

FINAL REPORT

Independent Final Evaluation of

Brighter Futures Program:
Combating Child Trafficking through Education
in Nepal

World Education
DOL Cooperative Agreement Number: E-9-K-2-003

Evaluation under BPA No. DOLQ059622437

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Acronyms and abbreviations

BFP	Brighter Futures Program: Combating Child Labor through Education in Nepal
CAR	children at risk
CBS	Central Bureau of Statistics
CDW	child domestic worker
CMC	Class Management Committee
CTEVT	Center for Technical and Vocational Training
DCLCC	District Child Labor Coordination Committee
DDC	District Development Committee
DEO	District Education Office
DOE	Department of Education
DOL	U.S. Department of Labor
EFA	Education for All
EI	Education Initiative
FFS	Farmer Field School
GATE	Girls access to education
HMG/N	His Majesty's Government of Nepal
IGA	income generating activity
ILO	International Labor Organization
INGO	international nongovernment organization
IP	implementing partner
IPEC	International Program on Elimination of Child Labor
MOES	Ministry of Education and Sports
MOLTM	Ministry of Labor and Transport Management
NFE	nonformal education
NFEC	Nonformal Education Center
NGO	nongovernmental organization
NSC	National Steering Committee
PTA	Parent Teacher Association
QERP	Quality Education Resource Package
SEEP	Self-employment Education Package
SFS	Student Field School
SMC	School Management Committee
TBP	Time Bound Program
ToR	terms of reference
TPR	Technical Progress Report
UNICEF	United Nations Children's Fund
VDC	Village Development Committee
WEI	World Education Inc.
WFCL	worst forms of child labor

Names and abbreviations of the implementing partners

Ama Milan Kendra (AMK)
Ama Milan Kendra, Local Branch, Baglung (AMK)
Arunodaya Youth Club
Backward Society for Education (BASE), Dang
Backward Society for Education (BASE), Kailali
Backward Society for Education (BASE), Kanchanpur
Banke Mahila Aarthik Swabalamban Kendra (BMASK)
Center for Child Studies for Development (CCSD)
Change Nepal
Char Tare Youth Club (CYC)
Child Contact Center (CCC)
Child Development Society (CDS)
Child Welfare Society (CWS)
Child Welfare Society (CWS), Kaski branch
Child Workers in Nepal (CWIN)
Child Workers in Nepal (CWIN), Pokhara branch
Children Women in Social Service and Human Rights (CWISH)
Community Family Welfare Association (CWFA)
Community Women Development Center (CWDC)
Concern for Children and Environment Nepal (CONCERN)
Federation of Nepal Chamber of Commerce and Industry (FNCCI)
Gramin Bikas Manch (GBM)
Integrated Community Development Center (ICDC)
Jana Sewa Samaj Nepal (JSSN)
Kathmandu Metropolitan City
Maiti Nepal
Meet Nepal
Narayangar Youth Club (NYC)
Nari Bikas Sangh (NBS)
National Educational & Social Development Organization Nepal (NESDO)
Nepal Red Cross Society
Nepal Rug Mark Foundation
Porters Progress Nepal (PPN)
Praytnashil Yuva Club (PYC)
Rapti Green Society (RGS)
Rural Environment Empowerment Center (REEC)
Rural Reconstruction Nepal (RRN), Morang
Saath Saath
SHAHARA
Suryodaya Youth Club
Tharu Community Development Forum (TCDF)
Tharu Mahila Utthan Kendra (TMUK)
UNESCO Banke Club

Executive Summary

The project Brighter Futures Program: Combating Child Labor through Education in Nepal (BFP) is implemented by World Education Inc. (WEI) and funded by the U.S. Department of Labor (DOL), with support from matching funds by a number of organizations. The total budget was approximately \$5.5 million.

The project was developed in the context of the Time Bound Programme's objective of eliminating the worst forms of child labor (WFCL). The project goal was to reduce WFCL in Nepal. The purpose was to ensure that children removed from or at risk of entering the worst forms of child labor are educated in relevant programs. The project was for 4 years, from April 2002 until March 2006. The project's goal was to have 17,000 children in 22 districts removed from working in portering, domestic work, ragpicking, mining, carpet making, and victims of trafficking. An additional 61,300 children at risk were to be provided with education services. A second 4-year phase has been approved by DOL.

Some of the assumptions in the project design have not held and this has had a negative impact on the achievement of the project goal. The support from other donors, projects, and the government did not occur as expected and the security situation in the country has deteriorated. The project was able to make changes in implementation that helped toward the achievement of its immediate objectives despite these external factors.

The four main strategies that the project used to assist children at risk (CAR) and children engaged in WFCL were the following:

- Greater parental and community involvement in education through the support of Parent Teacher Associations (PTAs) and Class Management Committees (CMCs)
- Increased quality, relevance, and access to nonformal education (NFE) programs through curriculum development and provision of classes
- Reduce barriers in the formal school system through PTAs and the development of the Quality Education Resource Package (QERP)
- Influence education policy to be more sensitive to the needs of working children

A variety of education services under the broad headings of NFE, vocational training, and support to formal education, were provided by 48 partner organizations, and these linked together in a coherent manner.

There is a well-developed monitoring system, with an electronic database, for recording participants and monitoring their progress in education activities from enrollment to performance in completion exams. There is no monitoring of participants once they are no longer involved in an education intervention, and it is not possible to know what the longer-term impact has been. Detailed semiannual reports are produced on project activities and submitted to the donor. These also report on DOL's Education Initiative goals, but there are no clear statements on the progress of the project against its objective indicators.

It is not possible to state with any certainty the progress that has been made toward the project goal of removing children from WFCL. The monitoring system does not track their child labor status and there are no other means of verification. It can be stated with certainty that the working conditions of virtually all of the participants (e.g., hours, socialization with other children and adults, access to education) have improved and some will have moved from WFCL

to child labor and some out of child labor completely. Working conditions for the nearly 24,000 participants have improved, but many are still in WFCL.

Educational services were provided to 23,887 children engaged in WFCL, exceeding the target number of 17,000 by 7,000. An additional 8,600 education services have been provided to the same children. The target in all sectors, except for girls in the entertainment sector, has been exceeded.

A change in strategy regarding the balance of resource allocation to prioritize work with children engaged in WFCL versus children at risk was authorized by DOL. This resulted in the provision of education services to 42,000 children at risk compared with the target of 61,300.

Enrolment of children engaged in WFCL in NFE and formal schools has exceeded target, particularly in NFE (322% of the target figure). Enrollment in vocational training is below target, and the majority of those enrolled have participated in Self-employment Education Package (SEEP) classes. Sixty-one percent of participants were girls. Retention rates ranged from 59 percent in vocational education to 83 percent in formal school. Of those that completed their course, more than 82 percent are successful in the final exam. Girls achieved equal or better results than the boys in these indicators.

For CAR, enrolment in vocational training exceeded the target. Vocational training for CAR mainly consisted of Student Field Schools and Farmer Field Schools. Enrolment in NFE was below the original CAR targets and enrolment in vocational education and formal school exceeded targets. Sixty-seven percent of participants were girls (based on data from years 3 and 4). Retention and completion were more than 78 percent. Mastery was more than 94 percent in all education areas. Girls' performance on these indicators was equal or better than the boys.

PTAs have been established in 281 schools. They have resulted in greater participation of parents in the schools and in significant improvements in the accessibility and in the quality of the schools. There is some role confusion between the PTAs and the existing School Management Committees.

NFE curricula that are sensitive to the needs of child laborers have been developed and used effectively. They have had many positive effects in terms of education, life skills, and improvements in working conditions for the participants. There are still many challenges in reaching working children with NFE. The approach of providing education has improved working conditions but has not directly addressed withdrawal from WFCL.

The SEEP classes are a new development and participants need to be tracked to see how large numbers of older children can be supported to develop successful businesses in the current economic situation.

Skill training carried out in residential centers has been provided to more than 500 children. Informal monitoring suggests that 50 percent are employed, which if correct is very satisfactory.

A relatively small number of children (376) have participated in apprenticeships, which are very effective for skill training, and 67 percent of them are already employed.

Almost 13,000 scholarships have been provided to CAR and children engaged in WFCL. For children in WFCL, school attendance gives them a significant improvement in their working condition in addition to the education received.

The materials that have been developed in QERP for the improvement of the school environment and teaching methodologies in formal schools are excellent. The planned activity was to develop and utilize them in the BFP-supported schools and in the district supported by UNICEF. The Department of Education was closely involved in their development and has promoted their wider distribution. The initial modules have been distributed to almost all the District Education Offices (DEOs) in the country. There has been no monitoring of their distribution beyond the DEO, or of their utilization. There is a low level of awareness of the materials by District Education Officers. In BFP-supported schools, staff has only a limited knowledge of the resource. The materials have contributed to the formation of PTAs, the enrollment of out-of-school children, and the development and use of libraries.

BFP staff has been active in policy-level forums, and Education For All now recognizes that working children have specific needs. Advocacy to put aside birth registration requirements for school enrollment were successful.

In this report, recommendations follow each issue discussed. Because this is an evaluation of the DOL-funded, WEI-implemented BFP, the recommendations are directed at those organizations. The recommendations are also compiled in Section 5.2, and the more strategic recommendations are presented below.

- Post-intervention monitoring (coupled with counseling and support) should be used for SEEP, vocational trainees, and apprentices.
- Information on the status and changes in the children's work situation (e.g., type of work, hours, isolation) should be collected and monitored.
- Further strategic planning is required on how education can be used to achieve the goal of withdrawing children from WFCL and on what other interventions are necessary to achieve this goal.
- The most important outcome for vocational training (SEEP, center-based training, and apprenticeship) is employment and the level of income achieved. Indicators for these outcomes need to be developed and monitored.
- Thought needs to be given to how these interventions can more rapidly lead to the withdrawal of children from WFCL (e.g., interventions for building the critical awareness of participants for withdrawing from child labor).
- Contracts with the partners need to include specific responsibilities for post-class follow up and monitoring of the participants.
- So that the program can be revised, a study of the 2004/05 SEEP graduates should be made to assess the number in self-employment and the level of income they are obtaining, and to review the successes and challenges faced by them.

1. Introduction to the Brighter Futures Program

1.1. Sources of financial resources

The project Brighter Futures Program: Combating Child Labor through Education in Nepal (BFP) is implemented by World Education Inc. (WEI) and funded by the U.S. Department of Labor (DOL), with support from matching funds by a number of organizations. The main contributors are as follows:

DOL	<u>\$ 4,000,000</u>
<u>Matching funds</u>	
Claneil Foundation Nepal	\$ 10,028
G Friedland Foundation	\$ 25,052
UNICEF and ESAT for QERP	\$ 288,056
Anonymous donations from 4 organizations	\$ 1,214,219
Other	\$ 61,279
Total matching funds	<u>\$ 1,578,578</u>
Total project operating budget	<u>\$ 5,578,578</u>

The project was designed with the expectation that matching grants totaling \$1,009,119 could be obtained and this target was exceeded by 56 percent. The matching funds added an additional 39 percent to the main donors contribution.

Implementing partners, collaborating organizations, and participating individuals and communities also contributed to the project in terms of finance, time, and materials. In some instances, implementing partners have been able to leverage matching funds for complementary activities, but these are not represented here.

1.2. Project objectives and operational area

The project is designed in the context of the Ministry of Labor and Transport Management's National Master Plan on Child Labour (2001—the document is dated 2004), the Time Bound Program (TBP) for the elimination of the worst forms of child labor (WFCL) and the 10th National Development Plan (2002–2007). These aim to eliminate WFCL by 2009 and all forms of child labor by 2014.

The **Development Objective** is to reduce WFCL in Nepal.

The **Immediate Objective** is to ensure that children removed from or at risk of entering WFCL are educated in relevant programs.

The six WFCL sectors to be addressed were identified by His Majesty's Government of Nepal (HMG/N) and other stakeholders through a process of national consultations lead by the International Labor Organization's International Program on the Elimination of child Labor (ILO/IPEC) in 2001. The provisional target numbers were porters (4,500), domestic workers (7,500), ragpickers (1,000), children working in mines (500), carpet workers (1,500), and child victims of trafficking (2,000). These 17,000 children were to be withdrawn from child labor by

the combined intervention of the ILO/IPEC project in support of the TBP (a project funded by DOL in September 2001) and by the BFP.

BFP also aimed to work with 61,300 children at risk of entering WFCL.

For both these groups (children in WFCL and children at risk [CAR]), BFP would provide interventions that would increase the quality and accessibility of educational opportunities for them.

ILO/IPEC research identified 22 districts that had either high numbers of child laborers or supplied children for child labor. These districts that make up the implementing area or BFP are shown on the map below.



1.3. Project period, extensions, and evaluations

The project was started in April 2002 and will be completed in May 31, 2006. There was one formal project revision made in May 2005 for budget revisions, with no change in the overall budget or in the completion date. An independent mid-term evaluation was carried out in November 2004. The independent final evaluation was carried out in February/March 2006 just before the completion of the project.

Phase II of the project was approved in September 2005 by DOL for a further 4 years

1.4. Project strategies

To meet the development and immediate objectives, BFP identified four outputs:

- 1) Greater parental and community participation in formal and out-of-school education of children removed from or at risk of WFCL.
- 2) Quality and relevance of, and access to nonformal education (NFE) programs improved for children removed from or at risk of WFCL.
- 3) Reduction of barriers to the success of children removed or at risk of WFCL in the formal system.

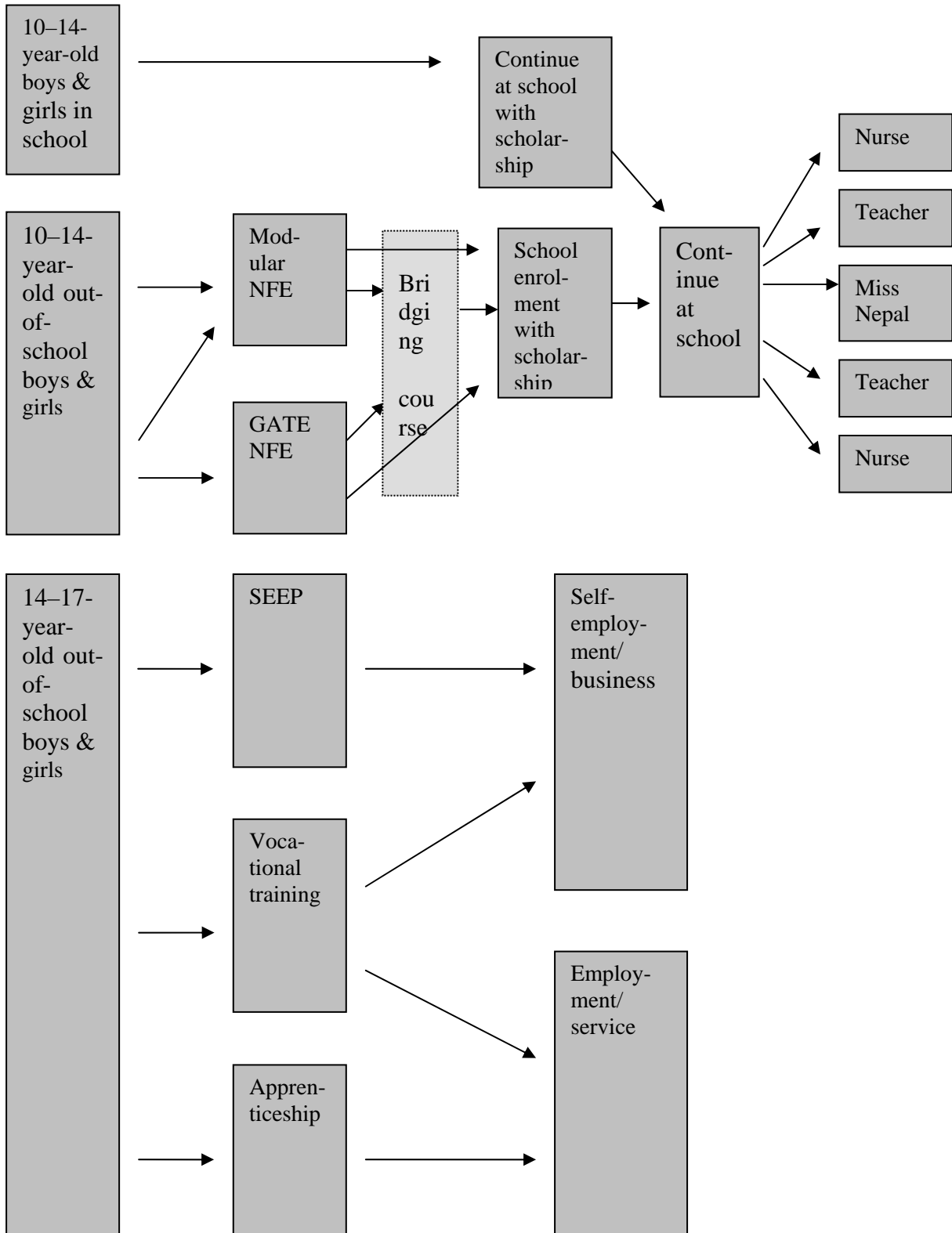
- 4) National education policy dialogue reflects the needs of child workers and children at risk of becoming child workers.

The main interventions used to deliver these outputs, both direct and indirect, are presented on the flow charts on the following two pages.

Flow chart of main BFP interventions

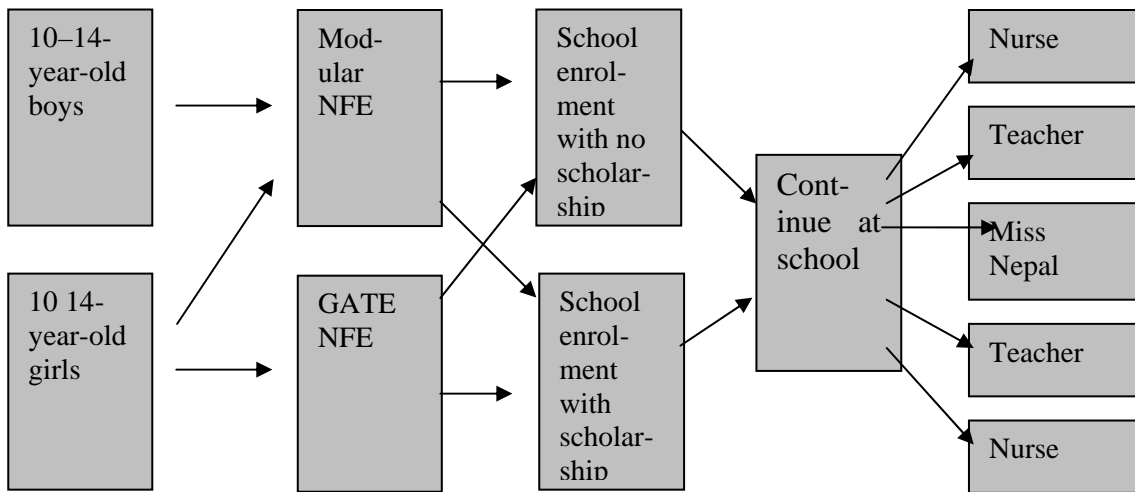
Direct education interventions

Children in worst forms of child labor



Other interventions are: FFS, SFS, Flexible NFE, Open Learning NFE

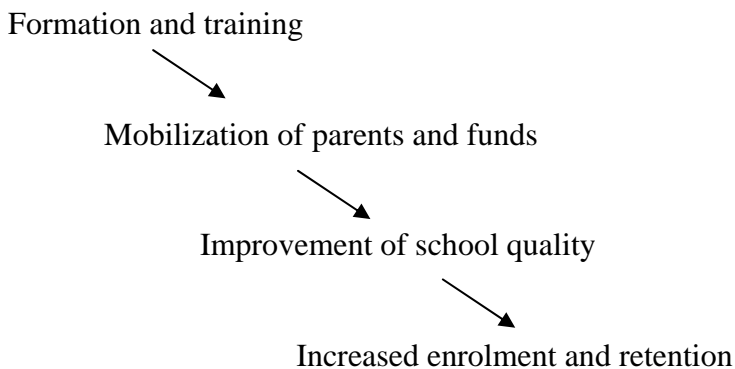
Children at risk of entering worst forms of child labor



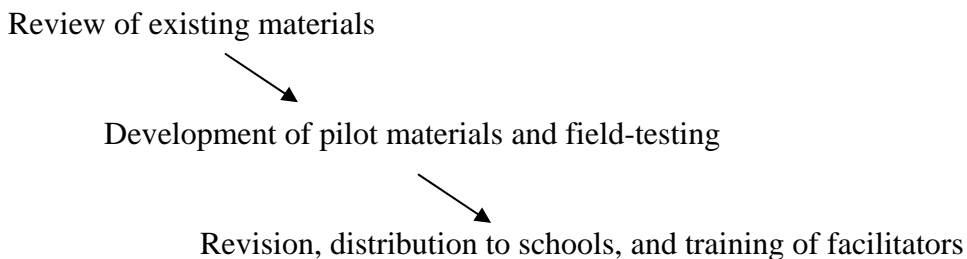
Information on the implementation process for each of these interventions, as described by the implementing partners, is given in Annex 6B.

Indirect education interventions

Formation of Parent Teacher Associations (PTAs)



Development of a Quality Education Resource Package (QERP)



Policy interventions

- Participate in policy dialogue fora
- Organize policy-review workshops based on field experience

1.5. Project implementation partners

BFP has been implemented through agreements with 48 implementing partners, mainly locally based nongovernmental organizations (NGOs), but also international-level NGOs, local government, and employers' federations. A list of the implementing partners is provided on page v. There has also been cooperation with many other organizations.

2. Objectives, process, and methodology of the evaluation

2.1. Objectives of the evaluation

This evaluation is based on the terms of reference (TOR) developed by DOL (Annex 1), which details the scope and purpose. Specifically, the evaluation should:

- determine if the project achieved its stated objectives and explain why or why not;
- assess the impacts of the project in terms of sustained improvements; and
- identify lessons learned and good practices to inform future projects.

The TOR also identifies 28 specific issues that should be addressed by the evaluation. Annex 8 cross-references these issues with the sections in the report that address them.

2.2. Process and methodology of the evaluation

The evaluation was carried out in two weeks, from 19 February to 3 March 2006. This was preceded by a review of documents and followed by the preparation of the formal report. The evaluation team consisted of Keith Jeddere-Fisher (Team Leader and report writer) and Narad Sharma, both of who are independent of any organization directly related to the BFP. The evaluation team was employed by ORC Macro, which was commissioned by DOL to carry out the evaluation.

The TOR outlines the methodology in some detail under the headings: selection criteria for site visits, methods for gathering the data, confidentiality, and timetable. The main points relating to the actual practice are presented here.

The evaluation followed the following sequence of activities:

- Review of project reports and documents, and preparation of checklists
- Telephone briefing with DOL
- Briefing and discussions with BFP staff
- Interviews with Kathmandu-based stakeholders (Department of Education [DOE], Nonformal Education Center [NFEC], Center for Technical and Vocational Training [CTEVT], Ministry of Labor and Transport management [MOLTM], ILO/IPEC)
- Visit to implementation areas and discussions and interviews with:
 - representatives of participants (participating children, families, community members, PTAs, teachers, school principles)
 - District Education Officer and staff
 - implementing partners' staff
 - BFP field staff
- Two review and reflection workshops for staff of the implementing partners (Biratnagar and Kathmandu)

- Presentation to central-level Stakeholders Workshop and discussion on achievements and challenges
- Draft report
- Final Report

Because of time constraints, it was only possible to visit 4 of the 22 districts (Jhapa, Morang, Dhading, and Kathmandu). Participants representing all six sectors of WFCL were met with during these field visits.

Representatives of all 48 implementing partners attended one of two discussion workshops with the evaluation team (one in Biratnagar and one in Kathmandu). These representatives came prepared with their own internal review and analysis of their activities. These reviews and analyses contain many detailed insights, and after review by the evaluation team were left with the BFP staff. Following group discussions, presentations were made on:

- Achievements, challenges, lessons learned, and good practices by sector
- The process, achievements, and challenges of each of the main interventions carried out by the implementing partners

The outcomes of these workshops, and the interviews with partner staff, contributed strongly to the findings of this evaluation, and made up some of the limited geographical coverage for direct observation that was possible. The translated presentations are included in Annexes 6A and 6B.

At the stakeholders' workshop, the draft findings from the evaluation were presented and discussed, and critical issues for the success of the second phase of BFP were discussed in groups. The agenda, presentation of the draft findings, discussion, and group presentations from the stakeholders' workshop are included in Annex 7.

Annex 2 contains a list of the people, groups, and organizations consulted during the evaluation and Annex 3 lists the reports and documents reviewed.

Recommendations are presented following the discussion of each issue. Most of the recommendations are to inform the design and implementation of the second phase of the BFP and are therefore directed at WEI as the implementing agency. When recommendations are directed at other organizations they are specifically identified. Recommendations involving detailed implementation are in plain text, and those that are more strategic in nature are in bold. All of the recommendations are collated in Section 5.2.

A draft of this report was circulated to key stakeholders, DOL, WEI, and some BFP staff, and comments received from these groups have been incorporated in this final version.

3. Presentation of main findings

3.1. Project design and relevance

The Time Bound Program framework

The project is designed within the framework of the Government of Nepal's initiatives to eliminate child labor as described in Section 2.1. The main partners for implementing TBP are MOLTM, Ministry of Education and Sports (MOES), ILO, Winrock International, and WEI. MOLTM acknowledges that there has not been as much progress toward the TBP goals as they wanted. They refer to the delays in the ILO/IPEC Project in Support of the TBP (a \$5.5 million

project funded by DOL in 2001), but there also seems to be a high dependence on donors and limited commitment and initiative from the government sector.

Needs assessment and relevancy

The project document contains a comprehensive review of what was known of the child labor situation at the time, including the reasons that parents send their children to work. The six sectors of WFCL that BFP should work in had already been pre-selected by the TBP. Although arguments could be made for the inclusion of other sectors, there are no suggestions that inappropriate sectors were chosen.

The need for relevant and accessible education for children in WFCL was correctly identified and at that time there were no other major interventions focusing on that specific target group.

World Education had a lot of experience with providing suitable education to out-of-school children, and the interventions were based on this experience, with the realization that changes would be needed to meet the needs of working children. The necessary learning and adaptation process was included in the design. Accurate estimates of costs were also made based on this experience.

Target numbers for children in each sector were based on the Rapid Assessments carried out by ILO/IPEC. Again the design allowed for these to be revised based on experience that would develop during implementation. Only minor variations were required.

Project formulation and logical structure

The project design uses the logical framework approach. The logic linking the objective levels is clear. There have been difficulties in applying the indicators and the means of verification. These difficulties are discussed in Section 3.3 on the management of the project. Some important assumptions for the success of the project are identified and it is important to note that a number of these did not remain valid during the project.

Assumptions that have not remained valid during the project:

- Services and other support required to ensure that children are removed and do not return to the WFCL will be provided through the ILO/IPEC TBP and other donor and government initiatives.
- The political and economic situation in Nepal will not deteriorate in a way that leads to higher rates of entry into child labor or the return of withdrawn children to WFCL.
- That the overall security situation does not prevent activities from taking place.
- That local government is reinstated and has money to engage in activities.

The failure of these assumptions, which are outside the control of the project, needs to be remembered when reviewing the project achievements against targets.

The project was able to make changes in implementation that helped toward the achievement of its immediate objectives despite these external factors. The possibility for decentralized decision making contributed to this flexibility.

Jointly targeting beneficiaries with ILO/IPEC

BPF was designed to *contribute to* the withdrawal from child labor of 17,000 children working in WFCL. This was to be done through the provision of relevant education opportunities. The same 17,000 children were to be targeted by the ILO/IPEC Project in support of the TBP. This

arrangement was set up so that the strengths of each organization could be utilized. The theoretical process of how the interventions from these two projects would combine to achieve the goal is not presented in the BFP project document. Nor, as will be discussed in more detail later, was a monitoring or tracking process established by either project that could measure progress in terms of withdrawal of children from WFCL. (The project has responded to this statement by stating that, “This system is able monitor whether a child was withdrawn or not according to the definition of withdrawal accepted by DOL.”) This important issue is discussed further in Section 3.4.1, which explores the achievement of the project goal. The conceptual and practical issues of targeting the same children had not been thought through sufficiently.

Lesson on project preparation:

- When the project design involves close cooperation between organizations, there needs to be conceptual clarity on how each organization’s work would contribute to achieving the goal and on the responsibilities and means of monitoring progress toward the goal.

The conflict environment

The project design makes no comment on the conflict situation, its possible impact on children and their families, project implementation, or alternative strategies that may be required. At the time that the project was designed, the conflict was already quite intense. A state of emergency was announced in November 2001 when the first cease-fire with the Maoists broke down.

Lesson on project preparation:

- Security, and the possible deterioration in security, should be recognized during project preparation and consideration should be given to possible alternative strategies

3.2. Changes to the project during implementation

Target numbers

BFP aimed to provide education to 17,000 children involved in WFCL. There were targets for each of the sectors and the details are shown in the table in Section 3.5. These targets were informally revised in September 2004 in consultation with ILO/IPEC Project in support of the TBP. The new TBP total was changed to 15,000 although BFP maintained the target of 17,000. Targets in different WFCL sectors were revised and agreed on by WEI, ILO/IPEC, and DOL, and the largest change was the reduction from 2,000 to 750 in the number of trafficked children/girls in the entertainment sector. This was a result of the difficulty in identifying which children were trafficked within the different sectors. The revised target of 750 focused on the girls in the entertainment sector.

BFP also aimed to provide education to 61,300 CAR. From 2004 onward, the project decided to concentrate its resources on children in WFCL, and although a new target was never formulated in a project revision, priority was given to exceeding the WFCL target at the expense of the CAR target. Without reliable statistical information on what happens to CAR (with and without education interventions), it is not possible to make a judgment on whether this is an appropriate relocation of resources or not.

Institutional arrangements

Two levels of advisory committees were proposed in the project document, a Program Advisory Committee with representatives of key stakeholders in Kathmandu, and Cluster Management Committees in each of the regional clusters. However, neither of these has been put into practice.

It was found that the National Steering Committee (NSC) on child labor that oversees ILO/IPEC projects already existed with the required key stakeholders. BPF reported progress to the NSC, but the NSC did not have the control that it does with ILO/IPEC projects and had little involvement in project implementation. WEI is registered with the Social Welfare Council.

Because of constraints imposed on travel by the security situation, especially for government staff, the Cluster Management Committees have not been instituted. At the district level there are District Child Labor Coordination Committees (DCLCCs). These are generally not very active and only have a coordination function.

Project management has been carried out from the project office with support from WEI staff.

Security and impact on project implementation

During the period of the project, the Maoist insurgency continued and apart from a bilateral ceasefire from January to August 2003 and a unilateral ceasefire by the Maoists from September 2005 to February 2006, the security situation has gradually deteriorated. This has had an impact on the overall economic and labor situation in the country and on the implementation of the project.

The economy of the country had worsened, and this combined with migration from rural areas into the relatively safe cities has resulted in increasing livelihood challenges for the poor. The National Master Plan on Child Labour (2004) identifies that: "One fallout of the [conflict-induced internal migration] has been the increase in number of children forced into the labour market as a means to survival." This has in turn led to a greater social tolerance of child labor as it is seen as a necessary livelihood choice. There is also the issue that the potential exploitation of children in Maoist controlled areas may be worse than the situation that migrant child laborers are in. Eighty-three percent of child domestic workers in Kathmandu who did not want to return home gave reasons associated with armed conflict (CWISH 2004).

The implementation of the project is decentralized, which helped to reduce the negative impact on project activities. This decentralization is a result of implementation being carried out completely by partners, most of which are local organizations. Decentralization is also expressed in terms of district-based BFP Field Managers and Project Officers who, in addition to providing a strong field presence, have contributed to the performance of and the capacity development of the implementing partners.

In some areas, activities have been suspended at the direction of the Maoists, but usually they have been allowed to continue after the intervention of local stakeholders. Monitoring and supervision by partner and project staff has been made more difficult in all areas because of frequent strikes and has been severely hampered in some areas where no one from outside the immediate community is able to gain safe access.

Lesson on implementation in an insecure environment:

- Implementation, participation, and ownership of project activities by local stakeholders contributes significantly to the continuation of project activities in a conflict situation

3.3. Overall management

3.3.1. Collaboration and coordination

Coordination between BFP and other organizations

The project has had frequent interactions with ILO/IPEC (at least 19 meetings have been formerly minuted) to effectively deliver services to the same children and to coordinate the monitoring and database records on them. There has been close and effective coordination with UNICEF, especially with regard to the development of the QERP and PTAs. There has also been regular contact with the DOE (especially in relation to the QERP) and the NFEC, though the regular transfer of officials in these departments has hampered this coordination. Interactions with other child-focused organizations appear to have been limited.

At the district level, there has been liaison with District Education Officers, the District Development Committee (DDC), the District Child Welfare Board, and close cooperation with the Education Office's Resource Persons. Similarly to the other coordination efforts, the frequent transfer of government staff has hampered coordination with these organizations, and with the exception of the Resource Person, they have not contributed significantly to the project.

Coordination between implementing partners and other organizations

At the implementation level, there has been useful cooperation between the implementing partners and DEO staff, DDC, the Village Development Committee (VDC), schools, youth clubs, Federation of Nepal Chamber of Commerce and Industry (FNCCI), and other NGOs. This has provided useful input for the selection of schools to work in, the identification of child laborers, and the organization of community structures such as the PTA and CMCs. At least two local networks have been established among NGOs working for the good of children.

3.3.2. Cost effectiveness

The accounting system allows for a clear analysis of the direct unit costs of the main education interventions. This unit cost is made up mainly of the cost of the subcontract with the implementing partner, but also contains the direct costs of training and materials that were supplied. For the main groups of interventions the costs are:

Education program	Unit (and average number of children per unit)	No. of programs run	Unit cost in US\$
NFE for CAR	no. of classes, avg 25/class	370	486
NFE for WFCL	no. of classes, avg 20/class	960	581
Vocational training	no. of participants	1,021	89
SEEP	no. of classes, avg 20/class	170	554
PTA formation	no. of schools	264	344
Scholarships	no. of children	12,048	23

The unit costs in the above table do not include costs for supervision, management, district-level monitoring and evaluation, training for capacity building, meetings, workshops, and other technical support. All of these activities have direct input in the main education interventions listed in the table.

It has not been possible to obtain comparative figures from other organizations. The cost-effectiveness based on these unit costs appears to be good.

The main education interventions that are not listed in the above table are:

- The development of the QERP, its dissemination, and associated training. The total cost of this was approximately \$300,000
- The development of other new education materials, in particular the modular NFE course and the SEEP materials.

3.3.3. Monitoring and reporting

Monitoring

There is a well-organized process that monitors education activities and the children's participation in them (Student Tracking System), and this process is linked with the database. The monitoring system was not expected to monitor child labor status. A typical process for monitoring children in an education intervention is as follows:

- Following outline surveys the implementing partner identifies potential participants and completes intake (baseline) forms for them.
- The intake forms are entered into the database in Kathmandu (takes approximately 3 months)
- On the basis of this information, contracts are given to the partner, which may include some or all of those children surveyed
- At the beginning of the class, the database is updated with the enrollment information provided by the partner (takes approximately 1 month)
- Further updates are made at the midterm of the class (for NFE) and with the final mark at the end.

The following groups also carry out monitoring of the classes:

- BFP District Field Managers make random visits
- Partner supervisors visit each class twice a month
- Class facilitators submit a report every 2 months
- CMC members visit on a random basis

BFP staff that are responsible for monitoring also includes BFP Program Officers, BFP Program Coordinator, Project Director, Education Specialist, and M&E Coordinator. Independent inspectors in selected districts verify the attendance of all scholarship students.

Commentary on the monitoring processes—

- Data entry of the intake forms contains errors because of misunderstanding and misinterpretation.
- There is no system to track children that drop out of an education intervention. It is not known whether these children have returned to WFCL or if they have returned to their home and continued their education. To monitor this would require considerable extra resources.

- There is no monitoring of participants once they are no longer involved in an education intervention.
- Data entry of participants' attendance and performance is completed within about 1 month for most partners.
- Although the intake form collects some information on the child's work situation, changes in this situation are not monitored.
- There are no organizations, locally or centrally, that are monitoring the presence of child labor.

Recommendations on monitoring:

- Implementing partners should enter the intake data for the participants (and be provided the necessary training)
- **Monitoring of participants after they have completed an education intervention (coupled with counseling and support) should be used for SEEP, vocational trainees, and apprentices**
- Changes in the children's work situation (e.g., type of work, hours, isolation) should be monitored

Reporting

The main project reporting process is that quarterly progress reports and semiannual Technical Progress Reports (TPR) are submitted to the donor. Observations on the semiannual reports are:

- The reports contain a lot of detailed information on curriculum development and education services provided.
- The format includes a section on progress toward the generic DOL Education Initiative goals and objectives. The project reports in detail on how its activities have contributed to these goals.
- The progress toward the project's goal, objectives, and outputs is reported on in Section II A, Summary (not broken down by objectives or indicators) and in a spreadsheet of indicators that is not summarized or commented on.
- The spreadsheet addressing the performance indicators is only updated annually (as required by DOL), is difficult to interpret, and does not seem to be used for management purposes.
- DOL also requires the project to report against common Education Initiative indicators (see Annex 9) that are similar to the project objective indicators but have different time periods and differences in the definitions of specific indicators. Reporting against these indicators takes considerable time, and project-monitoring staff commented that they do not contribute to the project's knowledge, as they already have a similar set of indicators.

Recommendations regarding reporting:

- The main emphasis of the TPRs should be to report progress against the project objectives and outputs
- The data from monitoring children's participation in education initiatives should be presented in a summary form that is easily understood and useful for project management (some of the presentation formats used in this report could be used as a basis)
- There should be greater complementarity between the project performance indicators and the DOL generic indicators (recommendation for DOL and WEI)

3.3.4. Beneficiary database

The database was developed by BFP and the data is shared with ILO/IPEC. Data on children identified by both organizations should be entered in to this database, but there have only been limited ILO/IPEC entries made. Information on potential beneficiaries is collected using an intake survey or baseline questionnaire, which was developed by ILO/IPEC and WEI. This collects information on such measures as work status, education status, family status, and ethnicity. Until now, nearly 97,000 children have been entered in to the database, although not all of them are beneficiaries of one of the projects. This intake form is long and the quality of responses on important information is often compromised. Data entry requires 272 fields to be entered.

The database is updated with information on project interventions and on the children's attendance/achievement. ILO/IPEC staff say that there are no fields to reflect their interventions; however, the intake forms were approved by both organizations.

The information in the database is used to produce the report on the performance indicators and on the generic indicators of the Education Initiative. Without this database, these reports would be virtually impossible to produce, as they require the analysis of individual children rather than analysis of aggregated data. The database was also used to produce *The Brighter Futures Program in Figures—Phase I (2006) booklet*.

The MOLTM is not involved in the database and feels that it would be more useful for it to be maintained at the district level by the DDC. In the next phase, this will be piloted in some districts.

Lessons from database:

- If performance indicators require data to be analyzed at the level of the individual child, then an electronic database is necessary
- The intake form should be simpler, giving priority to child labor and education-related issues, and having many less fields for data entry

3.3.5. Subcontracts with implementing partners

NGOs were selected to work as implementing partners on the basis of certain criteria including their formal registration, experience in education activities, and having a local presence. Having local partners increased their receptivity and accountability.

Contracts were made with the partners for each specific type of intervention so that one partner may have a number of contracts covering the same time period. Some partners requested a single framework contract to give greater security and reduce the administrative work. However, there are some advantages to the intervention-specific contracts, particularly that in the current political/security situation it keeps contract sums down so the partners and the project are able to keep a lower profile.

Each contract provides for the partner to charge a 10 percent administration charge. To ensure that this does not go to salaries, the partner is required to submit purchase invoices to claim this

amount. Therefore, this amount cannot be used for the longer-term institutional development of the NGO, as it has to be spent immediately on materials.

Recommendation on the partner administration charge:

- The partner should be able to invoice the 10 percent administration charge without submission of expenditure details for the benefit of their institutional development

3.3.6. The identification and enrolment process for children in WFCL

The usual process for identifying children in WFCL and enrolling them in an education intervention is as follows:

- Collection of background information from schools, VDCs, and women’s groups, and raising awareness on child labor and on the project
- Intake forms/baseline survey of children using door-to-door visits and snowball sampling (using respondents to identify other children in WFCL)
- Prepare and submit a proposal for education intervention to BFP on the basis of the identified need
- Contracts approved (or adjusted) on the basis of the demand in different areas and the resources available
- Enroll the children in the education program and retain
- Link the child to other activities

It usually takes about 1 month from the submission of a proposal to contract approval and the budget is released immediately on approval of the contract. The time period between interviewing the child to when they are enrolled in an education activity is usually about 1 to 2 months.

The advantage of this system is that the interventions and the contracts are prepared in response to the needs identified during the survey with the intake form. The disadvantages are:

- The delay may cause difficulties for children (e.g., children attending school without a uniform or materials).
- Many children in WFCL are very mobile and it may not be possible to locate them again after a 2-month period.
- Children are interviewed and, either because they are a low priority (CAR), or because of limited resources, they are not provided with an education opportunity. The figures for children in WFCL who have been identified and those that have been provided with an educational service are as follows:

	WFCL surveyed	WFCL serviced	WFCL waitlisted
Year 1	754	754	0
Year 2	12,329	6,020	6,309
Year 3	18,511	15,128	3,383
Year 4	10,579	10,579	0
Total	42,173	32,481	9,692

Those children waitlisted for a year or two may no longer be in WFCL, and it will also be difficult to locate many of them. This table suggests that the problem of wait listing has been solved in the fourth year, but this is not substantiated by partners’ reports. The

importance of this issue varies with the WFCL sector and is most critical with the ragpickers.

Lesson on the identification/enrollment process:

- It is important for the child identification process and their enrolment in education to occur simultaneously or as close as possible

Recommendation on the identification/enrollment process:

- The process of child identification, contract agreement, and enrollment in education needs to be kept under review and if necessary changed to meet the needs of the children
- An alternative process where a framework contract for a certain number of participants is agreed upon before identification so that enrollment can be immediate should be discussed by BFP staff and NGO partners

3.4. Achievement of the development objective (Goal): Worst forms of child labor in Nepal reduced

3.4.1. Discussion on the achievement of the goal

BFP was designed to contribute to the development objective of reducing the occurrence of children working in WFCL. Its specific contribution was in the provision of relevant education and this was to compliment activities by ILO/IPEC, MOLTM, and other organizations that together should achieve the objective. Though in some areas complimentary programs have been provided by these organizations, in many locations BFP has been working alone.

The means of verification proposed in the project document was a pre- and post-program survey of the numbers of children engaged in WFCL. The pre-assessments were carried out in the form of the ILO/IPEC Rapid Assessments in 2001/02, but no subsequent assessment has been made.

The monitoring system was designed to track the participation of the children in the education activities but not to collect the information needed to assess if children have been withdrawn from WFCL. It was expected that ILO/IPEC would develop a child labor monitoring system, linked with the same database of participants, but this has not been occurred.

BFP and ILO/IPEC for some time used the provision of a service from each organization (second service) as a proxy indicator for removal from WFCL. This practice has correctly been dropped, as it is only a measure of whether the two project activities have been successfully coordinated and completed.

The DOL definition of children withdrawn from exploitive/hazardous work is a follows: “This refers to those children that were found to be working and no longer work as a result of a project intervention. This category also includes those children that were engaged in exploitive/hazardous work and as a result of a project intervention now work shorter hours under safer conditions” (DOL’s July 2004 Management Procedures and Guidelines). “Shorter hours” and “safer conditions” are not specified but presumably refer to these characteristics in the definitions of child labor and worst forms of child labor approved by ILO.

It is clear that working conditions and hours of virtually all participating children have improved. Those involved in NFE have at least 2 hours set aside for the class and those in formal school have at least 6 hours. Opportunities for socialization with other children and with adults have occurred and there is some subjective evidence that employers are more considerate. Partners' reports show that some children have returned to live with their parents and have continued school there. In the spectrum of such measures as working hours, working conditions, isolation, and potential for abuse there is no doubt that almost all of the participants have moved in the right direction. Some are likely to have moved out of the definition of WFCL, though many have not. However, there is no objective information on the impact on the children in terms of moving out of the defined areas of WFCL, as the monitoring system was designed to track the educational status of the participants, not their work status. It is not possible to make a clear statement on the overall level of withdrawal of the participants from WFCL.

In addition to the direct services that have been discussed, BFP has also provided indirect services to children. This was done through the formation and support PTAs and through the development of QERP. It is impossible to measure impact of these indirect activities in terms of withdrawing children from WFCL. However, this indirect action that helps schools to be more accessible to working children and improves the quality of the education when they get there has an important impact on increasing enrolment and decreasing dropout, which has a direct influence on the number of children available to work.

Recommendations on the withdrawal of children from WFCL

- **Information on the status and changes in the children's work situation (e.g., type of work, hours, isolation) should be collected and monitored**
- **Further strategic planning is required on how education can be used to achieve the goal of withdrawing children from WFCL and on what other interventions are necessary to achieve this goal**

Group work on the second of the above recommendations was started in the stakeholders' workshop (Annex 7).

3.4.2. Children in WFCL reached by education services

The contribution that BFP was to provide to this goal was the provision of education services to children in WFCL and CAR. The remainder of this section reports on the delivery of these services. The number of children provided with an education service by sector is shown in the table below:

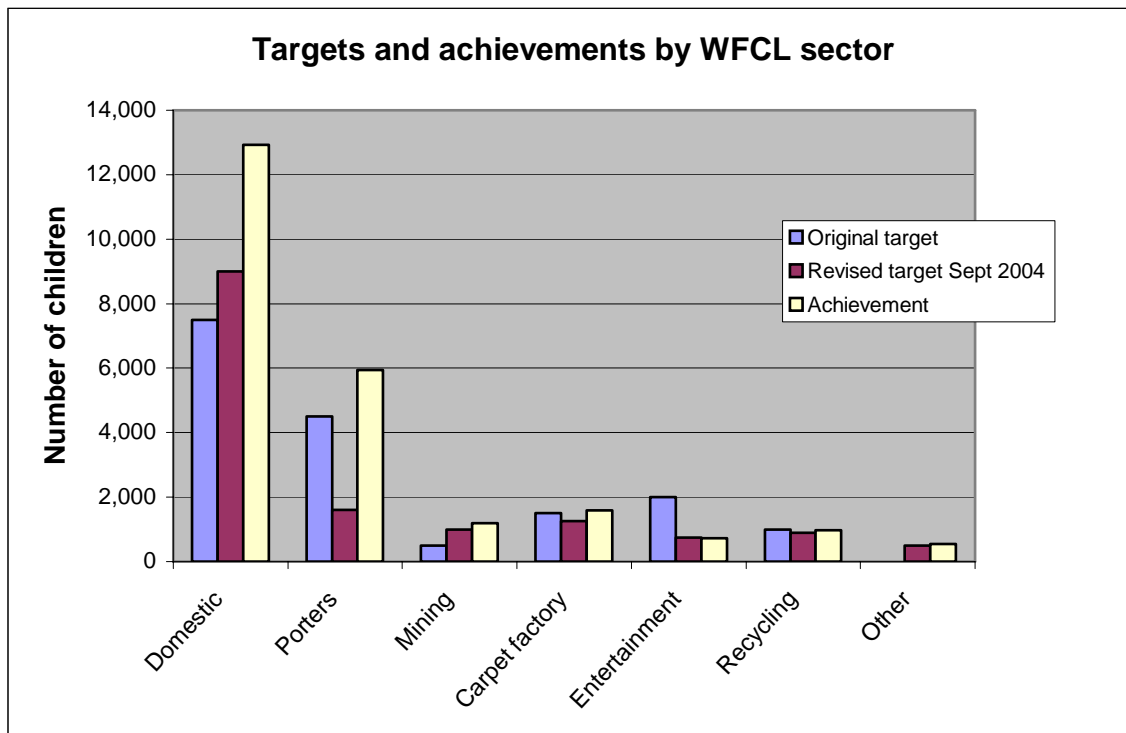
The number of children in WFCL reached by education services by sector

Sector	Original target	Revised target Sept 2004	Achievement		
			Female	Male	Total
Child domestic workers	7,500	9,000	8,562	4,363	12,925
Child porters	4,500	1,600	3,502	2,432	5,934
Children in mining	500	1,000	745	440	1,185
Carpet factory child workers	1,500	1,250	1,214	374	1,588
Recycling child worker	1,000	900	388	582	970
Girls in entertainment	2,000	750	734	0	734
Other, bonded labor	0	500	424	128	552
Total	17,000	15,000	15,569	8,319	23,887

In addition to these services, 8,594 further education services were supplied to the same children.

Discussion

- The original project target was achieved for all sectors with the exception of girls involved in the entertainment sector. In the project document, this sector was described as “child victims of trafficking.” It was expected that the project would work with girls returned from trafficking and with children trafficked in other sectors. However, few children are returned to Nepal from India after being trafficked (Terre des Hommes, 2005), and it is difficult to define and identify which children are trafficked in the other sectors. Achievement against the targets is illustrated on the following graph.
- Apart from the sector of recycling, there is a majority of girls involved in child labor. This reflects the preference for girls in some sectors (domestic work and girls in the entertainment sector) and the larger number of girls in WFCL because of the preference to send boys to school if possible.
- A wide range of castes and ethnic groups have participated in the BFP and this has been reported on in detail by the project (World Education, 2006).



3.4.3. Sector-specific issues

Each sector of WFCL has its own issues and challenges. Details on these are presented in Annex 6A, the sector-related presentations that the implementing partners made. A summary of the main differences is presented here.

Carpet factory workers: Relatively easy to identify and access. Irregular attendance because of workload (they are often working on piece-work) and different work schedules. Difficult to get support from employers and very difficult to enrol in school.

Commercial sex-workers: Accustomed to high earnings that cannot be matched by other work. Only partial cooperation from the employers. Quite high mobility. They have associated health

and abuse problems. Some difficulties to recruit facilitator to work with this group because of cultural values.

Recycling/ragpickers: Highly mobile with no regularity of movement. Willing to use “drop-in” centers in their own time. They have a lot of health and abuse problems. They value the “freedom” that they have and are reluctant to give it up.

Domestic workers: Relatively easy to identify and access and many employers are cooperative. Quite mobile and often do not complete education programs. Unable to follow up with them when they return home.

Porters: Many short-distance porters attend school as well as work. Long-distance porters are always on the move except during seasonal lulls that provide an opportunity to attend school.

Mining: Mainly living and working with their families. Includes many school dropouts. Regular movement of the family (change of work site) interrupts education programs and makes formal school difficult.

3.4.4. Children at risk reached by educational services

A change in strategy regarding the balance of resource allocation to prioritize work with children engaged in WFCL versus CAR was authorized by DOL following the midterm evaluation.

The number of CAR reached by educational services is:

Female:	34,154
Male:	7,582
Total:	41,736

In addition to these services, 1,347 education services were supplied to the same children.

3.5. The project target was to provide educational services to 61,300 CAR. Achievement of the immediate objective: (Purpose)

Children removed from or at risk of entering WFCL are educated in relevant programs

(The source for most of this data is draft versions of the March 2006 spreadsheet on performance indicators. A final version will be included in the March 2006 TPR and therefore has not been annexed to this report.)

3.5.1. Children in WFCL

Note that the objective statement and indicator statements refer to *children removed from WFCL* that are educated in relevant programs. However, all of the figures in this section refer to children that have been identified as being involved in WFCL before being enrolled in an education program. The nature of these interventions does not necessarily mean that the children will have been removed from WFCL. As discussed earlier, their working hours will almost certainly be reduced as a result of enrollment and it is likely that their working conditions will have improved.

3.5.1.1. Enrolment (WFCL)

Enrolment figures for the three main types of education interventions are presented in the table below.

Enrolment in the main types of education intervention

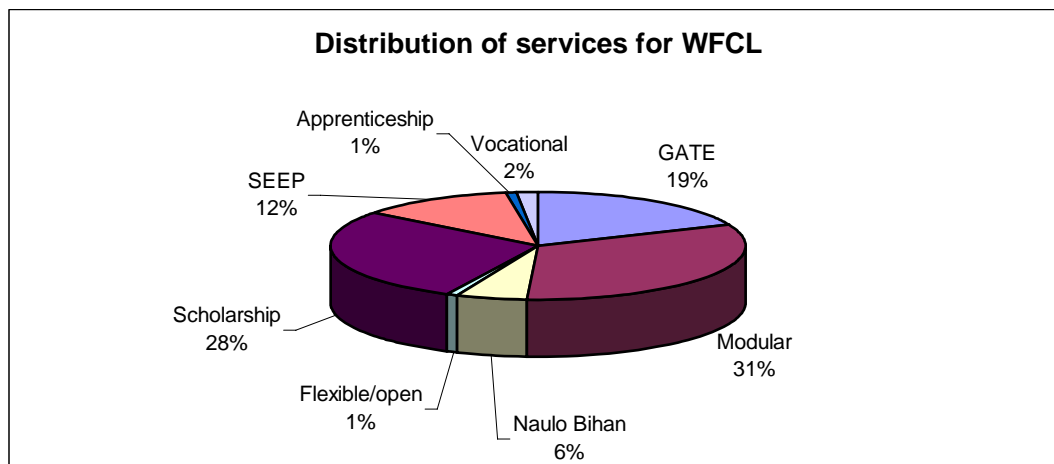
		Year 1	Year 2	Year 3	Year 4	Total % of girls
NFE	Target	650	1,875	1,875	1,350	5,750
	Actual	1,035	4,744	11,683	1,097	18,559
Vocational Ed.	Target	0	2,000	2,500	2,500	7,000
	Actual	0	40	476	4,211	4,727
Formal school	Target	0	2,000	2,000	2,000	6,000
	Actual	0	1,196	2,989	5,011	9,196
Total	Target	650	5,875	6,375	5,850	18,750
	Actual	1,035	5,980	15,148	10,319	32,482

Note:

Percentage of girls taken from Years 3 and 4 data only

SEEP classes are included under vocational training

A more detailed breakdown by specific interventions over the project period is presented in the diagram below, which is based on data provided in Annex 5.



Comment on enrolment

- In all categories of education except for vocational education, the targets have been greatly exceeded.
- SEEP classes are classified under vocational education and they make up the largest part of this category, with 3,874 participants. SEEP classes use nonformal methods to develop entrepreneurial knowledge and skills. These classes have limited vocational skills training and are different than center-based vocational training or apprenticeships.
- Girls have a slight majority in representation in all three types of education.

Recommendation on reporting on SEEP classes:

- SEEP class participants should be reported under a separate category for entrepreneurial training

Reasons given for the low numbers of vocational trainees are the following:

- The majority of children in WFCL involved in BFP are in the 10-12 age group and are more suited to formal school following NFE.
- The costs per student for center-based vocational training and apprenticeships is a lot higher than the other interventions.

3.5.1.2. Retention, transition, completion, and mastery (WFCL)

BFP uses the retention, transition, completion, and mastery by the children in the education intervention as indicators to qualify the straight enrolment figures. The definitions of these terms are as follows (these definitions are the same as those used for these indicators when the project was designed. In some cases they do vary from the definitions used by the DOL Education Initiative common indicators.):

Enrollment: The number of children that enroll in an education intervention. (Note that a particular child can only be “enrolled once,” so if they graduate from NFE into, for example, a formal school, they will only be counted as enrolling in NFE.)

Retention rate: The percentage of children out of those enrolled who persist (continue to attend) in the educational program until the last session.

Transition rate: The percentage of children out of those enrolled that completed one level of a program and went on or transitioned to the next level. In NFE, this includes moving from one level of the modular course (e.g., basic level to intermediate level), in formal school from one class to another, and in vocational training from one level of FFS or SFS to another. The criteria for success is passing the midterm exams at the subsequent level.

Recommendation on reporting on transition rate:

- For project management and evaluation purposes, transition is an important indicator. To learn from it, different transitions need to be monitored and reported on separately. The important ones are the following:
 - Transition from NFE to formal school
 - Transition from NFE to vocational training
 - Transition from vocational training to employment

Completion rate: The percentage of children out of those that enrolled that sit the final exam. If children miss a significant number of classes but sit the exam, they may be not counted as retained but are counted as completed.

Mastery rate: Of the children counted as completed, the percentage that complete that pass the final exam.

The achievements against these indicators are presented in the following tables:

Performance indicators for the quality of the education interventions (WFCL) (based on Years 1–3)

	Retention	Transition	Completion	Mastery
NFE	74%	67%	74%	82%
Vocational education	59%	100%	66%	100%
Formal school	83%	73%	82%	96%

The gender breakdown for Year 3

	Retention		Transition		Completion		Mastery	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
NFE	69%	79%	91%	93%	65%	75%	90%	93%
Vocational education	96%	45%	100%	100%	133%	46%	100%	100%
Formal school	78%	80%	76%	88%	77%	79%	100%	99%

Notes:

The retention, completion, and mastery rates have been calculated from the figures for Years 1, 2, and 3, as most of the education interventions for Year 4 are still ongoing.

The gender breakdown is based on Year 3 figures only (hence, some apparent discrepancies between percentage figures in the above two tables).

The completion and mastery indicators for vocational education are complicated by the fact that some vocational training starts in one year and is only completed in the following year (hence, the 133% figure for boys completion of vocational education). The completion figure for vocational training is likely to change when Year 4 data are available.

Comment on retention, transition, completion, and mastery

Retention rate: The retention rate is good for all categories except for girls in vocational education. Many of these girls were in SEEP classes that were being run for the first time in an urban environment with working children, and there was a high drop-out rate because of marriage-induced migration and the high mobility of girls in the entertainment sector.

Transition rate: The project has reported on the transition rate on an annual basis but has had difficulties because of different interpretations of transition rate. The March 2005 TPR did not report updated figures against this indicator, but these have now been revised and are reported using the original definition. In some places, the transition rate is higher than the completion rate, and it is likely that there is still some confusion in the analysis of the transition rate.

A reasonable proxy indicator for transition from one BFP-supported intervention to another is given by the number of multiple services provided. Data for this is provided in Annex 4A. 8,594 multiple services were provided for 23,822 children. This suggests that 36 percent of the children have transitioned from one education initiative to another (the actual percentage will be slightly lower than this, as some children, especially scholarship recipients, have received three or even four services). This figure does not include promotion from one level of modular NFE to another, although it does count promotion from one class to another in formal school. It is likely to give a clearer indication of transition from one education program to another than the one reported in the table above.

The basis for the transition rate in vocational education is from one level of the program to the next. For example, with FFS, if the student sat for the ballot box test, which measured

knowledge part way through the course, then they were considered transitioned. It does not refer to transition to employment.

Completion rate: The completion rates for NFE and formal school are good and the data for vocational training is likely to be revised when all four years are reviewed together.

Mastery rate: These are very good for all types of education.

Gender differences: Apart from vocational education discussed under retention rate above, girls have achieved equal or better results than boys in these indicators.

Recommendation on performance indicators for education interventions:

- **The most important outcome for vocational training (SEEP, center-based training, and apprenticeship) is employment and the level of income achieved. Indicators for these outcomes need to be developed and monitored.**

3.5.2. Children at risk of entering WFCL

3.5.2.1. Enrolment (CAR)

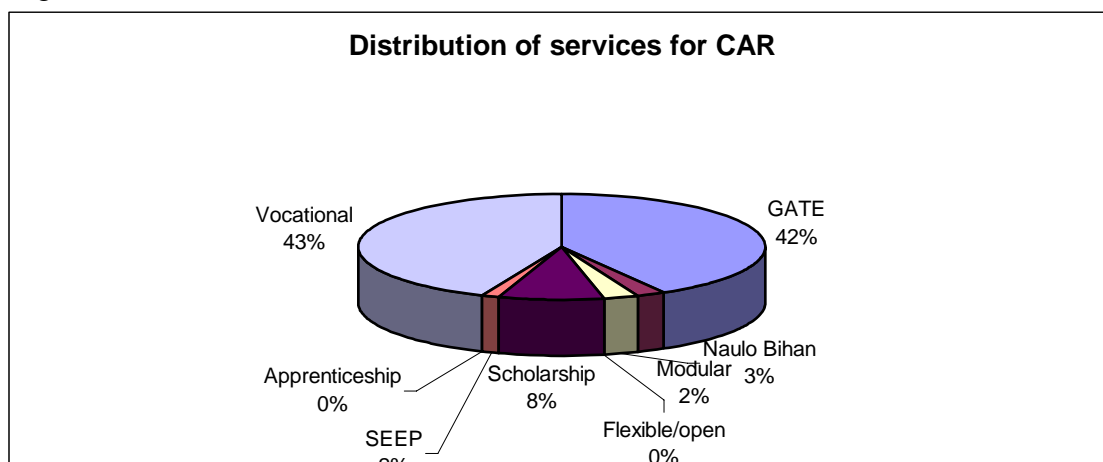
Enrolment figures for the three main types of education intervention are presented in the table below.

		Year 1	Year 2	Year 3	Year 4	Total	% of girls
NFE	Target	8,900	16,050	16,050	0	41,000	
	Actual	7,766	9,199	2,104	2,165	21,234	89%
Vocational Ed.	Target	0	4,000	5,600	2,100	11,700	
	Actual	775	3,510	12,370	2,786	19,441	61%
Formal school	Target	0	1,500	1,000	0	2,500	
	Actual	474	1,913	994	811	4,192	64%
Total	Target	8,900	21,550	22,650	2,100	55,200	
	Actual	9,015	14,622	15,468	5,762	44,867	67%

Notes:

Percentage of girls taken from Year 3 and 4 data only

A more detailed breakdown by specific interventions over the project period is presented in the diagram below, which is based on data in Annex 5.



Note: Vocational training for CAR is almost completely at Student Field Schools (SFS)

Comment on enrolment

- The achievement is below the original target, as resources were shifted to children in WFCL. The target for vocational education was exceeded.
- Education services for CAR have prioritized girls. Many of the NFE services have been GATE classes, targeted at adolescent girls.

3.5.2.2. Retention, transition, completion, and mastery (CAR)

Performance indicators for the quality of the education interventions (based on Years 1–3)

	Retention	Transition	Completion	Mastery
NFE	83%	75%	78%	94%
Vocational education	98%	70%	98%	100%
Formal school	93%	91%	94%	94%

The gender breakdown for Year 3

	Retention		Transition		Completion		Mastery	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
NFE	54%	89%	42%	69%	54%	87%	97%	92%
Vocational education	98%	97%	85%	70%	97%	97%	100%	100%
Formal school	81%	78%	98%	83%	107%	86%	77%	95%

Notes:

The retention, completion, and mastery rates have been calculated from the figures for Years 1, 2, and 3, as most of the education interventions for Year 4 are still ongoing.

The gender breakdown is based on Year 3 figures only (hence, some apparent discrepancies between percentage figures in the above two tables).

The completion and mastery indicators for vocational education are complicated by the fact that some vocational training starts in one year and is completed in the following year.

Comment on retention, transition, completion, and mastery

- All of the reported rates are good or very good.

Comment on gender differences

- The retention and completion rates for boys in NFE are low. The pressure of work or other responsibilities is likely to be the cause. Boys are more mobile than girls and are more likely to drop out of a class to take on paid work. Girls who enroll in NFE are often entering education for the first time and are likely to take it seriously. Boys enrolling in NFE may have already dropped out of formal school and may not show as much commitment.
- The mastery rate for boys in formal school at 77%, although reasonable in itself, is much lower than for girls. If this is a result of missing classes for work, as is likely, then it demonstrates the negative effect that this has on the child’s learning and the impact on their future education.
- It is likely that there is an error in the completion rate for boys in formal school (107%), so the monitoring figures are being reviewed by the project. If this is corrected downwards, then it may improve the mastery rate discussed immediately above.

3.6. Achievement of the outputs

3.6.1. Output 1: Greater parental and community participation in formal and out-of-school education of children removed from or at risk of WFCL

This was mainly achieved through the formation and support of PTAs in formal schools and by the formation of CMCs for NFE classes.

Parent Teacher Associations

The amendment of the Education Act that legitimized PTAs just at the beginning of the project gave an immediate focus for this project output. PTAs are now required in addition to the pre-existing School Management Committees (SMCs). Approximately 10 to 15 PTAs have been supported in primary schools in each of the 22 BFP districts, for a total of 281. This focus on PTAs has led to some significant achievements but has also resulted in some imbalances, as shown in the following summary of achievements and challenges:

Achievements/strengths—

- An increase in parents—
 - feeling of ownership of the school
 - awareness
 - involvement in the school
- Improvements in—
 - retention and graduation to next class
 - relationships between teachers, schools, and parents
 - physical facilities of schools (e.g. library, compound boundary, toilets (PTA/SMC))
- All PTA members are parents of children or guardians of domestic workers in the school
- Parents have contributed to making the school more accessible to poor families (e.g., financial, school supplies)
- Some schools have mobilized resources to provide scholarships
- PTAs have been successful in obtaining support for the school from other organizations
- PTAs have supported the “Welcome to School” campaign
- Schools are positive about educating child workers
- SIPs are prepared, implemented, and reviewed
- Different schemes for income generation implemented (e.g., banana farming, rickshaw, loan facility)
- Increase in transparency in accounting and management of school
- Assisted in maintaining school activities in conflict-affected areas
- Resource Person of DEO is very positive regarding the interventions made for PTA support
- BFP supported PTAs are having a positive influence on neighboring schools
- PTA networks are being established

Challenges—

- SMC and PTA role confusion and sometimes competition.
- No institutional-strengthening support provided for SMC on its roles and responsibilities.

- PTA members are not clear on their role. Two-day mass meeting/training on how to select PTA and their role. Subsequently elected members are not clear on their role.
- Limited institutional development of PTA after formation.
- Many PTAs see their role as developing the school funds rather than improving the quality of education.
- PTA can be easily controlled by a strong headmaster.
- Women are included in PTAs but limited contributions/influence observed.
- PTA finances in the same account as school. If they are in the same account accounting needs to be clear.
- SIP often prepared by headmasters and teachers without involvement of parents.

The main issues identified here are—

- The PTAs have been a vehicle that has successfully enabled parents to be involved in the school and to contribute to it.
- The focus of support on the PTAs has put the role and capacity of other schools institutions in a vulnerable position. In particular the SMC (which also has parent and community representatives on it).
- The support process has been good to start with, but there has been limited ongoing support, something that is necessary for a new concept.

Recommendations for increasing parental and community participation in schools:

- Support for institutional development should be provided to both the PTA and the SMC to ensure that their roles are clear and that they complement each other
- Ongoing support should be provided to the PTA and SMC, on a reducing basis, especially to newly elected members

Class Management Committees (for NFE and SEEP)

The CMCs are formed of parents, guardians (employers of domestic workers), and community members. In most situations, they monitor the facilitator and class attendance. Their formation and ongoing responsibility has developed the community's feeling of responsibility for the education of child workers. They are dependent on ongoing support from the project. There is the potential that with support, some of these groups could initiate some form of community monitoring of child labor within their community. These groups, or individual members in them, can also facilitate links between the children and other local organizations.

3.6.2. Output 2: Quality and relevance of and access to NFE programs improved for children removed from or at risk of WFCL

In this section the Modular NFE, GATE NFE, SEEP, FFS/SFS, center-based vocational training and apprenticeships will be reviewed. In all of these services, there are a number of strengths and challenges that are common to them all. To avoid repetition, they are given here in this introductory section.

Achievements/strengths—

- Working hours reduced, increased interaction outside of employment, and increased understanding of external and social environment
- Self-respect and confidence increased

- Socialization skills increased
- Graduates have started negotiating on their wages
- Increased awareness on rights and less easily cheated on wages

Challenges—

- Irregular attendance because of work requirements of employers.
- Drop out because of migration and mobility.
- Difficult to reach because of scattered population.
- For cost-effectiveness purposes, class numbers are specified on the basis of previous experience. In certain locations, the required numbers are not available, resulting either in children not being able to receive the education service or in inappropriate (often in terms of age) children being included to make up the numbers.

All of these services rely on a welfare approach where services are provided that will improve the situation of the children without taking them out of their current situation. Although information on rights is included, rights-based approaches are not used in order to avoid alienating employers who may be able to stop all access to the children. This links with the issue discussed in Section 3.4 on how education services can more effectively withdraw children from WFCL. This is of particular relevance when working with children in unconditional WFCL.

In line with the welfare approach and to facilitate access to children, adult employers (factory/parlor owners or wives) have been included in some SEEP classes. Their presence will have a strong controlling effect on the children's discussions and their freedom to express an interest in changing their work.

Contracts with the partners are focused on delivering specific tasks, mainly education services. Although some partners may follow up individual participants afterwards because of their ongoing presence in the area, there is no obligation and no financial resources to follow up, encourage, counsel, or monitor the participants once they have completed the course. There is therefore a lack of post-class support and of monitoring information on what happens to the children.

Recommendations on non-formal education interventions:

- **Thought needs to be given to how these interventions can more rapidly lead to the withdrawal of children from WFCL. For example, interventions for building the critical awareness of participants for withdrawing from child labor.**
- **Contracts with the partners need to include specific responsibilities for post-class follow up and monitoring of the participants.**
- There should be increased flexibility in class numbers and the use of modular curricula (multilevel groups) to enable the specified target group to be able to participate effectively

Modular NFE (Jiwan Shikshya curriculum) and Girls Access to Education (GATE) (Lalima curriculum)

These two NFE courses are designed to enable out-of-school children to enroll in school having caught up on some classes so they are not too old for the class. Graduates have been successful in enrolling mainly in classes 3 and 4. It is reported that there is a significant reduction in the occurrence of child marriages among GATE participants. The Modular NFE, which was

developed by the project, is specifically designed so that working children who are very mobile can complete a module and record an achievement over a relatively short time. However, in practice it is reported that it is used as a package of modules making up a 9-month course. The modules are selected to meet the needs of the participants, but some of the advantages are not being captured.

Recommendations on the Modular NFE:

- There should be increased flexibility in the use of the Modular NFE so that children can benefit from its potential to enable progress and achievements to be made over short time periods

Self-employment and economic education program (SEEP) (Jiwan ra Jibika curriculum)

SEEP was started in 2004, working mainly with girls who are at risk of entering WFCL, but it has been used on a much larger scale this year with children (primarily girls) in WFCL. Its combination of NFE, savings program, and development of entrepreneurship skills is a good process to make children aware of self-employment and business possibilities.

The expectation is that the children will be able to start some form of independent business. The program is too new to draw any firm conclusions about the success of this expectation, but in many situations this expectation is likely to be unrealistic. There are very few examples of successful SEEP graduates at this stage.

Some specific challenges relating to the SEEP classes are—

- Participants decide on a quick repayment period of loans from the group fund (i.e., 3 months) to share the loan opportunity. However, this is usually before the investment matures and provides any return.
- In some cases the child's employer repays the loan. It is not clear who is seen as the owner of the investment and who will benefit from it.
- Repayment of the loan may require the child to carry out additional work in WFCL.
- The length of training on technical areas is very short and probably it is unrealistic to expect the development of sufficient skills to develop a business.
- Control on the age of SEEP class participants. As this is leading to self-employment, they should not be below 14, but some are as young as 10.

Recommendations on SEEP:

- Contract with partners to run SEEP classes needs to include provision for counseling and support after the formal class is completed.
- To revise the program, a study of the 2004/05 SEEP graduates should be made to assess the number in self-employment and the level of income they are obtaining, and to review the successes and challenges faced by them.
- The current practice (of some partners) to include employers in SEEP classes should be reviewed.

Farmers Field Schools and Students Field Schools

These schools have provided an opportunity for children, both in school and out of school, to develop knowledge and skills in agriculture. They have also been effective in disseminating

knowledge and information to parents through the participants. There is potential for these curricula to be used to provide agricultural skills to SEEP class participants.

Vocational training (center-based)

More than 500 children in WFCL have been or are receiving center-based vocational training. Training has been provided in a wide variety of skills and the following achievements and challenges were identified:

Achievements/strengths—

- Increased analysis skills
- Opportunity of learning skills related to own interest
- Increased relationship with other children in the same situation
- Increased capacity to carry out feasibility study
- Developed the concept of business
- Increased business skills
- Participants are able to seek alternative occupations

Challenges—

- Sometimes, partners do not carry out appropriate analysis of learner’s skill and interest (selection needs to take into account existing skills).
- Lack of coaching and monitoring of the participants.
- Many of the vocational training participants have not used the skills they gained.
- Some of the skills selected are unlikely to provide sufficient income for livelihood.
- One package of vocational training is not appropriate for all participants. It is reported that participants needs basic-level and mid-level training.

The Center for Technical and Vocational Training (CTEVT) has, in collaboration with BFP and ILO/IPEC, developed curricula for 2-3 month courses in 15 trades, which are suitable for students with simple literacy and numeracy. These have been used as an informal guide in apprenticeships but have not been taught formally, and CTEVT has not carried out any assessments leading to accreditation.

As noted earlier, the performance indicators do not monitor employment after vocational training. The employment rate has not been monitored by the project systematically. Informal monitoring shows that approximately 50 percent have been employed.

Source of information	Number of students	Number completed	Number employed	Percentage employed
March 2005 TPR	223	152	72	47%
Sept. 2005 TPR	191	142	69	49%

Apprenticeship

There have been 376 children apprenticed in a wide variety of trades, and marketable practical skills have been developed leading to high rate of employment. The children’s employment is not tracked formally, but as they are less mobile, information on their employment rate is available, and more than 67 percent are employed. The rate of employment of boys (79%) is much higher than that of girls (35%) as shown in the table below:

Type of labor	Sex	Number of apprentices	Number employed	Percentage employed
WFCL	Female	100	33	33%
	Male	260	205	78%
	Total	360	238	66%
CAR	Female	4	4	100%
	Male	12	12	100%
	Total	16	16	100%
All	Female	104	37	35%
	Male	272	217	79%
	Total	376	254	67%

Notes:

Ongoing apprenticeships—14 Boys

In process of getting employment post-apprenticeship—18 girls

Apprenticeship is clearly an effective way of getting older children out of WFCL and into more acceptable work. The main challenge is on how to scale up the provision of apprenticeships.

Recommendations on apprenticeship:

- Further study should be carried out on the employment of different trades and on the reasons why the employment rate of girls is lower
- Support and training should be provided to the hosting employers to improve their training skills (technically and socially) and to motivate them to continue to provide apprenticeships

3.6.3. Output 3: Barriers to the success of children removed from or at risk of WFCL in formal system reduced

The provision of scholarships and the development and use of the QERP will be discussed in this section. Support to PTAs discussed in Section 3.6.1 also contributes significantly to this output.

Scholarships

Almost 13,000 annual scholarships have been provided, 72 percent of them to children working in WFCL and 59 percent to girls. The achievements and challenges identified for the NFE interventions in Section 3.6.2 are also relevant here. The following apply specifically to the scholarship provision.

Achievements/strengths—

- Selection of needy children for scholarship
- NFE graduates are mainstreamed into formal school
- Children are being prevented from entering WFCL
- Significant impact for a small investment

Challenges—

- One-time distribution of scholarship (e.g., dress, stationery) is creating difficulty, as the children use the stationery in an unplanned way
- Late distribution of materials (e.g., uniforms) causes problems for the children
- Possibility of dropout after phasing out the scholarship support program

The monitoring results presented in Section 3.5.1 show that 82 percent of these children completed the years schooling (18% dropout) and of those 96 percent passed the end of year exam.

Quality Education Resource Package (QERP)

The objective of QERP is for the improvement of the school environment and teaching methodologies in formal schools. These materials have been developed in conjunction with the DOE and UNICEF, using existing materials that all three organizations were using. The quality of the materials is very good, and because of the ownership developed by the DOE of these materials, they are keen to mainstream them into the formal education system.

Some of the materials were tested in 2004, and after revisions, they were going to be used in all BFP-supported schools and in the UNICEF-supported districts in 2005. However, with support from the DOE and from DANIDA, two copies per school were distributed to the DEO of almost every district. This widespread distribution was a positive unexpected outcome.

The materials that have been finalized and about 22 modules cover 4 thematic areas: community mobilization, access to school, school management, and improving teaching in grade 1. Materials on improving teaching in grades 2–5 will be tested in the coming year.

The impact of the materials can be seen in some schools in terms of increased enrolment and retention, establishment of libraries, and school-based income generating activities. The Resource Person in DEOs recognizes the value of the materials and makes use of them in their training.

These materials can play a significant role in improving the accessibility and quality of formal primary education, an issue involved in the root cause of child labor. There are also challenges that will need to be addressed if this potential is to be realized.

Within BFP-supported schools, the level of awareness about the resource varies and many of the headmasters and teachers are not familiar with them.

Despite the nationwide distribution of the QERP materials not being a planned BFP activity, some technical support was provided through training on a regional level for two staff from each DEO. However, some District Education Officers were not aware of the QERP and did not know that it had been distributed to their office. There has been no monitoring of its distribution beyond the DEO, or of its use. International NGOs with a focus on primary education were also not aware of this resource.

Recommendations on QERP:

- Within BFP-supported schools, partners need to be given a more specific role to facilitate the use of these materials
- BFP needs to work with DOE to raise awareness of QERP and to facilitate its use within DEOs

3.6.4. Output 4: National education policy dialogue reflects the needs of child workers and children at risk of becoming child workers

BFP has sought to achieve this through the following means:

- Project staff involved in the Core Group of Education for All (EFA) and in the NFE Task Force to get child laborers recognized as a group with distinct needs
- Project staff on core team on UN forum on EFA
- BFP was able to use their existing experience with PTAs to contribute to the implementation of the Education Act regarding PTAs
- A national-level policy workshop was held on the issue of child labor and education
- Advocacy to relax the school-entry requirement for birth registration
- Advocacy to DEO to strengthen and give formal recognition to Madrassas (Muslim schools)

EFA policies now incorporate issues of working children and CAR, and there is a section in the B Ed curriculum on the needs of child laborers. In the 2005 school intake, the birth registration requirement was relaxed.

Some of the challenges faced in this area involve the regular changes of concerned government officials at the central and district level, and the limited changes in educational practices in relation to the needs of child workers. In addition to these challenges, the current political environment is not conducive to public support for new legislation.

A second national-level policy workshop was planned but never implemented.

Recommendations on policy dialogue:

- WEI/BFP should share the experience and materials they have on effective education interventions for working children through documentation and by organizing discussion fora with policymakers and other implementers

4. Sustainability of project impacts

4.1. Impact on beneficiaries

Children

The impact of the education received by the children will be sustained throughout the children's life and will to some degree be passed on to the next generation. Each year's education, whether it is a NFE class or in formal school, will have a lasting impact.

Without the ongoing provision of scholarships, many of the scholarship-supported children may drop out. The project aims to reduce the level of the scholarship each year.

Those vocational trainees that are able to obtain employment will continue to benefit from and build on their training. For those that do not get employment, the training will have helped in their overall education and development.

Few of the SEEP participants are likely to develop profitable self-employment activities. They will have developed knowledge, skills, and awareness that will benefit them.

PTAs

PTAs are the only local institutions targeted for capacity development. There is a strong commitment from them to continue and their role is linked into the local school institution and there is a strong local accountability. Weaknesses of the hand-over process to following committee members were identified, but if addressed in the next phase, these are likely to function effectively in the future. Community ownership and interest in schools has been increased through the PTAs and this is sure to continue to some degree.

PTAs have identified different income sources and will continue to raise funds. Many have already been successful in mobilizing local organizations and businesses to provide support to the school, showing that they are not dependent on the project for resources.

At least one district-level PTA network has been established and this kind of mutual forum will strengthen sustainability.

4.2. Impact on capacity of partners

Implementing partners

BFP has supported the capacity development of the partners in the areas of education and skills required for project management. The implementing partners have developed knowledge, skills, and experience on educational initiatives for children engaged in WFCL and CAR. Most partners now have trained trainers for NFE and formal school, and some for vocational training. They are now much more aware of, and able to work with, working children. Through their involvement, the awareness and commitment of their staff toward child laborers has developed.

In Lalitpur, a coordination body of NGOs working with urban child laborers was formed in 2004 and is led by the municipality. This aims to reduce duplication, share resources and carries out joint activities in order to have a larger impact. There was a similar network of organizations formed in Kaski.

Partners other than implementing partners

Policy forums have recognized that working children have specific educational needs, and this has been recognized in public statements.

DOE has taken ownership of the QERP materials. However, the publication, and more importantly, the effective use of them depend on external resources and support.

BFP learning environment

BFP seeks to promote a learning environment and trials and action research are an important part of their flexible approach to the implementation of the project. BFP staff and implementing partners are learning through this. An annual review meeting is held on a district basis for sharing of experiences, and it is likely that this will be widened to a cluster basis in the future.

5. Lessons learned, recommendations, and good practices

5.1. Lessons learned

Lessons on project preparation—

- When the project design involves close cooperation between organizations, there needs to be conceptual clarity on how each organization's work will contribute to achieving the goal and on the responsibilities and means of monitoring progress toward the goal
- Security, and the possible deterioration in security, should be recognized during project preparation and consideration given to possible alternative strategies

Lesson on implementation in an insecure environment—

- Implementation, participation, and ownership of project activities by local stakeholders contributes significantly to the continuation of project activities in a conflict situation

Lessons from database—

- If performance indicators require data to be analyzed at the level of the individual child, then an electronic database is necessary
- The intake form should be simpler, giving priority to child labor and education related issues, and having many less fields for data entry

Lesson on the identification/enrollment process—

- It is important for the child identification process and their enrolment in education to occur simultaneously or as close as possible

5.2. Recommendations

Recommendations are presented in the text immediately after issues are presented. Those that are to do with detailed implementation are in plain text, and those that are more strategic in nature are in bold. All of the recommendations are summarized below.

Recommendations on monitoring—

- Implementing partners should enter the intake data for the participants (and be provided the necessary training)
- **Monitoring of participants after they have completed an education intervention (coupled with counseling and support) should be used for SEEP, vocational trainees, and apprentices**
- Changes in the children's work situation (e.g., type of work, hours, isolation) should be monitored

Recommendations regarding reporting—

- The main emphasis of the TPRs should be to report progress against the project objectives and outputs
- The data from monitoring children's participation in education initiatives should be presented in a summary form that is easily understood and useful for project management (some of the presentation formats used in this report could be used as a basis)

- There should be greater complementarity between the project performance indicators and the DOL generic indicators

Recommendation on the partner administration charge—

- The partner should be able to invoice the 10 percent administration charge without submission of expenditure details for the benefit of their institutional development

Recommendation on the identification/enrollment process—

- The process of child identification, contract agreement, and enrollment in education needs to be kept under review and, if necessary, changed to meet the needs of the children
- An alternative process where a framework contract for a certain number of participants is agreed before identification so that enrollment can be immediate should be discussed by BFP staff and NGO partners

Recommendations on the withdrawal of children from WFCL—

- **Information on the status and changes in the children’s work situation (e.g., type of work, hours, isolation) should be collected and monitored**
- **Further strategic planning is required on how education can be used to achieve the goal of withdrawing children from WFCL and on what other interventions are necessary to achieve this goal**

Recommendation on reporting on SEEP classes—

- SEEP class participants should be reported under a separate category for entrepreneurial training

Recommendation on reporting on transition rate—

- For project management and evaluation purposes, transition is an important indicator. To learn from it, different transitions need to be monitored and reported on separately. The important ones are as follows:
 Transition from NFE to formal school
 Transition from NFE to vocational training
 Transition from vocational training to employment

Recommendation on performance indicators for education interventions—

- **The most important outcome for vocational training (SEEP, center-based training, and apprenticeship) is employment and the level of income achieved. Indicators for these outcomes need to be developed and monitored**

Recommendations for increasing parental and community participation in schools—

- Support for institutional development should be provided to both the PTA and the SMC to ensure that their roles are clear and that they complement each other
- Ongoing support should be provided to the PTA and SMC, on a reducing basis, especially to newly elected members

Recommendations on nonformal education interventions—

- **Thought needs to be given to how these interventions can more rapidly lead to the withdrawal of children from WFCL. For example, interventions for building the critical awareness of participants for withdrawing from child labor**
- The current practice (of some partners) to include employers in SEEP classes should be reviewed

- **Contracts with the partners need to include specific responsibilities for post-class follow up and monitoring of the participants**
- There should be increased flexibility in class numbers and the use of modular curricula (multilevel groups) to enable the specified target group to be able to participate effectively

Recommendations on SEEP—

- The contract with partners to run SEEP classes needs to include a provision for counseling and support after the formal class is completed
- **To revise the program, a study of the 2004/05 SEEP graduates should be made to assess the number in self-employment and the level of income they are obtaining, and to review the successes and challenges faced by them**

Recommendations on apprenticeship—

- Further study should be carried out on the employment of different trades and on the reasons why the employment rate of girls is lower
- Support and training should be provided to the hosting employers to improve their training skills (technically and socially) and to motivate them to continue to provide apprenticeships

Recommendations on QERP—

- Within BFP-supported schools, partners need to be given a more specific role to facilitate the use of these materials
- BFP needs to work with DOE to raise awareness of QERP and to facilitate its use within DEOs

5.3. Good practices

All of these refer to activities or practices that have been referred to in the text so they will not be described here in detail.

- The monitoring of education interventions using an electronic database, with updates on enrollment, attendance, midterm exams, and final exams being entered by the implementing partners
- Intervention-specific contracts with implementing partners and the link between their simplicity and the speed with which they can be put into place
- Parent Teacher Associations
- Modular NFE process allowing completion and achievement to be achieved within a relatively short period of time
- Apprenticeships
- The development process of QERP, working closely with DOE, so that they are keen to use the materials in government schools

Annex 1 Terms of reference

TERMS OF REFERENCE

**Independent Final Evaluation
of
World Education, Inc.
The Brighter Futures Program: Combating Child Labor through Education in
Nepal**

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I. Background and Justification

The U.S. Department of Labor's (USDOL) international technical assistance programs have grown quickly over the past decade. In total, Congress has appropriated more than \$675 million to USDOL to fund international labor projects through its Bureau of International Labor Affairs (ILAB). These funds are used in a wide variety of projects that cover a range of labor issues, including international child labor issues, and a wide geographical distribution.

The International Child Labor Program (ICLP) is an office within ILAB. In recent years, ICLP activities have significantly expanded to include research on international child labor, supporting U.S. government policy on international child labor, administering grant and contracts to organizations engaged in efforts to eliminate child labor, and raising awareness about child labor issues.

Since 1995, Congress has appropriated over \$470 million to ICLP, to administer international child labor projects. Of this amount, over \$292 million has been earmarked by the Congress to support the International Labor Organization's International Program on the Elimination of Child Labor (ILO/IPEC), \$182 million has been allocated to various organizations to support efforts to address child labor through the promotion of educational opportunities for children (the basis for USDOL beginning its Child Labor Education Initiative (EI)), \$700,000 has been allocated to support other technical cooperation efforts, and \$2.4 million has been allocated to support research and awareness-raising activities.

ILO-IPEC

For ten years, USDOL has provided funding for ILO/IPEC in the form of grants administered by ICLP under cooperative agreements with the ILO. As a result of the Congressional appropriations described above, the U.S. Government is now the leading donor to ILO/IPEC. ILO/IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Time bound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; Country Programs; sector-specific projects; data collection and research projects, and international awareness raising projects. In general, most projects include "direct action" components that are interventions to remove or prevent children from involvement in exploitative and hazardous work. One of the major strategies by which IPEC projects do this is through the increasing children's access to and participation in formal and non-formal education.

Child Labor Education Initiative

Child Labor Education Initiative (EI) projects are to work toward the elimination of the worst forms of child labor through the provision of basic education. EI projects are designed to ensure that children in areas of high child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. USDOL's EI seeks to nurture the development, health, safety and enhanced future employability of children around the world by increasing access to and quality of basic education for working children and those at risk of entering work. The elimination of exploitive child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of work and/or a specific region(s) or support a national Time bound Program (TBP) that aims to eliminate the worst forms of child labor in

multiple sectors of work specific to a given country. World Education’s Brighter Futures Program: Combating Child Labor through Education in Nepal is to support the principles of the national TBP in Nepal.

Other USDOL-funded International Child Labor Projects

USDOL has supported several international child labor projects that fall neither under the ILO-IPEC program nor the EI. These projects are funded through sole source grant, whereby USDOL provides funding to a particular grantee that submits an unsolicited proposal offering a unique expertise and innovative program idea.

World Education’s Brighter Futures Program: Combating Child Labor in Nepal through Education.

On April 3, 2002, World Education, Inc. (WEI) received a four-year grant of USD \$4,000,000 from USDOL to implement an EI project in Nepal. USDOL’s intent of funding an EI project in Nepal was to support the educational needs of children that were also participating in the ILO-IPEC Time bound Program (TBP) in Nepal (a project funded by USDOL in September 2001). World Education was awarded the EI project grant through a competitive bid process. Generally, WEI has been on target in providing non-formal education to children withdrawn from the worst forms of child labor and at-risk of child labor. There was significant delay by ILO-IPEC in providing a second service to children that were to be “jointly” targeted by both organizations.

As stipulated in the Cooperative Agreement, WEI was to develop and implement creative and innovative approaches to improve access to education for children of the project’s six target groups: child victims of trafficking, child domestic workers, children in the carpet industry, child rag pickers [recyclers], child porters, and children working in mines. WEI was to develop and implement actions that promote an enabling environment at the national level, and develop local-level interventions in 22 districts identified in the Time bound Program (TBP) project documents for Nepal. His Majesty’s Government of Nepal’s Master Plan for the Elimination of Child Labor [2001] aims to eliminate the worst forms of child labor by 2005 and all forms of child labor by 2010 (the original plan was revised in 2004 and extended through 2014). WEI was to work closely with local authorities and educators to create a model of education interventions and to provide educational alternatives to children rescued from the above-mentioned six worst forms of child labor. Direct interventions were intended to improve quality, increase enrollment and attendance, reduce dropout, increase promotion to next grade, and increase mainstreaming of target children into formal schooling or to vocational education leading to improved employment. World Education worked with a consortium of some 48 Nepali NGO’s know for their community level work in non-formal education, vocational and practical skills training, and rehabilitation of children (rescued from situations of trafficking and other exploitation).

II. Scope and Purpose

The **scope** of the evaluation includes a review and assessment of activities carried out and the results achieved under the USDOL Cooperative Agreement with WEI. The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document (and project revision). The evaluation should consider all activities that have been implemented over the life of the project, addressing issues of project design, implementation, lessons learned, reliability and recommendations for future projects.

The **purpose** of this evaluation is to assess overall project impact and sustainability of the **first phase** of the Brighter Futures Program and to inform the design and implementation of a **second phase** of the Brighter Futures Program. In September 2005, WEI received a second four-year grant of USD \$3,500,000 from USDOL to compliment existing efforts and, where appropriate, replicate or enhance successful models to serve expanded numbers of child and communities. It is anticipated that the evaluation will be used, as applicable, as a tool to assist the grantee, its partners, and/or its stakeholders in sustaining various aspects of the **first phase** of the project through the **second phase** of the project or through other efforts. Specifically, the evaluation should:

- determine if the project achieved its stated objectives and explain why or why not;
- assess the impacts of the project in terms of sustained improvements;
- identify lessons learned and good practices to inform the future project.

The evaluation of this project should seek to address the following issues:

Project Design

1. Was the project designed to be relevant to the local situation concerning the educational needs of the children engaged in the worst forms of child labor and for those at risk of entering exploitative work? Please consider specifically the needs of the six target groups, the local capacities to address these issues, and the overall government policies/plans to combat child labor.
2. Did the project's design fill the existing gaps in services that other ongoing interventions targeting working children were not addressing in Nepal?
3. Was the project design logical and coherent in ensuring that children removed from or at risk of entering the worst forms of child labor are educated in relevant programs?
4. Please comment on the efforts in Nepal to address the problem of child labor through the framework of Nepal's Timebound Program (TBP) and the Government of Nepal's Master Plan for the Elimination of Child Labor. What is the government's committed to implementing the master plan?
5. Please assess the requirement of World Education and ILO-IPEC "jointly" target project beneficiaries.

Implementation

6. Did the project meet the purpose, targets, and the four immediate objectives/ outputs as stated in the project document? What specific factors contributed to delays or difficulties and how might these be addressed in the future?
7. Explain what adjustments to the original target numbers of beneficiaries (17,000 children removed from worst forms of child labor and 61,300 children at risk prevented) were needed over the life of the project? Please describe if the costs of providing relevant educational services to targeted children as estimated at the beginning of the project were accurate, what adjustments were made, and why.
8. Describe the typical *process* of formulating subcontracts with NGO partners providing educational services to children. Describe the typical *process* of beneficiary

identification. What was the average period of time (in days or months) between identifying targeted children and enrollment into a relevant educational program? Were some sectors of working children more difficult to reach than others?

9. Please evaluate the project's success in providing relevant education services to children and to increase the capacity of government agencies and community-based groups to achieve this goal (assess collaboration with the Ministry of Education, the District Education Office, Parent Teacher Associations, School Management Committees, NGO partners, and other program stakeholders identified in the project document).
10. Please evaluate the development and success of the apprenticeship program in linking youth to viable employment (Note: the apprenticeship program was further developed since this project underwent its midterm evaluation).
11. Evaluate the effectiveness of the project strategy for preventing or removing children from the worst forms of child labor.
12. Evaluate the use of the beneficiary database as a tool in tracking beneficiaries and USDOL's requirement on tracking "common indicators" and other information. Is maintaining the database a cost-effective endeavour for the purposes of tracking this type of data?
13. What can be learned from the project's greatest success and challenges faced in each component of the project's four strategies?
14. Are there any examples of good practices or especially innovative approaches developed under the project that should be highlighted?
15. Comment on the impact of external factors (such as the civil conflict) on project implementation and progress. How have these factors affected the participants in this project (both project partners and beneficiaries)?

Partnership and Coordination Issues

16. How successful was the project in collaborating and coordinating with other organizations and programs (governmental, non-governmental, and international organizations) working to combat the worst forms of child labor in the 22 districts where the project was being implemented? What coordination challenges did the project staff face?
17. Evaluate the project's approaches to mobilize local communities and increase parental participation in efforts to combat child labor.
18. Did the project collaborate/cooperate with organizations locally to support ongoing monitoring of child labor elimination efforts?

Management Issues

19. What are the management strengths of this project? What are management areas that could be improved?
20. Is the program effectively managing and maintaining required and important records and reports? (i.e. master list of beneficiaries, technical reports etc.)
21. Evaluate the ability of the project to successfully measure and track its indicators.
22. How successful has the project been in leveraging matching-funds and other resources?

Sustainability and Impact

23. As a consequence of the project, has the capacity been increased of the local implementing agencies and other partners to develop and continue effective action against worst forms of child labor?
24. What mechanisms are in place to promote local ownership of the program and long-term sustainability?
25. Are there certain actions that could have been taken to enhance local capacity and sustain the achievements of the project?
26. Evaluate the project's approach for sharing of lessons learned from the project interventions with appropriate stakeholders.
27. What appears to be the project's major impacts on a) individual beneficiaries (children, parents, teachers, etc.), b) partner organizations (local NGOs, community groups, schools, etc.), and c) government and policy structures?
28. What lessons could be learned in terms of the project's accomplishments and weaknesses in terms of sustainability of interventions?

III. Deliverables/Outputs of the evaluation
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The contractor will carry out the following activities as part of this evaluation:

1. Conduct briefing meetings at the beginning of the process with ICLP staff.
2. Carry out a desk review of documents related to the project (a list of documents to be reviewed is included in "Section IV: Evaluation Methodology").
3. Conduct a planning meeting with all members of the evaluation team to develop evaluation design methodology.
4. Conduct interviews with key staff at the headquarters of the implementing organization (World Education, Inc., Boston, MA) and with key World Education Nepal staff.
5. Conduct interviews with key stakeholders (as identified by World Education, Inc. and the evaluator) in Kathmandu Valley, Dhading, and possibly some headquarters of the 22 districts throughout Nepal where the project is implemented to collect findings that answer the questions of interest provided in this evaluation terms of reference (TOR). Please note that due to security concerns and limitations to in-country travel of the international evaluator, it is most likely that a significant number of NGO partners will need to travel to Kathmandu to be interviewed by the evaluator.
6. Conduct debriefing of findings of draft evaluation report with World Education, Inc. Nepal staff prior to the stakeholders' workshop.
7. Conduct debriefing of findings of draft evaluation report with ICLP staff
8. Plan and conduct a stakeholders' workshop in Kathmandu at the end of the in-country portion of the evaluation, to present preliminary findings and to facilitate discussion with the grantee and partners to assess what changes could be made in the project's strategy in the next phase.
9. Summarize findings of stakeholders' workshop to insert into evaluation report.
10. Write a draft evaluation report and submit to Macro. The draft will then be provided to ICLP and other key stakeholders for written comments.
11. Produce a final evaluation report taking into consideration comments received and noting in a separate summary document the evaluators' response to each comment.

An evaluation report, which includes at a minimum the following sections, is to be submitted to ICLP:

- a. Table of Contents
- b. Executive Summary, providing an overview of the evaluation and summary of main findings and recommendations
- c. List of Acronyms
- d. Evaluation Objectives
- e. Methodology of Evaluation
- f. Findings
- g. Lessons Learned and Good Practices
- h. Conclusions
- i. Recommendations
- j. Annexes, including list of interviews/meetings, site visits, documents reviewed, stakeholder workshop agenda and participants, TOR, cross-reference list of the TOR questions and pages addressed in the report, etc.

The total length of the report should be a maximum of 30 pages for main report, excluding annexes. The organizational format for the presentation of findings, lessons learned, conclusions, recommendations etc. is at the discretion of the evaluator.

The first draft of the report will be circulated by the evaluator to key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final report as appropriate and the evaluator will provide a response to each stakeholder explaining why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the independent evaluator, the report is subject to final approval by ICLP in terms of whether or not the report meets the conditions of the TOR. **A first draft is due no later than 10 working days after return from an evaluation mission, and a final report is due no later than 10 working days after receipt of comments from key stakeholders. All reports including drafts will be written in English.**

IV. Evaluation Methodology:

The following is the proposed evaluation methodology. The evaluation team can propose changes in the methodology, as long as the range of questions is addressed, the evaluation purpose is maintained and the expected outputs are produced at the required level of quality. Major changes in methodology should be discussed with and approved by ILAB/ICLP.

The evaluation will include:

- desk review of project documentation;
- consultations with World Education, Inc. headquarters staff and stakeholders including ICLP, project beneficiaries, Labor Officer at U.S. Embassy, ILO-IPEC Nepal staff, representatives of national/regional technical working groups on child labor, community leaders, and donor representatives as appropriate;
- evaluation mission to project sites in Kathmandu Valley and other districts;
- direct observations of project activities;
- debriefing field staff and stakeholders at a stakeholders' workshop,
- debriefing ICLP and World Education Nepal staff.

Selection Criteria for Site Visits

In the time available it will only be possible to visit 2 or possibly 3 cluster areas. At least one should be in the Terai and one in the hills. Beneficiaries from each of the 6 worst forms of child labor should be met. The evaluator suggests that emphasis should be given to the majority groups, domestic workers and porters; however, additional guidance will be sought from the grantee and others during initial interviews. Beneficiaries from all of the main caste groups should be met.

Site visits will be subject to the current security situation. The safety of the respondents and of the evaluation team will be the priority and may necessitate changes in the planned program.

Methods for Gathering the Data

An initial desk review will be carried out using the official project documents and reports as supplied by USDOL. This will be followed up by the review of other selected documents provided by the grantee and/or requested by the evaluation team and will be on-going during the evaluation.

Consultation with international stakeholders will take place by phone and by email.

Subject to time and security constraints, as much of the information gathering from the beneficiaries (the children and their families) will be carried out as close to their living and working locations as possible. Information from other stakeholders (government officials, local leaders) and implementing partners will mainly be in the district centers.

Information collection from children and parents will be through informal focus group discussions (FGDs) guided by a checklist. A simple game will be used with the children (and possibly other groups) in order to help them relax and to give them all an opportunity to speak in an unpressured environment. Observation of their personal habits, clothing and immediate environment will also be used.

FGDs will also be used with other groups such as teachers and implementing partner staff if there are sufficient numbers of the respondents in one place.

Semi-structured interviews will be carried out with key informants such as community leaders, employers, teachers, government officials, staff of partner organizations and interested observers.

Workshops for the staff of implementing partners will be held in one or two clusters for information collection, discussion, analysis, and idea generation.

A stakeholders' workshop will be held at the end of the information-gathering period which will be used to verify the draft findings of the evaluation team and to develop ideas and commitment to support successes and address challenges.

Quantitative data will come from project and partner reports. These will be verified as far as possible by reviewing the monitoring process and through site observations.

Confidentiality

The specific source of any information collected by the evaluation team will be treated in confidence. Data on children accessed from the project database will also be treated in confidence. If any specific case studies are used, either permission will be obtained from the respondent or fictitious names and locations used. Sensitivity will be used when arranging meetings with (ex)child laborers/trafficked children and in all situations the interest of the child will take precedence over the evaluation.

Timetable and Workplan:

The total duration of the evaluation process should be two months. The total level of effort days, including submission of the final report, should be 26 days. The tentative timetable is as follows:

<u>Tasks</u>	<u>Work Days</u>	<u>Dates</u>
Review of project documentation, methodology development, interviews with ICLP staff and World Education, Inc. HQ (Boston)	5	January 30-February 3, 2006
Evaluator's International travel day	1	February 18, 2006
Field work (limited to two weeks in-country)	10	February 19–March 2, 2006
Stakeholder Workshop in Kathmandu	1	March 3, 2006
Evaluator's International travel day	1	March 4, 2006
Prepare draft report and circulate to stakeholders	6	March 17, 2006 (10 working days after return from mission)
Incorporate comments and finalize evaluation report	2	10 days after comments received from stakeholders
<u>Total Work Days</u>	<u>26 days</u>	

Deadline for final draft: To be determined (within 10 days of receipt of ICLP comments)

Stakeholders' Workshop. The evaluation methodology includes a one-day stakeholder workshop with World Education staff and key partners and stakeholders, including the donor as appropriate, in order to gather further data, present the preliminary findings, conclusions and recommendations, and obtain feedback. This meeting will take place towards the end of the fieldwork, usually on the last day. The results of this meeting should be taken into consideration for the preparation of the draft report. The consultant will be responsible for developing the methodology of the workshop.

ICLP staff intends to join the evaluator during the latter half of the in-country field visits and the stakeholder workshop.

Sources of Information and Consultations/meetings (Project Documentation)

- Project document
- Cooperative Agreement
- Technical progress reports
- Status reports
- Project revisions
- Midterm evaluation
- Other project files, as appropriate

V. Inputs

ORC MACRO will provide all logistical and administrative support for their staff and sub-contractors, including travel arrangements (*e.g.*, plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials (*e.g.*, access to computers, telecommunications, office supplies) needed to provide all deliverables. ORC MACRO will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

ORC MACRO will coordinate and organize the logistics surrounding the meetings and field visits in Kathmandu and selected districts, transport to field sites, and the logistics surrounding the stakeholder workshop.

ORC MACRO or its subcontractors should contact David Kahler, Vice President, Asia Programs and Special Projects, World Education, Inc., 44 Farnsworth Street, Boston, MA 02210, USA; Tel: (617)-482-9485; Email: david_kahler@worlded.org to initiate contact with World Education Nepal field staff. Your primary point of contact for the project in Nepal is Chij K. Shrestha, Vice President/Project Director, World Education Nepal, Box 937, Kathmandu, Nepal; Tel: +977-1-422385; Email: chij@wei.org.np.

Annex 2 People, groups and organizations consulted

Note: these refer to substantive discussions

Ministry of Labour and Transport Management

Mr Sanjaya K Khanal, Under Secretary

Department of Education

Mr Ramswarwoop Sinha, Director

Sushil Pandey, District Education Officer, Morang

Non Formal Education Center

Mr Kedar Khanal, Deputy Director

Centre for Technical Education and Vocational Training

Dr Agni Prasad Kafle, Member Secretary (recently transferred to the Ministry)

Implementing Partners

Representatives of all implementing partners either in the field or in workshops

Other organizations involved in child labour but not implementing partners

Mr Samphe Lalungpha, Education and Child Protection Chief, UNICEF

Others

ILO Country Office and ILO/IPEC

Pracha Vasuprasat, Officer-in-Charge

Mrs Anja Elisabeth Hem, Associate Expert

United States Department of Labor

Vivita Rozenbergs,

World Education, Brighter Futures Program staff

Mr. Chij Kumar Shrestha, Vice-President, World Education

Mr. Manoj Silwal, Senior Programme Officer, World Education

Meeting with all Kathmandu-based management staff

Meeting with QE team

Dhana Thapa, Field Manager, Jhapa

Partner workshops

Participants in the regional workshop for implementing partners in eastern cluster

Participants in the Kathmandu workshop for implementing partners

Stakeholder workshop

Participants in the draft presentation to stakeholders in Kathmandu.

Details of field visits

<ul style="list-style-type: none"> ◆ Visiting Place: Pashupati Lower Secondary School, Bahundangi, Jhapa ◆ Date: 22nd Feb. 2006 ◆ Total teacher: 18 ◆ Total students: 742 ◆ WE Intervention: PTA support, Scholarship ◆ Activity: meeting/ observation 				
Sn.	Name	Male	Female	Remarks
1.	Puspa Raj Paudel	M		Co-ordinator, GBM
2.	Karnakhar Chaulagain	M		Ex-chairperson
3.	Prem Pradhan	M		Teacher
4.	Gokul Subedi	M		
5.	Krishna Chandra Nepal	M		Teacher
6.	Nirmala		F	PTA Chairperson
7.	Bina Tamang		F	PTA member
8.	Ganesh Thapa	M		Teacher
9.	Tek Bahadur Baral	M		Headmaster
10.	Dharma Thapa	M		Teacher
11.	Rajan Kumar Giri	M		Secretary, GBM/Teacher
	Total	11	5	
<ul style="list-style-type: none"> ◆ Visiting Place: Primary School, Iluwabari, Jhapa ◆ Date: 23rd Feb. 2006 ◆ Implementing Partner: Sahara Nepal ◆ WE Intervention: Self Employment Education Programme Class 				
1.	5 male SEEP participants			SEEP participant
2.	11 female SEEP participants			SEEP participant
15.	9 female CMC members			Class mgnt. committee member
	2 male CMC members			Class mgnt. committee member
24.	Govinda Chapagain	M		CMC chirperson
31.	Dipesh Oli	M		Prog. co-ordinator, Sahara - Nepal
	Total	14	22	
<ul style="list-style-type: none"> ◆ Visiting Place: Surunga Community, Surunga - 4, Iluwabari, Jhapa ◆ Date: 23rd Feb. 2006 ◆ Implementing Partner: Sahara Nepal ◆ WE intervention: Self Employment Education Programme, Class ◆ Activity: meeting / observation 				
1.	3 female vocational training		F	Vocational training participant
2.	13 female SEEP participants		F	SEEP participant
3.	11 male SEEP participants	M		SEEP participant
4.	Bhakta K.C.	M		Sahara -Nepal
5.	Sunita Chapagain		F	
6.	Laxman Khatiwada	M		Sahara Nepal, Banking Programme
	Total	13	14	

<ul style="list-style-type: none"> ◆ Visiting Place: Surunga Bazar, Surunaga, Jhapa ◆ Date: 23rd Feb. 2006 ◆ Implementing Partner: Sahara Nepal ◆ Activity: Modular NFE, Vocational Training 				
1.	Naresh Pariyar	M		NFE /V. training participant
2.	Asha Chaudhary		F	NFE/V. training participant
		1	1	
<ul style="list-style-type: none"> ◆ Visiting Place: Pancha Ratna Lower Secondary School, Jahapa ◆ Date: 23rd Feb. 2006 ◆ Implementing Partner: Sahara Nepal ◆ WE intervention: PTA Support and Scholarship ◆ Activity: meeting / observation 				
1.	Gyanu Mainali	M		Headmaster, PTA member
2.	Bhawani Oli	M		SMC member
3.	Matrika Dangal	M		PTA member
6.	Chhotelal Rajbanshi	M		Rickshwa pullar
13.	Ramesh Kharel	M		SMC chairperson
14.	Nagendra Psd. Sangraula	M		Advisory committee chairperson
10.	2 women		F	
4.	7 men	M		
17.	Word Education staffs	2	2	
	Sahara Nepal staffs	1	1	
	Total	16	6	
<ul style="list-style-type: none"> ◆ Visiting Place: Mahendra Lower Secondary School, Dangihat Morang ◆ Date: 23rd Feb. 2006 ◆ Implementing Partner: Rural Reconstruction Nepal ◆ WE intervention: PTA Support and Scholarship, Physical Facility improvement ◆ Activity: meeting / observation 				
1.	Teachers	4	2	
2.	RRN staff	1		
3.	WE staff	2	2	
	Total	7	4	
<ul style="list-style-type: none"> ◆ Visiting Place: Belbari Morang ◆ Date: 23rd Feb. 2006 ◆ Implementing Partner: Nari Bikas Sangh, Morang ◆ WE intervention: SEEP Class ◆ Activity: Meeting / observation 				
1.	14 female SEEP participants		F	SEEP participants/CMC members
2.	2 male SEEP participants	M		"
17.	Usha Bista		F	Programme officer, WE
18.	Others		14	
	Total	2	29	

<ul style="list-style-type: none"> ◆ Visiting Place: Biratnagar Municipality ◆ Date: 24th Feb. 2006 ◆ Implementing Partner: Nari Bikas Sangh ◆ WE intervention: GATE Class ◆ Activity: Meeting / observation 				
1.	14 GATE participants		F	GATE participant
7.	Mamata Bhattarai		F	ABC trainer
9.	Lila Devi		F	Mother of gate participant
17.	Seema Acharya		F	Programme Officer WE
18.	Usha Bista		F	Programme Officer WE
	Total		18	
<ul style="list-style-type: none"> ◆ Visiting Place: District Education Office Biratnagar ◆ Date: 24th Feb. 2006 ◆ Activity: Meeting with DEO, Biratnagar 				
1.	Sushil Pandey	M		District Education Officer
<ul style="list-style-type: none"> ◆ Visiting Place: Thakre, Dhading ◆ Date: 26th Feb. 2006 ◆ Implementing partner: Integrated Community Development Campaign, Dhading ◆ WE intervention: SEEP Class, PTA support ◆ Activity: meeting / observation 				
1.	Buddha Psd. Gautam	M		Headmaster
2.	Ramdev Yadav	M		Teacher
3.	Bristha Tamang	M		CMC member
4.	Sainla Tamang	M		SMC member
5.	Naumaya Tamang		F	CMC member
6.	3 SEEP parents	M		Parents
9.	2 CMC members	M		SMC member
11.	Mukundamani Adhikari	M		Field manager, WE
12.	Keshab Duwadi	M		Co-ordinator, ICDC
13.	SEEP participants	3	12	
	Total	14	13	
<ul style="list-style-type: none"> ◆ Visiting Place: Baireni, Dhading ◆ Date: 26th Feb. 2006 ◆ Implementing partner: Integrated Community Development Campaign, Dhading ◆ WE intervention: Apprenticeship training support ◆ Activity: meeting / observation 				
	Apprenticeship participants	5		
	Damodar Aryal	1		PRAYAS, Nepal
		6		
28 th February 2006				
<ul style="list-style-type: none"> ◆ Visiting Place: Different Partner Organizations at Kathmandu ◆ Activity: Meeting with different partners of WE in Kathmandu 				
1.	Santa Maharjan	M		CWIN, Kathmandu

2.	Shankar Nepali	M		CWIN, Pokhara
3.	Kumar Bhattarai	M		Co-ordinator, CWIN Kathmandu
4.	Vivita		F	US DOL
5.	Manoj Silwal	M		WE
6.	Shanti Adhikari		F	SWISH, Kathmandu
7.	Milan Dharel	M		Executive Director, CWISH
8.	Madan	M		Child Development Center
9.	Mahima		F	Child Development Center
10.	Kiran Thapa	M		
11.	Puspa Bam		F	CWISH
	Total	7	3	
<ul style="list-style-type: none"> ◆ Visiting Place: SEEP, Class, Thamel (Hotel and entertainment child worker) ◆ Activity: Meeting and observation 				
1.	10 SEEP participants		F	
10.	Ganga Shrestha		F	
	Total		10	
<ul style="list-style-type: none"> ◆ Visiting Place: Day Care Center ◆ Activity: Meeting and observation 				
1.	Day care centers participants		2	
<ul style="list-style-type: none"> ◆ Visiting Place: Change Nepal, Thamel ◆ WE intervention: SEEP Class ◆ Activity: Meeting and observation 				
1.	Angchhokpa Sherpa		F	Porters Progress Nepal
2.	Prabesh Pardhan	M		Change Nepal
3.	Raju	M		
		2	1	
<ul style="list-style-type: none"> ◆ Visiting Place: Bal Uddhar Madhymik Vidhyalaya, Kapan, Kathmandu ◆ WE intervention: PTA support ◆ Activity: Meeting and observation 				
1.	Ghanshyam Psd. Regmi			PTA chairperson
2.	Rajan Regmi			Teacher
3.	Dor Prasad Acharya			Headmaster

Annex 3 References and documents consulted

- CWISH (2004), Children in domestic service in Kathmandu Valley: Annual Status Report 2004, Children-Women in Social Service and Human Rights
- Development Associates (2005), Independent mid-term evaluation of The Brighter Futures Programme: combating Child Labour in Nepal Through Education, 21st January 2005
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- ILO / World Education Strategy for the Implementation of the Time-Bound Programme, April 2003.
- ILO/IPEC (2001), Situation of child porters; rapid assessment report
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- World Education (2002 – 2005), Brighter Futures Program; Combating Child Labor through Education in Nepal, 6-monthly Technical Reports September 2002 – September 2005
- World Education (2002), Brighter Futures Program Project Document, 30th December 2002.
- World Education (2002?), NGO Best Practices for the Elimination of Child Labor, World Education Kathmandu, Nepal. Report prepared by Bhoja Raj Dahal and Bhanu Raj Aryal
- World Education (2006), The Brighter Futures Program in figures – Phase I (2002 –2006)

Annex 4A: Record of multiple services received by WFCL participants

Type of WFCL	Total Services			More than one service			Total Children		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Domestic Worker	11985	5901	17886	3423	1538	4961	8562	4363	12925
Carpet Factory Worker	1692	510	2202	478	136	614	1214	374	1588
Mining	1013	578	1591	268	138	406	745	440	1185
Porter	4625	3120	7745	1123	688	1811	3502	2432	5934
Recycling worker	614	858	1472	226	276	502	388	582	970
Bonded Labor	466	140	606	42	12	54	424	128	552
Trafficked/Hotel	980	0	980	246	0	246	734	0	734
Group Total	21375	11107	32482	5806	2788	8594	15569	8319	23888

Annex 4B: Record of multiple services received by CAR participants

	Total Program Services			More than one service			Total Children		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
Total no.	35,389	7,694	43,083	1,235	112	1,347	34,154	7,582	41,736

Annex 5: The distribution of education services received by WFCL and CAR

TYPE OF LABOR	SEX	GATE	Modular	Naulo Bihan	Flexible/ Open Learning	Scholarship	SEEP	Apprenticeship	Vocational	Total
WFCL	Female	6,018	5,988	1,021	49	5,349	2,540	118	292	21,375
	Male	0	4,470	852	161	3,847	1,332	260	185	11,107
	Total	6,018	10,458	1,873	210	9,196	3,872	378	477	32,482
CAR	Female	17,565	625	328	0	2,161	465	4	14,241	35,389
	Male	393	319	923	0	1,346	206	12	4,495	7,694
	Total	17,958	944	1,251	0	3,507	671	16	18,736	43,083
ALL	Female	23,583	6,613	1,349	49	7,510	3,005	104	14,551	56,764
	Male	393	4,789	1,775	161	5,193	1,538	258	4,694	18,801
	Total	23,976	11,402	3,124	210	12,703	4,543	362	19,245	75,565

Note: Vocational training for CAR is 98% (18,311) Farmer Field Schools and Student Field Schools

Annex 6A: Output from partners workshop: Achievements etc by WFCL sector:

Child Porters

a. Main Activities

- ◆ *Non Formal Education*
- ◆ *Vocational Skill Training*
- ◆ *Self Employment Education Programme*
- ◆ *Scholarship*
- ◆ *Parent Teachers Association*
- PTA capacity Building
- Quality Education
- School sustainable income

b. Major Achievements of Programme

NFE

- ◆ Reduced in working hours of children, reduced in the labor at risk, increase the wages of child labor
- ◆ Increased the importance of education and increased the school enrollment
- ◆ Developed the common feeling, establishment of child club and starting of network
- ◆ Increased the concern of the stakeholders regarding the child labors
- ◆ Improvement in the attitude and behavior of the employers

PTA Capacity building

- ◆ Developed a good relationship among the teachers, students and parents
- ◆ Increased the regularity in of students and teachers in schools
- ◆ Increased the income source of schools. Schools are earning amount of 700.00 Rs. 115000.00 Rs.
- ◆ Improvement in the physical facility and management of schools
- ◆ Improvement in the school environment
- ◆ Some schools have managed the midday snacks
- ◆ Improvement in the classroom management (U shape sitting, availability of water, keeping picture of Saraswati, keeping class routine etc.)
- ◆ Increased in the rate of students upgrading
- ◆ Maintained the regularity in the discussion on the Resource Center Level agendas
- ◆ Starting the planning process
- ◆ Establishment of child friendly schools
- ◆ Parents concern to school has been increased and parent monitored the school regularly
- ◆ Started to award the parents who has done excellent contribution

- ◆ Developed the network of PTA and Schools as well as sharing of experiences and co-operation
- ◆ Improvement in the school accounting system, only PTA schools have maintained the accounting system transparently
- ◆ Established the system of doing extracurricular activities in schools
- ◆ Decreased the school drop out and class repletion

Self-Employment Education Programme

- ◆ Regular collection of saving
- ◆ Participants have started business
- ◆ Approached to other support organizations and received support also

Vocational Skill Training

- ◆ Children have rehabilitated in their home after the vocational skill training
- ◆ Used the skill learned and started to produce the materials for home use

School Support and Scholarship Programme

- ◆ Some children have been withdrawn from child labor and child labor has been prevented
- ◆ Increased the regularity of students, reduced the drop out and class repetition rate
- ◆ Increased co-operation and co-ordination with other organizations and received different kinds of support from other organization

Organizational Achievements:

- ◆ Increased the identity of organization as we are working in the field of child labor
- ◆ Gained experience of working in the field of child labor
- ◆ Increased the co-ordination and co-operation with different GOs and NGOs
- ◆ Became easy to work in the conflict situation because of the sensitivity of work

c. Major Challenges Faced:

NFE

- ◆ Difficult to meet the number of participants according to the criteria (25)
- ◆ Working children are irregular in the classes
- ◆ Difficult to get appropriate place for NFE class due to the geographical area
- ◆ Difficult to manage time for the working children, lack of time
- ◆ Children are irregular because of migration and marriage age limitation
- ◆ Difficult to manage appropriate place in the market area

PTA

- ◆ Lack of class room due to incensement the students enrollment

SEEP Class

- ◆ Difficult to do business in group due to the geographical difficulties
- ◆ Lack of seed money for business
- ◆ No support for the facilitator after four months
- ◆ Extra work load to the supervisor
- ◆ Difficult to run business because of the age factor
- ◆ Class period of four months is very short period

Vocational Skill Development Training

- ◆ Very small provision of support after vocational training

d. Recommendations for future:

Programme for children:

- ◆ Run drop in centers
- ◆ Develop the mobile teaching materials
- ◆ Manage for the residential programmes
- ◆ The educational support should be experimental and practical
- ◆ Run community learning centers
- ◆ Provide additional support to the scholarship receiving children
- ◆ Emphasize to the Child to Child programme
- ◆ Give emphasis in organizing and mobilizing the child clubs
- ◆ Increase the time period of NFE class and Modular

Support Programmes:

- ◆ Run the programmes of awareness raising and income generation for the families of working children
- ◆ Develop co-operation among the stakeholders
- ◆ Run the programmes of community mobilization

e. Programme Sustainability:

NFE Class:

- ◆ DEO is positive for providing child class support in the futures
- ◆ Possibility of family support through Women Literacy and Community Forest Literacy
- ◆ Establishment of child club and district level network
- ◆ Co-ordination of Brighter Future Programme with other organizations

PTA:

- ◆ There is direct co-ordination with DEO for carrying every out activities
- ◆ Sharing of good practices among DEO and schools
- ◆ Establishment of PTA Network, practice of monthly sharing meeting, active participation of DEO representatives in the PTA network

- ◆ Practice of common meeting among DEO and SMCs
- ◆ Participation of parents in different activities of organizations

Scholarship:

- ◆ Establishment of Scholarship fund and increasing the amount
- ◆ Good co-ordination among the organizations of scholarship providing and other agencies
- ◆ Established direct co-ordination with district education office
- ◆ Passed policy of investing 2% of Self-help banking programme of organization in order to reduce the child labor
- ◆ Starting programme for Booster Parents
- ◆ Emphasis on giving scholarship to the children of Dalit and child labor

f. **Learning:**

Effective Learning:

- ◆ NFE is the starting point to withdraw the child labor
- ◆ Service is important thing rather than the resources.
- ◆ If we reach to the real target group, it would be easier to work even in the conflicting situation
- ◆ Co-ordination and co-operation with stakeholders plays the vital role for the effectiveness and success of programme
- ◆ In order to run PTA programmes, it would be easy to disseminate the good practices through the Resource Centers established by HMG/N
- ◆ It would be effective making the District Education office as a mediator to disseminating information
- ◆ The time of NFE modular class and SEEP class is very short and should be revised
- ◆ Support for Business should be provided along with the support of business skill
- ◆ Working in the field of child labor, right based approach to government and welfare approach to private sector would be appropriate

Ineffective Learning:

- ◆ It would be useful to plan the activities in integrated way and carry out the agreements accordingly in annual basis
- ◆ It should be rethink about the supervision and monitoring of programme and organizational support to the partner organizations.

g. **Best Practices:**

NFE

- ◆ Organized into child clubs and district level network has been established
- ◆ Emphasis in rehabilitation to home and school enrollment
- ◆ NFE class participants participate in the communal activities and interaction among children and parents is conducted

- ◆ All classes have been run on the co-operation and co-ordinations of community forestry users groups and community based organizations
- ◆ Conducted annual health check up and provided medicines for worms
- ◆ Days celebrations in the participation of children

PTA

- ◆ Established co-ordination with different organizations like LFP, room to read, CFUG, ILO, SSMP, DFO etc.
- ◆ Division of responsibility among PTA members and regular monitoring
- ◆ Formulated PTA school network and practiced the quarterly meetings
- ◆ Support the parents for income generation through the self-help banking initiative programmes
- ◆ Competition among schools for running the income generation programmes
- ◆ Practice of double entry book keeping system and annual auditing of schools
- ◆ Regularity maintained for welcome to school programme

Self Employment Education Programme:

- ◆ Received financial support of 5000 for each SEEP class from LFP programme
- ◆ Participants started the painting and retail shops
- ◆ Collective potato farming
- ◆ Participants have received different technical from different organizations like LAS

Scholarship:

- ◆ Got scholarship support from different organizations like SCFIN, INF/PER, DCWC and CFUG etc.
- ◆ Provided additional support to the children that who have been excellent
- ◆ Establishment of scholarship fund and supporting 2% of organizational income regularly for scholarship
- ◆ Additional support to the parents

Co-ordination and organizational management:

- ◆ Celebration of children days with in co-ordination of different organizations
- ◆ Practice of conducting monthly co-ordination meeting, seeking options of co-operations, preparing the work plan and implementations
- ◆ Good relationship with media and discrimination of good practices

Domestic Child worker

a. Major Achievements:

NFE Class:

- ◆ Reduced the working hours
- ◆ Children have been able to express own view, feelings both in written and oral form
- ◆ Acknowledged on own rights and duties
- ◆ Obtained the data of child labour in the working area
- ◆ Built the network in local level
- ◆ Increased in the school enrollment rate
- ◆ Schools have been positive on the child workers
- ◆ Working children returned back and started to read
- ◆ Significant reduction in the child marriage
- ◆ With the initiation of the community temporary primary schools have been established.
- ◆ Employers themselves have started to send children nearest schools

Scholarship

- ◆ Child labours have been mainstreamed to education
- ◆ School itself started to provide scholarship to working children
- ◆ Increased the self respect of the working children through the scholarship support

PTA and Quality Education:

- ◆ Positive thinking in schools towards the working children
- ◆ Madarsha (religious schools) have been using the government text books
- ◆ School drop out rate decreased and class upgrade rate increased
- ◆ Parents concern to school has been increased in terms of school monitoring, resource collection, physical facility improvement etc.
- ◆ Developed the PTA network
- ◆ Established the library in schools
- ◆ Close relationship have been established among teachers, students, and parents
- ◆ Islamik Association has been established in Madarshas

b. Major Challenges:

- ◆ High drop out rate
- ◆ Working childrens do not stay in one place for a long time period
- ◆ Employers do not deal properly while doing baseline survey
- ◆ No provision of immediate relief
- ◆ Double role of the employers

- ◆ Existing social and cultural values and norms
- ◆ Lack of proper implementation and monitoring of the existing rules and regulations of state
- ◆ Lack of awareness regarding the education and child right in our society
- ◆ Childrens that got skill could not compete in the market
- ◆ Negative thinking of society towards the NGOs and INGO and over expectation towards them
- ◆ Existing unstable political situation
- ◆ Difficult to run business due to lack of resources
- ◆ Over pressure of students in schools
- ◆ Difficult to make the programme sustainable

c. **Process and time taken:**

- ◆ Household visit
- ◆ Community mass meeting
- ◆ Dissemination of informations. Notice, pumplets
- ◆ Data collection through the baseline survey
- ◆ Interaction with local statkeholders
- ◆ Above activities will take 1-2 months

d. **Organisational Achievements**

- ◆ Five years childlabour reduction policy has been prepared
- ◆ Employers have been positive towards the working childrens

SEEP

- ◆ Started the self business like tea shop, vegetable shop, binding, soap making, Nanglo making etc
- ◆ Childrens have learned life skills and started to earn
- ◆ Cut off the unnecessary expenses and started to save

e. **Lessons learned:**

- ◆ Programmes should be run by using the season calendars
- ◆ Prepare the curriculum depending upon the issues identified
- ◆ Run the programmes like encourage the employers
- ◆ Give strong pressure to the policy level to reduce the the child labor
- ◆ There should be the provision of carrier counseling
- ◆ Facilitator should have to stay during the programme period
- ◆ Period of vocational training should be increased

f. **Effective interventions to be done**

- ◆ Curriculum should be revised according to the need of children
- ◆ Established the drop in center
- ◆ The period of nine months should be divided into three phase like 3/3 months. Participants may enter in next phase by passing one phase

- ◆ Conduct the mobile class
- ◆ Reduce the size of child class
- ◆ Increase the period of scholarship up to class ten
- ◆ Increase the programme budget to partner organizations
- ◆ Run skill oriented programmes, provide family support programmes and income generation programmes
- ◆ Provide social counseling and run community awareness raising programmes

g. **Co-ordinations:**

- ◆ Conducted monthly co-ordination meeting with the stakeholders
- ◆ Organized interactions through trainings, seminars and workshops
- ◆ Build up network
- ◆ Develop the mechanism of monitoring and evaluation among the NGOs, GOs and INGOs

h. **Sustainability:**

- ◆ Internal resources mobilization
- ◆ Co-ordination with DDC, Municipality
- ◆ Mobilization of PTA fund
- ◆ Increase the income source by mobilizing the child clubs

i. **Good Practices:**

- ◆ Employers themselves enroll the childrens in schools
- ◆ Formed the network of the stakeholders
- ◆ Formation and mobilization of child groups and Kishori groups
- ◆ Implementing the concept of Parent Teachers Associations

j. **Opportunities:**

- ◆ BFP IInd will be run.
- ◆ Network may be mobilized
- ◆ Organizational capacity has been increased
- ◆ Human resource have been developed
- ◆ Have experience of working for the worst form of child labor

Children's in recycling business

a. **Major Achievements:**

NFE Class

- ◆ Changed the profession of street childrens
- ◆ In some extent the street childrens have been included in the programme
- ◆ Have been easy to family rehabilitation
- ◆ Entered into the formal education from the informal education

- ◆ Discipline and mutual relationship has been increased
- ◆ Street childrens have been working the organization as the outreach workers
- ◆ Street childrens have been also working as the peer educators
- ◆ Attracted into the vocational training
- ◆ Street childrens have started saving

b. **Obstacles and Challenges:**

- ◆ Children are more irregular and difficult to maintain the regularity
- ◆ High mobility of the street children. Children used to change different organizations
- ◆ Use drugs
- ◆ Changing own thinking.
- ◆ Give emphasis in the economic activities rather than the educational activities
- ◆ Street children hide own the real identity
- ◆ Possibility of using them in some criminal activities by others
- ◆ Difficulty of Citizenship
- ◆ Lack of curriculum
- ◆ Difficult to cover all children's in the streets

c. **Selection process**

- ◆ Use of the existing data in the organization
- ◆ Feasibility study
- ◆ Exchange of co-ordination and co-ordination with the local stakeholders
- ◆ Launch other programmes through social centers
- ◆ Child to child programme

d. **Sample of curriculum for quality education:**

- ◆ Need of curriculum
- ◆ Manage for the drop in center
- ◆ Mobile class
- ◆ Need of counseling
- ◆ Practical Education

e. **Co-ordination and co-operation with other organization:**

- ◆ There is the network of organizations working in the field of street childrens
- ◆ There is relationship with children's and women cell
- ◆ Have relationship with other GOs and NGOs
- ◆ Have relationship with the community policy

f. **Programme to be run without external support:**

- ◆ Co-ordination with other organization

g. **Positive and negative learning:**

- ◆ Education, skill, learning and consultation should be taken together

- ◆ During the learning and education period street children's should be kept in the periodical learning rooms
- ◆ There should be the provision of long term training
- ◆ Curriculum should be according to the interest of childrens
- ◆ Should to long term income generation programmes for the parents
- ◆ Could not provided the effective programme to the street childrens

h. Good Practices:

- ◆ Changing in the occupation
- ◆ Choose the new occupation and running the own livelihood
- ◆ Good relationship among different organizations
- ◆ Changing in the habits
- ◆ Involvement of executive committee in the work

i. Opportunities:

- ◆ Child issues has been the national issue
- ◆ Organizations have made the identity of working in the field of child labor.
- ◆ There are different networks of organizations working in the field of child labor

Children in massage and cabin restaurants (entertainment sector)

a. Major Activities:

- ◆ NFE
- ◆ SEEP
- ◆ Training
- ◆ Health Services
- ◆ Socialization Programme

b. Achievements

- ◆ Reduction in working hours
- ◆ Withdrawal (Change of profession, Return home)
- ◆ Increased level of confidence
- ◆ Opportunity & exposure provided
- ◆ Acquired literacy
- ◆ Increased life skill level
- ◆ Increased awareness in trafficking
- ◆ Self economic activities

c. Challenges:

- ◆ Target group difficult
- ◆ High mobility & drop out, irregular
- ◆ More priority on earning than educational intervention
- ◆ Problems to find facilitators / retain

- ◆ Difficulty in finding room for class
- ◆ Less social sensitivity on the issue
- ◆ Additional financial burden due to arrest & adverse political sit
- ◆ Reluctance to switch over to other profession due to monetary return
- ◆ High expectation from programme
- ◆ Their earning better/ more than ours
- ◆ Addiction
- ◆ No full co-operation from owners
- ◆ Geographic location
- ◆ Family violence 75 hide age / ID

d. Process

- ◆ Findings Surveys research
- ◆ Mouth to mouth promotion among children
- ◆ Media reports
- ◆ Door to door visit
- ◆ Individual / Institutional

e. More Effective Intervention

- ◆ One to one approach using NFE / SEEP graduates
- ◆ Drop in center
- ◆ Training for Facilitators
- ◆ Training / Technical education an inherent part

f. Relationship

- ◆ Nepal Police
- ◆ Community police
- ◆ Local bodies & authorities
- ◆ Employers / Owner association
- ◆ Interaction with other children but in worst form
- ◆ Other NGOs and related org
- ◆ Trade Union / Labor

g. Further Sustenance

- ◆ Find other donors
- ◆ Sponsorship
- ◆ Use of corporate houses, Rotary, lions Social clubs
- ◆ Referral to similar institution
- ◆ Operation in reduced scale if alternative fail
- ◆ Request to school for continuation
- ◆ Parent teacher Association (PTA)

Children in mines

Organizations involved in-group discussion:

a. Significant achievements

- ◆ Direct benefit
- ◆ Withdrawn
- ◆ Prevention
- ◆ Reduce the working load
- ◆ Through School enrollment
- ◆ Skill training
- ◆ Family support
- ◆ NFE
- ◆ Parents, employers are more conscious on child labor issues and importance of child education.
- ◆ Started to develop the ownership among parents, employers, civil societies & organizations working for child rights & welfare.

b. Constrains / Challenges

- ◆ Migration / mobility of children / Families
- ◆ Lack of Enough knowledge & skill to the staff on social mobilization
- ◆ Lack of Family support program
- ◆ Security situation restricted the frequent & regular field visit / works
- ◆ Difficult to find appropriate vocational apprenticeship training & find jobs in the trained field
- ◆ Difficult to enroll & retain the children into NFE classes & trainings
- ◆ Discrimination both girls & boys
- ◆ Vulnerable in term of prostitution HIV/AIDS, trafficking

c. Process of identification

- ◆ Mapping the potential areas with the consultation with local government bodies, social activists, workers group, local NGOs & other stakeholders
- ◆ Provide awareness on the issues of child labor (specially in mines) & project activities & motivate them to get supports the program
- ◆ Identify working children through home visit & working places.
- ◆ Fill up baseline forms & per form administrative works
- ◆ Enroll & retain the working children with different activities at NFE classes.
- ◆ Link the child into other activities such as formal school, skill training etc.

d. Effective

- ◆ Focus on NFE with flexibility in term of content, time & venue
- ◆ More life skill
- ◆ Multi grade teaching
- ◆ Nutrition (Khaja) at the classes

e. Relationship / coordination

- ◆ Good coordination with government agencies such as DDC, Municipalities UDC, DEO, DPHO, WDS, schools.
- ◆ Establish networks among like minded organizations
- ◆ Partnership with government & non-government organizations.

f. Sustainability of the achievements

- ◆ Some of the working children enrolled into formal school with family & school supports
- ◆ Some of the children who have started self – employment of job in the same field as they were trained
- ◆ Advocacy on child labor issues locally.

g. Lesson learned

- ◆ Education (NFE) Should be the 1st & most prioritized intervention
- ◆ Identification process & education intervention (NFE) should go simultaneously
- ◆ Staff
- ◆ Use of community level volunteers as part of the project staff
- ◆ Focus should be made of self-employment immediately after the skill trainings.

h. Good practice

- ◆ Working with many organizations in holistic approach & sharing the credit of success.

i. Opportunities for further work

- ◆ Stakeholders / IPS realized the need & urgency to address mines child workers & commitment to address the issues.
- ◆ Develop HRD & institutional capacity
- ◆ Knowledge & lesson learned to address child labor issues
- ◆ Development of network & relation with many organizations working in the same fields.

Carpet factory workers

Educational Interventions

- ◆ NFE
- ◆ Scholarship program.
- ◆ Vocational skill training.
- ◆ Self-employment and economic education program (SEEP).
- ◆ PTA program.

a. Constraints \challenges:

- ◆ High drop out rate due to high mobility.
- ◆ Irregular presence in the class due to word load.
- ◆ Multi- level participants.
- ◆ More priority to earning money.
- ◆ Dual standard of employers.
- ◆ High competition in the market resulting in difficulty in selling the products.
- ◆ Limited fund for vocational skill training (semi-skilled nature) and business.
- ◆ Group conflict as everyone wants to hold position in-group.
- ◆ Time factor (business).
- ◆ Lack of trust between the group members (SEEP).
- ◆ Very short education phase (four months).

b. PTA Program.

- ◆ PTA s is found more interested to start IGP.
- ◆ Misunderstanding between PTA and SMC members regarding their roles and responsibility.
- ◆ Lack of resources for the implementation of quality education resources package. (Primary school).

c. Achievements:

- ◆ Working hour of the carpet factory workers reduced.
- ◆ Able to bring hard to reach group (Group confined to carpet vicinity) in the educational interventions.
 - Reading and writing skill acquired.
 - Life skill provided through NFE.
 - Level of self- esteem and self-confidence increased.
- ◆ School and community made aware of child labor issues (school enrollment time).
- ◆ Cost sharing for school enrollment by parents as well as employers
- ◆ Mainstreaming into formal education.
- ◆ Withdrawal of 5 girls from carpet factory and involved in small business (Day care, Pig raising m soap making)
- ◆ Self employment vision clear
- Business skill acquired through SEEP.

- Limited group saving and credit mobilization.
- Became capable to manage ledger and pass book as well as daily book PTA program.
- ◆ Explored various sources of fund collection.
- ◆ Developed sense of ownership.
- ◆ Conducted welcome to school campaign.
- ◆ Established linkage and coordination (Room to read SEFU- Nepal, Keevam bptj).
- ◆ Separate bank account and IGP started.
- ◆ Maintained library.

d. Good Practice

- ◆ Adopted welfare approach to address child labor issues.
- ◆ Mobilized previous beneficiaries for condition of new classes & out line survey.
- ◆ Replicated the concept of CMC as group management committee (GMC) in SEEP to guardian in the group.
- ◆ Involved facilitators' in-group as advisor for sustainability to the group in SEEP.

e. Opportunity

- ◆ Experience gained in working with worst form of child labors by implementing brighter future program.
- ◆ Capacity buld up of the organization.

f. Linkage and coordination with.

- ◆ Deo for setting criteria for school selection, school identification, conducting meeting and sharing experiences for PTA program.
- ◆ Ward offices (class management committee member, scholarship) DDC and VDC (information and suggestion and materials support) Youth clubs (outline survey and identification of WFCL)
- ◆ Schools to provide scholarship and act as CMC members.
- ◆ Other libe agencies like CWISH, AMK, jeevan Both, ADRA, SEFU, Room to read etc.

g. Sustainability.

- ◆ Scholarship through individual donors by motivating parents and employers as well as schools for free admission.
- ◆ Encouraging schools to increase their PTA fund every year by mobilizing local people and resources.
- ◆ Mobilization of local institutes, business sectors, social organization.
- ◆ The scholarship program should be for a period of 8-10 years to withdraw children from labors field.

h. Lesson Learnt and Recommendation

- ◆ Welfare approach is much effective in addressing child labors.
- ◆ Education programs with integrated bed programs for parents as well as employers would be more effective to combat child labors.

- ◆ For better understanding between PTA and SMC, SMC should also be involved in PTA training.
- ◆ There should be provision of fund for implementation of QERP.
- ◆ There should be provision of both individual and group business in SEEP.
- ◆ Facilitators should be involved in-group saving.

i. Process of identification of worst form of child labors.

- ◆ Carpet to carpet visit.
- ◆ Outline survey.
- ◆ Through previous beneficiaries.
- ◆ By mobilizing facilitator & volunteers.
- ◆ By coordinating with NGOs. Youth clubs m employers & stakeholders.
- ◆ Through media.

j. Effective Educational Intervention for WFCL.

- ◆ Non-formal education classes included.
- ◆ Drop in center for those who do not have fixed leisure time.
- ◆ Structured two hour classes for those having leisure time.
- ◆ Open learning approach.
- ◆ One to one approach.
- ◆ Use of short term packages for mobile group.
- ◆ Teaching in working situation.
- ◆ Long term scholarship program for school going children

Annex 6B: Output from partners workshop: The process, achievements and challenges of the project interventions:

1. Quality education resource material

a. Process of implementing QERP:

- ◆ Conduct parents mass meetings
- ◆ Formation of PTA
- ◆ Provide orientation training
- ◆ Need assessment
- ◆ Programme planning/implementation

Regular	Occasional
Welcome to school programme	School improvement plan
Scholarship	Training to PTA
Accounting management	Library management

Support:

Mobilizing the PTA and SMC

a. Achievements:

- ◆ Increased in the students enrollment and regularity
- ◆ Developed the feeling of 'this is our school'
- ◆ Improvements in the physical and educational situation of schools
- ◆ Starting the income generation programme for increasing the source of income.
- ◆ Schools have looked for other source of income for scholarship

a. Challenges:

- ◆ Lack of education and infrastructure facilities as per the increasing ratio of student's enrollment.
- ◆ PTAs have been concentrated more on income generation than the quality of education.

a. Learning:

- ◆ Increase the amount of matching fund and organizational support
- ◆ There should be the provision of training and refresher training after changing the PTAs
- ◆ 'Violence Less Teaching Method' should be included in the package of quality education resource materials.

2. Vocational and Apprenticeship Training

Vocational Training

a. Process:

- ◆ Selection of NFE literate children
- ◆ Collection and analysis of interests
- ◆ Selection of training and proposal writing
- ◆ Conducting training according to the plan
- ◆ Market survey and market management
- ◆ Regular monitoring

a. Achievements:

- ◆ Developed the concept of running business
- ◆ Developed the business skill of the training participants
- ◆ Developed the concept of working together for their business
- ◆ Looking for the alternative business/occupation
- ◆ Developed the self confidence

a. Challenges:

- ◆ Problem of drop out
- ◆ Could not go in the competition to others
- ◆ No regularity in training/job by the participants
- ◆ The support after having training is very low

a. Learning:

- ◆ The training period of vocational training should be long
- ◆ Needs support after the vocational training/should be the provision of post training support?
- ◆ Training should be divided into basic level and middle level.

Apprenticeship Training

a. Process:

- ◆ Select the NFE literate and general literate childrens for the training
- ◆ Collection of interest of the childrens
- ◆ Consult the related businessman and select appropriate one
- ◆ Starting the apprenticeship training
- ◆ Regular monitoring and follow up

a. Achievements:

- ◆ Increased the skill and capacity of running different business
- ◆ Opportunity of getting employment where they are learning new skills
- ◆ Some participants have run own business

- a. Challenges:
- ◆ Businessman do not like to host the apprenticeship participants because of the fear of breaking loosing tools
 - ◆ Participants are of mobile nature
 - ◆ Problem of stealing and going somewhere else
 - ◆ Difficult to get employment

- a. Learning:
- ◆ There should be provision of seed money
 - ◆ Participants who like to do business should have the provision of training and period of training should be long
 - ◆ Apprenticeship training should be residential

3. Farmers Field Schools and Students Field Schools

- a. Process:
- ◆ Selection of programme running place and school
 - ◆ Take information regarding the interested farmers
 - ◆ Take information of community demands, irrigation facilities and availability of appropriate lands
 - ◆ Formation of group
 - ◆ Run classes and practical work

- a. Achievements:
- ◆ Increased the knowledge of modern farming system
 - ◆ Increased the use of local herbals
 - ◆ Identification of friendly insects and enemy insects
 - ◆ Information and knowledge disseminated to the farmers from students
 - ◆ Easy to learn through the practical applications
 - ◆ Increased in production.
 - ◆ Sharing practical knowledge to parents by students
 - ◆ Opportunity of comparing the traditional and modern farming system and farmers are encouraged.

- a. Challenges:
- ◆ Curriculum has not developed yet
 - ◆ No sufficient agricultural tools
 - ◆ Lack of appropriate land and irrigation facilities
 - ◆ Have to encounter with the unseen diseases
 - ◆ Lack of monitoring and follow up

- a. Learning:
- ◆ It is easier to apply in the practical life because of the practical and field based interventions

- ◆ It is easy to disseminate information to the farmers through students
- ◆ Should be sufficient agricultural tools

4. Scholarship programme

a. Process:

- ◆ Baseline survey of WFCL and CAR
- ◆ NFE Class
- ◆ Preparation of school enrollment
- ◆ Prepare the list of childrens and conduct the co-ordination meetings
- ◆ Conduct meeting with the stakeholders scholarship distribution
- ◆ Not to provide scholarship to the children who repeat schools
- ◆ Get the progress report

a. Achievements:

- ◆ Children have got admission for the formal education
- ◆ Regularity in studying
- ◆ Reduced the numbers of schools drop out.
- ◆ Reduced the working hours
- ◆ Reduced the financial burden of parents
- ◆ Increased the school enrollment

a. Learning:

- ◆ Scholarship fund should be established
- ◆ It would be easy to have socialized the children by forming the child clubs.

a. Challenges:

- ◆ How to continue the scholarship to the scholarship receiving childrens
- ◆ Difficult to complete the school education
- ◆ No sufficient quota as per the demands
- ◆ Variation in the age groups of childrens
- ◆ Difficult to save childrens from others domination

5. Non-formal Education

The process

1. District level planning meeting
2. Feasibility study
3. Data analysis
4. Village Orientation Program
5. Submission of the proposal
6. Agreement
7. Training of Trainers
8. Facilitators' Training
9. Class conduction

10. Submission of the data after reconfirming
11. Regular supervision and monitoring of the class.
12. Mid term exams
13. Data entry
14. Refresher Training of Trainers
15. Refresher Facilitators' Training
16. Second phase of the class starts
17. Final exam
18. Data entry
19. Enrolment to formal school.

Achievements

- Increased literacy level
- Participants aware and benefited from the different subjects/ contents in the curriculum.
- 60% NFE graduates enrolled into formal school.
- NFE graduates enrolled in Grade 3 or 4.
- Easier for birth registration.
- Parents also actively provided support to conducting class.
- Some NFE graduates returned to their home and enrolled into formal schools.
- Being dignified/glorified after being able to read and write.
- Sharing of the learning with the friends.
- NFE participants who enrolled into formal schools were/are found to be actively participating in the extra curricular activities.
- NFE participants have been spreading awareness among their parents, friends, and villagers such as not having early child marriage.
- NFE participants are easily organized into group.

Challenges:

- Irregular attendance at NFE class due to the working children (worst form of child labor).
- Unavailability of enough space for conducting class.
- Employees ready to let their child workers to attend the NFE class but were not interested to let them enroll into the formal school.
- The existing curricula (Nualo Bihan and Lalima) are not suitable as per the children need, nature and situation.
- Difficulty in teaching learning due to the different levels of the participants (by age, literacy level...) in the class.
- Lack of awareness in the parents.
- Difference in the facilities provided by the different implementing organizations in the different areas.
- Difficult to conduct the NFE class where the number of participants were/are not enough as standard existing policy (min. 20- 25 children)
- Difficult to activate/ active participation with short orientation program to Class Management Committee (CMC)
- Unable to conduct the NFE class so as to complete it within the academic year

Conclusion:

Describing about the programs to all the stakeholders is needed. Suitable curriculum should be selected and designed as per the need and educational materials should be used as their need and learning level. Mobilizing CMC actively is to be considered. Learning should be

introduced according to teaching methodology applying the multi-level and multi-grade approach where child's literacy level is different. The equivalency consistent with formal school has to be maintained (enrollment). Based on the past experiences and the needs, revision and changes is needed for effectiveness.

6. Formation and support of PTA (Parents Teachers Association)

Process

- **Formation:** As per the provision in Education Act of Nepal, PTA formation is proceeding in close coordination with District Education Office
- **Training/Orientation:**
 - Informing the PTA members about their roles and responsibilities and focus them for raising income generating and providing resources for schools.
 - Giving them orientation them about the 21 modules of the quality education resource package and its implementation.
 - Organizing periodic review/ reflection meetings and refresher trainings with sharing experiences and preparing future plan of action
- **Matching Fund Management:**
 - By providing Rs.15,000 as a support to initiate and promote income generating activities for the school.
 - By providing library support for the school.
 - By providing radio, posters and other useful educational materials.

Achievements

- Increased students regularity in attendance in the school.
- Increased feeling of ownership among the parents by their active participation.
- Due to income generating initiative/ activities; economic status of the parents as well as schools is moving towards sustainability
- Increased the percentage of the students successfully passing and increased level of quality achievements in the schools has been improving.
- PTA increased the level of capability of schools to access and mobilize resources at the local and district level
- Reduced dropouts and repeaters.
- Increased the participation of the parents in decision making of the schools.

Challenges:

- Lack of guidelines for the income generative activities.
- Lack of additional training to committees (PTA/SMC)
- Lack of knowledge on supervision and monitoring skills to some of the parents associated with the PTA.
- Regular changes of PTA members.

7. Self-employment and Economic Education Program (SEEP)

Guideline/ process

1. Criteria for selecting children:- e.g. WFCL, NFE graduates and school dropout children.
2. Organized community orientation program
3. Selection of facilitators and the formation of CMC.
4. Facilitators' Training.

5. Commencement of the class (total four months)
6. Mid term exam after two months
7. Regular supervision and monitoring
8. Feasibility study of the business intended
9. Selection of the suitable business and planning
10. On the basis of selected business, disbursing the experimental support fund to the small business as desired.
11. Starting of the business.

Achievements:

- Participants organized into group for learning
- Developed the savings habits
- Small business started
- Encouragement to by their parents/ employers to start the business.
- Participants are being self employed and self confident

Challenges:

- Difficult to start savings in a group.
- The targeted participants of the group dropping out of the group due to migration or marriage.
- Leadership development in the group is lacking due to the short time
- Participants not being able to start the selected business due to various social conditions/obstacles.

Annex 7: Agenda and proceedings of stakeholders' workshop

Stakeholders Workshop on the draft findings of the Final Evaluation of the Brighter Futures Program:

Combating Child Labor through Education

Friday 3rd March 2006

10.00 - 10.20	Registration	
10.20 - 10 30	Welcome by Chij Shrestha, Country Director	
10.30 – 10.40	Key remarks by Vivita Rozenbergs, DOL	
10.45 – 10.50	Introductions and introductory activity	(NS/KJF)
1050 – 1100 (MS)	Background to the project; objectives and planned outputs	
1100 - 1145	<i>Tea break</i>	
1145 – 1245	Presentation of the draft findings of the final evaluation	(NS/KJF)
12.45 - 1300	Plenary discussion on the draft findings	
1300 – 1400	<i>Lunch</i>	
1400 – 1500	Group discussions on effective responses to critical issues identified by the evaluation	
1500 – 1600	Presentations from group work and plenary discussion	
1600 – 1615	Summing up	(KJF and VR)
1615	<i>Tea and depart</i>	

(Handout provided at the stakeholders' presentation)

**Draft Findings of the Final Evaluation of the
United States Department of Labor-funded
World Education Brighter Futures Program:
Combating Child Labor through Education in Nepal**

Evaluation objectives

- Determine if the project achieved its stated objectives and explain why or why not
- Assess the impacts of the project in terms of sustained improvements
- Identify lessons learned and good practices to inform the future project

Methodology

- Review of project reports and documents and preparation of checklists
- Discussions and interviews with representatives of stakeholders (participating children, families, community members, PTAs, teachers, school principals, DEOs and staff, implementing partners, BF staff, ILO/IPEC, DOE, NFEC, CTEV, MOLT, USDOL)
- Two implementing partners' workshops (Biratnagar and Kathmandu)
- Presentation to central-level Stakeholders Workshop and discussion on achievements and challenges
- Draft report
- Final Report

Draft findings

Project design:

- Based on supporting the implementation of the Time Bound Program under the National Master Plan for the elimination of child labor.
- BFP and ILO/IPEC to provide complementary services to withdraw children from the worst forms of child labor (WFCL)
- Logical series of interventions planned based on experience with out of school children

Achievement of project objectives and outputs

Project Goal: Worst forms of child labor reduced

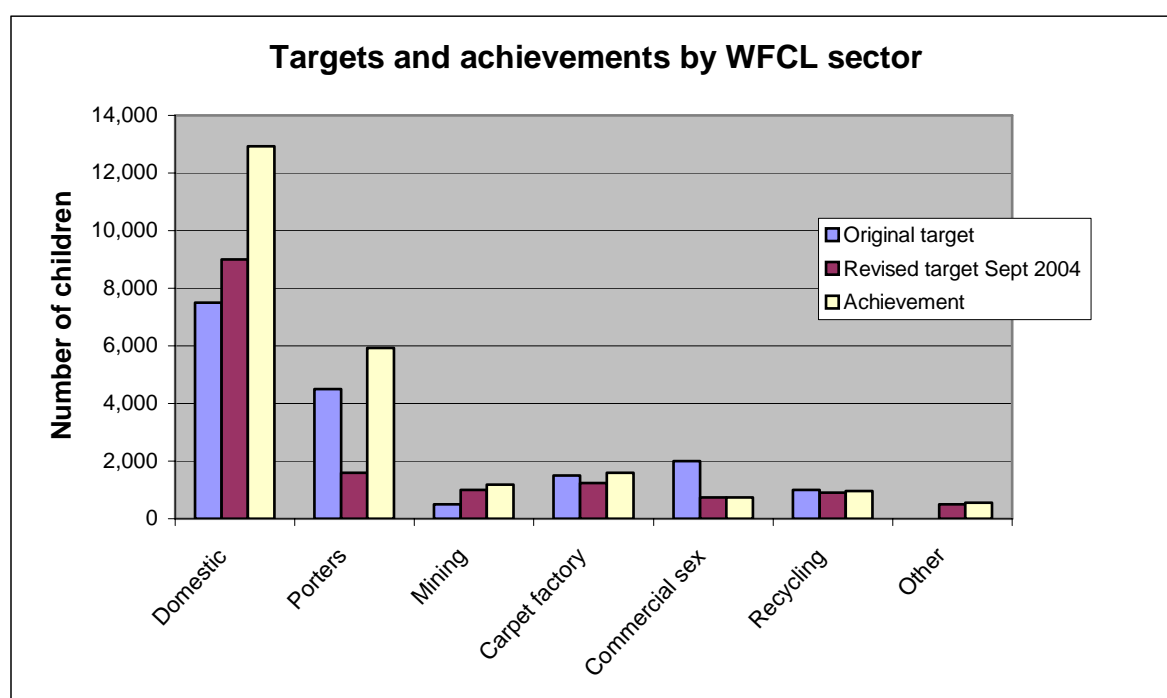
- Working conditions and hours of virtually all beneficiary children have improved. However many of the children are still in WFCL
- The monitoring system does not track the information needed to assess if children have been withdrawn from WFCL
- Baseline figures available from ILO/IPEC rapid assessments in 2001/02 but there are no repeat studies to assess change
- The poor economic environment and lack of security in many areas has probably increased the supply of child workers

Project immediate objective: Children removed from or at risk of entering WFCL educated in relevant programs

The number of children in WFCL reached by education services by sector

	Original target	Revised target Sept 2004	Achievement		Total
			Female	Male	
Child domestic workers	7,500	9,000	8,562	4,363	12,925
Child porters	4,500	1,600	3,502	2,432	5,934
Children in mining	500	1,000	745	440	1,185
Carpet factory child workers	1,500	1,250	1,214	374	1,588
Recycling child worker	1,000	900	388	582	970
Commercial sex worker	2,000	750	734	0	734
Other, bonded labor	0	500	424	128	552
Total	17,000	15,000	15,569	8,319	23,887

In addition 8,594 further education services were supplied to the same children



The number of children at risk reach (CAR) reached by educational services:

Female: 34,154

Male: 7,582

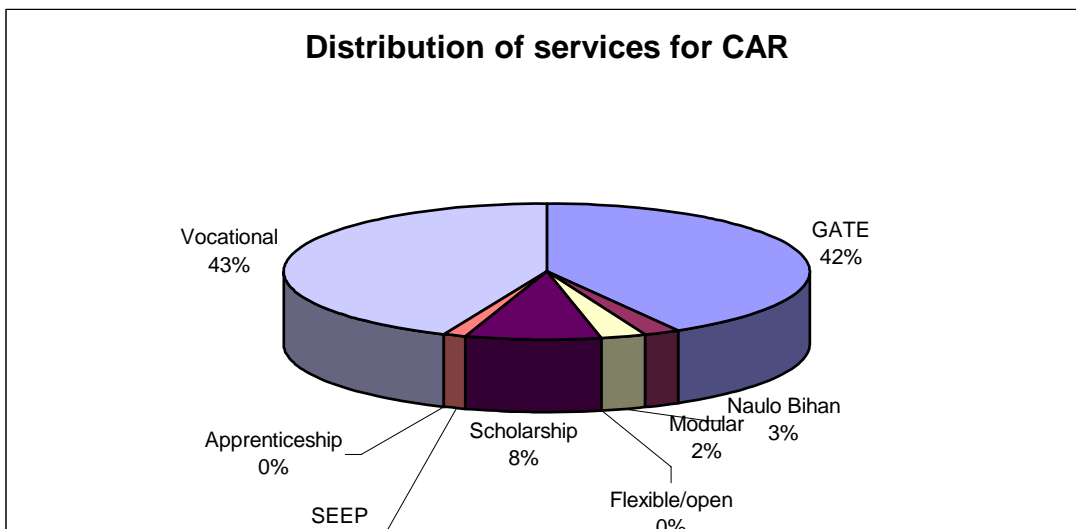
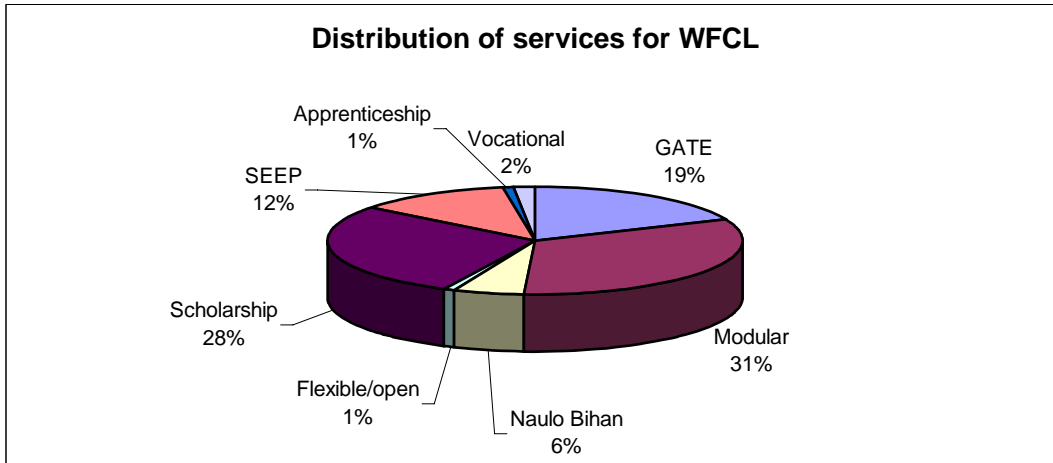
Total: 41,736

In addition 1,347 further education services were supplied to the same children

The project target was to provide educational services to 63,000 CAR. After the mid-term evaluation in 2004 it was decided that priority should be given to children in WFCL.

The distribution of services to WFCL and children at risk

	GATE	Modular	Naulo Bihan	Flexible/open	Scholarship	SEEP	Apprenticeship	Vocational	Total
WFCL	6,018	10,458	1,873	210	9,196	3,874	344	509	32,482
CAR	17,958	944	1,251	0	3,507	671	16	18,736	43,083
Total	23,976	11,402	3,124	210	12,703	4,545	360	19,245	75,565



Completion and mastery rates of the education services

	Enrolled	Completion	Mastery
NFE	18,559	72%	80%
Vocational ed	4,727	63%	100%
Formal school	9,196	86%	96%
Total	32,482	-	-

Notes:

Completion rate is the % that completes the year's course.

- The Voc. Ed. Figure is based on year 3 but probably under-reports as some of the children enrolled only completed in year 4.
- The formal school figure is the average of years 1 – 3.

Mastery rate is the % of completers who pass the final test.

- The formal school figure is the average of years 1 – 3.

Project outputs

Output 1: Greater parental and community participation in formal and out of school education of children removed from or at risk of WFCL

Parent Teacher Association (PTA)

Achievements/strengths:

- An increase in parents:
 - feeling of ownership of the school
 - in awareness
 - and in involvement of the school
- Improvements in:
 - retention and graduation to next class
 - relationships between teachers, schools and parents
 - physical facilities of schools; library, compound boundary, toilets (PTA/SMC)
- All PTA members are parents of children or guardians of domestic workers in the school
- Parents have contributed to making the school more accessible to poor families (financial, school supplies)
- Some schools have mobilized resources to provide scholarships
- PTAs have been successful in obtaining support for the school from other organizations
- PTAs have supported the 'Welcome to School' campaign
- Schools are positive about educating child workers
- SIPs prepared, implemented and reviewed
- Different schemes for income generation implemented (banana farming, rickshaw, loan facility,)
- Increase in transparency in accounting and management of school
- Assisted in maintaining school activities in conflict affected areas
- Resource Person of DEO is very positive regarding the interventions made for PTA support
- BF supported PTAs are having a positive influence on neighboring schools
- Reported that PTA networks are being established

Challenges:

- SMC and PTA role confusion and sometimes competition
- No institutional strengthening support provided for SMC on its roles and responsibilities
- PTA members are not clear on their role. 2-day mass meeting/training on how to select PTA and their role. Members elected subsequently are not clear on their role
- Limited institutional development of PTA after formation
- Many PTAs see their role as developing the school funds rather than improving the quality of education
- PTA can be easily controlled by a strong headmaster
- Women included in PTA but limited contribution/influence observed
- PTA finances in the same account as school. If they are in the same account accounting needs to be clear
- SIP often prepared by headmasters and teachers without involvement of parents.
- Teachers have had additional work due to keeping records of PTA fund

Output 2: Quality and relevance of and access to NFE programs improved for children removed from or at risk of WFCL

Modular NFE (Jiwan Shikshya curriculum. Earlier used Naulo Bihan curriculum)

Achievements/strengths

- Working hours reduced, increased interaction outside of employment and increased understanding of external and social environment
- Self-respect and confidence increased
- Increased awareness on rights and less easily cheated on wages etc
- Sharing of lessons with family and friends
- Socialization skills increased
- Graduates have started negotiating on their wages
- Significant reduction in occurrence of child marriages among participants
- Many graduates enrolled in school in class 2 – 4
- Sometimes employer of domestic worker themselves enroll the children
- Reported that some graduates have returned to their home and enrolled in school
- Modular curriculum developed with flexibility in content and length
- It is an effective preparation for SEEP if the children are old enough

Challenges:

- Irregular attendance due to work requirements of employers
- Drop out due to migration and mobility
- Difficult to reach due to scattered population
- Nine month duration makes it hard for working children to complete
- Opportunity for short NFE programs not utilized

GATE (Lalima curriculum)

Achievements/strengths:

- Children's socialization improved, isolation reduced, vulnerability reduced, confidence increased,
- Relevant curriculum and students readily know what they have studied
- Children have been making up their mind what they will do after the class

Challenges:

- Age of GATE class participants. Should not be above 14 years

SEEP (Jiwan Shikshya curriculum)

Achievements/strengths:

- Good process to make children aware of self-employment/business management possibilities
- Reduces working hours of Child labor
- Children's socialization improved, isolation reduced, vulnerability reduced, confidence increased
- Negotiation power of children increased
- Develops children's saving habits
- Regular attendance and register maintained
- Parents/house owners have been aware of child labor and agree to give time for SEEP class and encourage them to start a business

Challenges:

- Age of SEEP class participants. Should not be below 14 but some are as low as 10
- Participants decide on a quick repayment period of loan (i.e. 3 months) in order to share the opportunity but this is before the investment matures
- In some cases employers repay the loan. It is not clear who will benefit from the investment
- Repayment of a loan may require them to work in WFCL
- Length of training on technical areas is very short
- No interventions for building the critical awareness of SEEP participants for reducing and withdrawing from child labor

Class Management Committees (for NFE and SEEP)

Achievements/strengths:

- Class has been regularly monitored by some CMCs
- CMC members are committed to continue the support but also want the project to continue.
- CMCs formed and increased feeling of responsibility of community for the education of child workers

Challenges

- Some CMCs are not active. Not receiving sufficient support in order to carry out their roles and responsibilities

Farmers Field Schools and Students Field Schools

Achievements / Strengths

- Effective in disseminating knowledge and information to parents through students
- Opportunity to learn practical knowledge of agriculture
- Some schools have increased the source of income through the FFS and SFS

Challenges:

- Lack of regular coaching and monitoring of students

Vocational training (center-based)

Achievements/strengths:

- Reduces working hours of child labor

- Children’s socialization improved, isolation reduced, vulnerability reduced, confidence and self-respect increased
- Increased analysis skills
- Opportunity of learning skills related to own interest
- Increased relationship with other children of same situation
- Increased capacity to carry out feasibility study,
- Developed the concept of business
- Increased business skill
- Participants are able to seek alternative occupations

Challenges:

- Sometimes, partners do not carry out appropriate analysis of learner’s skill and interest (selection needs to take into account existing skills)
- Lack of coaching and monitoring of the participants,
- Many of the vocational training participants have not used the skill they got
- Some of the skills selected are unlikely to provide sufficient income for livelihood
- Some participants have not continued in their business
- One package of vocational training is not appropriate for all participants. It is reported that participants needs basic level and mid-level training

Apprenticeship

Achievements/strengths

- Marketable practical skills developed
- High rate of employment after training
- Some business skills learnt on the job
- Reduces working hours of child labor
- Children’s isolation and vulnerability reduced, confidence increased
- Some participants have started own business after apprenticeship training

Challenges

- Socialization skills not developed
- Some participants are quite young (13 years)
- Lack of reward for owner may limit continuity
- Lack of orientation and coaching to the hosting employer on how to support the trainees

DISTRIBUTION OF APPRENTICESHIPS BY LABOR TYPE, SEX AND PERCENTAGE EMPLOYED

TYPE OF LABOR	SEX	Apprenticeship	Employed	% of Employed
CAR	Female	4	4	100.00%
	Male	12	12	100.00%
	Total	16	16	100.00%
WFCL	Female	100	33	33.00%
	Male	260	205	78.85%
	Total	360	238	66.11%
ALL	Female	104	37	35.58%
	Male	272	217	79.78%
	Total	376	254	67.55%

* Ongoing apprenticeships - 14 Boys

* In process of getting employment post-apprenticeship - 18 girls

Output 3: Barriers to the success of children removed from or at risk of WFCL in formal system reduced.

Quality education resource package (QERP)

Achievements/strengths:

- Materials are very good. Have a positive effect even with limited support/training
- Materials have been prepared in conjunction with DOE and accepted/taken up by them
- Distribution of the materials has been extended almost nationwide with the assistance of MOES, UNICEF and ESAT
- Materials are appreciated and used by DEO Resource Person (i.e. in teachers refresher training)
- Some modules used and appreciated in schools (especially library management and income generation)
- ‘Community Mapping’ and ‘Welcome to School’ modules have been used to increase school enrolment amongst marginalized children
- Schools report that retention has been increased
- Improving the quality of primary education addresses one of the root causes of child labor

Challenges:

- Headmasters and teachers (in BF-supported schools) are generally aware of the modules but lack specific knowledge about them
- Level of distribution and quality of training on how to use them is very varied (materials would be have even more effective with appropriate support) in non-BF-supported schools
- Lack of monitoring and follow up of the use of the widely (nationwide) distributed materials
- Modules do not contain material for attitude change/development of teachers/PTA/SMC (lack of self-analysis and learning environment)
- Education materials and school facilities have not kept up with school enrolment

Scholarship

Achievements/strengths:

- Selection of needy children for scholarship
- NFE graduates are mainstreamed into formal school
- Working hours of WFCL greatly reduced
- Children are being prevented from entering WFCL
- Self confidence and responsibility of children increased
- Significant impact for a small investment

Challenges:

- One time distribution of scholarship (dress, stationery etc.) is creating difficulty as the children use the stationery in an unplanned way
- Late distribution of materials (uniform) causes problems for the children
- Possibility of drop-out after phasing out the scholarship support program

Output 4: National education policy dialogue reflects the needs of child workers and children at risk of becoming child workers

Achievements/strengths

- Project staff involved in the Core Group of EFA and in the NFE Task Force to get child laborers recognized as a group with distinct needs
- Project staff on core team on UN forum on EFA
- Significant contribution to the implementation of Education Act regarding PTA
- B Ed curriculum now includes a section on the needs of child laborers
- National level seminar on best practices held
- Entry requirement for birth registration relaxed
- Advocacy to DEO to strengthen and give formal recognition to Madrassas (Muslim schools)

Challenges

- Limited changes in educational practices in relation to the needs of child workers
- Regular change of concerned government officials at central and district level

Sustainability of project impacts

Strong

- The impact of the education received by the children will be sustained through the children's increased education and awareness
- DOE has taken ownership of the QERP materials
- Community ownership and interest in schools has been increased through PTA and will continue to some degree
- PTA have identified different income sources and will continue to raise funds
- Policy forums have recognized that working children have specific educational needs

Weak

- PTAs are still dependent on further support for institutional development
- Few of the SEEP participants are likely to develop profitable self-employment activities

Potential

- QERP has very good materials but needs an effective facilitation process
- Implementing partners have developed knowledge, skills and experience on educational initiatives for WFCL and CAR

Stakeholders input in the Final Evaluation Workshop held in Hotel Sangrila, Kathmandu

Group – 1

On the basis of achievement, challenges and opportunities identified to Parent Teachers Association (PTAs) and School Management Committee (SMCs) identified in the evaluation, what could be done for the institutional development of PTA and SMC?

Discussion output of Group – 1

- ◆ Law as per the role, responsibilities, rules and regulations of Parent Teachers Associations should define roles, responsibilities, rules and regulations of School Management Committees
- ◆ The SMCs and PTAs should be provided the leadership skill development trainings.
- ◆ The parents should have the direct participation in managing the teaching and reading activities in schools.
- ◆ There should be the provision of having 50% women members in PTAs and SMCs.
- ◆ Most of the parents in the school area should have been given detail information and orientation before forming the PTAs and SMCs.
- ◆ There should be the provision of select the SMC members from the mass of PTA members.
- ◆ The meeting schedule of SMC and PTA should be monthly and bimonthly respectively.
- ◆ Budget should be allocated for the institutional development of PTAs and SMCs.

Group – 2

Children's in commercial sex work have received different education opportunities through BFP interventions. What additional strategies or interventions are needed to withdraw them from this Worst Form of Child Labor?

Discussion output of Group – 2

- ◆ Children in the commercial sex work have to be provided awareness raising and education activities through the PEER Educators
- ◆ Establish the Contact Centers and provide the following services like:
NFE classes
 - Physical counseling
 - Career counseling
 - Provide life skills like personal hygiene management, self-education, self-security etc.
- ◆ Develop the network among the sex workers
- ◆ Provide the skill trainings
- ◆ Provide post support to start own business and get job on the same field
- ◆ Support for the rehabilitation in the family or community
- ◆ Provide education to the clients of commercial sex workers.
- ◆ For the preventive initiatives, develop and apply the life skill curriculum in the formal education.

Group – 3

Discuss how can quality education resource package be supported so that schools under the Brighter Futures Project would more effectively use the package? How could support for QERP to be extended to other areas?

Discussion output of Group – 3

For BFP Supporting Schools:

- ◆ Check all schools whether they have received the QERP materials or not. If some schools have not received the QERP materials yet, manage to provide materials promptly.
- ◆ Provide the orientation training to the Resource Persons and SMCs.
- ◆ Provide intensive TOT orientation regarding QERP to the School headmasters and manage to provide orientation to other teachers through Head Masters.
- ◆ Provide short orientation to the respective schoolteachers and other personalities as per their need at the time of monitoring/follow up visit.
- ◆ Provide training regarding the use of QERP materials to the grade one teachers and headmasters to improve the teaching of grade one.
- ◆ In order to mobilize all parents properly, provide orientation to the parents of one class at one time.
- ◆ Conduct the exchange visit to the schools of well implementation of QERP materials and having effective performance.
- ◆ Allocate small budget for the management and orientation activities.
- ◆ Encourage to identify and collect different materials of teaching and sports as well as the class room managements
- ◆ Develop the network of PTAs and SMCs for the effective monitoring and follow up of the school activities.
- ◆ Conduct time-to-time impact study and prepare report of the study.

For extending support OERP to other areas:

- ◆ Check all schools out of BFP area whether they have received the QERP materials or not. If schools have not received the QERP materials, manage to provide materials promptly.
- ◆ Provide the orientation training to the Resource Persons and SMCs.
- ◆ In order to take it into the mainstream, provide the orientation training to the trainers of NCED (Nepal Council of Education Development ???.....)?
- ◆ Conduct the refresher training and short-term training on the use of QERP materials.
- ◆ Develop an appropriate mechanism of sharing the Knowledge and skills to other teachers by the participants who attend the orientation training.
- ◆ Manage of use the grant money provided by the government to school in the QERP orientations.

Group – 4

On the basis of achievements, challenges and opportunities identified for the Self Education Employment Program (SEEP), suggest how it could be made more effective in the next phase of Brighter Future Project?

Discussion output of Group – 4

Content:

- ◆ Improve in Career counseling components

Design:

- ◆ Safe saving
- ◆ Physical and career counseling
- ◆ Need more skill testing and certification
- ◆ Need to provide longer technical training
- ◆ Need to develop alternatives under 13 years old children

Management:

- ◆ Need more time flexibility?
- ◆ Need more money/resources to meet the urban costs
- ◆ There should not be the under aged participants in the SEEP classes.

Follow up:

If saving groups are formed, they need more training and support

Provide more support for feasibility study and marketing

Develop, mentor and train the SEEP participants.

Track the SEEP graduates and do research.

Group – 5

Children's at portering work have received different education opportunities through BFP interventions. What additional strategies or interventions are needed from this Worst Form of Child Labor?

Discussion output of Group – 5

- ◆ Facilitate the modular classes to the child porters
- ◆ Develop policies regarding the child porter and raise awareness to the parents of child porters
- ◆ Develop and run the integrated programs:
 - Continue the scholarship program
 - Provide marketable skill
 - Create opportunity of alternative self employment
 - Develop and run family support program
 - (Program of livelihood enhancement and social inclusion)
 - Develop the relationship to the small micro finance programs
- ◆ Develop child development networks
 - Develop the co-ordination and relationships with the existing child networks
 - Develop the networks of child porters
 - Establish the scholarship fund through the network

Annex 8: Cross reference of evaluation issues with the report

The section in this report that deals with the issue is appended to the issue.

The evaluation of this project should seek to address the following issues:

Project Design

1. Was the project designed to be relevant to the local situation concerning the educational needs of the children engaged in the worst forms of child labor and for those at risk of entering exploitative work? Please consider specifically the needs of the six target groups, the local capacities to address these issues, and the overall government policies/plans to combat child labor. Section 3.1
2. Did the project's design fill the existing gaps in services that other ongoing interventions targeting working children were not addressing in Nepal? Section 3.1
3. Was the project design logical and coherent in ensuring that children removed from or at risk of entering the worst forms of child labor are educated in relevant programs? Section 3.1
4. Please comment on the efforts in Nepal to address the problem of child labor through the framework of Nepal's Timebound Program (TBP) and the Government of Nepal's Master Plan for the Elimination of Child Labor. What is the government's committed to implementing the master plan? Section 3.1
5. Please assess the requirement of World Education and ILO-IPEC "jointly" target project beneficiaries. Section 3.1

Implementation

6. Did the project meet the purpose, targets, and the four immediate objectives/ outputs as stated in the project document? What specific factors contributed to delays or difficulties and how might these be addressed in the future? Section 3.4, 3.5, 3.6
7. Explain what adjustments to the original target numbers of beneficiaries (17,000 children removed from worst forms of child labor and 61,300 children at risk prevented) were needed over the life of the project? Please describe if the costs of providing relevant educational services to targeted children as estimated at the beginning of the project were accurate, what adjustments were made, and why. Section 3.2
8. Describe the typical *process* of formulating subcontracts with NGO partners providing educational services to children. Describe the typical *process* of beneficiary identification. What was the average period of time (in days or months) between identifying targeted children and enrollment into a relevant educational program? Were some sectors of working children more difficult to reach than others? Section 3.3.5, 3.3.6, 3.4.3
9. Please evaluate the project's success in providing relevant education services to children and to increase the capacity of government agencies and community-based groups to achieve this goal (assess collaboration with the Ministry of Education, the District Education Office, Parent Teacher Associations, School Management Committees, NGO partners, and other program stakeholders identified in the project document). Section 3.4, 3.3.1, 3.6.1

10. Please evaluate the development and success of the apprenticeship program in linking youth to viable employment (Note: the apprenticeship program was further developed since this project underwent its midterm evaluation). Section 3.6.2
11. Evaluate the effectiveness of the project strategy for preventing or removing children from the worst forms of child labor. Section 3.4
12. Evaluate the use of the beneficiary database as a tool in tracking beneficiaries and USDOL's requirement on tracking "common indicators" and other information. Is maintaining the database a cost-effective endeavor for the purposes of tracking this type of data? Section 3.3.3, 3.3.4
13. What can be learned from the project's greatest success and challenges faced in each component of the project's four strategies? Section 3.6
14. Are there any examples of good practices or especially innovative approaches developed under the project that should be highlighted? Section 5.3
15. Comment on the impact of external factors (such as the civil conflict) on project implementation and progress. How have these factors affected the participants in this project (both project partners and beneficiaries)? Section 3.1, 3.2

Partnership and Coordination Issues

16. How successful was the project in collaborating and coordinating with other organizations and programs (governmental, non-governmental, and international organizations) working to combat the worst forms of child labor in the 22 districts where the project was being implemented? What coordination challenges did the project staff face? Section 3.3.1
17. Evaluate the project's approaches to mobilize local communities and increase parental participation in efforts to combat child labor. Section 3.6.1
18. Did the project collaborate/cooperate with organizations locally to support ongoing monitoring of child labor elimination efforts? Section 3.3.3

Management Issues

19. What are the management strengths of this project? What are management areas that could be improved? Section 3.3
20. Is the program effectively managing and maintaining required and important records and reports? (i.e. master list of beneficiaries, technical reports etc.) Section 3.3.3
21. Evaluate the ability of the project to successfully measure and track its indicators. Section 3.3.3, 3.3.4
22. How successful has the project been in leveraging matching-funds and other resources? Section 1.1

Sustainability and Impact

23. As a consequence of the project, has the capacity been increased of the local implementing agencies and other partners to develop and continue effective action against worst forms of child labor? Section 4.2
24. What mechanisms are in place to promote local ownership of the program and long-term sustainability? Section 3.6.1, 3.6.4, 4.2
25. Are there certain actions that could have been taken to enhance local capacity and sustain the achievements of the project? Section 3.6.1
26. Evaluate the project's approach for sharing of lessons learned from the project interventions with appropriate stakeholders. Section 4.2
27. What appears to be the project's major impacts on a) individual beneficiaries (children, parents, teachers, etc.), b) partner organizations (local NGOs, community groups, schools, etc.), and c) government and policy structures? Section 3.4, 3.5, 3.6.4, 4.1, 4.2
28. What lessons could be learned in terms of the project's accomplishments and weaknesses in terms of sustainability of interventions? Section 4

Annex 9: USDOL Education Initiative Common Indicators (to February 2006)

Note: These figures do not reflect complete program data. Final figures will be submitted to DOL in June

Enrollment: Number of target children enrolled in education programs as a result of DOL-funded Education Initiative projects.	Baseline	Targets Actuals	Project Cohort 1	Project Cohort 2	Project Cohort 3	Project Cohort 4	Life of Project
			Project Cohort Period 1: project start - 08/31/04	Project Cohort Period 2: 09/01/04 - 08/31/05	Project Cohort Period 3: 09/01/05 - 08/31/06	Project Cohort Period 4: 09/01/06 - 08/31/07	04/03/02 - 04/02/06
Definition of enrollment: Children of school age (5-17) who have been removed from or at risk of entering the worst forms of child labor and are matriculated in an educational program supported by an Education Initiative project.	0	Targets	51,000	20,000	9,000		80,000
		Actuals	48,047	16,054	11,464		75,565
Retention: Percentage of children retained in educational programs as a result of DOL-funded Education Initiative projects.		Actuals/ Targets	Project Cohort 1	Project Cohort 2	Project Cohort 3	Project Cohort 4	Life of Project
			Project Cohort Period 1: project start - 08/31/04	Project Cohort Period 2: 09/01/04 - 08/31/05	Project Cohort Period 3: 09/01/05 - 08/31/06	Project Cohort Period 4: 09/01/06 - 08/31/07	04/03/02-04/02/06
Definition of retention: The percentage of children enrolled in an Education Initiative supported educational program or programs that continue to subsequent years, periods and/or levels of the program. Children who stay in the educational programs, even if they are not promoted in the next level or grade, are counted in retention.		Targets	No target was set				
		Numerator (Actual No.)	4,507	6,391	5,948		16,846
		Denominator	19,099	6,980	6,719		32,798
		Percentage:	23.60%	91.56%	88.53%		
Completion: Percentage of children completing educational programs as a result of DOL-funded Education Initiative projects.		Actuals/ Targets	Project Cohort 1	Project Cohort 2	Project Cohort 3	Project Cohort 4	Life of Project
			Project Cohort Period 1: project start - 08/31/04	Project Cohort Period 2: 09/01/04 - 08/31/05	Project Cohort Period 3: 09/01/05 - 08/31/06	Project Cohort Period 4: 09/01/06 - 08/31/07	04/03/02 - 04/02/06
Definition of completion: The percentage of enrollees that begin an Education Initiative supported program that complete the program.		Targets					0
		Numerator (Actual No.)	28,948	9,074	4,745		42,767
		Denominator	48,047	16,054	11,464		75,565
		Percentage:	60%	57%	41%		57%
Transition (not currently an indicator reported in GPRA and not appropriate for all projects)		Actuals/ Targets	Project Cohort 1	Project Cohort 2	Project Cohort 3	Project Cohort 4	Life of Project
			Project Cohort Period 1: project start - 08/31/04	Project Cohort Period 2: 09/01/04 - 08/31/05	Project Cohort Period 3: 09/01/05 - 08/31/06	Project Cohort Period 4: 09/01/06 - 08/31/07	04/03/02 - 04/02/06
Definition of transition: the percentage of children that begin in an Education Initiative supported program who move into another non-EI funded educational program.		Targets	No target was set				
		Numerator (Actual No.)	7,126	3,700	0		10,826
		Denominator	48,047	16,054	0		75,565
		Percentage:	15%	23%			14%

Note: No targets were set based on these definitions and indicators