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iTrack

Evaluation

ILO – EVALUATION

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Acronyms

ADIH	Association of Industries of Haiti
AVSI	Association of volunteers in international Service
CCIH	Chamber of Commerce and Industry of Haiti (Chambre de Commerce et d'Industrie Haïti)
CL	Child Labour
CPFP	Centre Pilote de Formation Professionnelle
CSH	Coordination Syndicale Haïtienne
CTH	Confédération des Travailleurs Haïtienne
CTSP	Confédération des travailleurs des secteurs publics et privés
DAC	Development Assistance Criteria
EVAL	ILO Evaluation Unit
FAFO	Institute of Applied International Studies
FPRW	Fundamental Principles and Rights at Work Branch
GNI	Gross National Income
IBESR	Institut de Bien Être Social et de Recherches
IHE	Institut Haïtien de l'Enfance
ILO	International Labour Office
INFP	Institut National de Formation Professionnelle
IOM	International Organization for Migration
IPEC	International Programme on the Elimination of Child Labour
ITUC	International Trade Union Confederation
M&E	Monitoring and Evaluation

MAST	Ministère des Affaires Sociales et du Travail
MENFP	Ministère de l'Éducation Nationale et de la Formation Professionnelle
NAP	National Action Plan
NGO	Non-Governmental Organization
NTCECL	National Tripartite Committee for the Eradication of Child Labour
OECD	Organization for Economic Co-Operation and Development
PMP	Project Management Plan
PRODOC	Project Proposal Document
RBM	Results-Based Management
SCREAM	Supporting Children's Rights through Education, the Arts and the Media
SIYB	Start and Improve Your Business
STEP	Skills Toward Employment and Productivity
ToR	Terms of Reference
ToT	Training of Trainers
UNDH	Université Notre Dame d'Haïti
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children's Fund
WFCL	Worst Forms of Child Labour

1 Executive Summary

1. Background and context

Despite the Haitian government ratifying the Convention on Rights of the Children (1994), ILO Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Forms of Child Labour); many children are in domestic work (*restavek* in Haitian Creole) and are often below the minimum legal age of 14 years in Haiti. Furthermore, these children face very difficult working and living conditions, which are harmful both physically and psychologically. In many instances work prevents them from accessing education, further compromising their future socio-economic prospects.

1.1. Summary of the assignment objective, logic and structure

The project “*Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments*” is part of IPEC and was funded by the Norwegian government. Its budget totalled USD 1,080,570.

The Project aims at implementing an integrated and mutually supportive approach to Combat Child labour at the Policy, Institutional, and Community levels.

- Through its tripartite structure, the project aims to ensure at the Policy level that the priorities of governments, the private sector and workers are reflected in policies to combat child Labour (mainly the National Tripartite Committee to Combat Child Labour, the national plan to combat child Labour and the list of hazardous jobs).
- At the institutional level, the project aims to strengthen national institutions (such as the MAST, the national vocational training institute and the Labour inspectorate) so that they can then offer better services to the local population (for example Train young people at risk or take children out of the worst forms of child Labour).
- At the community level, this project aims to contribute to the elimination of child Labour in domestic work and the socio-economic integration of children at risk in relation to child Labour by filling gaps in education and skills in the employment of young domestic workers of working age in the South (Les Cayes). The project aims to support the prevention and withdrawal of child Labourers in domestic work and the worst forms of child Labour and facilitating access to accelerated vocational training, certified educational programs in agricultural curricula and entrepreneurship. Downstream, these young people are oriented towards an employment service to accompany them in their search for employment, learning or business creation.

1.2. Actual status of the assignment

The project’s timeline was initially spread over 2 years (January 2015 – January 2017) and was extended twice at no cost. The expected end of project is September 30, 2017.

1.3. Purpose, scope and clients of the study

This final independent evaluation of the Project was carried out in line with the requirements of the ILO Evaluation Policy. ILO project evaluations are conducted to provide an opportunity for the Office and its funding partners to assess the appropriateness of design as it relates to the ILO's strategic and national policy framework and consider the effectiveness, efficiency and sustainability of project outcomes.

As stated in the Terms of Reference (ToR), this evaluation:

- Assessed the relevance of the intervention objectives and approach
- Established how far the intervention has achieved its planned outcomes and objectives
- Determined the achievements of Project objectives at outcome and impact levels
- Assessed the extent to which the Project's strategy has proven efficient and effective
- Evaluated whether the Project is likely to have a sustainable impact.

It focused on the Norwegian funded component of the ILO/IPEC programme, its achievements, and its contribution to the overall national efforts to achieve the elimination of Worst Forms of Child Labour (WFCL). Due to time limitations, its geographical coverage included two of three regions covered by the project: Port-au-Prince, and South Departments.

Audience of this report includes the ILO at the national, regional and Headquarters level, as well as all project stakeholders (including the donor, project implementers and constituents).

1.4. Methodology for the evaluation

The evaluation was conducted in six phases

- Launch call
- country visit (May 22nd to 26th 2017)
- Debrief presentation (May 26th, 2017)
- In depth document review and additional virtual consultations
- Data analysis and triangulation
- Report writing and validation (June 2017).

The evaluation triangulated information from three sources of data:

- Document review in order to identify milestones reached and references to challenges and delays in the delivery of activities.
- Individual interviews in Haiti conducted with ILO project staff, MAST, IBESR, AVSI, INFP, UNDH, ENOAK and CCIH. and online interviews conducted with ILO's Project Coordinator and Regional Coordinator.
- Observation during a field visit to UNDH in order to contextualize the youth training and their interaction with the training material.

2. Main findings and conclusions

Evaluation findings were positive in terms of the relevance of addressing the child labour issue in Haiti. The project demonstrated various notable efforts to meet the national needs in addressing child labour issues, both at the institutional and the community levels. The Project is also aligned with the ILO Decent

Work Country Programme (2015-2020). Also, in the absence of a baseline study per-se, the Project has successfully leveraged its previous experience, existing research and networks to identify needs of beneficiaries.

In terms of validity of design, findings are mixed. The Project overall aims at being coherent by combining four interlinked components:

- Awareness raising on child labour in domestic work and on the need to protect young domestic workers of legal working age
- National Institutions' capacity strengthening
- Coordination between national institutions and social actors
- Socio-economic integration of vulnerable youth, by withdrawing children from child labour in domestic work and providing access to accelerated educational training programs and job placement services.

However, design was stronger for some components than for others. Evidence generally supports the appropriateness of the Project design for the awareness raising and the coordination components. The coherence of the other two components, national institutions' capacity strengthening and socio-economic integration of vulnerable youth, could be improved. In addition, the evaluation observed that the non-comprehensiveness of the risk mitigation strategy represented a weakness in the project design which caused serious obstacles during project implementation and led to delays in project delivery.

Based on all data collected and analysed, the Project was effective in terms of awareness-raising on child labour issues. However, without the further engagement of focal points, the effectiveness of sensitization efforts runs the risk of being diluted; Capacity strengthening activities were also effective in building capacity of national institutions' staff individually. However, capacity building efforts at the institutional level faced roadblocks that limited their effectiveness (mainly relating to political changes, high staff rotation rates within ministries, and the absence of a robust institutional development plan); The project was effective in enhancing coordination with some project stakeholders but did little coordination with other agencies at the national level and other regional initiatives. The establishment of a Child Labour Focal Points Network is a good practise that emerged from the project.; The project activities relating to socio-economic integration of vulnerable child were effective in producing and delivering a certified accelerated training. However, additional actions are required to attain effectiveness in terms of employability

In terms of Monitoring and Evaluation (M&E), the evaluation observed that the project team leader was active in the monitoring of project activities and achievements. Lessons learned throughout the project and their corresponding adjustments, such as the shift of focus from the Tripartite Committee to Focal Points (see Finding #5), provide evidence that there has been a degree of "informal" monitoring and learning. However, there is no clear evidence of project internal evaluation processes that would allow the ILO to assess any potential outcomes generated by the project.

While Project Financial statements did not allow for a proper cost/efficiency analysis, it was noted that several internal and external factors negatively affected the Project's time efficiency (external factors such as political changes and natural disasters, internal factors relating to project staff rotation, and the willingness to create linkages with other projects that were also delayed). On the other hand, the SCREAM training of trainers' design is a contributing factor to efficiency.

Regarding the extent to which cross-cutting issues of gender mainstreaming and the mainstreaming of child labour issues are taken into consideration in project design and delivery, the evaluation noted that the Project has successfully mainstreamed child labour issues by adopting a two-pronged approach by

targeting policies and communities. Mainstreaming at the policy level could involve a larger diversity of actors. As for gender mainstreaming, apart from quotas for training, there is limited evidence that specific actions were adopted to ensure that the trainings are gender balanced.

In terms of sustainability of results, the project does not have an explicit exit and sustainability strategy that ensures that project achievements are taken forward and built upon by project partners. Therefore, potential for sustainability is mixed.

In the absence of M&E data, assessing the project's contributions to the long-term objectives is not possible.

3. Recommendations and lessons learned

3.1. Lessons Learned

Two lessons learned were extracted from the findings of the evaluation:

LESSON No 1 Any intervention in the Haitian context must be lean and occur over a long period of time. The willingness to support inclusive and participatory governance approaches is both desirable and praiseworthy but relies on fragile assumptions of political and social construction. It would be misguided to expect that a two-year project would fully change the course of events in the difficult Haitian context. This is especially true given that the project seeks to promote the institutionalization and empowerment of key actors in combating child labour, which requires changes in culture and mindset.

LESSON No 2 In addition to the need for a long-term vision and commitment, interventions are likely to be effective and sustainable only if they are planned and implemented in a systemic way. An intervention aimed at increasing employability and entrepreneurship has been implemented in a weak Haitian ecosystem where support structures are fragile or non-existent. Ad-hoc interventions focused solely on punctual aspects in the value chain of the labour market or of entrepreneurship are likely to lead to diluted effects.

3.2. Recommendations

The evaluation team developed a total of seven prioritized recommendations (outlined below) that are based on its findings and conclusions. These recommendations are the following:

3.2.1. Recommendations to ILO and implementation partners:

- Recommendation 1: Further phases of the project should see to an increased and demonstrated involvement of Youth in the planning phase.
- Recommendation 2: Longer, more focused capacity building activities at the policy and institutional level are needed.
- Recommendation 3: Increase the focus on the employability and entrepreneurship interventions in order to enhance their potential for impact and sustainability.
- Recommendation 4: M&E is a key function that has been completely absent from the measurement of outcomes achievements of the project. Targeted improvements in this function could better inform on possible project's outcomes.
- Recommendation 5: Gender Mainstreaming: Prior to the duplication of the project, ILO should conduct a gender assessment and assess whether the trainings are creating (or present the risk of creating) unintended negative results for targeted girls and, if so, a strategy should be developed to mitigate these issues.

3.2.2. Recommendations to constituents:

- Recommendation 6: Political and Institutional Stability: In order for the project to have sustainable results, institutional stability is a prerequisite. In addition to government buy-in, it is recommended that the Government appoints appropriate resources in order to ensure that the child labour issue is taken seriously. It is also recommended that the Government adopts regulations against child labour and ensures that these regulations are enforced
- Recommendation 7: Sensitization, Incentives and Punishments: Sensitization efforts should be duplicated by labour union and employers' unions and incentives and penalties should be adopted in order to ensure that employers do not resort to child labour.

4. Good Practises:

Three good practises were extracted from the findings of the evaluation:

Good practice No 1 The project's approach to adopting multi-level awareness raising to Government officials, labour unions, employers' associations and the general public is a good practice that has enabled the project to tackle the issue of child labour as a system.

Good practice No 2 At the time the work with the Tripartite Committee did not help the project to reach conclusive results, the flexibility of the project and its adaptability to cultivate focal points is a good practice that has enabled to cultivate a core group of highly sensitized and engaged agents of change representing a range of actors (government agencies, NGOs, international agencies) and whose work is interrelated.

Good practice No 3 The Project's approach to exposing targeted audiences to actual child labour situations and to the regions that are most affected by this problematic is a good practise. In the case of this intervention, conducting site visits with INFP officials allowed them to understand the issue and to convince them of the importance of a certified accelerated training

2 Project Background

Country Context¹

1. With a Gross National Income (GNI) per capita of US\$ 760 in 2012, Haiti is the poorest country in the Americas and one of the poorest in the world. Around three-quarters of its population is either unemployed or trying to make ends meet in the informal economy. Haiti has the highest level of income inequality in Latin America and the Caribbean with a Gini coefficient of 0.76. The richest quintile holds 70% of the national income, while the poorest quintile holds only 1.5%.
2. Due to the under-employment and inadequate earnings of Haitians, there is a large number of “working poor” and working children. In addition, there is neither accelerated vocational training nor adequate opportunities for young workers to get their first job or business. This has led to men and women frequently finding themselves victims of violence and social exclusion.
3. More than 50% of the Haitian population lives in rural areas where the employment situation is even more dramatic: 71% of families are poor and 54% are extremely poor. The head of household has received 2.8 years of education on average. More than three-quarters of all households are involved in agricultural activities. One-quarter of these households complement their agricultural income with some kind of non-farming activities.
4. Rural areas lack opportunities for educated adolescents to employ their skills productively, which results in “rural youth drain”. Even though adolescents can be true catalysts of rural transformation, their potential is insufficiently acknowledged in domestic development policies, where education and training curricula lacks the quality, relevance, and affordability to respond to local needs.
5. According to the Ministry of National Education and Professional Training, 43% of primary school students are over age, around 14% of children repeat their grades and an average of 10% drop out without completing their education. This inefficiency in the education system stems partly from the inability of the education system to adapt to the needs of over age children, and high costs of education. Additionally, there is currently a lack of vocational training for youth that would facilitate their access to the labour market, particularly in rural areas.
6. Despite the Haitian government ratifying the Convention on Rights of the Children (1994), ILO Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Forms of Child Labour); many children are in domestic work (*restavek* in Haitian Creole) and are often below the minimum legal age of 14 years in Haiti. Furthermore, these children face very difficult working and living conditions, which are harmful both physically and psychologically. In many instances work prevents them from accessing education, further compromising their future socio-economic prospects.
7. Statistics demonstrate that women within the Grand Bel Air neighbourhood are disproportionately discriminated against when seeking employment opportunities and are often paid only 50% of what their male counterparts earn. This data presents two common mechanisms, which can partially account for this discrepancy: (1) the lack of skilled labour jobs that are available to women (leading them to work as merchants of agriculture, food, clothing, sanitation and home

¹ As per the ToR

products, and domestic work); and (2) the unequal access to education / training that would allow women to increase their employment marketability.

8. Importantly, evidence shows that most children in child labour in domestic work are girls (according to ILO estimates from 2013 (ILO estimates show that approximately 67% of all child domestic workers in the world are girls). The perpetuation of traditional female gender roles and responsibilities, within and outside the household, as well as the perception of domestic work as part of a woman's "apprenticeship" for adulthood and marriage, contribute to the persistence of child domestic work as a form of child labour. In addition, these child domestic workers remain invisible, hidden in the dark corners of homes and completely vulnerable to many forms of exploitation.

Description of the Project

9. The project "Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments" is part of IPEC, and the unit of analysis for this evaluation (hereafter called 'the Project'. It provided technical assistance to the Government of Haiti and employers and workers' organizations for the prevention and elimination of child labour, including in domestic work.
10. The Project's overall objective is to contribute to the elimination of child labour in domestic work and the socio-economic integration of children at risk of child labour by addressing education and qualification gaps and by protecting young domestic workers of legal working age.
11. The Project used two types of mutually reinforcing interventions: direct action and institutional strengthening. These interventions aimed at supporting the project strategies with regards to the accelerated education and skill development of vulnerable youth, the capacity development of entrepreneurs, the promotion of income generating activities and linkage of those activities with trained beneficiaries, and the reinforcement of national and local state institutions (including the Ministry of National Education Vocational Training (MENFP), Ministry of Social Affairs and Labour (MAST), National Institute for Vocational Training (INFP), the city councils of Delmas, Port-au-Prince, Cité Soleil and a city council of a rural municipality). The Project also aimed to building capacity through the support of vocational training institutions (INFP), to deliver trainings to final beneficiaries.

Direct action interventions included:

- INFP Accelerated Vocational Training of 400 beneficiaries in the sectors of agro-food production, nursery, livestock production, and agroforestry sector, including awareness raising on hazardous child labour.
- Facilitating access to the labour market and placement in enterprise for 400 beneficiaries.
- INFP business training for 400 beneficiaries.

Institutional development action:

- Involving the INFP in the development of training curricula certified by the State.
- Strengthening the National Committee and member institutions as well as the city councils of Delmas, Port-au-Prince, Cité Soleil and the city council of the rural municipality in order to monitor and advise programmes.

12. The Project activities consisted of 4 components: 1) withdrawing children from child labour in domestic work and providing access to accelerated education, 2) mutually reinforcing interventions: accelerated training programmes and job placement services in the South and Grande Anse Department, 3) awareness-raising on child labour in domestic work and on the need to protect young domestic workers of legal working age, and 4) institutional strengthening.

Target groups: Children (5-18) in child labour in domestic work, with special emphasis on the age group 14-18 years old who are out-of-school, children who have dropped out from the education system and over age children at school, and children in domestic work (*restavek*), their families and/or caretakers.

Geographical areas:

Port-au-Prince (Bel Air, Cité Soleil and Fort National) for the Institutional development action

South and Grande Anse rural departments for the direct action

13. The intervention logic aims at implementing an integrated and mutually supportive approach at the Policy, Institutional, and Community levels.
- Through its tripartite structure, the project aims to ensure at the Policy level that the priorities of governments, the private sector and workers are reflected in policies to combat child labour (mainly the National Tripartite Committee to Combat Child Labour, the national plan to combat child labour and the list of hazardous jobs).
 - At the institutional level, the project aims to strengthen national institutions (such as the MAST, the national vocational training institute and the labour inspectorate) so that they can then offer better services to the local population (for example Train young people at risk or take children out of the worst forms of child labour).
 - At the community level, this project aims to contribute to the elimination of child labour in domestic work and the socio-economic integration of children at risk in relation to child labour by filling gaps in education and skills in the employment of young domestic workers of working age in the South (Les Cayes). The project aims to support the prevention and withdrawal of child labourers in domestic work and the worst forms of child labour and facilitating access to accelerated vocational training, certified educational programmes in agricultural curricula and entrepreneurship. Downstream, these young people are oriented towards an employment service to accompany them in their search for employment, learning or business creation.
14. The project was funded by the Norwegian government. Its budget totalled US\$ 1,080,570. Its timeline initially covered 2 years (January 2015 – January 2017). The timeline was extended twice at no cost. The expected end of project is September 30th, 2017.
15. Document review of progress reports also revealed that project incurred some changes in terms of scope. These changes are summarized in Table 2.1. below.

Table 2.1 Summary of changes to the project mentioned in the progress reports, per project Outcome

OUTPUTS	PROGRESS REPORT #1	PROGRESS REPORT #2	PROGRESS REPORT #3
1.1 Ratification of ILO Convention 189 is Promoted (As well as conventions 138 and 182)			
1.2 Key actors are sensitized on child labour and the protection of young workers			
1.3 Awareness raising materials are produced and disseminated			
2.1 Technical assistance to support policy actions in relevant fields		Activities with trade unions and employers delayed due to late publication of study	
2.2 Technical support to the tripartite committee for Convention 189	National Committee for the Prevention and Eradication of Child Labour is not institutionalized yet	The NTCECL is still not institutionalized	(Merged with 2.1 according to 2017 workplan)
2.3 Technical support to the tripartite committee for the national plan			The adoption of the national plan was limited due to political instability
2.4 Strengthening capacities of labour inspectors		Current labour inspectors come from the textile sector where there is no child labour issue	CANCELLED: Merged with 2.1
3.1 National institutions in Haiti are supported		A change in geographical focus to the South and Grand'Anse departments	The project is starting later than expected
3.2 Learning and sustained in-country actions through knowledge sharing			
4.1 A model of accelerated vocational training programme is developed to facilitate access to the labour market	Staff not in place in time to develop accelerated primary education programme	A change in geographical focus to the South and Grand'Anse departments	Hurricane Matthew resulted in none of the five local NGOs submitting proposals to implement VT
4.2 Models for the creation of decent work opportunities for adolescents in target communities and the establishment of a job placement mechanism			

16. Key project partners include: the Ministry of Social Affairs and Labour (MAST) for chairing the National Tripartite Committee for the Elimination of Child Labour; Viva Rio (Brazilian NGO and Implementing Partner) for South-south collaboration; the Ministry of National Education and

Vocational Training (MENFP), including the Institute of Social Welfare and Research (IBESR); the National Institute for Vocational Training (INFP) for the certification of the vocational training programme; the Chamber of Commerce and Industry of Haiti (CCIH) and the Association of Industries of Haiti (ADIH) for linking youth beneficiaries with employers, The Workers' Trade Unions for Policy influence; AVSI (Italian NGO based in Haiti) for the management of the vocational training programme; ENPAK for the delivery of the SCREAM trainings, and Notre Dame d'Haïti University (UNDH) for the delivery of the vocational trainings.

3 Evaluation Background

17. This final independent evaluation of the Project was carried out in line with the requirements of the ILO Evaluation Policy. ILO project evaluations are conducted to provide an opportunity for the Office and its funding partners to assess the appropriateness of design as it relates to the ILO's strategic and national policy framework and consider the effectiveness, efficiency and sustainability of project outcomes.
18. As stated in the Terms of Reference (ToR) (included under Annex 1), this evaluation:
 - Assessed the relevance of the intervention objectives and approach
 - Established how far the intervention has achieved its planned outcomes and objectives
 - Determined the achievements of Project objectives at outcome and impact levels
 - Assessed the extent to which the Project's strategy has proven efficient and effective
 - Evaluated whether the Project is likely to have a sustainable impact.
19. The evaluation also provided recommendations with regards to relevant stakeholders, building on the efforts of the Project towards a National Action Plan on Child Labour (NAP) that will aim towards sustainability of the project outcomes and initial impacts and identify emerging potential good practices for key stakeholders.

Scope:

20. The evaluation focused on the Norwegian funded component of the ILO/IPEC programme, its achievements, and its contribution to the overall national efforts to achieve the elimination of Worst Forms of Child Labour (WFCL).
21. The Evaluation's geographical coverage included two of three regions covered by the project: Port-au-Prince, and South Departments. Due to time limitations, the evaluation did not cover the vocational training component in Grande-Anse Department.
22. Audience of this report includes the ILO in Haiti, its Regional Office for Latin America and the Caribbean, as well as all project stakeholders (including the donor, project implementers and constituents). The present report presents evaluation findings that respond to all questions presented in the ToR and in the Evaluation Matrix (see Annexes 2 and 3).

4 Criteria and Questions

4.1 Declaration of the Evaluation Criteria

23. The evaluation adopted the OECD DAC evaluation criteria in its assessment “to determine the relevance and fulfilment of objectives, developmental efficiency, effectiveness, impact and sustainability” of efforts supported by the project (OECD, 1992, p. 132).

4.2 Evaluation Key Questions

24. As per the Terms of Reference, the evaluation was guided by the following key questions:

Relevance

- Is the project design appropriate for the cultural, economic, and political context in which it works?
- Has the Project responded to the real needs of the beneficiaries and stakeholders? Assess whether the problems and needs that gave rise to the project still exists or have changed.
- To what extent has the strategy used in the project harmonized its interventions with existing government initiatives regarding national education and anti-poverty efforts, ILO Programme in Haiti and interventions carried out by other organizations (including national and international organizations)?
- Have the sectors/target groups and locations been chosen as a result of a diagnostic of baseline study?

Coherence

- Was the Project design logical and coherent? (Assess if the strategy of the Project increased or hindered the achievement of the project’s goals as set out in the Project Document).
- Was the Project overall Theory of Change consistent with the data/findings obtained from project implementation to date?
- Were the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)?
- Did the Project design take into account the institutional arrangements, roles, capacity and commitment of stakeholders (specially the INFP)?
- How well did the Project design take into account local, national and sub-regional efforts already underway to address child labour (particularly those engaged in domestic work) and promote educational opportunities for targeted children, young women and vulnerable youth and existing capacity to address these issues?
- Is the strategy for sustainability of Project results defined clearly at the design stage of the project?

- How relevant and useful are Project indicators and means of verification for measuring Project impacts and outcomes? Do they reflect the combined focus on direct and institutional development action?
- Does the Project governance (National Tripartite Committee) and management facilitate good results and efficient delivery? In what extent did the National Tripartite Committee work as planned in the Project Document, supervises and feedback implementation process?
- To what extent were external factors and assumptions identified at the time of design? Have these underlying assumptions on which the Project has been based proven to be true?
- What was the level of involvement of the tripartite partners in the design and implementation of products Project?

Effectiveness

- Did the Project achieve its immediate objectives? If not, what were the factors that contributed to the Project delay and were they justifiable?
- How effectively have project resources been used in reaching the milestones to date?
- How successful has the Project been in mainstreaming the issue of child labour into on-going efforts in areas such as education and accelerated vocational training?
- How relevant and effective were the studies commissioned by the Project in terms of affecting the national debates on child labour; ratification of Convention 189, among others? Are Project training activities and information campaigns timely and of high quality? Were the topics chosen for training and awareness-raising related to stakeholder needs and expectations?
- How effectively has the Project leveraged resources (e.g., by collaborating with IPEC initiatives and other projects)?
- How well has the Project coordinated and collaborated with other child-focused interventions supported by other organizations?
- Examine how this Project interacted and possibly influenced national level policies, debates and institutions working on child labour.
- Has the nature of social dialogue among the Project partners changed because of the implementation of the Project activities? To what extent?

Direct Action

- Has the Project conducted a baseline survey for the identification of target children: children (5-17) in child labour in domestic work, with special emphasis on the age group 14-17 years old who are out-of-school, who have dropped out from the education system and overage children at school? If so, what lessons were learned?
- Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?

Effectiveness of Management

- How do the levels of cooperation, team working, roles and linkages among related agencies and networks support the implementation of the Project?
- Does the project coordination use the information generated by the M&E to for following up on progress and performance of the Project and the achievement of its objectives? M&E

information and indicators have been disaggregated by sex? The management takes corrective measures whenever necessary (suggested by M&E)?

- What have been the major constraints or difficulties faced by the project management?
- Did the Project reinforce regional or subregional initiatives like the Regional Initiative Latin America and the Caribbean free of child labour through a wide and timely access to meetings, tools and platforms of the Focal Point of MAST project? What's the CTA perception on benefits and contribution of the strategic between Project and this regional initiative? (provide examples)

Efficiency of resource use

- Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes?
- Is the level of budget execution for each component consistent with the level of compliance of targets? Do achieve results justify the level of expenditure?

Impact

- Assess the major high-level changes that the project has contributed towards the Project development objective at national and local levels
- Has the Project made a real contribution in the adoption of a National Action Plan for the prevention and elimination of child labour?
- Has the Project generated unintended impacts on child labour prevention and elimination?
- Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)?

Sustainability

- Examine if outcomes would last after Project, based on the phase out strategy implemented.
- Assess to what extent a phase out strategy has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).
- Assess whether the Project's interventions to withdraw and prevent children from domestic child labour are making lasting impacts on the beneficiaries. Will the result of children being withdrawn or prevented be sustained or are additional interventions needed?
- Assess what contributions the Project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and to encourage ownership of the Project to partners.

Other Specific Aspects Assessed

- The efficiency and effectiveness of integrating a South-South approach (i.e. ILO South-South cooperation strategy) in the project strategy and results, vis-à-vis a more classical project approach, including the assessment at design and implementation stages and its role in the adoption of the NAP.
- Gaps and opportunities within Project achieved results in addressing child labour at the national and local levels for the adoption of the NAP for prevention and eradication of child labour in Haiti.

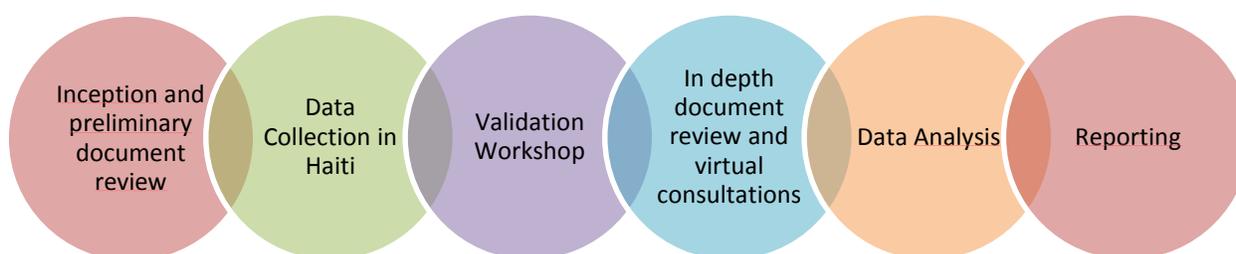
4.3 Inclusion of Cross-Cutting Themes

25. In addition to the above-mentioned evaluation questions, the evaluation team assessed the extent to which cross-cutting issues of gender mainstreaming and the mainstreaming of child labour issues are taken into consideration in project design and delivery.
26. The evaluation was also grounded in the ILO's core conventions and labour standards, including the ILO International Labour Standards, and Employment Promotion and Protection.

5 Evaluation Methods

27. The conceptual framework that was used as the basis for the evaluation was the *ILO Policy Guidelines for Results-Based Evaluation*: principles, rationale, planning and management. The evaluation was thus implemented under regular ILO policies and procedures. Furthermore, the evaluation adhered to the evaluation rules and standards of the United Nations System, as well as the Evaluation Quality Standards from DAC/OECD.
28. This evaluation was aligned with the obligations of evaluators relating to independence, impartiality, credibility, conflicts of interest, and accountability.
29. The evaluation approach was composed of methodological phases, which were sequenced as follows: (a) inception and preliminary document review, (b) data collection in Haiti, (c) in-depth document review and virtual consultations, (d) validation workshop, (e) data analysis, and (f) reporting.

Figure 5.1 Methodological Phases in the Evaluation Approach



30. Following (a) a launch conference call with ILO Haiti project team and ILO San Jose M&E division (May 2017), a preliminary document review was conducted prior to the formulation of the inception report. (b) A country visit was conducted to collect data (May 22nd to 26th); (c) A debrief presentation was conducted in the ILO Haiti country office to validate the evaluation's findings and conclusions and collect stakeholders' perceptions and feedback data analysis was conducted; (d) In depth document review and additional virtual consultations were conducted to complement any data gaps; (e) Data was analysed and triangulated and was followed by (f) report writing and validation (June 2017).
31. The following section outlines the methodological approach adopted to complete this assignment.

5.1 Sources of Data

32. The evaluation triangulated information from three sources of data to interpret and evaluate the findings, draw conclusions, determine lessons learned and best practices, and present the recommendations of the evaluation.

5.1.1 Document review

33. The evaluation process began with a document analysis of relevant materials, including the Project Document (PRODOC), progress reports, and Project's outputs, results of internal planning, baselines and follow-up indicators. Relevant materials from secondary sources were consulted and analysed as well. The evaluation received an adequate and fairly standardized amount of documentation in order to undertake its preliminary document review.
34. The in-depth document review analysed the PRODOC and the progress reports made by the Project team in order to identify milestones reached and whether there were challenges and delays in the delivery of activities. Also, documents related to the use of resources, budget and execution of the Project were analysed in order to evaluate the efficiency of resource use.
35. Types of documentation included:
 - Proposal document
 - Project Workplan
 - Progress Reports
 - Capacity development documentation
 - M&E data
 - ILO report on child labour in Haiti
 - ILO Country Programme on Decent work
36. In addition, external information relevant to understanding the context in each country and other ILO reports and publications was reviewed.

5.1.2 Individual Interviews in Haiti

37. The evaluation undertook field visits in Port-au-Prince and the targeted communities in the South department. In-depth interviews were conducted with the Project's partners, key stakeholders from institutions developing activities under the Project. Organizations that were contacted include ILO, MAST, IBESR, AVSI, INFP, UNDH, ENPAK and CCIH. Interviewed stakeholders were identified jointly by the evaluation team and ILO project team. Interviews intended to cover all project implementing partners. Due to time limitations and to the fact that the evaluation occurred while the vocational trainings were ongoing, the evaluation did find it relevant to interview youth beneficiaries. Interview protocols are included in Annex 4 and guided this process.
38. At the end of the mission to Haiti, the consultant held a meeting with stakeholders to present preliminary findings with key actors and groups of interest in order to validate the evaluation's main conclusions and recommendations. This meeting also served to address relevant information gaps. The ILO Project team was in charge of the organization of this workshop.

5.1.3 Observation

39. Although the evaluation of the vocational training content is beyond the scope of this evaluation, the evaluator conducted a field visit to UNDH in order to contextualize the youth training, particularly youth interaction with the material during theoretical and practical trainings.

5.2 Methodological Limitations

40. The evaluation team received all the documentation that was available and met with important and relevant stakeholders of the Project, although it is worth mentioning some limitations in these regards:
- The evaluation timeline allowed for a country visit of only one week to meet with all stakeholders, including travel time within Haiti and the preparation and facilitation of the stakeholders' meeting.
 - The evaluation was conducted while vocational trainings were still ongoing. Therefore, it was impossible for the evaluation team to assess the impact on youth, including unintended results. Also, the lack of training evaluation reports resulted in a lack of information regarding a qualitative understanding of the work undertaken in the trainings;
 - Due to the lack of a proper survey - per category of beneficiaries – the evaluation had limited data on the qualitative and interpretative measure of possible outcomes of the trainings/events delivered;
 - The Capitalization and Systematization Report is currently being finalized; therefore, the evaluation relied on a draft version.

6 Evaluation Findings

6.1 Relevance

41. The evaluation adopted the OECD DAC's Glossary of Key Terms in Evaluation and Results-Based Management to define Relevance as being "The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities and partners' and donors' policies."²
42. Relevance in this evaluation will be assessed with a focus on beneficiary requirements and country needs, given the ToR. Overall, the Project is perceived by project partners as relevant and is aligned with country priorities and needs.

Finding 1: Addressing the child labour issue is highly relevant in the context of Haiti.

43. There have been various notable efforts to meet the national needs in addressing child labour issues, both at the institutional and the community levels. For example, at the institutional level, two of the governmental project partners revealed that prior to the Project, they were not sensitized to the question of child labour, a problematic that, according to them, should be taken into consideration in the exercise of their work.
44. Several studies and reports underscore the necessity of addressing the child labour issue. For example, the "Child Fosterage and Child Domestic Work in Haiti in 2014: Analytical Report" provides valuable insight for the cultural, economic, and political context of child labour in Haiti (FAFO report). For example, around 80% of children aged 5 to 17 do domestic tasks both on weekdays and in weekends (p.57), only 4% of children are giving compensation in the form of money for their work³ and half of all children report that they have experienced injuries doing household work⁴. In terms of social conditions, the same study reveals that "The feeling of not being included in the daily life and emotional community of a household is expressed by many child domestic workers"⁵.
45. The Project is also aligned with the ILO Decent Work Country Programme (2015-2020) which outlines four priorities for the five-year plan in Haiti: 1) Respect, promote and implement international labour standards; 2) Create opportunities and promote decent working conditions and incomes for women and men; 3) Promote a universal and non-discriminatory social protection floor; and 4) Strengthen tripartism and social dialogue. The Project design intends to address all four priorities: the first and third priorities through advocacy efforts, the second priority through the trainings for children, and the fourth priority through institutional capacity building.
46. In addition, regarding children, the same Country Programme mentions that "Nearly 21% of children aged between 5 and 14 work [in Haiti]. It is therefore important to build bridges between

² Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000) Page 32

³ FAFO report, p.58

⁴ FAFO report, p.58

⁵ FAFO report, p.58

the traditional education system and vocational training and to put in place measures to enable young boys and girls to access vocational training aimed at acquiring the practical skills needed for everyday life. This may subsequently lead to formal vocational training."⁶

47. All Project stakeholders interviewed perceived the Project as relevant as it sheds light on a problem that is not sufficiently taken into consideration in Haiti. The Project does this by 1) providing capacity development and sensitization to address issues of child labour and 2) offering socio-economic alternatives to children and youth at risk in rural areas through accelerated vocational trainings especially in a post-humanitarian context, where school and long-term training dropout rates increase drastically in Haiti following a natural hazard. Therefore, accelerated trainings offer an alternative that is more adapted to the local needs. Interviewed stakeholders mentioned that there exists a wide range of training courses that are offered in Haiti without being certified, and whose quality varies considerably. In that sense, the certification process planned by the Project is considered important in order to ensure the necessary level of quality.

Finding 2: In the absence of a baseline study per-se, the Project has successfully leveraged its previous experience, existing research and networks to identify needs of beneficiaries.

48. The evaluation did not find evidence of a formal needs assessment and baseline study that was conducted to identify the needs of youth and institutional beneficiaries.
49. However, according to interviews conducted with project staff and project self-reported documentation, the Project planning relied on both existing studies and networks to identify needs and strategies to address them. The Project Proposal Document refers to the results of a Rapid Assessment Study (RAS) on child labour in Bel Air following the earthquake, conducted by ILO in coordination with Viva Rio and Minustah.
50. The planning phase of the Project also benefitted from knowledge of in-country previous experiences and partners to establish needs. In that sense, the ILO draws on its own previous projects on child labour in Haiti, and this Project can be seen in continuity with these previous efforts. Similarly, the interventions planned at the institutional level take into consideration ILO's existing knowledge of these institutions and an understanding of their capacity strengthening needs. Government institutions' interviewees emphasized the relevance of ILO's work with institutions, indicating that prior to the Project, they had very little understanding of the issue of child labour and different international conventions (Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Forms of Child Labour)). For example, one of the interviewees indicated that prior to the Project, his work with youth did not involve any dimension relating to the prevention of child labour. After receiving sensitization training, he now feels the responsibility to take the issue of child labour into consideration in his interventions.
51. In targeting youth, ILO relied on local partners (IBESR, AVSI) who have a good knowledge of the population, good networks, and feedback mechanisms. Criteria for the selection of youth were set out jointly by the local partners (IBESR, AVSI).
52. In addition, the proposal document refers to a study on the situation of *restaveks*, commissioned by ILO and UNICEF and implemented by the *Institut Haïtien de l'Enfance* (IHE) and the Institute of

⁶ ILO Decent Work Country Programme (2015-2020). Page 21. Non-official translation from French.

Applied International Studies (FAFO). This study intended to provide an updated and an in-depth analysis of the situation of children in domestic work. While the study was completed following the Project approval and planning, an initial first draft in February 2015 helped inform the planning of the Norway project. Not only did it provide information on the ages of youth in domestic work and the importance to concentrate on youth in rural areas in order to mitigate the risk of children to transit to the capital, the report guided planning and served somehow as a baseline data.

6.2 Validity

Finding 3: The Project overall aims at being coherent by combining four interlinked components. However, design was stronger for some components than for others.

53. The Project aims at being coherent by combining four interlinked components:
- 1) Awareness raising on child labour in domestic work and on the need to protect young domestic workers of legal working age
 - 2) National Institutions' capacity strengthening
 - 3) Coordination between national institutions and social actors
 - 4) Socio-economic integration of vulnerable youth, by withdrawing children from child labour in domestic work and providing access to accelerated educational training programmes and job placement services
54. Evidence generally supports the appropriateness of the Project design for the awareness raising and the coordination components. The coherence of the other two components, national institutions' capacity strengthening and socio-economic integration of vulnerable youth, could be improved.

Component 1: Awareness-raising on child labour in domestic work

55. The awareness raising component followed what is recognized as being a standard approach⁷ to awareness raising and included media campaigns, trainings, advocacy and workshops and seemed to be adapted to the national context. The evaluation did not find issues in the validity of design of the awareness-raising component. Details regarding activities that were undertaken as part of awareness-raising are further described in the Effectiveness section.

Component 2: National institutions' capacity strengthening

56. Over the past decade, the research and literature on capacity development has continuously evolved. Important changes in the global discourse during this period include: (i) a shift of focus from the skills of individuals to performance of wider groups or organizations. This was later replaced by the notion that the capacity to deliver results is only one dimension of capacity that must extend to the broader abilities needed to make an organization or system endure and perform over time⁸ (Baser and Morgan 2008).

⁷ Richard Sayers, UNESCO Bangkok (2006). Principles of Awareness-Raising for Information Literacy, a case study.

⁸ Such as the abilities to attract resources and support, to adapt and self-renew, and to balance diversity and coherence

57. The Project's national institutions' capacity strengthening component included coordination and the delivery of advocacy and training activities. Based on the preceding paragraphs, it can be concluded that these activities are not sufficient to build national institutions' capacities and improve their performance as groups or organizations.

Component 3: Coordination between national institutions and social actors

58. In terms of the coordination component, the Project intended to enable and increase collaboration between most relevant national stakeholders by engaging them through the National Tripartite Committee to work together more effectively. While the National Tripartite Committee would have been a relevant platform for coordination, the national context made coordination work within this committee challenging. By adopting a different approach to coordination through the designation of focal points within national institutions, consisting of professionals who showed a high level of interest and commitment, the Project therefore successfully adapted its design to the local context and become more valid.

Component 4: Socio Economic Integration of Vulnerable Youth: Employability

59. Socio-economic integration of vulnerable youth provides vocational trainings to 400 selected youth aged 14-17 from Torbek. The curriculum involves a selection of trainings in four vocational areas: Agro-food production, nursery, livestock production, and agroforestry. The same curriculum includes an entrepreneurial module entitled "Start and Improve Your Business (SIYB)". These trainings are relevant in the targeted rural context; however, an employability intervention must include more than technical training to achieve conclusive results. A WB (2010) publication presents a framework entitled "Skills Toward Employment and Productivity" (STEP)⁹ that provides a simple yet comprehensive way to look at skills development. The STEP framework refers to the importance of a) cognitive, b) socio-emotional and c) job-relevant skills to enhance employability.¹⁰ While the employability training has a technical training curriculum that is adapted to the rural context, the cognitive and behavioural skills trainings are offered to youth beneficiaries through a life skills training. However, the STEP framework emphasizes the importance of building job-relevant skills that employers need when designing responsive training systems. The current training programme design provides for the establishment of a placement centre, managed by the CCI-Sud, to link youth beneficiaries to farmers' associations. However, the design lacks the "responsiveness aspect", and does not utilize any framework that ensure that trainings are adapted to the specific needs of those employers. In its actual format, the training content is pre-determined and is not adjustable to potential employers' requirements.

Socio Economic Integration of Vulnerable Youth: Entrepreneurship

60. Literature on entrepreneurship¹¹ also demonstrates a fairly strong consensus on must-have programme components for youth entrepreneurship: a) training, b) coaching and mentoring; c) financial support; and d) entrepreneurial networks. The Project's current vocational training

⁹ Arup Banerji and al. (2010). Stepping up skills for more jobs and higher productivity. International Bank for Reconstruction and Development/the World Bank. Washington, D.C. USA. Page 2.

¹⁰ By: Alexandria Valerio and Viviana V. Roseth. World Bank Group - STEP Skills Toward Employment and Productivity: Global initiative to generate internationally comparable data on skills of adult populations. Page 4

¹¹ The Organization for Economic Co-operation and Development (OECD) and European Commission (EC) (2016). Supporting Youth in Entrepreneurship - Summary report of a policy development seminar organised by the OECD and the European Commission, Brussels, 22nd-23rd September 2014.

programme includes a theoretical training module on entrepreneurship but lacks substantive coaching and mentoring, access to finance, and linking youth to entrepreneurial networks.

Finding 4: Two external risks and two programmatic risks were identified in the PRODOC; Risks were however not effectively mitigated. Thus, when they occurred, the feasibility of certain activities and results became limited.

61. Two external risks and two programmatic risks were identified in the PRODOC. The following Table 6.1 presents those risks, their associated mitigation strategy/key assumption, and whether they occurred during project implementation. As it can be seen in the table, three of the identified risks occurred, namely, political and social unrest, natural disasters, and difficulty in finding sustainable employment solutions for the beneficiaries.
62. Two of the three progress reports reviewed (December 2015, and December 2016) highlighted risks relating to political changes and natural hazards. Evaluation results also revealed that the difficulty in finding sustainable employment solutions for the beneficiaries is highly probable.
63. Therefore, it can be concluded that key assumptions were ineffective in mitigating all identified risks. On the contrary, when risks occurred, they caused serious obstacles during project implementation and led to delays in project delivery, tightened the time available for delivery of related activities, and negatively affected project effectiveness. These obstacles and their impact on the Project delivery will be further explained in the Effectiveness and Efficiency sections, however, it can be observed that the absence of a comprehensive risk mitigation strategy represented a weakness in the project design.

Table 6.1 Risks, assumptions and their occurrence during project implementation

RISK CATEGORY	RISK DETAILS	KEY ASSUMPTION/ MITIGATION STRATEGY	OCCURRENCE OF RISK DURING PROJECT IMPLEMENTATION	EFFECTIVENESS OF RISK MITIGATION STRATEGY
External Risk 1	Political and social unrest leading to violence can have a significant impact on the Project	Key assumption: Political and social situation unrest in zone of intervention are addressed through MINUSTAH and local community	This was proven to be especially true when the presidential elections of 2015 and 2016 resulted in “regular and unpredictable situations with violent street demonstrations.”	Limited effectiveness
External Risk 2	Natural disasters, including earthquakes and hurricanes can have a significant impact on the Project	Key assumption: Natural disaster is mitigated through coordination within IOM and DPC	This was proven to be a significant limitation following Hurricane Matthew, which resulted in none of the five local NGOs submitting proposals to implement vocational trainings.	Limited effectiveness

RISK CATEGORY	RISK DETAILS	KEY ASSUMPTION/ MITIGATION STRATEGY	OCCURRENCE OF RISK DURING PROJECT IMPLEMENTATION	EFFECTIVENESS OF RISK MITIGATION STRATEGY
Programmatic Risk 1	The beneficiary selection process creates greater tensions and potential violence between targeted groups	Key assumption: Beneficiary selection is made in full transparency with the community	The evaluation did not find evidence of tensions between targeted groups.	Effective
Programmatic Risk 2	The Project encounters difficulty in finding sustainable employment solutions for the beneficiaries	Key assumption: Private sector is strongly involved in the placement service to connect project beneficiary and employers	The Project team was unable to mitigate this risk when it occurred. The effects were compounded by project delays associated with the external risks mentioned above.	Unknown effectiveness, since this project activity was not delivered yet during the conduct of the evaluation.

6.3 Effectiveness

64. We adopt the definition of effectiveness as “the extent to which the development intervention’s objectives were achieved, or are expected to be achieved, taking into account their relative importance”¹² from the OECD DAC’s Glossary of Key Terms in Evaluation and Results-Based Management.
65. Using the aforementioned definition as a basis, in this section, we first examine the extent to which the four project components were effective, namely the extent to which the planned activities were delivered and led to intended outputs and outcomes.
66. Findings are presented as per the four components of the Project:
- 1) Awareness raising on child labour in domestic work and on the need to protect young domestic workers of legal working age
 - 2) National Institutions’ capacity development
 - 3) Coordination between national institutions and social actors
 - 4) Socio-economic integration of vulnerable youth, by withdrawing children from child labour in domestic work and providing access to accelerated educational training programmes and job placement services

¹² Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000). Page 22.

67. Second, we examine the existence of appropriate M&E systems that inform decision making, as well as the extent to which cross-cutting issues were taken into consideration (i.e. gender mainstreaming and mainstreaming child labour issues).
68. Overall, while some of the activities were more effective than others, the M&E system in particular requires substantial improvement.

Finding 5: The Project was effective in terms of awareness-raising on child labour issues. However, without the further engagement of focal points, the effectiveness of sensitization efforts runs the risk of being diluted.

69. One of the main obstacles to combating child labour is the lack of awareness of its dangers and consequences. The ILO, with the cooperation of other agencies (UNICEF, national institutions, etc.), has produced some key information sources, and delivered several awareness raising activities such as:
 - **Trainings and workshops, which** were held with national institutions and organizations (labour unions, MAST, IBESR, MENFP, INFP, The National Tripartite Committee for the Eradication of Child Labour (NTCECL), trade unions, and the Chamber of Commerce and Industry of Haiti (CCIH)). The trainings and workshops intended to reinforce knowledge on ILO Conventions Nos. 138, 182, and 189. In addition, the Project has successfully used data from a study entitled “Child Fosterage and Child Domestic Work in Haiti” conducted jointly with UNICEF and OIM and launched at the end of 2015, for sensitization and advocacy activities for elimination of child labour.
 - **Field visits, which** were also conducted with national institutions such as INFP in order to sensitize the national government officials on the necessity of providing a certified accelerated vocational training programme to youth in rural areas.
 - **Sensitization activities to the general public** including the commemoration of World Day against Child Labour, broadcast radio/TV programmes on child labour in domestic work, and a kiosk at the Children Fair.
 - **Training programmes for teachers and educators** based on the SCREAM methodology for raising awareness on child labour in schools located in the intervention zones. Trained teachers duplicated the trainings in their schools. However, progress reports do not provide data on the number of youth trained in schools, or on the extent to which the delivered training led to changes in terms of learning, reaction, and behaviour.
70. Interviews with key stakeholders from the public sector revealed that the Project has succeeded in sensitizing and capturing the interest of some partners through the above-mentioned awareness-raising channels. For example, one interviewee revealed that prior to his participation to the trainings, he did not have any knowledge of the importance of taking into consideration the issue of child labour in his work. He added “now that I know what I learned, I feel that I have a responsibility to ensure that my work with children takes this issue into consideration” (translated from French).
71. As mentioned in the 3rd project progress report (Dec. 2016, page 1), “35 officers from 10 departments of Haiti, mostly labour inspectors and child protection officers from the Ministry of Social Welfare and Labour (MAST) were assigned by their institutions as new Child Labour Focal Points. Their role would be to strengthen the capacities of their colleagues, other government officers and their community members on child labour prevention and to advocate for its elimination. The same focal points appointment was made with Union’s representatives.” These

new focal points attended capacity building workshops on child labour and started to define their action plan for their respective departments”. The creation of this network of focal points is an opportunity to ensure the effective continuity of the sensitization activities. However, literature on best practices¹³ emphasizes the need for establishing long-term relationships. Without further engagement with these focal points, the effectiveness of sensitization efforts runs the risk of being diluted, which would represent a missed opportunity for local ownership.

Finding 6: Capacity strengthening activities were effective in building capacity of national institutions’ staff. However, capacity building efforts at the institutional level faced roadblocks that limited their effectiveness.

72. In assessing national institutions’ capacity building, the evaluation assessed the extent to which the project has contributed to strengthening capacities at the individual, institutional and policy (enabling environment) levels.
73. At the individual level, as mentioned in Finding 6, several sensitization and capacity building activities were carried out by the project through trainings, workshops and field visits. The project also provided technical assistance to a group of actors (technical group) working to combat child labour including government institutions, NGOs and civil society representatives in a number of meetings led by UNICEF. This technical assistance consisted mainly of the reinforcement of ILO Conventions related to child labour and domestic workers (Nos. 138, 182 and 189) in order to develop relevant recommendations to be integrated into the study “Child Fosterage and Child Domestic Work in Haiti.”
74. The project also targeted capacity at the policy level, by engaging with MAST and IBESR national institutions for the development of a list of hazardous work and the finalization of a National Action Plan (NAP) for the prevention and eradication of child labour in Haiti. However, due to political changes, meetings with the National Tripartite Committee for Elimination of Child Labour (NTCECL) were delayed. The list of hazardous work was sent to the Government (new government was in place in February 2017) but still lacks adoption due to a lack of responsiveness from the Government. Similarly delayed, the NAP has neither been finalized nor adopted.
75. At the institutional level, the project design did not include a robust institutional development plan (see Finding #3) and instead delivered activities mainly focused on training. Therefore, efforts to strengthen national institutions tended to be ad-hoc. These ad-hoc efforts did not lead to actual systemic changes at the institutional level in terms of the processes and mechanisms that would be expected to improve practices in combating child labour (for example, changes to the labour inspector’s functions, or the adoption of laws and law enforcement measures, etc.).
76. Overall, it can be concluded that national capacity strengthening was most effective at the individual level. The effectiveness of capacity building at the institutional and policy levels was mixed due to project design and to political changes.

¹³ Winrock International, November 2006. Best Practices in Preventing and Eliminating Child Labour through Education - Drawn from Winrock global CIRCLE projects.

Finding 7: The project was effective in enhancing coordination with some project stakeholders but did little coordination with other agencies at the national level and other regional initiatives.

77. The evaluation adopts two criteria in assessing the extent to which the project has been effective in improving coordination among national stakeholders: 1) the extent to which the project successfully implemented a mutually reinforcing and collaborative activities for the elimination of child labour and the protection of young workers in domestic work, and 2) the extent to which the project provided a space for knowledge sharing and learning at the national and regional levels (including south-south collaboration).
78. In terms of improving national institutions and social partners' level of collaboration, the project's initial plan involved working with the National Tripartite Committee to facilitate practical coordination between national institutions. However, work with the Committee faced several roadblocks which limited its activity. First, the National Tripartite Committee for the Eradication of Child Labour intended to bring together members from Government institutions, Labour Unions and employers. The committee faced internal issues which prevented it from being functional: while the committee's meetings have to be called by the MAST, they did not take place due to staff turnover at the MAST. Therefore, in order to overcome this obstacle, the project shifted its focus to a more effective approach: the creation of a Child Labour Focal Points Network. This network identifies and selects staff from institutions that are highly motivated to work on the issue of child labour. The capacities of these members are then enhanced through capacity building workshops. Workshops are also held to help Focal Points define their action plan for their respective departments/institutions. A Focal Points Network was also formed to reinforce actions of different focal points.
79. According to interview results, the focal points approach has been effective in enhancing coordination among some institutions. For example, interviews revealed that the project allowed for a higher degree of collaboration between IBESR and AVSI. For example, the project developed joint activities in the selection of the youth to be involved in the project vocational training activities. The selection was conducted mutually by IBESR and AVSI, allowing for learning between the two organizations.
80. In terms of collaboration with other initiatives at the national level, the Project has on several occasions collaborated with other ILO led interventions. For example, it provided technical assistance to a group of actors (Technical group) in child labour composed of government institutions, NGOs and civil society representatives in a number of meetings led by UNICEF¹⁴. This assistance consisted mainly to reinforce ILO Conventions related to Child labour and Domestic workers (Nos. 138, 182 and 189) in order to develop relevant recommendations to be integrated into the study 'Child Fosterage and Child Domestic Work in Haiti',¹⁵ sponsored by UNICEF, ILO, and IOM.
81. The project coordinated with another Norway funded project since they had an overlapping regional focus: Addressing Education and Qualification Gaps for Vulnerable Youths in Haiti: Promoting rural socio-economic development in South and Grand'Anse Departments' (Rural Project). The Project also participated at a national campaign against Child Domestic work led by

¹⁴ Progress report (Dec 2015). Page 1.

¹⁵ <http://www.fafo.no/index.php/en/publications/fafo-reports/item/child-fosterage-and-child-domestic-work-in-haiti-in-2014-analytical-report>

Save the Children. However, the evaluation did not find evidence of other collaborations with other non-ILO related in-country initiatives.

82. In terms of harmonization with regional efforts, the project organized a workshop with experts from the Brazil IPEC funded project presenting the good practices and lessons learned by Brazilian institutions on the fight against child domestic labour. This South-South Cooperation project (IBSA) also organized a capacity strengthening study mission in Brazil in which INFP participated (December 2016). The mission allowed INFP to learn about curricula and training programme adaptation to better respond to the needs of vulnerable youth.

Finding 8: The project activities relating to socio-economic integration of vulnerable child were effective in producing and delivering a certified accelerated training. However, additional actions are required to attain effectiveness in terms of employability.

83. With the intention of withdrawing and preventing children from domestic child labour, the project successfully leveraged resources for the elaboration of theoretical and practical training modules and the creation of an accelerated training specifically designed for rural areas. While assessing the quality of the training content is outside the scope of this evaluation, interviewed stakeholders who were mainly involved in the vocational training noted that the project has been instrumental in getting the vocational training certification approved by INFP. Two interviewees mentioned that the INFP certification process can be long and tedious. The project was effective in completing this time intensive and complex task by delegating it to an external consultant who has a comprehensive understanding of INFP processes and requirements.
84. Regarding training delivery, this evaluation was carried out while trainings were in the process of being delivered to all 400 youth. Observation in the field confirmed that both theoretical and practical trainings were being delivered. However, since the trainings were still ongoing by the time of the evaluation, it was not possible to comment on effectiveness in terms of outputs and outcomes. By the end of the Project, due to several roadblocks, some intended outcomes of the vocational trainings are not expected to be achieved: due to delays relating to political context, natural disasters (hurricane Matthew) and collaborations with other projects, the vocational training component started later than expected, limiting the time available for the delivery of activities. the Project intended to provide job placement services to trained youth. At the time of the evaluation, job placement services were not being offered and are unlikely to be offered within the remaining timeframe of the project.
85. Furthermore, due to the reduced availability of time for the delivery of the trainings, the project did not have sufficient time to complete the trainings for a first cohort of 200 students prior to the delivery of the trainings to the second cohort (as initially planned). According to interviews with project stakeholders, this prevented the project from following-up with the first cohort, learning and capitalizing from experiences prior to delivering trainings to the second cohort.
86. With regards to unintended impact, interviewed vocational training actors who have worked closely with youth noted that, in some cases, the Project faced reluctance from parents to involve their child in the offered vocational training. In these cases, field workers have had to intervene as social workers to settle emerging family conflicts.

Finding 9: Formal and informal monitoring and evaluation track achievements at the output level. M&E of Project's outcomes is limited.

87. Monitoring and evaluation allow programmes and organizations to review how a programme has been performing, if it has met its planned objectives, if the results and benefits are likely to be sustained, and what changes could make the programme more effective, relevant and efficient. Monitoring represents the ongoing process of collecting and analysing data during the programme implementation while evaluation refers to the periodic assessment of the results and/or operations of the programme.
88. It is believed by the evaluation that ILO Haiti managers have a sound understanding of how the project's initiatives individually contributed to the achievement of the expected outputs. The evaluation observed that the project team leader was active in the monitoring of project activities and achievements. Lessons learned throughout the project and their corresponding adjustments, such as the shift of focus from the Tripartite Committee to Focal Points (see Finding #5), provide evidence that there has been a degree of "informal" monitoring and learning.
89. However, there is no clear evidence of project internal evaluation processes that would allow the ILO to assess any potential outcomes generated by the project. The progress report framework used by the ILO does not include indicators for outcomes, objectives, or impacts. It only provides indicators for outputs. For example, progress towards Outcome 1.2 is measured by how many key actors were sensitized and aware of child labour; it does not look at whether these actors actually retained any of the information or put it into practice.
90. The document review also found that indicators were not disaggregated by sex, which does not allow project management to ensure that gender mainstreaming is taken into consideration.

6.4 Efficiency of Resource Use

91. In the absence of itemized costs of the training portfolio and of specific activities, the evaluation of the efficiency of trainings is extremely limited.
92. OECD DAC Criteria's definition of efficiency is "a measure of how economically resources/inputs are converted to results."¹⁶ Efficiency of trainings can be assessed by the extent to which inputs (usually financial, human, technical and material resources) were converted to outputs in an economical way.

Finding 10: Project Financial statements do not allow for a proper cost/efficiency analysis. Several internal and external factors negatively affected time efficiency.

93. Project efficiency can usually be measured through various indicators, such as the adequacy of resource allocation with respect to project needs, or the balance of funds disbursed on termination of implemented project activities. The adequacy of resource allocation for each particular component/activity is a difficult exercise and not one that can be analysed retrospectively. This is because the nature and the value of services and implementation costs vary from one project and one country to the other. ILO Haiti seems to have implemented its

¹⁶ Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000) Page 21.

activities along approved budget lines; financial Status reports present a general ratio of Cash Disbursement of 92%¹⁷. In that sense, it can be said that overall programme activities were in accordance with approved budget plans.

94. The evaluation is not aware of any audit report that could present any anomalies or discrepancies between proposed budget lines and their implementation. The evaluation also did not review any Project Management Plans (PMP) that may have existed for each specific activity.
95. It must be noted, however, that project activities incurred several delays due to external factors such as political changes and natural disasters, internal factors relating to project staff rotation, and the willingness to create linkages with other projects that were also delayed (Study on situation of restavek; Project Addressing Education and Qualification Gaps for Vulnerable Youths in South and Grand'Anse Departments). Therefore, it can be concluded that, in some cases, in order for some activities to be effective, the project had to compromise time efficiency.

Finding 11: The SCREAM training duplication approach is a contributing factor to efficiency.

96. As part of the sensitization to the public on child labour issues, the project delivers ILO SCREAM methodology trainings through Training of Trainers (ToT). To achieve an optimal multiplier effect, the model relies on the training of teachers in this methodology who are then expected to return to their respective schools to develop and deliver training courses to students. As a training model that cascades to students with the additional potential transfer of learning to a broader audience, the ToT approach is an efficient training delivery approach.
97. Indeed, the training of trainers' design, if well conceived and well implemented while ensuring appropriate quality insurance mechanisms is an efficient approach for generating the multiplier effect.

6.5 Cross-Cutting Issues

98. In this section, evaluation evidence will be presented regarding the extent to which cross-cutting issues of gender mainstreaming and the mainstreaming of child labour issues are taken into consideration in project design and delivery.

Finding 12: Apart from quotas for training, there is limited evidence that specific actions were adopted to ensure that the trainings are gender balanced.

99. This evaluation did not analyse the content of the training to assess whether the gender component was taken into consideration in the training manuals. However, the evaluation observed that there is a lack of evidence of specific actions undertaken by planners and trainers to ensure that girls' specific needs are taken into account in the delivery of trainings.
100. In terms of gender mainstreaming to ensure equal participation for girls and boys, quotas (50%) were adopted to ensure that girls and boys are equally represented in vocational training admissions and classes. At the design level, the evaluation has not come across any documentation indicating that the project conducted an assessment to determine the appropriate quota rates

¹⁷ As mentioned earlier, please note that the project is still ongoing, and the vocational training component is currently being delivered. Therefore, the end-of-project disbursement ratio is expected to be higher.

(especially that ILO estimates show that approximately 67% of all child domestic workers in the world are girls (As mentioned in the Introduction)). Also, the evaluation did not find evidence of studies of girls' specific needs prior to training planning to ensure that they would not face challenges or unintended negative results during their participation.

Finding 13: The Project has successfully mainstreamed child labour issues by adopting a two-pronged approach by targeting policies and communities. Mainstreaming at the policy level could involve a larger diversity of actors.

101. The Project adopts a comprehensive approach by tackling child labour by adopting a two-pronged approach to mainstreaming child labour at the policy and key population levels. At the policy level, the Project promotes the integration of child labour issues and concerns into the policies, programmes and budgets of key agencies. Working with key population, the Project puts targeted interventions in place to address child labour in particularly challenging contexts and to provide alternatives to victims of child labour and those at risk of child labour.
102. However, at the policy level, the responsibility for the prevention and elimination of the worst forms of child labour as related to Convention No. 182 Article 3 (a, b, c, d) ¹⁸extends beyond The Ministry of Social Affairs and Labour and its departments to other sectors including child development and women's empowerment, justice and law reforms, tourism, agriculture development and agrarian services, Law enforcement and probation, and authorities such as the National Child Protection Authority. Other agencies at the national, provincial and district levels provide critical support related to education, training and employment, social protection for families, and other social services¹⁹. The private sector can also be targeted. In order to be more comprehensive in mainstreaming child labour, the project would have to work with the previously listed stakeholders. In its actual design, the project mainly focuses on the MAST, IBESR and INFP.

6.6 Sustainability

103. Sustainability is defined by OECD DAC Criteria as being “the continuation of benefits from a development intervention after major development assistance has been completed” and “the probability of continued long-term benefits. The resilience to risk of the net benefit flows over time.”²⁰

Finding 14: Project components' potential for sustainability is mixed.

104. The PRODOC's strategy for sustainability includes: “1) Integrating the project's activities in the existing institutionalism of the country, where what is developed should be embedded in existing centres and institutions for vocational training ²¹ and 2) Working with national and international workers' and employers' organizations to seek to strengthen the institutional capacity of the

¹⁸ Convention No. 182 on Child labour.

¹⁹ International Labour Organization (2010). Mainstreaming Child Labour Issues in Key Development Policies and Programmes - Sri Lanka: Report of a Preliminary Review.

²⁰ Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000) Page 36.

²¹ International Labour Organization (2014). Preliminary Schema of the Project (PRODOC): “Combat Child labour in Domestic Work and the Worst Forms of Child Labour”. Page 18.

Haitian social partners through: a) Briefing and awareness raising of enterprises; b) Informative sessions on occupational safety and health in the construction sector; c) Awareness raising of the adolescents on the opportunities of this sector; and d) Monitoring the implementation of the scheme”.

105. However, the project does not have an explicit exit and sustainability strategy that ensures that project achievements are taken forward and built upon by project partners. The following Table 6.2 summarizes the evaluation’s assessment of sustainability. It covers the potential for sustainability for project components completed during project delivery, beyond funding and project completion. It can be observed in the table that, due to the absence of additional efforts to capitalize on previous experience, the project’s potential for sustainability is mixed.

Table 6.2 *Assessment of Potential for Sustainability and Impact of Project*

PROJECT OUTCOMES AND OUTPUTS ²²	RATING	OBSERVATIONS
Outcome 1. Contribute to the elimination of child labour and the protection of young workers in domestic work through a comprehensive awareness campaign.		
Output 1.1: Ratification of ILO convention 189 on decent work, implementation of Convention 138 and 182		Unless the NAP is adopted, potential for sustainability for this output is low.
Output 1.2: Key actors are sensitized on child labour and the protection of young workers of legal working age in Haiti.		Sensitization efforts would not be continued if project ends. However, sensitized actors’ work might be impacted in the longer term.
Output 1.3: Awareness raising materials are produced and disseminated, including: i) Produce and broadcast radio/tv programmes on child labour in domestic work; ii) Training of journalists using a methodology developed by journalists and media employers’ organizations in partnership with IBESR/ILO/UNICEF/MINUSTAH, iii) Develop training programmes for teachers and educators based on the SCREAM methodology for raising awareness on child labour in schools located in the intervention zones.		Available awareness raising resources (such as SCREAM methodology) produced in Creole and adapted to Haitian context could be reutilized by various stakeholders if they are made public and available (ideally online).
Outcome 2. To increase national institutions capacity to end child labour in domestic work through legal and policy actions.		
Output 2.1: Technical assistance to support policy actions in relevant fields (social services, skills development programmes, labour statistics, etc.) is provided to end child labour and to protect young workers in domestic work.		Potential for sustainability is low unless government buy-in and ownership increases.

²² As per New Workplan – Revised 24 November 2016.

PROJECT OUTCOMES AND OUTPUTS ²²	RATING	OBSERVATIONS
Output 2.2: Technical support to the Tripartite Committee to promote the adoption/implementation of Convention of a Bill on Domestic work along the principles of Convention 189, reflecting clear actions to end child labour in domestic work is provided		Output 2.2 cancelled following project revision.
Output 2.3: A technical support to the Tripartite Committee for the Elimination of Child Labour to support the implementation of a national plan for the prevention and elimination of child labour through social dialogue is provided.		Tripartite Committee is inactive, which limits the potential for sustainability.
Output 2.4 Labour inspector capacities are strengthened to better address child domestic work in cooperation with the on-going MAST/ILO project focusing on child labour.		In the absence of policies that translate to actual processes, impact at the labour inspection level depends on individual conviction and buy-in, which makes it less systematic and therefore less impactful.
Outcome 3: To strengthen the coordination between national institutions and social partners contributing to elimination of child labour and to the protection of young workers in domestic work.		
Output 3.1: National institutions in Haiti are supported to implement an articulated programme on i) withdrawing children in worst forms of child labour in domestic work, ii) INFP/MENFP provision of certified accelerated education, certified vocational training, life skills iii) facilitate enterprise experience for the beneficiaries through internship and apprenticeship, placement of vulnerable children in enterprises (formal and informal).		Key achievement under this output is training programme development and accreditation.
		UNDH has adopted the training programme which presents a high potential for sustainability. However, in the absence of future funding, UNDH would not have the resources and capacity to offer the vocational training programme.
		Placement of vulnerable children in enterprises depends on the success of the project in creating the link between the trained youth and employers. Success in creating this link will determine the results for children being withdrawn or prevented from child labour.
Outcome 4: To support the socio-economic integration of vulnerable child through accelerated vocational training and job placement		

PROJECT OUTCOMES AND OUTPUTS ²²	RATING	OBSERVATIONS
Output 4.1: A model of accelerated vocational training programme, certified by the State (INFP), is developed to facilitate access to labour market. This vocational training for vulnerable youth and children in domestic work also includes: skill training, trainings on occupational safety and health, on life skills, on workers' rights and obligations, and on business management through the ILO programme Start and Improve Your Business (SIYB). Trained youth workers will participate in a placement programme in enterprises and will receive health insurance.		Training programme developed and accredited is a key material that can be used by other instances/universities.
		Placement of vulnerable youth in enterprises depends on the success of the project in creating the link between the trained youth and employers.
Output 4.2: Models for the creation of decent work opportunities for adolescents in target communities and establishment of a job placement mechanism to facilitate their access to the labour market are developed.		Placement of vulnerable youth in enterprises depends on the success of the project in creating the link between the trained youth and employers.

Legend: Potential for Sustainability  Low;  Average;  High

6.7 Impact

106. Impact is defined by OECD DAC Criteria as being the “The positive and negative changes produced by a development intervention, directly or indirectly, intended or unintended. This involves the main impacts and effects resulting from the activity on the local social, economic, environmental and other development indicators.”²³

Finding 15: In the absence of M&E data, assessing the project’s contributions to the long-term objectives is not possible.

107. As mentioned in previous paragraphs, the inexistence of a robust monitoring and evaluation system at the project level does not allow an informed appreciation of the impact of the project in terms of “Combating child labour in domestic work and the worst forms of child labour” as per the Project goal. As presented in Table 2.3, capturing the sustainability of some project potential outputs and outcomes was however possible. This can be indicative of the potential for impact. For example, Output 1.3, relating to producing and disseminating awareness raising material is a promising project in terms of potential outcomes, as it cascades down to community level. Also, Training programme development and accreditation under Outputs 3.1 and 4.1 could easily be associated to plausible potential outcomes, if implemented in a systemic way.

²³ Glossary of Evaluation and Results Based Management (RBM) Terms, OECD (2000) Page 24.

7 Conclusions

7.1 Conclusions

108. In conclusion, the project made notable efforts in meeting national needs regarding child labour issues, both at the institutional and community levels. Its project design is coherent, and targets four interlinked components that included awareness-raising; national Institutions' capacity strengthening; coordination between national institutions and social actors; and socio-economic integration of vulnerable youth. It was observed that the design has evolved through time, demonstrating the desire of the project team to build more constructive and relevant local ownership and participation in the implementation of activities.
109. Most of the planned activities were delivered successfully. However, due to non-systemic design of some project components, in addition to roadblocks relating to political and social unrest and natural disasters, the project encountered serious delays. This negatively impacted the effectiveness of some components within the limited time remaining, especially for the components pertaining to the socio-economic integration of vulnerable youth and the strengthening of national institutions' capacities. Effectiveness in terms of outputs and the longer-term durability of project results is therefore mixed and can be improved.
110. Formal and informal monitoring and evaluation successfully tracked achievements at the output level. M&E of Project's outcomes is however limited and does not allow to track project outputs.

8 Recommendations

111. The evaluation team developed a total of five actionable recommendations (outlined below) that are based on findings and lessons learned.
112. Recommendations are addressed to ILO Haiti, its constituents and project implementing partners. They all rely on points expressed in the Findings of the Evaluation and are articulated in order to improve the design, effectiveness, efficiency and sustainability for the preparation of further phases of the project or for the development of any similar projects that may emerge. Recommendations are intended to be constructive and future-oriented, facilitating a smooth development and improvement of the project's goals and functions.

Table 8.1 *Table of recommendations*

RECOMMENDATION	RELATED FINDINGS	PRIORITY, RESPONSIBLE, TIMELINE, RESOURCE IMPLICATIONS
<p>Recommendation 1: Further phases of the project should see to an increased and demonstrated involvement of Youth in the planning phase.</p> <p>The project places much emphasis on youth, where several of its components specifically targeting youth. As mentioned earlier (Finding #2), the planning of the project was done in consultation with partners but without any consultation with youth, who constitute its most important target population. Therefore, an increased and demonstrated involvement of Youth in the identification of the needs during the planning phase, engagement with youth in the conduct of satisfaction surveys, and post training follow-up consultation would increase the legitimacy, understanding, and ownership of the project.</p>	Based on: Finding 2	<p>Priority: High</p> <p>Responsible: ILO Haiti office and Regional office in consultation with key national stakeholders (including UNDH and AVSI).</p> <p>Timeline: During the planning and implementation of future projects relating to child labour.</p> <p>Resource Implications: No</p>
<p>Recommendation 2: Longer, more focused capacity building activities at the policy and institutional level are needed.</p> <p>Beyond individual capacity development, future interventions should increase their focus on the policy level while ensuring that engagement of focal points is maintained. In the absence of political buy-in, interventions at the institutional and individual levels run the risk of being less impactful. Therefore, additional long-term advocacy/lobbying might be needed to engage high-level politicians and to ensure that national frameworks are adopted.</p> <p>At later stages, once relevant policies are adopted and conventions are implemented, the ILO should expand its activities to other relevant national ministries and agencies, in order to utilize a more inclusive approach.</p>	Based on: Findings 3, 5, 6, 13, 14 and Lesson Learned 1	<p>Priority: Very high</p> <p>Responsible: Project team and ILO Haiti representative in consultation with MAST, IBESR and focal points.</p> <p>Timeline: Starting immediately upon approval of this evaluation.</p> <p>Resource Implications: Yes</p>

RECOMMENDATION	RELATED FINDINGS	PRIORITY, RESPONSIBLE, TIMELINE, RESOURCE IMPLICATIONS
<p>Recommendation 3: Increase the focus on the employability and entrepreneurship interventions in order to enhance their potential for impact and sustainability.</p> <p>In terms of employability interventions:</p> <ul style="list-style-type: none"> • Ensure that the project design has an integrated approach to employability where social work, gender, and linking youth to employers are taken into consideration. • Rely on a more diversified portfolio of strategic partnerships with service providers and employers to optimize local resources, reduce barriers and improve outcomes. • Explore possibility to expand the trainings to other regions. • Although delays are circumstantial, they not unusual in the Haitian context. Ensure that training programmes provide sufficient time and resources to conduct post training follow-up and coaching and to allow sufficient time for the programme to learn from experiences. <p>In terms of entrepreneurship:</p> <ul style="list-style-type: none"> • The entrepreneurship programme should be developed as a separate programme. The entrepreneurship programme should be strengthened to go beyond theoretical training and the development of a business model (especially because CCIH already delivers trainings on entrepreneurship and provides these kinds of services.). • An entrepreneurship programme is one that is resource intensive. In order to achieve its targets, the programme should focus on a limited number of highly engaged and entrepreneurial beneficiaries, and provide tailored support (including training, coaching, mentoring, link to microcredit /seed funding institutions) to help beneficiaries reach and succeed in their entrepreneurship milestones. 	<p>Based on: Findings 3, 4, 6, 8 and Lesson Learned 2</p>	<p>Priority: High</p> <p>Responsible: ILO Haiti office and Regional office in consultation with key national stakeholders (including UNDH and AVSI).</p> <p>Timeline: During the planning and implementation of future projects relating to child labour.</p> <p>Resource Implications: Yes</p>

RECOMMENDATION	RELATED FINDINGS	PRIORITY, RESPONSIBLE, TIMELINE, RESOURCE IMPLICATIONS
<p>Recommendation 4: M&E is a key function that has been completely absent from the measurement of outcomes achievements of the project. Targeted improvements in this function could better inform on possible project's outcomes.</p> <p>M&E is a key function in project management. Monitoring was more focused on the project's activities and outputs. Tools for the measurement of potential outcomes and impact are non-existent. A dedicated project resource or function should develop outcome measurement tools.</p> <p>Future project resources should go a step further in order to assess and review any possible outcomes in each project component while also ensuring that data is disaggregated by sex and geographical location.</p>	<p>Based on: Finding 9</p>	<p>Priority: Very high Responsible: ILO Haiti country Chief of monitoring and evaluation in consultation with country representative, Regional Office, and project manager to develop guidance and templates to capture the project's outcomes and to adhere the guidance Timeline: Starting immediately upon approval of this evaluation. Resource Implications: Yes</p>
<p>Recommendation 5: Gender Mainstreaming</p> <p>Prior to the duplication of the project, ILO should conduct a gender assessment and assess whether the trainings are creating, or present the risk of creating, unintended negative results for targeted girls and, if so, a strategy should be developed to mitigate these issues.</p>	<p>Based on: Finding 12</p>	<p>Priority: Very high Responsible: ILO Haiti office and Regional office in consultation with key national stakeholders (including UNDH and AVSI). Timeline: Starting immediately upon approval of this evaluation. Resource Implications: No</p>
<p>Recommendation 6: Political and Institutional Stability</p> <ul style="list-style-type: none"> • In order for the project to have sustainable results, institutional stability is a prerequisite. • In addition to government buy-in, it is recommended that the Government appoints appropriate resources in order to ensure that the child labour issue is taken seriously. • It is also recommended that the Government adopts regulations against child labour and ensures that these regulations are enforced. 	<p>Based on: Findings 3, 5, 6, 13, 14 and Lesson Learned 1</p>	<p>Priority: Very high Responsible: Government of Haiti. Timeline: Starting immediately upon approval of this evaluation.</p>
<p>Recommendation 7: Sensitization, Incentives and Punishments</p> <ul style="list-style-type: none"> • Sensitization efforts should be duplicated, using ILO sensitization guidelines and existing manuals and materials. • Also, incentives and penalties should be adopted in order to ensure that employers do not resort to child labour. 	<p>Based on: Findings 3, 5, 6, 13, 14 and Lesson Learned 1</p>	<p>Priority: Very high Responsible: The Workers' Trade Unions and associations of employers (CCIH, ADIH, etc.). Timeline: Starting immediately upon approval of this evaluation.</p>

9 Lessons Learned

113. Two lessons learned can be extracted from the findings of this evaluation:

LESSON No 1 Any intervention in the Haitian context must be lean and occur over a long period of time. The willingness to support inclusive and participatory governance approaches is both desirable and praiseworthy but relies on fragile assumptions of political and social construction. It would be misguided to expect that a two-year project would fully change the course of events in the difficult Haitian context. This is especially true given that the project seeks to promote the institutionalization and empowerment of key actors in combating child labour, which requires changes in culture and mindset.

LESSON No 2 In addition to the need for a long-term vision and commitment, interventions are likely to be effective and sustainable only if they are planned and implemented in a systemic way. An intervention aimed at increasing employability and entrepreneurship has been implemented in a weak Haitian ecosystem where support structures are fragile or non-existent. Ad-hoc interventions focused solely on punctual aspects in the value chain of the labour market or of entrepreneurship are likely to lead to diluted effects.

9.1 Emerging Good Practices

114. Three emerging good practises can be extracted from the findings of this evaluation:

Good practice No 1 The project's approach to adopting multi-level awareness raising to Government officials, labour unions, employers' associations and the general public is a good practice that has enabled the project to tackle the issue of child labour as a system.

Good practice No 2 At the time the work with the Tripartite Committee did not help the project to reach conclusive results, the flexibility of the project and its adaptability to cultivate focal points is a good practice that has enabled to cultivate a core group of highly sensitized and engaged agents of change representing a range of actors (government agencies, NGOs, international agencies) and whose work is interrelated.

Good practice No 3 The Project's approach to exposing targeted audiences to actual child labour situations and to the regions that are most affected by this problematic is a good practise. In the case of this intervention, conducting site visits with INFP officials allowed them to understand the issue and to convince them of the importance of a certified accelerated training.

Annex 1. List of Findings

- Finding 1: Addressing the child labour issue is highly relevant in the context of Haiti.
- Finding 2: In the absence of a baseline study per-se, the Project has successfully leveraged its previous experience, existing research and networks to identify needs of beneficiaries.
- Finding 3: The Project overall aims at being coherent by combining four interlinked components. However, design was stronger for some components than for others.
- Finding 4: Two external risks and two programmatic risks were identified in the PRODOC; Risks were however not effectively mitigated. Thus, when they occurred, the feasibility of certain activities and results became limited.
- Finding 5: The Project was effective in terms of awareness-raising on child labour issues. However, without the further engagement of focal points, the effectiveness of sensitization efforts runs the risk of being diluted.
- Finding 6: Capacity strengthening activities were effective in building capacity of national institutions' staff. However, capacity building efforts at the institutional level faced roadblocks that limited their effectiveness.
- Finding 7: The project was effective in enhancing coordination with some project stakeholders but did little coordination with other agencies at the national level and other regional initiatives.
- Finding 8: The project activities relating to socio-economic integration of vulnerable child were effective in producing and delivering a certified accelerated training. However, additional actions are required to attain effectiveness in terms of employability.
- Finding 9: Formal and informal monitoring and evaluation track achievements at the output level. M&E of Project's outcomes is limited.
- Finding 10: Project Financial statements do not allow for a proper cost/efficiency analysis. Several internal and external factors negatively affected time efficiency.
- Finding 11: The SCREAM training duplication approach is a contributing factor to efficiency.
- Finding 12: Apart from quotas for training, there is limited evidence that specific actions were adopted to ensure that the trainings are gender balanced.
- Finding 13: The Project has successfully mainstreamed child labour issues by adopting a two-pronged approach by targeting policies and communities. Mainstreaming at the policy level could involve a larger diversity of actors.
- Finding 14: Project components' potential for sustainability is mixed.
- Finding 15: In the absence of M&E data, assessing the project's contributions to the long-term objectives is not possible.

Annex 2. Terms of Reference



First Draft
March 2017

INTERNATIONAL LABOUR ORGANIZATION

Terms of Reference for a Final Independent Evaluation

Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments.

XB Symbol:	HAI/14/04/NOR
Project title:	Combat Child labour in Domestic Work and the Worst Forms of Child Labour. Addressing education and qualification gaps and facilitating socio-economic integration of vulnerable children and youth through promotion of decent jobs in Port of Prince and South and Grande Anse Departments.
Country:	Haiti
P&B Result:	
CP Result:	HTI105; HTI127; HTI129
Duration:	30 months
Start date:	January 2015
Finish date:	June 2017
Project language:	English
Project budget:	US \$ 1,170,310
Project Administrative and Technical Backstopping Unit:	Fundamental Principles and Rights at Work Branch (FPRW) / International Programme on the Elimination of Child Labour (IPEC)
Date of the study:	May 2017
Evaluation Budget:	US\$ XXXX
Evaluation Manager:	Cybele Burga Solís

Abbreviations

ADIH	Association of Industries of Haiti
CL	Child Labour
CCIH	Chamber of Commerce and Industry of Haiti
CPFP	Centre Pilote de Formation Professionnelle
CTH	Confédération des Travailleurs Haïtiens
CTSP	Confédération des travailleurs des secteurs publics et privés
CSH	Coordination Syndicale Haïtienne
IBESR	Institut de Bien Être Social et de Recherches
EVAL	ILO Evaluation Unit
IPEC	International Programme on the Elimination of Child Labour
INFP	Institut National de Formation Professionnelle
INHE	Institut Haïtien de l'Enfance
ITUC	International Trade Union Confederation
FPRW	Fundamental Principles and Rights at Work Branch
FAFO	Institute of Applied International Studies
MENFP	Ministère de l'Éducation Nationale et de la Formation Professionnelle
MAST	Ministère des Affaires Sociales et du Travail
NAP	National Action Plan
NTCECL	National Tripartite Committee for the Eradication of Child Labour
UNICEF	United Nations Children's Fund

Background

With a GNI per capita of US\$ 760 in 2012, Haiti is the poorest country in the Americas and one of the poorest in the world. Around three-quarters of its population is either unemployed or trying to make ends meet in the informal economy. The Gini coefficient of 0.76, the highest income inequality in Latin America and the Caribbean, reflects striking disparities in the country. Where, the richest quintile benefits with 70% of national income, while the poorest quintile only benefits with 1.5% of the national income.

Due to the under-employment and inadequate earnings of the Haitians, there is a large number of “working poor” and working children. In addition, there is no accelerated vocational training, adequate opportunities for young workers to get their first job or business. This has led to men and women find themselves often victims of violence and social exclusion.

More than 50% of Haitians population lives in rural areas where employment situation is even more dramatic: 71% of families are poor and 54% are extremely poor. The household head achieves in average 2.8 years of education. More than three-quarters of all households are involved in agricultural activities. Nevertheless, one-quarter of these households complement their agricultural income with some kind of non-farming activities.

Rural areas lack opportunities for educated adolescents to employ their skills productively, which results in “rural youth drain”. Even though adolescents can be true catalysts of rural transformation, their potential is insufficiently acknowledged in domestic development policies, where education and training curricula has poor quality and lack of relevance to local needs, as well as the “relative” high costs of schooling.

According to the Ministry of National Education and Professional Training, 43% of primary school students are overage, around 14% of children repeat their grades and an average of 10% drop out without completing their education. This inefficiency in the education system results partly from the inability of the education system to adapt to overage children, and high costs of education. Additionally, there is currently a missing link for vocational training for youths and their access to the labour market particularly in rural areas.

Despite Haitian government has ratified the Convention on Rights of the Children (1994), ILO Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Forms of Child Labour); many children are in domestic work (*restavek* in Haitian Creole) at an age below the minimum age in Haiti, 14 years. Furthermore, they face very difficult working and living conditions, which are harmful to them, both physically and psychologically. Besides, in many instances their workload withholds them from access to education, which further compromises their chances of future prospects.

Statistics demonstrate that women within the Grand Bel Air are disproportionately discriminated against with regards to access to employment opportunities and/or paid 50% of what their male counterparts earn. This data presents two common situations, which can account (in part) for this discrepancy: the types of jobs that are accessible to women (merchants of agricultural, food, clothing, sanitation and home products, and domestic work) whereas men have more access to skilled labour jobs; and the unequal access to education / training that would allow women to increase their employment marketability.

In addition, evidences show that most children in child labour in domestic work are girls (according to ILO estimates from 2013 (ILO estimates show that approximately 67% of all child domestic workers in the world are girls). The perpetuation of traditional female roles and responsibilities, within and outside the household, as well as the perception of domestic work as part of a woman’s “apprenticeship” for adulthood and marriage, contribute to the persistence of child domestic work as a form of child labour.

In addition, these child domestic workers remain invisible, hidden in the dark corners of homes and completely vulnerable to many forms of exploitation.

Since 2014, to tackle these issues, ILO Haiti, through the International Programme on the Elimination of Child Labour (IPEC) within the Fundamental Principles and Rights at Work Branch (FPRW) has been provided technical assistance to the Government of Haiti and employers and workers' organizations for the prevention and elimination of child labour, including in domestic work.

In addition, Haiti ILO programme 2014-2020 integrates the support to quality employment, labour rights, social protection and social dialogue. Within this framework, ILO implements employment programmes to reduce decent work deficit through State-certified accelerated vocational training and support for the creation, formalization and development of micro, small and medium enterprises (MSME) in Haiti. ILO Haiti programmes are related to policy design, capacity building and direct interventions targeting vulnerable children, women and men in Haiti.

Project Description

The project's overall objective is to contribute to the elimination of child labour in domestic work and the socio-economic integration of children at risk of child labour by addressing education and qualification gaps, and the protection of young domestic workers of legal working age.

The Project used two types of mutually reinforcing interventions: direct action and institutional strengthening. These interventions will support the project strategies with regards to accelerated education and skill development of vulnerable youth, capacity development of entrepreneurs, promotion of income generating activities and linkage of those activities with trained beneficiaries, reinforcement of national and local state institutions including the MENFP, MAST, INFP, the city councils of Delmas, Port-au-Prince, Cité Soleil and a city council of a rural municipality. Capacity building will be applied by supporting vocational training institutions (INFP), to deliver trainings to final beneficiaries.

Direct action:

- INFP Accelerated Vocational Training of 400 beneficiaries in the sectors of construction, culture, agriculture and another productive sector. Training will have both a theoretical and a practical component, they will be developed by INFP/MENFP and will include awareness rising on hazardous child labour.
- Access to the labour market and placement in enterprise facilitated for 400 beneficiaries.
- INFP business training to 400 beneficiaries.

Institutional development action:

- Involving and implicating the INFP in the process of development of training curricula certified by the State, evaluation of new set of skills and the job placement office for a gradual hand-over.
- Strengthen the National Committee and member institutions as well as the city councils of Delmas, Port-au-Prince, Cité Soleil and the city council of the rural municipality in order to monitor and advice programmes.

The project activities consist of 4 components: 1) withdrawing children from child labour in domestic work and providing access to accelerated education, 2) mutually reinforcing interventions: accelerated training programmes and job placement services in South and Grande Anse Department, in South and Grande Anse Department, 3) awareness-raising on child labour in domestic work and on the need to protect young domestic workers of legal working age, and 4) institutional strengthening (See Annex 2).

The project tackles the special needs of girls in its prevention and withdrawal strategies, identifying and reducing the gap between boys and girls by providing equal opportunities for them in terms of access to technical and business training, apprenticeship and support to create enterprises.

This proposal strengthens and complements the activities of the ILO in progress in the areas of Bel Air, Fort National and Cité Soleil, and in the selected rural areas in the South and Grande Anse. In addition, its coordination with other partners will maximize synergies for achieving the objectives and proposed outcomes.

This project is part of ILO Haiti programme and benefit from direct synergies from ILO Haiti "youth Jobs and skills" and "elimination of child labour projects" funded by different donors (MINUSTAH, United Nations Office for South-South cooperation). It will also receive indirect synergies from other projects implemented by ILO in Haiti.

These four components have been complemented by an ILO project, UNOSSC/ISBSA funded project which started its implementation in November 2015 for Bel Air and Canaan neighbourhoods for the similar target group. An ILO project, financed by MINUSTAH also trained youth in vocational training and entrepreneurship and contributed to the placement of children and youth of Cite Soleil through the establishment of a placement centre in the Centre Pilote de Formation Professionnelle (CPFP/INFP).

Target groups: Children (5-18) in child labour in domestic work, with special emphasis on the age group 14-18 years old who are out-of-school, who have dropped out from the education system and overage children at school, especially children in domestic work (restavek) their families and/or caretakers.

Geographical areas: most vulnerable communities in Port-au-Prince (Bel Air, Cité Soleil and Fort National) and South and Grande Anse rural departments.

The design of the Project takes into account lessons learned from ILO's Haiti programme, more general, from previous interventions:

- ILO Haiti in cooperation with national institutions developed an approach promoting Decent Work, which included various training programmes and tool.
- Business training ILO programme 'Start and Improve your Business' (SYIB)
- Results of the pilot programme Me *Encontrei* targeted on construction and agricultural sector.

- Good practices and experiences from the Brazil IPEC funded project. South / South cooperation is an essential component of this project, especially south- south links prominently to key stakeholders, especially for members of the National Tripartite Committee and the Ministry of Social Affairs and Labour (MAST).
- Beneficiary selection for each of the project activities should take in consideration participant's motivation; it is important that the time line reflects the progress pace for this zone, particularly in Cite Soleil, Bel Air and Bas-Delmas; all projects have an environmental impact that can have positive, as well as negative influences and effects within the community (It is important that all of the trainings take into account their waste production and management, ensuring that organic and solid waste are properly disposed of and recycled if possible).

Purpose and scope

This independent final evaluation of the Project is being carried out in line with the requirements of the ILO Evaluation Policy. ILO project evaluations are conducted to provide an opportunity for the Office and its funding partners to assess the appropriateness of design as it relates to the ILO's strategic and national policy framework, and consider the effectiveness, efficiency and sustainability of project outcomes. Project evaluations also test underlying assumptions about contribution to a broader development goal.

The purpose of this evaluation is to assess the relevance of the intervention objectives and approach; establish how far the intervention has achieved its planned outcomes and objectives; achievement of Project objectives at outcome and impact levels, and understanding how and why have/have not been achieved the extent to which its strategy has proven efficient and effective; and whether it is likely to have a sustainable impact. It is an opportunity to take stock of achievements, performance, impacts, good practices and lessons learned from the implementation of the project towards elimination of domestic child labour in Haiti.

The evaluation should also provide recommendations regarding relevant stakeholders, building on the achievements of the Project towards a NAP on CL that will aim to the sustainability of the project outcomes and initial impacts and identify emerging potential good practices for key stakeholders.

Knowledge and information obtained from the evaluation will be used to inform the design of future similar ILO activities in Haiti or countries in similar situations.

As per ILO evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried to determine the final Terms of Reference.

Scope:

The evaluation will focus on the Norway funded component of the ILO/IPEC programme mentioned above, its achievements and its contribution to the overall national efforts to achieve the elimination of Worst Form of CL.

Internal Clients

- ILO Regional Director
- ILO Director for Central America, Haiti, Panama and Dominican Republic
- DWT of Central America, Cuba and Dominican Republic
- FUNDAMENTALS
- EVAL

External clients

- Ministère des Affaires Sociales et du Travail (MAST) and Institut de Bien Être Social et de Recherche (IBESR)
- Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) and Institut National de Formation Professionnelle (INFP)
- The National Tripartite Committee for the Eradication of Child Labour (NTCECL)
- The Chamber of Commerce and Industry of Haiti (CCIH)
- The Association of Industries of Haiti (ADIH)
- labour Unions
- UNICEF
- Donor

Focus and Key questions of Evaluation

- The ILO is a member of the United Nations Evaluation Group (UNEG) and adheres to evaluation rules and standards of the United Nations System that were developed by UNEG, as reflected in the ILO Policy Guidelines for Results-Based Evaluation, as well as technical and ethical rules.
- The evaluation will be implemented in the context and criteria of international development assistance as per the quality rules for evaluation for development of DAC/OECD. The ILO Policy Guidelines for Results-Based Evaluation, the technical and ethical rules as well as the code of conduct for evaluation from the United Nations System were established under those criteria and, thus, evaluation must adhere to them in order to guarantee international credibility for the evaluation process.
- Criteria from the Development Co-operation Directorate (DCD-DAC) from the OECD for the evaluation of development assistance are: relevance, effectiveness, efficiency, impact and sustainability. Those criteria are aligned with best practices international standards. The ILO adheres to the OECD/DAC quality standards for evaluation criteria and uses them as a reference for quality control of evaluation process and products.
- Evaluation criteria that will be assessed in this exercise are:
 - **Relevance:** The degree in which the project's objectives and scope adapts to priorities and/or demands from the target group, beneficiaries and the donor.
 - **Validity:** The degree in which the strategy is logical and consistent, selection criteria of intervention areas, government levels included in the project framework and coherence between the technical design and allocated budget.
 - **Effectiveness:** of procedures, outputs, intermediate and final outcomes. Analysis will be develop based on an assessment of the horizontal logic of the Logical Framework Matrix. The M&E mechanism of the project will be evaluated as well.
 - **Impact:** assess if the strategy approach of the Project allows to make significant contributions to the long-term objectives. These contributions can be positive or negative changes produced by the selected intervention, either directly, indirectly, intentionally or without intention.
 - **Sustainability:** will measure the probability that beneficiaries of a certain activity continue after concluding external financing. Project must be sustainable from an environmental, economic and social perspective.

- Gender issues should be addressed in accordance with ILO Guidance Note 4: *Considering gender in the monitoring and evaluation projects*. All data must be disaggregated by sex and different needs for women and men, as well as vulnerable groups included in the project must be considered along the evaluation process.

Evaluation key questions

Relevance

- 1) Is the project design appropriate for the cultural, economic, and political context in which it works?
- 2) Has the Project responded to the real needs of the beneficiaries and stakeholders? Assess whether the problems and needs that gave rise to the project still exists or have changed.
- 3) To what extent has the strategy used in the project harmonized its interventions with existing government initiatives regarding national education and anti-poverty efforts, ILO Programme in Haiti and interventions carried out by other organizations (including national and international organizations)?
- 4) Have the sectors/target groups and locations been chosen as a result of a diagnostic of baseline study?

Coherence

- 5) Was the Project design logical and coherent? (Assess if the strategy of the Project increased or hindered the achievement of the project's goals as set out in the Project Document).
- 6) Was the Project overall Theory of Change consistent with the data/findings obtained from project implementation to date?
- 7) Were the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)?
- 8) Did the Project design take into account the institutional arrangements, roles, capacity and commitment of stakeholders (specially the INFP)?
- 9) How well did the Project design take into account local, national and sub-regional efforts already underway to address child labour (particularly those engaged in domestic work) and promote educational opportunities for targeted children, young women and vulnerable youth and existing capacity to address these issues?
- 10) Is the strategy for sustainability of Project results defined clearly at the design stage of the project?
- 11) How relevant and useful are Project indicators and means of verification for measuring Project impacts and outcomes? Do they reflect the combined focus on direct and institutional development action?
- 12) Does the Project governance (National Tripartite Committee) and management facilitate good results and efficient delivery? In what extent did the National Tripartite Committee work as planned in the Project Document, supervises and feedback implementation process?
- 13) To what extent were external factors and assumptions identified at the time of design? Have these underlying assumptions on which the Project has been based proven to be true?

- 14) What was the level of involvement of the tripartite partners in the design and implementation of products Project?

Effectiveness

- 15) Did the Project achieve its immediate objectives? If not, what were the factors that contributed to the Project delay and were they justifiable?
- 16) How effectively have project resources been used in reaching the milestones to date?
- 17) How successful has the Project been in mainstreaming the issue of child labour into on-going efforts in areas such as education and accelerated vocational training?
- 18) How relevant and effective were the studies commissioned by the Project in terms of affecting the national debates on child labour; ratification of Convention 189, among others? Are Project training activities and information campaigns timely and of high quality? Were the topics chosen for training and awareness-raising related to stakeholder needs and expectations?
- 19) How effectively has the Project leveraged resources (e.g., by collaborating with IPEC initiatives and other projects)?
- 20) How well has the Project coordinated and collaborated with other child-focused interventions supported by other organizations?
- 21) Examine how this Project interacted and possibly influenced national level policies, debates and institutions working on child labour.
- 22) Has the nature of social dialogue among the Project partners changed because of the implementation of the Project activities? To what extent?

Direct Action

- 23) Has the Project conducted a baseline survey for the identification of target children: children (5-17) in child labour in domestic work, with special emphasis on the age group 14-17 years old who are out-of-school, who have dropped out from the education system and overage children at school? If so, what lessons were learned?
- 24) Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?

Effectiveness of Management

- 25) How do the levels of cooperation, team working, roles and linkages among related agencies and networks support the implementation of the Project?
- 26) Does the project coordination use the information generated by the M&E to for following up on progress and performance of the Project and the achievement of its objectives? M&E information and indicators have been disaggregated by sex? The management takes corrective measures whenever necessary (suggested by M&E)?
- 27) What have been the major constraints or difficulties faced by the project management?
- 28) Did the Project reinforce regional or subregional initiatives like the *Regional Initiative Latin America and the Caribbean* free of child labour through a wide and timely access to meetings, tools and platforms of the Focal Point of MAST project? What's the CTA perception on benefits and contribution of the strategical between Project and this regional initiative? (provide examples)

Efficiency of resource use

- 29) Have resources (funds, human resources, time, expertise etc.) been allocated strategically and efficiently to achieve outcomes?
- 30) Is the level of budget execution for each component consistent with the level of compliance of targets? Do achieved results justify the level of expenditure?

Impact

- 31) Assess the major high-level changes that the project has contributed towards the Project development objective at national and local levels
- 32) Has the Project made a real contribution in the adoption of a National Action Plan for the prevention and elimination of child labour?
- 33) Has the Project generated unintended impacts on child labour prevention and elimination?
- 34) Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)?

Sustainability

- 35) Examine if outcomes would last after Project, based on the phase out strategy implemented.
- 36) Assess to what extent a phase out strategy has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).
- 37) Assess whether the Project's interventions to withdraw and prevent children from domestic child labour are making lasting impacts on the beneficiaries. Will the result of children being withdrawn or prevented be sustained or are additional interventions needed?
- 38) Assess what contributions the Project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and to encourage ownership of the Project to partners.

Specific aspects to be addressed

- Assess the efficiency and effectiveness of integrating a South-South approach (i.e. ILO South-South cooperation strategy) in the project strategy and results, vis-à-vis a more classical project approach. Please do the assessment at design and implementation stages and its role in the adoption of the NAP.
- Discuss what gaps and opportunities remain within Project achieved results in addressing child labour at the national and local levels for the adoption of the NAP for prevention and eradication of child labour in Haiti.

Proposed methodology

- Proposed methodology is presented in the following paragraphs. While the evaluator can propose changes in the methodology, such changes must be discussed and approved by the Evaluation Manager. Changes will be approved as long as investigation and analysis suggest that changes are needed, the indicated range of questions is applied, the purpose of the study remain without changes and results are produced with expected quality.
- The basic conceptual framework that will be used as the basis for the evaluation are the *ILO Policy Guidelines for Results-Based Evaluation*: principles, rationale, planning and management (See Annex 1). Likewise, evaluation will be implemented under the ILO regular policies and

procedures. The ILO adheres to the evaluation rules and standards of the United Nations System, as well as the Evaluation Quality Standards from DAC/OECD.

- **Document review.** The evaluation process will be implemented through a document analysis of relevant materials, including the Project Document, progress reports, Project's outputs, results of internal planning, baselines and follow-up indicators. Relevant materials from secondary sources will be consulted and analysed as well. At the end of the document review, it is expected that the evaluator write a brief document indicating the methodological approach for discussion and approval by Evaluation Manager and the remittal to the Project team for collecting inputs prior to the beginning of the field work.
- At the beginning of the document review, the evaluator will hold an interview with the Project's Director and the Team, by the use of a teleconference system or any other means available with informational purposes.
- **Field work.** The consultant will develop field visits to the targeted community in Port-au-Prince, (South Department). The consultant will develop in-depth interviews and/or focal groups with the Project's partners, key stakeholders from institutions developing activities under the project. The first suggested list of interviews will be annexed in these Terms of Reference. The definitive list will be closed after the beginning of the study. (Annex 2)
- **Stakeholders meeting.** It is advisable to organize a stakeholders meeting for presenting results with key actors and groups of interest in order to test the evaluation's main conclusions and recommendations. The meeting should be organised at the of the field work and previously to writing the advances report. The Project's team will be in charge of the organization of the workshop.
- The evaluator will be responsible for the methodology that will be used in the workshop. The identification of participants and logistics will be a responsibility of the Project's team in close consultation with the Evaluation Manager.
- **Data collection instruments.** The evaluator must propose the instruments that will be used for collecting information, analysing data and calculation of achieved results. He/she must specify the minimum requirements for proceeding with implementation. These instruments must be approved by the Evaluation Manager.
- After finalizing the evaluation report and the systematization report, it is advisable to organize an additional workshop in coordination with Government's representatives for evaluating recommendations presented by the study. Suggested date: end June 2017.

Main Outputs: Initial, advance and final reports

- **Output 1. (Inception Report)** The Inception Report will be proposed for review and approval by the evaluator on the basis of agreements with the Evaluation Manager. The Report must include a description of the methodology that will be used for the study, key activities, interview questionnaires, list of key stakeholders, research questions, indicators of achievement and calendar²⁴.

²⁴ Required Reading: Checklist 3: Writing the Initial Report; Checklist 7: Presentation of the Evaluation Front Page; Checklist 6: Assessment for Evaluation Reports Quality; Checklist 8: Writing the Summary for the Evaluation Report.

- **Output 2. (Advance report)** This report will be presented to the Evaluation Manager. The report must follow ILO's templates and guidelines²⁵ and must have 50 pages maximum, excluding annexes. The annexes of the report must include: questions and indicators used for the research, final questionnaires used in the field work, results of the survey, summaries of each meeting, the list of interviewees and the documents consulted.

The Final Report must include:

- (1) Front page with key information on the assignment and the study;
- (2) Content table and lists (annexes, tables and or graphs);
- (3) List of acronyms or abbreviations;
- (4) Executive summary;
- 4.1. Background and context
 - 4.1.1. Summary of the assignment objective, logic and structure
 - 4.1.2. Actual status of the assignment
 - 4.1.3. Purpose, scope and clients of the study
 - 4.1.4. Methodology for the evaluation
- 4.2. Main findings and conclusions
- 4.3. Recommendations, lessons learned and best practices
- (5) Body of the report
 - 5.1. Background of the assignment
 - 5.2. Background of the final independent evaluation
 - 5.3. Methodology
 - 5.4. Main findings organized according to the five criteria of the analytical framework
- (6) Conclusions
 - 6.1. Conclusions
 - 6.2. Lessons learned
 - 6.3. Best practices
 - 6.4. Recommendations
- (7) Annexes

- **Output 3. (PowerPoint – main results)** A presentation that summarizes the more relevant aspects of the independent final evaluation report, background, methodology used, main findings, conclusions, lessons learned, best practices and recommendations. The purpose of this product is to have information of the main results for sharing them with stakeholders.
- All drafts and final documents, including supportive documents, analytical reports, preliminary and final data must be delivered in an electronic version compatible with Microsoft Word for Windows. The information (data) produced in the framework of the study, as well as copyrights of the evaluation report are exclusive property of the ILO. The use of the data for publishing and any other presentation can be done with the agreement of the ILO. The main stakeholders are authorized to make a proper use of the report for the original purposes and with the due recognition.

²⁵ Review and follow the guidelines in: Checklist 7: Presentation of the Evaluation Front Page

VII. Management arrangements, workplan, formalities and deadlines

Management arrangements

- The evaluation is managed by an independent evaluation manager, Mrs. Cybele Burga Solís, Regional Evaluation Officer for the Americas.
- The final independent evaluation will be conducted by an external evaluation consultant (the *evaluator*).
- The evaluator is responsible for conducting the evaluation according to the ToR. The evaluator shall:
 - Review the ToR and provide input, as necessary
 - Review project background materials (desk-review)
 - Review the evaluation questions and refine the questions in collaboration with the Evaluation Manager as necessary and develop interview protocols;
 - Develop and implement an evaluation methodology (i.e. conduct interviews, review documents) to answer the evaluation questions
 - Design and conduct survey/questionnaire for the face to face and virtual interviews, group discussions and field visits.
 - Conduct an evaluation planning teleconference with the Evaluation Manager and Project Director prior to the evaluation mission.
 - Undertake evaluation mission to Haiti and selected communities.
 - Prepare an initial draft of the evaluation report and submit it to the Evaluation Manager. This will be subject to comments and suggestions from stakeholders of the Project
 - Prepare a final report reflecting any comments or additional inputs received
- The evaluator will be supervised by the Evaluation Manager who will:
 - Prepare and finalize the Terms of Reference and liaise with the ILO Management support unit (project Director) and EVAL as necessary. The ToR are approved by the Regional Evaluation Officer which is the Evaluation Manager of this study.
 - Review the evaluation questions with the Donor and evaluator to refine questions as necessary
 - Ensure meeting schedules are set up
 - Ensure all information produced by the Project is available to the evaluator in an organized way
 - Ensure the evaluation Report is conducted in accordance with these Terms of Reference, for the preparation of the draft report of the evaluation, discussing it with beneficiaries and stakeholders
 - Circulate for comments the evaluation draft and final report: to beneficiaries and stakeholders of the Project
 - Consolidate comments to the draft and final evaluation report and send it to the evaluator for consideration
 - Liaise with Project staff wherever their engagement is needed to fulfil the requirements above.

Work plan

- The total duration of the evaluation process is approximately 8 weeks, with starting date on May 15th, 2017. The number of effective work days foreseen are 35, approximately 7 days in Haiti (it will depend on the number of interviews).

- Meetings in Haiti will be organized by project staff in accordance with the evaluator and Evaluation Manager. A detailed programme for the in-country mission will be prepared by project staff
- The following is a schedule of tasks and anticipated duration of outputs and stages. The final version will be prepared by the evaluator after a meeting with the Project Director and the Evaluation Manager

Work plan for the evaluation	Duration (weeks)							
Activities	1	2	3	4	5	6	7	8
Skype briefing with ILO (CTA and Evaluation Manager)								
Skype interviews with ILO San Jose team (Director, DWT), Regional Coordinator of IPEC project in Lima								
Desk review of Project related documents								
Review of secondary information								
Elaboration of Interview Guides /Inception Report								
Review and adjustment of Inception Report								
Delivery of the final version of the Initial Report								
Field Work								
Interviews in Haiti / debriefing meeting at the end of field work in								
Skype interviews with key stakeholders								
Preparation of the field work agenda in Haiti								
Interviews in Haiti								
Systematization and Analysis								
Systematization of interviews								
Review of secondary sources (2)								
Information analysis								
Preparation of Evaluation Report								
Writing of Report								
Sharing of the Final Report for comments – counterparts								
Sharing of the Final Report for comments – ILO & Project Team								

Work plan for the evaluation	Duration (weeks)							
Activities	1	2	3	4	5	6	7	8
Sharing of the Final Report for comments – Norway								
Sharing of the Final Report for comments – EVAL & HQ								
Writing of the definitive Final Report								
Submission of the Final Report to counterparts, Norway and EVAL for final approval								

Evaluator Profile

- A minimum of 7 years of experience conducting evaluations
- Specific experience in education, labour and/or child labour topics
- Familiarity with the ILO mandate and its tripartite and international standards foundations
- Candidate should have excellent analytical, written, oral communication skills

Required resources for the study are:

- USD \$XXX (35*XX daily rate) for the evaluator, payed as follow: (1) 30% upon delivery and approval of the Initial Report that includes the final Work Plan and Study Methodology; (2) 40% upon delivery and approval of the final version (draft) of the Evaluation Report; (3) 30% upon delivery and approval of the final version of the Evaluation Report.
- Daily subsistence allowance (DSA) will be provided with the signing of the contract. DSA will be calculated on the basis of the number of cities that will be visited.

VIII. Legal and Ethical Matters

- This evaluation will comply with UN norms and standards for evaluation and ensure that ethical safeguards concerning the independence of the evaluation will be followed. Please refer to the UNEG ethical guidelines: <http://www.unevaluation.org/ethicalguidelines>.
- To ensure compliance with ILO/UN rules safeguarding the independence of the evaluation, the contractor will not be eligible for technical work on the project for the next 12 months.

Annex 1: EVAL most important Guidelines

- 5.1 Code of conduct form (To be signed by the evaluator)
http://www.ilo.org/eval/Evaluationguidance/WCMS_206205/lang--en/index.htm
- 5.2 Checklist No. 3 Writing the inception report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165972/lang--en/index.htm
- 5.3. Checklist 5 Preparing the evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165967/lang--en/index.htm
- 5.4 Checklist 6 Rating the quality of evaluation report
http://www.ilo.org/eval/Evaluationguidance/WCMS_165968/lang--en/index.htm
- 5.5 Template for lessons learnt and Emerging Good Practices
http://www.ilo.org/eval/Evaluationguidance/WCMS_206158/lang--en/index.htm
http://www.ilo.org/eval/Evaluationguidance/WCMS_206159/lang--en/index.htm
- 5.6 Guidance note 7 Stakeholders participation in the ILO evaluation
http://www.ilo.org/eval/Evaluationguidance/WCMS_165982/lang--en/index.htm
- 5.7 Guidance note 4 Integrating gender equality in M&E of projects
http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm
- 5.8: Template for evaluation title page
http://www.ilo.org/eval/Evaluationguidance/WCMS_166357/lang--en/index.htm
- 5.9 Template for evaluation summary:
<http://www.ilo.org/legacy/english/edmas/eval/template-summary-en.doc>

Annex 2: List of interviewers

Annex 3: Logical Framework

OUTPUT	INDICATOR	BASELINE/TARGET	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Output 1: Behavioural change communication and advocacy strategy on child labour in domestic work is developed and implemented</p>	<p>Output 1: Output 1.1: The ratification of ILO Convention 189 on decent work for domestic workers by Haiti is promoted, as well as the implementation of Conventions 138 and 182</p>	A joint publication on child labour, with a specific focus on domestic work, is published and disseminated	Baseline: 0 Target: 1 publication by June 2015	Political and social situation in zone of intervention is stable
	<p>Output 1.2: Key actors are sensitized (governmental officials, members of parliament, employer's organizations, trade unions, NGOs, community-based organizations, etc.) on child labour and the protection of young workers of legal working age in Haiti.</p>	Number of key actors sensitized and aware on child labour through presentation of the findings of the survey on domestic work	Baseline: 0 Target: 30	
	<p>Output 1.3: Awareness raising materials are produced and disseminated, including: i) Broadcast radio/tv programmes on child labour in domestic work; ii) Training of journalists using a methodology developed by journalists and media employers' organizations in partnership with IBESR/ILO/UNICEF/MINUS AH, iii) Training programmes for teachers and educators based on the SCREAM methodology for raising awareness on child labour in schools located in the intervention zones.</p>	<p>i) Availability and status of dissemination of a multimedia programmes on child labour in domestic work ii) Number of journalists trained using a methodology on child labour prevention iii) Number of teachers are trained on ILO "SCREAM" methodology and has increased</p>	<p>i) Baseline: 0 Target: 2 (1 radio, 1 TV programme) ii) Baseline: 0 Target: 50 iii) Baseline: 12 Target: 112</p>	

OUTPUT	INDICATOR	BASELINE/TARGET	MEANS OF VERIFICATION	ASSUMPTIONS
	awareness on child labour			
Output 2: Institutional capacities of key actors to combat child labour and to protect young workers in domestic work are strengthened and social dialogue as a tool to eliminate child labour in Haiti is promoted.	Output 2			
	Output 2.1: technical assistance to support policy actions in relevant fields (social services, skills development programmes, labour statistics, etc.) is provided to end child labour and to protect young workers in domestic work.	Number of institutions/ programme incorporating training on ending child labour and protection of young workers in domestic work	Baseline: 0 Target: xx (unions, employer institutions, local NGOs, Skills development)	Documentation of programme and trainings reports
	Output 2.2: Technical support to the tripartite committee to promote the adoption/implementation of a Bill on Domestic Work along the principles of Convention 189, reflecting clear actions to end child labour in domestic work is provided.	Availability of an action plan for the implementation of a Bill on Domestic Work along the principles of Convention 189 the national tripartite committee (government, employers, unions)	Baseline: No Target: Yes	Meeting report (process), action plan
	Output 2.3: A technical support to the Tripartite Committee for the Elimination of Child Labour to support the implementation of a national plan for the prevention and elimination of child labour through social dialogue is provided.	Status of adoption of the national plan for the prevention and elimination of child labour, including domestic work, by the tripartite committee	Baseline: not adopted Target: adopted	National plan document
	Output 2.4: Labour inspector capacities are strengthened to better address child domestic work in cooperation with	Number of labour inspectors trained through on-	Baseline: 0 Target: 40	Training report (pre-post test)

	OUTPUT	INDICATOR	BASELINE/TARGET	MEANS OF VERIFICATION	ASSUMPTIONS
	the on-going MAST/ILO project focusing on labour inspection.	the-job training on addressing child domestic work			
Output 3: The coordination between national institutions and between the social partners is strengthened to contribute to elimination of child labour and to the protection of young workers in domestic work.	Output 3: Output 3.1: National intuitions in Haiti are supported to implement an articulated programme on i) withdrawing children in worst form of child labour in domestic work, ii) provision of accelerated education, certified vocational training, life skills iii) facilitate enterprise experience for the beneficiaries through internship and apprenticeship, placement of vulnerable children in enterprises (formal and informal).	Status of implementation of the full cycle of the project by national institutions and the national tripartite committee	Baseline: 0 Target: full implementation of the project	Minutes of the steering committee	
	Output 3.2: Learning and sustained in-country actions on decent work for domestic workers through knowledge sharing activities are fostered.	Number of knowledge sharing activities on decent work for domestic workers implemented	Baseline: 0 Target: 3	Systematization guide, reports	
	Output 4: Support the Socio-economic integration of vulnerable children	Output 4.1: A model of accelerated vocational training programme, certified by the State (INFP), is developed to facilitate access to labour market including: skill training, trainings on occupational safety and health, on life skills, on workers' rights and obligations, and on business management through the ILO programme Start and	i) Number of accelerated training manuals developed and certified by INFP ii) Number of children and youth who received a state vocational	Baseline: 0 Target: 4 ii) Baseline: 0 Target: 400 iii) Baseline: 0 Target: 400 iv) Baseline: 0 Target: 400 v) Baseline: 0 Target: 50% (200 children)	i) Training manuals ii) INFP certification reports iii) Trainers reports iv) Trainers reports v) Job placement center reports

OUTPUT	INDICATOR	BASELINE/TARGET	MEANS OF VERIFICATION	ASSUMPTIONS	
	<p>Improve Your Business (SIYB). Trained youth workers will participate in a placement programme in enterprises and will receive health insurance.</p>	<p>training certificate iii) Number of children and youth who received a Business Management training iv) Number of children and youth who received a training on life skills and occupational and safety at work v) Percentage of trained children and youth placed into internships, apprenticeship and/or jobs</p>			
	<p>Output 4.2: Models for the creation of decent work opportunities for adolescents in target communities and establish a job placement mechanism to facilitate their access to the labour market are developed.</p>	<p>i) Number of job placement established ii) Number of systematization guide produced</p>	<p>i) Baseline: 0 Target: One (1) job placement centre is established; ii) Baseline 0 Target: 1 overall project systematization guide produced</p>	<p>i) Job placement centre infrastructure and reports ii) "Mode d'emploi" Systematization guide produced</p>	

Annex 3. Evaluation Matrix

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Relevance: The degree in which the project's objectives and scope adapts to priorities and/or demands from the target group, beneficiaries and the donor.		Sources of data								
1. Is the project design appropriate for the cultural, economic, and political context in which it works?	Perception of relevance	Country Level Interviews			x					
	Evidence of challenges mentioned by project stakeholders	Country Level Interviews (internal)	x	x		x			x	
	Alignment with national priorities and with ILO's country strategy	Document review								x
	Challenges highlighted in project documentation	Document review (progress reports, annual)								x
2. Has the Project responded to the real needs and expectations of the beneficiaries and stakeholders, particularly in the choice of topics for training and awareness-raising? Do these needs still exist?	Perception of relevance of project, including selected training and awareness-raising activities and studies commissioned for influencing the national debates on child labour	Country Level Interviews (internal + beneficiaries)	x			x				

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
	Evidence of adaptability/changing needs	Country Level Interviews (internal)	x	x		x		x		x
3. How well did the Project design take into account and harmonize its interventions with existing efforts already underway that address child labour, educational opportunities for women and vulnerable youth, and poverty (including government, national, international, regional and sub-regional efforts, and the ILO Programme in Haiti) particularly the <i>Regional Initiative Latin America and the Caribbean free of child labour</i> ?	Evidence of harmonization with other initiatives, including South-South initiatives	Country Level Interviews (internal)	x		x			x		
4. Has the Project conducted a baseline study for the identification of target children (5-17) in child labour in domestic work, with special emphasis on the age group 14-17 years old who are out-of-school? If so, did this baseline study inform the selection of sectors/target groups/locations and provide any lessons learned?	Evidence of a baseline study including for the identification of target children	Document review Country Level Interviews (ILO)					x			x
5. How relevant were the studies commissioned by the Project in terms of affecting the national debates on child labour; ratification of Convention 189, NAP, among others?	Level of influence of studies commissioned	Interviews with internal stakeholders and Document review					x			x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Validity: The degree in which the strategy is logical and consistent, selection criteria of intervention areas, government levels included in the project framework and coherence between the technical design and allocated budget.										
6. Was the Project design logical and coherent? (Assess if the strategy of the Project increased or hindered the achievement of the project's goals as set out in the Project Document).	Validity of project design and strategy	Document review Interviews with internal stakeholders		x					x	x
7. Was the Project overall Theory of Change consistent with the data/findings obtained from project implementation to date?	Challenges met relating to project design and ToC	Document review Interviews with internal stakeholders		x					x	x
8. Were the project objectives and design clear and realistic with the established time schedule, allocated resources (human and financial), institutional arrangements, and capacities of stakeholders?	Perception of Clarity of project targets and objectives to project stakeholders	Document review Interviews with internal stakeholders	x	x	x					x
		Document review Interviews with internal stakeholders	x							x
9. Is the strategy for sustainability of Project results defined clearly at the design stage of the project?	Evidence of a strategy for sustainability at the design stage	Document review Interviews with ILO staff					x		x	x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF DOCUMENTS
10. How relevant and useful are Project indicators and means of verification for measuring Project impacts and outcomes? Do they reflect the combined focus on direct and institutional development action?	Extent to which indicators reflect and measure direct and institutional impact and outcomes Evidence of gender disaggregation in M&E data	Document review Interviews with internal stakeholders					x	x	x
11. To what extent were external factors and assumptions identified at the time of design? Have these underlying assumptions on which the Project has been based proven to be true?	Evidence of explicit assumptions, and perception of accuracy of assumptions	Interviews with internal stakeholders and with ILO staff Document review		x				x	x
<p>Effectiveness: of procedures, outputs, intermediate and final outcomes. Analysis will be developed based on an assessment of the horizontal logic of the Logical Framework Matrix. The M&E mechanism of the project will be evaluated as well.</p>									
12. Were the resources effectively leveraged and used to timely achieve the immediate objectives of the Project through high-quality outputs? If not, what were the factors that contributed to the Project delay and were they justifiable?	Extent to which immediate objectives (outcomes) were achieved	Document review							x
	Perception of factors that caused delays, if any	Interviews with internal stakeholders and donor			x			x	

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
	Evidence of effective use of resources for timely delivery	Interviews with ILO Staff and Document review						x		x
	Evidence of timely/delays in delivery of training activities and information campaigns and reasons behind the delays, if any	Interviews with ILO staff, AVSI and UNDH				x				
	Nature and extent of the collaboration with other initiatives and projects	Interviews with internal and external stakeholders and Document review			x			x		x
13. How successful has the Project been in mainstreaming the issue of child labour into on-going efforts in areas such as education and accelerated vocational training?	Evidence of mainstreaming of child labour issue in education and trainings	Interviews with internal stakeholders and Document review	x	x						x
14. How effective were the studies commissioned by the Project in terms of affecting the national debates on child labour; ratification of Convention 189, NAP, among others?	Level of influence of studies commissioned	Interviews with internal stakeholders and Document review						x		x
15. Examine how this Project interacted and possibly influenced national level policies, debates and institutions working on child labour.	Perception of the quality of the interaction and level of influence on national policies, debates and institutions	Interviews with internal stakeholders and Document review	x					x		x

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
16. Has the nature of social dialogue among the Project partners changed because of the implementation of the Project activities? To what extent?	Nature and extent of the collaboration among project partners	Interviews with internal stakeholders and Document review	x	x						
17. Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?	stakeholders' perception of learning acquired at the planning, implementation and evaluation levels	Interviews with internal stakeholders and Document review	x	x						x
Effectiveness of Management										
18. How do the levels of cooperation, team working, roles and linkages among related agencies and networks support the implementation of the Project?	Stakeholders' level of knowledge of each other's' roles Their perception of the extent to which the project leveraged possible synergies between stakeholders/partners	Interviews with internal stakeholders and Document review	x	x				x		x
19. Does the project coordination use the information generated by the M&E to for following up on progress and performance of the Project and the achievement of its objectives? M&E information and indicators have been disaggregated by sex? The management takes corrective measures whenever necessary (suggested by M&E)?	Perception of quality and usefulness of the information contained in the M&E reporting	Interviews Document review					x	x		

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
20. How involved and effective was the National Tripartite Committee in managing the project to allow for good results, efficient delivery, supervision, and feedback implementation? What were the major constraints or difficulties faced by the project management?	<p>National Tripartite Committee's Members perception on the relevance and usefulness of their Role in:</p> <ul style="list-style-type: none"> project design implementation supervision and feedback implementation And their perception of the role of management in results attainment and efficiency <p>Evidence of challenges met in terms of management, planning, organization, implementation, M&E and coordination</p>	<p>Interviews with internal stakeholders</p> <hr/> <p>Interviews Document review</p>	x	x			x	x		
Efficiency of resource use										
21. Have resources (funds, human resources, time, expertise, etc.) been allocated strategically and efficiently to achieve outcomes while being aligned with budget execution targets?	<p>Alignment of delivery with expenditure</p> <p>Evidence of challenges met relating to resources allocation</p>	<p>Interviews Document review</p>		x				x	x	

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
	Evidence of adoption of mitigation strategy to overcome identified challenges to efficiency	Interviews Document review		x				x		x
<p>Potential Impact: assess if the strategy approach of the Project allows to make significant contributions to the long-term objectives. These contributions can be positive or negative changes produced by the selected intervention, either directly, indirectly, intentionally or without intention.</p>										
22. Assess the major high level changes that the project has contributed towards the Project development objective at national and local levels.	Evidence of potential contribution to the changes in perception and adoption of new frameworks relating to child labour	Interview with project partners and document review	x	x				x		x
23. Has the Project’s interventions to withdraw and prevent children from domestic child labour made intended or unintended impacts on the beneficiaries?	Evidence of unintended impact, positive or negative	Interview with project partners and document review		x		x		x		x
	Number of Youth trained and currently employed Level of ownership and intention of institutions to maintain programmes following project completion	Interview with project partners and document review	x	x						

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
Sustainability: will measure the probability that beneficiaries of a certain activity continue after concluding external financing. Project must be sustainable from an environmental, economic and social perspective.										
24. Examine if outcomes would last after Project, based on the phase out strategy implemented.	Extent to which project led to learning and change in perceptions Potential for duplication of trainings/knowledge transfer Potential for continuity of project activities following project completion Potential for adoption of NAP	Interview with project partners and document review	x	x						
25. Assess to what extent a phase out strategy has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).	Existence and application of an exit strategy at all level (Government, Departments, Community, etc.)	Interviews with project staff and document review						x		x
26. How sustainable are: • The results on children being withdrawn or prevented	Number of Youth trained and currently employed	Interview with project partners and document review	x	x						

CRITERIA AND EVALUATION QUESTIONS	INDICATORS	DATA COLLECTION METHODS	GOVERNMENT PARTNERS	VOC. TRAINING PARTNERS	EXTERNAL PARTNERS	BENEFICIARIES	ILO EVAL	ADVOCACY PARTNERS	ILO PROJECT STAFF	DOCUMENTS
<ul style="list-style-type: none"> The ownership of the Project to partners - strengthening the capacity and knowledge of national and local stakeholders? Are additional interventions needed? 	<p>Level of ownership and intention of institutions to maintain programmes following project completion</p> <hr/> <p>Perception of capacity development and level of ownership</p>									
Best Practices (Other)										
<p>27. Which best practices and lessons learned are worth documenting in the period of evaluation (review the systematization guide)?</p>										

Annex 4. Interview Protocols (in French)

Protocoles d'entrevue – Partenaires du projet

Universalialia, un groupe conseil basé à Montréal, Canada, a été mandaté par l'Organisation internationale du travail pour l'évaluation indépendante finale du projet « Combattre le travail des enfants dans le travail domestique et les pires formes de travail des enfants ». Le projet visait à aborder les lacunes en matière d'éducation et de qualification et faciliter l'intégration socioéconomique des enfants et des jeunes vulnérables grâce à la promotion d'emplois décentés dans les Départements de Port de Prince, du Sud et de Grande Anse. Vous avez été identifié comme un répondant clé pour l'étude, et nous vous remercions de votre participation à cette entrevue.

L'entretien est confidentiel. Bien que vous soyez nommé en tant qu'informateur clé de l'étude dans son ensemble, dans notre liste d'intervenants consultés, votre contribution spécifique à l'étude sera anonyme. Nous n'associerons pas votre nom à quoi que ce soit spécifiquement inclus dans ce rapport.

- 1) Veuillez décrire la nature de votre collaboration sur le projet.
- 2) (Elle date depuis quand ? Avez-vous été inclus depuis le de planification ?)
- 3) Avez-vous collaboré avec d'autres partenaires du projet ? Si oui, qui ? Veuillez décrire la contribution de chacun (niveau national/régional).
- 4) (**Exécutants**) Quelle est la réalisation clé de ce projet dont vous êtes fier ? (Save the children : NAP)
- 5) (**Bénéficiaires**) Quelles sont les principales contributions de ce projet à votre établissement ? Qu'est-ce qui a été le plus utile pour vous (apprentissage, collaboration avec d'autres, etc.) ?
- 6) Quels ont été les défis rencontrés lors de l'implantation de votre composante du projet ? (Explorer au niveau de la planification, implantation, gestion, contexte, timing, budget, comité)
- 7) IPAC & UNDH : Le lien avec le marché du travail
- 8) Si vous étiez à refaire ou à reproduire le projet, quelles modifications au projet ferez-vous ? (Partenaires, jeunes ciblés, différentes composantes, programmes offerts, etc.)
- 9) Admettons que le projet ne soit pas renouvelé, quels effets continueraient à se produire ? Qu'est ce qui reste ?
- 10) (**IPAC & UNDH**) Intention d'offrir la formation après la fin du programme ?
- 11) **IPAC & UNDH** : Avez-vous observé des résultats inattendus au niveau de jeunes bénéficiaires ? Si oui, veuillez élaborer. Le suivi des jeunes diplômés/employés est-il systématisé ? Quel est le feedback reçu ?

Protocoles d'entrevue – Équipe du projet

Universalialia, un groupe conseil basé à Montréal, Canada, a été mandaté par l'Organisation internationale du travail pour l'évaluation indépendante finale du projet « Combattre le travail des enfants dans le travail domestique et les pires formes de travail des enfants ». Le projet visait à aborder les lacunes en matière d'éducation et de qualification et faciliter l'intégration socioéconomique des enfants et des jeunes vulnérables grâce à la promotion d'emplois décentes dans les Départements de Port de Prince, du Sud et de Grande Anse. Vous avez été identifié comme un répondant clé pour l'étude, et nous vous remercions de votre participation à cette entrevue.

L'entretien est confidentiel. Bien que vous soyez nommé en tant qu'informateur clé de l'étude dans son ensemble, dans notre liste d'intervenants consultés, votre contribution spécifique à l'étude sera anonyme. Nous n'associerons pas votre nom à quoi que ce soit spécifiquement inclus dans ce rapport.

- 1) Veuillez décrire la nature de votre collaboration sur le projet.
- 2) (Elle date depuis quand ? Avez-vous été inclus depuis le de planification ?)
- 3) Quels objectifs le projet tente-t-il d'atteindre ? (Explorer les liens avec les différentes composantes, le choix de la population cible (baseline))
- 4) Veuillez décrire la collaboration au sein du projet, avec d'autres initiatives, ou collaboration sud-sud, s'il y a lieu ?
- 5) Quelle est la réalisation clé de ce projet dont vous êtes fier ?
- 6) Au niveau individuel, institutionnel, et politique (Plan d'action national pour combattre le travail des enfants)
- 7) Quels ont été les défis rencontrés lors de l'implantation du projet ? (Explorer au niveau de la planification, implantation, gestion, contexte, timing, budget, comité)
- 8) (Plan de mise en œuvre du projet, défis attendus & stratégie d'atténuation)
- 9) Est-ce que le projet comprend une stratégie de sortie et de durabilité ? La stratégie a-t-elle été implantée ?
- 10) Les données de S & E et la manière dont elles aident à la prise de décision, de capter les effets inattendus du projet, s'il y a lieu ?
- 11) Comment la dimension genre a elle été intégrée ? (y compris lors des formations)

Groupe de discussion – Jeunes bénéficiaires

Universalia, un groupe conseil basé à Montréal, Canada, a été mandaté par l'Organisation internationale du travail pour l'évaluation indépendante finale du projet « Combattre le travail des enfants dans le travail domestique et les pires formes de travail des enfants ». Le projet visait à aborder les lacunes en matière d'éducation et de qualification et faciliter l'intégration socioéconomique des enfants et des jeunes vulnérables grâce à la promotion d'emplois décents dans les Départements de Port de Prince, du Sud et de Grande Anse. Vous avez été identifié comme un répondant clé pour l'étude, et nous vous remercions de votre participation à cette entrevue.

L'entretien est confidentiel. Bien que vous soyez nommé en tant qu'informateur clé de l'étude dans son ensemble, dans notre liste d'intervenants consultés, votre contribution spécifique à l'étude sera anonyme. Nous n'associerons pas votre nom à quoi que ce soit spécifiquement inclus dans ce rapport.

- 1) Tour de table : nom, âge, niveau d'instruction, date où la formation a été suivie
- 2) Veuillez indiquer trois éléments que vous avez apprécié le plus de la formation
- 3) Veuillez élaborer en 3 points comment la formation vous a-t-elle été utile ?
- 4) Veuillez élaborer en 3 points comment la formation vous a été nuisible ?
- 5) Quels seraient les points à modifier pour améliorer le programme ? (3 recommandations par petit groupe, 1 rapporteur)

Annex 5. Full List of Stakeholders Consulted

NAME	POSITION
ILO Staff	
DENKERS, Noortje	Regional Coordinator
DUPUIS, Sylvie	Project Coordinator
SEIGNON, Eunice	Project Assistant
Project Key Stakeholders	
BOUCICAULT, Lise	Director of Operations (INFP)
CAPPELLINI, Fiammetta	AVSI Representative in Haiti
COSTA, Sarah	Agronomist (AVSI - Les Cayes)
DERISMÉ, Jacquelin	Executive President (CCIH – Les Cayes)
JOSEPH, Alex	Technical Coordinator (AVSI)
JOSEPH, Myriam Valmé	Deputy Director (ENPAK)
LEBRUM, Marie Louise	Member of Intersectoral Union of Women
LOUIS, Jean Marcel	Dean of UNDH
MOISE, Jules	Deputy Director (MAST)
SCATTONI, Marco	Advisor (AVSI – Les Cayes)
ST LOUIS, Markens	Child Protection Agent (IBESR)

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Annex 7. ILO Lesson Learned Template

ILO Lesson Learned Template

Project Title: Combat Child Labour in Domestic Work and the Worst Forms of Child Labour
Project TC/SYMBOL: HAI/14/04/NOR

Name of Evaluator: Rima Slaibi
 2017

Date: June

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	Any intervention in the Haitian context must be lean and occur over a long period of time. The willingness to support inclusive and participatory governance approaches is both desirable and praiseworthy but relies on fragile assumptions of political and social construction. It would be misguided to expect that a two-year project would fully change the course of events in the difficult Haitian context. This is especially true given that the project seeks to promote the national institutions' capacity enforcement and empowerment of key actors in combating child labour, which requires changes in culture and mindset.
Context and any related preconditions	The project was implemented in a challenging context. The Haitian state is fragile, its institutions are weak, and development work is often exposed to roadblocks relating to violence, frequent strikes, and the institutions' incapacity or the unwillingness to provide basic services to the population.
Targeted users / Beneficiaries	Donors, Chief Technical Advisors, International Project Coordinators, Technical Officers, National Project Coordinators, Monitoring and Evaluation Officers.
Challenges /negative lessons - Causal factors	The project faced serious obstacles during implementation which led to delays in project delivery. These obstacles related to changes in the political context, natural disasters (hurricane Matthew). The project also sought to establish synergies with

	<p>other ongoing projects. This required flexibility on the part of the project in terms of deadlines. Some results can only be addressed if the ILO's interventions are sustained over time and are part of a long-term vision.</p>
<p>Success / Positive Issues - Causal factors</p>	<p>Some of the project's components would not have been completed if the project had not adopted a lean approach. For example, in terms of improving national institutions and social partners' level of collaboration, the project's initial plan involved working with the National Tripartite Committee to facilitate practical coordination between national institutions. However, work with the Committee faced several roadblocks which limited its activity. First, the National Tripartite Committee for the Eradication of Child Labour intended to bring together members from Government institutions, Labour Unions and employers. The committee faced internal issues which prevented it from being functional: while the committee's meetings have to be called by the MAST, they did not take place due to staff turnover at the MAST. Therefore, in order to overcome this obstacle, the project shifted its focus to a more effective approach: the creation of a Child Labour Focal Points Network. This network identifies and selects staff from institutions that are highly motivated to work on the issue of child labour. The capacities of these members are then enhanced through capacity building workshops. Workshops are also held to help Focal Points define their action plan for their respective departments/institutions. A Focal Points Network was also formed to reinforce actions of different focal points.</p>
<p>ILO Administrative Issues (staff, resources, design, implementation)</p>	<p>In the context of fragile states, ensure that project conducts a serious risk assessment and adopts relevant mitigation strategies. One of the mitigation strategies can be the extension of the project timelines or external resource leveraging to maximize potential for results attainment.</p>

ILO Lesson Learned Template

Project Title: Combat Child Labour in Domestic Work and the Worst Forms of Child Labour
Project TC/SYMBOL: HAI/14/04/NOR

Name of Evaluator: Rima Slaibi
2017

Date: June

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

LL Element	Text
Brief description of lesson learned (link to specific action or task)	Interventions are likely to be effective and sustainable only if they are planned and implemented in a systemic way. An intervention aimed at increasing employability and entrepreneurship has been implemented in a weak Haitian ecosystem where support structures are fragile or non-existent. Ad-hoc interventions focused solely on punctual aspects in the value chain of the labour market or of entrepreneurship are likely to lead to diluted effects.
Context and any related preconditions	Socio-economic integration of vulnerable youth provides vocational trainings to 400 selected youth aged 14-17 from Torbek. The curriculum involves a selection of trainings in four vocational areas: Agro-food production, nursery, livestock production, and agroforestry. The same curriculum includes an entrepreneurial module entitled "Start and Improve Your Business (SIYB)".
Targeted users / Beneficiaries	Donors, Chief Technical Advisors, International Project Coordinators, Technical Officers, National Project Coordinators.
Challenges /negative lessons - Causal factors	These trainings are relevant in the targeted rural context; while the employability training has a technical training curriculum that is adapted to the rural context, the cognitive and behavioural skills trainings are offered to youth beneficiaries through a life skills training. The current training programme design also provides for the establishment of a placement centre, to link youth beneficiaries to farmers' associations. The design lacks the "responsiveness aspect", and does not utilize any framework that ensures that trainings are adapted to the specific needs of those employers. In its actual format, the training content is pre-determined and is not adjustable to potential employers' requirements.

	<p>The Project's current training programme includes a theoretical training module on entrepreneurship but lacks substantive coaching and mentoring, access to finance, and linking youth to entrepreneurial networks. In context where an entrepreneurial ecosystem is weak and almost inexistent, relying on a theoretical training is not sufficient to attain results in terms of entrepreneurship.</p>
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Success / Positive Issues - Causal factors	Since the training was ongoing by the time of the evaluation, it is not possible to provide insights as to the success-positive issues.
ILO Administrative Issues (staff, resources, design, implementation)	<p>In terms of design and implementation: employability and entrepreneurship programmes should be developed in a systemic way.</p> <p>The employability programmes should ensure that offered trainings are complemented with links to employers and that training curriculums are adapted to employers' needs.</p> <p>The entrepreneurship programme should be developed as a separate programme from the vocational training programme. It should go beyond delivering theoretical training and the development of a business model (especially because other local organizations already deliver trainings on entrepreneurship). An entrepreneurship programme should take into consideration actors of the ecosystem, establish linkages and partnerships and offer complementary services.</p>

Annex 8. ILO Emerging Good Practice Template

ILO Emerging Good Practice Template

Project Title: Combat Child Labour in Domestic Work and the Worst Forms of Child Labour
Project TC/SYMBOL: HAI/14/04/NOR

Name of Evaluator: Rima Slaibi
 2017

Date: June

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The project aims to contribute to the elimination of child labour in domestic work and the socio-economic integration of children at risk of child labour by undertaking direct action and institutional strengthening. In terms of institutional strengthening and awareness-raising, the project adopted a multi-level approach to raising awareness amongst Government officials, labour unions, employers' associations and the general public. This approach is an example of a good practice as it has enabled the project to tackle child labour as a systematic issue requiring a comprehensive response that targets the key institutions and organizations in the system.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	While Haiti has ratified the Convention on the Rights of the Child (1994), ILO Convention 138 (Minimum Age of Work) and ILO Convention 182 (Worst Forms of Child Labour), many children in Haiti are still in domestic work and are often below the national minimum legal age of 14 years. Haiti is the poorest country in the Americas and one of the poorest in the world with GNI per capita of US \$760 in 2012 and under-employment and inadequate earnings have resulted in a large number of "working poor" and working children. In such a challenging economic and

	<p>employment context, child labour in domestic work is a systemic issue.</p> <p>In Haiti, there are a wide variety of key actors at the policy, institutional and community levels whose work affects child rights and child labour.</p> <p>In order to support the promotion, protection and respect for child rights in Haiti, it is important to understand the interaction of these actors and their respective responsibilities, including identifying the existence of oversight entities, if any.</p> <p>Understanding this country context and the local issues related to child labour provide a clearer and more comprehensive view of how to mobilize actors and create sustainable change through programmes, as well as create support at the levels necessary in order to overcome roadblocks to programme implementation.</p> <p>This good practice is not limited to the country context of Haiti – any development project seeking to support systemic change in terms of eliminating child labour from domestic work will need to understand and engage with actors at all levels.</p>
<p>Establish a clear cause-effect relationship</p>	<p>The project worked at different levels in order to contribute to a systemic change:</p> <p>At the policy level, the project aims to ensure that the priorities of governments, the private sector and workers are reflected in policies to combat child labour (mainly the National Tripartite Committee to Combat Child Labour, the national plan to combat child labour and the list of hazardous jobs).</p> <p>At the institutional level, the project aims to strengthen national institutions (such as the MAST, the national vocational training institute and the Labour inspectorate) so that they can then offer better services to the local population (for example Train young people at risk or take children out of the worst forms of child Labour).</p> <p>At the community level, this project aims to contribute to the elimination of child Labour in domestic work and the socio-economic integration of children at risk in relation to child Labour by filling gaps in education and skills in the employment of young domestic workers of working age in the South (Les Cayes). The project aims to support the prevention and withdrawal of child Labourers in domestic work and the worst forms of child Labour and facilitating access to accelerated vocational training, certified educational programs in agricultural curricula and entrepreneurship. Downstream, these young people are oriented</p>

	towards an employment service to accompany them in their search for employment, learning or business creation.
Indicate measurable impact and targeted beneficiaries	<p>Undertaking work at these different levels (policy, institutional and community levels) supported a number of activities in this project. For instance, the project organized field visits and sensitization with national institutions, such as the INFP, in order to sensitize national government officials on the need to provide a certified accelerated vocational training programme to youth in rural areas. This helped to overcome a major obstacle in the implementation of the vocational training programme.</p> <p>The project also targeted capacity at the policy level, by engaging with MAST and IBESR national institutions for the development of a list of hazardous work and the finalization of a National Action Plan (NAP) for the prevention and eradication of child labour in Haiti. While this has been delayed due to political changes, working at the policy level will support the overall aims of the project by helping to create a policy environment conducive to change.</p> <p>The project also aimed at enabling and increasing collaboration between the most relevant national stakeholders through the National Tripartite Committee. While the national context meant that the Committee was not particularly effective, the establishment of an alternative focal points network within relevant national institutions supported improved coordination on key issues. This approach engaged key individuals in the institutions demonstrating a high level of interest and commitment to the issues.</p>
Potential for replication and by whom	This could be replicated in every child labour intervention, worldwide, and in future phases of the project if there are suitable resources to allow a multi-level approach.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	The practice is aligned with aligned with the ILO Decent Work Country Programme (2015-2020), including its four priorities for the five-year plan in Haiti: 1) Respect, promote and implement international labour standards; 2) Create opportunities and promote decent working conditions and incomes for women and men; 3) Promote a universal and non-discriminatory social protection floor; and 4) Strengthen tripartism and social dialogue.
Other documents or relevant comments	

ILO Emerging Good Practice Template

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Name of Evaluator: Rima Slaibi
2017

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

GP Element	Text
<p>Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)</p>	<p>The project targeted capacity at the policy level and sought to improve the coordination of work between national institutions and social partners. The project's initial plan involved working with the National Tripartite Committee for the Elimination of Child Labour (NTCECL) to facilitate practical coordination between the Government, employers' associations and labour unions.</p> <p>However, the National Committee experienced internal issues which prevented it from functioning and severely limited its utility for the project.</p> <p>In order to overcome this obstacle, the project shifted its focus to a more effective approach: the creation of a Child Labour Focal Points Network.</p> <p>The ability and willingness of the project to adapt to the context and come up with a solution to this obstacle is considered a good practice as it allowed for the project activities to continue. This flexibility enabled the project to cultivate a core group of highly sensitized and engaged agents of change representing a range of key actors (government agencies, NGOs and international agencies) with interrelated priorities and work. The project undertook capacity building workshops with these focal points, helping them to define their action plan for their respective departments and institutions. The Focal Points Network was formed to reinforce the impact of the individual focal points.</p>

Relevant conditions and Context: limitations or advice in terms of applicability and replicability	Through its tripartite structure, the project aims to ensure at the Policy level that the priorities of governments, the private sector and workers are reflected in policies to combat child Labour. The Ministry of Social Affairs and Labour (MAST) was responsible for chairing the National Tripartite Committee for the Elimination of Child Labour but due to high staff turn-over at MAST, the meetings of the National Committee never took place.
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	<p>There was a willingness of the project to continue fostering relationships and capacities within the three institutions despite the failure of the national coordination mechanism.</p>
<p>Establish a clear cause-effect relationship</p>	<p>When the project shifted its focus to the creation of a Child Labour Focal Points Network, it was able to continue with its capacities at the policy level and undertake capacity building workshops and support coordination across the institutions. By adopting a different approach to coordination through the designation of focal points within national institutions, consisting of professionals who showed a high level of interest and commitment, the Project therefore successfully adapted its design to the local context and become more valid.</p>
<p>Indicate measurable impact and targeted beneficiaries</p>	<p>This good practice has supported the project in overcoming a particular roadblock on coordination and engagement with institutions. In order to have sustainable impact, officers from different ministry departments of Haiti were appointed, mostly labour inspectors and child protection officers from the Ministry of Social Welfare and Labour (MAST) , social workers from the IBESR, were assigned by their institutions as new Child Labour Focal Points. Their role was to strengthen the capacities of their colleagues, other government officers and their community members on child labour prevention and to advocate for its elimination. The same focal points appointment was made with Union's representatives. These new focal points attended capacity building workshops on child labour and started to define their action plan for their respective departments. The creation of this network of focal points is an opportunity to ensure the effective continuity of the sensitization activities.</p> <p>However, literature on best practices emphasizes the need for establishing long-term relationships. Without further engagement with these focal points, the effectiveness of sensitization efforts runs the risk of being diluted.</p>
<p>Potential for replication and by whom</p>	<p>This approach could be replicated by similar projects working in fragile states with weak institutions and coordination mechanisms. Designating Focal points, by identifying key, highly engaged individual in targeted partners institutions can be a good alternative approach.</p>
<p>Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's</p>	<p>This initiative was aligned with the ILO Decent Work Country Programme (2015-2020) - priority 4) Strengthen tripartism and social dialogue.</p>

Strategic Programme Framework)	
Other documents or relevant comments	

ILO Emerging Good Practice Template

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

GP Element	Text
Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.)	The project required that the Institut National de Formation Professionnelle (INFP) was involved and implicated in the process of developing training curricula certified by the state. However, it was difficult to secure the support of the INFP in order to certify the training. The project invested resources in exposing targeted INFP officials to actual child labour situations in the regions most affected. These site visits strengthened the understanding of the INFP officials of the issues and helped to persuade them of the need to certify the accelerated training provided by the project.
Relevant conditions and Context: limitations or advice in terms of applicability and replicability	<p>Due to the under-employment and inadequate earnings of Haitians, there is a large number of “working poor” and working children. In addition, there is neither accelerated vocational training nor adequate opportunities for young workers to get their first job or business. This has led to men and women frequently finding themselves victims of violence and social exclusion.</p> <p>The project provides opportunities for socio-economic integration of vulnerable youth, by withdrawing children from child labour in domestic work and providing access to accelerated educational training programs and job placement services.</p>

	It offers socio-economic alternatives to children and youth at risk in rural areas through accelerated vocational trainings especially in a post-humanitarian context, where school and long-term training dropout rates increase drastically in Haiti following a natural hazard.
Establish a clear cause-effect relationship	In addition to providing trainings to INFP on ILO Conventions Nos. 138, 182, and 189, the project conducted Field visits with national institutions such as INFP in order to sensitize the national government officials on the necessity of providing a certified accelerated vocational training programme to youth in rural areas. As a result, Training programme was developed and successfully certified by INFP.
Indicate measurable impact and targeted beneficiaries	The project activities relating to socio-economic integration of vulnerable child were effective in producing and delivering a certified accelerated training.
Potential for replication and by whom	Any development project where there is a lack of knowledge and understanding of the context and where class training is not sufficient to obtain approval of authorities.
Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework)	This good practice is aligned with the ILO Decent Work Country Programme (2015-2020) priorities 2) Create opportunities and promote decent working conditions and incomes for women and men; and 3) Promote a universal and non-discriminatory social protection floor.
Other documents or relevant comments	