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

Table of Contents

Executive Summary	6
1. Introduction	13
1.1. Project Background	13
1.2. Evaluation Background and Methodology	15
1.3. Evaluation criteria and questions	18
2. Main Findings	22
2.1. Relevance and Strategic Fit	22
2.2. The Project's Effectiveness	29
2.3. The Project's Efficiency	40
2.4. The Coherence of the Project Design	42
2.5. Impact Orientation and Sustainability of Interventions	46
2.6. Gender Equality, Non-discrimination, International Labour Standards, and Social Dialogue	49
3. Lessons learned and Emerging Good Practices	50
4. Conclusion and Recommendations	52
Annex 1: TOR	62
Annex 2: Key Informant Participant List	85
Annex 3: Lesson Learned and Good Practices Template	91

Acronyms and Abbreviations

CA	Contracting Authority
CAOBISCO	Association of Chocolate Biscuit and Confectionery Industries of Europe
CLU	Unit of Combating Child Labour (Labour Unit)
DG LLL	Directorate General of Lifelong Learning
DGMM	Directorate General of Migration Management
DG VTE	Directorate General of Vocational and Technical Education
EC	European Commission
EESP SOP	Employment, Education and Social Policies Sectoral Operational Programme
EU	European Union
EUD	European Union Delegation for Türkiye
EVAL	ILO Evaluation Office
GHV	Young Foundation Life
GIS	Geographical Information System
ILO	International Labour Organization
ILS	International Labour Standards
ITC ILO	International Training Centre of ILO
İŞKUR	Turkish Employment Agency

METIP	Seasonal Agricultural Workers Project
MTE	Mid-term Evaluation
MOAF	Ministry of Agriculture and Forestry
MOH	Ministry of Health
MOI	Ministry of Interior
MoLSS	Ministry of Labour and Social Security
MoNE	Ministry of National Education
OSH	Occupational Safety and Health
PICTES	Project on Promoting Integration of Syrian Kids into Turkish Education System
PMT	Project Management Team
RBM	Result-based Monitoring
SBB	Presidency of Türkiye, Presidency of Strategy and Budget
SC	Steering Committee
SSI	Social Security Institution
SDGs	Sustainable Development Goals
TOR	Terms of Reference
TVET	Technical Vocational Education and Training
TURKSTAT	Turkish Statistical Institute

UN	United Nations
TZOB	Union of Turkish Chambers of Agriculture
UNDCS	United Nations Development Cooperation Strategy
VOA	Vocational Qualifications Authority
WFCL	Worst Forms of Child Labour

Executive Summary

This Mid-term Evaluation (MTE) covers the implementation of “Elimination of Child Labour in Seasonal Agriculture” for the period of October 2020 through the end of September 2022. The project is implemented by the ILO and co-financed funded by the European Union and the Republic of Türkiye, and the MTE was carried out between 15th June 2022 and 5th of October 2022 by independent evaluators Asude Örüklü and Aşiyen Süleymanoğlu.

Since the 1990s, the ILO Office has been supporting Türkiye in its efforts to eliminate child labour, including providing technical assistance for the development and implementation of national policies. The ILO plays a significant catalytic role in creating interest, collaboration and coordination among the strategic institutions acting on child labour, developing replicable models of direct action, and contributing to the national strategy for the elimination of child labour. In this regard, the project aims to contribute to the elimination of the worst forms of child labour (WFCL) in seasonal agriculture. More specifically, it aims to enhance national and local capacity for the elimination of WFCL in seasonal agriculture.

The project is based on five outcomes with specific expected outputs as follows:

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

Outcome 2: MoFLSS, workers’ and employers’ organizations, gendarmerie, NGOs take coordinated action for policy development and implementation to eliminate the WFCL.

Outcome 3: Willingness among general public and target groups for eliminating child labour in seasonal agriculture is enhanced.

Outcome 4: Advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced.

Outcome 5: Coordination and cooperation between stakeholders in areas of implementation and management of child labour interventions at national and local level is strengthened.

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

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

- The project design and implementation were well aligned with the ILO policy framework, UN Country Programme Frameworks, and national programs, as well as the 2030 Agenda for SDGs by addressing the elimination of child labour in seasonal agriculture. The project is contributing to the objectives of the national programs on elimination of child labour by specifically targeting facilitating the implementation of a comprehensive policy on the ground.

- The problem of child labour is multi-dimensional and multifactorial. In this frame, by designing a holistic approach, the project also identified a significant number of target groups for its activities. Given the high number of target groups, their needs may also vary depending on their profiles and regions. In particular, employees of the Child Labour Units (CLU) noted institutional roles and responsibilities within the framework of national legislation, case management, and inter-agency cooperation and coordination as key areas where capacity development is needed. Therefore, the project activities are found highly relevant.
- Children in seasonal agriculture also have diverse profiles based on their age, schooling status (enrolled, dropped out), and gender. Especially in the context of this project, there are also Syrian and other nationality children under temporary protection who faces additional challenges to access education. In this context, the relevance of the activities under Output 1 to beneficiary needs differs, in particular, based on the children's age, gender, origin, and the province they permanently reside. Given the diverse groups of beneficiaries, a more tailored approach for direct intervention is likely to be needed to meet the needs of different age and gender groups and to address the root causes of child labour.
- Project activities under Output 1.4 (children equipped for educational and social activities and living conditions of seasonal agriculture families in settlement areas improved) focusing on the improvement of settlement areas are considered highly relevant and needed by the beneficiaries. Workers raised concerns concerning the conditions of the settlement areas, specifically hygiene and access to water and electricity.
- The MTE reveals that the project has shown good overall progress, a flexible and responsive approach to the emerging needs of the stakeholders. Overall, the project is broadly on track to achieve most of the outcomes and the output results to date and is satisfactorily in line with the proposed work plan. Nonetheless, it is also noted that the proposed timeframe of the project (40 months) taking into account the externalities (COVID-19, economic downturn) may challenge the realization of all project activities and expected coordination with high number of stakeholders in specific sequence to get the target results.
- The project steering and management, and synergies with ILO's other projects were found to be effective. The project resources were used in line with the needs and priorities of the target beneficiaries. ILO and the implementing partners work well together and there is a good level of cooperation and genuine commitment from both partners' field staff. The project has shown a flexible and responsive approach to the emerging needs coming from the field staff. Despite some challenges, the project initiated active engagement with governmental agencies and the project activities were delivered as expected with promising results. Nevertheless, development of monitoring and evaluation frameworks and analyzing the collected data at local and central level reflecting the impact of the project, will increase the efficiency of the project.
- Overall, the project design is coherent in terms of objectives, indicators, and assumptions. In terms of coherence, the project is highly successful in creating good synergies with the projects under the ECHL. The project's main partner is MoLSS and all activities are conducted in close collaboration. The project is also able to create effective partnerships with the Ministry of National Education, Ministry of Youth and Sport and the Ministry of Tourism and Culture and their directorates in the project cities. On the other hand, given the large geographic scope of the project, the holistic

approach of the intervention model, and the significant number of stakeholders involved, there is still room for enhanced cooperation between public actors (for sharing good examples), private actors (for active collaboration on the elimination of child labour projects), international programmes and projects targeting educational enrolment and vocational training of vulnerable groups and other social actors.

- The project is successful at keeping children outside of seasonal agriculture work, providing them with safe spaces, helping children to stay in school and acquire useful social skills. The project contributes toward preventing child labour in seasonal agriculture at national and local levels. The current intervention model serves its purpose well by facilitating planning, coordination, and monitoring activities at provincial, national, and country levels. The capacity-building activities for public authorities have not been completed yet, however, they will likely be very useful and serve their purpose. The project is in its early stages, therefore its impact on the educational and social development of the children is yet to be seen. Nevertheless, it is necessary to consider and add on relevant indicators and impact methodology before the end of the project.
- The sustainability of the contributions the project has made to the elimination of child labour highly depends on the level of ownership, institutionalization and mainstreaming, as well as capacity at national, state and local level organizations. Project interventions are transient and designed based on the notion that successful practices can be owned and taken over by existing local systems and will be managed by public authorities. In the current context, ownership levels among İŞKUR representatives and local governors are diverse in all project provinces. The ownership in certain provinces is reassuring and the interest level of the local authorities to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.

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

- Local ownership is significant for ensuring the efficiency and sustainability of the project, and it often takes time and requires awareness to be built.
- Creating a trust environment among community decision-makers (among local governors, seasonal migrant workers family heads) is key to ensuring continuity of children's education.
- Despite the efficiency of gathering women and men in the same room or place for delivering general family trainings, considering the gender dynamics and tension concerning the topics on violence against women, conducting the family trainings separately would be found useful.
- The activities related to the renovations and maintenance required more time for preparation, designing, market research, procurement, and consultations with the stakeholders.
- A more inclusive approach that considers root causes and poverty reduction is needed in the referral process of children aged between 15 and 17 to formal education.
- Successful interventions require a longer commitment and continuous engagement; the project recognized the importance of regular personal meetings with all stakeholders in all phases of implementing the project activities.

The Project has the ability to demonstrate some good practices:

- Social support centers and project schools provide safe environments for all children working in seasonal agriculture.
- Collaborating with agricultural intermediaries was a strong strategic approach to persuade families for education referral.
- Short informative brochures, posters enriched with illustrations were highly effective reaching the targeted audience, especially in trainings and awareness-raising events.
- The project supported the emotional, psychosocial, and physical well-being of the children, especially for younger age groups; it improved children's willingness to attend school.
- In-kind support, such as vouchers to buy food and hygiene materials, and educational materials and stationery, have proven to be effective to some extent, persuading the families to send their children to schools.
- Language facilitation in certain regions increases the beneficiary's trust and participation in the project activities.
- Alternative approaches to measure learning achievements of the children during the participation of social support centres period can provide important data for the project's impact assessment.

Recommendations

- 1. For the remaining time of the project, focus on critical needs in terms of the institutional capacity of MoLSS and ISKUR CLU employees as well as other public institutions partners and start up the exit strategy with a gradual transition of project responsibilities to active local partners/governors and promote the use of E-METIP:** The implementing partners play a critical role in referring children to social support centres and mobilizing public resources for project activities. Main capacity-building activities (in form of training) were about to be started at the end of the evaluation. CLU structure and eventually their employees are given important roles in the existing policy framework, however not always interpreted in the same way. In this context, the project should ideally dedicate its focus to capacity-building activities, and also piloting in the remaining time. It is worth noting that both implementing partners have extensive past experience working with seasonal migrant workers. Such expertise may take time to build among public authorities. Yet, the ownership in certain provinces is reassuring and the interest level of the local authorities to carry out the intervention is promising. To ensure a smooth exit, it is advised to plan a gradual transition of project activities to active local partners/governors before the project comes to an end. This may be done by selecting one pilot region and providing direct access to human and financial resources for public authorities/local governance (e.g., in the form of grant management based on TOR and/or direct contracting). In this context, the efficient use of the E-METIP system may significantly decrease the resources needed to identify children.
- 2. Enhance cooperation and communication among different provinces and regions and disseminate knowledge by encouraging peer learning among ISKUR-CLU employees, and public institutions and systematically share good examples and guidance:** The project has a large geographical scope, and there exist

differences in terms of capacities and interpretation of the existing policy framework among different ISKUR CLU employees and directors. Over the remaining time of the project, the project may consider enhancing communication and cooperation among different provinces as well as between central and local governance by facilitating the organization of country-wide meetings, and workshops. Peer learning can be also encouraged by matching active ISKUR CLU employees with other provinces in Türkiye. Good examples and active participation from selected ISKUR CLU's can be documented and shared country-wide in the form of case studies and short guidance. Given the changing location of the local governors and civil servants, such peer learning exercises, and documentation of case studies may provide a considerable opportunity for the replication of the project in other regions and promote consistent understanding and interpretation of the existing policy framework.

- 3. Continue promoting and supporting the implementation of a direct intervention model for seasonal migrant workers' children through public authorities and identify windows of opportunity for tailoring approaches for the withdrawal of children in high-risk age groups:** Many stakeholders recognized the project's success in terms of providing a safe space for children during the harvest season. The project nearly reached its target numbers and was successful in identifying and referring children. Yet the seasonal migrant workers children also have diverse profiles and the needs of children in terms of social inclusion, language skills and social development may vary. In this frame, the project may consider adapting the training program or adding additional modules for certain provinces. In addition, stakeholders also noted limitations of the intervention model keeping children between the ages of 14 to 18 at social support centres. Factors such as monetary and multidimensional poverty highly influence the prevalence of child labour in this age group, as it is one way for families to manage poverty and deprivation risk. School feeding and in-kind programmes may have limited effect in reducing children's engagement in work.¹
- 4. Facilitate involvement of municipalities and other public authorities in the improvement of temporary settlement areas and accommodation facilities and continue supporting renovation activities:** The conditions of the temporary settlement areas and accommodation facilities are one of the subjects that was highlighted as critical by both direct beneficiaries and other informants. In this context, challenges are manifold (e.g., lack of officially recognized areas, changing times of the harvest, lack of resources). Given the importance of the subject, and based on the feedback from the stakeholders, the following points may be taken into consideration: sustainability of the material used, energy efficiency, safety measures for emergencies and disasters, and promoting engagement with users/beneficiaries. Mapping unused buildings and areas can be also considered to provide more stable conditions for workers.
- 5. Promote cross-ministerial cooperation and data sharing on seasonal migrant workers and children:** The project is considered as unique for Türkiye's context in terms of bringing many stakeholders together and targeting WFCL in seasonal agriculture from various angles (promoting education, enforcing policy framework,

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

building capacity among public authorities and supporting livelihood of workers). Child labour is a complex issue and indirectly, other issues such as child protection, safety, poverty alleviation and promoting education, fall under the responsibility of various ministries. In addition, all relevant ministries have their own data collection mechanisms in place. In this context, the project success is evident in terms of ensuring involvement of relevant ministries. It has also great potential to encourage collaboration in terms of data sharing and action planning.

- 6. Continue strengthening child monitoring activities in the city of origin and enhancing cooperation with district commissions of MoNE:** The project is successful in keeping and monitoring the data of children who directly benefit from the intervention; the long-term impact of the project is highly dependent on how children will be kept in education through monitoring activities at the city of their origin. The project's monitoring activities are often done through telephone calls, the household, and school visits. The Ministry of National Education has also district commissions in place to monitor seasonal agriculture workers' children. In this context, child monitoring efforts could be strengthened and cooperation between different public authorities can be enhanced.
- 7. Create a knowledge and data management model, document lessons learned and good practices addressing different groups' needs and disseminate knowledge among public institutions, private sectors and other civil society organizations in the process:** Although the project has only completed its first two years, the evaluators noted that field staff, teachers, school principals and local authorities (who have more experience on implementing such measures/interventions) have valuable knowledge about their regions/intervention areas. These field experiences may be of great value to new implementers (including other civil society organizations and private sector). Furthermore, the project has also strong data and research component with baselines, therefore development of a knowledge and data management model and documenting lessons learned will increase the sustainability of the project and its potential to be replicated in other regions of Türkiye.
- 8. Continue promoting decent work conditions for seasonal migrant workers through awareness-raising, capacity-building, and policy development support:** Working conditions of the seasonal migrant workers indirectly affect their decision about their children working. In particular, measures on compensation, working hours and occupational health and safety are crucial. In this context, the project has already been successful in raising awareness about the elimination of child labour, therefore this momentum can be also used to bring attention to the connection between workers' working conditions, decent work and legal gaps in the existing national framework.
- 9. Consider cooperating with other initiatives on livelihood solutions and poverty alleviation solutions for seasonal migrant workers:** Livelihood solutions including vocational trainings address the root causes of the problem. Yet given the limited time of the project, its focus on elimination of child labour and further synergies can be explored with existing and/or long-term livelihood initiatives/programmes targeting vulnerable groups in skills development and employment.

10. Consider no-cost extension: The capacity building the activities were heavily impacted by the high number of beneficiaries, public staff, and long bureaucratic processes. Required ownership and capacity building for public authorities may necessitate longer intervention. A no-cost extension for one year might be a logical option allowing the project to duly complete the remaining activities and fully utilize the project's resources.

1. Introduction

This Mid-term Evaluation (MTE) covers the implementation of “Elimination of Child Labour in Seasonal Agriculture” for the period of October 2020 through the end of September 2022. The project is implemented by the ILO and co-financed by the European Union and the Republic of Türkiye, and the MTE was carried out between 15th June 2022 and 5th October 2022 by independent evaluators Asude Örüklü and Aşiyen Süleymanoğlu.

MID-TERM EVALUATION: KEY INFORMATION	
Project Title:	Mid-term Evaluation of Elimination of Child Labour in Seasonal Agriculture/ TUR/20/01/EUR
Contracting Organization:	International Labour Association
ILO Responsible Office:	ILO Ankara, Türkiye
Funding Source:	EUROPEAID
Project Time Frame:	October 2020 – January 2024
Project Budget:	29,726,70.90 EUR
Type of Evaluation:	Mid-term Evaluation as per the Terms of Reference (ToR) given in Annex 1
Name of the Evaluators:	Aşiyen Süleymanoğlu and Asude Örüklü

1.1. Project Background

Since the 1990s, the ILO Office has been supporting Türkiye in its efforts to eliminate child labour, including providing technical assistance for the development and implementation of national policies. The ILO plays a significant catalytic role in creating interest, collaboration and coordination among the strategic institutions acting on child labour, developing replicable models of direct action, and contributing to the national strategy for the elimination of child labour. In this regard, the project aims to contribute to the elimination of the worst forms of child labour (WFCL) in seasonal agriculture. More specifically, it aims to enhance national and local capacity for the elimination of WFCL in seasonal agriculture.

The issue of child labour remains as an important problem in almost all developed and developing countries as well as Turkey. TURKSTAT has conducted Child Labour Force

Surveys in 1994, 1999, 2006 and 2012 in order to obtain disaggregated data such as by sector including social, economic and demographic characteristics, educational status, age groups and sex. According to the results of 2012 Child Labour Force Survey, 5.9% of children in the age group of 6-17 are working. Of 893 thousand working children, 292 thousand are in the age group of 6-14 and 601 thousand are in the age group of 15-17. 68.8% (614 thousand people) of working children are boys and 31.2% (279 thousand people) are girls. The number of children in the age group of 6-17 in Turkey is 15 million 247 thousand. 66.5% of the children in this age group live in urban areas and 33.5% live in rural areas. With respect to the branch of economic activity, working children mainly engage in agriculture (44.7% - 399 thousand followed by services (31% - 277 thousand) and industry (24.3% - 217 thousand).

The problem of child labour is multi-dimensional and multifactorial. All the factors that cause child labour are closely related. Poverty and unemployment come at the top of these factors. Parents' unemployment and insufficient household income cause children to work. As a result of child labour, children's health is continuously affected, and children's well-being and human capital accumulation become negative. This situation leads to the development of unqualified individuals in the long term and thus the transfer of poverty from generation to generation. The Project adopt a multi-sectoral approach in order to tackle a multifaceted problem, recognizing that child labour in seasonal agriculture is a complex issue with social, educational, legal and economic dimensions. The project covers geographically a large number of cities namely Şanlıurfa, Mardin, Adıyaman, Diyarbakır, Adana, Mersin, Hatay, İzmir, Manisa, Ankara, Eskişehir, Konya, Malatya, Ordu, Bursa and Düzce hosting and receiving seasonal migrant workers.

The project is based on five outcomes with a specific expected output as follows:

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

Outcome 2: MoFLSS, workers' and employers' organizations, gendarmerie, NGOs take coordinated action for policy development and implementation to eliminate the WFCL.

Outcome 3: Enhanced willingness among general public and target groups to eliminate child labour in seasonal agriculture.

Outcome 4: Advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced.

Outcome 5: Coordination and cooperation between stakeholders in areas of implementation and management of child labour interventions at national and local level is strengthened.

Due to the COVID-19 pandemic there are some minor changes in the implementation of some activities, the intervention logic has been maintained to its original as mentioned above and the Project team made necessary arrangements to meet the project plan.

Theory of Change

The project seeks to prevent and withdraw children from child labour through the implementation of a project strategy which is based on five integrated project outcomes with a particular focus and objective on enhancing national and local capacity for the WFCL in seasonal agriculture: providing services to children at risk and their families, increasing access to free and quality public education to be able to withdraw children from agricultural work, providing support for strengthening current child labour governance institutions, and coordination/cooperation mechanisms, increasing and strengthening advocacy on child labour.

1.2. Evaluation Background and Methodology

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

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

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

The main objective of this MTE was to assess the implementation of the project to date and report on the results, as well as define precautions to enhance the implementation of the remaining part of the project. The scope of the evaluation encompasses all activities and components implemented by the project for the period from October 2020 to the end of June 2022.

The evaluation used the Result-Based Monitoring (RBM) approach as the evaluation methodology. The evaluation process adhered to the [OECD/DAC Principles](#) and [UNEG Norms and Standards for Evaluation](#) and applied the key OECD/DAC criteria of relevance, effectiveness, efficiency, coherence, (potential) impact, and sustainability. It was guided by the [ILO policy guidelines for results-based evaluation](#) and adhered to ILO principles for evaluation: usefulness, impartiality, independence, quality, competence, transparency, and consultation. Consultants followed the [ILO's Code of Conduct for Evaluators](#). Gender equality,

non-discrimination, social dialogue, and International Labour Standards were considered cross-cutting priorities and taken into account throughout the process. The relevant ILO guidelines were followed. For children’s focus groups, the evaluation team adhered to the UNICEF Ethical Reporting Guidelines and followed the safeguarding measures and procedures of the implementing partner. The evaluation process also considered the effects of COVID-19.

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

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

Key Stakeholder Interviews: Qualitative in-depth interviews with a wide range of stakeholders, who have first-hand knowledge of the project’s operation and context, were organized online with computer-assisted systems in a semi-structured way. These interviews were facilitated to gather additional information for a better understanding of the strategy, implementation approach, processes, and perceptions of the stakeholders. A total of 94 (32 women and 62 men) people were interviewed as part of the key stakeholder interviews. The full list of interviewees is provided in Annex 2.

Table 1: List of Key Informant Interviewees

Institution	No. of Interviews	Model
ILO	9	Online
Implementing Partner (Pikolo and GHV)	27	Onsite/Online
Donor (EU)	1	Online
Ministry of Labour and Social Security	2	Online
Ministry of National Education	5	Online/Onsite
Ministry of Culture and Tourism	1	Online
İŞKUR	16	Onsite
District Governor	2	Onsite
Private Sector Representatives	5	Online
School Managers/Principals	12	Onsite
Farmer	4	Onsite
Agriculture Intermediary	4	Onsite

Teachers	6	Onsite
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Focus Groups: Focus group discussions were organized with eleven (11) groups of stakeholders. A total of 56 people were covered by focus group questions.

Table 2: Focus Group Participants

Group	Number of Focus Groups	Number of Participants	Location
Teachers	4	18	Karayahşi (Manisa) Alpu (Eskişehir) Perşembe (Ordu) Kaynaşlı (Düzce)
Children	3	11	Kaynaşlı (Düzce) Kahta (Adıyaman)
Seasonal Migrant Workers	5	27	Kırıkhan (Hatay) Tarsus (Mersin) Torbalı (İzmir) Çifteler (Eskisehir) Perşembe/Kırlı (Ordu)

Site Visit: Between August 2022 and September 2022, the team conducted site visits to Hatay, Adana, Mersin, İzmir, Manisa, Bursa, Eskişehir, Ordu, Düzce, Adıyaman and Şanlıurfa. During site visits, the evaluation team visited and observed social centre activities, renovation works and temporary settlement areas.

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

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

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

1.3. Evaluation criteria and questions

Table 3: Evaluation Questions

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

	<ol style="list-style-type: none"> 5. To what extent have the project activities, products and tools benefited from the participation of constituents and have been disseminated to them for utilization, policy advocacy or service delivery? 6. Which alternative strategies towards gender equality would have been possible or are still possible? 7. How effective is the monitoring mechanism set up, including the regular/periodic meetings among project staff and with the beneficiary, donor and key partners? 8. Is there any communication strategy available? If yes, how effective was the communication strategy implemented? 9. What obstacles did the projects encounter during implementation? How did they affect progress? Could the projects have better addressed these challenges? 10. To what extent has the project adapted its approach to respond to the COVID-19 crisis and what have the implications been on the nature and degree of achievement of the project and project targets after the COVID-19 crisis?
<p>Efficiency</p>	<ol style="list-style-type: none"> 1. Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes? Could they have been allocated more effectively and if so, how? 2. Given the size of the project, its complexity and challenges under the Covid-19 environment, has the existing management structure and technical capacity been sufficient and adequate? 3. Were there adequate political, technical and administrative support from the national stakeholders? If not, why? How can it be improved? 4. Did the project benefit from complementary resources at the global and country levels that supported the achievement of its intended objectives? 5. To what extent did the project leverage resources (financial, partnerships, expertise) to promote gender equality, social inclusion, inclusion of children with special needs, refugees, people with disabilities and other disadvantages?
	<ol style="list-style-type: none"> 1. Are the Projects' overall Theory of Change consistent with the data/findings obtained during the project implementation? 2. Are the indicators and milestones useful in assessing the projects' progress and achievements?

<p>Coherence</p>	<ol style="list-style-type: none"> 3. Are the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)? 4. To what extent were external factors and assumptions identified at the time of project design? Have those proven to be true? 5. How well do the interventions of the project fit with other interventions of the ILO Office for Türkiye? What synergies have been created? 6. To what extent are synergies and interlinkages between the project interventions and other interventions carried out by ILO, public actors and social partners in place? 7. How well did the design of Projects take into account local, national and sub-regional efforts already underway addressing elimination of child labour (particularly those engaged in seasonal agriculture) and promote educational opportunities for targeted children and the existing capacity in the addressing the issue? 8. Has the project established partnerships with the relevant organizations/institutions at the global and country level throughout its implementation? What were their roles and what were their expectations? To what extent have these partnerships been useful in the achievement of the intended results?
<p>Impact Orientation and Sustainability</p>	<ol style="list-style-type: none"> 1. What are the major high-level changes that the projects have contributed towards preventing child labour in seasonal agriculture at national and local levels? 2. How successful the interventions to withdraw and prevent children from seasonal agriculture child labour in creating long lasting impact on the beneficiaries. Will there be additional interventions needed in withdrawal of children from, or involvement in seasonal agriculture? 3. Have the interventions made a real contribution in the policy improvement for the prevention and elimination of child labour? 4. To what extent has the involvement of ILO-Türkiye on preventing child labour in seasonal agriculture had social, economic, and educational effects? 5. Has the intervention generated unintended impacts on child labour prevention and elimination? 6. To what extent have results contributed to advance sustainable development objectives (as per UNSDCFs, similar UN programming frameworks, national sustainable development plans, and SDGs)? 7. To what extent has the project contributed to advance the ILO's core principles (ILS, tripartism and social dialogue, gender equality)?

	<p>8. Which strategies have the projects put in place to ensure continuation of mechanisms/tools/practices provided, if the support from the ILO (and/or donor institutions) ends? To what extent are these strategies likely to be effective?</p> <p>9. What is the level of ownership of the programme by partners and beneficiaries? How effective have the three projects been in establishing and fostering national/local ownership?</p> <p>10. What contributions the Projects have made in strengthening the capacity and knowledge of national and local stakeholders and to encourage ownership of the Project to partners.</p> <p>11. Will the improved e-METIP system function as a collaboration and monitoring mechanism in future?</p>
<p>Gender Equality Non-Discrimination, ILC, Environment</p>	<p>1. To what extent does the project mainstream gender equality in its approach and activities?</p> <p>2. To what extent does the project use gender/women-specific tools and products?</p> <p>3. Does the project align with ILO's mainstreaming strategy on gender equality?</p> <p>4. How effective was the project in using ILS promotion and social dialogue tools and products?</p> <p>5. To what extent did the project mainstream social dialogue in its approach and activities?</p> <p>6. To what extent does the project mainstream environmental aspects in its planning and activities?</p>
<p>Lesson Learned</p>	<p>Is the project successful in terms of advocating and promoting good practices through innovative communication tools?</p> <p>What lessons and good practices from the project are relevant for the COVID-19 response?</p>

2. Main Findings

2.1. Relevance and Strategic Fit

The project design and implementation were well aligned with the ILO policy framework, UN Country Programme Frameworks, and national programs, as well as the 2030 Agenda for SDGs by addressing the elimination of child labour in seasonal agriculture. The project is contributing to the objectives of the national programs on elimination of child labour by specifically targeting facilitating the implementation of a comprehensive policy on the ground.

The problem of child labour is multi-dimensional and multifactorial. In this frame, by designing a holistic approach, the project also identified a significant number of target groups for its activities. Given the high number of target groups, their needs may also vary depending on their profiles and regions. In particular, employees of the Child Labour Units (CLU) noted institutional roles and responsibilities within the framework of national legislation, case management, and inter-agency cooperation and coordination as key areas where capacity development is needed. Therefore, the project activities are found highly relevant.

Children in seasonal agriculture also have diverse profiles based on their age, schooling status (enrolled, dropped out), and gender. Especially in the context of this project, there are also Syrian and other nationality children under temporary protection who faces additional challenges to access education. In this context, the relevance of the activities under Output 1 to beneficiary needs differs, in particular, based on the children's age, gender, origin, and the province they permanently reside. Given the diverse groups of beneficiaries, a more tailored approach for direct intervention is likely to be needed to meet the needs of different age and gender groups and to address the root causes of child labour.

Project activities under Output 1.4 (children equipped for educational and social activities and living conditions of seasonal agriculture families in settlement areas improved) focusing on the improvement of settlement areas are considered highly relevant and needed by the beneficiaries. Workers raised concerns concerning the conditions of the settlement areas, specifically hygiene and access to water and electricity.

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

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

Based on the desk review documents and up-to-date project results, it was observed that the project design and implementation were well aligned with ILO Programme and Budget covering 2022 – 2023. By targeting the elimination of the worst forms of child labour, the project is specifically contributing to Outcome 7: Adequate and effective protection at work for all, in particular in the context of Output 7.1. Increased capacity of Member States to ensure

respect for, promote, and realize fundamental principles and rights at work.² The project-specific objective is to enhance national and local capacity for the elimination of the worst forms of child labour in seasonal agriculture as well as providing services to children at risk and their families. By addressing the issue of WFCL through capacity building of the local authorities, the project design also supports implementation of the ILO Core Conventions No.138 and No.182 as well as implementation of the international labour standards, and it is integrated within ILO's broader program on the Elimination of Child Labour in Türkiye 2021-2025.³

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

The project is well aligned with the United Nations Sustainable Development Cooperation Framework (UNSDCF) (2021-2025) in Türkiye on Priority Area 2: Competitive Production, Productivity and Decent Work for All. Outcome 2.1. of the Framework noted "By 2025, public institutions and private sector contribute to a more inclusive, sustainable and innovative industrial and agricultural development and equal and decent work opportunities for all, in cooperation with the social partners." Interventions under Outcome 2.1. support the promotion of decent work in line with the future of work, elimination of all forms of child labour and its root causes, including socio-economic factors.⁴ Within this framework, the expected project outcomes also fit into the UNSDCF.

The project is contributing to the objectives of the national programs on elimination of child labour. It is designed to contribute to the elimination of worst forms of child labour in seasonal agriculture, specifically by facilitating the implementation of a comprehensive policy on the ground (namely Policy Document issued by the MoLSS, Prime Ministry and the Ministry of National Education "Prime Ministry Circular 2017/6) on Seasonal Agriculture Workers" and "Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People"). In this respect, the design and objectives of the project are highly relevant to, and aligned with, the National Programme on the Elimination of Child Labour (2017-2023), reflecting the overall strategy of Türkiye for the elimination of child labour. In terms of economic activity, a high percentage of working children are engaged in agriculture alone (44.7%). Thus, by targeting children in seasonal agriculture and their families, the project is supporting the Programme's priority of tackling child labour in seasonal and temporary agriculture work.

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

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

⁴ Türkiye, [UNSDCF](#), 2021-2025

Overall, the objectives and design of the project are also addressing the 11th National Development Plan (2019-2023). The project activities are very well aligned with Plan Section 609, which promotes “creating social awareness on combating child labour (609.1), expanding the units combating child labour in 81 provinces and making them more effective for developing cooperation and coordination with relevant institutions and organizations working in the field of combating child labour at the local level (609.2), and ensuring regular and continuous activities that will contribute to the development of the children of seasonal agricultural workers and increasing access to these opportunities (609.4).”⁵ Outcome 4: advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced and Outcome 5: coordination and cooperation between stakeholders in areas of implementation and management of child labour interventions at the national and local level is strengthened and directly contributing to the National Development Plan.

Outcome 2 is mainly tailored to support coordinated action for policy development and implementation to eliminate child labour. In this context, the activities that focus on strengthening the capacities of relevant national and local actors (who have roles and responsibilities in the elimination and prevention of child labour) are highly relevant and supportive of the realization of the National Development Plan. In addition, the project design is also created in a way to contribute to the National Employment Strategy (2014-2023), which targets the elimination of the worst forms of child labour in industry, heavy and dangerous jobs, out on the streets and seasonal temporary agriculture, and reducing child labour to below 2% in other areas by 2023.

Women and girls in seasonal agricultural work are often more disadvantaged in access to education. The project design has explicit reference to the gender-sensitivity by noting that the action will not only actively seek to address specific needs and opportunities for girls and women, but care will also be taken to ensure accessibility of the activities. Yet, there is limited information in the project document on how it will be achieved and what kind of measures will be taken. On the other hand, the progress report provides some examples, and target numbers of beneficiaries that are expected to reflect gender balance.

In terms of supporting social dialogue, the project framework refers to the trade unions as part of the stakeholders and notes that the social dialogue aspect will be covered by bringing together representatives from government, employers’ and workers’ organizations for collective action on the elimination of child labour in Türkiye.

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

In terms of outcomes, the project has five expected outcomes: (1) Working/at-risk children are withdrawn or prevented from work in seasonal agriculture; families, employers, agriculture intermediaries and village heads abstain from or take action to combat child labour (2) MoLSS, workers’ and employers’ organizations, gendarmerie and NGOs take coordinated action for policy development and implementation to eliminate the WFCL (3) Willingness among general public and target groups for eliminating child labour in seasonal agriculture is enhanced (4) Advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced (5) Coordination and cooperation between stakeholders in

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

areas of implementation and management of child labour interventions at the national and local level is strengthened.

Overall, the evaluation team found that the project's design, objectives, and outputs have a holistic approach to the issue and were highly relevant to the circumstantial and policy context of child labour in Türkiye. Stakeholders (project implementing partner, government representatives, representatives from public institutions and beneficiaries [seasonal agricultural workers and their children, and farmers]) confirmed this through interviews and focus group discussions. In particular, Outcome 2 and Outcome 5 are noted as crucial and most importantly "needed" by many interviewed stakeholders.

At the national level, the elimination of child labour requires an appropriate legal framework, policy development, and coherence, as well as collaborative efforts on the part of multiple local authorities and ministries. In this context, stakeholders, in particular, local governance actors, and representatives from public authorities (İŞKUR, District Directorate of MoNE) noted on several occasions a multitude of responsible actors and the necessity of the coordination of activities. At the policy level, "Prime Ministry Circular 2017/6 on Seasonal Agriculture Workers" and "Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People" assign responsibilities to relevant public authorities on diverse issues in relation to living conditions of seasonal migrant workers and educational opportunities for children. In this frame, evaluators observed that the interpretation of the policy framework and awareness level varied among different regions. Therefore, the project's model approach to the implementation and focus on capacity building and coordination are found highly appropriate.

The project was formulated based on ILO's solid field experience in combating WFCL in seasonal agriculture and was integrated into the broader programme of the ILO, Elimination of Child Labour in Türkiye (ECHL). The project design complements the other projects' actions implemented under the Programme and is effective in extending the work of the ECHL.⁶ ILO has been implementing strategic intervention models for the elimination of child labour in seasonal agriculture since 2012 in the Black Sea region. In this context, the project uses a holistic approach and disseminates the intervention model in twelve provinces: Adana, Ankara, Bursa, Düzce, Eskişehir, Hatay, İzmir, Konya, Manisa, Malatya, Mersin, and Ordu.⁷ While all selected provinces host a considerable number of seasonal workers, they also represent diverse profiles in terms of capacity and awareness level. In addition, factors such as the length of the agricultural season (e.g. in some provinces due to more than one agricultural product, seasonal migrant workers stay longer)⁸, the timing of the harvests (e.g. in some regions harvest takes place during the summer months, so it is easier to refer children to social support centres compared to other regions where harvest take place during term time), the profile of seasonal workers, and the availability of temporary settlement areas play an important role on how the public authorities mobilize their resources. Given the complexities

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

⁷ Ordu and Düzce are also part of other projects (CAOBISCO and Ferrero). The intervention models already existed but with the project were replicated in other districts.

⁸ For instance, the evaluation team observed areas called "temporary settlements" in Adana and Mersin which are the permanent living location of the seasonal workers. The settlement areas were in the form of tents, where workers lived for 8-9 months, travelling to harvest other products in nearby provinces, and returning to their tent accommodation once the harvest season was over.

of the problem and diverse needs of the different provinces, training and communication activities will definitely strengthen the capacity of national authorities. Yet, they may have limitations to equip the local authorities with the necessary expertise and skills within the limited time of the project.

The problem of child labour is multi-dimensional and multifactorial. In this frame, by designing a holistic approach, the project also identified a significant number of target groups for its activities. Evaluators noted that target groups are well-defined, and activities are designed according to the different target groups. Nevertheless, both project stakeholders and the project team noted potential challenges (including the COVID effect) to achieve all planned outcomes within the time limit of the project. These issues will be further discussed in the efficiency section.

2.1.3. Relevance of the project design for target group's needs, including gender-sensitivity

The project has a diverse set of target groups; in addition to the central and local staff of MoLSS and local authorities, seasonal migrant workers' children, seasonal migrant workers, representatives of agricultural production supply chains (agricultural intermediaries, farmers, and gardeners), school principals and teachers, staff of relevant social partners and NGOs are target groups for whom the project has specific activities. The following points were noted based on evaluation interviews with the relevant stakeholders:

Central & Local Staff of MoLSS and local authorities: The project is designed to conduct a training needs analysis to assess the training subject needs of the target groups. As per the analysis results, the project team listed several modules within the capacity-building activities. During the evaluation process, not all training sessions were completed with the local authorities. Nonetheless, in particular, employees of the Child Labour Units (CLU) noted institutional roles and responsibilities within the framework of national legislation, case management, and inter-agency cooperation and coordination as key areas where capacity development is needed. The training plan consists of modules also covering these subjects, therefore, will likely meet the needs of the central and local staff of MoLSS, once provided.

In addition to the training session, informants also noted the need for documentation of the lessons learned, opportunities for peer learning among civil servants and local governors as well as guidance and clarification on the implementation of the existing policy framework. Furthermore, representatives from the Provincial National Education Directorates noted that the main challenge for them in implementing the relevant circular is related to their lack of capacity in human and financial resources (identify and record children at the settlement areas and villages and refer them to the educational services), especially in summer months.

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

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

On the other hand, it is worth noting that children in seasonal agriculture also have diverse profiles based on their age, schooling status (enrolled, dropped out), and gender. Especially in the context of this project, there are also Syrian and other nationality children under temporary protection who faces additional challenges to access education. In this context, the relevance of the activities under Output 1 to beneficiary needs differs, in particular, based on the children's age, gender, origin, and the province they permanently reside.⁹ Given the diverse groups of beneficiaries, a more tailored approach for direct intervention is likely to be needed to meet the needs of different age and gender groups and to address the root causes of child labour.

The project aims to reduce child labour through a direct intervention model. The intervention model builds upon the engagement of all social actors around the child (e.g., family, teachers, labour intermediaries, and local authorities). This approach is highly relevant considering the multitude of actors around a child and various responsibilities. The risk of child labour is often highest among children between the ages of 14 and 18. During evaluation visits, based on the interviews with children as well as families working in seasonal agriculture and teachers, children in this age group come to the agricultural production regions to work and support their families. Given the transportation cost and other relevant living expenses, unless a child in this group is responsible for taking care of their younger siblings, their presence is considered as an additional cost by their families and especially by agricultural intermediaries. The stakeholders also noted that while mobilizing and sensitizing social actors is addressing the awareness level of the problem well; educational opportunities, in-kind benefits and counselling have limitations in terms of addressing complex root causes of child labour in relation to poverty. In this frame, the project activities that are focusing on the livelihood of the families through training and vocational opportunities are found highly relevant.

Seasonal migrant workers: project activities under Output 1.4 (children equipped for educational and social activities and living conditions of seasonal agriculture families in settlement areas improved) focusing on the improvement of settlement areas are considered highly relevant and needed by the beneficiaries. Workers raised concerns concerning the conditions of the settlement areas, specifically hygiene and access to water and electricity. They also highlighted the need for better living conditions in temporary settlement areas and a direct communication channel between workers and local authorities.

⁹ As an example, children with Syrian origin are found to be living in the temporary settlement areas/tents all year in Adana and Mersin.

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

2.1.4. Coordination and active stakeholder engagement

The project plans to ensure efficient coordination and active cooperation among relevant field teams and stakeholders in place through regular coordination meetings, orientation meetings, stakeholder field visits, regular field visits, Steering Committee meetings and Management meetings.

The project organized two regular coordination meetings in Antalya in the first week of December 2021 bringing together the implementing partners and representatives from the local branches of the respective public authorities. A total of four orientation meetings were organized in Ankara, Adana, Bursa, and İzmir that brought together teachers and local public stakeholders.¹⁰ Orientation meetings were refreshed in 2022 (in March-Mersin and İzmir and Adana in June). Two field visits were also conducted to Ordu (August 2021) and to Adana (December 2021).

The Project Steering Committee ensures the coordination of the project activities and consists of a large group of stakeholders (representatives from the Ministry of Labour and Social Security, the Ministry of National Education, the Ministry of Agriculture and Forestry, the Ministry of Health, the Ministry of Interior, the Ministry of Youth and Sports, the Presidency of Strategy and Budget, Turkish Labour Agency, employers' and workers' organizations, civil society and academy). Steering Committee Meetings were organized in January and July 2021, February and September 2022. In addition, every two months management meeting were organized, and 11 management meetings were conducted since the start of the project. In March 2022, the project team also organized private sector representatives meeting in Mersin with around 80 participants. In March 2022, the project team held an orientation meeting in Adana with field workers, teachers, and PICTES representatives.¹¹ Coordination meetings were conducted in Ankara in May 2022 with the DGL staff, ILO staff, implementing partners, National Education Provincial and District Directorates' representatives, teachers, and academicians.

The project team implemented various channels to ensure coordination among different actors. Yet, the geographical scope of the project is large, and the number of stakeholders is

¹⁰ Meeting in Ankara brought together representatives from Ordu, Düzce, Malatya, Ankara and Konya. Meeting in Adana cover participants of Mersin, Hatay, Diyarbakır, Şanlıurfa and Adıyaman. Bursa Meeting (Bursa-Eskişehir), İzmir (İzmir-Manisa).

¹¹ Project on Promoting Integration of Syrian Kids into Turkish Education System

significant. Therefore, although the number of coordination meetings and field visits were conducted as planned, evaluators noted the need for a more systematized stakeholder engagement approach for a project on such a scale due to several challenges. Firstly, most public officials or local governors change locations and posts, this may often lead to loss of institutional memory. Secondly, the project is also planning to reach out to diverse target groups that may be covered by other projects or institutions (e.g., children under temporary protection, children of Roma origin, children with disabilities, women, and rural population), therefore ensuring continuous conversation to be timely aware of the existing projects and newly started ones and identifying cross-cutting areas in each province is crucial not only for coherence but also an effective use of resources.

Currently, the project does not have a contact management system in place and for follow-up, the project team uses an excel sheet that covers 37 organizations/representatives. A more systematized approach could be developed for contact management to keep them engaged and informed of the project activities on regular basis.

2.2. The Project's Effectiveness

The MTE reveals that the project has shown good overall progress, a flexible and responsive approach to the emerging needs of the stakeholders. Overall, the project is broadly on track to achieve most of the outcomes and the output results to date and is satisfactorily in line with the proposed work plan. Nonetheless, it is also noted that the proposed timeframe of the project (40 months) taking into account the externalities (COVID-19, economic downturn) may challenge the realization of all project activities and expected coordination with high number of stakeholders in specific sequence to get the target results.

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

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

Discussions with the key stakeholders, firstly, underscored the importance of the project by “sensitizing” the target groups on elimination of child labour. All interviewed stakeholders noted ILO’s project team and its implementing partners’ important role in facilitating and raising awareness on the implementation of policy framework on the elimination of child labour. Despite a great majority of the policies being in place since 2017, stakeholders and key informants observe a general lack of awareness regarding national policies on child labour. For instance, even though the National Program on the Elimination of Child Labour (2017-2023) clearly assigns several roles and responsibilities to each public institution, the stakeholders stated that they paid more attention to a detailed review of the national policies after their involvement in this project.

The project document assigns a critical role to Child Labour Elimination Units (CLUs) as the main drivers of the process of coordination. These units were established in 2020. Due to COVID-19 as well as the uncertainty of institutional roles and capacities, the awareness level and involvement of these units in the project activities, and their perceptions about their roles in child labour elimination are highly diverse. CLU members are required to have certain knowledge and expertise to conduct project activities and according to the interviewees, not all of them feel fully competent to realize such tasks due to various reasons (e.g., competence (lack of training), resources (e.g., lack of transport and time), authorization). Some of the stakeholders noted that not all appointments take place based on the relevance of the expertise. In a short time, the assignments of the unit members may change. Furthermore, unit members could not engage with the required tasks as they have different responsibilities as experts (and their workload is also very diverse based on the profile of the cities (e.g., in some cities seasonal migrant workers only present for a couple of weeks, in others for months or all year). Most interviewed informants indicated that the CLU unit employees need a permanent appointment in order to actively work for this unit. According to the great number of interviewed CLU members, the function of the CLU should be shown in the organizational scheme of the İŞKUR (Employment Agency) and the roles and responsibilities should be identified clearly. In addition, the limited communication and coordination between the central and local level were noted as areas where improvement is needed.

Coordination between government, international organizations, civil society, and the private sector is critical to bringing about substantive changes in national policy and practices. The key informant interviews highlighted that overall, there is currently a gap in terms of coordination at the country level for combating child labour. It is mainly due to the fact that the subject is highly cross-cutting. Currently different categories of child labour are followed up by different governmental/public agencies (e.g., children working in street: Ministry of Family and Social Affairs; children working in industry: Social Security Institution and children working in seasonal agriculture (İŞKUR)). Since the main subject of the issue is children, it also involves their social wellbeing, education, and protection. At the government level, it requires involvement of various ministries. Joint programming and delivery have the potential to reach the expected outputs and the project is successful in bringing together different ministries.

Achieving country level changes requires a strategic approach, and multi-stakeholder involvement is the key. The field visits and interviews with stakeholders demonstrated the project's contribution to collaboration and cooperation among public institutions. The local governors of most of the target provinces were inspired to replicate the regional coordination meetings, expanding the project's reach and sustainability. The number of projects concerning child labour increased in the targeted regions as well. In addition to the Ministry of National Education and Ministry of Labour and Social Security, public agencies like the Ministry of Youth and Sports and Ministry of Culture and Tourism increased their support to the activities. Türkiye recently applied to get pathfinder country status to go further and faster to achieve SDG target 8.7. As a pathfinder country, Türkiye will commit to develop, adopt and put into practice improved legislation, national action plan or policies on child labour.

The various capacity-building and public awareness events have been critical inputs and proved to be very influential in gaining the engagement of the stakeholders, including the

private sector as it provided an opportunity to share their experiences and knowledge. Private sector representatives highlighted their appreciation to be involved in policy discussions.

During the evaluation process, key informants note legal gaps regarding the rights of seasonal workers. Due to the agricultural nature of the work, most labour laws are not applied or practices are not inspected, including child labour.¹² Issues in relation to compensation, registration to social security and working hours have also a considerable effect on the decision of the parents to let their children work (examples can be as follows; where harvest takes place during night hours, workers simply cannot leave their children behind or if harvest takes place too long (until 7pm-8pm) or as long as the work is informal it is easy to engage child labour (lack of registration of agricultural intermediaries) or piece rate compensation often encourage workers to bring their children for the purposes of collecting more and earning more). Therefore, the project has great potential to increase awareness about these issues and indirectly affect the policy-making process. To increase the effectiveness of the national policies concerning child labour, it is highly important to consider the effects of existing legal framework on the seasonal migrant workers' working conditions.

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

The MTE reveals that the project has shown good overall progress and a flexible and responsive approach to the emerging needs of the stakeholders. Overall, the project is broadly on track to achieve most of the outcomes and the output results to date and is satisfactorily in line with the proposed work plan.

Outcome 1 of the project aimed to withdraw or prevent working/at-risk children from working in seasonal agriculture; families, employers, agriculture intermediaries, and village heads abstain from or take action to combat child labour through the direct intervention mechanism: The project's performance has been strongest in **Output 1.1 to 1.4**, in implementing a direct intervention mechanism in the targeted provinces. The project enabled ILO, through its implementing partners, to reach a high number of children and collaborate directly with families and agricultural intermediaries on a large scale. To date, **10,737** children have withdrawn or have been prevented from working in seasonal agriculture and provided with education and social support services in targeted provinces.¹³ The ILO's SCREAM reached out to 1,074 children in project provinces, 2,652 children benefited from clothing support, 4,742 children benefited from stationery supplies and 2,331 from hygiene kits. Transport support was provided to 2,988 children, 7,778 children participated in summer

¹² Majority of agricultural workers are exempted from the protective measures provided in labour legislation, Labour Law being at the centre. Enterprises employing 50 and less employees in agricultural and forestry work are exempted from the regulations of Labour Law. In addition to this, seasonality of agricultural work brings about high rates of informal employment and consequent high prevalence of child labour. On the other hand, certain labour regulations such as the ones about occupational health and safety, minimum age and working conditions of children and young workers which are binding for all workplaces regardless of the number of registered workers cannot be enforced as there is an inspection gap in the field.

¹³ Latest number received in October 2022.

camp, university, and environment/nature trip activities, and social support center improvement work was completed in four provinces.

The implementing partners' field staff reached out to 1,714 families and provided occupational health and safety, general family, and first aid training sessions.¹⁴ In total, 212 agriculture intermediaries received training on the negative aspects of child labour in seasonal agriculture and the relevant legislation and 194 agricultural intermediaries were certified by İŞKUR, as required by national legislation.

The intervention mechanism was effective not only in numbers but also in enhancing children's emotional, physical, psychological and social well-being, especially for the younger age groups (4-12). As confirmed through interviews, the educational programs increased children's willingness to attend school. For the families, one of the most valued contributions of the project is providing a "safe environment" for their children. The evaluation team's interviews with the families noted a deep appreciation for the school programs since, most of the time, the families had to leave their children in the settlement areas alone or bring them to the field with them. The project helped alleviate their concerns about their children's security as they were at school and under the protection/monitoring of their teachers. The families and children also welcomed the incentives. To some extent, in-kind support contributed to the family income and encouraged them to send their children to school. Teachers noted that children who joined the educational programs were joyful, and their self-confidence increased day by day. Living in difficult conditions, not having the chance to attend school regularly, and working on farms makes the children feel worthless according to their evaluations. The focus groups with the children also confirmed that the project makes them feel cared for and valued.

The 'Training of Trainers' approach of the project is adequate and conducive to reaching the stated project objectives. The training materials were practical, easy to implement and met the needs of the participants. The schoolteachers described the educational programs as a two-way learning process; they had the opportunity to meet a group of students with whom they have not had teaching experience before, and now they had a better understanding of the seasonal workers, their children's home conditions, and challenges they faced in their schooling. In terms of training sessions, they also noted that the number of participants and the volume of topics that were covered in training and informative meetings were high. Therefore, sessions should be designed to be at least 2-3 days long, groups should be divided into smaller groups, and incorporate more interactive discussions alongside presentations to increase their effectiveness. For school activities, the schoolteachers (working in the project activities) highlighted that they need a specific plan and direction, and in particular that more practical exercises and games should be available before starting educational programs. Most of the materials were either delayed or not yet present during the MTE visits. Some informants highly recommended an increase in material support (educational materials) in the future year. As far as 'Training of Trainers' training is concerned, diverse opinions were shared with evaluators. While experienced teachers find them sufficient, for some teachers (who joined for the first year), there is still need for additional training focusing on practical experience and peer learning. Evaluators noted that although teachers have considerable experience and ability to adapt activities for children, peer learning and experience sharing only happens at each implementing partner regional level. Given the fact that some teachers may have taught

¹⁴ Based on project dashboard. Last consultation date 05.10.22.

seasonal migrant workers children in their career, creating more opportunities for experience sharing can be considered. Lastly, in particular teachers involved in activities with Syrian and Roma children in different provinces, indicate the need for more guidance on issues such as child protection, bullying and family violence. Traumatizing experiences can be also observed since most teachers are involved with highly disadvantaged groups; in this context, one implementing partners was implementing self-care training for field staff and teachers (how to deal with stress, traumatizing experiences) which is considered as a good practice.

Lifelong Learning Modules that have been delivered under the supervision of the Public Education Centers, were practical, easy to implement, and partly responded to the needs of the children. The current training programme of the Public Training Centre is tailored for children between the ages of 6-15 (and also covers the ages 3- 6 when pre-school facilities and teachers are available). The existing training programme presents activities based on the assumption that segregated age groups have similar educational levels and capacities. However, in practice, children participating in social support centres/schools have different learning levels and represent mixed age groups. Furthermore, centres/schools operate in an environment that is constantly changing in terms of children's profiles. In this context, teachers noted that the supporting educational materials, including the curriculum, do not always meet the educational needs of the targeted children (e.g. materials not applicable for use with preschool children, activities that are not possible for illiterate children to participate in) or are not easy to apply in big groups (e.g. ball games, board games that could only occupy two to four children at once) and require teachers to use their creativity and flexibility to the maximum extent. On the other hand, one of the good practices noted in this context was on implementing partner (GHV) model in Bursa. In one of the social support centre schools, the implementing partner divides the class based on a short evaluation of the child's reading and mathematics abilities and follows up on the child's progress through its own folder where their teachers keep the records. The field officer explains the process as follows *"Once we identify the children, we have to refer them to schools and distribute them into the classes. First, we separate the classes according to age group, based on their date of birth, but then realized there are considerable knowledge gaps in terms of basic reading skills or mathematical skills among children who belong to the same age group. So, we did a basic level testing and distributed them between classes and focused on key skill developments. As an example, if a child has issues with reading, he/she is with other children at the same level that are not always in the same age group, and the teacher can put emphasis on reading skills. However, for mind and intelligence box games, they go to the other classes with their peers. This way children change classes, interact with more children and have the ability to improve the skills they lack in reading or mathematics. Given the limited time of the schools (only 40 days) and orientation period, this way provides us with lots of help in terms of providing the most benefit to children in terms of learning opportunities in short term. Teachers took note of the progress of each child; this may allow us in the future to look at how their skills improve over time."* It is worth noting that there is also a growing interest from stakeholders to understand the project's impact in the medium to long run on the social and educational development of children in particular. Therefore, such practices can be considered to be replicated in other regions.

In the context of the project, it was noted that children's vulnerabilities are also diverse. In some regions, school enrolment rates are low and dropout rates are high (in particular among Roma and Syrian children under temporary protection). Due to low attendance rates, most children are behind their classes. The language barrier may also create a challenge. According

to the informants, peer bullying, discrimination (among seasonal migrant workers coming from different provinces as well as between Turkish Citizens and Syrian under temporary protection), and family violence are often observed. Therefore, stakeholders stated the need for more tailored training sessions focusing on children on subjects such as privacy, non-violent communication, and youth mediation.

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

It is crucial to provide educational services in a continuous and consistent way to promote children's education and prevent child labour. The project's educational services are limited to 30-60 days during summer (covering only harvest) while in other regions may extend up to 10 months. Among the interviewed children, several indicated that they have worked before the project's educational programs and will likely work on different products before going back to school. The project implementing partners refer each other if they identify a child in different locations which is considered a good practice. On the other hand, considering the fact that agriculture is a continuous activity in Türkiye during whole year, and the program's scope is limited to 16 cities (including 4 sending provinces), the monitoring system faces some challenges to refer all children to formal schools.¹⁵

Lack of basic standards in accommodation is one of the critical issues concerning seasonal agricultural workers' living conditions. To address this problem, the project designed and implemented activities concerning METIP areas, new settlement areas and employers' houses/premises. Within that framework, seven buildings were renovated in Adana, Düzce, Ordu, Mersin. In total, 113 accommodation facilities next to employers' premises were improved in Bursa, Düzce, Eskişehir, Hatay, İzmir, Malatya, Manisa, and Ordu. Despite some challenges, renovation work continues in the existing METIP areas, and the preparatory work for the establishment of new METIP areas was on track.

The employers who participated in the renovation work stated that they lead the other companies in providing these types of facilities as the workers are now requesting a better place to stay during the seasonal work. These types of activities also encouraged the private sector to provide decent standards for living and were a very good example for them for the improvement of housing facilities. The seasonal agricultural workers choose to work with the

¹⁵ These challenges may include issues but not limited to re-registering children when families come back to the city of origin (lack of availability in schools), parents lack willingness to register their children for short amount of time to another school and children may face adaptations issues to new schools. Children in high school age 15-18 cannot benefit from school transfer as seasonal migrant workers children.

employers who can provide a better living condition. The settlement areas/ tents do not have kitchens or baths, or toilets. For containers, heating and cooling are problematic. Due to the wide scope of the activities related to accommodation, activities to create more collective awareness are also gaining importance.

It has been highlighted during the MTE that the lack of coordination for the settlement areas/METIPs, increased the tension among the seasonal workers. It is often difficult to find suitable accommodation during the harvest period. The health conditions at the settlement areas were not always in compliance with regulations for seasonal workers. The METIP areas are not big enough to accommodate the number of workers, and there were problems such as lack of enough clean water, insufficient number of toilets/bathrooms. The areas are often established near natural water resources therefore mosquitos/insect bites are noted as concerns from workers. In particular infrequent collection of garbage make health and safety conditions worse. The role of municipalities to realize these tasks is also crucial. Therefore, new temporary settlement areas are defined as critical. The target groups expect increased attention to these issues for the remaining period of the project.

Outcome 2: MoLSS, workers' and employers' organizations, gendarmerie, NGOs take coordinated action for policy development and implementation to eliminate the WFCL:

This outcome focuses on MoLSS, workers' and employers' organizations, gendarmerie and NGOs to take coordinated action for policy development and implementation to eliminate the WFCL. The MTE confirmed that the achieved progress shows some promising results and most of the indicators under this outcome have a high likelihood of being achieved by the time the project ends.

To ensure there is joined-up thinking around capacity building, both at the national and global level, ILO conducted an extensive assessment that reached out to a total of 670 people from the MoLSS, Units of Combatting Child Labour, teachers, schools' principals, and social counsellors). As a result, ILO prepared a training needs assessment, and a comprehensive capacity development plan, drafted in September 2021. ILO stated dissemination of capacity building programme as of mid-September 2022, after verification of the training content by the MoLSS and assignment of master trainers and training of extended trainer teams.

The MTE confirmed that the infrastructure for the CLUs was strengthened by the purchase of furniture, IT equipment and the rental of vehicles. A great majority of the CLU units were well-equipped and technically well-functioning. Due to COVID-19, the capacity-building activities, especially the trainings for the MoLSS, in both central and local levels were postponed, and lately started in June 2022. The informants noted that the delay in the training sessions affected the ownership level of the central and local authorities to some extent. Although orientation meetings were organized, a high number of CLU employees highlighted that they have no experience with seasonal migrant workers, do not have enough facilities to identify the children in the field, do not know where the settlement of refugees or workers are, no vehicles provided to visit the field, but more importantly, they have limited knowledge about the project. Most of the CLUs believed that their main role in the project is limited to acting as the secretariat. Yet, they also indicated that the coordination cannot be done by them due to lack of institutional authority.

On the other hand, MTE confirmed that the communication between the CLU employees, education consultants, and implementing staff was highly effective. CLUs facilitated the

implementing partners to obtain necessary permits for conducting educational activities and helped them whenever they need to contact public institutions. Both implementing partners had the necessary language skills (Turkish, Kurdish, Arabic). Informants indicated that, in particular, language significantly helps establish trust with the families and had a positive effect on reaching the children.

MTE reveals that there are various channels and tools, where each organization collects data on seasonal migrant workers and children including private sector initiatives (e.g., Ministry of National Education with E-Okul/E-School- section seasonal migrant children, transfers and commissions; in some provinces Directorates of Agriculture, İŞKUR and E-METIP). Nevertheless, there is no mechanism in place yet which allows efficient use of data for better child monitoring and referral. Within the framework, the project aimed to establish an effective child labour monitoring and tracking system and improved the existing E-METIP. The main difficulty which the public authorities indicated concerns finding children and referring them. In this context, if E-METIP were to be used efficiently and the data was integrated with E-School, children could be monitored collectively in all provinces of Türkiye. Therefore, the stakeholders highly appreciated the efforts for the improvement of E-METIP and the establishment of Child Labour Monitoring and Tracking System. During the MTE, integration between the Ministry of Health and Ministry of Education has been completed, and protocols were signed, and the technical infrastructure was in the testing period.

Outcome 3: Willingness among general public and target groups for eliminating child labour in seasonal agriculture is enhanced: The project has shown progress for the Outcome 3. A communication strategy, including the visibility of activities, and work plans, was prepared before starting project activities. The project also used different communication channels such as “Communication Spokespersons/Supports” to improve access to a wider audience and prepared different messages for children and their families according to their age groups, agricultural production supply chains, stakeholders and decision-makers and public.

Several awareness-raising field visits and meetings were conducted, and promotional activities, brochures, posters, flyers, and video interviews were produced and published online in line with the projects’ work plan. Additionally, local seminars were conducted to raise awareness on news-reporting practices focusing on the rights of children in seasonal agriculture. The events were also disseminated through video, web stories and social media messages.

The project produced a number of videos including the messages to “**End Child Labour**” with renowned artists in Türkiye, which were shared through ILO Türkiye’s social media channels. In 2021 and 2022, a series of awareness-raising events for 2021 International Year for the Elimination of Child Labour and 12 June World Day Against Child Labour to amplify the message “End Child Labour,” were organized together with other projects under the ILO’s Programme on the Elimination of Child Labour.

Additionally, as part of the World Day Against Child Labour events, during the week of 10-17 June 2021, a series of visibility activities were conducted in cooperation with Istanbul and Ankara Metropolitan Municipalities, which received comprehensive media coverage from the

videos, social media messages, and field visits. As a result, during that week, “Child Labour” was reported in the news 84 times, including 20 in national and local media, reaching 2,405,784 people. The ILO project team and stakeholders underlined the importance and high effect of these events in raising awareness at the national level.

The first local media seminar was organized in Düzce on 26 October 2021. These local media seminars aimed to create awareness on news-reporting practices focusing on the rights of children in seasonal agriculture. Several informative videos, and articles were published on the ILO website, and ILO social media tools were actively used during the last two years of the project.

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

Outcome 4: Advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced:

Policy design and implementation have to be preceded by well-prepared baseline studies and carefully analysis of them. The project first conducted a baseline study for increasing the knowledge for the current status of child labour and consequences, including a review of good practices and policy recommendations for elimination of child labour and improving working conditions in seasonal agriculture. A research company was identified, and the baseline study will be completed by the end of 2022. Due to COVID-19, most of the activities of this outcome were postponed several times, however now the activities were on track.

Outcome 5: Coordination and cooperation between stakeholders in areas of implementation and management of child labour interventions at national and local level is strengthened: The project was instrumental in bringing together the public and private sector and the local communities required for implementing national policies. The project team organized preparatory meetings with the stakeholders to discuss the planned activities. The orientation meetings were well received by the stakeholders. Attendance was high and interviewed participants noted that these events were highly useful and motivated them to provide better services in their region.

Overall, consistent with the information presented in the project progress reports and confirmed in the interviews with the project team and stakeholders, most of the project activities are well on track and show positive results. There is no negative result observed, so far; the comments by the informants were positive. Nonetheless, it is also noted that the proposed timeframe of the project (40 months) taking into account the externalities (COVID-19, economic downturn) may challenge the realization of all project activities and expected coordination with a high number of stakeholders.

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

A significant advantage of the project is the high number of synergies existing not only at the local level but also the regional level. ILO, and the implementing partners have run projects and had an existing presence in the region for a long time. The project was able to secure alliances with public institutions and organized a number of meetings to improve overall coordination and collaboration among the various stakeholders in cooperation with the ILO's other projects under ECHL. The overall project synergies with other ILO's projects were found to be operational and effective. Yet given the large geographical scope of the project, some of the informants noted that they had limited information about the project and its specific intervention areas and targeted locations. They see value in wider yet systematic cooperation between ILO and private sector initiatives.¹⁶

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

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

The project implements an internal monitoring system of the children. In the last season (1 September to 31 December 2021), 7,858 children were monitored for EU project, 3,255 enrolled and continued school in their city of origin or where they travelled on to. The project staff (education and field coordinators) visited schools in Şanlıurfa, Adıyaman, Mardin and Diyarbakır, meeting with the teachers and members of province/district boards (which are officially established to monitor the children of seasonal agricultural workers). Over the last two years, 3,255 children have been monitored via phone calls and visits. Despite the monitoring activities, during the MTE interviews, it was noted by the school principals that the absence rate is still very high among the seasonal worker's children, and children are expected to return earliest in November. The number of transfers to schools after the summer educational program ended was also limited.¹⁷¹⁸ Enhanced efforts are needed to support educational attainment of the children and monitoring. The project may consider including qualitative indicators in the system. Impact-oriented monitoring requires a good combination of qualitative and quantitative indicators.

Furthermore, all communication channels that allow beneficiaries to reach out to the project are established through the implementing partner. There is no mechanism under the current monitoring term of the project that allows the direct beneficiaries to reach out to the project

¹⁶ This subject will be further discussed in coherence section.

¹⁷ The current regulatory framework allows seasonal migrant workers to register their children at any school near their workplaces through transfer (transfer from their local school to another school in Türkiye). As an example, if the school/formal education starts on 12th September and the family is still harvesting hazelnuts, they can register their children through transfer to the nearest village school. However, this transfer system does not function for secondary education children (ages 14 to 18).

management or assess the quality of the services provided through the contracted service providers of the implementing partner.

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

2.2.5. Project responsiveness to evolving context and ongoing learning

Based on consultations with the donor, stakeholders, and the project team, it is clear that the pandemic has created delays and challenges, especially in the preparation and implementation of early project activities. Nevertheless, the project has shown a flexible and responsive approach to the emerging needs after COVID-19. Despite the delays, the project has progressed towards the achievement of its indicators. The review of the progress reports also suggests that the project is on track in terms of the indicators. Considering the high number of activities and the project's short time frame, a no-cost extension might be a logical option that allow the project to duly complete the remaining activities and fully utilize the project's resources.

Although the project met its targets, several challenges have been identified in relation to achievement of overall project outcomes. Some of these challenges are not new, while others have arisen from developing trends in Türkiye. While the COVID-19 pandemic has created challenges all over the world, families of seasonal migrant agricultural workers have also been deeply affected by increasing poverty and deprivation. Informants confirmed that the distance education model used in formal education in the 2020-2021 period has made it even more difficult for these children to access education. As a result, school drop-out rates have increased. Additionally, the current economic downturn and high inflation has also affected families. The seasonal agricultural migrant workers' livelihood is highly dependent on daily labour, therefore, increasing prices puts more pressure on children to work. Although parents underlined that their children should continue their education instead of working, they stated that sometimes they do not have a choice due to financial hardship.

Economic downturn and high inflation rates have also created challenges, especially for activities related to renovations and maintenance. These activities require more preparation, market research and technical expertise, and most materials are imported, therefore bought in foreign currency. Both project team and implementing partners experienced some difficulties, especially with the budget forecast.

There are also challenges that include high turnover of the public institution's staff, and changes of local governors that often result in subsequent loss of institutional memory as well as weak information flow within the governmental agencies. In the last two years of the project, decisions which can be considered controversial, were published during the harvest period by the governors' offices, identifying the age limit for children as 15 years for working during the harvest period, in addition to long working hours. Moreover, there are gaps in legal frameworks and policies and limited investment in assessing the impact of law and policies on children

and seasonal workers. Even when these legal frameworks exist and are in place, they are not always implemented and monitored in an effective and child rights-sensitive manner.

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

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

2.3. The Project's Efficiency

The project steering and management, and synergies with ILO's other projects were found to be efficient. The project resources were used in line with the needs and priorities of the target beneficiaries. ILO and the implementing partners work well together and there is a good level of cooperation and genuine commitment from both partners' field staff. The project has shown a flexible and responsive approach to the emerging needs coming from the field staff. Despite some challenges, the project initiated active engagement with governmental agencies and the project activities were delivered as expected with promising results. Nevertheless, development of monitoring and evaluation frameworks and analyzing the collected data at local and central level reflecting the impact of the project, will increase the efficiency of the project.

2.3.1. Efficiency of project resources

Based on the review of project process reports, compared with the feedback received from the stakeholders during interviews, by considering the range and number of awareness-raising and capacity-building activities conducted and promotional materials during the first two years of the project, the evaluation team concludes that, overall, the project activities were delivered as expected. As several key stakeholders who were interviewed underlined, the ILO's project team and implementing partners' staff had both the technical skills and experience working with government agencies, and other key stakeholder groups who were involved to ensure a high standard of implementation. The synergies in between ILO's other projects under ECHL were highly efficient.

Given the large geographical scope of the project and high number of stakeholders and activities, some informants noted that not all services are provided consistently at the same

level of quality. For instance, at social support centers, informants noted that project activities incurred several delays due to the high number of service providers (implementing partner, nutrition, stationery, training equipment, transfers) and prolonged contracting/tender processes. In addition, it was also noted that during the formal education period, schools already had service agreements for the food and beverages, transfers, materials, and stationery equipment, mainly from local suppliers. It was also suggested that as the number of children attending the educational programs were changing day by day, procurement decisions should be timely, quality checks should be done first-hand, and that using local service providers can be given priority.

As far as vehicles concerns, while some CLUs used them actively, a few indicated that they were not informed when they were sent and are not suitable for field visits. For the renovation works, employers also noted that their opinion was not taking consideration during the renovation works. During the MTE site visits, some of the renovated works were already damaged after a few weeks of use. The interviewed seasonal workers and agricultural intermediaries in the METIP areas stated that their opinions were not addressed or assessed before any type of improvement or renovation works.

The lack of adequate financial and other resources was a commonly cited concern of the school headteachers, as was a lack of training materials and necessary training equipment for the teachers. The schoolteachers commented that training materials and the necessary equipment for teachers were limited and arrived late to the schools. Therefore, teachers sometimes had to use their own or their schools' resources. The principals at the schools in the targeted provinces also highlighted certain expenses, such as additional cleaning, painting the walls, and changing some school equipment that got damaged or broken during the education or social support activities.

Most of the project's service agreements, including the implementing partners, schoolteachers, transfer services and nutrition, were highly affected by the high inflation rates, which are sometimes reflected in the quality of the services like food and beverages. Considering the ongoing devaluation of the Turkish Lira, and the number of activities left over for the remaining period of the project, a no-cost extension might be a logical option that allows the project duly to complete the remaining activities and fully utilize the project's resources.

2.3.2. Efficiency of the project leveraging partners and national partners

The project steering and management structure and technical capacity of ILO and the implementing partners, synergies with ILO's other projects were found to be efficient. ILO used the lessons learned from the other projects and the synergies with the other ILO offices efficiently, and closely in coordination with the implementing partners. Project-specific meetings are regularly conducted internally and externally to monitor the process of the outputs. The project initiated active engagement with the EU, national partners and implementing partners, however the interaction with the employers and farmers were limited.

The project has been particularly effective at motivating and creating interest in the field. Significant commitment to the elimination of child labour was observed among many of the field staff during the visits. They explain their work with passion and real interest. The

government agencies' presence at a higher level in project activities also showed their support for the project.

2.4. The Coherence of the Project Design

Overall, the project design is coherent in terms of objectives, indicators, and assumptions. In terms of coherence, the project is highly successful in creating good synergies with the projects under the ECHL. The project's main partner is MoLSS and all activities are conducted in close collaboration. The project is also able to create effective partnerships with the Ministry of National Education, Ministry of Youth and Sport and the Ministry of Tourism and Culture and their directorates in the project cities. On the other hand, given the large geographic scope of the project, the holistic approach of the intervention model, and the significant number of stakeholders involved, there is still room for enhanced cooperation between public actors (for sharing good examples), private actors (for active collaboration on the elimination of child labour projects), international programmes and projects targeting educational enrolment and vocational training of vulnerable groups and other social actors.

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

Overall, the project design is coherent in terms of objectives, indicators, and assumptions. The project identified quantitative indicators for assessing the project's progress and achievements. The project's overall objective is to contribute to the elimination of the worst forms of child labour in seasonal agriculture and aims to measure this impact through a decrease in the rate of children working in the agriculture sector based on TURSTAT statistics. At the outcome level, the project aims to measure its contribution through the number of children withdrawn/prevented from working in seasonal agriculture and referred to education or childcare services. This indicator is useful in assessing the project's progress and will contribute to measuring its impact at the national level. Children work predominantly due to poverty, and a diverse set of externalities plays a role in this process; therefore, project assumptions in terms of economic and institutional stability are also valid points while assessing the overall results. Given the scope of the project, and the objective to eliminate child labour, other types of supportive indicators such as the attendance duration of the children to summer schools, increase in the rate of their attendance to formal education, number of children who are referred/transferred to schools during the formal education year, number/ratio of children who participate to the summer school activities in two-three consecutive year can be considered. The project has already built up a strong relationship with the Ministry of National Education, therefore may consider validating project numbers also with MoNE data resources (E- School/ E-Okul).

The project has also a strong focus on capacity building, coordination, and awareness raising. In this context, indicators are created based on the number of meetings, number of training participants, and the number of promotional materials produced. In this context, the assumption is that the project capacity-building activities will create sufficient awareness and skills for public authorities to coordinate these efforts. Evaluators noted that in certain provinces, the project already created necessary awareness around the policy framework.

Thus, in addition to the coordination meetings organized by the project, the project may also consider the number of meetings and site visits conducted by the local governors or İŞKUR representatives to settlement areas as indicators demonstrating project achievement to develop necessary capacity.

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

There exist three projects that are currently implemented under the ECHL. The CAOBISCO project is phase 4 of the ILO's first intervention, started as a pilot project "An Integrated Model for Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye" (2013).¹⁹ The project (Elimination of the Child Labour in Seasonal Agriculture (funded by the EU) and Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (funded by Ferrero)) is built on the knowledge and lessons learned from this model project. There are good synergies between the projects under the ECHL. The evaluation team observed through document review and interviews that joint events, such as stakeholder meetings, workshops and training sessions, have been organized by the projects in common intervention areas.

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

Seasonal agricultural workers have diverse profiles and may include other sub-groups with vulnerabilities such as Syrians under temporary protection and Roma people. There exist a considerable number of projects and programs also addressing these particular groups led by other UN agencies, and donors, especially in Adana, Mersin, and Hatay. In this context, the project achieved establishing synergies with PICTES at the central level through coordination meetings. Yet evaluators noted certain knowledge gaps in the implementation stage at the local level.²⁰ Children between the ages of 15 to 18 in particular face more challenges to continue education; to counter this, some projects provide cash support like 'Strengthening the Impact of the Conditional Cash Transfer Programme in Türkiye for Increasing High School

¹⁹ This project is still ongoing until 31 December 2023.

²⁰ As an example, PICTES containers arrived at the time of the evaluation visit and implementing field staff and school principal indicated that they did not have much knowledge about the project and whether there are any connections/communications between the two.

Attendance'.²¹ UNICEF also has a number of programmes targeting these groups such as Conditional Cash Transfers for Education (CCTE) for vulnerable refugees, migrants, and Turkish children, and adolescents, Syrian Volunteer Educational Personnel (SVEP), Support for School Enrolment and School Adolescents through Vocational Education (SAVE) programmes promoting school enrolment and alternative learning pathways.²² The project team noted that inter-agency coordination is ensured through regular country meetings. Since the project targets the prevention of child labour through promoting educational enrolment, further synergies could be explored with existing educational and vocational training-focused projects and programmes for children and youth. In the context of supporting the livelihood of seasonal migrant workers, the project has relatively low target numbers for vocational training (and activities are not started yet) whereas several agencies (including İŞKUR) have initiated skills development courses and vocational training for vulnerable groups. Given the limited duration of the project and difficulties in accessing vulnerable groups, the project may also consider establishing a bridge between its data on migrant seasonal workers and these projects.²³

The project is highly successful in building partnerships with public actors. Nevertheless, given the size of the project and the number of involved stakeholders, there is still some room for enhanced cooperation with social partners and stakeholders. Firstly, during the evaluation process, the evaluators observed that there are certain provinces that make considerable effort to improve the living conditions of migrant workers (Ferizli, Çilimli). In addition, some interviewed workers noted that “one of the best temporary settlement areas where they have stayed” was in Kayseri.²⁴ Through short online research, evaluators also came across a number of other provinces that have conducted coordination meetings (as per the policy framework required) and projects in Kütahya, Gaziantep (İshaliye), Bilecik, Nevşehir (Derinkuyu), Isparta (Senirkent), Amasya (Göynücek), and Çanakkale.²⁵ Further synergies and peer learning opportunities can be created among these provinces to disseminate knowledge. Workers travel from one province to another throughout all year, therefore efficient communication among provinces may also increase opportunities for improved services. In addition, during the evaluation visits, the evaluators noted child labour cases in other sectors (e.g. recycled waste picking, textile, tourism); these are also confirmed by the school principals and teachers in the sending provinces. Despite the project focus being on seasonal agriculture, the project's main partner is MoLSS and further collaboration can be considered with SGK to verify these cases.

Based on a short desk-based review and interviews with a few private sector representatives, the evaluation team came across 17 initiatives organized by 11 organizations. The number may likely be higher since not all activities are published online.

²¹ EU, [Strengthening the Impact of the Conditional Cash Transfer Programme in Türkiye for Increasing High School Attendance](#)

²² UNICEF, [Humanitarian Situation Report](#), N.44

²³ UNDP, [Employment and Skill Development Project, Component 1](#); EU, [Employment Support Project for Syrian Under Temporary Protection and Host Communities](#)

²⁴ Please note that evaluators did not conduct a visit to the location (outside the scope of the project).

²⁵ [Kütahya](#), [Gaziantep](#), [Bilecik](#), [Nevşehir](#); [Isparta](#), [Amasya](#), [Çanakkale](#)

Table 4: List of Other Initiatives on Child Labour and Seasonal Migrant Worker (based on desk-based review)²⁶

Organization	Type	District	City	Product	Active Since
Y****	Company	Alaplı- Aşağıdağ Sakarya Gülyalı- Kestane	Zonguldak Sakarya Ordu	Hazelnut	2016
D****	Company	İkizce	Ordu	Hazelnut	2018
O****	Company	Piraziz	Giresun	Hazelnut	2015
B****	Company	Akçakoca (Mobile Trainings)	Düzce	Hazelnut	2015
S*****	Company	Ünye	Ordu	Hazelnut	2017
H****H*****	CSO	Akçakoca	Düzce	Hazelnut	2016
S***T*L***	CSO	Viranşehir	Şanlıurfa	Hazelnut	2015
T****	Company	No information	Ankara Şanlıurfa	Fertilisers	2014
A***** E***	Company	No information	Mersin Denizli Isparta	Fruit Juice	2015
K****	Company	No information	Denizli	Oregano	2021
R*****U*** **	CSO	No information	Diyarbakır	No information	2020

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

²⁶ These initiatives are in the form of summer school and courses for seasonal migrant workers children or in the form of training and special services to the seasonal migrant workers (e.g., health checks)

sharing, and most importantly will allow creating of a collective voice among private sector initiatives concerning the elimination of child labour.

2.5. Impact Orientation and Sustainability of Interventions

The project is successful at keeping children outside of seasonal agriculture work, providing them with safe spaces, helping children to stay in school and acquire useful social skills. The project contributes toward preventing child labour in seasonal agriculture at national and local levels. The current intervention model serves its purpose well by facilitating planning, coordination, and monitoring activities at provincial, national, and country levels. The capacity-building activities for public authorities have not been completed yet, however, they will likely be very useful and serve their purpose. The project is in its early stages, therefore its impact on the educational and social development of the children is yet to be seen. Nevertheless, it is necessary to consider and add on relevant indicators and impact methodology before the end of the project.

The sustainability of the contributions the project has made to the elimination of child labour highly depends on the level of ownership, institutionalisation and mainstreaming, as well as capacity at national, state and local level organizations. Project interventions are transient and designed based on the notion that successful practices can be owned and taken over by existing local systems and will be managed by public authorities. In the current context, ownership levels among İŞKUR representatives and local governors are diverse in all project provinces. The ownership in certain provinces is reassuring and the interest level of the local authorities to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.

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

The project contributes toward preventing child labour in seasonal agriculture at national and local levels. The current intervention model serves its purpose well by facilitating planning, coordination, and monitoring activities at provincial, national, and country levels. During the evaluation process, capacity-building activities had not yet been conducted for the public authorities. Nevertheless, given that the subjects are matching with the focus areas of the target groups, they will likely be very useful and serve their purpose to build the necessary capacity among public officials.

The project is also successful at keeping children outside of seasonal agriculture work, providing them with safe spaces, and helping children to stay in school and acquire useful social skills. The project implementing partners noted that there are many more cases that demonstrate the project's impact on children even in a short time period. Case studies are present, however not systematically collected. For instance, during the evaluation visits, most field officers confirmed and told stories on multiplier effects; where referral starts with one child but after seeing the results on the child, other children in the family or children of the neighbor families asked to be registered.

The project will likely contribute positively to the enrolment of children in school (in particular those who are considered seasonal workers but residing all year in tents/settlement areas in Mersin and Adana). The project staff provided support to these families in terms of language facilitation and registration of the children. Yet, the limited duration and scope of the evaluation would not allow for measuring the impact of the project on children's education. The current monitoring model focuses on the number of children reached through the project intervention.

The project impact is also evident in terms of raising awareness on the implementation of relevant policy framework (namely the Policy Document issued by the MoLSS, Prime Ministry, and the Ministry of National Education “Prime Ministry Circular 2017/6) on Seasonal Agriculture Workers” and “Circular (2016/5) on Access to Education of Children of Seasonal Agricultural Workers and Nomadic or Semi-Nomadic People”. Stakeholders consulted throughout the evaluation confirmed the projects’ contribution in facilitating the implementation and indeed endorsed the project. In particular, in provinces (outside hazelnut growing regions) the interviewed local governors stated that the project provides them with a better understanding of the child labour issues and the living conditions of the seasonal migrant workers.

2.5.2. Sustainability, ownership, and exit strategy

The sustainability of the contributions the project has made to the elimination of child labour highly depends on the level of ownership, institutionalization and mainstreaming, as well as capacity at national, state and local level organizations. Project interventions are transient and designed based on the notion that successful practices can be owned and taken over by existing local systems and will be managed by public authorities. This approach was found effective by most stakeholders, to a certain extent. It was noted by a number of interviewees that the local authorities may lack awareness as well as expertise to implement and make effective relevant regulations (2017/6 – 2016-5) addressing the living conditions of seasonal migrant workers and their children. In this frame, the project’s holistic strategy is highly relevant, however may require additional time to realize its targeted ownership and capacity.

In the current context, ownership levels among İŞKUR representatives and local governors are diverse in all project provinces. For instance, in Ordu and Düzce, the project may be able to foster the required ownership, all stakeholders confirmed that with years of experience and infrastructure, all public authorities have a certain level of awareness and knowledge about the level and scope of their responsibilities. In newly integrated cities, the local governors consider this process as a learning experience and would welcome learning from other regions. In particular, İŞKUR representatives still have different interpretations of their responsibility areas. While some are very involved in the process, manage the secretariat and accompany implementing partners in visits, there are also other representatives who indicated that the current model can only function with the implementing partners and there is no possibility for them to conduct such activities (including coordination) within the scope of their institutional framework.

Stakeholders noted that public authorities could take full responsibility within the METİP structure (where all workers are staying in the same area and there is central registration) to

implement the direct intervention model. Nonetheless, it is also highlighted that identification of the children is considerably challenging and required resources when children are located in farmers' houses and will definitely require additional resources. Despite the project being rooted in the intervention model in government or government-supported structures, the activities are carried out mainly by the implementing partners and external support is provided. The mobilization of the field teams, registration of the children to the schools/social support centres and follow-ups with the seasonal migrant family members require significant human resources. In the current context, the implementing partner employs a minimum of two full-time field officers per district to engage with families and register children for a duration of one to two months, and one Education Coordinator is responsible for all district activities and coordination. Furthermore, transportation of the children and daily food require financial resources. In addition, the project also provides clothing and dry food support for families, which are used as a means to convince them about the benefits of their children's schooling. There was wide agreement amongst the key stakeholders consulted that additional financial and technical resources are needed to sustain results; specifically, the continuity of the implementation of the intervention model would be less assured without the necessary human and financial resources.

Furthermore, due to external circumstances, capacity-building activities were planned to be conducted at the later stage of the project implementation, therefore evidently implementing partners play a more active role in the coordination of the activities in the first two years. In certain provinces, this unintentionally creates a pretext for the İŞKUR CLU to act passively and supported a perception that civil society organizations are the main ones responsible for creating an intervention model for child labour elimination and monitoring.

Raising awareness and engaging with community members and leaders are important to promote ownership. The project has been able to produce communication materials to increase awareness of the existence and negative effects of child labour. However, except for the visual and published communication materials, the project strategy for community ownership focusing particularly from the beneficiary side have not yet started its activities and produced materials. Considering the sociocultural roots of the issues, such a cultural paradigm shift has not been achieved; results will be seen once the project completed their activities focusing on this component.

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

Concerning renovations activities, some farmers (large-size producers (e.g., Hatay)) indicated their interest to improve living conditions and investment more since they have seen positive results, smallholders often noted their lack of resources for such renovations and their benefits, yet also highlighted that they and surrounding farmers have very limited motivations to do such renovations with their own resources. In terms of sustainability of the renovations, the low quality of the products and materials are noted as a concern (which will evidently require renovation again in a few years). The sustainability of the activities in this part is considered limited, particularly for small-size farmers' accommodation facilities.

Overall, the project established a foundation for sustainability by (a) encouraging local ownership through the existing policy framework, (b) facilitating coordination, planning, and monitoring, and finally (c) providing an integrated model for direct intervention, and (d) building capacity among the local actors. The ownership in certain provinces is reassuring and the interest level of the local authorities to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability. For this reason, the project may consider a no-cost extension.

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

Gender Equality: The project monitoring indicators reflect gender equality. However, the evaluation team did not find any evidence of gender mainstreaming being systematically addressed by the project or integrated as a cross-cutting concern throughout its methodology and deliverables. In particular, girls represent a more vulnerable group among seasonal migrant workers. Girls who are working in seasonal agriculture work, are often required to do housekeeping tasks, take care of their siblings, and forced to leave school early due to cultural reasons and may enter early marriages. During the evaluation process, the evaluation team came across girls between the ages of 15 and 18 years who dropped out from school. Given the practice of early marriages among seasonal agricultural migrant workers, the project may consider developing particular intervention models or promoting vocational training models among girls.

While there is no gender-based gap among the wages of male and female seasonal agricultural workers, it should be highlighted that female workers almost never get paid directly. Their wages are paid to the head of their household, who is usually the father or the husband. In the case of young girls, they never have access to their salaries, and consequentially, they have very limited opportunities to use their earnings for their schooling or vocational training. According to the information conveyed from the field staff, women cannot express themselves comfortably when they are near their husbands during counselling sessions. This was also noted by the lessons-learned of the project and additional measures were taken to increase women's participation.

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

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

raising awareness on this issue among public authorities, the project also indirectly affects the commission's decisions on the working conditions of the seasonal migrant workers.

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

3. Lessons learned and Emerging Good Practices

<p>Challenges</p>	<ul style="list-style-type: none"> ▪ Financial downturn; deepening poverty and deprivation. ▪ Changes in the METIP area or/and lack of availability of METIP areas in some provinces. ▪ High turnover of public institution staff, loss of institutional memory, and weak information flow within the governmental agencies. ▪ Gaps in legal framework and policies, penalties. ▪ Different profiles and learning levels among children identified by the Project. ▪ Limited duration of the social support centres. ▪ Lack of digitalization of data on child labour, mapping of the projects / programmes for combating child labour. ▪ Cultural, social, ethical barriers / bias for seasonal workers. ▪ COVID-19 impact on high-school drop-out rates.
<p>Lessons Learned</p>	<ul style="list-style-type: none"> ▪ Local ownership is significant for ensuring the efficiency and sustainability of the project, and it often takes time and requires awareness to be built. ▪ Creating a trust environment among community decision-makers is key to ensuring continuity of children's education. ▪ Despite the efficiency of gathering women and men in the same room or place for delivering general family trainings, considering the gender dynamics and tension concerning the

	<p>topics on violence against women, conducting the family trainings separately would be found useful.</p> <ul style="list-style-type: none"> ▪ The activities related to the renovations and maintenance required more time for preparation, designing, market research, procurement, and consultations with the stakeholders. ▪ A more inclusive approach that considers root causes and poverty reduction is needed in the referral process of children aged between 15 and 17 to formal education. ▪ Successful interventions require a longer commitment and continuous engagement; the project recognized the importance of regular personal meetings with all stakeholders in all phases of implementing the project activities.
<p>Good Practices</p>	<ul style="list-style-type: none"> ▪ Social support centers and project schools provide safe environments for all children working in seasonal agriculture. ▪ Collaborating with agricultural intermediaries was a strong strategic approach to persuade families for education referral. ▪ Short informative brochures, posters enriched with illustrations were highly effective reaching the targeted audience, especially in trainings and awareness-raising events. ▪ The project supported the emotional, psychosocial, and physical well-being of the children, especially for younger age groups; it improved children's willingness to attend school. ▪ In-kind support, such as vouchers to buy food and hygiene materials, and educational materials and stationery, have proven to be effective to some extent, persuading the families to send their children to schools. ▪ Language facilitation in certain regions definitely increases the beneficiary's trust and participation in the project activities. ▪ Alternative approaches to measure learning achievements of the children during the participation of social support centres period can provide important data for the project's impact assessment.

4. Conclusion and Recommendations

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

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

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

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

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

Criterion	Conclusion	Recommendations	Priority	Timing	To Whom	Resource Implications
Sustainability	<p>The ownership in certain provinces is reassuring and the interest level of the local authorities to carry out the intervention is promising. National and local ownership and cooperation should be strengthened to ensure that they are not diluted at the end of the project. Ultimately, further external technical and financial support will likely be necessary for public authorities to consolidate the project achievements and strengthen their sustainability.</p>	<p>1. For the remaining time of the project, focus on critical needs in terms of the institutional capacity of MoLSS and ISKUR CLU employees as well as other public institutions partners and start up the exit strategy with a gradual transition of project responsibilities to active local partners/governors and promote the use of E-METIP: The implementing partners play a critical role in referring children to social support centres and mobilizing public resources for project activities. Main capacity-building activities (in form of training) were about to be started at the end of the evaluation. CLU structure and eventually their employees are given important roles in the existing policy framework, however not always interpreted in the same way. In this context, the project should ideally dedicate its focus to capacity-building activities and also piloting in the remaining time. It is worth noting that both implementing partners have extensive past experience working with seasonal migrant workers. Such expertise may take time to build among public authorities. Yet, the ownership in certain provinces is reassuring and the interest level of the local</p>	High	Within the second half of the project	Project Management Team	Within the existing budget

		<p>authorities to carry out the intervention is promising. To ensure a smooth exit, it is advised to plan a gradual transition of project activities to active local partners/governors before the project comes to an end. This may be done by selecting one pilot region and providing direct access to human and financial resources for public authorities/local governance (e.g., in the form of grant management based on TOR and/or direct contracting). In this context, the efficient use of the E-METIP system may significantly decrease the resources needed to identify children.</p>				
Effectiveness, Sustainability	<p>In the current context, ownership levels among İŞKUR representatives and local governors are diverse in all project provinces. In newly integrated cities, the local governors consider this process as a learning experience and would welcome learning from other regions. In particular, İŞKUR representatives still have different interpretations of their responsibility areas. While some are very involved in the process, manage the secretariat and accompany implementing partners in visits, there are also other representatives who indicated that the current model can only function with the implementing partners and there is no possibility for them to conduct such activities (including coordination) within the scope of their institutional framework.</p>	<p>2. Enhance cooperation and communication among different provinces and regions and disseminate knowledge by encouraging peer learning among İSKUR-CLU employees, and public institutions and systematically share good examples and guidance: The project has a large geographical scope, and there exist differences in terms of capacities and interpretation of the existing policy framework among different İSKUR CLU employees and directors. Over the remaining time of the project, the project may consider enhancing communication and cooperation among different provinces as well</p>	Medium	Within the second half of the project	Project Management Team & MoLSS	Within the existing budget

		<p>as between central and local governance by facilitating the organization of country-wide meetings, and workshops. Peer learning can be also encouraged by matching active ISKUR CLU employees with other provinces in Türkiye. Good examples and active participation from selected ISKUR CLU's can be documented and shared country-wide in the form of case studies and short guidance. Given the changing location of the local governors and civil servants, such peer learning exercises, and documentation of case studies may provide a considerable opportunity for the replication of the project in other regions and promote consistent understanding and interpretation of the existing policy framework.</p>				
Effectiveness, Relevance	<p>Seasonal agricultural workers have diverse profiles and may include other sub-groups with vulnerabilities such as Syrians under temporary protection and Roma people. Children between the ages of 15 to 18 in particular face more challenges to continue education. During the evaluation process, the evaluation team came across girls between the ages of 15 and 18 years who dropped out from school. Given the practice of early marriages among seasonal agricultural migrant workers, the project may consider developing particular intervention models or promoting vocational training models</p>	<p>3. Continue promoting and supporting the implementation of a direct intervention model for seasonal migrant workers' children through public authorities and identify windows of opportunity for tailoring approaches for the withdrawal of children in high-risk age groups: Many stakeholders recognized the project's success in terms of providing a safe space for children during the harvest season. The project nearly reached its target numbers and was successful in</p>	High	Within the second half of the project	Project Management Team & Implementing Partners	Within the existing budget

	among girls.	identifying and referring children. Yet the seasonal migrant workers children also have diverse profiles and the needs of children in terms of social inclusion, language skills and social development may vary. In this frame, the project may consider adapting the training program or adding additional modules for certain provinces. In addition, stakeholders also noted limitations of the intervention model keeping children between the ages of 14 to 18 at social support centres. Factors such as monetary and multidimensional poverty highly influence the prevalence of child labour in this age group, as it is one way for families to manage poverty and deprivation risk. School feeding and in-kind programmes may have limited effect in reducing children's engagement in work. ²⁷				
Coherence, Sustainability	Project activities under Output 1.4 (children equipped for educational and social activities and living conditions of seasonal agriculture families in settlement areas improved) focusing on the improvement of settlement areas are considered highly relevant and needed by the beneficiaries. Workers raised concerns concerning the conditions of the settlement areas, specifically hygiene and access to water and electricity. They also highlighted the need	4. Facilitate involvement of municipalities and other public authorities in the improvement of temporary settlement areas and accommodation facilities and continue supporting renovation activities: The conditions of the temporary settlement areas and accommodation facilities are one of the subjects that was highlighted as critical by both direct beneficiaries	Medium	Within the second half of the project	Project Management Team	Within the existing budget

²⁷ ILO, The role of social protection in the elimination of child labour, 2022

	<p>for better living conditions in temporary settlement areas and a direct communication channel between workers and local authorities. Concerning renovations activities, some farmers (large-size producers (e.g., Hatay)) indicated their interest to improve living conditions and investment more since they have seen positive results, smallholders often noted their lack of resources for such renovations and their benefits, yet also highlighted that they and surrounding farmers have very limited motivations to do such renovations with their own resources. In terms of sustainability of the renovations, the low quality of the products and materials are noted as a concern (which will evidently require renovation again in a few years). The sustainability of the activities in this part is considered limited, particularly for small-size farmers' accommodation facilities.</p>	<p>and other informants. In this context, challenges are manifold (e.g., lack of officially recognized areas, changing times of the harvest, lack of resources). Given the importance of the subject, and based on the feedback from the stakeholders, the following points may be taken into consideration: sustainability of the material used, energy efficiency, safety measures, and promoting engagement with users/beneficiaries. Mapping unused buildings and areas can be also considered to provide more stable conditions for workers.</p>				
<p>Effectiveness, Coherence, Impact</p>	<p>The project's main partner is MoLSS and all activities are conducted in close collaboration. The project is also able to create good partnerships with the Ministry of National Education, Ministry of Youth and Sport and the Ministry of Tourism and Culture and their directorates in the project cities. It has also great potential to encourage collaboration in terms of data sharing and action planning.</p>	<p>5. Promote cross-ministerial cooperation and data sharing on seasonal migrant workers and children: The project is considered as unique for Türkiye's context in terms of bringing many stakeholders together and targeting WFCL in seasonal agriculture from various angles (promoting education, enforcing policy framework, building capacity among public authorities and supporting livelihood of workers). Child labour is a complex issue and</p>	<p>Low</p>	<p>Within the second half of the project</p>	<p>Project Management Team & MoLSS</p>	<p>Within the existing budget</p>

		indirectly, other issues such as child protection, safety, poverty alleviation and promoting education, fall under the responsibility of various ministries. In addition, all relevant ministries have their own data collection mechanisms in place. In this context, the project success is evident in terms of ensuring involvement of relevant ministries. It has also great potential to encourage collaboration in terms of data sharing and action planning.				
Impact, Sustainability	The project will likely contribute positively to the enrolment of children in school (in particular those who are considered seasonal workers but residing all year in tents/settlement areas in Mersin and Adana). The project staff provided support to these families in terms of language facilitation and registration of the children. The project is currently coordinating its activities with MoNE Commissions and this cooperation can be enhanced and disseminated in all regions.	6. Continue strengthening child monitoring activities in the city of origin and enhancing cooperation with district commissions of MoNE: The project is successful in keeping and monitoring the data of children who directly benefit from the intervention; the long-term impact of the project is highly dependent on how children will be kept in education through monitoring activities at the city of their origin. The project's monitoring activities are often done through telephone calls and school visits. The Ministry of National Education has also district commissions in place to monitor seasonal agriculture workers' children. In this context, child monitoring efforts could be strengthened and cooperation	Medium	Within the second half of the project	Project Management Team & Implementing Partners	Within the existing budget

		between different public authorities can be enhanced.				
Sustainability, Impact	The project implementing partners noted that there are many more cases that demonstrate the project's impact on children even in a short time period. Case studies are present, however not systematically collected. For instance, during the evaluation visits, most field officers confirmed and told stories on multiplier effects; where referral starts with one child but after seeing the results on the child, other children in the family or children of the neighbour families asked to be registered. It is worth noting that both implementing partners have extensive past experience working with seasonal migrant workers. Such expertise may take time to build among public authorities. Therefore, it is highly important to create a methodology for knowledge management and sharing.	7. Create a knowledge and data management model, document lessons learned and good practices addressing different groups' needs and disseminate knowledge among public institutions, private sectors and other civil society organizations in the process: Although the project has only completed its first two years, the evaluators noted that field staff, teachers, school principals and local authorities (who have more experience on implementing such measures/interventions) have valuable knowledge about their regions/intervention areas. These field experiences may be of great value to new implementers (including other civil society organizations and private sector). Furthermore, the project has also strong data and research component with baselines, therefore development of a knowledge and data management model and documenting lessons learned will increase the sustainability of the project and its potential to be replicated in other regions of Türkiye.	Medium	Within the second half of the project	Project Management Team & Implementing Partners	Within the existing budget

Efficiency, ILS, Social Dialogue	Concerning international labour standards, the project focus is on the elimination of child labour, and indirectly improving the living standards of the seasonal workers and in this regard, successful in raising awareness among public authorities and private entities, not only about child labour in seasonal agriculture but also in general. It is also worth noting that the working conditions of agricultural workers are often decided by provincial commissions, therefore by raising awareness on this issue among public authorities, the project also indirectly affects the commission's decisions on the working conditions of the seasonal migrant workers.	8. Continue promoting decent work conditions for seasonal migrant workers through awareness-raising, capacity-building, and policy development support: Working conditions of the seasonal migrant workers indirectly affect their decision about their children working. In particular, measures on compensation, working hours and occupational health and safety are crucial. In this context, the project has already been successful in raising awareness about the elimination of child labour, therefore this momentum can be also used to bring attention to the connection between workers' working conditions, decent work and legal gaps in the existing national framework.	Medium	Within the second half of the project	Project Management Team	Within the existing budget
Impact	The project targets the prevention of child labour through promoting educational enrolment, further synergies could be explored with existing educational and vocational training-focused projects and programmes for children and youth. In the context of supporting the livelihood of seasonal migrant workers, the project has relatively low target numbers for vocational training (and activities are not started yet) whereas several agencies (including İŞKUR) have initiated skills development courses and vocational training for vulnerable groups. Given the limited duration of the project and difficulties in	9. Consider cooperating with other initiatives on livelihood solutions and poverty alleviation solutions for seasonal migrant workers: Livelihood solutions including vocational trainings address the root causes of the problem. Yet given the limited time of the project, its focus on elimination of child labour and further synergies can be explored with existing and/or long-term livelihood initiatives/programmes targeting vulnerable groups in skills development and employment.	Medium	Within the second half of the project	Project Management Team	Within the existing budget

	accessing vulnerable groups, the project may also consider establishing a bridge between its data on migrant seasonal workers and these projects.					
Efficiency	The capacity building the activities were heavily impacted by the high number of beneficiaries, public staff, and long bureaucratic processes. Required ownership and capacity building for public authorities may necessitate longer intervention.	10. Consider no-cost extension: A no-cost extension for one year might be a logical option allowing the project to duly complete the remaining activities and fully utilize the project's resources.	Medium	Within the second half of the project	Project Management Team & Implementing Partners	Within the existing budget

Annex 1: TOR

TERMS OF REFERENCE

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

PROJECT OVERVIEW	
Projects Title	<ol style="list-style-type: none"> 1. TUR/20/01/EUR - Elimination of the Child Labour in Seasonal Agriculture 2. TUR/20/02/FER - Elimination of Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye 3. TUR/21/01/CAB - An Integrated Model for the Elimination of the Worst Forms of Child Labour in Seasonal Agriculture in Hazelnut Harvesting in Türkiye (Phase IV)
Contraction Organization	International Labour Organization (ILO)
ILO Responsible Office	ILO Office for Türkiye
Funding Source	European Union, Ferrero Trading Luxembourg and Association of Chocolate, Biscuit and Confectionery Industries of Europe (CAOBISCO) 28
Budget of the Project	EU Project: 29,726,740.90 EUR Ferrero Project: 3,534,673 EUR CAOBISCO Project: 1,500,000 EUR
Project Location	Türkiye, with project provinces; EU Project: Adana, Ordu, Düzce, Malatya, Mersin, Hatay, İzmir, Ankara, Eskişehir, Konya, Manisa, Bursa, Adıyaman, Şanlıurfa, Diyarbakır and Mardin Ferrero Project: Trabzon, Samsun, Zonguldak and Şanlıurfa CAOBISCO: Ordu, Sakarya, Düzce, Samsun, Giresun and Şanlıurfa
Project Start and End Date	EU Project: 01.10.2020 – 31.01.2024 Ferrero Project: 09.11.2020 – 08.03.2024 CAOBISCO Project: 01.04.2021 - 31.12.2023
HQ Technical Unit Responsible	FUNDAMENTALS
Type of Evaluation	Independent Mid-term Evaluation

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

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

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

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

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

a. Programme Detail

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

The United Nations 2030 Agenda for Sustainable Development including particularly Sustainable Development Goal SDG 8 on decent work and economic growth, and specifically Target 8.7, calls for immediate measures to secure the elimination of child labour in all its forms by 2025. Emphasizing that the goal could be reached through leaving no one behind, the

United Nations declared the year 2021 as the “International Year for the Elimination of Child Labour” and initiated global action. The programme developed by the ILO Office for Türkiye aims to support the said global action at local level, and ensure that the national work would set a model internationally.

b. Project’s description

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

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

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

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

- 1- Working/at-risk children are withdrawn or prevented from work in seasonal agriculture; families, employers, agriculture intermediaries and village heads abstain from or take action to combat child labour
- 2- MoLSS, workers’ and employers’ organizations, gendarmerie, NGOs take coordinated action for policy development and implementation to eliminate the WFCL
- 3- Willingness among general public and target groups for eliminating child labour in seasonal agriculture is enhanced
- 4- Advocacy for, formulation, planning and implementation of policies to eliminate child labour in seasonal agriculture is enhanced.
- 5- Coordination and cooperation mechanisms are strengthened for effective implementation and management at national and local level

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

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

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

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

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

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

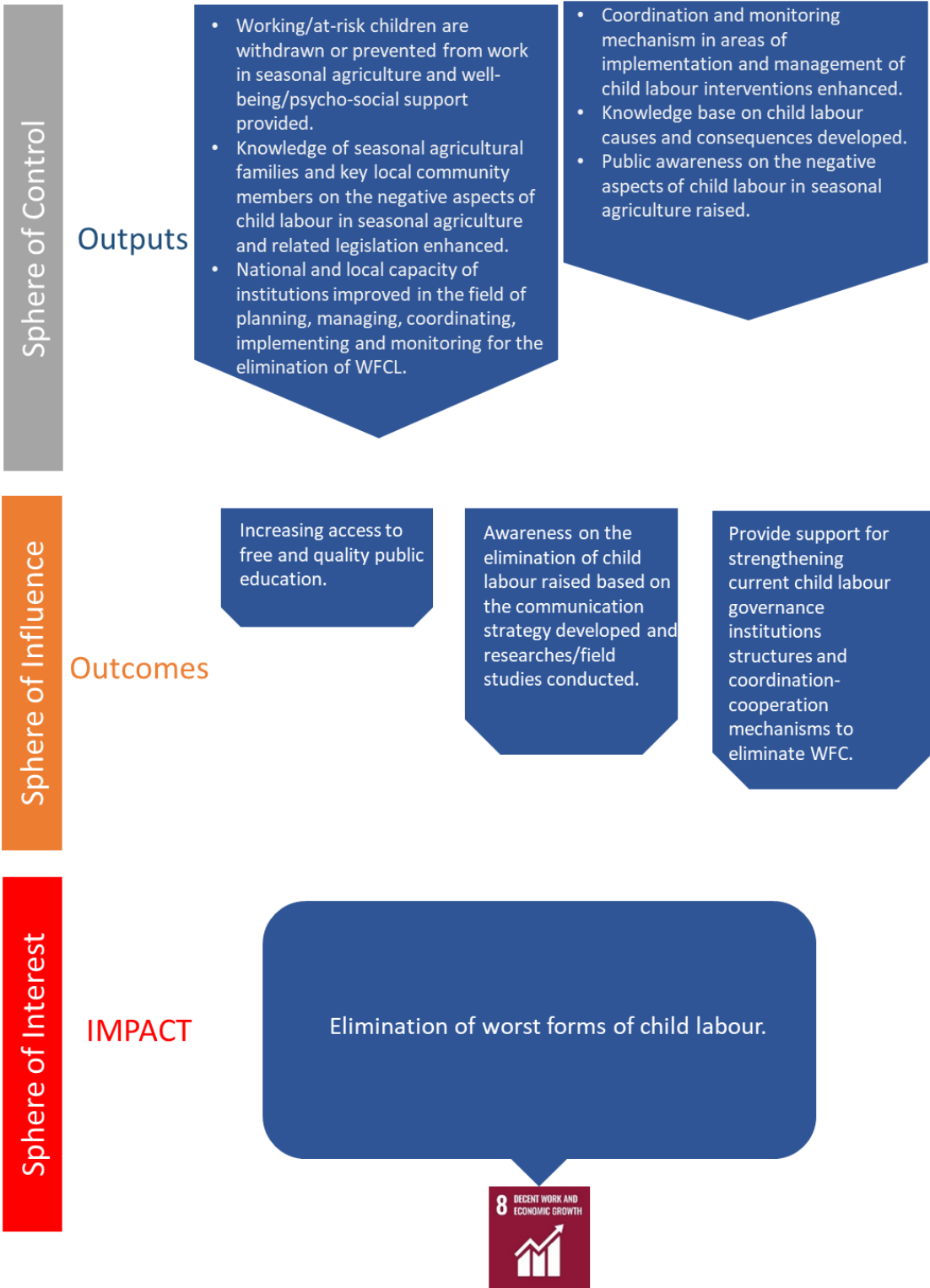
Theory of Change

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

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

3. Increasing and strengthening advocacy on child labour.

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



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

c. Purpose, Scope and Clients of the Evaluation

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

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

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

The evaluation will consider the project's relevance, efficiency, effectiveness, coherence and sustainability of outcomes, and test underlying assumptions about contributions to broader developmental impacts. Project evaluations have the potential to:

- improve project performance and contribute towards organizational learning,
- help those responsible for managing the resources and activities of a project to enhance development results from the short term to a sustainable long term,
- assess the effectiveness of planning and management for future impacts,
- support accountability aims by incorporating lessons learned in the decision-making process of project stakeholders, including donors and national partners,
- support the conceptualization of the next phases, steps, exit strategies and approaches.

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

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

ILO management and project staff at ILO Office for Türkiye

ILO FUNDEMENTALS and other relevant departments

Donor (EU, Ferrero, CAOBISCO)

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

Local partners and NGOs

Experts and Service Providers

Target groups of the project: seasonal agricultural families and children

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

2. Management Arrangements for the Assignment

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

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

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

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

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

3. Criteria and questions

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

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

The evaluation adheres to confidentiality and other ethical considerations throughout, following the United Nations Evaluation Group (UNEG) Ethical Guidelines and Norms and

Standards in the UN System. The evaluation process will observe confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure maximum freedom of expression of the implementing partners, beneficiaries and other stakeholders, project staff will not be present during interviews.

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

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

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

The suggested evaluation criteria and indicative questions are given below:

Relevance

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

- To what extent have the projects addressed the needs of the target group and stakeholders in Türkiye which were identified during the intervention design?
- What mechanisms are considered in the design and implementation to ensure active engagement of stakeholders, such as active participation in activities and contributing in decision making process?
- To what extent is the project addressing key relevant components of and is contributing to;
- ILO results framework (including P&B 2022-23), the ILO mandate and relevant policies, including gender equality and non-discrimination, international labour standards, social dialogue and disability inclusion,
- National development strategies and UN Country programme frameworks (UNSDCFs) in piloting countries and
- The achievement of the relevant Sustainable Development Goals – especially SDG 8.

- To what extent the projects were adapted to the restrictions imposed by the COVID-19 pandemic?
 - Are the original project strategy, objectives and assumptions appropriate for achieving planned results?
- a) Outcomes: were the projects' objectives (as indicated on the LFMs) appropriate for achieving the impact-level objective?
- b) Outputs: were the specified outputs (as indicated on the LFMs) appropriate for achieving the outcomes?
- Were the original project strategy, objectives and assumptions appropriate for promoting gender equality and inclusion of disadvantaged groups?
 - What lessons can be learned for the design of future projects? What worked/what didn't work?

Coherence

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

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

Effectiveness

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

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

Efficiency

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

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

Sustainability and impact potential

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

- What contributions the Projects have made in strengthening the capacity and knowledge of national and local stakeholders and to encourage ownership of the Project to partners.
- Will the improved e-METIP system function as a collaboration and monitoring mechanism in future?

Lessons learned and good practices for future

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

Gender equality and non-discrimination issues

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

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

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

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

4. Methodology

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

The methodology will include examining the project's Theory of Change in the light of logical connect between the levels of results, their alignment with the ILO's strategic objectives. Particular attention will be given to the identification of assumptions, risks and mitigation strategies, and the logical connect between levels of results and their alignment with ILO's strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets.

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

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

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

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

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

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

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

strategies, and the logical connect between levels of results and their alignment with ILO's strategic objectives and outcomes at the global and national levels, as well as with the relevant SDGs and related targets.

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

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

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

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

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

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

5. Main Outputs (Deliverables)

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

This report will be 5 to 7 pages in length and will propose the methods, sources and procedures to be used for data collection. It will also include a proposed timeline of activities and submission of deliverables. The Evaluator(s) will also share the initial draft inception report

with the Project Team and Evaluation Manager to seek their comments and suggestions. The inception report should be in line with **ILO EVAL Office Checklist**.

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

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

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

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

D. Debriefing/Presentation of preliminary findings:

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

E. An evaluation summary using the ILO Summary template.

6. Suggested Report Format

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

1. Title page
2. Table of Contents
3. Acronyms
4. Executive Summary
5. Project Background
6. Evaluation Background
7. Evaluation criteria and questions
8. Evaluation Methodology
9. Main Findings
10. Conclusions
11. Lessons learned and Emerging Good Practices
12. Recommendations
13. Annexes (TOR, inception report, lessons learned template, list of interviews, meeting notes, relevant country information and documents)

For detailed information, please follow this page:

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

The process of the finalization of the Evaluation reports:

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

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

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

7. Management Arrangements

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

8. Requirements

Qualifications of the Evaluator(s);

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

- *(Desirable):* Certificate indicating completion of the ILO EVAL's online *Self-induction programme*. The programme takes one hour, and a certificate is provided upon completion of the programme. The programme is available at http://training.itcilo.org/delta/ILO-EVAL/ILO_Self-induction_Module_for_Evaluation_Consultants-Part-I/story_html5.html.

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

9. Roles and Responsibilities

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

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

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

The Project Team is responsible for:

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

10. Timeframe

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

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

11. Legal and ethical matters, norms and standards

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

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

The evaluator(s) shall respect people's right to provide information in confidence and make participants aware of the scope and limits of confidentiality, while ensuring that sensitive information cannot be traced to its source. In accordance with ILO Guidance note 4: "Considering gender in the monitoring and evaluation of projects"²⁹, the gender dimension should be considered throughout the methodology, deliverables and final report of the evaluation. The evaluator(s) should assess the relevance and effectiveness of gender-related strategies and outcomes to improve lives of women and men. The report should also highlight an environmental aspect of the project and its contribution to the climate action. All this information should be accurately reflected in the inception report and final evaluation report. Lastly, the evaluator(s) shall have no connection to the project management.

12. Place of Work

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

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

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

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

- B.** Sending Provinces

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

²⁹ http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm

Each Evaluator is expected to take 7 travels within the scope of their contracts, covering 15 provinces and spending 15 mission days. This travel duration has been tentatively set; indicated provinces, duration and visit dates are subject to change based on the further studies during the inception phase of the mission.

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

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

ANNEXES:

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

ILO Policy Guidelines for results-based evaluation, 2020

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

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

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

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

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

Checklist No. 3 Writing the inception report

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

Checklist 5 preparing the evaluation report

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

Checklist 6 rating the quality of evaluation report

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

Template for lessons learnt and Emerging Good Practices

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

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

Guidance note 7 Stakeholders participation in the ILO evaluation

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

Guidance note on evaluation lessons learned and emerging good practice

http://www.ilo.org/wcmstp5/groups/public/---ed_mas/---eval/documents/publication/wcms_165981.pdf

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

https://www.ilo.org/wcmstp5/groups/public/---ed_mas/---eval/documents/publication/wcms_746716.pdf

- Template for evaluation title page

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

- Template for evaluation summary

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

SDG Related reference material

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

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

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

ILO Library guides on gender

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

Protocol to collect evidence on ILO response to COVID-19

https://www.ilo.org/wcmstp5/groups/public/---ed_mas/---eval/documents/publication/wcms_757541.pdf

ILO EVAL

Guidance Note 3.1 on integrating gender equality and non-discrimination

ILO EVAL

Guidance Note 3.2 on Integrating social dialogue and ILS in monitoring and evaluation of projects

Annex 2: Key Informant Participant List

	Name/Surname	Position	Institution	City	District	Date	Model
1	N***** N**	CLU	ISKUR	Hatay	Center	20.07.22	Onsite
2	E**** B*****	CLU	ISKUR	Hatay	Center	20.07.22	Onsite
3	S****B*****	CLU	ISKUR	Hatay	Center	20.07.22	Onsite
4	H**** Ç****	CLU	ISKUR	Hatay	Center	20.07.22	Onsite
5	C****A*****	Farmer		Hatay	Kırıkhan	20.07.22	Onsite
6	M***** U*** A*****	Field Officer	Pikolo	Hatay		20.07.22	Onsite
7	M***** Y*****	Field Officer	Pikolo	Hatay		20.07.22	Onsite
8	B*****D*****	Team Leader	Pikolo	Hatay		20.07.22	Onsite
9	A*****A****	School Principal		Hatay	Kırıkhan	20.07.22	Onsite
10	F**** A***	Governor	Karataş Governors Office	Adana	Karataş	21.07.22	Onsite
11	D**** D*****	School Principal		Adana	Tuzla	21.07.22	Onsite
12	D***** K*****	Teacher		Adana	Tuzla	21.07.22	Onsite
13	M***** K*****	Educational Coordinator	Pikolo	Adana-Hatay-Mersin		21.07.22	Onsite
14	M***P*****	CLU	ISKUR	Adana	Center	21.07.22	Onsite
15	Y***** P*****	Team Leader	Pikolo	Mersin		22.07.22	Onsite
16	S**** Ç****	Field Officer	Pikolo	Mersin		22.07.22	Onsite
17	M***** M*****	Language Facilitator	Pikolo	Mersin		22.07.22	Onsite
18	F***** D****	School Principal		Mersin	Tarsus	22.07.22	Onsite
19	S**** Ö*****	CLU	ISKUR	İzmir	Center	25.07.22	Onsite
20	Z**** K*****	School Principal		İzmir	Torbalı	25.07.22	Onsite
21	S***** Y*****	School Principal		İzmir	Torbalı	25.07.22	Onsite
22	S**** N** Ç**	Teacher		İzmir	Torbalı	25.07.22	Onsite

23	Y**** Ç****	Educational Coordinator	GHV	İzmir	Torbalı	25.07.22	Onsite
24	Z***** A***** Ç****	Field Officer	GHV	İzmir	Torbalı	25.07.22	Onsite
25	O*** K*****	Logistic Coordinator	GHV	İzmir	Torbalı	25.07.22	Onsite
26	A**** B*****	CLU	ISKUR	Manisa	Center	25.07.22	Onsite
27	E**** S*****	CLU	ISKUR	Manisa	Center	25.07.22	Onsite
28	E**** A****	CLU	ISKUR	Manisa	Center	25.07.22	Onsite
29	K**** K**	Team Leader	GHV	Manisa	Karayahşi	26.07.22	Onsite
30	T**** K****	Field Officer	GHV	Manisa	Karayahşi	26.07.22	Onsite
31	İ*****H*****	Field Officer	GHV	Manisa	Karayahşi	26.07.22	Onsite
32	Agricultural Intermediary	Agricultural Intermediary		Manisa	Karayahşi	26.07.22	Onsite
33	Agricultural Intermediary	Agricultural Intermediary		Manisa	Karayahşi	26.07.22	Onsite
34	N***** Ö****	CLU	ISKUR	Bursa	Center	27.07.22	Onsite
35	K**** Ç****	CLU	ISKUR	Bursa	Center	27.07.22	Onsite
36	D**** T*****	Field Officer	GHV	Bursa		27.07.22	Onsite
37	E*** B*****	Teacher		Bursa		27.07.22	Onsite
38	E***** K*****	Educational Coordinator	GHV	Bursa		27.07.22	Onsite
39	F*****B*****	Teacher		Bursa	Karacabey	27.07.22	Onsite
40	Ö**** ****	Field Officer	GHV	Bursa	Karacabey	27.07.22	Onsite
41	E**** A*****	Field Officer	GHV	Bursa	Karacabey	27.07.22	Onsite
42	Agricultural Intermediary	Agricultural Intermediary		Bursa		27.07.22	Onsite
43	K**** G*****	Educational Coordinator	GHV	Eskişehir	Alpu	28.07.22	Onsite
44	V**** C****	Field Staff	GHV	Eskişehir	Alpu	28.07.22	Onsite
45	Agricultural Intermediary	Agricultural Intermediary		Eskişehir	Çifteler	28.07.22	Onsite
46	L***** U*****	Team Leader	Pikolo	Ordu	Perşembe/Kırlı	02.08.22	Onsite
47	B***** D****	Educational Coordinator	Pikolo	Ordu	Perşembe/Kırlı	02.08.22	Onsite
48	S**** O*****	Public Officer	Perşembe Governance	Ordu	Perşembe/Kırlı	02.08.22	Onsite
49	Ş**** A****	Farmer		Ordu	Perşembe/Çaykırın	03.08.22	Onsite
50	K**** K***	CLU	ISKUR	Ordu	Center	02.08.22	Onsite
51	İ*****B*****	CLU	ISKUR	Ordu	Center	02.08.22	Onsite
52	A***** P*****	School Principal		Düzce	Kaynaşlı	16.08.22	Onsite

53	A**** A*****	Farmer		Düzce	Kaynaşlı	16.08.22	Onsite
54	M***** I****	Farmer		Düzce	Kaynaşlı	16.08.22	Onsite
55	M***** P****	Farmer		Düzce	Beyören	16.08.22	Onsite
56	H**** A**S*****	Director	ISKUR	Düzce	Kaynaşlı	16.08.22	Onsite
57	S**** Ç*****	CLU	ISKUR	Düzce		16.08.22	Onsite
58	S****. M****	CLU	ISKUR	Düzce		16.08.22	Onsite
59	H**** G*****	Project Coordinator	Ministry of Labour and Social Security		Ankara	26.07.22	Online
60	E*** B***	Expert	Ministry of Labour and Social Security		Ankara	26.07.22	Online
61	B*** Ö*****	Project Coordinator	GHV			27.07.22	Online
62	O*** Ç****	General Manager Assistant	GHV			29.07.22	Online
63	F***** T***	MEAL Coordinator	GHV			01.08.22	Online
64	E***U***	Vice President	Pikolo			03.08.22	Online
65	A**** Y*****	MEAL Koord	Pikolo			27.07.22	Online
66	M***** C**** D****	Programme Manager	EU		Ankara	18.08.22	Online
67	N**** K*****	Senior Programme Officer	ILO		Ankara	05.10.22	Online
68	M***** K***** A****	MEAL Coordinator	ILO		Ankara	05.10.22	Online
69	F**** G**** U***	Project Coordinator	ILO		Ankara	24.06.22	Online
70	E*** I***	Communication Officer	ILO		Ankara	19.09.22	Online
71	N***** A*** T*****	Capacity Expert	ILO		Ankara	06.09.22	Online
72	M***** A****K*****	Project Asistant	ILO		Ankara	06.09.22	Online
73	S**** S****	Project Asistant	ILO		Ankara	06.09.22	Online
74	G**** Y*****	Project Asistant	ILO		Ankara	06.09.22	Online
75	G**** H*****	Project Asistant	ILO		Ankara	06.09.22	Online
76	O**** T****	Teacher		Adıyaman	Merkez	15.09.22.	Onsite
77	A**A*****	School Principal		Adıyaman	Merkez	15.09.22.	Onsite
78	L**** B****	Kahta District National Education Manager	Ministry of National Education	Adıyaman	Kahta	15.09.22.	Onsite
79	A**** Y*****	School Principal		Şanlıurfa	Siverek	16.09.22	Onsite

80	T**** ****	Teacher		Şanlıurfa	Siverek	16.09.22	Onsite
81	N***K*****	District National Education Office	Ministry of National Education	Şanlıurfa	Siverek	16.09.22	Onsite
82	A**Ş***Ö*****	Gölbaşı District National Education Manager	Ministry of National Education	Adıyaman	Gölbaşı	15.09.22	Onsite
83	M***** Ö*****	School Principal		Adıyaman	Gölbaşı	15.09.22	Onsite
84	F**** Ö****	School Principal		Şanlıurfa	Eyyübiye	16.09.22	Onsite
85	A****D****	Eyyübiye District National Education Office	Ministry of National Education	Şanlıurfa	Eyyübiye	16.09.22	Onsite
86	S*** B*****	School Principal		Şanlıurfa	Eyyübiye	16.09.22	Onsite
87	V**** M****	CSR Manager	Private Sector Rep.	Ordu		23.09.22	Online
88	S**** M****	Project Teacher	Private Sector Rep.	Ordu		23.09.22	Online
89	H**** S*****	Company Manager	Private Sector Rep.	Sakarya		23.09.22	Online
90	E***** A*****	CSR Manager	Private Sector Rep.	Sakarya		23.09.22	Online
91	E*** S*****	CSR Manager	Private Sector Rep.	Sakarya		23.09.22	Online
92	A**** T*****	Expert	Ministry of National Education	Ankara		26.09.22	Online
93	S**** H**** **	Expert	Ministry of Culture and Tourism	Ankara		14.09.22	Online
94	Ö*** D***	Director	Pikolo			20.10.22	Online

20	O**** B*****	Manager	Ministry of National Education/ Ordu-Altınordu Directorate	Ordu	Altınordu	03.08.22	Onsite
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21	Ş**** B*****	Manager	Ministry of National Education/ Bulancak-Giresun Directorate	Bulancak	Giresun	04.03.22	Onsite
22	Z**** K*****	Manager	Ministry of National Education/ Sakarya- Kocaeli Directorate	Sakarya	Kocaeli	15.08.22	Onsite
23	S**** H**** I*	Expert	Ministry of Culture and Tourism	Ankara		14.09.22	Online
24	I***** B*****	Officer-CLU	ISKUR	Ordu	Altınordu	02.08.22	Online
25	K***** K***	Vice President	ISKUR	Ordu	Altınordy	02.08.22	Online
26	H**** A**S*****	Vice President	ISKUR	Düzce		16.08.22	Onsite
27	S**** Ç*****	Officer	ISKUR	Düzce		16.08.22	Onsite
28	S***** M*****	Officer	ISKUR	Düzce		16.08.22	Onsite
29	Ş**** Y*****	Governor		Samsun	Çarşamba	01.08.22	Onsite
30	E**** K*****	Governor		Ordu	Altınordu	03.08.22	Onsite
31	Ü*** K**	Governor		Giresun	Bulancak	04.08.22	Onsite
32	A***** Ö*****	Project Coordinator	ILO	Ankara		21.09.22	Online
33	M***** K**** A****	M & E Coordinator	ILO	Ankara		28.09.22	Online
34	E*** I***	Communication Officer	ILO	Ankara		19.09.22	Online
35	N**** K*****	Senior Programme Officer	ILO	Ankara		05.10.22	Online
36	V**** M*****	CSR Manager	Private Sector Rep.	Ordu		23.09.22	Online
37	S**** M*****	Project Teacher	Private Sector Rep.	Ordu		23.09.22	Online

38	H**** S*****	Company Manager	Black Sea Hazelnuts Exporters Manager	Sakarya		23.09.22	Online
39	E***** A*****	CSR Manager	Private Sector Rep.	Sakarya		23.09.22	Online
40	E*** S*****	CSR Manager	Private Sector Rep.	Sakarya		23.09.22	Online
41	Farmer			Samsun	Kızılot	01.08.22	Onsite
42	Farmer			Samsun	Kızılot	01.08.22	Onsite
43	Farmer			Samsun	Kızılot	01.08.22	Onsite
44	Farmer			Samsun	Kızılot	01.08.22	Onsite
45	Farmer			Sakarya	Kozluk	15.08.22	Onsite
46	Farmer			Sakarya	Kozluk	15.08.22	Onsite
47	Labour Contractor			Samsun	Kızılot	01.08.22	Onsite
48	Labour Contractor (Local)			Sakarya	Kozluk	15.08.22	Onsite
49	M**** G*****	Expert	ILO			14.09.22	Online

Annex 3: Lesson Learned and Good Practices Template

ILO Lesson Learned Template

Project Title: Mid-term Evaluation of Elimination of Child Labour in Seasonal Agriculture /

Project TC/SYMBOL: TUR/20/01/EUR

Name of Evaluator: Aşiyen Süleymanoğlu- Asude Oruklu

Date: 15 June 2022- 5 October 2022

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

LL Element	Text
<p>Brief description of lesson learned (link to specific action or task)</p>	<ul style="list-style-type: none"> ▪ Local ownership is significant for ensuring the efficiency and sustainability of the project, and it often takes time and requires awareness to be built. ▪ Creating a trust environment among community decision-makers is key to ensuring continuity of children’s education. ▪ Despite the efficiency of gathering women and men in the same room or place for delivering general family trainings, considering the gender dynamics and tension concerning the topics on violence against women, conducting the family trainings separately would be found useful. ▪ The activities related to the renovations and maintenance required more time for preparation, designing, market research, procurement, and consultations with the stakeholders. ▪ A more inclusive approach that considers root causes and poverty reduction is needed in the referral process of children aged between 15 and 17 to formal education. ▪ Successful interventions require a longer commitment and continuous engagement; the project recognized the importance of regular personal meetings with all stakeholders in all phases of implementing the project activities.
<p>Context and any related preconditions</p>	
<p>Targeted users / Beneficiaries</p>	<p>Seasonal Migrant Workers, Children, Local Authorities</p>

Challenges /negative lessons - Causal factors	<ul style="list-style-type: none"> ▪ Financial downturn; deepening poverty and deprivation. ▪ Changes in the METIP area or/and lack of availability of METIP areas in some provinces. ▪ High turnover of public institution staff, loss of institutional memory, and weak information flow within the governmental agencies. ▪ Gaps in legal framework and policies, penalties. ▪ Different profiles and learning levels among children identified by the Project. ▪ Limited duration of the social support centres. ▪ Lack of digitalization of data on child labour, mapping of the projects / programmes for combating child labour. ▪ Cultural, social, ethical barriers / bias for seasonal workers. ▪ COVID-19 impact on high-school drop-out rates.
Success / Positive Issues - Causal factors	<p>Through these lessons learned the project team could be able to adapt its approach and achieve project target numbers.</p>
ILO Administrative Issues (staff, resources, design, implementation)	

ILO Emerging Good Practice Template

Project Title: Mid-term Evaluation of Elimination of Child Labour in Seasonal Agriculture/

Project TC/SYMBOL: TUR/20/01/EUR

Name of Evaluator:Asude Örüklü- Aşiyen Süleymanoğlu

Date: 15 June 2022- 5 October 2022

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

GP Element

Text

<p>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</p>	<p>Outcome 1 of the project aimed to withdraw or prevent working/at-risk children from working in seasonal agriculture; families, employers, agriculture intermediaries, and village heads abstain from or take action to combat child labour through the direct intervention mechanism: The following emerging good practice has been identified with the Outcome1:</p> <ul style="list-style-type: none"> ▪ Social support centers and project schools provide safe environments for all children working in seasonal agriculture. ▪ The project supported the emotional, psychosocial, and physical well-being of the children, especially for younger age groups; it improved children’s willingness to attend school. ▪ Collaborating with agricultural intermediaries was a strong strategic approach to persuade families for education referral. ▪ In-kind support, such as vouchers to buy food and hygiene materials, and educational materials and stationery, have proven to be effective to some extent, persuading the families to send their children to schools. ▪ Alternative approaches to measure learning achievements of the children during the participation of social support centres period can provide important data for the project’s impact assessment. <p>Outcome 2: MoLSS, workers’ and employers’ organizations, gendarmerie, NGOs take coordinated action for policy development and implementation to eliminate the WFCL: The following emerging good practice has been identified with the Outcome2:</p> <ul style="list-style-type: none"> ▪ Language facilitation in certain regions definitely increases the beneficiary's trust and participation in the project activities. <p>Outcome 3: Willingness among general public and target groups for eliminating child labour in seasonal agriculture is enhanced: The following emerging good practice has been identified with the Outcome3:</p> <ul style="list-style-type: none"> ▪ Short informative brochures, posters enriched with illustrations were highly effective reaching the targeted audience, especially in trainings and awareness-raising events.
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Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<ul style="list-style-type: none"> ▪ The number/ amount of the In-kind support, and educational materials and stationery, are directly related with the project budget, limitations may occur for the remaining term of the project.
Establish a clear cause-effect relationship	
Indicate measurable impact and targeted beneficiaries	<ul style="list-style-type: none"> ▪ Key informant interviews, focus group discussions with the stakeholders, seasonal workers and their children, agricultural intermediaries, public institutions were among the targeted beneficiaries.
Potential for replication and by whom	<ul style="list-style-type: none"> ▪ High potential for replication of these emerging good practices by the implementing partners, and ILO.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	<ul style="list-style-type: none"> ▪ Programme and Budget for the Biennium 2022-23 ▪ ILO's Programme on Elimination of Child Labour in Türkiye (2021-2025)
Other documents or relevant comments	

