International Labour Organization

META-ANALYSIS OF EVALUATIONS ON

ILO Child Labour Programmes and Projects in Africa

2009-2014

AFRICA

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Fundamental Principles and Rights at Work Branch (FUNDAMENTALS)
ILO Regional Office for Africa (ROAF)
International Labour Organization (ILO)

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ACRONYMS AND ABBREVIATIONS

AP	Action Programme
BMU	Beach Management Units
CCP	Cocoa Communities Project
CCLC	Community Child Labour Committee
CECLET	Combating Exploitative Child Labour through Education in Togo
CEGID	Centre de Guidance Infantile et Familial
CLFZ	Child Labour Free Zone
CO	Country Office
CSEC	Commercial Sexual Exploitation of Children
CWCLP	Combating Worst Forms of Child Labour by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt15
COBET	Complementary Basic Education in Tanzania
DIAP	Dispositif Itinérant d'Appui Psychosocial
DRC	Democratic Republic of Congo
DWT	Decent Work Team
FCI	Farm Concern International
ECOWAS	Elimination of the Worst Forms of Child Labour in West Africa and Strengthening Sub-Regional Cooperation I and II Projects
FPRW	Fundamental Principles and Rights at Work
IA	Implementing agency
IABA	Integrated Area Based Approach
IGA	Income Generating Activity
ILO	International Labour Office
ILO-IPEC	ILO's International Programme on the Elimination of Child labour
MASSN	Ministry of Social Action and Solidarity
MLSS	Ministry of Labour and Social Security
MYSCD	Ministry of Youth Sport and Child Development
NAP	National Action Plan
NPELCLC	National Programme on the Elimination of Child Labour in Cocoa
PPP	Project Combatting Child Labour in Cocoa Growing Communities in Ghana and Côte d'Ivoire
ROAF	Regional Office for Africa
SCREAM	Supporting Children's Rights through Education, the Arts and the Media
SNAP	Support for the National Action Plan
STBP	Support to the Time Bound Programme
TBP	Time Bound Programme
TECL	Towards the Elimination of Child Labour
TOR	Terms of Reference
ToT	Trainer of trainers
UCW	Understanding Children's Work project
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labour
VSLA	Village Savings and Loan Association
WFCL	Worst Forms of Child Labour
WFP	World Food Programme

EXECUTIVE SUMMARY

Despite significant progress, the ILO's 2016 deadline for the elimination of the worst forms of child labour will not be met and children in sub-Saharan Africa are particularly vulnerable. This analysis examines independent evaluations of 14 projects[1] on child labour implemented in Africa between 2009 and 2014 by the ILO's International Programme on the Elimination of Child Labour (ILO-IPEC).[2] This analysis has been an initiative funded and leaded by the ILO Regional Office for Africa (ROAF), supported during implementation by ILO's FUNDAMENTALS Branch. The main purpose of this analysis is to contribute to organisational learning and to provide guidance to ILO constituents and relevant stakeholders through analysis of lessons learned and good practices, trends in effectiveness, relevance and outcomes, and factors influencing success.

Consolidated findings of this meta-analysis are discussed under five headings, as summarised below. Conclusions and recommendations complete the report.

Good practices and lessons learned

This chapter examines "upstream" work to promote an enabling environment for eliminating child labour and "downstream" targeted interventions, as well as aspects of project management. ILO-IPEC Good Practice Guidelines[3] explain that *"A good practice can be defined as anything that works in some way in combating child labour, whether fully or in part, and that may have implications for practice at any level elsewhere."* The guidelines go on to describe aspects implicit in this definition and criteria used to identify good practices and approaches to their dissemination and application. Lessons learned provide key input to knowledge building, based on what does and does not work.

The following two tables provide an over view of the areas of good practices and lessons learned covered in this meta-analysis:

ENABLING ENVIRONMENT GOOD PRACTICES	LESSONS FOR ENABLING ENVIRONMENT WORK
Sound research-based policy	Advocacy
Working with labour ministries	The importance of the education sector
Sensitising parliamentarians	The concept of IPEC support
Networking	Indicators to measure policy support work
Working in partnership	

[1] A list of the concerned projects and its evaluations are provided in the Annex A of this document.

[2] Since 2015, ILO-IPEC programme operates under the ILO's Fundamental Principles and Rights at Work Branch (FUNDAMENTALS) working towards an integrated strategy for child labour, forced labour, discrimination, freedom of association and collective bargaining. Visit: www.ilo.org/ipec

[3] ILO-IPEC. *Guidelines on Good Practices; Identification, Review, Structuring, Dissemination and Application (TBP MAP Paper IV-14)*, ILO, Geneva, 2023, available at: www.ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_3042. See also: www.ilo.org/ipec/programme/Designandevaluation/Goodpractices/lang--en/index.htm.

TARGETED INTERVENTION GOOD PRACTICES	LESSONS FOR TARGETED INTERVENTION WORK
Stemming migration for domestic employment	Root causes of child labour
Community Child Labour Committees	Models for direct intervention
Supporting children to obtain birth certificates	Sustainability
Education opportunities for vulnerable children	Shared learning
Training key workers	Educational and training services
Validating policies with local authorities	Beneficiary numbers
Gender empowerment	Identifying adult beneficiaries
Psychosocial support	Intervention in child sending areas
Holiday camps	Child Labour Monitoring Systems
Using drama and the media	Literacy
Identifying champions	
Child Labour Free Zones	**LESSONS FOR PROJECT MANAGEMENT**
Community Conversations	Knowledge Management
Parent support groups	Project staffing
Income Generating Activities	Inter-agency projects
Model interventions	Period of operation of Action Programmes
Focus on the community	Internal communication
Creating an enabling environment	Administrative procedures
Integrated Area Based Approach	
Community Action Plans	

Trends in effectiveness, relevance and progress towards, impact and outcomes

Support for mainstreaming child labour issues into national policies and legal frameworks is typically combined with direct interventions to withdraw and prevent a targeted number of children from exposure to child labour. Direct interventions include raising awareness, education and training initiatives and support for livelihoods. Capacity building at all levels underpinned these interventions. Effectiveness is defined as the degree to which projects achieved their immediate objectives. Related trends concerned project design, ILO-IPEC's expertise in enabling environment work, implementing agencies, Child Labour Monitoring Systems (CLMSs), Community Child Labour Committees (CCLCs), Integrated Area-Based Approaches (IABAs), advocacy, dialogue with ministries and project management. While the majority of projects met their quantitative targets, the greatest challenges to effectiveness were linked to time constraints, which also affected sustainability.

All the evaluations found that project interventions were relevant. Generally design was good, particularly when it built on recommendations from previous evaluations. Several reports drew attention to the need for better methods for identifying beneficiaries. Inevitably implementation raised challenges, the most common being lack of time for direct interventions to

run their course, ongoing support for beneficiaries and the sustainability of monitoring systems.

While it has not been feasible to assess the long term impact and outcomes of project interventions during their final months, there are indications of progress towards impact. Many countries have improved policy and legal frameworks and tens of thousands of children have participated in education and training opportunities as a result of ILO-IPEC projects. While children are largely appreciative of these opportunities it is not always clear to what degree they will benefit in the long term. Support for income generation for the families of direct beneficiaries had mixed success, with particular challenges in rural areas. The vast majority of interventions were well designed and well implemented but a common problem was too short a period of operation often due to slow project start-up.

Raising awareness at national, district and community levels was frequently highlighted as a sustainable result of project interventions. Creative approaches were praised and encouraged, particularly use of radio, because of its wide coverage and drama techniques that involved local people in active participation, including mobilisation around internationally recognised days or events.

External and contextual factors influencing the success or failure of interventions

The most common external factors affecting project progress were government related delays and blockages. In addition conflict and civil upheaval sometimes made it difficult to work as did severe weather incidents. Several evaluations mentioned the complementary effect of decentralisation processes, which supported project implementation.

ILO internal factors that affect project efficiency and results

This chapter looks at the knock on effects of delays in project start, Direct Beneficiary Monitoring and Reporting (DBMR) and staffing issues.

Cross-cutting evaluation recommendations to the ILO

The final chapter analyses the recommendations made by the different evaluators, which largely concern the issues discussed in previous chapters, suggesting approaches to resolving difficulties and building on good practice. Those repeated across several evaluations are incorporated in the recommendations of this meta-analysis.

Conclusions and recommendations

A number of topics recur in several chapters, suggesting that they are central to successful and effective interventions. At its best project design takes previous recommendations and contextual causes of child labour into account and makes every effort to implicate those who will implement and benefit from the project. Since sustainable change usually takes longer to achieve than the 48 months of a typical project, it is useful to scan the environment for possible partnerships, synergies or opportunities for common project management in order to leverage the most potential from each funded project, and continuously build on what has been achieved.

Enabling environment work: Mainstreaming measures to eliminate child labour into national policies and legal frameworks is a long process. It involves appropriate awareness-raising, capacity building, persuasion, encouragement, patience and skilled facilitation. It requires a solid basis of sound research and information, which can be supported by collaboration between ILO-IPEC and the Understanding Children's Work project (UCW).[4]

[4] The Understanding Children's Work (UCW) programme is an inter-agency research cooperation initiative involving the International Labour Organisation (ILO), UNICEF and the World Bank. Visit UCW web site at: www.ucw-project.org.

Advocacy: Several evaluations suggest increased focus on developing civil society advocacy initiatives to support the mainstreaming of child labour issues, so that change comes not only in answer to pressure generated at national level, but also in response to grass roots movements and campaigns. Training in advocacy for implementing partners can be used to coordinate and facilitate such campaigns and passed on to local communities to enable them to do the same. Networking is an important component of advocacy, bringing individuals and institutions together to focus on common objectives. Networks are worthy of support, since without resources they cannot meet their full potential. Awareness-raising activities were the most sustainable of project interventions and seen as essential for policy and decision makers and service providers. Awareness needs to be built on the back of solid research and plays an essential role in advocacy. Active participation of children via the ILO-IPEC's "Supporting Children's Rights through Education, the Arts and the Media (SCREAM)" programme was a valuable component of a number of projects, contributing to raising awareness as well as building self-confidence and developing knowledge of human rights.

Implementing agencies: There are advantages and disadvantages to implementation through both non-government organizations (NGOs) and social partners. NGOs have development experience and local knowledge but are dependent on donor funding. Implementation through ministries and employers and workers organisations strengthens their capacity to fulfil their designated roles, and should guarantee a degree of sustainability. However their resources, capacity and commitment may be limited and they have parallel duties to fulfil which can make for slow and difficult progress.

The Integrated Area-Based Approach (IABA) was used with good effect. It served to build capacity at community and district levels and develop systems with the potential to become sustainable, given access to the required resources. The Community Action Plans (CAPs) used in West Africa proved to be effective measures to empower communities to advocate for their needs to be integrated into district planning processes. Community Child Labour Committees (CCLCs) coordinated community support for education and child labour reduction strategies in many projects. They also played an important role in developing Child Labour Monitoring Systems (CLMSs). Such committees are compatible with an IABA and important in developing community ownership of project opportunities.

Beneficiaries: Several evaluations drew attention to the non-sustainable nature of support for children withdrawn or prevented from exposure to child labour and some examples were cited where children may have been worse off after project interventions. Difficulties occurred in selecting beneficiaries where need outstripped the resources available or the selection criteria were inappropriate. Selection was more productive when it was managed and controlled by local communities and on occasions support for education infrastructure left a lasting legacy. Some evaluators suggested that greater emphasis on building quality education and sustainable child protection services would be more effective than focussing on specific beneficiaries.

Income generation support to vulnerable families worked better in urban areas. Agricultural options had a long gestation period and the project sometimes ended before the first cycle was complete. This type of support needs enough time for feasibility studies, training and set -up and mentoring over several profit cycles. Business training courses served to increased income through better management. Vocational training for older children was also more successful in urban areas where there were more opportunities and larger markets. Non-agricultural options in rural areas proved difficult to establish, not least because of lack of start-up funds and tools. Village Savings and Loan Group membership was by far the most successful support strategy for increasing resilience among vulnerable families and could also be extended to older children to assist them to buy tools. Four successful examples of income generating activities are cited in the good practices section of this report, serving to demonstrate what can be done when the project succeeds in facilitating the necessary conditions.

Child Labour Monitoring Systems (CLMSs) were most useful at community level to identify working children and assess progress towards eliminating child labour. CLMS have proved resource intensive and often unsustainable at higher levels, since they are dependent on capacity, resources and political will to continue once the project is over. Some projects have ensured that child labour statistics are integrated into existing national surveys, which might be a more

effective approach to gathering data on a national scale.

Shared learning and knowledge management: Several evaluations drew attention to the benefits of exchange visits and stakeholder workshops. Exchanges at community level, between implementing partners or between stakeholders of different countries offer opportunities for learning and spreading effective interventions. Comments on knowledge management referred most often to the wealth of information available through ILO-IPEC and the benefits of ensuring that it was accessed by relevant project stakeholders.

Psycho-social support: Children experience trauma in a range of situations but services to assist in recovery are few and far between in most African countries. CEGID's intervention in Senegal demonstrated Professor Serigne Mor Mbaye's innovative, relevant and effective approach to psychosocial support for children in a rural environments with minimal access to psychologists and social workers. Known as Dispositif Itinérant d'Appui Psychosocial (DIAP), in this project it focussed on victims of physical and sexual abuse in the context of child labour, but it has also been applied in conflict zones across West Africa.

Recommendations at operational level

When designing new projects:

1. Take into account recommendations from previous child labour projects in the country concerned and evidence from relevant child labour research reports.

2. Involve stakeholders in project design as far as is feasible, including those at community level, using participatory analysis and planning tools and models.

3. Look for potential synergies or joint management possibilities to maximise the potential of each funded project.

4. Consider carefully the most appropriate implementing agencies, wherever possible including social partners.

5. Include funds for advocacy training at national and community levels in project budgets and build in opportunities for grass roots advocacy.

6. Ensure creative awareness-raising mechanisms are integral to the project, since this will probably be its most sustainable legacy.

7. Map existing child protection networks and consider offering appropriate support.

8. Consider using an integrated area based approach, community action planning and CCLCs to provide the framework for community level interventions.

9. Avoid non-sustainable short term support for vulnerable children.

10. Ensure feasibility studies for vocational training and income generating activities introduced by the project.

11. Prioritise the establishment of Village Savings and Loan Groups in project villages.

12. Look for ways of making children active participants – ILO-IPEC's SCREAM programme is a tried and tested methodology.

13. Create opportunities for exchange visits at different levels. These should have clear objectives and involve participants in analysis and discussion of what they see and experience during the course of the visit.

14. Search ILO and other on-line resources for appropriate training materials.

At project management:

1. Where project start up takes longer than planned, assess the viability of successfully supporting income generation, livelihoods and vocational

training within the time remaining and have the courage to change plans as appropriate. Communities need to be involved in any change of plan in order to mitigate the effects unmet expectations on future partnerships and projects.

Recommendations at strategic level

1. An increased emphasis on advocacy and support for the development of grass roots movements to complement and encourage the strengthening of child labour policy and legal frameworks. Such advocacy would benefit from creative approaches to raising awareness, including making "user-friendly" versions of relevant research for use by social partners and other stakeholders at national, district and community levels. Advocacy training for implementing agencies and community groups would contribute to strengthening civil society, decentralisation and democracy through empowering less powerful sections of the population to voice their needs and opinions.

2. Place more emphasis on supporting the development of functional and sustainable systems at community and district level and less on meeting target numbers of direct beneficiaries. This would avoid setting up short term systems that cannot be sustained and would be implemented through the social partners wherever possible.

1. INTRODUCTION

The ILO is dedicated to the progressive elimination of child labour and has as one of its main goals, the eradication of the worst forms of child labour. Child labour is defined as *"work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development."* Through collaboration with constituent member states and implementing partners the ILO promotes the ratification and adoption of its child labour Conventions, facilitates policy-reform targeting country labour elimination programmes, provides technical and advisory support for setting policies and national action plans and also provides support to relevant interventions in terms of advocacy, awareness-raising, social mobilization, and resource mobilization.

The ILO's *2013 Global Report on Child Labour* details the significant strides made towards the elimination of child labour, including a 22 per cent decrease in the number of children (aged 5-17) engaged in labour activities from 2008 to 2012. This represents a drop of 48 million, from 216 million to 168 million children. In terms of children engaged in hazardous work there was a 26 per cent decrease over the same period, a drop of 30 million, from 115 million to 85 million children.

However, despite this tangible progress, approximately 168 million children, 10.6 per cent of the global child population, were still involved in child labour in 2012 and 85 million children, 5.4 per cent o f the global child population, were working under hazardous conditions. In comparison, in Sub-Saharan Africa 21.4 per cent and 10.4 per cent of the total child population were engaged in child labour and hazardous work respectively, indicating the seriousness of the situation in the region.

The 2013 report indicates that the deadline for eliminating the worst forms of child labour by 2016 will not be met, necessitating a substantial acceleration of efforts. In order to have a catalytic effect the ILO Regional Office for Africa (ROAF) decided to carry out a meta-analysis of all final independent evaluations of the child labour interventions it had implemented in the region over the period 2009-2016 in order to distil good practices from field experiences and draw useful lessons for planning and implementing an accelerated plan of action.

Thus the purpose of this meta-analysis is to contribute to organisational learning and to provide more effective guidance and support to ILO constituents and relevant stakeholders on future work concerned with the development and implementation of child labour programmes and projects in Africa. With this in mind, this report makes a number of recommendations at operational, strategic and policy levels.

The scope of the meta-analysis covers the 14 final independent evaluations of child labour projects that took place in Africa between 2009 and 2014. All but one of these evaluations were managed by ILO-IPEC's Evaluation and Impact Assessment Unit,5 the exception being the evaluation in Egypt which was commissioned and managed by the United States Department of Labour (USDOL) as a donor, the project being implemented by the World Food Programme (WFP) with a limited ILO-IPEC component.

[5] Formerly the ILO-IPEC's Design, Evaluation and Documentation (DED) Section.

A number of types of typical ILO-IPEC interventions and approaches are covered by the various projects:

i. ***Support for Time-Bound Programmes (TBPs) to eliminate the worst forms of child labour***. The most critical element of a TBP is that it is implemented and led by the country itself. Governments commit to the development of a plan to eradicate or significantly diminish the worst forms of child labour within a defined period, which implies a commitment to mobilise and allocate national human and financial resources to address the issue. ILO-IPEC coordinates a programme of activities to support the national initiative to reach its goals.

ii. ***Support for National Action Plans (SNAPs)***. The support for TBPs evolved over time into the SNAPs which were largely similar in nature, focussing on linking with national programme or planning frameworks

iii. ***Multi-country programmes***. The coordination of activities across countries facing similar challenges and, ideally, leverage added value through shared learning and economies of scale.

iv. ***Community focussed projects***. The emphasis on the work with households local organizations at community level rather on developing policy and legislative frameworks.

v. ***Integrated Area-Based Approaches (IABAs).*** The support through an integrated set of interventions that simultaneously addresses all the interlinked and systemic issues that perpetuate all forms of child labour in a well-defined geographical or administrative area.

The projects concerned are listed in Annex A.

Several are expanded evaluations which include sub studies of specific aspects or components. It needs to be understood that this meta-analysis is a desk review based on final evaluation reports without any attempt to verify the given findings. All evaluations were considered equally, with no additional weighting given to those that involved more field work or included sub-studies on various areas of impact. These evaluations do not necessarily cover the full range of interventions used by the ILO-IPEC in Africa, so it should be understood that there may be other possible approaches beyond those discussed in this meta-analysis.

The primary clients of the meta-analysis are the ILO constituents, the ILO Office (ROAF, DWT/CO-offices, FUNDAMENTALS, and other relevant departments). However, the final report will also be disseminated to other relevant stakeholders, decision makers, and donors for knowledge sharing purposes.

2. METHODOLOGY

The meta-analysis was conducted on the basis of a desk-analysis of the 14 selected evaluations. Information to respond to the key questions outlined in the terms of reference (see **Box 1**) was distilled and analysed and findings consolidated and synthesised in order to identify the good practices implemented, lessons learned, and any cross-cutting recommendations from the evaluations. Other emerging aspects are included as deemed appropriate.

Box 1 – Key questions from the Term of Reference (TOR)

1. What are the main lessons learned and good practices implemented in child labour interventions in Africa?
2. Are there any trends or patterns regarding the effectiveness, relevance, impact, outcomes or other characteristics of evaluated projects?
3. What are the most common external and contextual factors that influenced the success or failure of the child labour interventions?
4. What are the ILO internal factors that hindered project efficiency and project results?

Five spread sheets were used to gather the relevant information from the reports, one for each of the key TOR questions and one for the recommendations made by the evaluation teams. Recommendations were identified on the basis of the spread sheet analysis. The evaluator chose not to visit any of the countries concerned or discuss the evaluations with ILO-IPEC or other stakeholders. This was in an attempt to limit bias, since it would not have been feasible to visit all the countries or talk to a true cross section of stakeholders.

2.1 Limitations to the methodology

There are several limitations to the methodology. Probably the most significant is that it is not possible to definitively assess the degree of progress towards sustainable impact or long term project outcomes at the time of a final evaluation because it is too soon to know. Therefore evaluators make assumptions based on their observations, experience and the information available. There may be a tendency to be overly optimistic since many evaluators seek to validate the efforts of project participants and stakeholders. Without longitudinal tracer studies to follow the progress of beneficiaries over several years it is difficult to assess the impact of the project on their lives. ILO-IPEC has carried out such tracer studies in various countries including in Africa.

A further limitation is that since the evaluations were carried out by different teams there are inevitably differences in perspective. However the standard ILO evaluation approach mitigates this to some extent and the diversity of independent evaluators is probably largely beneficial as it enables a broad spectrum of views to be expressed.

The meta-analysis approach, by definition, draws on a limited set of information based on projects that have been implemented. Unless evaluators discuss alternative ideas, there is no opportunity to take into account wider possibilities and other potential approaches, so the report may be missing aspects from “outside the box”.

3. KEY FINDINGS

Findings are discussed under the following five headings:

3.1. Good practices and lessons learned

3.2. Trends regarding effectiveness, relevance and progress toawrds, impacts and outcomes

3.3. External and contextual factors influencing the success or failure of child labour interventions

3.4. ILO internal factors that affect project efficiency and results

3.5. Cross-cutting evaluation recommendations to the ILO

3.1 Good practices and lessons learned

This chapter describes a number of good practices concerning both enabling environment and targeted interventions that are identified in the evaluations. It discusses some of the factors contributing to their success and their potential for replication or scale up.

Key lessons learned are also examined and contributory factors discussed. Lessons learned in this context are understood to be opportunities for future interventions to improve on past experience by building the learning into replication or scale up initiatives.

3.1.1 In enabling environment work

■ Good practices

1. Policy based on sound research evidence

The evaluation of the Project *"Support to the development of National Action Plans (NAPs) in Sub-Saharan Africa through policy support, research, knowledge building and advocacy, in particular through Understanding Children's Work (UCW)"* (***Sub-Saharan Africa Project***) highlighted the progressive cooperation between ILO-IPEC and UCW and the links between research and the policy process as a good practice. The project was implemented by ILO-IPEC in partnership with UCW, an inter-agency research cooperation initiative involving the ILO, UNICEF and the World Bank and guided by the Roadmap adopted at The Hague Global Child Labour Conference in 2010.

The evaluation highlighted UCW's solid research results as the basis for analysis of country contexts to ensure that NAPs address key issues and encourage stakeholder buy-in. UCW and ILO-IPEC inputs were seen as complementary since the NAP provides an immediate focus for UCW research and ILO-IPEC uses the UCW studies to furnish evidence-based arguments in meetings with tripartite

partners. UCW's links to government bodies beyond labour ministries also have the potential to bring other important stakeholders to the policy table. The project experience in Cameroon is cited as an example of good collaboration with national partners during a systematic build up to NAP formulation. Four preliminary reports were reviewed and discussed with stakeholders, which helped to ensure national buy in, acceptance of child labour concerns and the probable links between child labour and youth employment.

UCW and ILO-IPEC collaboration and joint field missions to feed into NAP formulation is a practice that could be replicated in other countries. The evaluators also pointed out the potential for repackaging research results for particular audiences such as civil society actors in order to support advocacy and district or community level stakeholders to support the development of grass roots support for NAPs. The evaluators also mentioned the potential for establishing links with national research institutes or national universities in order to build in-country research capacity.

The report highlights the fact that high quality credible research is not sufficient for policy formulation, diffusion and implementation. It draws attention to an analysis by the UK's Overseas Development Institute which identifies a range of inter-related factors that determine whether research-based and other forms of evidence are likely to be adopted by policy makers and practitioners. These factors can be divided into three overlapping areas: the political context, the evidence itself and the links between policy and research communities. These reside within a fourth set of factors: the external context[6].

2. Basing project staff within the ministry of labour

The same project evaluation highlighted the relatively common ILO-IPEC practice of basing a national facilitator within the ministry of labour during project implementation. This emphasises ILO-IPEC's supporting role in the development and implementation of national policy and supports national ownership and appropriate capacity building. This worked particularly well in Ethiopia and could be replicated elsewhere.

3. Sensitising parliamentarians

The evaluation of the Project *"Support for the Time-Bound Programme on the worst forms of child labour in Tanzania (Phase II) - Including a sub-study of the District framework"* (***Tanzania TBP Project***) mentions the success of efforts to sensitize parliamentarians about child labour since it enabled decision makers to better understand the issues put before them.

The evaluation of the Project *"Project of Support for the Preparatory Phase of the Uganda National Action Plan for the Elimination of Child Labour"* (***Uganda SNAP Project***) noted that project staff regretted not sensitizing parliamentarians.

4. Networking

A number of aspects of networking were highlighted in various evaluation reports.

i. The Project *"Support to development and implementation of Time-Bound Measures against the WFCL in Zambia"* (***Zambia TBP Project***) facilitated the formation of a consortium of agencies working on child labour issues which grew out of discussions during a Good Practices Workshop. Eleven organizations formed this working group to drive the child labour agenda at national level

[6] Young, J. and Court, J. *Bridging Research and Policy in International Development: An Analytical and Practical Framework,* RAPID Briefing Paper 1, *2004*. Available at: www.odi.org.uk/resources/download/168.pdf.

with the aim of strengthening the collective voice of NGOs and acting as a pressure group on specific issues. The evaluators saw the enthusiasm and commitment of the NGOs as validation of the project approach of working intensively with such partners. It has yet to be seen whether this will remain an exclusively NGO consortium and to what degree it will be able to form a common platform with social partners.

ii. The evaluation of the Project *"Creating an enabling environment for child labour free areas in Kenya: Supporting the implementation of the National Action Plan (SNAP Kenya) for the elimination of the WFCL with special focus on agriculture & older children" (**Kenya SNAP Project**)* highlights the national child labour network as a good practice.

iii. The evaluation of the ***Sub-Saharan Africa Project*** appreciated the SCREAM Network in the Democratic Republic of Congo (DRC) that developed from a Training of Trainers (ToT) workshop. The network connects individuals and entities involved in child protection, the media and related projects and its formalisation indicated the intention to continue advocacy activities continue after the end of the project.

iv. The evaluation of the Project *"Towards the Elimination of the Worst Forms of Child Labour - Phase II (TECL II) with a focus on HIV/AIDS: Supporting and monitoring the implementation of National Plans of Action in three core countries in Southern Africa" (**TECL II Project**)* also identified implementing agency support for networking as a good practice. It was seen as more intense, less formal and more practical than government initiatives. Networking from schools, as key access points for finding children, was specifically mentioned, as was collaboration with key resource people within local government agencies, to help move cases through the government system.

v. On a similar note the evaluation of the ***Uganda SNAP Project*** mentions the effectiveness of designating a small Task Force of committed individuals (office-holders and others) to push an agenda forward as a useful and time-efficient approach to re-energize or break deadlock.

At least two of these networks grew out of project workshops. It is not known to what extent they remain active, since initial enthusiasm can dissipate in the absence of the resources required for effective networking. However since organisations working together can wield more influence than when working alone, supporting networks is one way to encourage progress towards sustainable project impact.

5. Partnerships

A number of aspects of partnership were highlighted in various evaluation reports.

i. The evaluation of the Project *"Eliminating the Worst Forms of Child Labour in West Africa and Strengthening Sub-Regional Cooperation through ECOWAS" Phases I and II (**ECOWAS Project**)*, describes partnership as a means of maximising use of available resources. Major progress towards impact was achieved by partnering with existing organizations to implement awareness-raising, policy development and direct action. Working through the ILO tripartite constituencies spread awareness and reduced the acceptability of child labour. Partnerships with government, the media, the private sector and civil society extended the impact of project achievements.

ii. The evaluation of the Project *"Towards child labour free cocoa growing communities (CCP) in Côte d'Ivoire and Ghana through an integrated area based approach"*, *(**CCP Project**)*, said that: "*The project recognized the existing roles related to the different national partners. Thus, the project itself did not design new roles for these partners, but rather supported or facilitated them*

to perform their tasks more effectively." The report appreciates the involvement of a range of government, community and social actors touching different aspects of the lives of beneficiaries to achieve project goals.

iii. The evaluation of the Project *"Public-Private Partnership (PPP) between the Chocolate and Cocoa Industry and the ILO to Combat Child Labour in Cocoa Growing Communities in Ghana and Cote d'Ivoire" (**PPP Project**)* saw ILO-IPEC support to national partners and stakeholders and the common coordination of four ILO-IPEC projects ***(ECOWAS I&II, CCP, PPP Projects)*** as a key to project success. The use of integrated approaches, including partnering with government, promoting capacity building, advocacy and sensitization at all levels, combined with direct action at the community level was described as a good approach to be replicated.

iv. The evaluation of the ***Mali TBP Project*** found noted the highly participatory process that facilitated project ownership so that project partners achieved convincing results.

v. The evaluation of the ***Zambia TBP Project*** saw that developing relationships with key ministries had facilitated linkages with partner NGOs that resulted in the Ministry of Youth Sport and Child Development (MYSCD) including new recreational centres in their annual budget. One NGO partner commented "*We want to continue to work with MYSCD. They only entered in the middle of the project, but their partnership has been very fruitful. It is a pity their input was not there in the design stage when we only considered MLSS as the key player.*"

vi. A further good practice from the ***Zambia TBP Project*** is capacity building by a lead partner organisation which offered other implementing partners a comprehensive package of support. They conducted an initial organizational capacity assessment of each organisation, then provided training and mentoring on reporting and financial capacities, the development of strategic plans and the strengthening of governance systems and fundraising. Three organisations successfully attracted new funding, attributing their success to improved management and financial control systems.

vii. The evaluation of the ***TECL II Project*** in Southern Africa identified the use of national implementing organizations to deliver services as well as for building local stakeholder capacity as a good practice.

While working in partnership is standard for ILO-IPEC, it is worth noting when it is particularly successful in order to replicate and build on good practice. A focus on partnership also serves as a reminder of the importance of the process in affecting the outcomes.

Lessons learned

1. Data and research support for effective advocacy

The evaluation of the ***Tanzania TBP Project*** reminds readers that a child labour policy is only the beginning and leveraging funding for implementation often requires prolonged and coordinated advocacy. Consultations with government ultimately need to take place at a level high enough to influence resource commitment and once this commitment is made, a strong mandate and direct path of communication/command to local government is required. Good relationships with key government officials and reliable statistical information both pay dividends in advocacy work. Enabling environment interventions need to target every possible entry point and significant progress towards impact can be achieved when all players are mobilized for action. The evaluators highlighted the potential of working through regional offices when national processes have stalled. The importance of the education sector

in addressing child labour is noted, including the requirement for vocational training policy to address the needs of primary school leavers since they are too young for many types of work and will not all transfer to secondary school.

The ***Zambia TBP Project*** points out the reciprocal relationship between enabling environment and targeted intervention work since direct community level interventions need the support or authorization of legislation and policy, and government efforts need to be supported by and responsive to advocacy from civil society.

2. Education sector support

The evaluation of the ***SNAP Uganda Project*** also highlighted the need for support from the education sector since child labour and education are so inextricably linked. This requires activities and funding to be directed towards education-led initiatives at the same time as working with labour ministries. Joining the Education Development Partners Forum was seen as a good move.

3. Misunderstading of the project concept by stakeholders

The evaluation of the ***Mali TBP Project*** considered stakeholders to have limited understanding of the project concept, tending to view it as a development cooperation project rather than primarily as support for a national programme and dependent on national ownership for its success.

4. Improvement of indicators to measure policy support work

The evaluation of the ***Sub-Saharan Africa Project*** found that standard project planning indicators did not tell the full story when attempting to measure policy support work. New ways of measuring and evaluating policy impact and policy support work were required.

3.1.2 In targeted intervention work

■ Good practices

1. Stemming the migration of girls for domestic employment

In the ***Tanzania TBP Project****, the* formulation of bye-laws and a broad coalition including district government authorities and regional police supported the dissemination of legal information and awareness-raising at village level which led to stemming the migration of girls for domestic employment. Iringa police monitored bus stands, removed children on the point of departure and arrested a number of traffickers. Even non-stakeholders observed that it is now impossible to get an Iringa girl to work in your home. This achievement shows how coordinated activities carried out by communities, local and regional authorities, media, schools, vocational training centres, churches and NGOs can bring about a change in accepted practice. The report highlights how local ownership, personal contacts and good relationships played an important part in the end result, as did complementary work in Dar-es-Salaam to support girls who were arriving or already working there. This success could well be replicated in other locations where girls from rural areas habitually migrate to find work in urban centres.

2. Community Child Labour Committees (CCLCs)

Community Child Labour Committees (CCLCs) have been set up across many countries as part of ILO-IPEC interventions. A number of evaluation reports highlighted particular aspects of this strategy that stood out as particularly good practice:

i. In the ***Zambia TBP Project*** one partner empowered CCLCs through making them responsible for tasks such as requesting school places, delivering cheques and collecting receipts from schools. This helped to foster their ownership of activities and created a sense of accountability to their communities, as well as increasing sustainability and promoting linkages.

These CCLCs also put considerable time and effort into social mapping and had this to say about it: *"We made observations in bars, tobacco plantations, train stations, and market places. We tracked down and interviewed any child we saw working. We learned a lot. We knew that some families had problems making ends meet; but we hadn't realized quite how bad their situation is. Now we know. It took us two months to map our school's catchments area. We went out every day and often went hungry while we did this"* (Tazara CCLC, Mkushi).

ii. In the Project *"Combating Exploitative Child Labour through Education in Togo" (**CECLET Project**)* the training and involvement of local development committees in Lomé enabled the withdrawal and prevention of girl victims of commercial sexual exploitation and awakened the population to the dangers of the phenomenon.

iii. In the Project *"Inter-agency programme to improve the conditions of children at risk in Senegal" (**Senegal Project**)*, NGO implementing agencies facilitated the creation of village level committees to combat child labour. This decentralised the work of the local commissions established in each project zone and served to coordinate and initiate activities at village level. Village committees (and committees covering urban districts) were democratically elected from different sections of the population. They receive training that enabled them to the raise local awareness of child labour and the relevance of education. They were close to the families and children concerned and use familiar communication techniques that help to create ownership and understanding among the wider community. They were well placed to contribute to the selection, support and placement of beneficiaries, to monitor their progress and to provide links from within the community to those outside.

iv. One implementing agency in Senegal ensured that children were part of CCLCs so that they could give their points of view and contribute to the work of the committees.

v. In the ***SNAP Uganda Project***, CCLCs consisted of volunteers chosen by the community and included the vice-chair of the local council and teachers from local schools, which provided links to statutory agencies. One implementing NGO encouraged adult project beneficiaries to become members of the CCLC thereby giving something back to the community, while another encouraged CCLCs to include employers and faith leaders thus providing further useful connections. Both these were recommended as good practices. The CCLC in Kasura parish, Rakai, raised their own funds to help needy children and donated maize, beans and cassava from their own harvests to 28 vulnerable families in the parish. Several CCLCs took the initiative to contact children who had migrated to other districts to find work and were often successful in recalling and enrolling them in school or vocational training. A number made referrals or returned children to school without external support.

Namakwekwe CCLC in Mbale town consisted entirely of grandmothers working in a challenging urban community with bars, strip-clubs, alcohol brewing sites and prostitution. Members spent time on street corners building relationships with girls in commercial sexual exploitation and were able to withdraw five of them. The Nyondo CCLC (Mbale) went to brewing sites where they negotiated agreements with the owners to eliminate the participation of children. Copies of these agreements were deposited with local authorities.

Also in Uganda one implementing agency carried out child labour sensitization with all their Village Savings and Loan Associations so that each of these became active as 'sub-CCLCs' which reported to their umbrella CCLC at sub-county level. This is identified as a good practice because it is sustainable and provides a link to funds.

vi. In the evaluation of the Project "Support to the National Action Plan to Combat Child Labour in Malawi" ***(SNAP Malawi Project)***, evaluators were impressed that the community structures performed well without material incentives, motivation coming from an appreciation of the seriousness of the problem affecting the community. CCLCs' supported withdrawn children using their personal resources in terms of time, money, food and school requisites.

vii. In the ***Kenya SNAP Project***, potential good practices in a report provided to the evaluation team included the formation of Local Child Labour Committees to champion child labour issues.

3. Birth certificates obtention

The ***CECLET Project*** in Togo supported children to obtain birth certificates which reduced the number of school dropouts since children were then eligible to take exams and progress to higher grades. Trained volunteer workers were used to enable this process, which also served to build community solidarity and awareness about child labour. The ***Senegal Project*** also used this strategy to enable children to enrol in school and sit exams. It was possible to negotiate with local judicial authorities for reduced costs for a bulk issue of certificates. This is an easily replicable good practice that can have a significant impact and is usually accompanied by publicity to encourage parents to register children at the time of their births.

4. Education opportunities for vulnerable children

Education opportunities for vulnerable children are key components of ILO-IPEC projects and several evaluation reports drew attention to particularly effective examples:

i. The ***CECLET Project*** in Togo, night school and refresher literacy clubs for children in primary and upper school addressed various situations that contributed to children working. Summer schools continued children's sense of well-being in the learning environment and helped keep them in the village rather than traveling elsewhere to work during school holidays.

ii. In the ***CCP Project***, non-formal education schemes provided services to out-of-school children and in some cases reintegrated them into local schools. Community-based training and farm schools were considered as good practices, as they allow children to learn in their village, and eventually, develop a professional or economic activity within their communities.

iii. The evaluation of the ***ECOWAS Project*** highlighted support for community-led efforts to ensure quality schools. In Côte d'Ivoire one community repaired war-damaged schools which enabled children withdrawn from work to be enrolled. Parents took the lead in gathering local materials. The ECOWAS project supported these efforts, seeing it as a "mini private-public partnership" that identified local resources to resolve a local problem without waiting for distant government officials to respond to their needs. By partnering with NGOs the projects leveraged their support and built confidence that the community itself could identify solutions to many problems without external support.

5. Key workers training

Training key workers was seen as an important approach to change in the ***CECLET Project*** in Togo, where the project trained police officers, gendarmes and workers in the tourism and hospitality

industries. This contributed to changes in behaviour and attitudes towards victims and perpetrators of child exploitation. In the ***SNAP Kenya Project*** children and journalists were encouraged and trained to write articles about child labour.

6. Validation of policies by local authorities

The ***ECOWAS Project*** evaluators were impressed by the effectiveness of zonal workshops designed in Nigeria's six geographic zones to bring state representatives together. The workshops encouraged each state to adopt similar child labour legislation and regulations and to validate (and modify as necessary) the policies approved by the federal government in Abuja.

7. Gender empowerment

The ***CCP Project*** evaluation makes particular mention of how gender empowerment can challenge attitudes and behaviour and help women to take individual and collective action in households, workplaces and communities. The report underlines the fact that this type of cultural transformation is central to the fight against child labour in many countries. Gender issues are considered in all the evaluation reports, mainly to acknowledge that projects have worked with women and disaggregated beneficiary data but this more thoughtful analysis is worthy of note.

Specific examples of how project activities took account of gender issues include the baseline studies, which sought out information about the internal dynamics of family and community organization, as well as economic and social factors leading to differentiated positions and interests between men and women regarding child labour and development processes and actions. This data was taken into consideration to promote women's social and economic empowerment through education and training to ensure they had the capacities to effectively invest in livelihood activities. Participatory approaches ensured women's involvement in the design of Community Action Plans to ensure their needs were met and their constraints addressed. Women were systematically included in education programs on agriculture, literacy, livelihood skills and unionism. Capacity building also aimed at helping more women become active community members and increase their representation by promoting their presence and voice in the communities' decision-making processes and bodies (notably CCPCs). The provision of livelihood services facilitated women's access to resources and factors of production, such as production kits and capital, as well as access to markets. The project promoted the formation of women's groups (groups, associations, co-operatives) in which members had the potential to increase their performance, productivity and income collectively.

8. Psychosocial support

In the ***Senegal Project*** evaluators were deeply impressed by the process for community based psychosocial support developed by Professor Serigne Mor that enabled children suffering from post-traumatic stress to receive appropriate support in a context where there are few or no psychologists available. The intervention succeeded in giving development workers the skills to identify traumatised children and accompany them in coming to terms with their experiences. In the African context there is a real need to make this process more widely available so that more children can benefit from it. The appreciation expressed by both community members and local authorities indicates that this approach is adapted to a rural African context.

9. Holiday camps

One implementing agency in Senegal organised a two-day holiday camp and activity sessions for games, recreation and sports for over 220 children aged from 7 to 17 years old. Four local sports and cultural associations were involved in 60 activity sessions for children enrolled in various villages. These

types of activities help children to develop self-confidence and leadership qualities in an environment free from stigmatisation or exclusion.

10. Using drama and the media

In the ***SNAP Uganda Project*** a documentary was filmed based on cases studies from the project districts. Screenings led to impromptu community discussions as audiences spontaneously expressed their response and commitment. In one venue the Regional Police Commander raised his hand and promised to do everything he could. The feature film "Stone Cold" concerning child labour was also shown in public screenings and those who saw it reported being intensely moved. A process named "Cinema Leo" was developed by the same implementing agency, in which they asked community leaders or government officers to act in short skits which they filmed and edited on the spot and showed the same evening to a public audience. These were not only informative and entertaining but conveyed the message that these leaders/officers were supporting the campaign against child labour. Another implementing agency worked with local radio stations and newspapers to ensure press coverage of child labour activities and successes. They also worked effectively with local drama groups and the demand for further performances was "overwhelming." Other partners sponsored radio talk shows. The District Labour Officer of Mbale was interviewed in one such show and reported that many people contacted him afterwards about cases of child labour.

In Mbale a media blitz achieved wide coverage to support sensitisation. According to the District Labour Officer the media efforts helped him win support from other local government bodies. Media events served to lift things to a higher gear and the project lobbied radio stations to provide free slots. This report also highlighted the benefits of good pre-event publicity, since districts where this took place reported higher audience umbers for drama performances.

The ***Zambia TBP Project*** evaluation also draws attention to drama and radio as effective media for raising awareness.

11. Identifying champions

A number of projects drew attention to the power of especially dedicated individuals to promote change, particularly those in positions of influence.

In the ***SNAP Uganda Project*** the District Labour Officer (DLO) in Mbale was one such person. A remarkable level of government ownership, public awareness, and community mobilization led to real change in children's lives, and laid a strong foundation for future efforts. The leadership, capacity, and commitment of the DLO were key contributory factors in the level of achievement. Evaluators described him as dynamic and knowledgeable and aware and appreciative of the work of the project. He showed patience and persistence in lobbying and advocacy at both technical and political levels with significant results. He did what he could with what he has: although the initial child labour budget was infinitesimal (about 80 USD) he used this for joint monitoring trips with colleagues from other departments. They were successful in eliminating child labour at one coffee processing plant where they found many children engaged in sorting coffee during school hours, and in rice growing schemes. During these trips they sensitized Local Councils who *"became part of our monitoring system."*

The ***ECOWAS Project*** enlisted powerful communicators at the national level to spread the child labour message to various audiences and the same approach was used in some communities, resulting in significant progress towards impact. In Abengourou, Côte d'Ivoire, the local traditional leader became passionate about ending child labour and wanted his district declared "Child Labour Free." In Nigeria, the project obtained endorsements from a traditional leader in a poor outlying community that helped reach new populations where child labour is endemic. Champions are described as essential to reaching beyond the limitations of a project to sustain a movement to end child labour.

12. Child Labour Free Zones (CLFZ)

In the ***SNAP Uganda Project*** this concept was pursued by one implementing agency through the key principles that "*every child of school-age must be in school and not in child labour and it is everyone's responsibility to see that this is achieved*". To this end child labour awareness was inserted into every village meeting and group. Alongside the efforts of the CCLC volunteer youth activists were trained as role models to children withdrawn from child labour. The activists meet regularly and organized extra-curricular activities for children during school holidays. As yet they have not yet achieved a truly CLFZ but hope to get there within one or two years. The implementing agency stated that a minimum of 5 years investment in a community is required.

Another implementing agency sensitized fishermen in Beach Management Units (BMU) and Ntuvu village, Rakai became a virtually child labour free village where no child under age 18 years is allowed to engage in fishing. Fifteen children previously engaged in fishing now attend school even though it is far to walk and the lake occasionally floods and cuts them off. Only one out of 60 children aged 6-16 years is not in school. Parents were hostile at first but through solidarity between BMU members they are now much more cooperative and report any child playing truant or engaging in child labour. A UBOS[7] follow-up survey supports this finding; in Rakai district there were 604 children in the surveyed sample engaged in fishing in 2010, but none reported in 2012.

13. Community conversations to facilitate public discussions

Community conversations in the ***SNAP Uganda Project*** involved training local leaders to facilitate public discussions where everyone is encouraged to speak their minds. In one example the theme was "*Why do children drop out of school?"* Reasons given included hunger, poverty and family relationships and the realisation that the three are closely linked led on to discussion of why there is hunger in the home, and eventually it was concluded that men were not contributing and supporting their families in the way they should. Since then men have been working harder and helping their families more. This good practice was replicated and used to successfully to engage a quarry owner and workers in dialogue in Wakiso.

14. Creation of parent support groups

Also in ***SNAP Uganda Project***, Parent Support Groups have been established in some schools with the role of monitoring attendance and providing counselling to parents who are struggling to keep their children in school. The groups are now given a regular slot to report on their activities to village meetings, and initial suspicion has given way to demand to join the groups.

15. Income Generating Activities (IGA)

Many ILO-IPEC projects address income generation so that families can support themselves without recourse to child labour. Developing successful income generating activities within a short period has often proved challenging.

The ***SNAP Malawi Project*** evaluation identified a particularly successful example. The project provided seed capital ranging from about US$130 to US$350 to the 22 women members of the Chiuzira IGA Group. They operated a variety of small business enterprises including trading in fish, second hand clothes and wheat flour products. The implementing agency provided three days training covering marketing research, business management, appropriate pricing and competition, customer

[7] Uganda Bureau of Statistics.

relations and hygiene. At the time of the evaluation the women were still using the knowledge they received from the training. On average their daily profit ranged from between US$ 6 to US$9 and the average income from the IGAs translated to four times the salary of the average civil servant per month. The performance of the Chiuzira IGA Group demonstrates that given appropriate facilitation and support, some IGAs can be effectively implemented in a relatively short period. Families that had been extremely vulnerable a few months earlier, depending on child labour, were able to meet all their food and education requirements. The success of the Chiuzira IGA club as a model may be attributed at least in part to adequate initial capital and access to Lilongwe's large market.

The evaluation of the project *"Combating Worst Forms of Child Labour by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt"* (***Egypt Project***) highlighted the possibility of improving income among poor families in direct and simple ways even if the head of the family is illiterate. The use of the ILO's *GET Ahead for Women in Enterprise Training Package*[8] was seen as particularly useful since it is applicable for non-literate trainees. The evaluators also stressed the importance of including male heads of households as beneficiaries since one of the contributory factors to child labour is fathers' unemployment and the seasonal nature of their work in urban sectors.

In the ***Kenya SNAP Project***, the evaluation drew attention to the Farm Concern International (FCI) village commercialisation model which enables small-scale farming households to increase production and sales through the introduction of new technology. FCI was able to advocate for measures to prevent child labour within farming communities combined with imparting new income-generating skills through 110 producer groups in 12 commercial villages. Farmers were assisted with market linkages and encouraged to add value to cassava, traditional vegetables and cereals through technologies such as water harvesting/water pans, solar drying, the use of cassava chippers and maize shellers. The evaluators found this to be a holistic approach and an effective entry point for raising awareness about child labour and education, and recommended its replication.

In a similar vein the ***CCP Project*** evaluation noted that as a result of support for community–based cooperatives and local trade unions, farmers have the potential to collectively compete more effectively in the market and improve their income, strengthen their bargaining power and maintain access to competitive credit and input sources. In Ghana 43 groups received technical assistance from the Department of Cooperatives and the National Board for Small Scale Industries (NBSSI) and ten registered as cooperatives, with another 250 families joining the Adqumapa Cooperative Credit Union. The Ghana Agriculture Workers Union (GAWU) registered 2,522 new members and 40 new union executives were trained in decent work, unionism and labour standards along with their role in eliminating child labour in the sector. Nearly 1,000 women were trained on the role of women in trade unionism.

16. Model interventions

Model interventions that delivered the best elements of project strategy without complications, complaints or corruption were highlighted by the evaluators in the ***CELCT Project***. One outstanding example was the action programme implemented through Ministry of Social Action and Solidarity (MASSN) in the Central Region, which also reached three other regions. Some ministry personnel were seconded to the project and activities were coordinated by the Director General. Key actors were trained and child beneficiaries successfully identified. Stakeholders were aware of their roles and responsibilities and enjoyed being part of a comprehensive program that was delivering results. Government decentralisation efforts, the project's ability to adapt to working through government and

[8] http://www.ilo.org/empent/Publications/WCMS_116100/lang--en/index.htm (available in English and Arabic)

through this particular ministry, and the willingness and commitment of individual personalities were all important contributory factors that led to success.

A number of successful activities were also documented in relation to Togo's Millennium Village project. The key to this good practice was the implementation of complementary activities to bring about significant change in the life of the community. The elements that worked so effectively together were:

a. Use of traditional mechanisms (councils of elders, neighbourhood families, traditional chief courts) to raise parental awareness and deterrence.
b. Establishment of peer tutoring and mentoring of victims by pupils and students.
c. Employment of adult cattle herders (Fulani, peasants) to monitor cattle in pastures so that children can attend school and be withdrawn from the dangers of herding.
d. Raised Awareness of the people and community organisations about the dangers of exploitative child labour
e. Strengthened economic and financial capacity of parents.
f. Prevention, withdrawal, enrolment and placement of children in educational activities
g. Civil status (birth certificate) registration for children and parents, using project trained registration agents
h. Training of local community committees to fight against exploitative child labour.
i. Distribution of school and literacy kits to children
j. Establishment of school canteens and playground
k. Establishment of interagency mechanisms to fight exploitative child labour
l. Provision of health care to children
m. Support study groups for pupils
n. Community participation in the construction of school buildings

17. Focus on the community

In the ***Senegal Project*** one implementing agency set up a simple office in a central village (Taiba Ndiaye) and employed one local animator and another who was also resident in the village during the period of the project. As a result local people had almost constant access to these animators and the office became a focal point for information and support, particularly for project beneficiaries. Other implementing agencies also used it for public events from time to time. This facilitated contact between the animators and the local community, thus enabling a relationship of trust to develop and providing an open door for discussion, information and support. The employment of a local animator ensured a good understanding of local culture, norms and issues of concern and undoubtedly contributed to the relationship of trust between the NGO and the community. The majority of literacy teachers employed by implementing agencies also worked in their own or nearby communities, with similar benefits.

18. Creating an enabling environment for child protection

Creating an enabling environment for child protection is an important aspect of ILO-IPEC projects. In the ***Senegal Project*** interventions were made by government ministries and their local office and local radio stations, with varied support for income generation and the provision of literacy classes for adults and out of school youth. Experience shows that it is difficult to effectively tackle child labour without tackling the economic situation of the families concerned. Literate people have more economic, political and social opportunities. The evaluator suggested considering other participatory approaches and proposed the Reflect approach to social change which addresses literacy in relation to key community concerns such as income generation, child protection, citizenship and advocacy.[9]

[9] http://www.reflect-action.org; http://www.pamoja-west-africa.org

The ***ECOWAS Project*** commended use of **well-founded development principles** in working with communities and identified examples such as building strong relationships, working with all points of influence and listening to community needs. The project's recommendation that specialized subcommittees be formed by National Steering Committees was also seen as a good practice, contributing to the enabling environment.

19. Integrated Area-Based Approach (IABA)

The advantages of an Integrated Area Based Approach (IABA) were highlighted in several evaluation reports. In the ***SNAP Malawi Project*** the evaluators felt that since addressing child labour requires a multi-faced approach involving a range of stakeholders, an IABA provides an excellent avenue for good coordination, as it heightens synergies and partnerships. The ***SNAP Kenya Project*** also mentions the IABA as a potential good practice and a model for the creation of Child Labour Free Zones. The ***CCP Project*** evaluation mentions the pivotal role of District Assemblies and Prefectures in ensuring that activities were integrated into the district's operations and the contribution of synergies created among different agencies.

20. Community Action Plan (CAP) Approach

The Community Action Plan (CAP) approach to community development was used in both the ***CCP Project*** and the ***PPP Project*** as part of an IABA. Facilitating the mainstreaming of CAPs into district/municipal planning processes was critical for integrating project work into existing structures and operations and noted as a replicable and scalable good practice. The ***PPP Project*** drew attention to the roles of the CAP process and CCLCs in building strong partnership between communities and their district authorities and saw working with communities and local authorities as central to many project achievements. Effective community mobilization to implement CAPs made it easier to galvanize district support. CAPs effectively supported schools and nurseries with limited financial assistance. The experience from the ***PPP Project*** showed that children can be withdrawn from child labour and the energies and resources of the community can be directed towards supporting their education. Community advocacy was seen as particularly important at the district level to ensure the mainstreaming of the project initiated activities into district operations.

One notable aspect of the PPP was that all the children in some communities benefitted from the project, as opposed to the common ILO-IPEC model of identifying a number of specific children to be supported. Thus some of the challenges associated with selecting beneficiaries were absent, and this helped to mobilize the whole community towards implementing activities.

■ Lessons learned

1. Root causes of child labour

A number of the projects discussed the root causes of child labour in relation to project design as a starting point for defining a coherent theory of change. These discussions are important in establishing a clear relationship between root causes and project interventions.

In terms of lessons learned, the ***Egypt Project*** evaluation said that the project operated under the assumption that poverty was the sole root cause of child labour whereas many project references point to poverty, a poor education system and cultural effects as three major contributory factors. These factors are complex and their relative weight differs in each area, district or town according to its history, the status of family employment and the type of work, prevalent patterns of agricultural production and the size of the community. Cultural factors affect the agricultural sector in particular

because farmers believe that some tasks depend on the small hands of girls, which has the effect of increasing adult unemployment. Based on these inter-related issues, there was a need to clarify the definition of the concept "child at risk" and to be aware of the relevant factors when identifying and working with beneficiaries.

The ***SNAP Zambia Project*** evaluation cites poverty as the major root cause of child labour and suggests as a lesson learned, that lack of access to capital can also be a related root cause. This reflects several instances where income generation was not fully effective due to lack of access to start-up funding. One of these relates to vocational training for withdrawn child labourers. The evaluation report states: *"All the children spoken with were strongly appreciative of the opportunity and felt the training was practical and relevant. None of the children interviewed were earning money as yet from their new skill. One boy had tried to find employment as a carpenter – even to the extent of travelling outside his province to Copperbelt – but had failed. He cannot start up on his own as he lacks tools and capital."*

Other cases cited concern to adults who attended two days of business training. Participant opinions were ambivalent. They felt it was useful and easy to understand, but would have liked access to capital, membership of savings/credit groups, and more specialized vocational skills. The report quotes several positive outcomes including one participant who started to save money from her business and enrolled her child in school and women who had boosted their income through learning to diversity their products or to re-locate their wares. Such relatively small tips had helped one young single mother to double her capital and increase her income.

2. Models for direct intervention

Projects adopted a variety of models for targeted interventions. These varied in their degrees of flexibility and the space for involving implementing partners and communities in decisions concerning the adoption of appropriate models and opportunities for sustainability after the end of the project.

The ***Tanzania TBP Project*** evaluation pointed out that the use of a standard model for implementing agency interventions prevented the testing and comparison of different models. Greater autonomy for implementing agencies would have improved efficiency, encouraged flexible and innovative approaches in response to local conditions and left room for experimentation. The dearth of rural employment opportunities for young people suggested that the vocational training model needed to place greater emphasis on self-employment and consider locally available materials and markets, which indicate agriculture-related occupations. The report expressed concern for vulnerable families when their source of income is removed and recommended incorporating more systematic links to social support mechanisms. Overall the direct intervention model was more suited to urban environments and evaluators suggested the need for a clearer vision of desired project outcomes for rural children. When identifying interventions, project design needed to consider the types of work available, how to limit working hours and the degree of importance attached to encouraging children to remain at home rather than migrating to urban centres. Intervention design needed to take the future prospects of the child into account and work to mitigate any possibility that children may be at greater risk of exploitation as a result of project intervention. The key learning is that intervention models should be flexible and responsive to local conditions, with room for experimentation and innovation.

The ***Zambia TBP Project*** evaluation also draws attention to the risk of an inflexible model having an adverse impact on the most vulnerable children, in this case in relation to payment of schools fees and provision of uniform, which is seen as sufficient motivation for most children to be enrolled in school, but unsustainable for vulnerable families after the end of the project.

The ***ECOWAS Project*** evaluators expressed doubt that NGOs can continue activities once budget support ends and suggested that it might be more sustainable to strengthen the performance of

local social service agencies so that they are better able to continue after the project. In Côte d'Ivoire implementation relied more on cooperatives and unions, leading to increased membership of these organisations. This question requires an analysis of the allocation of resources by national and local government to fulfil their child protection obligations, the existence of effective cooperatives and unions and the need for NGO facilitated community development and advocacy to move towards both.

The ***ECOWAS Project*** evaluation found no evidence of scale up of direct intervention to other communities. While direct action aims to demonstrate how to eliminate child labour using community resources, supporting measures are needed to affect change in the health, education, law enforcement and social welfare sectors. Given the complexity of managing this full menu of local services to complement direct action, the evaluators considered that un-assisted scale-up would prove challenging for communities.

The ***CCP Project*** evaluation highlighted a number of shortcomings in the implementation of community level work and suggested that broader implication of community representatives and organisations in conducting the baseline surveys would have contributed to a better understanding of the objectives of these studies by the population and local authorities.

The selection of the direct beneficiaries (adults and children) was made before the implementing agency had introduced the project and its objectives and activities to the communities which generated some undesired results. No feasibility study was conducted for the income generating activity and sales proved difficult in many cases. The evaluators pointed out that while alternative livelihoods may complement rural agricultural activities in the long term, agriculture holds greater promise for transforming the economic and social lives of these communities, not least because they already possess many of the requisite skills. A time lag between training and the actual take off of production proved to be a major challenge. These examples serve to highlight once again the value of good timing and adequate participatory research in facilitating effective interventions at community level.

The ***PPP Project*** evaluation appreciates the value of implementing an integrated project to address child labour, not least its potential as an entry point for the coca industry to address some of the challenges that affect the cocoa supply chain and improve the cocoa sector and community living standards.

3. Sustainability

The sustainability of targeted interventions is always challenging since it usually relies on an ongoing project legacy without the financial resources provided by the project. Children withdrawn from child labour will only remain in school if their families can afford to keep them there and can also see the benefit of doing so. Local ownership of project activities and ongoing support from other sources both need to be developed.

The ***Tanzania TBP Project*** evaluation was one of many to draw attention to issues of sustainability, particularly in relation to children prevented or withdrawn from child labour, since there is no way of knowing whether they remain prevented or withdrawn in the long term without tracer studies to investigate this (which ILO-IPEC has carried out in some countries). The evaluators also ask where the funding will come from for replication and scale up of direct interventions since it was not clear whether these costs would be integrated into local authority plans and budgets.

The ***Zambia TBP Project*** evaluation has similar concerns since it is hard to predict how many children will remain in school after the project ends. The logic of the design hangs on the assumption that a one-year bursary is sufficient to draw a child into the education system and that when the bursary ends parents/care-givers will be willing and able to retain the child in school. Stakeholders expressed

doubts about children completing their schooling and some expressed the opinion that "*It is better not to start something at all, than to come here, raise expectations, and then leave without following through.*" And to a certain extent the evaluators agreed. This approach runs the risk of destroying a community's trust in NGO interventions and renders them less likely to welcome future projects. Implementing agencies were painfully aware of this weakness of the programme and in some cases faced open hostility in the media or were told to leave the area. The evaluators of this project were quite clear that it is better to prioritize local participation and ownership over speed and that impact must match expectations raised, and this takes time.

The ***Mali Project*** evaluation was also concerned about prospects for sustainability given the short period of implementation. It identified a poorly prepared exit strategy as one of two weaknesses in an otherwise strong project design. At the end of the project, while many remaining tasks would be covered by the NAP/TBP itself, many issues required follow-up, refinement and adaptation, not least funding arrangements, management and M&E systems (which were dependent on further decentralisation) and the identification of working children, particularly those originating from outside the targeted communities.

The ***SNAP Malawi Project*** evaluators encouraged the forging of stronger linkages with institutions that could continue to support withdrawn children beyond primary school, seeing this as a way to increase the sustainability of project results.

On a more positive note the ***CECLET Project*** evaluation commented that project communities are likely to remain motivated when they recognise the direct or indirect impact of their actions, such as the effective withdrawal of children from child labour, school integration and learning or improved yields resulting in greater income generation. This resonates with the Zambia evaluator's observation that a bottom-up approach helps to build ownership. However, the Togo evaluators were concerned that project processes might not be sustainable without more time to address issues related to the quality of education and income generation initiatives. Factors such as school governance, teaching methodologies and extension services supporting micro-credit and agriculture need to be tackled as part of the process to maintain children in school and out of work.

The ***SNAP Kenya Project*** evaluators considered that the ILO needs to explore alternative methods and approaches to eliminating child labour since striving to meet quantitative withdrawal and prevention targets in a short period may only generate short-term success. A number of stakeholders remained unconvinced that the provision of education opportunities and monitoring a fixed number of individual children was effective, since concentrating on relatively short term outcomes does not necessarily lay the foundation for long term sustainable results.

The ***ECOWAS Project*** evaluators asked stakeholders their opinion of the strategy of direct work to withdraw children from child labour. Some argued that withdrawing a few thousand children is insignificant in the face of the total target population. Others claimed that direct action demonstrates how to withdraw children at the community level so that it can be sustained and scaled up to other communities. They also stated that an important by-product of withdrawal and enrolment was awareness-raising at community level.

4. Shared learning

Sharing of experience within and between projects requires resources but yields valuable results. Participants have the opportunity to share and discuss their successes and challenges and to look objectively at what others are doing in similar situations. Such shared learning helps to spread good practice and innovation and motivates and encourages participants in their efforts. It can be helpful within and between community, implementing agency and government levels.

The ***Zambia TBP Project*** evaluation drew attention to the value of study tours as a tool for building awareness and commitment. The Mali evaluation (Report 3) stated that an important element for success was the intensive stakeholder exchanges which took place in many workshops and meetings. The ***CECLET Project*** evaluation commented on the empowering effect of experience sharing sessions arranged by implementing agencies between local child labour committees and families benefiting from income generating activities. The sessions were used to discuss a range of issues related to improving coordination of activities to combat child labour and resolving mutual difficulties. The report concluded that nearby communities are likely to continue to keep meeting without further incentives.

5. Educational and training services

The following examples draw attention to the importance of analysis of and consultation with local services during project planning so that the effects of a sudden influx of new students can be taken into account. The quality of services is clearly as important as access to them.

The ***CECLET Project*** did not anticipate that the demand for educational services was far greater than the national capacity to enrol all students. Evaluators visited overcrowded, poorly resourced classrooms with overburdened poorly trained and under- paid teachers. This far from isolated issue deserves further reflection as it may lead to discouragement and school drop outs.

The ***SNAP Malawi Project*** evaluation drew attention to similar issues and advised more consideration of links with other partners working on school infrastructure in order to mitigate the negative effects of increased enrolments arising from withdrawn children.

The ***SNAP Kenya Project*** evaluation drew attention to the quality of education and vocational training offered through the project, particularly concerning residential placements. The evaluation found cases where inadequate attention to the realities and conditions for teen mothers resulted in them leaving their 6-months courses due to lack of support. The success of such training should not be dependent on co-financing agreements with parents and families living in poverty.

The evaluators stressed that more learning is needed to identify how young people who grow up in poverty, including child labourers, can acquire competences that enhance their ability to secure and retain a job. Such competencies include skills related to teamwork, problem solving, information and communications technology and language skills.

The ***Egypt Project*** evaluation noted that the project made the assumption that it would be possible for children to sign apprenticeship contracts with the families they worked for. In fact this was not the case for children visited during the evaluation field work, since they were not sufficiently confident or in a position where such negotiation was feasible.

6. Identifying child and adult beneficiaries

Some evaluations drew attention to the complexity of selecting project beneficiaries and highlighted some of the pitfalls.

The ***Zambia TBP Project*** evaluation mentions that fixed beneficiary target numbers can be a source of conflict in communities where need outstrips supply. Involving local communities in the selection process is one way of mitigating this, but a transparent locally agreed process is essential.

The ***SNAP Uganda Project*** evaluators noted that households with children in child labour were not always the most vulnerable. For example parents who have always lived on earnings from fishing did not believe that education for their child had any relevance to their economic life. On the other hand

it was common to find poorer parents insisting on education and struggling to have their children in school. This suggests that income generation initiatives should not be limited to households with withdrawn children.

Vulnerable parents need a dependable daily or weekly income, or access to credit to tide them over lean periods. Some such parents were members of a Village Savings and Loan Association (VSLA) but not all of them had access to this support. Beneficiary selection needs to be on a case by case basis. Also market surveys must provide sound advice on risk versus returns, and be appropriate for the most vulnerable. Project support for individual income generating activities was fraught with risks whereas VSLA membership proved to have much greater impact on incomes and on ability to survive lean periods or disasters, or meet high expenditure items such as school fees. If the VSLA option exists then support for income generation becomes largely superfluous.

7. Intervention in child sending areas

Inevitably a project has limitations but combined interventions in areas that send children away to work and the areas where they are received address the system as a whole and help everyone involved to understand and tackle the issues in a coherent way.

The ***SNAP Malawi Project*** evaluation regretted that no interventions had taken place in districts exporting child labour to other regions. The evaluators considered that this would have heightened the performance and achievements of the project and provided an opportunity to tackle child labour at it source.

8. Child Labour Monitoring Systems

CLMS are central to ILO-IPEC child labour interventions but effective implementation and sustainability can be a significant challenge.

At the start of the ***PPP Project*** both Ghana and Côte d'Ivoire had existing child labour monitoring mechanisms within the framework of their National Action Plans. These aimed at combatting child labour by:

- regular direct observation to identify child labourers and children at risk of exposure to child labour;
- withdrawal of children from child labour; and
- referral of these children to social welfare services to ensure that they have satisfactory and sustainable alternatives to child labour

One of the main aims of ***PPP Project*** strategy was the expansion of these CLMS, and strengthened capacity to support related activities and associated service needs in cocoa growing communities and at the district level. During the course of the project time consuming challenges arose in each country linked, to government bodies and lines of responsibility and this inevitably delayed activities and limited achievements during the project period.

The ***PPP Project*** evaluation found that the project proved effective in strengthening CLMS in both countries by providing support to national, district and community level CLMS operations. However the evaluation highlights the need for CLMS to be simplified, mainstreamed into national and district level policies, and connected to existing data collection systems in order to achieve their full potential. The recommendation addressed to ILO-IPEC, its partners, donors and the Governments of Ghana and Cote d´Ivoire suggests that: *"CLMSs should be extended nationwide. An operational and costs analysis and strategic plan could be carried out. Efforts towards simplifying the data collection and analysis*

and linking with public data bases, social programs and private certification and monitoring systems must be fast tracked. CLMS implementation should become part of the core activities of District/ Departments, ensuring the availability of staff."

9. Literacy

Several projects made reference to the challenges presented by adult illiteracy but only one evaluation highlighted this under lessons learned. Literacy supports access to social, political and economic inclusion and development and as such can make a valuable and lasting contribution to child labour free communities. However it is unfashionable and difficult to achieve and maintain, so few projects tackle it directly.

The ***SNAP Uganda Project*** evaluation noted that many of the vulnerable care-givers were illiterate. The baseline study showed female adult illiteracy rates of 35% in Mbale district. The Inspector of Schools was quoted saying "*Adult illiteracy is a problem that affects children because those parents don't see the value in education*" Illiteracy also impacts on household poverty. The evaluators considered that providing adult literacy classes might have been a more successful strategy to address non-school attendance and strongly recommended that future integrated area based projects should integrate adult literacy. It was suggested that since VSLAs provide a good vehicle for introducing sensitization or training on any topic they might also provide a forum for addressing adult illiteracy.

3.1.3 Project management

■ Lessons learned

A number of lessons learned relate specifically to aspects of project management as opposed to enabling environment or targeted intervention interventions.

1. Knowledge Management

The ***Sub-Saharan Africa Project*** evaluation identified shortcomings in knowledge management within ILO-IPEC and encouraged improved sharing of documents, evaluation and meeting reports among project staff. Many partners were unaware of useful ILO publications on various aspects of child labour or how to access them.

The ***Egypt Project*** evaluation drew attention to the need to simplify complex studies to make them more accessible and to train grassroots associations to prioritizing categories of hazardous work. A list defining the dangers of agricultural work in a way that is culturally acceptable can help to focus attention on the most dangerous activities, such as exposure to sharp machinery, dangerous tools and work injuries related to pesticides.

2. Project staffing

The ***Sub-Saharan Africa Project*** evaluation considered that insufficient resources were allocated to support project management, which was based in Geneva. Future similar multi-country projects should make greater allowance for this and also consider funding national facilitators or basing project coordinators in-country to support NAP preparation or implementation. This would depend on the level of in-country expertise available and the commitment of the ministry of labour. Stakeholders interviewed in Ethiopia and DRC indicated that a district/ provincial level focus is required during NAP

formulation to help ensure NAP implementation and greater in country project support might be able to recognise and facilitate this.

3. Inter-agency projects

The ***Senegal Project*** evaluation highlights some prerequisites for interagency projects based on lessons drawn from poor collaboration between ILO-IPEC and UNICEF.

An inter-agency project requires joint planning, implementation using common systems and procedures and common ownership of monitoring and evaluation activities. Detailed planning is needed to ensure effective joint management. The roles and tasks of each agency need to be clearly defined and there needs to be a well-respected management monitoring plan. This requires a spirit of collaboration and compromise within the agencies concerned, in order to support one common team to do the desired work. It is also important to respect the project document agreed between partners and the funding agency. This was not the case in Senegal, where agreements related to personnel and geographical zones of intervention were not respected.

The ***Egypt Project*** evaluation indicated that the project steering committee comprised of the WFP, ILO, and UNICEF was not fully effective in coordinating and guaranteeing progress towards sustainable impact needed to support policy formulation and the revision of child labour legislation. It was also not always able to resolve problems when there were different points of view or delays in direct interventions and the use of three information systems when coordinating with the same ministries sometimes created confusion. While the division of project components to reflect the role and mission of each organization resulted in many positive results, there were also some drawbacks, the most important of which was that when differences of opinion occurred, the lead organization was not always the decision maker.

4. Period of operation of Action Programmes (APs)

The ***Senegal Project*** evaluators considered that the operational period of project action programmes (less than ten months) was too short for beneficiaries to complete the cycle of education or training and put it to good effect, thus limiting the delivery of sustainable benefits. An area based approach is primarily a process of community development and changing ideas and behaviour requires relevant interventions of sufficient duration, accompanied by appropriate use of the necessary resources. Project action programmes were relevant, implementing agency personnel had the necessary skills and there were adequate resources, but the period of implementation was too short.

The ***TECL II Project*** raised similar issues, stressing the need for direct interventions to be identified and initiated early in the project in order to run for as much time as possible. If there are delays in project start up, the operational period of direct intervention is often significantly reduced. The evaluators of this project suggested that if direct interventions have less than two years of operation there should be an assessment of whether the cost and risk match the potential benefit and if sufficient sustainability can be established.

The ***SNAP Malawi Project*** evaluation also stressed that an adequate timeframe is essential to achieve appreciable positive results from development initiatives that are largely concerned with changing attitudes and behaviour. A case in point was the more visible project results in Kasungu where ILO interventions have been underway for a longer period.

The ***CCP Project*** evaluation mentioned that the elaboration of baseline studies took a long time and delayed the start of community level interventions, thus greatly reducing the period of implementation. This affected the community mobilization work and hindered understanding of the project by

community members, the development of the planned activities, the selection of income generating activities and the possibilities for sustainable results. The common management structure meant that these issues also reduced the implementation time available to the PPP adding extra pressure on project staff, partners, and communities. (Report 14).

5. Internal communication

The ***TECL II Project*** covered three countries and the evaluators stressed the importance of smooth communication between national partners, the chief technical advisor and head office. Mechanisms are needed to ensure that project personnel have channels to air any frustrations and develop adjustments and changes as necessary. Such channels also support whistle blowing in extreme cases. An effective model of internal communication includes transparent and up to date information about the project budget. Activities in the three countries were run as separate country projects and while there were some useful stakeholder meetings between Botswana and Namibia , there was little attempt to develop synergies, systematic long-term learning and economies of scale. The evaluators saw no evidence that South Africa's experience was utilised as a source of learning and good practice in Botswana and Namibia. Conceptually, there are many benefits to a sub-regional project. However, this project had numerous management and internal relationship challenges that compromised many of the potential benefits envisaged in the design.

6. Administrative procedures

The ***CCP Project*** evaluators commented on burdensome administrative and financial requirements inherent in ILO-IPEC and USDOL partnerships. They said that the rigidity of the log frame and budget did not contribute to the project´s integrated approach, indicating that flexibility to adapt budget and activities is essential for supporting effective and responsive project implementation. The common management structure meant that these issues also affected the PPP, although it did have a more flexible budget (Report 14).

3.2 Trends on the effectiveness, relevance and progress towards impact and outcomes of the evaluated projects

3.2.1 Effectiveness

Effectiveness is broadly defined as the degree to which projects achieved their immediate objectives. Most projects combined support for mainstreaming child labour issues into national policies and strengthening legal frameworks with direct interventions to withdraw and prevent a targeted number of children from child labour in selected geographic areas. Direct interventions included raising awareness, supporting children in school, vocational training and non-formal education initiatives and support for livelihoods and income generation for beneficiary families. Capacity building at all levels underpinned interventions, as described in the ***ECOWAS Project*** evaluation which highlighted capacity-building of national steering committees as a critical factor in increasing coordination among ministries, tripartite stakeholders and implementing agencies in four countries. The development of child labour monitoring systems was also an integral part of most projects.

An exception to this model is the ***Sub-Saharan Africa Project*** which supported NAPs in three countries and research in another four, without a direct intervention component. The evaluation stated that *"It must be stressed that short projects of this nature cannot realistically expect to achieve standard outputs – such as a high quality NAP."* They went on to say that policy change can take ten years or more from when an issue is first put on the agenda. Technical information needs to be generated and

absorbed, policy documents prepared, put through parliament and enacted before the implementation on a national scale. This is the reality and puts in context the series of ILO-IPEC programmes that is often required to support the process of long term changes in attitudes and behaviour, policy and legislation. This section concentrates on issues that recur in a number of reports to highlight both positive and negative trends in project effectiveness.

A number of the evaluations linked **project design issues** and effectiveness. The design of the ***Tanzania TBP Project*** failed to adopt many valid recommendations from a previous phase. ***Zambia TBP Project*** made a number of design assumptions that did not turn out to be realistic. However ***SNAP Malawi Project*** design was seen as strong since it built on previous work, was aligned with the NAP and envisaged social partner **networking** to support the IABA, which resulted in many positive developments in the enabling environment. Extensive networking of government and other agencies, NGOs, workers' and employers' organizations, members of the UN system, the donor and other bilateral development agencies contributed to the effectiveness of ***Mali TBP Project***. National and local networking in ***TECL II Project*** was also mentioned as important in moving policies forward and raising community awareness. Regarding the ***Sub-Saharan Africa Project*** evaluators found that the design was logical but during implementation critical advocacy activities were neglected.

ILO-IPEC's expertise and experience in providing support for **child labour policy and legal framework** development is particularly evident in initiatives supporting the various TBPs and NAPs (see Annex I), which made significant contributions to improved policies and legislation. While several evaluators drew attention to the challenges of implementing policy without assured funding allocation, this enabling environment work was one of the most pronounced overall strengths, and related project objectives were largely achieved. Blockages were commonly due to the slow passage of legislation through national parliaments, political upheaval or other circumstance beyond the control of the project. The ***PPP Project*** stated that while ILO-IPEC support had proved very effective at national level, government ownership, financial allocations, coordination and decision making authority were not yet sufficiently in place to ensure functional systems and agencies that can deliver according to their mandates.

The vast majority of projects achieved or surpassed their **quantitative targets** in terms of the numbers of children withdrawn or prevented from exposure to child labour, the exception being the ***TECL II Project*** which encountered a number of delays and external and internal challenges. Direct interventions focusing on education or training touched the lives of thousands of vulnerable children but several evaluations mirrored that of ***Zambia TBP Project*** which questioned the assumption that ways would be found to maintain such children in school after the project bursary finished, or as expressed by the ***Tanzania TBP Project*** evaluator: "*Children were provided with alternative vocations or the chance to re-engage with education, but the long term outcome is open to question*".

Implementing agencies: For the most part project action programmes were implemented by NGOs but ministry departments and/or trade unions also fulfilled this role. NGOs have expertise in capacity building at community level but implementation through the social partners, when feasible, serves to build their capacity to fulfil their designated functions after the project ends and is therefore a strategy for sustainability.

Several evaluations drew attention to valuable work at the **district /meso level** (such as ***SNAP Malawi, SNAP Uganda Projects*** and ***Senegal TBP*** and ***Tanzania TBP Projects***) either as a valuable link between national and community level interventions or as offering effective coordinating mechanisms. Tanzania's District Framework model (***Tanzania TBP Project***) facilitated community mobilisation, and in ***Senegal TBP Project*** the establishment of Local Commissions provided a framework within which local leaders with a good understanding of child labour issues were able to mobilise support for relevant interventions in their communities.

A number of evaluations referred to the challenges in developing effective **Child Labour Monitoring Systems**. In ***Tanzania TBP Project*** CLMS were not operational and in ***Zambia TBP Project*** little substantive progress had been made and the evaluators recommended prioritising identification of a suitable data management system, development of indicators and collection methods in collaboration with CCLCs. They expressed the view that child labour monitoring information should be linked with existing education data systems. In ***SNAP Kenya Project***, evaluators noted weak linkages between community and district child labour committees and members of the CCLCs requested remuneration for their efforts. In ***SNAP Malawi Project*** the time was too short to develop an effective system, since there were delays in starting activities. On a more positive note the ***PPP Project*** strengthened CLMS in Ghana and Cote d´Ivoire by providing support at national, district and community levels but there were no indications that community level data collection or data entry at district level would continue when the project ended. Serious budget and staff limitations may prevent districts from supporting a CLMS. The complexity of establishing adequately resourced, functioning and sustainable CLMS should not be underestimated and it makes sense to adapt existing data collection, storage and distribution systems whenever feasible.

Community Child Labour Committees (CCLCs) were generally found to be effective mechanisms for local awareness-raising and mobilisation. ***Zambia TBP Project*** is a case in point, where evaluators were impressed by the 73 operational CCLCs, the majority working well, and in some cases exceptionally well. However the ***SNAP Uganda Project*** evaluation noted that the CCLCs point of reference was the project implementing agency. It was pointed out that it would be more sustainable to work through pre-existing structures so that case referral and reports were made to appropriate local authorities.

Time and sustainability: The greatest challenges to project effectiveness in the immediate and longer term were delays in implementation and effective strategies for sustainability. In ***Zambia TBP Project***, evaluators found that the time-frame was insufficient for families to be economically empowered to replace the lost income of the child; in ***Tanzania TBP Project***, the base line study was too late to be useful; ***CECLET Project*** suffered significant enabling environment delays; ***TECL II Project*** had a long set-up time and very short implementation time, with only 18 months for community interventions and similarly the ***CCP Project*** and ***PPP Project*** had only 12 – 18 months to implement action programmes. Delays inevitable compound sustainability, which is already difficult to predict without assured funding allocation. For this reason it is always a welcome achievement when local authorities commit themselves to providing some funding in the next financial year, as was reported by the ***Senegal TBP Project*** evaluation**.** Weaknesses identified in ***SNAP Malawi Project*** were inadequate financial and human resources at national, and district level which meant that there was no means of mobility to inspect and manage child labour issues nor computers to facilitate documentation of data. In the absence of project support, functionality remained limited.

It is worth noting that on the ***Egypt Project***, evaluators saw effective and efficient coordination at the local level built on the initiatives of community-based workers and good coordination between umbrella NGOs leading to positive progress towards impact and sustainability.

Other activities mentioned in relation to project effectiveness include **dialogue across relevant ministries**. The ***PPP Project*** evaluators were particularly impressed by strengthened coordination and institutional capacities through support to ministries of labour and national steering committees and reinforced cooperation with education, agriculture and children's affairs ministries, local governments, ILO constituents and social partners at the national and decentralized levels in Ghana and Cote d'Ivoire. The ***Zambia TBP Project*** evaluation praised policy dialogue with the education ministry while the ***CECLET Project*** evaluation regretted that such dialogue had not taken place.

The **advocacy and communication** strategyof the ***SNAP Kenya Project*** was appreciated for its well-planned series of actions to influence policies and change that created an environment which

supported pilot models to eliminate child labour. The ***CECLET Project*** was seen as moving towards more effective policy advocacy.

The ***Mali TBP Project*** evaluators highlighted transparent **project management** with a high degree of delegation which enabled implementing agencies to own their interventions as a factor that contributed to the effectiveness of the project. In the ***Egypt Project*** and ***Senegal Project*** there were issues of coordination between UNICEF, ILO and the World Food Programme, highlighting the need for the monitoring of well-defined procedures in jointly managed projects. In the ***Egypt Project*** some limitations were noticed in the project's information system which affected all aspects of the project.

Integrated Area-Based Approaches were effective in ***SNAP Uganda, SNAP Malawi, SNAP Kenya, CCP*** and ***PPP Projects*** but a limiting factor in ***SNAP Malawi Project*** was the relatively small number of communities in the targeted districts that benefited from project activities. This made it difficult to create truly child labour free zones and the evaluators felt it would have been easier to implement the IABA ethos in larger areas, ideally whole districts. Shortage of time for the ***CCP Project*** pushed implementing agencies to focus more on delivering the target number of beneficiaries than a community-based holistic approach and as a consequence the integrated approach wasn´t fully developed. The ***PPP Project*** evaluators saw that Community Action Plans were a highly effective component of the IABA but commented that despite the good results achieved the potential for building capacity for CAP implementation, resource mobilization and subsequent updating of CAPs had not yet been fully achieved, no doubt due to the pressures of time.

The ***ECOWAS Project*** evaluation drew attention to the fact that no **organizational assessments** were conducted in the institutions targeted prior to capacity building activities and that no monitoring mechanisms were in place to **track changes in student learning**. This is mentioned here since it is common to many projects and might provoke reflection on the possibilities and usefulness of such activities

3.2.2 Relevance

All 14 evaluations found that the projects were relevant. This from the ***Zambia TBP Project*** is fairly typical:

"*The broad design of the Project is very relevant to its goals, and its holistic approach combining interventions on several levels has been an excellent one. The Project is ambitious in its scope and it is impressive what has been achieved under the management and guidance of the small ILO-IPEC team. However, consistent follow-through has been weak in certain activities, and there is a sense that this is partly due to money having been spread too thinly and partly to the tight time-frame;*" and from Kenya (Report 10): "*the project has been relevant in terms of responding to the real needs of the beneficiaries and stakeholders and being consistent with the NAP, national education and anti-poverty efforts in Kenya. At the operational level, in all three districts, the activities were well in line with the existing national and local policies and the action programmes certainly addressed crucial concerns among families and communities.*"

Generally design was good, particularly when it built on past experience and recommendations from previous evaluations. Inevitably implementation raised challenges, the most common being lack of time for direct interventions to run their course and the sustainability of monitoring systems and ongoing support for beneficiaries.

The ***Tanzania TBP Project*** expresses the general feeling with regard to direct interventions:

"*This evaluation feels that the direct interventions while admittedly a 'drop in the ocean', play an important role. They serve to develop and test models of intervention for future replication and scaling up. They help to identify gaps in the policy and legal framework and therefore are important tools to inform on-going enabling environment advocacy work. Moreover, without such a firm anchor to grass-roots reality, ignorance about the situation on the ground can lead to wasted or mis-directed effort. At the same time it is clear that big impact – and sustainable impact – lies in addressing the enabling environment framework. On the whole the STBP team has done well to balance the two halves.*"

The ***CECLET Project*** evaluation drew attention to the need for creative awareness-raising strategies: *"The awareness-raising is done with the best intentions but too often the methodologies are the same. As one person explained, "the chief gongs, people come, someone talks to them, there might be a discussion or dialogue and everyone goes home."* Other approaches used by the project included radio call-in, sketches performed by community members, celebrity appearances and directed discussions that use critical incident or case study methodology and these were seen as more effective.

The ***Senegal Project*** evaluation reported that: "*The project has served to demonstrate how an Area Based Approach can effectively mobilise support for a range of coordinated community based interventions across an identified geographical area. It has great potential to be replicated and scaled up, taking into account the lessons learned and experience gained".* This was echoed from ***SNAP Malawi Project***: "*The Integrated Area Based Approach model has various advantages, including dealing with child labour from several angles such as: Work place or labour - based; Rights based and decent work, all aimed at creating Child Labour Free Zones"* and *"IABA facilitates convergence of resources, coordination, monitoring and referrals. This improves cost effectiveness and efficiency, leading to heightened impact."*

The ***CCP Project***, while concurring with the overall relevance of project activities, offered some advice to improve identification of beneficiaries: *"Evidence from the evaluation indicated that more consultation, particularly with community authorities and populations, would have broadened and strengthened the beneficiary base. Also, given that schools have become the focal point of the project, the area of influence of the school should have also been considered. This would have included other beneficiaries in more need than some of those selected. The schools visited in the districts in Ghana revealed that children in hamlets and nearby villages were not targeted despite being the ones most at risk as far as child labour is concerned".*

3.2.3 Progress towards impact and outcomes

These evaluations took place during the final months of the projects, at which stage it is not feasible to assess the long term impact and outcomes of project interventions. This section focuses on the progress towards impact and the results of participating in the project on the lives of beneficiaries at the time of the evaluations. It discusses outcomes in terms of policy, legal frame work and systems that changed as a result of the projects.

The Support for Time Bound Programmes in the ***Tanzania TBP***, ***Zambia TBP*** and ***Mali TBP Projects*** resulted in improved policy and legal frameworks and progress towards the adoption of NAPs. Neither Tanzania nor Zambia made substantive progress towards developing a functioning Child Labour Monitoring System whereas Mali was able to pilot its CLMS in three regions. Evaluators considered that it would need some optimisation, to be coordinated by the national Child Labour Unit, and monitored as part of the NAP. Tanzania and Zambia both carried out effective work at District level. Tanzania's District Framework provided the gateway for the translation of policies into action

through the mainstreaming of child labour into the district planning process in16 target districts, but was constrained by under-resourcing. STBPs in Tanzania and Zambia successfully involved the social partners, whereas this was more problematic in Mali due to some blockages in the flow of information. Zambia was particularly successful in improving the knowledge base through ensuring the inclusion of a child labour module in two labour force surveys and the production of a well-received child labour training manual. Mali translated ILO conventions into national languages and distributed copies.

In Tanzania and Zambia CCLCs were an integral part of identifying project beneficiaries whereas in Mali this was done through a poorly designed survey, which proved problematic since implementing agencies could not always find the children concerned and communities did not always concur that they were the most appropriate children to receive support.

The ***Tanzania TBP Project*** raised questions about the rationale for withdrawal of some children and found that the sustainability of project impact quite weak. The report gives examples of children withdrawn from non-hazardous work (weeding maize fields) to be trained as welders, officially listed as hazardous. Several months later they were still without income since the welding had not materialised and the farmers refused to take them back for fear of the consequences. In rural areas many children struggled to secure a regular income from their new vocations due to limited employment opportunities outside the agriculture sector, lack of supporting infrastructure for informal sector self-employment and difficulties accessing credit. However the training served to increase children's confidence and they expressed satisfaction and believed that they would earn money in the future. The withdrawal model appeared to be more appropriate for urban situations where the establishment of 'drop-in' centres responded to a wellspring of need. Children designated 'at risk' of entering child labour were targeted for education support consisting of school uniform, shoes, bag, exercise book, pens and a math sets, which had worn out after 6 months and not been replaced. The evaluation concluded that these children remained at the same level of risk as before and that the activity was not an efficient use of resources. For children who had dropped out of school, the Complementary Basic Education in Tanzania (COBET) programme that was strengthened through the project was broadly successful, but under-resourced. The vocational training infrastructure was much improved but still needed adaptation to fully address the needs of child labourers. The amount of time required to empower vulnerable families through income generation and micro-credit opportunities was underestimated, and some assumptions were made about the supporting infrastructure for micro-credit, possibly due to the implementing agencies lack of experience in this field.

The ***Zambia TBP Project*** evaluators found all the children interviewed highly appreciative of vocational training opportunities but none of them had found employment and lacked tools and capital to start up on their own. It was recommended that seed money for tools and raw materials make up part of future support packages and beneficiaries should be encouraged to join or form savings and credit groups. Adult beneficiaries were ambivalent about 3-days of business training and would have liked support to include access to capital, membership of savings/credit groups, and more specialized vocational skills. However the evaluation team observed the positive impact of new money management skills and marketing strategies that had helped to boost women's incomes. One young single mother had doubled her capital.

One of the most innovative approaches was establishment of Recreation Centres to provide a safe and stimulating environment for children to gather and receive support services, and become empowered as agents of change through SCREAM based activities. In both the centres that were visited, the response from children was "overwhelming". Impact studies were recommended to assess the effectiveness of the SCREAM packs and training.

Support for National Action Plans

The ***Sub-Saharan Africa Project*** stated that it was difficult to determine the outcomes from the project since there was no framework for assessing the impact of the UCW reports. However these and other studies were seen as instrumental in improving the knowledge base in the countries concerned. At the national level it was judged too early to identify changes through NAP implementation as many activities were still in process. The evaluators appreciated the UCW approach of working closely with decision makers on evidence led change. They indicated that a parallel focus on advocacy involving public debates and meetings, television, newspapers, radio and other media, linking to children's rights and child protection campaigns would serve to inform stakeholders beyond the tripartite partners of the national planning processes and enable them to begin to monitor change. Apart from in DRC, there were no activities that had an emphasis on advocacy, networks and the media for influencing the NAP process.

The ***SNAP Uganda***, ***SNAP Malawi*** and ***SNAP Kenya Projects*** strengthened policy and legislative frameworks to various degrees. NAPs were adopted in Uganda and Malawi. Uganda passed an anti-trafficking law and both countries adopted a list of hazardous child labour and a number of child protection measures in project districts; however Malawi's child labour policy remained in draft form throughout the project period. The Southern Africa project contributed to ensuring that child labour stayed on the agenda in South Africa, Namibia and Botswana (which had already endorsed NAPs) through support for the revision and preparation of policy and legislation, but government processes were slow and implementation presented further challenges. In Kenya the government had not adopted the child labour policy, the National Action Plan or Hazardous List at the time of the evaluation, in spite of all the project's efforts. Direct interventions in the ***SNAP Uganda Project*** achieved virtually child labour free zones in some villages.

Support to schools created a more child-friendly environment and empowered children through child rights clubs and SCREAM activities. Schools reported increased enrolment, reduced absenteeism and drop-out and improved relationships between teachers and children. The only question mark is whether this can be maintained after the end of the project. As in Tanzania support for vocational training proved more successful for children living in urban areas and, as in Zambia, it was recommended that start-up capital and tool kits should be provided. Some vocational training beneficiaries regretted not being offered support to enrol in secondary school, and this was also a recommendation for the future. Income generation support to the most vulnerable care-givers was not entirely successful, either because the support did not address their vulnerability, or they were not the 'most vulnerable' as intended. Fortunately, this group also enrolled in Village Savings and Loan groups, which were a resounding success. Incomes and savings increased, members were enabled to pay school fees, invest in income generation and improve the nutrition and welfare of their children. Community leaders and government officers report a reduced incidence of child abuse and gender-based violence which they attributed to the increase in incomes and family welfare.

A rapid appraisal of 60 random passers-by in 6 different locations in Mbale and Rakai showed that all were aware of child labour in Mbale, while in Rakai 23 out of 30 had heard something about it. The three most common sources cited were: public campaign, word of mouth, and radio. Among those who gave positive responses, all felt that the incidence of child labour in their locality was lower than five years ago, with only one reporting 'not sure'. These findings were supported by the Uganda Bureau of Statistics surveys which show that children's exposure to work-related injury, operation of dangerous tools, and engagement in hazardous CL had significantly declined.

The sustainability of direct interventions in the ***TECL II Project*** was threatened by their short duration, in some case children being monitored for only 3 months during action programmes of only 18 months. The evaluators regretted that project support was not aligned to milestones such as the school year, so

beneficiaries would be supported in graduating to the next level or achieving certification. This project starkly demonstrates the effects of slow start up, which took nearly half the project period, leaving much reduced time for direct interventions.

SNAP Malawi Project provides a typical example of **capacity building** enabling implementing agencies to deliver training related to sensitization on child labour, CLMS, SCREAM and income generation to district and community child labour committees and other community level stakeholders. Complementary basic education resulted in children withdrawn from child labour being integrated into formal schools and skills training for older children, although at the time of the evaluation it was too soon to realistically assess the outcome. Most income generating activities only got going a few months before the end of the project and had no opportunity to benefit from project support to optimise performance. The majority concerned a revolving livestock model which takes a particularly long time to show a profit. The evaluators regretted the lack of a link with the ministry of agriculture to give advice on relevant activities. Small business grants had a shorter gestation period and, where well supported and facilitated, did better and were judged to have the greatest potential in terms of generating benefits for families.

In one of the intervention districts in the ***SNAP Kenya Project*** the evaluators drew on the District Plan to point out that the nearly half the population could not meet minimum food requirements. Primary education has indirect costs (such as books, pens, uniforms and levies) which are not covered by government grants. Implementing agencies supported pupils from the poorest families with education inputs over one or two years in the hope of convincing parents to send them to school and child rights clubs encouraged children to remain in school but many parents claimed they needed the income brought in by children and some children found it difficult to adapt to the unfamiliar school environment. The project also assisted families through opportunities for income generation as members of self-help groups. Most activities were agriculture-related. Demonstration plots served to model production of sweet potatoes, bananas and traditional vegetables and assistance was provided to rear poultry and pigs. Members generated income from the produce and used it for food at household level and to sell to meet the costs of schooling. Older children received vocational skills training through polytechnic schools or apprenticeships and training to start and improve small businesses was also organised. The evaluation team recognised the considerable efforts that had gone into these activities from many actors but was doubtful about the long term sustainability.

In the ***CECLET*****,** ***Senegal*** and ***Egypt Projects***, activities were focussed at district and community levels. In Togo the list of hazardous work for children hangs conspicuously in Labour Inspectorates all over the country, translated by the project into four local languages. Traditional chiefs, teachers, parents, and village leaders were aware of the finer points of child labour and its dangers. Stakeholders reported attitudinal shifts and greater understanding of complex child labour issues and demonstrated favourable views toward encouraging children to attend school.

In Egypt, Child Protection Committees transformed family attitudes regarding child protection, improved awareness and understanding among government officials and transformed children's awareness and skills to protect their rights. At the end of the project a debate over which national entity these committees should be attached to demonstrated the change in official attitudes.

In Togo, the ***CECLET Project*** beneficiaries were all enrolled in formal schooling or placed in apprenticeship programs. National education infrastructure was enhanced by the building of five schools and refurbishment and equipping of others. Many teachers of apprentices also received equipment and families were assisted to achieve a solid economic base so that they would be disinclined for their children to be engaged in child labour.

The ***Senegal Project*** enrolled vulnerable children in school and provided access to remedial classes and teaching and learning materials. Children were withdrawn from child labour to attend training courses or take up apprenticeship. A particular focus of this project was improving the living conditions and educational opportunities for children in koranic schools through provision of basic materials and equipment, literacy and French classes to broaden the curriculum and improved access to health care through registration with local health insurance schemes. The project enabled children to obtain birth certificates and in some cases identity cards at significantly reduced cost and trained local animators to provide psycho-social support for traumatised children, and raise awareness of the need for such support. Literacy teaching was provided for both youth and adults as were opportunities for parents, guardians and koranic teachers to strengthen their economic situation. These included business skills training, start-up funds for group income generating activities and the establishment, training and registration of economic interest groups.

The vast majority of interventions were well designed and well implemented but the common problem was the short period of operation, which ranged from as little as five months to ten months, in a 36 month project which was extended to 45 months. Once again slow start up was at the root of this problem.

In the ***Egypt Project*** evaluators noted a remarkable extension of impact beyond direct project activities through visible signs of improved economic and social conditions in the small villages, facilities and food manufacturing areas where the project worked. Despite efforts to prevent children from dropping out of school many factors impeded the project's ability and creativity to enhance the educational of the children in school. Some NGOs developed interventions in schools through a rights-based approach, which enabled children to develop negotiating skills and increased their awareness of child labour issues in their surrounding communities and schools. Livelihood training resulted in improved living conditions for participating mothers, who were more convinced of the importance of education for their children, experienced more confidence in themselves and their ability to improve their family's living conditions, were less likely to push their children to work and more likely to encourage them to attend school regularly. While project training improved the general life skills, awareness level and negotiation skills of the working children, they could not be considered as a vocational training and similarly the Apprenticeship Grading Contract reviewed during the evaluation did not cover the components and mechanisms needed for assessing the degree of skills improvement over the years during which a child works for an employer.

ECOWAS, ***CCP*** and ***PPP Projects*** worked in West Africa under a common management structure. The ECOWAS projects focussed on reducing child labour in Cote d'Ivoire, Ghana, Benin and Nigeria improving sub-regional cooperation and the other two on child labour in cocoa farming in Ghana and Cote d'Ivoire.

Through the ***ECOWAS Project***, NAPs were completed in all countries but understanding and application at the local level varied by country. Capacity-building interventions with national steering committees in all four countries increased coordination among ministries, tripartite stakeholders and implementing agencies. Significant new legislation, or new ways to support existing legislation, was passed or proposed in all countries. Based on document review, and discussions with ECOWAS, progress was made in establishing ways to track the WFCL in member states. A Regional Action Plan was adopted by ECOWAS Ministers in December 2012 which included a peer review mechanism. A tripartite symposium in 2013 reviewed roles and responsibilities to implement the plan and Ghana offered to be the first peer-reviewed country, and the review took place later the same year.

Direct interventions served to raise awareness in the selected communities. The evaluators judged that livelihood assistance to families could not be sustained, although in some cases the effects may be sustained by the families themselves. Vocational training and apprenticeships provided to older

children were not readily sustainable, although the knowledge, skills and attitudes acquired may be. Educational support (school kits, etc.) to withdrawn children was unlikely to be sustainable overall but local child support committees and community-based interest groups were likely to continue to function.

The ***CCP*** and ***PPP Projects*** both supported the development of CLMSs in Ghana and Cote d'Ivoire through building capacity at national, district and community levels. However, CLMS mechanisms and structures faced delays and challenges in both countries and at the time of the evaluations no national CLMS reports were available to guide ongoing activities and expansion to other districts.

The ***CCP Project*** gave national level institutions a platform that increased synergy in their approach to child labour. It also enhanced the institutional capacity of ILO constituents and partner organizations to contribute to the implementation of NAPs and interventions to combat child labour in cocoa-growing communities. Greater cooperation between relevant ministries and social partners at national and decentralized levels strengthened the technical and institutional environment in order to tackle child labour. The ***PPP Project*** complemented the ***CCP Project*** activities promoting increased awareness of child labour issues and building a consensus on the need to enrol and keep children at school. Community Action Plans in target communities were effectively developed and implemented as part of both projects. Although the organizational capacities of national tripartite constituents have significantly improved, the evaluators considered that further support is needed to strengthen social dialogue, reinforce the participation of workers organizations and to fully implicate the employers' organizations and cocoa industry partners at the national, district and local levels.

Literacy programs allowed beneficiaries to access livelihood training. The livelihoods intervention supported the formation of associations or co-operatives owned and managed by their members and operated for mutual and community benefit. Access to financial services encouraged group saving. However ongoing technical, financial, organizational and entrepreneurial capacity building is required to make these initiatives sustainable, due to the short time available to implement the livelihood component. Empowerment of local communities, which translates as increased political participation and the ability to bring concerns to the attention of local and regional authorities, was highlighted as a significant impact of the community action planning process, especially its facilitation of broad based analysis and action driven by community organizations.

With regard to improving access to quality education, the evaluators stated that despite remarkable efforts, the need for educational infrastructures, equipment and trained teachers is rising faster than the capacity to deliver them and further support is needed in order to keep children in school. Teacher training and parent participation in school governance were highlighted as particularly important.

Raising awareness at national, district and community levels was highlighted by all the evaluations as a sustainable impact of project interventions. Creative approaches were praised and encouraged, particularly use of radio, because of its wide coverage, drama and other techniques that involve local people in active participation and mobilisation around internationally recognised days or events.

3.3 External and contextual factors influencing the success or failure of child labour interventions

The tale below summarises external and contextual factors mentioned in the evaluation reports and indicates their influence or effect on child labour interventions.

EXTERNAL / CONTEXTUAL FACTOR	INFLUENCE ON CHILD LABOUR INTERVENTIONS
Malawi's decentralisation process both enabled and was supported by the project strategy. (The same is true in Mali, Senegal, Kenya, Uganda and other countries engaged in decentralisation)	Project creation of an enabling policy and institutional environment and support for district and community stakeholders to implement specific initiatives was in line with and facilitated by the decentralization agenda.
Receptive policy and legal and political environment for child labour initiatives	The Mali evaluation commented that the ground had been well prepared for the STBP through a number of previous ILO-IPEC projects
Existence of government structures and other national partners with designated roles and responsibilities with regard to child labour	Implementing programmes through these helped to build consensus and create national ownership (Tanzania, Zambia, Mali) The ECOWAS projects recognized existing roles and supported or facilitated the effective performance of designated responsibilities
Frequent changes and transfers of government personnel	Hampered the progress of the TBP in Tanzania and meant that capacity building was a constant need
Degrees of communication problems between relevant ministries	Caused difficulties in addressing child labour by those responsible in Tanzania and Zambia
Local Government Authorities are marginalized in terms of resources	LGAs are the most crucial institutions to ensure that TBP goals are met (Tanzania)
In Malawi higher level institutions were too weak to have the desired impact. The National Steering Committee on child labour had only ever met once before the project began.	Project design needed more strategies to facilitate a well-planned schedule of output orientated NSC meetings
The Zambia Child Labour Unit is committed and capable but lacks staff and resources	Made it difficult for the CLU to function effectively and fulfil its responsibilities
Labour Inspectors are few in number, based at regional level and address only the formal sector	Most child labour is in the informal sector and the Region is not an executive level in Tanzania so labour law enforcement is weak
Malawi faced significant challenges in the implementation of legal and policy instruments due to inadequate financial resources, and shortcomings in the quantity and quality of human resources at national and district level. The CLU and District Labour Offices have no means of mobility to inspect and manage child labour issues or computers to facilitate data storage.	In the absence of the project, the functionality of statutory agencies remained limited and sustainability is in doubt.
In Zambia delays in adopting the Statutory Instrument on Hazardous Child Labour, and the Child Labour Policy	The delays prevented dissemination by the project and impacted on targeted intervention efforts which lacked back-up from relevant policy and legislation
In Togo the explosion in the demand for educational services is out of proportion to national capacity to enrol students. Malawi's socio-economic challenges prevented construction of education infrastructure and provision of essential services in the education sector	Children supported by the projects found themselves in over-crowded and under equipped classrooms with poorly trained teachers
The South African government has its own child protection strategy	Some tension when ILO-IPECs approach was interpreted as invasive by the South African government.
The Government of Kenya had not adopted the child labour policy, the National Action Plan or Hazardous List at the time of the evaluation.	Undermined the sustainability of project efforts and calls into doubt the political will to eliminate child labour

The agricultural extension system in Kenya whereby extension officers give technical advice to farmers is dwindling.	Child labour in agriculture is not high on the list of ministry of agriculture priorities. The ministry was judged unlikely to play any significant role vis-à-vis eliminating child labour in agriculture.
The chaos and instability in Egypt in 2011, the resulting rise in poverty, the tenuous security situation and widespread social tension made for a difficult environment in which to work. Continuous changes in the presidency and/or council of ministers and governors	Despite all this, child labour was reduced among beneficiary of the project's livelihoods component, a result that is all the more impressive considering the unfavourable conditions. Delays in signing contracts with official entities and implementation of some necessary procedures.
In Ghana, the National Steering Committee on Child Labour took eight months to resolve differences with the National Programme on the Elimination of Child Labour in Cocoa (NPECLC) over the method of selecting beneficiaries.	During this period the CCP was unable to begin working with the beneficiaries in Ghana
NPECLC was not operational from March - October 2013 due to government financial reasons.	NPECLC was not available to collaborate on project activities
In Cote d´Ivoire's socio-political and military crisis	The start of the CCP´s implementation at the community level was hampered by these events
Floods in Namibia	Delayed direct interventions during the Southern Africa project

The majority of external factors mentioned tended to make project activities more challenging to implement but there were some factors that supported progress towards the elimination of child labour. Probably the most wide spread of these is the move towards decentralisation of decision making and resources common to many countries in Africa. This aims to make local government services more accessible to local communities and several projects inadvertently supported the decentralisation process by providing training and resources to strengthen the development of these services. One legacy of ILO-IPEC's work in African countries is increasingly receptive policy and legal frameworks for child labour initiatives and the existence of government structures and other national partners with designated child protection roles and responsibilities. This facilitates the work of new initiatives since the political environment is more propitious than previously.

However, in spite of these encouraging factors there is much that remains to be done. Frequent changes and transfers of government personnel require ongoing capacity building and communication problems between relevant ministries can slow down or block progress. The slow passage of legislation is frequently a cause for frustration, as is lack of transport that stops government personnel reaching out into their constituencies. Lack of government staff and resources, particularly at local government level, is a common issue, including inadequate numbers of labour inspectors at local levels. Poor education infrastructure has often been exacerbated by increased school enrolment due to ILO-IPEC projects and risked limiting project impact on the children concerned. Broader issues such as civil and political unrest, civil war and natural disasters all make working conditions more difficult and limit the progress that can be made.

3.4 ILO internal factors that affect project efficiency and results

Over half of the 14 final evaluations between 2009 and 2014 drew attention to **significant delays** in implementation (***Tanzania TBP***, ***Zambia TBP***, ***Senegal***, ***CCP***, ***PPP***, ***Egypt***, ***Sub-Saharan Africa*** and ***TECL II Projects***). The most common issue was a long start-up period that reduced the time available for direct interventions at community and district levels. ***Tanzania TBP Project*** drew attention to a lengthy vetting process for implementing agencies, each of which had to be approved from Geneva. The knock-on effects were particularly serious for livelihoods components, which were often the last to get started as priority was given to achieving targets for prevention of and withdrawal from child labour. Vulnerable families diversifying agricultural activities often did not get the benefit of project support

in applying their training since the project finished before the first cycle of activities was completed. The fact that such delays occurred so frequently suggests that projects may be too short to achieve the desired results within the time allowed. The PPP evaluation (Report 14) said that more flexibility in administrative and financial procedures and a higher degree of autonomy for ILO Country Offices would help projects to respect their scheduled time-frame and foresee delays more accurately. The focus on achievement of direct beneficiary target numbers can mask the limited sustainability of a number of the education and livelihoods interventions.

ILO-IPEC used its **Direct Beneficiary Monitoring and Reporting (DBMR)** system to gather standardised data in half the evaluated projects, with mixed reactions from stakeholders:

- In the ***Zambia TBP Project*** implementing partners were not generally appreciative, finding the DBMR overly detailed and time-consuming and a distraction from the other programme activities;

- In the ***Mali TBP Project*** the DBMR was tested, adapted and successfully applied. Implementing agencies found it to be manageable but quite heavy;

- In the ***CECLET Project*** the DBMR was reported to be somewhat cumbersome and filled with questions that might be easily mis-answered. On the positive side, implementation of the DBMR tools by trained participants ensured that beneficiary children were in the Ministry of Labour's national CLM system;

- In the ***ECOWAS Project*** implementing agencies found that the DBMR information produced did not add value to their work. Many saw the form as overly-burdensome and containing questions inappropriate to the local setting;

- The ***SNAP Kenya Project*** evaluators considered that the DBMR system could theoretically be used by the government and/or civil society organisations - but as considerable resources are needed for its operation it appears unlikely.

- In the ***SNAP Malawi*** and ***TECL II Projects*** some implementing partners were incorporating the DBMR tools into their own reporting systems. One representative had this to say: "*…the DBMR is the best data management tool that I have ever utilized. It has made my work easier as I am able to follow up the progress of all indicators, data gaps and next actions I am expected to take. I am very proud to use it even for other programmes I will be expected to manage…"* (AYISE Mulanje)

- The ***SNAP Uganda Project*** evaluators made some pertinent observations that seem more generally applicable: *"There seems a general tendency to address the CLMS too late in ILO-IPEC projects. This suggests an inherent problem. It may be hard to achieve a CLMS in a project where the DBMR is required and practiced. Greater guidance from ILO-IPEC Geneva would be useful regarding how to manage the two systems side by side without creating confusion or duplication. There were no serious issues pertaining to the DBMR except in relationship to how it relates to the CLMS. Some IAs found it overly time-consuming, but others were enthusiastic and reported that they are adopting it into their other non-ILO projects and programmes*"

There does indeed seem to be some confusion about the use of the two systems. Some projects used the DBMR purely for internal reporting on project beneficiaries, whereas others trained government stakeholders and attempted to operate the DBMR alongside or as part of nascent national CLMSs.

A number of reports drew attention to the valuable work of the **small but effective ILO-IPEC teams**. In the ***Tanzania TBP Project*** the small size of the team was seen as necessitating the outsourcing of some tasks. This did not always produce the best results since the technical knowledge of the consultants was rarely as good as that of the ILO-IPEC team. In the ***Zambia TBP Project***, evaluators

liked the project team's desire to learn alongside implementing partners and in the ***Mali TBP Project*** the evaluation drew attention to the ILO-IPEC team's participatory approach, its good relationships with government and the high level of integration of different child labour projects.

In the ***SNAP Malawi Project***, evaluators found a mismatch between objectives and their respective indicators and said that it was unrealistic to collect data for a number of the indicators. This is a design issue, and could no doubt have been identified by ILO-IPEC at an earlier stage.

The ***Sub-Saharan Africa Project*** was managed from Geneva and faced a number of management challenges. Evaluators called for clearer designation of responsibilities and adequate time allocated for coordination and support from either headquarters or country offices. The evaluation stated that responses from some sections of ILO-IPEC in Geneva needed to be faster and suggested a standard minimum time for replying to queries from the field, or since ILO-IPEC staff are often travelling, support staff to ensure that queries are dealt with.

ILO INTERNAL FACTORS	INFLUENCE ON CHILD LABOUR INTERVENTIONS
Long start-up period reducing time available for direct interventions at community and district levels	Significant delays in implementation (***Tanzania TBP***, ***Zambia TBP***, ***Senegal***, ***CCP***, ***PPP***, ***Egypt***, ***Sub-Saharan Africa*** and ***TECL II Projects***).
Cumbersome DBMR and some confusion with use of CLMS	Time intensive use of DBMR (***Zambia TBP***, ***Mali TBP***, ***CECLET***, ***ECOWAS***, ***SNAP Uganda***, ***SNAP Kenya Projects***); some inappropriate questions and risk of poor quality data. Difficulties in operating CLMS alongside DBMR.
Small ILO-IPEC teams	Usually effective (***Mali TBP*** and ***Zambia TBP Projects***) but the ***Tanzania TBP Project*** necessitated outsourcing of some tasks, which does not necessarily give the best results.
Design issues	Unrealistic to collect data on some indicators in the ***SNAP Malawi Project*** – mismatch between objectives and indicators.
Management issues	***Sub-Saharan Africa Project*** management from Geneva had a number of shortcomings: poor designation of responsibilities and inadequate allocation time led to some delays and frustration in the field.

3.5 Cross-cutting evaluation recommendations to ILO-IPEC

3.5.1 Advocacy

Half the evaluations made reference to aspects of advocacy in their recommendations. This ranged from encouraging continued advocacy work to support the government and the national TBP in Tanzania (***Tanzania TBP Project***) to Malawi's (***SNAP Malawi Project***) request for special attention to be given to lobbying and advocacy for resource mobilisation and recommendations for stronger engagement in advocacy by all stakeholders to encouragement for continued efforts through media and sensitization campaigns to raise public and government awareness from Zambia (***Zambia TBP Project***) and several other countries.

The ***Zambia TBP Project*** evaluation stressed that social partners need to take a stronger lead in advocacy and recommended project support for more extensive training and engagement in advocacy and lobbying at community, meso, and national level, particularly the provision of training for CCLCs and implementing agencies in a rights-based approach, general advocacy skills and/

or Reflect methodology to facilitate community empowerment, ownership, and self-sufficiency. The ***Egypt Project*** evaluation echoed the suggestion of taking a rights-based approach at community level, particularly with children who combine education and work.

The ***ECOWAS Project*** evaluation highlighted the value of assisting districts and communities to identify local resources and advocate for government resources to fund basic services such as education, law enforcement, labour inspection and child protection. Evaluators found that parents, church leaders, local officials, women's groups and youth organizations had become passionate about taking action on child labour and recommended finding ways to strengthen emerging local advocates to increase sustainability and empower local groups, government officials and leaders to direct their own campaigns.

The ***PPP Project*** evaluators thought that ILO-IPEC's work with industry partners could help identify new areas for advocacy to improve the cocoa sector. Suggested possibilities included enhanced government coordination and greater participation of supply chain managers, private certification bodies, auditors and trading companies in eradicating child labour in the cocoa sector.

The ***Sub-Saharan Africa Project*** evaluation recommended the inclusion of project funding for advocacy in parallel to policy support, since much depends on the national mood and this can be influenced by a range of factors including public / pressure group campaigns and various communication and diffusion tactics supported by evidence based research. UCW and ILO-IPEC could place more focus on how the different policy influencing approaches can work in tandem and balance each other.

3.5.2 Direct Intervention Components

Most of the evaluations made recommendations concerning direct intervention components.

■ Intervention Model

The ***Tanzania TBP Project*** evaluation recommended further refinement of the intervention model to make it more appropriate to rural contexts or the trial of alternative models that are more cost-effective and have more sustainable impact. This was duplicated by the Zambian evaluators who said *"Future efforts at downstream level should focus on developing intervention models that are more affordable and sustainable, and that could be managed by a CCLC".*

■ Identification of beneficiaries

The ***Zambia TBP Project*** report also drew attention to the need to provide clearer conceptual guidelines for the identification of beneficiaries to ensure that the particular needs of the most vulnerable children are not overlooked. The ***CCP Project*** evaluation was also concerned about the selection of beneficiaries, stating that it needed to be revised to enable the participation of the local authorities and the populations affected by the project. ***Tanzania TBP Project*** and ***Zambia TBP Project*** evaluations both recommended tracer studies to see what happens to children withdrawn or prevented in the longer term in order to assess the effectiveness of the intervention model. Based on the results the targeted intervention model could be refined as necessary to make it more sustainable and affordable in the longer-term.

Livelihoods

- From the ***CECLET Project*** evaluation, to implement practical, market-driven livelihood support activities;
- From the ***Zambia TBP Project*** evaluation, to lay greater stress on economic empowerment of families and communities;
- In the ***SNAP Uganda Project*** evaluation training for income generation, VSLA membership or agro-business was recommended in rural areas and that all beneficiaries should join VSLAs before the end of their training so that they can build up their own start-up capital and understand the benefits of savings and investment.
- From the ***Egypt Project*** evaluation, the Take Home Rations and livelihoods components should be expanded and reproduced due to their powerful effects. These tools for achieving social justice and supporting the poor and marginalized became even more urgent in the context of Egypt's political, social and economic instability.
- The ***PPP Project*** evaluation said that enhanced livelihoods for farmers, good agricultural practices, occupational safety and health and local economic development initiatives should be supported.

Education interventions

- The ***CECLET Project*** evaluation highlighted the need to tighten educational programmes by addressing teaching quality, curriculum and the educational environment;
- The ***SNAP Uganda Project*** evaluators came to the broad conclusion that vocational training works well for children in urban or peri-urban areas where there is higher customer demand or opportunities for employment
- These evaluators also stressed the importance of ensuring that older (16-17 years) breadwinner children who cannot afford the opportunity cost of full-time vocational training are provided with a range of other opportunities to augment their income and skills, including protective clothing, income generation, VSLA, and short modules of skills training, to assist them in moving into better occupations;
- Along similar lines the ***SNAP Kenya Project*** evaluation said that projects offering training for children or young people in residential institutions must ensure and monitor adequate standards of boarding arrangements.
- The ***PPP Project*** evaluation stressed that more efforts should be taken in order to guarantee access to school or educational services for vulnerable children and highlighted the need for improved educational infrastructures and equipment, access to water and sanitation, teacher capacities and school management systems. Catch-up or literacy programs, school support and back-up and relevant vocational training alternatives for adolescents are also important.

Active participation of children

Recommendations concerning the active participation of children came from the evaluation of the ***Tanzania TBP Project*** which suggested "*greater reflection and consultation with the children concerned on conceptual issues of child labour"* and from the ***SNAP Uganda Project*** which recommended the scaling up of SCREAM and the child-friendly school approach since children had shown themselves to be effective communicators, monitors, and mentors.

Area-Based Approach

The ***Senegal Project*** evaluation recommended that projects using an area based approach should ensure an absolute minimum of two years community level intervention to ensure a reasonable degree of sustainability. The ***SNAP Uganda Project*** evaluation recommended the area based approach to implement NAPs at district level and suggested its refinement to concentrate on its most potent elements which were identified as:

i. Strengthening local government and community structures (e.g. CCLCs)

ii. Working through schools to prevent drop-out

iii. Poverty reduction through the VSLAs

iv. Community sensitization and mobilization

v. Awareness-raising

Direct support to individual child beneficiaries

The ***Zambia TBP Project*** and the ***SNAP Kenya Project*** evaluations questioned the overall strategy of support to individual children as opposed to building resilient systems and families. From the ***Zambia TBP Project*** report: "*The problem with 'hand-outs' is that they perpetuate dependency and do not build self-respect. Building on lessons learned during this project, a refined or alternative model should place greater stress on income generation, vocational and entrepreneurial training and - most crucial of all - access to credit, either through the formation of savings and credit groups or other sources. If the formation of savings and credit groups could precede other interventions, families could draw on this socio-economic support system during the period of income-hardship when a child is withdrawn from CL. This approach need not be based on individuals but could treat the community as a holistic unit, targeting community development, community livelihoods, and community empowerment*"

And from the ***SNAP Kenya Project*** report: "*The ILO should, in discussions with global partners, work out technical cooperation on child labour issues that is even more focused on policy-making and institution-building and less focused on attempting to reach targets in terms of withdrawing children from work. This should be more geared to ensuring that the combat against child labour has institutional homes and is less project-driven. ILO-IPEC should be more realistic in the expectations that the practice of giving hand-outs in Kenya will lead to increased and sustainable socio-economic wellbeing."*

4. CONCLUSIONS AND RECOMMENDATIONS

Throughout all preceding chapters there are a number of topics that recur under several headings, suggesting that they are central to effective projects. Conclusions will be considered broadly following the path of project development and implementation with the aim of identifying some key recommendations for successful and effective interventions.

4.1 Conclusions

1. **Project design** can learn from recommendations from previous similar projects in the same or similar countries. Take into account the root causes of child labour in the country concerned, looking beyond "poverty" to identify other common factors. The more that those who will implement and benefit from the project can have input into its design the more relevant it will be, the more they will own and understand it and the faster it is likely to get off the ground. This is particularly true at community level, but more challenging to implement. One approach is for implementing agencies to coordinate participatory base line studies as the first project activity (or even as a pre-project activity if funding can be found) to present, discuss, develop and refine project activities at community level. This has none of the disadvantages of hiring consultants to carry out baseline studies and serves to introduce the project (and implementing agencies) to the communities concerned.

   Since sustainable change usually takes longer to achieve than the 48 month period of a typical project, it is useful to scan the environment for possible partnerships, synergies or opportunities for common project management in order to leverage the most potential from each funded project, and continuously build on what has been achieved.

2. **Enabling environment work:** Mainstreaming measures to eliminate child labour into national policies and legal frameworks is a key area of ILO-IPEC's expertise. It is a long process, typically covering the span of several projects, involving appropriate awareness-raising, capacity building, persuasion and encouragement, enormous degrees of patience and skilled facilitation and relationship building, on the basis of sound research and information. Collaboration between UCW and ILO-IPEC can contribute to this ongoing work.

3. **Advocacy:** Recommendations from several evaluations suggest increased focus on developing civil society advocacy initiatives to support the mainstreaming of child labour issues, so that change comes not only in answer to pressure generated at national level, but also in response to grass roots movements and campaigns. Training in advocacy for implementing partners can be used to coordinate and facilitate such campaigns and passed on to local communities to enable them to do the same.

4. **Networking** is an important component of advocacy and also helps to sustain the impetus generated during project implementation. It serves to bring individuals and institutions with common objectives together to focus on moving forward. While projects should to be wary of

initiating networks based on their agenda, the evaluations gave several instances of stakeholders establishing their own networks, and these are worthy of support, since without resources to function their impact is likely to be short lived.

5. **Awareness-raising** activities at national and local levels were broadly identified as the most sustainable of project interventions, since awareness, once achieved can only become wider and does not end when a project finishes. Essential for policy and decision makers and service providers, awareness needs to be built on the back of solid research and plays an essential role in advocacy. At community level radio was seen as effective, combined with creative approaches using drama and other media, particularly when local people were directly involved.

6. **Implementing agencies:** ILO-IPEC uses NGOs and the social partners to implement its projects and there are advantages and disadvantages to each. NGOs are experienced development agencies and have local knowledge of their geographic zones of intervention. However they are usually dependent on donor funding and have limited resources for ongoing work after a project ends. Implementing projects through government ministries and employers and workers organisations strengthens their capacity to fulfil their designated roles and responsibilities, and should guarantee a degree of sustainability. However their resources may be limited and their development experience less than that of NGOs and they may have other parallel duties to fulfil, all of which can combine to make for slow and difficult progress.

7. **The Integrated Area Based Approach** was used by several of the evaluated projects with good effect. It served to build capacity at community and district levels and develop systems with the potential to become sustainable if given the required resources. It needs to cover a sufficiently large geographic zone to mitigate the displacement factor of children moving to work in non-project areas and to be adapted to the specific forms of child labour prevalent in the area concerned.

8. **Community Action Plans** as used by the ***CCP Project*** and the ***PPP Project*** in West Africa proved to be effective measures to empower communities to advocate for their needs to be integrated into district planning processes.

9. **Community Child Labour Committees** have provided an effective means of coordinating community support for education and strategies to reduce child labour in many projects. They have also played an important role in developing Child Labour Monitoring Systems. Such committees are compatible with an IABA and important to ensure community ownership and buy in to the opportunities offered by the project.

10. **Beneficiaries:** Several evaluations drew attention to the non-sustainable nature of support for children withdrawn or prevented from exposure to child labour, mentioning school kits for primary school pupils and vocational training opportunities for older children. Some evaluations even suggested that some older children may be worse off after project interventions and a number were concerned that children would drop out of primary school when the project ended. Difficulties in selecting beneficiaries was also mentioned, in that need often outstripped the resources available and selection criteria were sometimes inappropriate. Education infrastructure could not always cope with the influx of enrolments as a result of a project. The selection process was more useful when it was managed and controlled by local communities, because people felt more responsible for overseeing the progress of children they had selected. Such difficulties could be mitigated by concentrating on building quality education and child protection services across a designated area, rather than focussing on specific beneficiaries.

11. **Vocational training** to help older children earn a living was generally more successful in urban areas where there were more opportunities and larger markets. A number of projects tried to

introduce non-agricultural options in rural areas, but participants were rarely able to get going, not least because of lack of start-up funds and tools.

12. **Income generation support** to vulnerable families also worked better in urban areas. Agricultural enterprises had a long gestation period and the project often ended before the first cycle was complete. Short business training courses for women traders served to increased income through better management. Support for income generation needs enough time for training, set -up and adjustments as necessary over several profit cycles.

13. **Village Savings and Loan Group** membership was by far the most successful support strategy for vulnerable families and this can be extended to older children to assist them to access start-up funds and buy tools.

14. **Active participation of children** via the SCREAM or other means has been a valuable component of a number of projects. It contributes to raising awareness among young people and their families, builds self-confidence and develops knowledge of basic human rights.

15. **Child Labour Monitoring Systems** have proved most useful at community level to identify working children and assess progress towards eliminating child labour. CLMS have proved resource intensive and often unsustainable at higher levels, since they are dependent on capacity, resources and political will to continue once the project is over. Some projects have ensured that child labour statistics are integrated into existing national surveys, which might be a more effective approach to gathering data on a national scale.

16. **Shared learning and knowledge management:** Several evaluation reports drew attention to the benefits of exchange visits and stakeholder workshops. Exchanges at community level, between implementing partners or between countries offer opportunities for learning and spreading effective interventions. Comments on knowledge management referred most often to the wealth of information available through ILO-IPEC and how to ensure that it was accessed by relevant project stakeholders. ILO-IPEC's SCREAM methodology is widely used and appreciated but training manuals for small enterprise development and youth development are less widely used.

17. **Psycho-social support:** Children experience trauma in a range of situations but services to assist in recovery are few and far between in most African countries. CEGID's[10] intervention in Senegal demonstrated Professor Serigne Mor Mbaye's innovative, relevant and effective approach to psychosocial support for children in a rural African environment with minimal access to psychologists and social workers. Known as *Dispositif Itinérant d'Appui Psychosocial (DIAP),* in this project it focussed on victims of physical and sexual abuse in the context of child labour, but it has also been applied in conflict zones across West Africa.

[10] Centre de Guidance Infantile et Familial (Dakar, Senegal) https://www.facebook.com/CEGID-Centre-de-Guidance-Infantile-Familiale-211880652160120/

4.2 Recommendations

4.2.1 At operational level

When designing new projects:

1. Take into account recommendations from previous child labour projects in the country concerned and evidence from relevant child labour research reports;
2. Involve stakeholders in project design as far as is feasible, including those at community level;
3. Look for potential synergies or joint management possibilities to maximise the potential of each funded project;
4. Consider carefully the most appropriate implementing agencies, wherever possible including social partners;
5. Include funds for advocacy training at national and community levels in project budgets;
6. Ensure creative awareness-raising mechanisms are integral to the project, since this will probably be its most sustainable legacy;
7. Map existing child protection networks and consider offering appropriate support;
8. Consider using an integrated area based approach, community action planning and CCLCs to provide the framework for community level interventions;
9. Avoid non-sustainable short term support for vulnerable children;
10. Ensure feasibility studies for vocational training and income generating activities introduced by the project;
11. Prioritise the establishment of Village Savings and Loan Groups in project villages
12. Look for ways of making children active participants – SCREAM is a tried and tested methodology;
13. Create opportunities for exchange visits at different levels. These should have clear objectives and involve participants in analysis and discussion of what they see and experience during the course of the visit;
14. Search ILO and other on-line resources for appropriate training materials;

At project management:

1. Where project start up takes an excessively long time, assess the viability of successfully supporting income generation, livelihoods and vocational training within the time remaining and have the courage to change plans as appropriate. Communities need to be involved in any change of plan in order to mitigate the effects unmet expectations on future partnerships and projects.

4.2.2 Strategic /policy level

1. The most prominent strategic level recommendation coming from these evaluations is an increased emphasis on advocacy and support for the development of grass roots movements to complement and encourage the strengthening of child labour policy and legal frameworks. Such advocacy would benefit from creative approaches to raising awareness, including making "user -friendly" versions of relevant research available for use by social partners and other stakeholders at national, district and community levels. Advocacy training for implementing agencies and community groups would contribute to strengthening civil society, decentralisation and democracy through empowering less powerful sections of the population to voice their needs and opinions.

2. The second strategic recommendation is to place more emphasis on supporting the development of functional and sustainable systems at community and district level and less on meeting target numbers of direct beneficiaries. This would avoid setting up short term systems that cannot be sustained without project support and would be implemented through the social partners wherever possible.

ANNEXES

A. Evaluations reports considered for the meta-analysis

The list below includes all the evaluations considered as part of this meta-analysis. These are all final independent evaluations, managed by ILO, that took place during 2009-2014. The Egypt evaluation is the only evaluation of an ILO project not managed by ILO.

Project No. 1: Tanzania TBP Project	**Support for the Time-Bound Programme on the worst forms of child labour in Tanzania (Phase II) - Including a sub-study of the District framework**			
Development Objective: To contribute to the elimination of the worst forms of child labour in Tanzania by the year 2010 and the creation of a social foundation to address all other forms of child labour in the country.				
Strategic Objective 1: To strengthen the policy and institutional framework for the elimination of WFCL. ***Strategic Objective 2:*** The promotion of targeted action against WFCL through the replication and scaling up of models of intervention.				
Period	**Countries covered**	**Project ID**	**Implementing Agency**	**Evaluation date**
2005-2010	Tanzania	URT/05/50/USA	ILO-IPEC	Dec. 2009

Project No. 2: Zambia TBP Project	**Support to development and implementation of Time-Bound Measures against the WFCL in Zambia**			
Development Objective: To contribute to the elimination of WFCL through strengthening national capacity to formulate and implement a national TBP.				
Immediate Objective 1: By the end of the project GOZ is equipped to design, implement and monitor initiatives to address WFCL through a TBP: • Draft NPA, including costed priorities, draft implementation and M/E framework • Awareness/commitment of relevant officials /orgs. To implementation of NPA as an integral part of the FNDP improved • Legal instruments harmonized and disseminated • Knowledge base improved to support implementation of NPA • CL mainstreamed into relevant policies/plans • Implementation framework (+ financial resources) and M&E improved and coordinated with other child-related issues • Capacity of key partners for planning etc. strengthened ***Immediate Objective 2:*** Inclusive educational/training opportunities for ex CLs and at-risk, have improved sufficiently to support NPA's education-focused strategies. ***Immediate Objective 3:*** Models of interventions for direct support to children/families are implemented and documented.				
Period	**Countries covered**	**Project ID**	**Implementing Agency**	**Evaluation date**
2006-2010	Zambia	ZAM/06/50/USA	ILO-IPEC	March 2010

Project No. 3: Mali TBP Project	Support for the preparation of the Mali Time-Bound Programme

Development Objective: To contribute to the elimination of the WFCL and the progressive elimination of all forms of child labour in Mali.

Immediate Objective 1: The Government of Mali and its relevant partner organizations are equipped with the necessary mechanisms and have committed themselves to obligate adequate human and financial resources to design, implement and monitor initiatives that address the WFCL through a national TBP.

Immediate Objective 2: The legal framework that forbids the WFCL is reinforced, diffused and applied.

Immediate Objective 3: The GoM and its relevant partners have adequate mechanisms to collect, update, analyse and store child labour data and are actively using that data.

Immediate Objective 4: Malian society is more aware of the negative consequences of the WFCL and is mobilized to combat it.

Immediate Objective 5: Education and vocational training opportunities for working children or children at risk of exploitation in the WFCL are improved and expanded.

Immediate Objective 6: Model interventions for withdrawal, prevention, and rehabilitation of children in WFCL will have been developed in targeted areas and will be available for scaling up.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2006-2010	Mali	MLI/06/50/USA	ILO-IPEC	Sep. 2011

Project No. 4: Sub-Saharan Africa Project	Support to the development of National Action Plans (NAP) in Sub-Saharan Africa through policy support, research, knowledge building and advocacy, in particular through Understanding Children¿s Work (UCW)

Development Objective: To contribute to the elimination of child labour thought strengthening policy responses and advocating in the Sub-Saharan Africa region to inform policy and support the development of NAPs.

Immediate Objective 1: Improving the information base on child labour and related issues.

Immediate Objective 2: Informing policies and action plans addressing child labour.

Immediate Objective 3: Strengthening national capacity in measuring and monitoring child labour.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2008-2011	Sub-Saharan Africa (Cameroon, Congo, Ethiopia)	RAF/08/06/ITA	ILO-IPEC & UCW	Sep. 2011

Project No. 5: CECLET Project	Combating Exploitative Child Labour through Education in Togo (CECLET) *(including the sub-study "Potential good practices in mainstreaming CL in an integrated program at sub-national level: the Millennium Village Project intervention model")*

Development Objective: To contribute to the elimination of the worst forms of child labour, especially child trafficking, by creating strong institutional, educational, and socio-economic bases for dealing effectively with all child labour in the country.

Immediate Objective 1: Models of intervention for withdrawal, prevention and rehabilitation of children in WFCL will have been implemented and ready for replication and scaling up at the national level (Direct intervention)

Immediate Objective 2: the Togolese society is mobilized to support the fight against child labour through better education services, networking and community participation (Promote higher access to education).

Immediate Objective 3: The GoT and the Togolese civil society will have the capacity to undertake effective long-term action against the WFCL with minimal external technical assistance and will have mobilized to support the fight against child labour through networking and platforms of action (Capacity building and community mobilization).

Immediate Objective 4: The legal framework is strengthened for dealing effectively with child labour and the trafficking of children, with the main emphasis on the implementation and enforcement of existing laws and regulations (Legal framework).

Immediate Objective 5: The knowledge base and systems for monitoring child labour trends and characteristics, including WFCL and the effects of HIV/AIDS on child labour, will have been enhanced (Knowledge base).

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2007-2012	Togo	TOG/07/01/USA	ILO-IPEC	Oct. 2012

Project No. 6: Senegal Project	Programme Inter-agence pour l'amélioration des conditions des enfants à risque au Sénégal

Development Objective: To support children at high risk, especially of suffering from WFCL (including begging children in Koranic schools) in the region of Thiès.

Immediate Objective 1: Administrative authorities, elected local officials, religious leaders and the community in the region of Thiès, (namely commune of Mboro, and the rural communities of Taiba Ndiaye, Darou Khoudoss and Ngoundiane) will be aware of the negative consequences of the WFCL;

Immediate Objective 2: WFCL will be reduced in the targeted zones of the region of Thiès, and models of an area based approach for the elimination of WFCL will be developed, implemented/tested, and documented in the target zones of the region.

Immediate Objective 3: Local government, political leaders and community leaders will have put in place an effective mechanism to monitor child labour and prevent WFCL in the targeted zones in the region of Thiès.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2009-2012	Senegal	SEN/07/02/HSF	ILO-IPEC & UNICEF	Oct. 2011

Project No. 7: SNAP Uganda Project	Project of Support for the Preparatory Phase of the Uganda National Action Plan for the Elimination of Child Labour (SNAP)

Development Objective: To contribute to the elimination of the Worst Forms of Child Labour. T in Uganda.

Immediate Objective 1: Social and economic policies and legal/regulatory frameworks that form the foundation for actions to combat WFCL will be reinforced.

Immediate Objective 2: People and institutions at all levels will be supported to mobilize against child labour (CL) through heightened awareness and increased knowledge of the ways and means to combat the problem.

Immediate Objective 3: A multi-disciplinary and integrated area-based (IABA) model of intervention laying the foundation for 'Child Labour Free Zones' at district level will be created and available for replication throughout the country.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2008-2012	Uganda	UGA/08/50/USA	ILO-IPEC	Nov. 2012

Project No. 8: TECL II Project	Towards the Elimination of the Worst Forms of Child Labour (TECL), Phase II with a focus on HIV/AIDs: Supporting and monitoring the implementation of National Plans of Action in three core countries in Southern Africa

Development Objective: Contribute to the elimination of WFCL and forms of child labour in Botswana, Namibia and South Africa by supporting the implementation of NAPs in these countries

Immediate Objective 1: By the end of the project, capacity of the key partners will have been strengthened to more effectively mainstream child labour issues into legislative and policy frameworks and take action against the worst forms of child labour, and awareness will have been raised among the general public and among key stakeholders.

Immediate Objective 2: By the end of the project, models of interventions (focusing on education and HIV/AIDS) for addressing selected worst forms of child labour and prioritized forms of child labour in Botswana, Namibia and South Africa will have been developed, tested and – in South Africa - further mainstreamed through pilot interventions involving direct action programmes.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2008-2012	Southern Africa (Botswana, Namibia, South Africa)	RAF/08/52/USA	ILO-IPEC	Nov. 2012

Project No. 9: SNAP Malawi Project	Project of Support to the National Action Plan to Combat Child Labour in Malawi

Development Objective: To contribute towards the elimination of the worst forms of child labour in Malawi.

Immediate Objective 1: An enabling legislative and policy environment on the elimination of child labour towards the global goal of elimination of the WFCL by 2016 strengthened;

Immediate Objective 2: Existing models of intervention replicated and new models of intervention to lay the foundations for establishing child labour free zones using an Integrated Area Based Approach (IABA) in three districts, developed and made available for replication;

Immediate Objective 3: Tripartite partners', key role players' and stakeholders' capacity to implement the IABA to combat child labour built.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2009-2013	Malawi	MLW/09/50/USA	ILO-IPEC	March 2013

Project No. 10: SNAP Kenya Project	Creating an enabling environment for child labour free areas in Kenya: Supporting the implementation of the National Action Plan (SNAP Kenya) for the eliminationof the WFCL with special focus on agriculture & older children

Development Objective: The incidence of worst forms of child labour reduced through effective implementation of the National Action Plan.

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

Immediate objective 2: At the end of the project, the capacity of national and local authorities and social partners is enhanced to support the effective implementation of the National Action Plan.

Immediate objective 3: By the end of the project, effective models for establishing child labour free areas are tested in three (3) Districts with documented processes and experiences.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2009-2013	Kenya	KEN/09/50/USA	ILO-IPEC	Nov. 2013

Project No. 11: ECOWAS Project	Eliminating the Worst Forms of Child Labour in West Africa and Strengthening Sub-Regional Cooperation through ECOWAS (ECOWAS I & ECOWAS II)

Development Objective: To contribute to the elimination of the worst forms of child labour in West Africa.

Immediate Objective 1: By the end of the project, progress on the elimination of the worst form of child labour in, Ghana Nigeria and Cote d'Ivoire will be accelerated.

Immediate Objective 2: By the end of the project the role played by ECOWAS in combating the worst forms of child labour in the sub-region will be reinforced.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
Phase I: 2009-2014	Côte d'Ivoire, Ghana, Nigeria	RAF/09/51/USA	ILO-IPEC	Apr. 2014
Phase II: 2010-2014	Benin, Ghana	RAF/10/53/USA	ILO-IPEC	Apr. 2014

Project No. 12: CCP Project	Towards child labour free cocoa growing communities (CCP) in Côte d'Ivoire and Ghana through an integrated area based approach

Development Objective: To accelerate progress in the elimination of child labour, with a focus on its worst forms, in cocoa growing communities in Cote d'Ivoire and Ghana.

Immediate Objective 1: By the end of the project target communities will use increased understanding of child labour to develop and implement action plans to eliminate child labour in their communities.

Immediate Objective 2: By the end of the project boys and girls in cocoa growing communities will have improved access to relevant quality education, including appropriate complementary or alternative opportunities for boys and girls who are out of school.

Immediate Objective 3: By the end of the project targeted households in cocoa growing communities will have enhanced sustainable livelihoods.

Immediate Objective 4: By the end of the project national capacity to deploy an appropriate Child Labour Monitoring System (CLMS) framework to measure progress towards the elimination of child labour through an Integrated Area-Based (IAB) approach will be improved.

Immediate Objective 5: By the end of the project the technical and institutional capacity of ILO constituents and partner organizations to contribute to the implementation of the National Plan of Actions (NPAs) and interventions to combat child labour in cocoa-growing communities will be enhanced.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2010-2015	Côte d'Ivoire & Ghana	RAF/10/54/USA	ILO-IPEC	Sep. 2014

Project No. 13: Egypt Project	Combating Worst forms of Child Labor by Reinforcing Policy Response and Promoting Sustainable Livelihoods and Educational Opportunities in Egypt (CWCLP)

Development Objective: to address the root causes of child labour, with special attention to WFCL in agriculture, by supporting strong child labour policy and legislation and promoting sustainable livelihoods and educational opportunities for 16,000 children in five Egyptian governorates.

Immediate Objective 1: Reducing child labour, especially the worst forms, by providing direct educational services and addressing root causes of child labour, promoting sustainable livelihoods of target households.

Immediate Objective 2: policies on child labour, supporting the review and revision of legislation on child labour, promoting education and sustainable livelihood and strengthening the capacity of national institutions to combat child labour and address its root causes; strengthened.

Immediate Objective 3: Awareness on child labour and its root causes, and the importance of education for all children to mobilize a wide array of actors to improve and expand education raised.

Immediate Objective 4: Research, evaluation and the collection of reliable data on child labour through baseline surveys, its root causes and effective strategies, policies and good practices to improve livelihoods of rural households and combat child labour supported.

Immediate Objective 5: Exit/Hand over strategy and plan established and implemented and implementation experiences, success stories and lessons learned documented and disseminated.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2011-2015	Egypt	EGY/11/01/WFP	ILO-IPEC, World Food Programme & UNICEF	Dec. 2014

Project No. 14: PPP Project	Public-Private Partnership (PPP) between the Chocolate and Cocoa Industry and the ILO to Combat Child Labour in Cocoa Growing Communities in Ghana and Cote d'Ivoire-implementation phase

Development Objective: To accelerate progress in the elimination of child labour, with a focus on its worst forms, in cocoa growing communities in Côte d'Ivoire and Ghana.

Immediate Objective 1: By the end of the project, Child Labour Monitoring Systems are strengthened and expanded.

Immediate Objective 2: By the end of the project, the capacity of governments, social partners, cocoa farming families and other pertinent stakeholders to combat child labour in cocoa growing communities, is strengthened.

Immediate Objective 3: By the end of the project, National Steering Committees (NSCs) lead improved coordination of efforts to combat child labour in cocoa growing.

Period	Countries covered	Project ID	Implementing Agency	Evaluation date
2011-2014	Côte d'Ivoire & Ghana	RAF/11/04/GIG & RAF/11/01/GIG	ILO-IPEC	Dec. 2014

B. Terms of Reference

Background

ILO is dedicated to the progressive elimination of child labour11 and has as one of its main goals, the eradication of the worst forms of child labour. Through collaboration with its constituent member states and implementing partners, based child ILO promotes the ratification and adoption of ILO Child Labour Conventions, facilitates policy-reform-targeting country labour elimination programmes, provides technical and advisory support for setting policies and national action plans and also provides support in terms of advocacy, awareness-raising, social mobilization, and resource mobilization to relevant interventions.

According to ILO's 2013 Global Report on Child Labour, significant strides have been taken in the fight against child labour. In terms of the number of children (aged 5-17) engaged in labour activities there has been a 22 per cent decrease; from 216 million in 2008 to 168 million in 2012 showing a decrease by 47 million. In terms of children engaged in hazardous work there has been a 26 per cent decrease; from 115 million in 2008 to 85 million in 2012 showing a decrease by 30 million.

However, despite the tangible progress made in reducing child labour, approximately 168 million children, 10.6 per cent of the total child population, were still involved in child labour in 2012, whereas, 85 million children, 5.4 per cent of the total child population were working under hazardous conditions. While this is the total global estimate, in Sub-Saharan Africa 21.4 per cent and 10.4 per cent of the total child population were engaged in child labour and hazardous work respectively, indicating the seriousness of the situation in the region.

According to the ILO report, considering the pace with which progress is being made, the deadline for eliminating the worst form of child labour by 2016 will not be met necessitating a substantial acceleration of efforts for the cause in the foreseeable future. In order to have a catalytic effect to such state of affairs, the ILO Regional Office for Africa (ROAF) has decided to distil good practices from its own field experiences with the aim of drawing useful lessons for planning and implementing an accelerated plan of action towards the elimination of worst forms of child labour through a meta-analysis of evaluations on child labour interventions implemented in the region.

Purpose, scope and clients of the meta-analysis

Purpose

The purpose of this meta-evaluation is to contribute to organizational learning and to provide more effective guidance and support to ILO constituents and relevant stakeholders on future work concerned with the development and implementation of child labour programmes and projects in Africa.

[11] The ILO (2014) defines child labour as "work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development."

Scope

The meta-analysis will be conducted on final independent evaluations on child labour interventions made in Africa from 2009 to 2014. In addition, "good practices and lessons learned" reports produced for the ILO's International Programme on the Elimination of Child Labour (IPEC) projects in Africa will be reviewed as part of the exercise.

Clients

The primary clients of the meta-analysis are the ILO (ROAF, DWT/CO-offices, ILO-IPEC, and other relevant departments) and constituents. However, the final report will also be shared with all relevant stakeholders, decision makers, and donors for knowledge sharing purposes.

Key questions to be answered

- What are the main lessons learned and good practices implemented in child labour interventions in Africa?
  - Which lessons and good practices have more potential for replication and scale-up?
  - What factors contributed to good lessons learned and good practices implemented?
  - To what extent are lessons learned as well as good practices complementary or contradictory?
- Are there any trends or patterns regarding the effectiveness, relevance, impact, outcomes or other characteristics of evaluated projects?
- What are the external and contextual factors that can determine success or failure of the child labour interventions (e.g. political, economic, etc.)?
  - Which are the most repeating external and contextual factors that hindered projects outcomes to be achieved?
  - Which are the most repeating external and contextual factors that have contributed to successful project outcomes?
- What are the ILO internal factors that hindered project efficiency and project results?
- Based on the findings of the assignment, what recommendations can be made at operational, strategic and policy levels?

Additional questions will be identified and answered by the consultant(s) based on emerging insights during the documentation review process.

Methodology and process

The meta-analysis will be conducted on the basis of a desk-analysis of selected evaluations and other relevant project documents that will be provided by the regional office and ILO-IPEC. The consultant

will consolidate, synthesise and analyse findings, identify lessons learned and good practices implemented and then distil cross-cutting recommendations from the evaluations.

A visit to selected ILO offices in Africa or Geneva as well as interviews with relevant stakeholder may be carried out if it is deemed necessary (to be discussed with the consultant). The consultant together with the office will decide and agree on an appropriate methodology that can by design ensure accurate findings and unbiased, comprehensive, and methodologically sound content. Moreover, at the 'write-up' stage the consultant(s) should follow an evidence-based approach such that all findings, conclusions and recommendations are supported by the gathered evidence and conducted analysis. In addition to producing meta-analysis reports, the consultant(s) will be required to present the findings at a result dissemination workshop that will be organized by the ILO (dates to be determined in consultation with the consultant).

Deliverables

The consultant(s) will be expected to deliver the following:

1. An inception report which in addition to content deemed necessary by the consultant must include: a detailed work plan, methodology and proposed outline of the evaluation report.

2. A draft report of up to 50 pages, based on the approved inception report, containing an executive summary, key findings, recommendations but excluding the annexes.

3. A final report incorporating all feedbacks.

4. A shorter version of the report, of up to 5 pages, containing an executive summary, key findings and recommendations.

5. A good practices report examining and analysing most successful child labour projects conducted in Africa (template to be provided by the regional office).

Management, coordination, and responsibilities

The consultant(s) will report to Mr Gugsa Yimer Farice (farice@ilo.org) regarding all aspects of the consultancy deliverables and the day-to-day work schedules. The consultant will also closely work with Ricardo Wolf Furman, Senior Evaluation Officer, in the Evaluation and Impact Assessment section (EIA) of ILO-IPEC. The consultant(s) progress will be monitored through weekly exchanges. ILO-IPEC, Regional Child Labour Technical Specialist and EVAL will provide technical support, relevant documents and information, and feedbacks in a timely manner and as required. In addition, other relevant ILO staff including project managers will be made available for the Meta analysis as needed.

Work plan & time frame

In total, beginning from the time of signing a contract the consultant is expected to commit 27 working days to conduct the meta-analysis and produce the reports.

Time Frame

ACTIVITIES AND TIME		2015											
		September			October			November			December		
Inception Report	Preparation	x											
	Review and feedback		x										
	Finalization & approval		x										
Draft Report	Preparation			x		x	x	x					
	Review and feedback								x	x			
Final Report	Preparation and Submission										x		
	1-2 days workshop											x	
		11			8			6			2		

Key qualifications of the consultant(s)

- Excellent and proved knowledge of evaluation methodologies and approaches is essential.
- Proven experience in designing and conducting evaluations is essential. Experience on systematic reviews and/or on the synthesis of large volumes of quantitative and qualitative information is preferable.
- Demonstrated analytical and writing skills are essential.
- Good understanding of international norms and standards, the ILO fundamental principle and rights at work as well as the ILO evaluation standards would be highly desirable.
- Prior knowledge of child labour and child protection as well as experience in evaluating child labour projects of the ILO is essential.
- Previous work experience in Africa would be highly desirable.
- Fluency in English and French (spoken and written) is essential.

Fundamental Principles and Rights
at Work Branch (FUNDAMENTALS)
International Labour Organization

www.ilo.org/childlabour – @ILO_Childlabour

ILO Regional Office for Africa

Abidjan – Côte d'Ivoire

www.ilo.org/africa – @ILOAfrica

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