



Evaluation Summary



International
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Consolidating Policy Agenda to Eliminate Child Labour within the DWCP for Kenya: Education and Youth Employment – Midterm Evaluation

Quick Facts

Countries:	<i>Kenya</i>
Midterm Evaluation:	<i>03/2012</i>
Evaluation Mode:	<i>Independent</i>
Administrative Office:	<i>ILO/IPEC</i>
Technical Office:	<i>ILO/IPEC</i>
Evaluation Manager:	<i>ILO/IPEC-DED (Design, Evaluation and Documentation Section)</i>
Evaluation Consultants:	<i>Mei Zegers (leader) & Kennedy Bikuri (national)</i>
Project Code:	<i>KEN/09/50/USA</i>
Donor(s) & Budget:	<i>USDOL (US\$ 4,600,000)</i>
Keywords:	<i>Child labour; Agriculture</i>

Background & Context

Summary of the project purpose, logic and structure

The project started formally on 30 September 2009. The project was launched on 1 February 2010 and it is estimated to end by 30 November 2013. The project is also known as “Support to the Implementation of the National Action Plan for Elimination of Child Labour” (SNAP) project.

At the end of the project, relevant national policies, programmes and legislation are harmonized with the National Action Plan (NAP) to eliminate CL and enforced.

At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the NAP. By the end of the project, effective models for establishing CL-free areas are tested in three districts with documented processes and experiences.

Under Objective 3 a total of 8,155 girls and boys are targeted including 3,700 removed from CL, 4,155 prevented from CL and 300 protected with improved working conditions. The project also aims to facilitate access of 1,000 families to socio-economic programmes, skills development schemes, employment creation schemes, and/or micro-finance schemes.

Purpose, scope and clients of the evaluation

The primary purposes of the MTE are:

- Review the on-going progress and performance of the programme, i.e., extent to which immediate objectives have been achieved and outputs delivered;
- Examine the likelihood that the programme will achieve its objectives;
- Examine the delivery of the programme inputs/activities;
- Examine the nature and magnitude of the factors affecting implementation, i.e. constraints and analysis of factors contributing to the programme’s achievements with relevant lessons learned for the remainder of the project implementation period and to inform other projects;
- Identify emerging potential good practices;
- Provide recommendations for current and future programmes.

Methodology of evaluation

The evaluation team followed the guidelines consistent with ILO/IPEC Evaluation and Impact Assessment (EIA) principles by adhering to a high standard of evaluation principles yet also incorporating confidentiality and other ethical considerations throughout. Gender and cultural sensitivity were integrated into the evaluation approach.

To ensure a thorough evaluation, the evaluator used a combination of methods in a way that a well-rounded evaluation could be carried out:

- Document review, including direct project-related documents but also of the overall context in Kenya regarding education, CL issues, the National Action Plan for the Elimination of Child Labour in Kenya 2004–2015 and other potential issues of importance;
- Individual interviews and/or focus-group discussions with stakeholders from a wide range of groups including national, provincial, district and local education policy makers and providers, local authorities, project partners, beneficiaries, parents and community representatives (including within the ILO Kenya office), community-based organizations, communities, parents and children;
- Individual and small group discussions with project staff in the central office and with implementing partners (IP) NGO staff;
- Observation of the stakeholders and their work in different settings as well as their networking actions;
- Stakeholder meeting where initial findings were presented, discussed, and enriched with additional input from the participants.

Main Findings & Conclusions

1. The design is very relevant within the Kenyan context at all levels. However, at a national level the design could have taken challenges more into account, for example, whether the project is able to influence realistically the adoption and harmonization of relevant national policies, programmes and legislation with the NAP. The project is working towards the achievement of the objective on legislation and policy

with exponentially improving potential, although much attention is needed to ensure ideal attainment of the eventual outcomes. Capacity-strengthening efforts are proceeding well and, with continued support and follow up, will contribute to substantial and positive capacity outcomes.

2. The entire target population, i.e., children, parents, communities and district agencies are being reached. However, the enrolment for additional children, especially for protection, is still ongoing. Some progress is being made on reduction in CL levels while continued implementation and referral systems to access support to social protection schemes and income-generating activities (IGA) development should help to reduce levels. Project access and availability of relevant education or skills training is being enhanced although close attention to implementation process is needed.

3. The project has considered gender issues in the overall design. Individual Action Programmes (AP) are based on the review of past research conducted under previous ILO/IPEC CL projects in Kenya. Good efforts are undertaken to address specific needs of girls, conduct awareness raising on gender-related CL issues, and gender differentiated reporting.

4. The project is doing well with respect to sustainability and ownership of project actions. The entire project is based on ensuring sustainability through the Integrated Area-Based Approach (IABA) and the mainstreaming of some actions, especially on awareness raising, which is already occurring. Documenting the processes needs special attention to help to ensure replication.

5. The project and its partners have worked hard to try to achieve the objectives although the intensification of efforts in some areas is still needed.

Recommendations

National Level Support

1. Increasingly involve a range of relevant national level ministries for effective coordination and synergies. The role of a broader range of ministries is suggested so that the IABA system that is already beginning to function at a district level is mirrored at national level (Ministries, ILO, SNAP project, social partners).
2. Advocating with tripartite constituents and providing technical input to the National Steering

Committee to determine strategies on how to reinvigorate the updating and adoption of the National Child Labour Policy. The adoption of the policy is needed to ensure budget allocations, which are based on formally-adopted policies to provide credibility to the government in CL actions.

3. Strong follow up and monitoring of planned national actions are needed, including a review process of the hazardous work list, work on regulations to support implementation of the Employment Act and other labour laws, national definitions of CL, national database and support to the mapping system that are being instituted by the Ministry of Labour (MoL) Child Labour Division (Ministries, ILO, SNAP Project, social partners).

Capacity Strengthening

4. To provide **continued capacity strengthening** on effective actions on CL at all levels as well as on CL definitions and legislation. Also provide additional strengthening on the documenting of the Child Labour-Free Zone (CLFZ) model, lessons learned and good practices; skills of the Local Child Labour Committee (LCLC) and IPs to advocate with the district government, and potentially even advocate at national level if opportunities arise. Related intensification of training for all law enforcement agencies on CL issues and their role in referrals is recommended (SNAP project, IPs).

Awareness Raising

5. Extend Supporting Children's Rights through Education, the Arts and the Media (SCREAM) methodologies to include children in vocational and skills training or with LCLC or IGA groups can also be useful. Where local performance groups exist they can also be invited to view performances by the children so that they may also include some of the messages in their regular performances (SNAP project, IPs).

Child Labour-Free Zones

6. Further simplify the definition of the IABA system so that the functions, roles and responsibilities of the participants in the IABA are clear to all. Intensify the emerging CL referral system with emphasis on the ties between the District Child Labour Coordinator (DCLC), its members and the LCLC (SNAP project, IPs).

7. Increase the focus on older children between 15–17 years old and children in agriculture. Given that many rural schools have substantial plots of land, increasing the number of school gardens and supporting the

training of teachers and students would be a useful investment. As part of the resource mobilization process, the IPs may investigate the possibility of leveraging additional funds for such activities (SNAP project, IPs).

8. Review methodologies to implement findings of the labour market study by verifying whether the training of trainers could be provided in project areas related to green jobs and other suggested areas. The project may need to find means to support IPs to develop proposals to leverage additional funds to implement such training.

9. To increase attention to the documentation of the CLFZ model development and continue to improve the identification of good practices and lessons learned would be helpful. The involvement of DCLC, LCLC, teachers/children on documenting good practices is necessary (SNAP project, IPs, all local stakeholders).

Monitoring

10. Provide technical support for the practical introduction and integration of a CLMS into the local, district and national data collection systems. A separate monitoring feedback system to track the results of the assistance to an individual child is still required. Although the children who are referred may be integrated into other data systems, such as those of the Department of Children's Services and the Department of Education, the follow up of the results of the referred CL cases should also be included in the CLMS data. Such information can then be used to inform and plan future CL interventions (SNAP project, IPs, DCLC, LCLC).

11. Increase the transparent and timely monitoring of disbursement to project child beneficiaries as the APs continue to be actively implemented and the need for monitoring increases (SNAP project, IPs).

12. Adjust the Direct Beneficiaries Monitoring and Reporting (DBMR) system in a way that youth aged between 15–17 years can also be monitored and reported in tracking systems.

13. Develop a planning system for implementation of research findings in practice. Start the development of an end-line research design (SNAP project).

Additional mini action programmes (all relevant stakeholders)

14. It is suggested to strengthen focus on:

- Harmonization of policies and laws across different ministries and departments;
- Follow up the mobilization of resources;

- Advocacy for DCLC at national levels (field visits, national steering committee, national conference, invitation of representatives of non-project counties with high CL levels);
- Strengthening capacity of LCLC and DCLCs to increase attention to definitions, laws and regulations;
- Older children and Occupational Safety and Health (OSH) agriculture.

Sustainability

15. Follow-up resources mobilization workshop for the transition from knowledge to implementation (including sustainability of systems).

Important lessons learned

1. There is a need to ensure that CL definitions are clear, owned and relevant to the national situation prior to conducting a CL project baseline. There is also the need to improve quality and prevent delays in the approval of the final baseline report.
2. The realities at national level that can impede attainment of objectives can be substantial and not always under the control of the project, for example, the staffing of government departments.
3. Awareness raising needs to be continuous as the target audience tends to forget the messages.
4. Capacity strengthening is a key element to attain the goals of CLFZ and other effective CL actions.
5. Labour market surveys to inform CL projects are useful but it can be difficult to implement their recommendations when relevant local training options are lacking.

Potential Good Practices

1. The project has been implementing useful capacity-strengthening efforts conducted through workshops and support from project staff in the districts. National level MoL staff has also attended a recent resource mobilization workshop, which was very well appreciated.
2. Representatives of DCLC and IPs attended the resource mobilization workshop which they praised for its potential usefulness to implement and sustain actions on CLFZs.
3. While there was some concern Local Programme Coordinators (LPC) might be viewed by DCLC members as pushy on the project issues this was not

the case. In fact, the LPCs have worked well to reinvigorate the DCLCs and have worked sensitively to strengthen their capacities so that ownership could be maximized. LPCs have provided opportunities to DCLC members to make decisions on routine matters related to the project even where this was not an absolute requirement. As a result the ownership of the DCLC was improved.

4. The strongest component of the awareness-raising system is the Child Rights Clubs within the schools which are already beginning to show good results.
5. The SCREAM training provided through SNAP was very well appreciated and evidence of its success was already visible during the MTE. Children in several locations performed good poems, short plays, and songs on CL and child rights' issues. In one school children proudly displayed hand-drawn posters on CL which they hoped to sell to raise funds to help needy children stay in school.
6. In one school in Kitui, a booklet on CL is made available through a simple library system for children to borrow and share.
7. Solidarity with Women in Distress (SOLWODI) developed awareness-raising materials and is contributing to radio talk shows and media messages on CL on station Radio Salaam and Radio Kaya broadcasting in Mombasa and surrounding areas. In addition; SOLWODI has trained beach operators (beach-based sellers) and peer educators on the Commercial Sexual Exploitation of Children (CSEC) and HIV issues.
8. Local leaders as well as shop stewards — who are mostly sugar transport truck drivers — have been trained and display CL stickers on their trucks. The Sugar Union is, further, already conducting some referral of children in CL to local officials, including two who had been trafficked from across the border.