29%) compared to younger children (5-13 years). Among children in child labour, 60 percent were in hazardous work. The 2015 NCLS further shows that 72% of children aged 5 to 17 worked in the agriculture sector, 23% in domestic work, and 3% in wholesale and retail industry. Notably the survey indicated that there was no change in the prevalence of child labour in Malawi since the previous survey in 2002. However, one can only imagine what would have happened if there were no interventions to combat child labour.

The tenancy labour system widely practiced in tobacco sector, in which tenants depend on their spouses and children to meet the quotas for tobacco production, is another main push factor to child labour. Under this system, workers face compulsory labour, with set targets which are difficult to meet, thus forcing individuals to tag their children along. Indeed, the ARISE II Prodoc indicates that one central criterion for admission into the tenancy system is having a family, suggesting availability of additional hands on the admitted individual. Malawi government pledged not to enact any additional laws on tenancy system but to abolish it all together. This was yet to happen and as a result, tenancy labour system remains condemned on paper but not outlawed.

Besides poverty levels that force children to work, low allocations for education and their poor utilization reproduce a largely illiterate population with very limited access to schooling. Children living in poverty, without opportunities to attend school, are an obvious source of labour. Other push factors include high rates of population growth in a country where more than half the population (52%) is below the age of 18 meaning they are dependents, high levels of unemployment and underdevelopment, insecure and low paying jobs resulting from slow economic growth. On the demand side for child labour is need to lower labour costs¹⁰.

⁸ Ibid.

⁹ Malawi National Child Labour Survey 2015

¹⁰ ARISE Prodoc

The policy and legal framework for combating child labour in Malawi is fluid. A draft Child Labour Policy has been pending for more than a decade with the final first draft ready in 2010. This means that there is no solid policy framework for effective implementation of the NAP. However, there are several pieces of legislation in place that have a bearing on child labour including Section 23 of the Constitution prohibits child labour, Employment Act 2000, Education Act 2013, Technical, Entrepreneurial and Vocational Education and Training Act, 1999, Marriage, Divorce and Family Relations Act, 2015, Gender Equality Act, 2013, The Child Care, Protection and Justice Act, 2010, (CCPJA), The Local Government Act (1998), Human Rights Act, 1998 and Trafficking in Persons Act 2015. These laws individually touch on child labour issues. This offers opportunities to mainstream child labour in the different sectors. Mainstreaming ought to be guided by a policy that offers direction on how this will be done.

1.2 Project rationale and objectives

The ARISE II project contributed to ILO objectives of promoting compliance with fundamental principles and rights at work in the rural and urban informal economy as well as in enterprises and in global supply chains. It was part of the larger ARISE programme implemented in Malawi, Brazil, Zambia and Tanzania. This was the second phase of the project covering the period 2015-2018, which follows an initial phase which covered the period 2011-2014. The second phase is the subject for this evaluation. The global project in the 4 countries has 3 pillars namely;

1. Pillar 1: Child Labour Reduction through Improvements in Education services and Opportunities;
2. Pillar 2: Economic Empowerment and Social mobilization of Tobacco-growing Communities; and
3. Pillar 3: Improved regulatory framework and institutional development for the Elimination of Child Labour.

In Malawi, ILO ARISE II aimed to achieve the overarching goal which is '*to contribute to elimination of all worst forms of child labour in agricultural communities in Malawi by 2018*'. The project had three result areas;

1. At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate child labour and enforced;
2. At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the NAP; and
3. By the end of the project, effective models for establishing child labour free areas are tested in three (3) districts with documented processes and experiences.

1.3 Purpose and scope of the evaluation

The final evaluation is an integral part of the implementation of technical cooperation activities. The project had already undergone a mid-term evaluation and implementation of recommendations from the midline was explored in this evaluation. The end-term evaluation assessed the achievement of the ILO project as a whole, as well as for the three pillars. It does **NOT** include work done in ARISE by WI.

The evaluation addressed ILO evaluation concerns such as relevance and strategic fit, validity of the design, project effectiveness, efficiency of resource use, effectiveness of management arrangements, and impact

orientation and sustainability as defined in ILO policy guidelines for results-based evaluation¹¹. It has assessed the effectiveness of the project and its implementation efficiency, provided an understanding on how and why results have or have not been achieved as well as looking at any unexpected results from the project. Lessons have been identified and recommendations proposed. It has further assessed the achievement of high level results and internalisation of these results and processes by stakeholders, including the contribution of the project to the SDG.

The findings of this evaluation will inform ILO, WI, Government of Malawi through MoLYSMD and other key stakeholders on relevance, effectiveness, efficiency, sustainability and impact of the programme—positive, negative, intended and unintended—that the programme has had on intended beneficiaries at all levels. The findings also provide valuable lessons to all, on what has worked and what has not worked for consideration in the design and implementation of other similar programmes in the future. Most importantly, the findings provide valuable information to key stakeholders including beneficiaries on the level of sustainability and potential for replication of good practices beyond the support of the programme. Inclusion and gender equality aspects were similarly explored.

¹¹ ILO policy guidelines for results-based evaluation: Principles, rationale, planning, and managing for evaluations, 2012

2. EVALUATION METHODOLOGY AND APPROACH

The Evaluation Team utilised qualitative methods, mainly review of project materials and field level consultations with project beneficiaries, project staff and partners, and local level stakeholders¹². Among the materials reviewed were the project document, the log frame, and implementation plan, the progress and internal midterm report, technical progress reports, final output reports by the IPs, good practices report, Malawi Child Labour Survey 2015, draft DWCP 2018-2022, draft Malawi UNDAF, draft Malawi Child labour Policy among others¹³. FGDs and in-depth interviews were employed to interview the beneficiaries. Other stakeholders were interviewed as key informants. Actual visits to a sample of beneficiaries were made and their experiences with the project documented. A workshop to share the preliminary findings was held in Lilongwe on 19th of July 2018 just before the end of the field mission. This presented the evaluators with an additional opportunity to clarify the findings.

The field mission took place from 9th of July to the 20th July 2018. Data collection was guided by checklists of issues¹⁴ that fed into the evaluation objectives. Field data collection was carried out by the evaluation team, all well-grounded in qualitative research methods and conversant with the context of Malawi and specifically visited districts. Data from the field was thematically organised and analysed and findings compared and fed into the planned output, set indicators and evaluation criteria. Any differences in the numbers planned against those that were targeted are explained. Quantitative data is also presented as appropriate.

Given the context of Malawi, the methods chosen were considered to be valid in generating the desired results. Simple, but comprehensive data collection tools were designed to respond to the objectives and the evaluation criteria. Triangulated methods were used in order to improve the validity of findings. This was achieved by interviewing several stakeholders on their perspectives about the project, making visits to some of the project beneficiaries where possible and by reviewing the relevant project documents. Investigator triangulation was also used especially in analysing information from the reviewed literature. To avoid bias, objectivity and impartiality was maintained in carrying out all interviews.

Overall, the field work and the entire evaluation progressed without any major hiccups. Virtually, all the target categories of respondents were reached. The only challenge experienced was availability of children that had been withdrawn and reintegrated back to schools. This was because the field mission took place in the last week of the school calendar when pupils were busy sitting examinations. The list of the field plan and the stakeholders interviewed are annexed to the report, (see annex 5.6).

¹² A more detailed list of all people interviewed is appended to this report

¹³ Detailed list of reviewed documents available in the bibliography

¹⁴ A checklist of issues that guided data collection is appended to the report

3.0: EVALUATION FINDINGS

This section presents analysis of the main evaluation findings. The findings are based on information retrieved from project documents, consultations with beneficiaries, implementing partners, stakeholders, and observations made from the field visits to select beneficiaries. Presentation of the findings is structured along the ILO evaluation criteria, with project effectiveness going deep to discuss the findings in each of the project objectives, outcome areas and how these relate to the overall project objective.

3.1 Relevance and strategic fit of the project

Child labour is identified as a challenge in the Malawi Vision 2020 that perpetuates the cycle of children involvement in labour from one generation to another. The government has gone further to mainstream child labour concerns in the Malawi Growth and Development Strategy (MGDS III), the government development blue print, which among others, sets targets to reduce proportion of children below 17 years involved on child labour, and the eventual elimination of child labour¹⁵, the DWCP II 2018-2022, which stresses implementation of national policies and relevant legislation on child labour¹⁶ and the UNDAF 2019-2023, which recognises hazardous and exploitative child labour, alongside violence against children, early marriage and children with HIV as issues in need of special protection measures¹⁷.

The project responded directly to the objectives of the Draft Child Labour Policy (CLP¹⁸) and the NAP¹⁹, in for example improving the policy and legal environment, improving public awareness and improving child labour information availability and accessibility²⁰. In addition, the project was relevant to the government's priorities in education, especially on access and provision of non-formal education and strengthening vocational education²¹. The project therefore not only contributed to the countries development strategies but it also directly contributed to the mandate of the MoLYSMD. Similarly, it is in tandem with the aspirations of the SDG especially goal 8 target 8.7, where member states committed '*To take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms*²². It is further noted that the project strongly links to the ILO's global policy outcomes especially outcomes 1, 2, 3, 4 and 5²³.

ILO social partners, IPs and stakeholders were generally comfortable with the project design, which the IPs indicated they contributed towards. Some IPs had previously implemented similar interventions including past ILO projects such as Support for the National Action Plan (SNAP) and ARISE I. To this extent, the design did not conflict with the work and objectives of partners and stakeholders. Overall, it is noted that the project approach and strategy mirrored the needs of all project beneficiaries. Withdrawal of children from labour and supporting them to fully reintegrate to formal schools, through support with schooling materials and availability of catch up classes worked well to retain children in school. CBE offered in CBSOC and vocational skills

¹⁵ Malawi Government (2017) The MGDS III: Building a Productive, Competitive and Resilient Nation

¹⁶ ILO (2018) Draft DWCP for Malawi 2018-2022

¹⁷ United Nations Office of the UN Resident Coordinator (2018), Draft DWCP 2019-2023

¹⁸ Malawi Government (undated) Draft Child Labour Policy

¹⁹ Under review

²⁰ MoLYSMD (2010) Child Labour National Action Plan 2010-2016

²¹ MGDS III

²² https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/genericdocument/wcms_421047.pdf

²³ https://www.ilo.org/global/topics/dw4sd/theme-by-policy-outcomes/WCMS_556968/lang--en/index.htm

training offered older children literacy and numeracy skills and avenues to earn a decent living respectively. Support with IGAs for parents was aimed at replacing incomes from child labour and improving incomes for households to better protect their children. This is what all the parents we met wished for.

3.2 Validity of project design

Analysis of the project design looks at the extent to which the project interventions and the implementation modalities were consistent and compelling. The key question in relation to validity is whether the project interventions link with the project outputs in order to produce the desired goal. In this section, the Evaluation Team explored the adequacy of the design, appropriateness of the design, partner's roles and responsibilities and linkages between appropriateness of the project indicators.

3.2.1 Adequacy and appropriateness of project design process

While ARISE II was largely informed by lessons learnt in ARISE I, extensive analysis of the child labour context in Malawi as well as the Malawi Context itself, helped ARISE II to focus on salient needs of project beneficiaries. The project design was shared with social partners and IPs for review and comments. These had a further opportunity to develop their respective Action Programmes (APs) which they implemented. The project benefited from lessons drawn from and collaboration with other child labour interventions in Malawi, where resources were co-shared and activities such as WDACL planned together. The project also benefited from ILOs Social Protection project, which supported in training of labour officers and the media. The project was further informed by experiences from the project on skills, especially in relation to the project's effort to offer recognition to artisans with long working experience.

Limitations in the project design were noted in the absence of clear guidelines or top-level coordination between ILO and WI as well as coordination of district level IPs especially on monitoring of project interventions. These could have been more strongly addressed in the design, given that challenges in coordination between ILO and WI had been experienced in ARISE I. It was noted from interviews with stakeholders that the two organisations did not agree on several key issues including on implementation approach and strategies, sometimes presenting the differences to community beneficiaries, in for example, different figures for field level reimbursements. This as reported interfered with the flow of work for some of the ILO partners in some areas. While this may not have fundamentally and negatively affected the project outcomes, it portrayed an image of 'double standards' to the same beneficiaries in the same project. Observations by the ILO IPs further noted that WI opted for direct implementation which could have led to the differences in approach noted above. They felt that, the IPs for ILO were relatively smaller organisations and could not match up with WI. To them, it would have worked better had WI engaged IPs for downstream interventions.

3.2.2 Project partners roles and performance

The project was implemented by several organisations, each playing specific roles. ILO was the lead organisation responsible for the implementation of upstream activities especially on issues relating to Pillar 3 on improved regulatory framework and institutional development. At the district level, Youth Empowerment and Civic Education (YECE) were responsible for downstream interventions in Lilongwe District while Circle for Integrated Community Development (CICOD) was in charge of Ntcheu District. Others were the Ministry of Education, Science and Technology (MoEST), which supported mainstreaming of child labour into the curriculum; the anchor MoLYSMD, which supports community self-help groups; Malawi Congress of Trade Unions (MCTU), charged with social mobilisation of tobacco growing communities; Teachers Union of Malawi

(TUM), which implemented the SCREAM methodologies in schools, Employers Consultative Association of Malawi (ECAM), Lilongwe University of Agriculture and Natural Resources (LUANAR), which sought to sensitise agricultural professionals that pass through the University on child labour issues and mainstream child labour as a research agenda in the university, and the respective DCLCs.

The mix of partners was not only comprehensive but strategic given that each partner took up roles they were conversant with. It was for this reason that many of the gains in the project were achieved. Partnerships with the government ministries for example resulted in the achievement of several long-term gains for example in curriculum mainstreaming and in linkages established between the IGA groups and the line ministry. The partnership with TUM made access to teachers involved in SCREAM methodologies easier, and so was the case with MCTU and workers. ECAM easily facilitated opportunities for older children that had graduated with vocational skills to access internship in established enterprises in the private sector, where they gained additional skills and business experiences. ECAM further continued to support resource mobilisation for schools through the adopt a school concept²⁴.

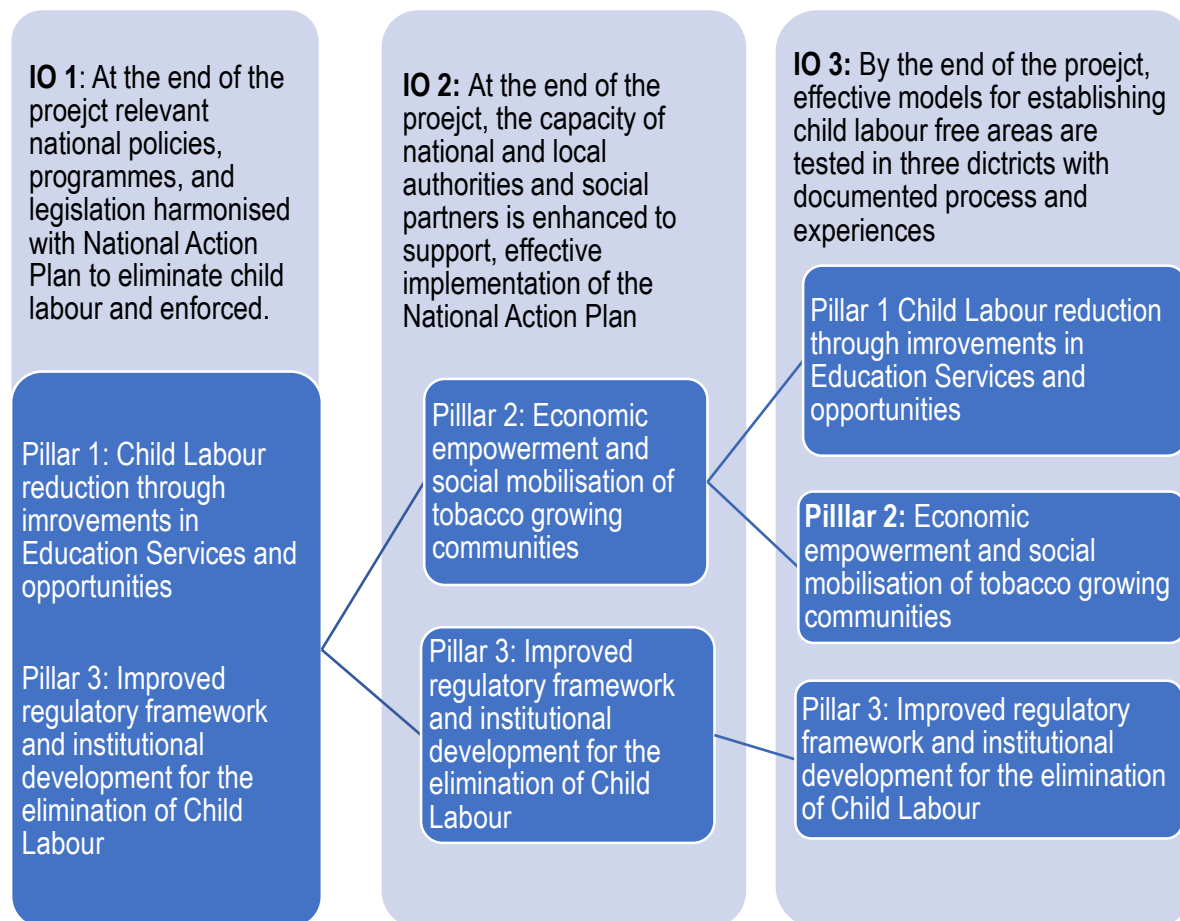
3.2.3 Project objectives, outcomes and appropriateness of indicators

The project log frame was based on the global pillars and so was the reporting in the project documents. To this extent, there was notable logical linkage between the main activities, outputs, the outcomes, immediate objectives and the development objective. For example, the activity on introduction of non-formal education in service outlets and government schools and indeed all other activities contributed towards development of curriculum and learning environment for working children, which in turn contributed to the achievement of outcome 1.1 on use of mechanisms for provision of quality education for working children and the mainstreaming of Child labour issues into curriculum, learning environment and management structures and outcome 1.2 on skills training models mainstreaming the needs of working children in both government and non-government technical training systems, which contributed to the attainment of immediate objective 1 on Child Labour Reduction through improvements in education services and opportunities.

Similarly, the indicators were clearly presented and easy to understand, even seeking gender disaggregated data for more clarity on equality in reaching beneficiaries. This desegregation was also maintained in reports. However, all project documents appear to have been silent on the Malawi specific immediate objectives and how they link to the 3 global pillars. The immediate objectives for the Malawi project only appear in the final evaluation terms of reference. While it is appreciated that the Malawi project was contributing to the global objective, specific objectives for Malawi appear to have been lost at least in the documentation. The Malawi objectives and related interventions were however linked to the global pillars as shown in figure 1 below.

²⁴ <https://www.linkedin.com/pulse/adopt-school-project-malawi-emmanuel-magomero/>

Figure 1: Immediate objectives and how they link with global project pillars



Overall, save for the challenges mentioned which did not have a major impact on the project design it is the view of this evaluation that the project design was contextual, relevant and strategic in meeting the intended objectives. The activities, outputs, outcomes, immediate objectives for Malawi as well as the global were logically linked and coherent. A monitoring system was in place which requires the submission of periodic reports to ILO. It was only after the review of the reports that funds could be disbursed. This was complemented by monitoring missions by technical backstopping team from Geneva and Pretoria. The project benefited from partners round table where project progress and emerging issues were discussed. These helped to keep things on track.

3.3 Project effectiveness by outcome areas

In the case of Malawi, the ARISE II project had one overall objective which was to contribute to the elimination of all worst forms of child labour in agricultural communities in Malawi by 2018. The project further had three specific objectives which were:

- i. At the end of the project, relevant national policies, programmes and legislation harmonized with the NAP to eliminate child labour and enforced
- ii. At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the NAP
- iii. By the end of the project, effective models for establishing child labour free areas are tested in

three (3) districts with documented processes and experiences.

The project had several outcomes under each of the above objectives. Analysis of the evaluation findings is at the outcome level but draws examples from the output and activity levels. While ARISE II project was implemented by the ILO and WI, this evaluation only covers the work done by the ILO.

ILO implementation strategy featured partnerships with different organisations for the implementation of different action programmes. These include MoEST, MoLYSMD, Ministry of Civic Education and Community Development (MoCECD), MCTU, TUM, ECAM, CICOD, YECE, LUANAR and the DCLC.

3.3.1 Immediate objective 1: At the end of the project, relevant national policies, programmes and legislation harmonized with the National Action Plan to eliminate child labour and enforced.

Immediate objective 1 relates to pillar 3 of the global project objectives on **‘improved regulatory framework and institutional development for elimination of child labour’** as well as pillar 1 on **Child Labour Reduction through improvements in education services and opportunities**. Notably, this featured both upstream and downstream intervention with two key outcomes. The first was that the Government of Malawi, (MoLYSMD and Ministry of Agriculture) coordinates the implementation of the NAP on child Labour through a communication strategy, a resource mobilization strategy and a pilot Child Labour Monitoring System. The second outcome was that National concerted efforts for combating child labour are visible and being implemented.

Evaluation findings show that different activities had been implemented in contribution to this immediate objective. Through the project, all newly recruited district labour officers and occupational safety and health officers as well as those that had been promoted to the position of professional officers were sensitised on child labour issues during a 3-day seminar. A similar sensitisation campaign was carried out for all Ministry of Labour officials in the ministry headquarters. This equipped them with knowledge on child labour issues which they could later use to identify and act against child labour and further sensitise community members and officers they work with on child labour issues. In addition, the project supported the Lilongwe District Council in sensitising the Area Development Committee of the preparation of development plans. This was based on the understanding that child labour issues cannot be funded by the government at the district level unless they are prioritised in the district development plans. Following this orientation, child labour issues were actually incorporated in the District Development Plans (DDPs) for Lilongwe district, meaning that they would receive government funds. This further suggests that child labour concerns would be sustained as part of government development agenda.

Commendable gains were also noted in efforts to mainstream child labour issues into the schools’ syllabus. Notably, the teaching curriculum and facilitator guides for the Complementary Basic Education (CBE) was revised to incorporate and mainstream child labour issues using ILO’s Support for Child Rights through Education Arts and Media (SCREAM) methodology, which includes methods of lesson delivery and clear guidelines to teachers. The revised syllabus would be in use in all government, non-formal centres as well as in CBSOC established by the project to offer CBE to withdrawn and prevented children. This implies that the use of SCREAM methodologies, incorporated into the CBE curriculum would be used across all schools

in Malawi. A total of 6 CBSOC, 3 in Ntcheu and 3 in Lilongwe, were established and provided education using the reviewed CBE curriculum.

Furthermore, 251 teachers (160 male and 91 female) against a target of 180, 63 tutors (37 male and 26 female) from Teacher Training Colleges (TTC) trained against the target of 60 from Teacher Training TTCs were trained on SCREAM methodologies. Training of tutors in TTCs ensured that graduate teachers are sensitized on issues of child labour and the SCREAM methodologies, and that they would apply child labour concepts in revised syllabus for classes 2, 3 and 4. Further, sensitization of 209 School Management Committees (SMC) and Parents teachers Association (PTA) members (121 male and 88 female) against the target of target of 180, on child labour and school management procedures would result in better understanding of child labour issues by those charged with management of schools. SCREAM methodologies adopted by teachers would therefore be better understood and appreciated by all stakeholders. Discussions with teachers indicated that they were in deep mainstreaming child labour issues in their teaching. A teacher in Njoka Primary, Lilongwe had this to say;

R: *'I am able to use examples on child labour when I teach other subjects including mathematics. For example, I may pose a question to learners as follows, 67 children were involved in child labour. 40 children were withdrawn from child labour, how many children were left still involved in child labour?'* – Teacher, Njoka Primary School.

It was also noted that use of SCREAM methodologies in schools was empowering to the children in terms of impacting them with knowledge on child labour and in improving their participation in awareness creation and taking actions against child labour. During the evaluation team's visit to Njoka Primary school, pupils were busy preparing songs, drama and poems on child labour that they were due to present to a neighbouring school. This shows that the children were at the forefront in creating awareness on child labour to other children and the community in general. One child in Mchemani Primary for example had this to say;

R: *We are invited in meetings by the chief to present poems and drama on child labour. We also do it in other schools;* Child respondent in Mchemani FP School.

Afternoon classes were established in 8 primary schools in Lilongwe, Ntcheu and Dowa districts. Teaching in these classes was done by government teachers from the same primary schools upon recommendations by the Ministry of Education Science and Technology (MoEST). Discussions with children, teachers and community members noted that the afternoon classes provided children that had been reintegrated back to primary schools and those that were at risk of falling into labour due to poor performance an opportunity to attend remedial classes, so as to catch up with those constantly in schools. This prevented many children from relapsing back to child labour. Besides, the programme actually did prove that non-formal education could still be successfully implemented within government institutions. As a result, 2101 children (1027 boys and 1074 girls) were withdrawn and prevented from child labour in the project period as reported in project reports. Of these 415 children (233 boys and 192 girls) were withdrawn while 1,686 children (804 boys and 882 girls) were prevented from child labour. This was against a target of 420 and 1300 for withdrawal and prevention respectively. Of the withdrawn and prevented, 574 (301 girls and 273 boys) were reintegrated into regular primary schools.

Mainstreaming of child labour issues was also done at the LUANAR. The university produces most professionals in the agricultural sector, which employs close to 80% of the population and which accounts for about 70% of children in labour. As such the professionals have a potentially huge role to play in the fight

against child labour as front-line officers in the sector. Yet graduates from the university lacked knowledge on child labour. Child labour is similarly not well and fully researched in Malawi, meaning child labour issues do not influence policy. The Intervention at LUANAR aimed at shaping the research agenda for faculty and students. Through support from the project, Training Needs Assessment (TNA) for on-going students as well as for outreach programme to the practising professionals were done which, revealed that there were salient knowledge gaps in understanding of child labour and how to detect child labour through research. Through support from the project, one student was supported to write a dissertation on “*Child Labour and Effects on Learning Outcomes in Child Labour prone areas*’. The University had further developed a draft Child Labour agenda that was awaiting validation by the faculty. A position paper on child labour had also been developed to popularise the research agenda, which was expected to inform the curriculum review expected to take place later in 2018. This will not only enhance knowledge among the professional agricultural officers, but improved research on child labour will better influence the policy formulation processes in Malawi.

Through support from the project, the DCLC in Lilongwe developed by-laws which were not only in tandem with the legal provisions of the country but also addressed issues of child labour relevant to the district. This was done in a participatory process which benefited from the views of community members and which entailed training of members of parliament on child labour. This not only led to improved knowledge on child labour on the part of legislators and community members, but their engagement forged a sense of ownership of the process and the by-laws.

The Child Labour Monitoring System was developed and implemented using the community-based model, where community members, mainly members of the CCLCs, were trained on data collection and submission to the IPs and to the DCLCs. The system was intended to achieve two complimentary objectives, the first being equipping community members with skills to identify and act against cases of child labour they came across in their day to day activities and secondly to avail data to government officers through the DCLC that they could use to inform policy development. Both objectives were achieved. Community members were able to collect data on children in labour and those at risk of falling into labour and forward the same to the IPs and the DCLCs. In the process the CCLCs members gained an understanding of identifying children in labour and at risk, a role they continued to play even after project implementation ended. The data collected was also used to inform policy, and it was for example reported that the data triggered the Lilongwe DCLC to develop local by-laws. One DCLC member had this to say;

R: ‘In fact, when we looked at the data from this district, it was very clear in our minds that we needed to do something about child labour and that is why we embarked on developing the by-laws to assist us address some of the challenges’- DCLC member Lilongwe.

For project purposes, the CLMS was linked to the Direct Beneficiary Monitoring and Reporting (DBMR) which supported the continued monitoring of progress among the direct beneficiaries. Besides the training of CCLC members on the use of the CLMS, data managers at the district level were similarly trained on the use of the CLMS, in addition to the provision of computers and other accessories such as printers to the DCLCs to aide in data management. The data collected through the CLMS was reported to mirror the results of the National Child Labour Survey, which suggest that the data from the CLMS was relatively reliable. The project further provided backstopping support to the MoLYSMD in the development of the first ever Labour Market Information System (LMIS), which incorporated child labour indicators. A prototype LMIS had been tested and was being finalised for installation as at the time of this survey. This system, when finally rolled out would enable the Ministry to collect relevant data on labour dynamics including issues on child labour.

ECAM, one of the project IPs, carried out a school needs assessment for 21 schools which showed deficiencies in infrastructure, (school block, toilets, teachers' houses, libraries, staff rooms, school feeding programs, learning materials and access to portable water), all of which make the learning environment harsh for children. In efforts to address some of these challenges, ECAM developed a concept on Adopt a School Programme which sought to engage the private sector in a Public Private Partnership (PPP) aimed at supporting infrastructural development and learning needs in schools. The concept was shared with 26 companies in Malawi, as a result of which some such as Chloride Batteries, and Umodzi hotels, were already supporting some schools. At the time of this evaluation it was positively reported that the Ministry of Education Science and technology had processed and signed the Adopt a School Memorandum of Understanding (MoU). This further shows that that the government had taken ownership of this noble initiative, which was likely to transform the school infrastructural development in Malawi.

In relation to support for legislative processes, the project working in collaboration with the Ministry of Home Affairs and Internal Security (MoHAIS) participated and contributed to the development of the NAP on Trafficking in persons, thereby influencing the inclusion of child labour indicators into the NAP. Similarly, the project has over the project period continued to support the adoption of Child Labour Policy, which was reported to be awaiting full cabinet approval having gone through all other stages. Discussions with officers from the Child Labour Unit at the MoLYSMD indicated that they anticipated the policy to be approved by cabinet in the coming few months. Notably the National Action Plan was also under review with support and contribution from the project. The project has also been pushing for changes in the Tenancy Labour System, which has led to the government committing not to enact additional laws but to abolish the system all together. However, efforts to enact a law that would operationalise this commitment by the government through a subsidiary legislation that had proposed punitive fines and sentences for offenders were diluted on the basis that a subsidiary law cannot prescribe higher penalties than the primary law. The tenancy system was therefore yet to be formally abolished in law.

The project was also able to support other relevant interventions especially at upstream level which include the work of the Tripartite Labour Council (TLAC) by facilitating the council's quarterly meetings, which kept the council active on its roles, support for the dissemination of the national child labour survey findings, the global estimates on child labour and forced labour as well supporting Understanding Children's Work (UCW) to aid in development of a Malawi country report. The project further contributed to and participated in the development of the National Employment and Labour Policy (NELP), the HIV/AIDS workplace Policy which was adopted and ready for submission to the cabinet committee, United Nations Development Assistance Framework (UNDAF) for Malawi, DWCP all of which feed into the NAP on the Elimination of Child Labour. The review of the NELP for example identified the informal economy as a workplace, meaning all laws, regulations and standards against child labour should apply to the informal economy in the same way they applied to the formal economy.

With support from the project, two IPs namely MCTU and ECAM developed policy papers on tenancy and on ratification of convention 184 (C184). Additionally, the project supported the participation of stakeholders in the international arena including preparatory forums for the IV Global conference in Ethiopia, actual participation in the IV global conference and follow-up meeting to the conference where those who participated shared their experiences. It was noted that the project planned to support initiatives as follow-up to the IV global conference especially on issues around Alliance 8.7.

Observations from the evaluation

A review of the Child Labour NAP²⁵ for Malawi shows that NAP had the following as the main priorities for the period 2010-2016; i) Development and improvement of the policy and legislative framework; ii) Building the capacity of the education sector; iii) Creating awareness on child labour; iv) Bridging the information gap in child labour; v) Building the institutional and technical capacity of service providers; vi) Provision of services to withdrawn and prevented children to enable them achieve their education objectives; and vii) Mitigate the effects of HIV and AIDS on working and at risk children.

It is therefore the observation by the evaluators that based on the availed evidence and consultations with stakeholders, the immediate objective 1 for Malawi was to a large extent achieved. This was evidenced by among others, contributions to the efforts to develop and improve laws and policies such as the Child Labour Policy, the NELP 2018, the HIV/AIDS workplace Policy and the NAP on trafficking in persons, mainstreaming of child labour issues into the teaching curriculum and equipping

Identified and reintegrated- The case of Markel

Markel Kaswimbi¹ (16 years), from Mlima Village, is one child that was withdrawn from child labour TA Chimutu. At age 12, she dropped out of school and began working in a tobacco field in her community. *“My family was struggling to make ends meet, it was so hard for them to provide basic necessities for me and my siblings so I decided to start working so that I can relieve my parents of some responsibilities.”*

After a year of working in the field, Markel was identified through the Child Labour Monitoring System (CLMS). One CCLC member visited Markel’s house during his monitoring rounds and when he discovered that Markel had dropped out of school and was working in the fields, he conducted a counselling session with her parents to educate them on the dangers and effects of child labour. After an extensive talk with both Markel and her parents, they agreed that she registers for vocational skills training at the Service Outlet Centre (SOC). Markel returned to school and continued with her classes and would go to the SOC in the afternoon after school. She worked hard in both her class and in the vocational skills training. In 2015, Markel sat for her primary school examinations at Mchemani Primary school and was selected to join a government secondary school in her community. In 2016, she began her classes at Mseche Secondary School. Currently, she is in form 2 and awaiting to sit for her Junior Certificate Examinations.

Markel is one of the few people that were able to escape the evils of child labour and she is grateful for a second chance at a bright future. *“I am grateful that the project was able to reach out to me and save me before things got worse. I wish every child in Malawi had this chance to go back to school and make things better for their future. I work hard in class so that I can get a better job and be able to support my children in future so that they never have to go through what I went through.”*

²⁵ Government of Malawi 2010

teachers, agricultural professionals and other stakeholders with requisite knowledge on child labour. These contributed to harmonizing government programmes with the objectives of the NAP. Similarly, the outcomes under this intervention led to an improved regulatory framework and institutional development for the elimination of child labour, which was a pillar in the ARISE global objectives.

Overall, the evaluation team notes that under this objective, the project did well in piloting the CBCLMS, which for example triggered development of by-laws in Lilongwe. Through the different interventions, national concerted efforts for combating child labour were being implemented with visible changes seen in among others, i) development of policies with a bearing on child labour, ii) awareness creation at different levels, iii) mainstreaming of child labour at different levels including the district development plans, school and CBE curriculum, iv) development of by-laws in Lilongwe, v) the use of the CBCLMS to identify, withdraw and prevent children from child labour vi) knowledge and experience gained by community members in identifying and preventing children from child labour, which they continued to do even after the project closure, vii) use of SCREAM methodologies which led to improved children participation on child labour issues.

This notwithstanding, there were areas that faced challenges, and which did not work very well in contributing to the attainment of project outcomes. Firstly, failure by the government officers in the MoLYSMD and the National Statistics Office in the Ministry of Finance Economic Planning and Development to fully embrace the data from the CBCLMS and make use of it to inform development planning and policy development implies that the system may not be fully sustained, at least in the use of data. It was observed that as a result of piloting of the CLMS was largely taken up by other IP, who coordinated the data collection, entry and storage. This was despite that the project had provided the DCLCs through the district labour offices computers and accessories to manage store and manage data from CBCLMS. Consequently, no data from CBCLMS was collected and forwarded to the DCLCs following closure of interventions by the IPs in the districts. In addition, much of the data collected during project implementation was not used or linked to the government's LMIS, albeit on a pilot basis, at a time when the LMIS was being tested. Furthermore, the CBCLMS tool was reported to be unfriendly to most CCLCs and other community members who collected data using the tools. They observed that English language was difficult and the tool generally difficult and complicated. They were happy to work with a simplified tool, translated into the local language. The tool however, as mentioned elsewhere in this report, did not prevent CCLC members from identifying children in child labour, withdrawing them and referring them to schools, an intervention that was expected to continue.

Secondly, a limitation within the project prevented the full analysis of impact of the project. While the targets for withdrawn and prevented children had been set and were actually reported as met, and while reintegration of children previously out of schools was confirmed by teachers, the project did not have baseline values that could allow comparison before and after the project interventions. It was therefore not possible to ascertain the extent of reduction in child labour in numbers. This was further complicated by the inability to access enrolment numbers in schools before and after the interventions at the time of this evaluation, which could have helped in comparing changes in enrolment following the interventions. The evaluation was carried out in the last week of the school calendar when teachers were busy administering and marking examinations.

Thirdly, failure to adopt the Child Labour Policy within the project period and indeed for close to 20 years had continued to pose challenges to the eradication of child labour, especially due to the absence of a policy guideline within government on implementation and coordination of child labour elimination initiatives. As a result, work against child labour continued to be less coordinated, less prioritised, underfunded and depending largely on partners' support. Delays in adopting the policy were blamed on bureaucracy within government. However, almost 20 years of waiting was a bit too long, considering that there were other

policies that had taken amazingly shorter time to be developed and adopted by the same government. For example, the National Disaster Risk Management Policy 2015 was developed and adopted in a record one month. This, therefore, calls on the MoLYSMD and relevant stakeholders to seek lessons from other ministries and departments on how to fast track the policy development and adoption process.

Fourthly, coordination of interventions on eradication of child labour by the Child Labour Unit (CLU) in the MoLYSMD remained weak. Although a National Steering Committee had been established, it was reported to have met only twice since 2015. In addition, although the NSC had developed a Terms of Reference for the National Technical Working Group (NTWG), the NTWG had remained inactive. A meeting scheduled in mid-2018 was rescheduled with the CLU placing more focus on planning of the WDA. Notably, the NSC would only be active if the NTWG was active and able to furnish the NSC with requisite information for it to act on. Consultations with stakeholders emphasized the need for the upstream structures especially the NTWG to be activated so as to trigger action in the NSC as well as downstream at the level of the DCLC and the CCLCs.

Finally, while SCREAM methodologies were received positively by both children and teachers that were trained. It was noted that in a number of schools where trained teachers had been transferred, children were not very active on the SCREAM activities. Patron teachers that had not been trained were also not too enthusiastic about continued use of SCREAM methodologies. On the contrary teachers that had been trained were able to mainstream child labour and SCREAM activities on the normal learning across different subjects. While the evaluation team did not meet with any head teacher who had been trained on the methodology, it was observed and affirmed by the teachers that, it was useful to specifically target head teachers with the SCREAM methodology training given that if head teachers own and believe in the methodologies they were likely to support the dissemination of the methodology to other teachers in their schools. This would create a pool of teachers who would oversee continued use of SCREAM methodologies and who would be able to mainstream child labour messages in their teaching.

3.3.2 At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan

Immediate objective 2 for the Malawi project relates to pillar 2 of the global ARISE project on **Economic empowerment and social mobilisation of Tobacco growing communities**. It also touches on pillar 3, in as far as institutional development is concerned. The outcomes under pillar 2 were i) government training institutions and target community rural groups increase their capacity to identify local economic opportunities, and develop training programmes for income generating activities, entrepreneurship and access to credit ii) Right holders (children parents and communities) and duty bearers (government, employers and workers organisations, civil society organisations) are aware of and proactively tackling child labour, establishing child labour free zones using an Integrated Area Based Approach (IABA).

Findings from the evaluation indicate that the project was able to build the capacity of the IPs in implementing the ILO's Training for Rural Economic Empowerment (TREE) programme, which really ensures that skills delivered are relevant to the needs of those receiving the skills. To support this initiative, the DCLCs, CCLCs and IP were trained on the TREE programme which enabled them to successfully identify relevant vocational skills, target beneficiaries and local artisans to deliver the training. All beneficiaries of this component were

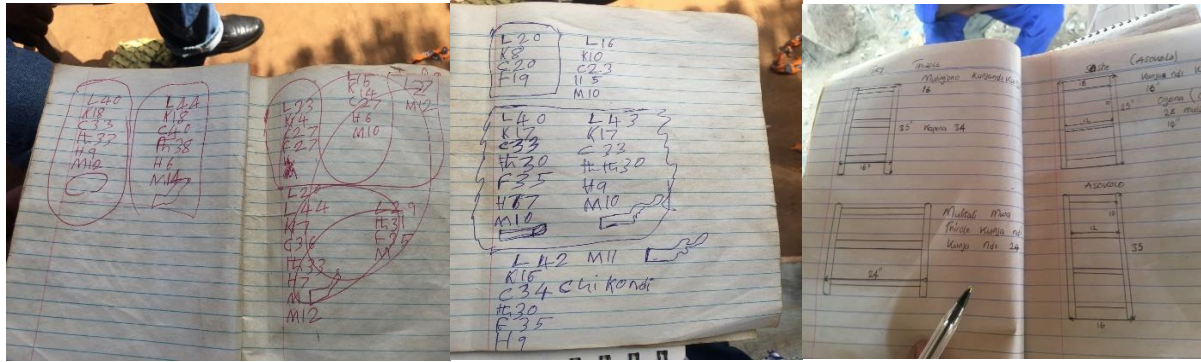
trained on ILO business tools including Generate Your Business Idea (GYBI) which enabled them to identify locally viable business ideas as well as Start and Improve your Business (SIYB), which enabled many of them improve their businesses. The Community Score tool was used in Lilongwe to identify feasible local economic opportunities, while a TNA tool was used to identify training needs of the 53 groups that were formed in Lilongwe and Ntcheu districts. This suggests that identification of viable skills and businesses was systematically done and not based on perception or guess work.

To further support the growth of the businesses, micro finance institutions were engaged during the group trainings to provide information on possible linkages for finance. Following the training, start-up capital was provided by the project to 34 Income Generating Activity (IGA) groups with a total membership of 620 beneficiaries (424 female and 196 male) in the two target districts of Lilongwe and Ntcheu. Of the 34 groups 14 with a membership of 179 (52 female and 127 males) were youth groups while 20 with a total membership of 441 (372 female and 69 males) were parents/ guardian groups. This suggests that and younger ages male are likely to be members of groups but later in their years, they tend to less active in group activities with women assuming a more active role. Male youth accounted for 71 percent of group members but male parents or guardians accounted for just about 15% of group members. This dynamic could offer important lessons for future programmes in relation to targeting for income generating activities at the group level. Groups supported with IGAs engaged in activities such as maize mills, livestock production, crop husbandry, carpentry and joinery, tailoring and basket weaving.

Besides the group-based support to youth and guardians, older children that were withdrawn from child labour and could not be reintegrated back to the formal schools were trained on different vocational skills and supported by the project with start-up kits to begin their own small enterprises. This was in efforts to offer them an alternative means of livelihood and prevent them from going back to child labour. Project documents show that a total of 1,163 children (609 girls and 554 boys) were provided with vocational skills training at the CSOC, where 615 (290 girls and 325 boys) also attended the CBE programme. The CBE programme enabled those that were totally illiterate to do basic reading and writing which could later support them keep basic records in their businesses. The vocational skills the children were trained on include carpentry and joinery, tailoring, knitting, brick laying and basket weaving. The children also benefited from ILO from the ILO business training of GYBI and SIYB. About 31 trainees were placed on internship in 7 enterprises with support from ECAM.

Observations on immediate objective 2

From the field consultations, it was evident that the CBSOC were a good idea that was aimed at providing a one stop shop for children that have been withdrawn or prevented from child labour. The CBE provided at the centre not only worked as a bridge for children that were eventually reintegrated to formal schools, but it also provided some basic literacy and numeracy skills to older children that had been withdrawn after lengthy periods out of school. Some had not been to school at all. The CBSOC also offered vocational skills training to children who could not be reintegrated back to formal schools. These children also went through the CBE programme while at the CBSOC, from which they gained basic literacy and numeracy skills that emerged as useful in the management of their small business enterprises see photos below.



Photos showing simple business records that youth maintain courtesy of CBE offered in CSOC

The project established a total of 6 CBSOCs across Lilongwe (3) and Ntcheu (3), which run as part of Community Infrastructure Projects (CIPs) for creating business schemes, employment creation, knowledge sharing, community development and vocational skills trainings. These CBSOC run smoothly throughout the project period, but they closed done when the project ended. The evaluation observed that CBSOC were visited faced sustainability challenges given that they were on rented premises, previously paid for by the IPs. Community members and the CCLCs could not afford to pay the monthly rent averaging USD 20. This implies that renting structures may not have been sustainable in the long run. While compensation to child labour monitors was achieved through support for Income Generating Activities (IGAs), it would have benefited the communities longer had the community been supported to establish own structures from where the CBSOC would have operated from.

Discussion with CCLC members in both Ntcheu and Lilongwe also indicated that renting the premises may have been costlier in the long run. Community level stakeholders as well as partners and project staff consulted observed that while renting may have worked well for quick gains, in future programmes it would be preferable to explore more sustainable approaches such as use of existing community colleges, mobilise the community to provide space and construct simple structures or sheds or directly engaging established artisans to provide the training from their business premises. While the evaluation observed that CCLCs and community members had been sensitised to identify and act on cases of children in labour or at risk of falling into labour, and while CCLCs continued to identify and reintegrate the younger ones back to school as attested by teachers that were met, the CCLCs faced challenges coordinating and supporting vocational skills training of withdrawn children. As the project closes, it would be useful to remobilise the CCLCs and community leaders with a view to finding simple but lasting solution to support vocational skills training. Equipment used in the CBSOCs was still available, either under the custody of the CCLC or trained children and youth. These need not go to waste when there is need and potential to enhance the capacity of many other deserving children.

It was also observed that older children that were trained in vocational skills training were busy and engaged in small income generating activities based on what they were trained in. These include older children who trained in brick laying, tailoring and carpentry and joinery. Interactions with trained children further showed that while all had gained requisite skills, those that were able to benefit from the internship were better equipped in terms of their understanding of modern designs and variety of products. This suggests that the internship was able to expose the trainees to modern designs terrain and different products that are in fashion. One of the trainees in carpentry who also attended the internship noted,

R: 'At Boma (District Headquarters), I was able to learn how to make sofas and better designed doors. We had not learnt this at the CBSOC': Former carpentry trainee

Furthermore, it was notable that trainees who had been through the internship were more confident about their business prospects compared to those that had not been through the internship programme. While some had already re-established their businesses after the internship, some of those that had not been through the internship were still waiting for additional support to start. Some of those that had been through the internship programme had not re-established their businesses but they were clearly focused on what they intended to do. One group member trained in carpentry in Msambo, Lilongwe for example reported;

R: *When we left for internship, we stopped the business, we are now planning to begin because we just came back on 30th of June 2018. We have materials but they are not enough so we are increasing the stock of materials before we can start working.* Former carpentry trainees- Msambo.

The tools that the youth were using were still intact and in safe custody of a community member near their workshop. The evaluation team was able to verify presence of the tools.



Door frames and chairs made by trained youth and tools held in safe custody.

Just about 31 trainees benefitted from the internship programme. Although this was just about the project target, the activity began late into the project. Perhaps, without the delays, which were attributed to identification of viable mentors, more trainees would have been able to benefit from the internship programme which clearly resulted to better skilled vocational skills graduates. The internship programme therefore emerged as good practice in linking the trainees with the market requirements and dynamics.

Overall, the evaluation noted that while vocational skills training was extremely useful in providing children withdrawn from labour with an alternative and relatively decent form of economic engagement, more effort was needed in mentoring the trainees to fully exploit their potential. For example, a group of four tailoring trainees met in Kampanje was visibly quite busy as they had completed stitching several dresses and owners could be seen fitting the dresses at the time of this evaluation. They had several other materials awaiting stitching as seen below.



Sample dress and shirt and materials awaiting stitching at Kampanje in Ntcheu

Discussions with the group of youth suggested that they still felt inadequately trained especially on modern designs and stitching of different products. They observed that they had not yet been able to earn adequate incomes to fully support themselves given that the work volume remained low. It was however clear from the interaction with the group that they were unable to explore business opportunities available around them. Given the positive reception from the community, this group clearly had potential to access more business opportunities and volumes, including but not limited to stitching of school uniforms. They need to be coached and supported since they have the potential other than simply wait for external support. A similar experience is narrated in the text box.

What was notable from the interview with James was that despite his worries that he could lose his sewing machine, he did not prioritise its purchase, first opting to buy land. This suggests that the young trainees such as James still required guidance and mentorship on how to manage and grow their businesses. The gaps were visible among most groups supported with IGA as discussed elsewhere in the report.

James* the Tailor

James (not his real name) trained as a tailor in one of the CBSOC after being withdrawn from child labour. His interest in the skills saw him closely engage the artisans on how he can actually establish his own business. He remained focused and months after the training, with a little push from his family, he managed to rent a shop and a sewing machine. The rest is history. James spends most of his days on his tailoring shop, stitching and sewing garments for customers. Clearly, he is a busy business man in a remote quiet village in Ntcheu. He has even managed to buy a portable DVD player to entertain his customers as they stream in to give him more work and as others come to fit their garments. With some of his savings James has also been able to buy a piece of land in the neighbourhood.

James is however a worried young man, he observes that he operates on rented premises and using a rented machine. His fear is that given his newly found business fortunes, he is uncertain what he can do if the owner of the sewing machine can decide to come for it. He feels that the machines from the project should not be lying idle and that he ought to be given one for his use. James opted to first buy land as opposed to securing his business by buying own sewing machine.



Garments made by James*

Progressive IGA

Another good example of a progressive IGA was the pig rearing CCLC in Msambo, Lilongwe which received 4 pigs in addition to support for construction of a structure. As at the time of this evaluation, the CCLC had a total of 21 pigs, 9 belonging to the group while each of the 12 members had one piglet each. The CCLC further reported that they had been active in identifying and reintegrating children back to school. In total, they had reintegrated 13 children since November 2017, when project activities ended.

However, the group faced the challenge of where to place older children not able to reintegrate back to schools due to closure of the CBSOC. This notwithstanding, the CCLC reported that about 4 older children had been trained by youth trained in ARISE II. They also noted the need for sensitisation of older children withdrawn because most of them declined to be trained by the graduate youth terming them as amateurs, inexperienced professionals.

Findings from the IGA groups visited showed that the groups were all in the initial stages of their IGAs. Some had however progressed more than others. It was observed that several groups lost part of their initial stock to diseases. Some had managed to restock to more than the number they received, while a number were in the process of restocking. Some sold their sick livestock at throw-away prices for fear of them dying in their hands. One pig rearing group in Ntcheu for example lost 12 pigs to diseases but were able to restock and as at the time of this evaluation, they had 14 in total. Tikukulane piggery group in Ntcheu similarly had received 16 pigs and at the time of this evaluation they had 21. They had sold 4 piglets at about USD 13.5 each and used the proceeds to buy feeds and build an additional shed, while some of it was used to buy schooling materials for some of their children. These examples show resilience in the IGA groups which had enabled them grow their stock. With time these were expected to earn adequate amounts to support their children and others in the community.

Even though, it was observed that most of the IGAs were yet to fully take off given that there were delays in implementation of this component, others were clearly lagging behind. Other than the CCLC in Msambo that appeared to have a clear vision and strategy to grow their stock, most of the other groups were static or progressed at a very slow pace. For example, the Chimwala CCLC in Lilongwe which had received 4 piglets had not increased their stock.

They attributed to failure by the gilt to bear piglets. Inspections by the veterinary officer had not borne fruits. Consultations with the group members however revealed that the gilt could fetch the group about USD 100, which was adequate to purchase at least 4 other piglets of medium size. Group members had however not thought of this as an option. This suggests that IGA group members will need to be closely supported and mentored by the community development department to develop an entrepreneurial mind and make rational decisions on what was likely to build their stock faster.



Pigs belonging to some of the IGA groups and a structure built for the pigs

Pig rearing was the most common form of IGA. This was attributed to a high demand for pork across Malawi and in the target project areas. In every market there was pork outlet. However, if the growth of pig stock witnessed in Msambo was anything to go by, there will be need to strongly link the groups to markets outside their immediate neighbourhood. This is more the reason why linkages between the IGA groups and Community Development Assistants (CDA) in the MoCECCD was useful and strategic. Interviews with officers from the ministry indicated that groups linked to the CDAs had already been integrated into the normal government support structures and will continue receiving technical support from the government.

In relation to social mobilisation, the project through the IPs trained and sensitised different community members and stakeholders on issues around children labour. Local level structures such as the CCLCs and OSH and Child Rights (CR) committees, were not only sensitised on child labour but they also gained skills on monitoring of child labour issues in their communities, with the CCLCs being trained on the CLMS. Composition of these local level committees comprised of community leaders, chiefs, teachers, members of the Area Development Committees (ADC) and community members. Following the training, committee members were able to identify children in child labour and those at risk of falling into child labour, talk to their parents and at times place sanctions on parents who fail to take children back to school. One member of the Nkazomba OSH committee for noted:

R: We even have penalties that we impose on parents who do not take children to school. We for example ask them to pay a goat which can be sold to buy uniform and schooling materials for such children. OSH Committee member- Mitundu

Most important was the fact that the community leaders and authorities had gained an understanding that child labour was harmful and they were actually coming up with local mechanisms of fighting it. This suggests ownership. Discussions with the CCLC as well as the OSH and CR committees however indicated that they still needed to know more about child labour and how to deal with it. The OSH and CR committee we met

was for example trained for 2 days without any additional or refresher training. Given the age and literacy levels among the committee members, follow up trainings would have enabled them cement the skills and knowledge gained. The project further supported media training on International Labour Standards (ILS), in a training that targeted editors and journalists from the main media houses in Malawi. This was in addition to sensitization sessions that both ECAM and MCTU have had with the media.

Based on reports by stakeholders and media articles seen by the consultants, training of journalists and editors improved both coverage and accuracy in reporting on child labour in Malawi. This increased the audience meaning more people now had access to information on child labour. The project office and the IPs such as ECAM have been producing periodic newsletters which featured and highlighted the different interventions against child labour in Malawi. The project has, over the project period, supported the government of Malawi in popularising and disseminating issues on child labour using different strategies such as commemoration of the WDACL in Lilongwe in 2016, Chikwawa in 2017 and Kasungu district in 2018. Each year the MoLYSMD holds a press conference in preparation for this commemoration. This reaches different people across Malawi.

The project undertook a study to assess and document the link between conflicts and disasters and child labour in Malawi in preparation for the WDACL in 2017. Through TUM, the project held SCREAM child labour open days in Dowa, Lilongwe and Ntcheu districts where children played an active role in echoing their voices against child labour. It was reported that over 3,000 children participated in the open days. In addition, children in and out of school were trained on SCREAM methodology and so were 142 Parents Teachers Association (PTA)/School Management Committees (SMC) from 142 primary schools were sensitised on SCREAM methodology and general child labour issues. Furthermore, 59 tutors from Lilongwe and Dowa TTC were trained on SCREAM methodology and were expected to apply the gained skills in teaching and equipping teachers in training. During the World Tobacco Growers Day, a pavilion was mounted and information on child labour was shared with delegates including senior government officials.

Overall, the evaluation observed that efforts to improve the incomes at the household level will have a long-term impact on the welfare of children in the supported households. Older children who had benefited from vocational skills training were already reaping benefits from their small businesses and so were some of the groups such as the piggery group that had managed to increase their stock of pigs. Virtually, all IGA groups met had the potential and opportunities to grow and trade in their stocks with a little more guidance by the CDAs. It was a good sign that all the groups visited still had their stock of livestock and other assets they were supported with. Additionally, group-based support worked well in spreading the risk among the group members. While a number of groups had initially placed their livestock in one site, most of them later decided to spread them among the members so as to ease their management. In their meetings they would share notes and experiences on how to improve on the management. This also prevented the entire stock from being wiped away by diseases. Training group members on entrepreneurship was beneficial to most of them. They were able to plan for their incomes, to ensure that the livestock had feeds, to maintain some savings and meet the pressing welfare needs. Finally, linkage to CDA is noted to be a sustainable move that will ensure that the groups continued to receive support from the line ministry.

It is also noted that delays in implementation of the IGAs denied the project an opportunity to witness the transformation of IGAs into self-sustaining ventures that contribute to the improved welfare of children in vulnerable households. Had they begun earlier results would perhaps have been more visible. The same applies to the internship programme for older children, which was done towards mid-2018. Although the target was achieved, late implementation meant that many trainees had not fully re-established their

businesses at the time of this this evaluation. But, as observed, the potential in the former trainees was evident. The approach to rent CBSOC worked well in ensuring that quick gains were made in transitioning withdrawn children to schools and equipping older one with skills. Long-time sustainability of the CBSOC would have been improved had the structures been owned by the community structures, or had community level artisans been engaged to provide training from their enterprises or if training was done from community colleges that exist. In future, similar projects could consider supporting construction of simple community owned structures to house the CBSOC and which will not require major recurrent costs.

In conclusion, it is without a doubt that the capacity of national and local authorities and social partners has been enhanced to support effective implementation of the NAP. Central to this was the skills training, and economic empowerment of parents and guardians, and local level structures aimed at increasing the household income that can translate to improved welfare for families and children eventually resulting to improved learning opportunities and reduced involvement in child labour. It was also notable that awareness creation and capacity building of the different community level structures and stakeholders, the different national child labour events that the project supported and participated in as well as the child labour open days all worked to immensely contributed to improved understanding of child labour issues which has consequently triggered action by community members.

3.3.3 By the end of the project effective models for establishing child labour free areas are tested in three (3) districts with documented processes and experiences.

Immediate objective 3 relates to all the three pillars of the global project. The objective anticipated that child labour would be reduced through improvements in education services and opportunities as per pillar 1. Pillar 2 related to economic empowerment and social mobilisation of tobacco growing communities while pillar 3 was on improved regulatory framework and institutional development for the elimination of Child labour. Interventions in the three pillars, working in a complementary manner were expected to offer an opportunity to test effective models for establishing child labour free areas. As such much of the interventions under this project have been discussed under immediate objective 1 and 2. This section therefore attempts to tie in all immediate objectives and their contribution towards the global pillars. The figure below shows how the immediate objectives for Malawi link to the global pillars.

Observations on immediate objective 3

Central to establishing effective models for creation of child labour free areas is ensuring that all children of school going age were actually in school, and those withdrawn from labour are supported to settle well in school or supported to find an alternative means of livelihood. Through the project interventions this was ensured through elaborate identification of children engaged in child labour and those at risk of falling into labour through the use of the community based CLMS. Once identified, children were either directly reintegrated back to school or placed in the CBSOC where they would be taught basic numeracy and literacy using the CBE to ensure that they catch up with their peers in school once they get reintegrated. Those directly reintegrated benefited from afternoon classes established in 8 project target schools with the sole purpose of ensuring that they received remedial or catch-up classes, so that they don't feel out of place due to poor performance. Related to this were the efforts made in mainstreaming child labour issues into the CBE and the school curriculum which would ensure sustained learning of the negative effects of child labour by all children in all schools in Malawi. These interventions directly contributed to improvement in education

services, which bear the result of reduced child labour across the target communities. This was attested to community level stakeholders who noted as follows;

R: *There may be children that might still be involved in child labour but these have definitely reduced. Most people now know that it is bad and they are trying to send their children to school:* CCLC member

Older children who could not be reintegrated were taught CBE to give them basic numeracy and literacy, but they also underwent vocational skills training. A number of them were later placed under mentorship and internship programme under established artisans. Following the training, youth were supported with start-up kits based on the skills they trained. Start-up kits were issues to the older children as a group which worked well to reduce the risk and offer them an opportunity for peer learning and mentorship. Most of the youth were economically engaged and earning some little incomes which they could use to meet their basic needs. As noted earlier, more support and mentorship were needed to push the youth to the next level where they would increase their work volume and incomes.

To ensure sustainability in withdrawing children from child labour, parents and guardians were mobilised to act against child labour. This was done through massive sensitisation on the negative effects of child labour and the need to withdraw children from it. In addition, parents were organised into groups and supported to establish IGA from which they can earn incomes that can support their children through schools and replace household incomes generated through children's labour. Children in and out of school on the other hand were trained on how to fight child labour using Art and Media. The ILO SCREAM methodology not only impacted knowledge to the children in an entertaining manner but the approach placed children at the centre of actions aimed at eradicating child labour. Trained children who continued to receive support from their teachers were change agents in the community, through their sensitisation activities in neighbouring schools and in the community. Vocational skills training of older children and support for IGAs among the parents and guardians contributed to global pillar 2 on economic empowerment and social mobilisation of tobacco growing communities. Notably children using the SCREAM approaches were noted to play a central role in social mobilisation.

These downstream interventions were complemented by upstream interventions aimed at strengthening coordination of actors working on eradication of child labour as well as their respective interventions. Development and improvement of the legislative framework in line with the international conventions, development of district level by-laws was done. Government officers including new labour officers at the district as well as the national level were trained and sensitised about child labour. District officers were supported with computer equipment and accessories to enable them create and manage a database of child labour dynamics in their jurisdiction. Such data, if well utilised was expected to inform national plans and policies. These interventions directly contributed to improved regulatory framework and institutional development for the elimination of child labour. Overall, this evaluation observes that effective models were established and tested. ARISE II therefore offers valuable lessons on what worked and what did not work, all outlined in this evaluation and which will inform subsequent similar programmes.

In relation to the project contribution to Sustainable Development Goal (SDG) 8 target 8.7 where member states committed to *'To take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms'*, we note that Malawi is on course and major milestones have been achieved courtesy of ARISE II. Through the project, child labour issues and concerns have been mainstreamed into the school curriculum, meaning that children

will learn of the vice from an early age. This will enable children to detect and possibly act against child labour early in their lives. For most of the older generation in Malawi child labour was still a relatively new concept.

The project participated in the development of the NAP on Trafficking in Persons and influenced the inclusion of Child Labour indicators in the NAP. This not only directly contributed to target 8.7 of the SDGs, but further contributed to mainstreaming child labour in human trafficking. Given that the project employed an Integrated Area Based Approach (IABA) the project interventions sought to address all the possible facets and dynamics of child labour in the target areas which is in line with the SDG 8.7 of eradication of all forms of child labour by 2025. The interventions directly contributed to Alliance 8.7 work. The project design as well as the interventions were gender aware and the indicators required that data is disaggregated by gender. This was in line with the Malawi constitution gender equality provisions. CCLCs comprised both male and female to ensure that perspectives for either gender are incorporated in decision making. The vocational skills were designed to incorporate the needs of working girls, many of whom opted to pursue tailoring. IGAs were taken up by both female and male.

3.4 Efficiency of resource use

Project Cost-Effectiveness: The project's total budget was USD 2,061,296. The project duration was 44 months. As at the time of this evaluation the project was near 100% spending with budget line 21 on sub-contracts having been fully utilised. Any budget revisions and or extensions were done on time and following due fully approved. Project management however noted that they still had limited funds for example for seminars that might be used to support Alliance 8.7 work or any other quick issues that might emerge from the evaluation. It was reported that Social Return on Investment (SROI) study had been carried by JTI and the report was not yet ready. However, it was noted that the report was limited in that it could not adequately capture work that cannot be quantified such as support for policy development.

Project partnerships: The project's partnership with locally established IPs and government agencies worked well in improving the level of efficiency in the use of project resources. Practical approaches were used to sensitize the community, including SCREAM methods, community meetings and the media, through articles and press conferences. Working with the CCLCs and OSH and Child Rights committees in the community was strategic as these were able to integrate child labour messages and concerns in their daily schedules. Upstream partnerships with government agencies worked well in mainstreaming child labour concerns in the normal operations of the respective agencies. This was achieved at reasonable costs compared to having to push the agenda as an outsider. These partnerships for example led to mainstreaming of child labour into the CBE curriculum, use of SCREAM methodologies into the syllabus and integration of IGA groups in the normal target groups for CDAs. Further, project partnership with the tripartite partners (government and workers unions and employers) worked well in enhancing their capacity, and in reaching their constituents. This further created ownership of interventions within the tripartite partners.

Finances: While a majority of partners and stakeholders were of the view that the available financial resources were adequate for their action programmes, they also observed that the project timeframe was short and could not allow for consolidation of gains made in the project. Further, the evaluation observed that, some IPs such as MCTU and TUM were not able to make adequate follow-ups on implementation of interventions based on the training they delivered. SIYB and GIYB trainings, took just about 5 days, which may have been short for the target group. In addition, the understanding at the design stage was that there would have been a phase 3 of the project. As such, the planning and financial commitments were only for two years and the project ought to have lapsed mid-2017. However, gains from foreign exchange provided a life line for the project, as these enabled the project to continue to 2018.

CBSOCs: The evaluation observes that the use of rented premises for the CBSOC was in the short-term an efficient approach which produced quick gains by offering an opportunity for many trainees to be attended to by one artisan. However, in the long-run, it emerged as an expensive experience with reduced sustainability. The reality already faced the CCLCs and community members given their inability to coordinate and oversee skills training, following the closure of the CBSOC.

As the ARISE II project ends, it was notable that a resource mobilization and exit strategy had been developed. The project office and partners have been working to mobilize additional resources. As at the time of carrying out this evaluation about USD 146,000 had been mobilized from UNICEF, while discussions with other donors were ongoing. Overall, analysis of the amounts spent in the project and interventions implemented suggest prudent use of available resources. Awareness creation targeting the different stakeholders was an investment in knowledge, which people that were trained or sensitized will carry along for the rest of their lives. The project design was rich and detailed in analysing the child labour problem meaning that resource allocation was targeted and well informed. Finally, the project was designed to support equity in access to the project resources by way of targeting the most vulnerable of the populations affected by child labour in Malawi.

3.5 Project management, monitoring and governance

The ARISE II project was implemented by ILO in collaboration with WI in a partnership where each had clearly defined roles as per a joint framework between ILO, WI and JTI. ILO was to specifically respond to older children aged 14 and above while WI would respond to younger children below the age of 14. Coordination between the two agencies took place at the level of a CCC bringing together the heads of ILO in Malawi, head of WI in Malawi and JTI representative. The CCC would meet once every 2 months. While the two organisations brought to the project a good mix of skills sets, they were not utilised to the maximum and to the full benefit of this project. The ILO did not have any legal agreement with WI. Each partner had own contractual agreement with the donor, complete with two reporting formats. Discussions with IPs and other stakeholders indicated that the two organisations were seemingly in a competition, which signals to the possibility that the preparatory work could have been better.

It therefore emerges that, while the CCC ought to have been a decision-making organ, to a large extent, decisions made were either never final, or at times not respected. This resulted to overlaps in implementation of activities. ILO was on one hand implementing SCREAM methodologies in schools and CBE while on the other hand WI was engaging children through the child rights clubs though in different schools. While ILO supported group based IGA, WI had a parallel IGAs in the name of conditional family support. Often, ILO would find herself responding to the needs of children under the age of 14 years whenever they came across them through the community based CLMS. And through the IPs, ILO supported them with scholastic materials. While this was the right thing to do, for ILO, they ended up responding to the needs of children below the age of 14. It was possible therefore children reported by ILO could also have been reported by WI. Similarly, overlaps were reported at the level of parents and guardians where individuals under ILO's IGAs and those under WI conditional family support were not clearly defined.

The partnership further experienced challenges resulting from different implementation approaches adopted by the two organisations. While ILO implemented her interventions through IPs, WI opted for direct implementation. While partner engagement and activities were better coordinated at downstream level, there were challenges in implementing the recommendations of evaluation of the ARISE I Project at this level. This

led to overlaps in interventions at downstream and at national level, and at times, differences emerged in approaches and strategies. Key among the notable differences, which was highlighted during the midline review but could not be resolved and which kept coming up in meetings with project stakeholders was the issue of field reimbursements. ILO was bound by the government guidelines, while WI had own standards. Each felt that the other paid more. This notwithstanding, the differences in the reimbursements was a material issue which according to IPs derailed some activities at the community level, with community members opting to attend meetings that would reimburse more. Lack of a clear coordination structure at the local level also led to crushing of activities between WI and ILO partners.

It was not clear how the project linked with the leaf technicians from JTI. Leaf technicians are front line officers working with tobacco farmers but their roles in the community and the district level were not clearly defined. Discussions with a leaf technician revealed that they at times would come across children involved in labour, which they reported through the JTI internal system and not to the project IPs or community level stakeholders. They were neither linked to the CCLC nor were they linked to the DCLC. Future similar projects would need to define their roles more clearly given that they moved around the farms and were likely to come across children who would need to be rescued or prevented. They would also be able to play the role of sensitising farmers on child labour issues. This notwithstanding there was minimal coordination reported in Ntcheu where leaf technicians were sometimes invited for different project activities.

Within ILO, the project was headed by a Chief Technical Advisor (CTA) overseeing the project in the three countries in Africa but based in Malawi. To this extent, the CTA provided ARISE II in Malawi with linkage to projects in the other two countries in Africa. The CTA was supported by a project officer, a monitoring and evaluation officer, a finance officer and a driver. The project received technical backstopping from a desk officer in Geneva and from the Decent Work Team based in Pretoria. Project management and administration was supported from ILO Country Office in Lusaka, Zambia under the leadership of a Director.

Although follow-up trainings may not have been done for some of the local level structures such the OSH and CR committees, joint monitoring was done severally by the main IP in each district together with the ILO staff. Monitoring of direct beneficiaries was similarly well structured. Based on the baseline data from the CLMS, the project was able to monitor progress in each child through the DBMR which was duly verified by ILO before a child was reported as withdrawn or prevented.

Observations in relation to project management and governance.

It was evident that the partnership between ILO and WI was to a large extent a forced marriage. Discussions with technical officers in Geneva indicated that the project design had envisaged a total separation of target areas for WI and ILO but within the same districts. This would have reduced the overlaps. However, this proposal was rejected in Malawi by JTI and WI. Perhaps, presence of government though the MoLYSMD or the NSC could have helped in moderating the coordination and contribute to strategic direction within the CCC. Future similar projects should therefore consider enjoining the government into the CCC.

Discussions with stakeholders further confirmed that it was possible to implement the IABA approach even within separate target areas for different IPs. Under the circumstances, this will be a viable consideration moving forward, so as to avoid overlaps, and allow for individual organisations independence. More importantly, such a partnership, whether partners work in the same area or not, would require common Standard Operating Procedures (SOPs) so as to avoid unnecessary overlaps and compartmentalising the community.

ILO tripartite partners (MoLYSMD, MCTU and ECAM) were at the centre of the project design having initially been consulted on the initial ideas and proposed project location and strategy before any contractual arrangements were entered into. The consultation between the tripartite partners continued throughout the project. This was evident from consultations with the partners who observed that often some of them would feel like ILO was pushing matters on them, especially when project related interventions needed to follow the agreed strategy. This was however never a major issue and any misunderstandings were quickly resolved through continuous engagement and consultations. ILO made efforts to keep the government informed of the progress through the project officer and further through quarterly meetings with the regional director. It is important to note that all tripartite partners were also directly implementing interventions that were in line with their mandate as discussed in the section on partner roles.

While this did not affect the implementation and the outcomes, it was observed that the project benefited more from technical backstopping from Geneva, while the Pretoria and Lusaka offices played a relatively reduced role. The DWT in Pretoria was not consistently engaged with the project, as a result of which the quarterly programme status reviews between Lusaka and Pretoria offices did not strongly benefit the ARISE II project. In future the role of the DWT in Pretoria could be more visible. Overall the Lusaka office was able to offer the project strategic leadership largely ensuring that the bigger picture or strategic focus was not lost, while nurturing strategic linkages with the government and social partners. The office supported with the programmatic review of work, monitoring progress and how this contributed to the ILO work at the region and globally. The regional officer however lacked a formal position or structure to offer support with monitoring at the operational level.

3.6 Impact orientation and project sustainability

This section explores the extent to which the projects outcomes created or were likely to create impact, as well as the sustainability measures put in place to ensure that the project impacts continued to be experienced beyond the project period. The evaluation team observes the following;

Mainstreaming of child labour in national formal and non-formal curriculum. This was noted to be a game changer in terms of impacting knowledge on learners on the effects of child labour. Previously child labour programmes would rely on periodic project interventions to children with messages on child labour. With the mainstreaming the curriculum, all children in formal and non-formal schools will be sensitised of child labour as part of their learning. This will result to a future generation that is well informed and able to make right decision to avoid and eradicate child labour. This approach is also sustainable and it does not require additional resources to implement.

Mainstreaming of child labour in University Curriculum. Similar efforts were reported at the LUANAR University where a position paper on child labour agenda had been drafted and was due for faculty discussion with a view to mainstreaming child labour in the University curriculum that was due for review later in 2018. Related to this is the planned training of agriculture and natural resources professionals on child labour issues. As future front-line officers in the agricultural sector which employs two thirds of all children in child labour in Malawi, they will play a crucial role in monitoring incidences of child labour as they carry out their daily activities.

Mainstreaming child labour issues in development policies: Eradication of child labour had been prioritised as an agenda in key development plans in Malawi including DWCP, UNDAF and the MDGS. Through the support of this project, Area development committees in target districts were sensitised, following

which child labour was included in the District Development Plans (DDPs). This implies that as a priority item in the development plans, child labour interventions would receive government budget allocations. With this the district authorities will take ownership of child labour eradication initiatives in their areas.

Development of by-laws in Lilongwe district: Following the sensitisation of parliamentarians and councillors in Lilongwe district on child labour issues, the district through the DCLC initiative as consultative process of developing local by laws which among other issues sought to strengthen efforts towards eradication of child labour. The by-laws were focused on the issues unique to Lilongwe, which may not have been adequately covered in the national legislation. For example, parts of Lilongwe are urban, meaning child labour dynamics were different from those in rural areas. If implemented the by-laws were likely to contribute a great deal in dealing with local challenges that complicate the fight against child labour

Training and sensitisation of the media on ILS: The media has the unique advantage of reaching out to masses and in the process shaping the public opinion about issues. Through the project editors and journalists from the main media houses in Malawi were trained on labour standards and child labour issues. This was in an effort to build their knowledge and understanding and therefore report more and improve their accuracy in reporting on child labour issues. As a result, there was both an increase in newspaper articles on child labour issues, more coverage of child labour events and improved accuracy in media analysis of child labour issues. The newspaper articles and other media features on child labour reach millions of people in Malawi and in the process pass important information to their audience. With time they were likely to have a positive influence to people's perceptions and attitudes towards child labour.

Vocational skills that are earning older children an income: Older children were withdrawn from child labour but needed to earn a living. The project embarked on a skills training programme for the older children who could not be reintegrated back to school. A majority of those that had been trained were economically engaged on utilising the skills they gained. This was noted among the older children trained in brick laying, carpentry and tailoring as seen earlier in this report. Some had already employed assistants in their tailoring shops and carpentry workshops. Most important, however was the fact that they were able to earn a living in more decent and less exploitative tasks. Some had married, had children and were able to take good care of their families. The future of the older children and their own children looked bright and their children may not have to engage in labour like their fathers did.

Support for IGAs: The potential in the IGAs was promising. Groups that had grown their stock of pigs and goats attest to this. The IGAs potential to replace the income from child labour and indecent jobs was evident among the groups met. Improved incomes among the parents and guardians supported will keep children in school away from the labour fields. The incomes will also relief parents from jobs that underpaid and overworked them. This support not only improved the welfare of the households but it also contributes to the Decent work Agenda in Malawi.

Capacity building of CCLCs on identification and acting against child labour: The training and involvement of CCLC members in identification and withdrawal of children from child labour though the use of community based CLMS cannot be ignored. From the project reports, the CCLC members charged with data collection were able to do it throughout the project period albeit with challenges. They got used to the work and the community overtime began to identify them as Anti Child labour Ambassadors. It was for example noted that in some areas children not in school would run away whenever they saw them approaching. The responsibility placed upon them by the project turned out to be an asset in the community. Following the project closure, CCLC members met reported that as they go about their businesses they are

able to notice children in labour or those at risk and act. Many continued to refer children to schools, which really is the strength of the Community based CLMS. These simple actions, by the different individuals will eventually transform the community.

As noted earlier, the CCLC members were not able to coordinate vocational skills training after the closure of the CBSOC. As such they were not able to successfully withdraw older children who cannot be reintegrated back to primary school. In addition, CCLC members we spoke to observed that some of the reintegrated children fell back to child labour for lack of schooling materials. They noted that the IGAs were yet to generate adequate funds to take care of such vulnerable children. Given this challenge there is need to map out service providers and ignite a community referral network made up of different organisations working on children issues in the community, where referrals can be made.

Replication of project strategies by other organisations; The evaluation team observes that one of the ARISE(II) implementing partner YECE had replicated project approaches in two of their other ongoing projects. The CLMS, CBE and CBSOC had been replicated in Salima District in the Comic Relief Funded project on Support for Action for the Most Marginalised Children's Education (SAME). The IGA support had been replicated in a project on Action Against Child Marriage in Mangochi, funded by IM Swedish development partner. This suggests that the approaches offered valuable lessons to the partner and their replication suggests that they were model practices that were able to deliver sustainable gains.

4.0: MAIN CONCLUSIONS AND RECOMMENDATIONS

4.1 Main Conclusions

Did the ARISE II project contribute to the elimination of all worst forms of child labour in agricultural communities in Malawi by 2018?

Findings from the evaluation strongly suggest that this was achieved. Evidence from the evaluation shows that, while much more still remains to be done, there were commendable efforts in mainstreaming child labour concerns and issues in relevant national policies, programmes and legislation in line with the NAP. This was for example noted in integrating child labour in the National Policy on trafficking in persons, mainstreaming of child labour issues in the national formal and non-formal curriculum and in the university curriculum and further in government policies including the DDPs at the district level. Passing of a by-law in Lilongwe, following the sensitisation of parliamentarians and councillors was a significant milestone in this endeavour. This significantly continued to improved regulatory framework and institutional development for elimination of child labour as anticipated in Pillar 3 of the global objectives. However, it is noted that delays in enacting the Child Labour Policy was slowing the process including failure to systematically address coordination of child labour interventions in Malawi.

It is also notable that the capacity of national and local authorities and social partners was enhanced to support the implementation of the NAP. This was achieved through training of the CCLCs, on the use and application of the CLMS which they continued to apply even without using the tools training and sensitisation of OSH and child rights committees which enabled them to take actions against people engaging children in child labour. The media was trained on international labour standards and as a result more airtime, media articles and accurate reporting of child labour was reported by stakeholders. Children in school were placed at the centre of actions to eradicate child labour through the use of SCREAM methodologies. Parents were supported with IGAs to improve their incomes and or replace income earned through child labour. Older children were trained in vocational skills they were utilising to earn a living and shun child labour. Younger children were reintegrated back to school and supported with learning materials, and to catch up with other, some had proceeded to high school, from the labour fields. As such the projects contributed to the above objective, pillar 2 of the global project on economic empowerment and social mobilisation of Tobacco growing communities and pillar 1 on child labour reduction through improvements in education services and opportunities.

Finally, the combination of project interventions presented effective models and approaches for establishing child labour free zones. Key among this was the IABA which offers an opportunity for intensive and complimentary efforts in addressing child labour in a specific area. All stakeholders are mobilised to focus on child labour as they go about their usual businesses. This was achieved in the project. However, effectiveness in the network of actors was limited by the weak capacity of the DCLC which holds the mandate to play a coordination role. This weakness for example has prevented the CCLCs from linking older withdrawn children with other relevant skills training providers, or reintegrated children with organisations which could support them with scholastic materials. A well-coordinated child protection network, with the ability to link withdrawn and prevented children with relevant services was essential to the establishment of a child labour free zone. Education was also key to creating child labour free zones. As noted, many children dropped out of school as a result of inability to afford schooling materials. Simple support with learning materials and uniform maintained children in school. Therefore, universal access to education is an important element to creating

child labour free zones. A sustainable way to achieve this was through economic empowerment of families so that they could generate adequate incomes that can comfortably support the household needs. The combinations of these interventions therefore, without a doubt **'contributed to elimination of all worst forms of child labour in agricultural communities in Malawi'** which is the development objective for the project.

The Evaluation Team further made several observations from which recommendations are made on what ought to be done to consolidate and secure the gains from ARISE II and further, on what may need to be improved in similar future projects and by the different actors. These are presented below.

4.2 Main Recommendations

MAIN RECOMENDATIONS				
Recommendation	Responsible Agency	Priority	Timing	Financial Implications?
Recommendations on policies and regulatory framework				
1. Pursue as a matter of priority the adoption of the National Child Labour Policy.	MoLYSMD	High	Immediate	No
2. Continue to lobby and support the MoLYSMD to adopt the national child labour policy and operationalise the NSC and NTWG	ILO	High	Immediate	Yes
Recommendations on institutional strengthening				
3. Operationalise the NSC and the NTWG so as to improve coordination of interventions on the elimination of Child Labour	MoLYSMD	High	Immediate	Yes
4. Constitute an inter-ministerial forum on child labour to explore opportunities for mainstreaming child labour issues in different sectors, so as to fully take advantage of provisions on child labour in the different pieces of legislation.	MoLYSMD	Average	At design	Yes
5. Incorporate the government, through the MoLYSMD into the membership of the CCC or any other equivalent project coordination forum	JTI	High	At Design	No
6. Offer refresher training to old Labour officers and new training for new labour officers on collection, management and use of data on child labour collected through the CB CLMS	MoLYSMD	High	Immediate	Yes
Recommendations on project management and coordination of interventions				
7. Engage with the MoLYSMD and other relevant ministries to identify a practical strategy to reactivate and sustain the vocational skills training component of the CBSOC. This could be done through community colleges where available or	ILO/ MoLYSMD	High	Immediate	Yes

individual community-based artisans. This should inform future CSOC strategy.				
8. Future similar programmes should allow for early engagement of the MoCECCD or the Department of Youth as appropriate, to allow for early mentorship and support of youth in their enterprises and women in their IGAs	JTI/MoLYSMD	Average	At Design	Yes
9. Future multiagency programmes such as ARISE II should have clear and mutually agreed on Standard Operating procedures	JTI	High	At Design	No
10. Support for economic empowerment should begin as early as the training of withdrawn children so as to give parents/guardians adequate time to grow their enterprises and support children during and after the project closure.	IPs	Average	At Design	Yes
11. IABA approach remains a viable strategy in creating child labour free zones. It needs to be replicated across other TAs in Malawi.	JTI/IPs	Average	At Design	Yes
12. Where institutional independence of IPs must be maintained in the IABA model, it is advisable from the findings of ARISE II to separate target locations for different partners.	JTI/ IPs	High	At Design	NO

5.0 APPENDICES

5.1 Lessons Learnt

ILO Lesson Learned Template	
Project Title: Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi Project TC/SYMBOL: MLW/14/01P/JT1 Name of Evaluator: Munene Charles Kiura and Fidelis Balakasi Date: 26 th June -16 th August 2018 The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.	
LL Element	Text
Brief description of lesson learned (link to specific action or task)	It does not require external support to assist children in Child Labour to get back to school. This was a realization among the members of CCLCs who played the role of monitoring and identification of children involved in child labour within their communities. After carrying out this task in collaboration with the implementing partners, members of the CCLCs were able to internalize the process of identification, counselling and reintegration of children back to schools. This is a task they continued to undertake even after the project ended, which made them realize they could actually do it without necessarily having to send their reports to the implementing partner.
Context and any related preconditions	CCLCs are community level structures comprising community members and community leaders, which were trained on child labour issues, including the Child Labour Monitoring System, (CLMS) and tasked with the role of monitoring and identification of children involved in child labour and those at risk of falling into child labour around their community. During the project period, the CCLC members would collect household data from using the CLMS tools, from which they would identify children in labour and those at risk. Those identified for withdrawal were withdrawn and those for prevention were prevented though reintegration back to the school. The implementing partner would then support with schooling material. This data collected through the CLMS would be forwarded to the implementing partner who would in turn hand it over to the District Child Labour Committee (DCLC) through the District Labour Officer (DLO). After the project ended, the CCLCs continued to informally monitor and identify children in labour and risk and referring them to local schools. The lesson requires intensive awareness and a change of attitude towards child labour.
Targeted users / Beneficiaries	The lesson targets community level actors and stakeholders who are called upon to remain alert as they go about their businesses so that they can identify children likely to be in labour or at risk of falling into labour. The beneficiaries from this lesson are children withdrawn or prevented from child labour.
Challenges /negative lessons - Causal factors	The main challenge in this lesson was that CCLC members lacked the ability to provide schooling materials for some of the children they had identified and reintegrated back to school. Without support for scholastic materials, they were likely to fall back to child labour.
Success / Positive Issues - Causal factors	This lesson was a validation of the work that ILO undertook. It portrays a feeling of ownership of the process and the project intended goal of building the capacity of stakeholders so that they can act in elimination of child Labour.
ILO Administrative Issues (staff, resources, design, implementation)	This lesson ideally ought to guide future project designs which should aim at equipping the local level stakeholders with knowledge and skills they need to individually and collectively act in contributing to the elimination of child labour. Staff and resources are needed, meaning this ought to be factored into the project design.

ILO Lesson Learned Template

Project Title: Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi
Project TC/SYMBOL: MLW/14/01P/JTI

Name of Evaluator: Munene Charles Kiura and Fidelis Balakasi

Date: 26th June -16th August 2018

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

<p>Brief description of lesson learned (link to specific action or task)</p>	<p>Synergies with different partners results into wider impact: ILO was in partnership with a number of organizations who carried out different, but complimentary roles. YECE and CICOD were in charge of downstream activities in Lilongwe and Ntcheu respectively. ILO took up upstream interventions working closely with relevant ministries to improve on the regulatory framework but also to support creation of linkages between the downstream interventions and relevant government agencies. MCTU and TUM led interventions with workers, while ECAM linked the project to employers. This mix of partners led to quick gains in most of the activities, compared to when one or a few partners would attempt to reach out to all</p>
<p>Context and any related preconditions</p>	<p>Identification of appropriate partners and linking them with the relevant interventions is a difficult process which requires careful planning at the design stage. This process should follow a comprehensive review of potential partners and where circumstances allow carry out an Organization Capacity Assessment (OCA). Often working with partners, the project has worked with previously helps to minimize the risks. Further by working with social partners of the ILO tripartite helps to improve their capacity and mainstream issues on child labour. Effective partnerships however call for clear definition of roles and regular coordination forums for all partners</p>
<p>Targeted users / Beneficiaries</p>	<p>This lesson benefits the children and communities targeted by interventions, as partners are able to gain quicker and more sustainable entry on the target community.</p>
<p>Challenges /negative lessons - Causal factors</p>	<p>The challenge with more partners has always been on coordination of interventions, especially joint activities such as monitoring and evaluation.</p>
<p>Success / Positive Issues - Causal factors</p>	<p>Partners bring on board different experiences and approaches which when shared could benefit others,</p>
<p>ILO Administrative Issues (staff, resources, design, implementation)</p>	<p>Project designs will need to clearly and address themselves to roles and responsibilities including geographical scope. Partner coordination meetings are also necessary and should be budget for.</p>

5.2 Good Practices

ILO Emerging Good Practice Template

Project Title: Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi
Project TC/SYMBOL: MLW/14/01P/JT1

Name of Evaluator: Munene Charles Kiura and Fidelis Balakasi Date: 26th June -16th August 2018

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

GP Element	Text
<p>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</p>	<p>Mainstreaming child labour in government programmes and learning curriculum: The Integrated Area Based Approach seeks to marshal all available opportunities, resources and actors to action on the elimination of child labour. Central to this is ensuring that all stakeholders in a target area are aware of the negative effects of child labour, so that they can take quick action as and when they encounter children in labour or at risk of falling into child labour. Mainstreaming of child labour issues in government programmes and learning curriculum puts practice into the knowledge gained. This was witnessed in the development of District Development Plans in the target counties which was preceded by awareness creation targeting community members and members of the Area Development Committee (ADC). This means that child labour issues will receive funding from the government in the DDP budgets. Partnership and sensitization of the Ministry of Education officers led to the incorporation of child labour issues into the national formal and non-formal curriculum which means children will learn of the negative effects of child labour early. Child labour modules were also incorporated in teaching curriculum for Teacher Training Colleges. Child Labour was also mainstreamed in other programmes including the Malawi Development and Growth Strategy II (MDGS II), United Nations Development Assistance Framework (UNDAF) and Decent Work Country Programme (DWCP), which implies that child labour remains a priority for the government. The mainstreaming supports social mobilization of communities and places child labour as a priority in development and policy dialogue. Most important is that it is sustainable dialogue on child labour will outlive the project.</p>
<p>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</p>	<p>The GP's relevant condition is for the relevant people to understand that indeed child labour is harmful to children and that there is something they could do about it. This calls for prior sensitization of relevant stakeholders in the sector that mainstreaming is intended. However, it works better if mainstreaming in government departments is fronted by the line government department such as the Ministry of Labour, Youth Sports and Manpower Development. Mainstreaming in community development plans and other community level programmes should similarly be spearheaded by community members so that the community can assume ownership of child labour eradication initiatives. This was for example evidenced by the development of district level by laws in Lilongwe which was prompted by community members and leaders' sensitization on effects of child labour to the children and the community.</p>
<p>Establish a clear cause-effect relationship</p>	<p>Interventions aimed at the elimination of child labour in Malawi have continued to face a challenge due to high poverty levels in the country and weak implementation of relevant laws. The National child protection policy for example has been pending for about 2 decades which means coordination of interventions to eliminate child labour remains weak. Under such circumstances, mainstreaming of child labour in different sector programmes offers quick gains and the much-needed sustainability. It means that where child labour has been mainstreamed, elimination interventions will remain a cross cutting issue, in their programmes and activities. Teaching on child labour in</p>

	schools by trained teachers will help disseminate the much-needed information to children.
Indicate measurable impact and targeted beneficiaries	It is expected that mainstreaming of child labour in DDP will translate to increased funding for child labour elimination interventions at the district level. This will be of benefit to the children in labour and their families. Similarly, curriculum that incorporates child labour issues will result to improved knowledge on the negative effects of child labour and eventually a shift in attitude towards child labour across the future generations. This is expected to reduce the number of parents who send their children to labour.
Potential for replication and by whom	The potential for replication of the GP is high and already underway among some stakeholders. LUANAR university in Lilongwe for example, carried out a needs assessment on child labour issues among ongoing students and graduate where they found gaps in knowledge on child labour including on how to detect research. Based on the findings, they developed a position paper on child Labour as a research agenda which was due to be presented to faculty members for discussion ahead of the university curriculum review expected later in 2018. If mainstreamed in the curriculum, agricultural professions, who later serve as front line officers in the agricultural sector will contribute to the elimination of child labour in a sector that employs over 70% of children in child labour in Malawi. Potential for replication of the GP lies within the different sectors whose pieces of legislation touch on child labour these include TEVETA Act 1999, Marriage, Divorce and Family Relations Act, 2015, Child Care, Protection and Justice Act, 2010 among others. Mainstreaming of child labour in the operations of Leaf technicians will also immensely contribute to child labour elimination
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The GP is linked to the pillar 2 of the Draft UNDAF on Population management and inclusive human development. Outcome five targets that all girls and boys 6-17 years particularly the most marginalized benefit from an integrated package of quality education, health, nutrition HIV/Aids and protection services. The Malawi Development and Growth strategy identifies child labour as one of the challenges in the labour and employment sector, while the DWCP links with the GP under outcome 3.2.1 on strengthening the capacity of labour administration to improve working conditions.
Other documents or relevant comments	More information on the GP can be found in the good practices and lessons learnt documentation report by ILO Malawi office.

ILO Emerging Good Practice Template

Project Title: Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi
Project TC/SYMBOL: MLW/14/01P/JT1

Name of Evaluator: Munene Charles Kiura and Fidelis Balakasi **Date:** 26th June -16th August 2018

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

<p>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</p>	<p>Integrated Area Based Approach: Noting that child labour is many sided, it requires concerted effort for it to be eliminated. As such the ILO developed IABA approach promotes a combination of interventions that complement one another and which involve local communities into dialogue and cooperation with government entities, businesses, employers' and workers' organizations and civil society organizations to eliminate child labour. The capacities of these stakeholders are then enhanced to identify the root causes of child labour, promote alternatives and changes in supply chains through harmonization of policies, institutional development and community level interventions. Through the approach elimination of child labour is tackled from all sectors are by all stakeholders in a community. The idea is to mobilize the community through awareness creation, so that each stakeholder plays their role in the fight against child labour. The approach allows for close amalgamation of interventions involving prevention, removal and rehabilitation of child labourers, and protection of young workers, with those aimed at empowering vulnerable families and local communities to improve their incomes and take better care of their children. The ultimate goal is to establish child labour free zones.</p>
<p>Relevant conditions and Context: limitations or advice in terms of applicability and replicability</p>	<p>IABA is dependent on use of community-based organizations, which upon acquiring adequate knowledge and skills in responding to child labour, take own initiative to monitor, identify and act to eliminate child labour. It will be effective where community and stakeholders embrace and own the concept. This requires aggressive awareness creation so as to mobilize the different stakeholders.</p>
<p>Establish a clear cause-effect relationship</p>	<p>Withdrawal of children from child labour in one sector may drive them to another sector. Similarly withdrawing children from labour without offering them a sustainable alternative will see them relapse back to labour. IABA works to reintegrate younger children back to school while empowering the older ones with vocational skills training as an alternative source of livelihood. By economically empowering parents and guardians of the children, the approach seeks to cushion other children in those families from child labour, while the withdrawn children are supported and retained in school. Incomes from the economic empowerment replaces income earned from child labour. As a result, child labour is eliminated as younger children are reintegrated back to school, older ones work in decent livelihoods after the skills training and families are empowered to better protect their children. These efforts are then complemented with improvements in the legal and institutional framework.</p>
<p>Indicate measurable impact and targeted beneficiaries</p>	<p>IABA is able to enhance the capacity of multiple stakeholders in terms of their understanding of child labour. Quantifiable numbers of children are withdrawn and reintegrated back to formal schools where they excel. Others are trained in vocational skills which later earn them incomes. Families are supported with economic empowerment, from which they raise incomes which they use to replace earnings from child labour and supplement household income. Consequently, they are able to protect their children better and prevent them from falling into labour. The cycle literally breaks the cycle of vulnerability that pushes children to child labour.</p>
<p>Potential for replication and by whom</p>	<p>IABA approach is really the more effective approach in dealing with the multifaceted child labour. It requires that concerted efforts in elimination of child labour. This is</p>

	replicable by government and organizations working towards the elimination of child labour and it can work in any context and area. It responds to local issues and relies on local resources and stakeholders for action.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The GP is linked to the pillar 2 of the Draft UNDAF on Population management and inclusive human development. Outcome five targets that all girls and boys 6-17 years particularly the most marginalized benefit from an integrated package of quality education, health, nutrition HIV/Aids and protection services. The Malawi Growth and Development strategy identifies child labour as one of the challenges in the labour and employment sector, while the DWCP links with the GP under outcome 3.2.1 on strengthening the capacity of labour administration to improve working conditions.
Other documents or relevant comments	More information on the IABA approach can be found from ILO publication on the IABA in Kenya. Follow this link to get the document www.ilo.org/ipceinfo/product/download.do?type=document&id=23676

ILO Emerging Good Practice Template	
Project Title: Achieving Reduction of Child Labour in Supporting Education (ARISE II) in Malawi Project TC/SYMBOL: MLW/14/01P/JTI Name of Evaluator: Munene Charles Kiura and Fidelis Balakasi Date: 26 th June -16 th August 2018 The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.	
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	Adopt a school concept: Given the central education plays in eradication of child labour, improving access to education for vulnerable children stands out as a good practice which ought to be emulated. The adopt a school concept promoted by ECAM stands out strongly in promoting access to education for vulnerable children. The concept entails identification of private sector stakeholders willing to support learners and infrastructural development in schools as part of their corporate social responsibility. One corporate entity is linked to one school in which they develop a support strategy for both learners and the school's infrastructure. Learners are supported with learning materials, while the school's infrastructure is renovated or developed to allow a better learning environment for children. This ultimately has positive impact on the learning outcomes as it reduced dropout rates for vulnerable children who receive support and ultimately improves quality of learning in target schools, which directly results to improved education services.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Adopt a school is replicable and applicable in any context. All what is required in a meeting on interests between a target school and the corporate social responsibility goals of the private company. It is important that the school and the company meet and agree on priorities so as to mitigate on expectations from the children, schools, and the company.
Establish a clear cause-effect relationship	Ideally, access to education in Malawi remains a challenge despite the free primary education programme implemented by the government. Besides tuition fee there are other costs associated to learning which such as costs of uniform and scholastic materials which many poor households are unable to pay for. In addition, education infrastructure including classrooms, toilets and teachers houses remain in deplorable conditions which demotivates both teachers and learners. Some learners in schools come from very vulnerable situations which, limit their potential in schools. Through this concept, some the very pressing needs on a school are prioritised for support by

	the private sector and so are the needs of the very vulnerable children in school. The ultimate goal is to create child friendly institutions where children are educated and explore their full potentials.
Indicate measurable impact and targeted beneficiaries	The impact of this intervention is in supplementing the government in improving the learning infrastructure. Targeting both primary and secondary schools and learners, adopt a school pays for schooling needs of vulnerable children in school, supports renovation of classes, toilets and teachers houses.
Potential for replication and by whom	Adopt a school concept is replicable across any region. Any private sector actor willing to adopt a school is free to do so, in collaboration with the relevant ministry and ECAM which already has a memorandum of understanding with the Ministry of Education Science and technology.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The GP is linked to the pillar 1 on Child Labour Reduction through Improvements in Education Services and Opportunities. It also speaks to Draft UNDAF on Population management and inclusive human development. Outcome five targets that all girls and boys 6-17 years particularly the most marginalized benefit from an integrated package of quality education, health, nutrition HIV/Aids and protection services. The MGDS is further complimented by the concept especially in relation to Improving quality and relevant education and skills for all.
Other documents or relevant comments	More information on the adopt a school is available on the link below https://www.linkedin.com/pulse/adopt-school-project-malawi-emmanuel-magomero/

Evaluation tools/ guidelines for interviews

The following are the set of questions that will be used to guide interviews with the various beneficiaries, partners and stakeholders.

A. Project Donor

Relevance

1. Kindly share with us a brief description of your support to the project?
 - Why this project? Why was child labour important to you?
 - How does the project fit into your broader objectives as an organisation?
2. From your perspective, to what extent was the objective of this project relevant to the needs of beneficiaries, country, JTI, and partner organizations?
3. Do you think that the needs you sought to address have fully been addressed?
 - To what extent have they been addressed. What stands out?
 - If not, what remains undone?

Design

4. How appropriate was the project approach in addressing child labour in the agricultural industry?
 - Do you think the design and strategies employed were responsive to the needs of the industry?
5. How did the design fit within the local level and national structures, do you think it allowed for active participation of local level and national stakeholders?
6. Do you think the design provided for the active role by the project beneficiaries?
7. Was the design in tandem with your engagement with actors in the industry?
 - Did it complement or contradict your organisation strategies and processes?
8. In your considered view did your organisation and other stakeholders take ownership of the project design?
 - What demonstrates this?
9. How logical was the project design, did it add up?
 - How do the inputs, outputs and project results link?
 - Are the indicators of the project clearly defined and do they describe the changes to be achieved?

Efficiency of resource use

10. In your view were the available resources adequate to meet the project outcomes?
11. Was the project able to leverage national resources or resources from ILO or other donors?
 - If yes could you give some examples?
12. Were disbursements timely and in line with expected budgets?
 - Were there any challenges experienced in the management and deployment of available resources?
13. Were project activities completed in time according to workplans? If not, what factors hindered timely delivery and what were the counter measures taken to address the issue?
14. Were funds strategically allocated to achieve gender related goals. Could you kindly give me examples?
15. What mechanisms did you have to monitor project implementation? How effective were the mechanisms?
16. Has the Project reached sufficient scale to justify the investments made?

17. What is the possibility for future funding?

Project Effectiveness

18. To what extent have the project outcomes been achieved?
 - To what extent would the results be attributable to the project?
19. Have you noted any unexpected results? Please give examples
20. How effective and strategic was the partnership between ILO and Implementing partners?
21. Which gender related objectives has the project achieved, if any?

Efficiency of management arrangements

22. How would you assess the management of this project far?
23. Were timeframes and workplans adhered to? If not, what do you think was the challenge?
24. How do you assess the cooperation between the implementing partners, and the ILO?
25. Did you have direct linkages both ILO and implementing partners? How do you assess your cooperation with them?
 - What would need to be improved?
26. Did you witness any particular challenges related to the management of the project?
27. What do you think worked really well in this respect?
 - What did not work well?

Sustainability

28. Did the project have any sustainability strategy that you are aware of?
29. What indicators show that the project outcomes will be sustained post this project?
30. What is the likelihood of government and local structures taking ownership of project activities, and results?
31. What could have been done differently to achieve improved sustainability of project results
32. What is the most significant risk to project sustainability?

Lessons learned and good practices

1. What key lesson have you learnt from your involvement in this project that you would wish to share with us?
2. From your experience what worked well and greatly contributed to the achievement of the project objectives which you would wish to nominate as a good practice that can be emulated?

B. Project Staff/Partners (ILO, CICOD, YECE,

Relevance

33. Identify the specific problems that the project sought to address?
34. To what extent were the objectives of the project relevant to the needs of ILO and the country?
 - How does the project objective link with NAP, DWCP and the National Child labour policies?
 - To what extent do the project interventions fit into other government policies, MTF, Vision 2020, MGDS, and others?
35. How relevant were the project objectives to the needs of partner organisations?
36. How did the project align with the with and support ILO's overall strategies (DWCP, gender mainstreaming, and strategic programme framework?)

37. Where the stated objectives and strategies relevant to meeting the needs of the different stakeholders (please explain)
38. Do the needs that led to this project still exist in the project area?
39. Are there other needs that have yet to be addressed?

Design

40. Who was involved in development of the project proposal?
41. How did the project design fit in within the context of local level and national structures?
 - Did the project design allow for active participation of local and national level structures?
 - If yes, how did this happen?
42. How effective was the design in addressing the needs of beneficiaries?
43. How logical was the project design, did it add up?
 - How do the inputs, outputs and project results link?
 - Are the indicators of the project clearly defined and do they describe the changes to be achieved?
44. In your assessment, to what extent were the needs of the stakeholders taken on board the project design?
 - Who decided on the specific projects to be implemented?
45. How was the selection of beneficiaries done?
46. Were gender dimensions of the planned interventions adequately considered?
47. Were the project timeframe and sequencing of activities realistic?

Effectiveness

- 16. To what extent were the project results achieved (complete a table on project status as per the activities and indicators)**
17. How satisfied are you with the results realised in this project?
 - a. What major factors influenced the achievement or non-achievement of the results
18. In how far have the objectives of the project as a whole as well as for the three components and their linked or joined activities been achieved?
19. To what extent can the results towards outcomes be attributable to the project?
 - a. What alternative strategies would have been more effective in achieving the project's objectives (if any)?
20. Were there any significant unexpected results or achievements, at different levels?
21. Was sufficient technical support sought from the relevant ILO units and offices globally?
22. Have the Government Counterparts been strengthened through the Project interventions? If so, please give examples
23. How effective was collaboration and coordination and backstopping of the Project with other ILO technical Units in Geneva, Abidjan and Malawi?
 - a. How effective and strategic was the collaboration and coordination of the Project with other ILO projects and programmes working on related issues?
 - b. What challenges were encountered and how were they resolved?
24. Did the project achieve its gender-related objectives? What kind of progress was made and what were the challenges? Were the needs of disadvantaged groups considered or not? Were there any positive 'unexpected' effects in this regard?
25. How was work supervision done and who was involved?

Efficiency of resource use

26. To what extent have the project initiatives been cost effective?

27. To what extent has the Project been able to build upon or leverage national resources or resources of other ILO Projects?
28. Was the funding and timeframe sufficient to achieve the intended outcomes?
29. Were resources allocated strategically to achieve gender-related objectives? What mechanisms does the project have in place to monitor implementation? Were they effective?
30. Were the project activities and budget disbursements in line with the set work plan?
 - If not, what challenges did you face?
31. Were funds disbursements timely? Where there any challenges experienced in the disbursements
32. Would you say that there is value for money in what the project achieved?

Effectiveness of management arrangements

33. Were activities completed in-time/according to work plans? If not, what were the factors that hindered timely delivery and what were the counter measures taken to address this issue?
34. Is the Project documented? Have results, including on gender, been communicated at the country level?
35. Has the distribution of resources between activities and staff been optimal?
36. Was institutional arrangement with the partners, the role of tripartite constituents appropriate and effective?
37. Were the management capacities and arrangements adequate to facilitate expected results?
38. How effectively did the Project management and ILO monitor project performance and results?
 - a. Is a monitoring and evaluation system in place, and is it effective?
 - b. How appropriate were the means of verification for tracking progress, performance and indicators?
 - c. Is relevant information and data systematically being collected and collated?
 - d. Is reporting satisfactory? Is data disaggregated by sex (and by other relevant characteristics)?
 - e. How is this M&E information analysed, and how does it feed into management decisions (use of information)?
39. Was there a clear understanding of roles by partners?
 - Would you say their activities were always complementary or did they contradict at times?
 - Were there any challenges in the relationship between partners? If so which one and how were they resolved
40. Was there been any value added in the cooperation?
41. How effective was the monitoring and evaluation arrangements?
 - How effective was the M&E system in collecting useful data?
 - Were gender considerations visible in the M&E system.
 - How were reports from monitoring sessions shared with the beneficiaries and stakeholders?

Impact

42. How effectively has the Project been able to build national ownership? *Examine internalization of the results and related processes by the stakeholders: Institutional strengthening, capacity building and creation of enabling political environment that stimulates ownership of reforms and measures*
43. Has the Project reached sufficient scale to justify the investments made?
44. What are the possible long-term effects on gender equality?
45. Is there any planned exit strategy of the Project? Does the exit strategy sufficiently and realistically explain how national institutions will carry forward its results once external funding ends?

Sustainability

46. Are there any indicators that show that the outcomes of the project will be sustained (e.g. systems, staff and structures)?
47. Did the Project have a sustainability strategy in place at the inception of the Project, or was it designed at a later stage?
48. Are the results of the Project likely to be replicated or upscaled? *Ascertain the sustainability mechanisms that are in place, and recommend measures for promoting long-term sustainability of the ARISE Programme results; gauge the possible replication and up-scaling of these sustainability mechanisms and interventions.*
49. As a learning for the future: could anything have been done differently to achieve improved sustainability of the results of the Project?
50. What are the possible priority interventions or general recommendations, after the project, which could further ensure sustainability of project's achievements and contribute to the development of constituents?
51. Do you think the capacities acquired are sufficient to create self-sustenance among the beneficiaries?
 - a. What further actions are required for sustainability of the
52. How would you assess the level of commitment, technical and financial capacity, of project partners (e.g. Ministries and local authorities) to assume ownership of the interventions?
53. Are the gender related outcomes likely to be sustainable?
54. What is the biggest challenge to sustainability of the project benefits?

Lessons learned and good practices

3. What key lesson have you learnt from your involvement in this project that you would wish to share with us?
4. From your experience what worked well and greatly contributed to the achievement of the project objectives which you would wish to nominate as a good practice that can be emulated?

C. Project target groups

i. Skills Trainees, OSH Trainees, Scream Groups, IGA Groups, Leaf Technicians

Relevance

1. In your understanding what was this project meant to achieve?
2. What is your understanding of child labour?
3. How did this project address your needs?
4. Are there other people in this area who would need the training/support similar to what you got? Why?

Design

5. What support did you benefit with from this project (get answer for each participant)
 - Who selected for you the support that you undertook? (get answer for each participant)
 - Do you know why you were selected? Please explain?
 - Is this the support that you wanted or would you have wanted something else?
 - What other choices were there and why did you decide to take up this support?

Effectiveness

6. Do you think that this support that you received has benefited you in any way?
 - If so please explain the benefits and if not explain why not?

7. Do you think that the support you received was adequate? Did it meet your expectations?
 - If not, what else or what more would you have wanted?
 - Did you notice any results that you did not expect? Please explain
8. How satisfied are you with how the support was delivered?
 - Were the meetings with project staff held at appropriate times?
 - Were you always given ample notice for any meetings, or monitoring missions?

Impact

9. What has changed in your lives since you received support from this project?
 - What do you think has brought these changes?
10. Have you noted any economic benefits (to you) from your involvement in the project?
 - If yes what changes have you noticed
11. Have you noted any improvements in your working conditions since you began interaction with the project?
 - If yes what changes have you noted
12. In your opinion are children involved in child labour on the increase, remained the same or have they reduced

Sustainability

13. Do you think the support you received from this project will benefit you later in your life?
 - If yes how
 - If No why?
14. What do you think would stop you from enjoying the benefit that you have gotten from this project?
15. What do you think can be done to ensure that you and the others that were supported by this project can continue to enjoy the benefits from the support they received?
16. Who do you think will continue to support other people like you who may need similar support?
17. What do you think should be done to ensure no children are involved in child labour in this area?

ii. Government Ministries/departments (Labour, Education, Civic Education and Community Development,)

Relevance

1. In your understanding what was this project meant to achieve?
2. What role did your organisation play in this project and broadly in the elimination of child labour?
3. How relevant are the objectives of the project to the cultural, economic and political context of Malawi?
4. Specifically, how do the intended objectives of this project align with the mandate of your ministry or department?
5. How relevant is the ministry's development plan to the NAP on CL, DWCP, UNDAF?
6. Overall therefore do you think that this project added any value to the ministry? If yes what value?
7. Would you consider child labour to have been a key priority for your ministry or are there other pressing challenges? Please explain

Design

8. Did you or your colleagues at the ministry play any role in designing the project activities?
 - If yes what role did you play?
9. To what extent is the project design linked to the key priorities in your ministry and broadly the Government plans of Malawi
10. Were the objectives of the project clearly understood by yourselves?
11. Were the adopted strategies and activities implemented in line with the mission at the ministry?
12. Do you see a logical linkage in the design and did it add up?

- How do the inputs, outputs and project results link?
- Are the indicators of the project clearly defined and do they describe the changes to be achieved?

Effectiveness

13. Has the project achieved its intended objectives? What demonstrates that?
 - Are we able to attribute the results realised to the project interventions? How?
14. Were there any unexpected results?
15. What capacity has your Ministry gained from this project?
16. How effective was the collaboration between the ministry and ILO or implementing partners?
17. How satisfied are you with the results of this project?
18. What could have been done differently so as to improve on the results?
19. How realistic was the time frame for this project?

Impact

20. What changes has the ARISE project brought that have changed the way of doing things at the ministry?
 - Has there been any change or improvement in policies, frameworks and legislations
21. How has this ministry mainstreamed or integrated child labour issues in its day to day activities?

Sustainability

22. In your collaboration with the Project was an exit strategy developed that clearly defines how the ministry will carry on with its result areas post project?
 - Do you think the ministry has adequate resources, personnel, financial, technical expertise, etc to continue supporting the interventions post external funding?
23. Could something have been done differently to achieve improved sustainability of the project achievements?
24. What other action is required for sustainability of project supported initiatives

Lessons learned and good practices

25. What key lesson have you learnt from your involvement in this project that you would wish to share with us?
26. From your experience what worked well and greatly contributed to the achievement of the project objectives which you would wish to nominate as a good practice that can be emulated?

iii. DCLC, CCLC

Relevance

1. In your understanding what was this project meant to achieve?
2. What role did you play in the elimination of child labour in the agricultural industry?
3. How relevant are the objectives of the project to the cultural, economic and political context of Malawi?
4. Specifically, how do the intended objectives of this project align with your mandate as a DCLC or CCLC
5. How relevant were the project objectives to the district plans and other plans?
6. Do the needs that the project sought to address exist in this area?
7. To what extent were the project interventions addressing the needs of this community, and the needs of children, parents?
8. Would you consider child labour to have been a key priority in this area or are there other pressing challenges? Please explain

Design

9. Did you or other members of the committee play any role in designing the project activities?
 - If yes what role did you play?
10. What is your opinion on the criteria used to select the action programmes and the beneficiaries?
 - What should have been done differently?
11. Do you think the design of this project was properly placed to address the stated problems?
12. Do you think the various activities were well placed to realise the expected results?

Effectiveness

13. How do you assess the performance of the project?
 - What are some of the notable achievements that can be attributed to this project?
14. Would you say the project has in any way improved education services? If yes how, if no why?
15. Would you say the project has in any way led to economic empowerment of the community? If yes how, if no why?
16. Has the project been effective in building your capacity to address child labour issues?
17. Would you say the number of children involved in child labour in this area is declining, unchanged or has increased since this project began?
18. Were there any unexpected results?
19. How effective was the collaboration between this committee and ILO or implementing partners?
 - What could have been done differently so as to improve on the collaboration?
20. How realistic was the time frame for this project?

Impact

21. What changes has the ARISE project brought that have changed the way of doing things for this committee?
 - Has there been any change or improvement in policies, frameworks and legislations at the local level
22. Do you think there is local ownership of the project by the community? If yes what demonstrates that, if no why?

Sustainability

23. In your collaboration with the Project was an exit strategy developed that clearly defines how the Committee will carry on with its result areas post project?
 - Do you think this committee has adequate resources, personnel, financial, technical expertise, etc to continue supporting the interventions post external funding?
24. Could something have been done differently to achieve improved sustainability of the project achievements?
25. What other action is required for sustainability of project supported initiatives

Lessons learned and good practices

26. What key lesson have you learnt from your involvement in this project that you would wish to share with us?
27. From your experience what worked well and greatly contributed to the achievement of the project objectives which you would wish to nominate as a good practice that can be emulated?

iv. Workers and employers' representatives (MCTU, TUM, ECAM)

Relevance

1. In your understanding what was this project meant to achieve?

2. How relevant was this project to needs of workers and employers?
3. How did the project objectives contribute to addressing your needs?
4. What role did your organisation play in this project and broadly in the elimination of child labour?
5. How relevant are the objectives of the project to the cultural, economic and political context of work in the agricultural industry?
6. Overall therefore do you think that this project added any value to your organisation? If yes what value?
7. Would you consider child labour to have been a key priority for your organisation or are there other pressing challenges? Please explain

Design

8. Did you or your colleagues play any role in designing the project activities?
 - If yes what role did you play?
9. Were the objectives of the project clearly understood by yourselves?
10. Were the adopted strategies and activities implemented in line with the vision and mission of the organisation?
11. Do you see a logical linkage in the design and did it add up?
 - How do the inputs, outputs and project results link?
 - Are the indicators of the project clearly defined and do they describe the changes to be achieved?

Effectiveness

12. Has the project achieved its intended objectives? What demonstrates that?
 - Are we able to attribute the results realised to the project interventions? How?
13. Were there any unexpected results?
14. What capacity has your organisation and your members gained from this project?
15. How effective was the collaboration between your organisation and ILO or implementing partners?
16. How satisfied are you with the results of this project?
17. What could have been done differently so as to improve on the results?
18. How realistic was the time frame for this project?

Impact

19. What changes has the ARISE project brought that have changed the way of doing things at the MCTU, TUM or ECAM?
 - Has there been any change or improvement in policies, frameworks and legislations
20. How has your organisation mainstreamed or integrated child labour issues in its day to day activities?

Sustainability

21. In your collaboration with the Project was an exit strategy developed that clearly defines how the organisation will carry on with its result areas post project?
 - Do you think the organisation has adequate resources, personnel, financial, technical expertise, etc to continue supporting the interventions post external funding?
22. Could something have been done differently to achieve improved sustainability of the project achievements?
23. What other action is required for sustainability of project supported initiatives

Lessons learned and good practices

24. What key lesson have you learnt from your involvement in this project that you would wish to share with us?

25. From your experience what worked well and greatly contributed to the achievement of the project objectives which you would wish to nominate as a good practice that can be emulated?

v. **Others (LUANAR University.....)**

1. In your understanding what was this project meant to achieve?
2. What role did you play in contributing to meeting the project objective?
3. How relevant were the project objectives to your roles?
4. What specific contribution did you make to this project?
5. How satisfied are you with the results?
 - o Are we able to attribute the results to the ARISE II project? How?
6. What changes have the project interventions especially what you contributed in brought to the child labour landscape in this country
7. What is the sustainability potential of the various interventions?
 - o What else can be done to improve on the sustainability?

vi. **Children**

1. What problems do children face in this area?
2. Are there children who do not regularly attend school in this area?
 - a. If yes when they are not in school what do they do?
3. Do you know of any organization that has been working to help such children (who do not go to school, who are doing hard jobs etc)?
 - a. If yes which organization and or which support have those children been receiving?
 - b. Are you aware of some who have benefited from that support? What benefits have you seen with them
4. Why do you think children are involved in child labour?
 - a. What can be done to ensure children are not involved in child labour?
5. Do children have rights?
 - a. What are some of the rights of children that you are aware of?
 - b. Do children in this area enjoy those rights (please explain)

5.4 Terms of Reference



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date accessed 23 July 2018

<https://www.linkedin.com/pulse/adopt-school-project-malawi-emmanuel-magomero/> date assessed 9th August 2018

5.6 List of people Interviewed

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Macduff Daula	Kamiza Zone	Carpenter	+265 991218440
Madalitso Piggery Group	Kamiza Zone		
Chimwemwe Maize Mill Group	Kamiza Zone	Member	
MCTU Child Rights Committee	Kamiza Zone	Members	
Chizungu CCLC (5 members)	Chizungu Zone	Member	
ECAM adopt a school (Livulezi CDSS)	Chizungu Zone	Group	
Bricklaying youth	Chizungu Zone	Group	
Carpentry youth	Chizungu Zone	Group	
Tikukulane Piggery Group	Chizungu Zone	Group	
Namitseke Goat Group	Chizungu Zone		
Tailoring Child Beneficiary	Chizungu Zone		
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Kafa Ketala	MCTU Child Rights Committee	Member	
Winister Mwale	MCTU Child Rights Committee	Member	
Chimwemwe Holy	MCTU Child Rights Committee	Data Collector	
Mdzachita Manyazi	MCTU Child Rights Committee	Member	
Benison Kapingasa	MCTU Child Rights Committee	Data Collector	
Kamagwani IGA Group	Chiwoko		
Chiwoko CCLC	Chiwoko		
CBE-beneficiaries	Chiwoko		
Fred Coffee	Carpentry Youth Group		
Vashicle Benala	Toiloring Youth Group		
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Tida Saulos	Piggery Group		
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Noah Chagoma	Piggery Group		
John Kalikwembe	Piggery Group		
Velina Castom	Piggery Group		
Chrisy Mchenga	Piggery Group		
Yassin Chimkumba	Msambo CCLC	Member	
Maxwell Tobias	Msambo CCLC	Secretary	
Goden Mabande	Msambo CCLC	Treasurer	
Cyrus Chisalipo	Njoka Primary	SCREAM Teacher	
Chisinsi Chimpango	Mchemani Primary School	SCREAM Teacher	+265 884336500
Moses Chingale	Mchemani Primary School	SCREAM Teacher	+265881889318
Constance Ngondwe	Kabwinja Primary School -Dowa	SCREAM Teacher	
Robert Nthala	Njoka Primary	SCREAM Club-	Std 7
Alick Mastan	Njoka Primary	SCREAM Club	Std 7
Everlyne Charles	Njoka Primary	SCREAM Club	Std 7
Brenda Mungwa	Njoka Primary	SCREAM Club	Std 7
Lisa Chete	Njoka Primary	SCREAM Club	Std 7
Faith Mskiska	Mchemani Primary	SCREAM Club	Std 7
Yohane Macfield	Mchemani Primary	SCREAM Club	Std 7
Jacklin Chewo	Mchemani Primary	SCREAM Club	Std 7
Sheera Kaliyekha	Mchemani Primary	SCREAM Club	Std 5
Lonjezo Lemati	Mchemani Primary	SCREAM Club	Std 5

5.7 Draft Programme (Field Work) for ARISE Evaluation Malawi: 8-20th July 2018

DATE	ACTIVITY	TIME	ORGANIZATON/COMMUNITY	VENUE	CONTACT PERSON	STATUS
8 th July Sunday	Arrival in LLW	Morning	Eval Team	Hotel		
	Team meeting	Afternoon	Evaluation Team – Initial meeting	Hotel	Charles Munene/Fidelis	
9 th July Monday	Briefing	08:30 – 10:30	ILO	ILO Office	Wangui – Project Team	
	Stakeholder meetings in Lilongwe districts.	11.00 – 12:00	Ministry of Labour	MOLYSMD	Labour Commissioner/CLU	
		12:00 – 13:00	Lunch			
		13:30 – 14:30	Ministry of Education	MOEST	Esnart Chapomba	
		14.30-15.30	Ministry of Civic Education and community development	MOCECD	Charles Mukunga	
	16:00 – 17:00	Malawi Congress of Trade Unions (MCTU)	MCTU	Joseph Kankhwangwa		
10 th July Tuesday	Stakeholder meetings in Lilongwe district.	08:00 – 10:00	Meeting with JTI- Local donor	JTI	Elvis Sukali	
		10:15 – 12:00	Teachers Union of Malawi (TUM)	TUM	Pilirani Malizani	
		12:00 – 13:30	Lunch			
		13:30 – 15:00	LUANAR University	ILO	David Mkwambisi	
	Travel	15:00 – 17:00	Travel to Ntcheu district			
11 th July Wednesday	Stakeholder meetings in Ntcheu district.	08:30 – 10:00	Meeting with CICOD (NGO Implementing Partner)	Amos, & Team	Amos Tizora	
		10:00 – 11:300	Travel to Chizungu			
		11:30 – 16:30	Chizungu (Meetings with CCLC, Child beneficiaries, IGA groups, skills trainees, SCREAM groups, OSH trainees, Leaf Technicians etc)	Kamiza Zone	Dan Phiri/ Mpambira	
12 th July Thursday	S/holder meetings in Ntcheu district.	08:00 – 09:30	Meeting with Ntcheu District Child Labour Committee (DCLC)	NU Labour Office	Efford Geza	
		09:30- 10:00	Travel to Chizungu			
		10:00 – 16:00	Kamiza CCLC (Meetings with CCLC, Child beneficiaries, IGA groups, skills trainees, SCREAM groups, OSH trainees, Leaf Technicians etc)	Chizungu zone	Dan Phiri/ Mpambira Kmbewa	
		16:00 – 17:00	Travel back to Ntcheu Boma			
13 th July Friday	Stakeholder meetings in Ntcheu district.	08:00 – 09:00	Travel to Kampanje			
		09:00 – 14:00	Kampanje (Meetings with CCLC, Child beneficiaries, IGA groups, skills trainees, SCREAM groups, OSH trainees, Leaf Technicians etc)		Dan Phiri	
		14:00	Lunch and travel to Lilongwe			
14 th July Saturday	Eval Team		Reports drafting/ preparing for the s/holder's meeting	Hotel		
15 th July Sunday			Rest Day	Hotel		

DATE	ACTIVITY	TIME	ORGANIZATON/COMMUNITY	VENUE	CONTACT PERSON	STATUS
16 th July Monday	Stakeholder meetings in Lilongwe districts.	08:00 – 10:00	Meeting with YECE (NGO Implementing Partner)	YECE Office		
		11:00 – 12:30	Meeting with DCLC	LL DLO Office		
		12:30 – 13:30	Travel to Chiseka/Mitundu			
		13:30 – 17:00	Mitundu (Meetings with CCLC, Child beneficiaries, IGA groups, skills trainees, SCREAM groups, OSH trainees, Leaf Technicians etc)	Mitundu	Ignacious Mambo	
		17:00	Travel back to Lilongwe City			
17 th July Tuesday	Stakeholder meetings in Lilongwe district.	08:00 – 09:00	Travel to Msambo			
		9:00 – 12:00	Msambo (Meetings with CCLC, Child beneficiaries, IGA groups, skills trainees, SCREAM groups, OSH trainees, Leaf Technicians etc)	Msambo	Ignacious Mambo	
		12:00 – 13:30	Lunch and travel to Chiwoko			
		13:30 – 17:00	Chiwoko (Meetings with CCLC, Child beneficiaries, IGA groups, skills trainees, SCREAM groups, OSH trainees, Leaf Technicians etc)	Chiwoko	Ignacious Mambo	
		17:00	Travel back to Lilongwe city			
18 th July Wednesday	S/holder meetings in Lilongwe district.	08:30 – 09.30	Winrock international	Winrock	Dalisto	
		09.30-10.30	Employers Consultative Association of Malawi (ECAM)	ILO	Emmanuel Magomero	
		10.30-11.00	UNICEF			
		12.00 – 17:00	Preparation for stakeholders' workshop			
	DOWA	08:00-08:30	Travel to Dowa			
		08:30-09:15	Meeting with OSH and Child Rights Committee at Chimbalu School	Nambuma	JL Kankhwangwa	
		09:15-10:30	Visit to Kabwinja School SCREAM Club and Afternoon Classes	Madisi	P. Kamaliza (TUM)	
		11:00-12:00	Visit an 'Adopt a School" at Kawangwi CDSS +265 999659345	Salima Road Dowa	Emmanuel Magomero	
		12:00-13:30	Return to Lilongwe + Lunch			
		13:30-14:15	Meeting with Employers Consultative Association of Malawi (ECAM)	ILO Office	Emmanuel Magomero	
		14:30-17:00	Preparation for Stakeholders Workshop and Debrief to ILO			
19 th July Thursday	Stakeholders workshop	08:00 – 14:00	Stakeholders workshop		ILO ARISE	
		14:00-17:00	Follow up meetings/ Meeting with Eval Manager		ILO ARISE	
20 th July Friday	Morning		Follow up activities should need be.			
	Afternoon		Travel			