

Evaluation Summary: Combating Exploitive Labor Through Education in Kenya, Uganda, Rwanda, and Ethiopia Together (KURET) Project: Rwanda Country Report

Project and Evaluation Facts

Region/Country: AFRICA/Kenya, Uganda, Rwanda, Ethiopia

Grantee: World Vision (WV)/Rwanda

Project Duration: September 30, 2004 – March 31, 2009

Fiscal Year and Funding Level:

Entire Regional Project

FY 2004 USD 14,500,000

World Vision Matching Funds USD 5,906,929

Type of Evaluation: Midterm

Date of Evaluation: March 2007

Mode of Evaluation: Independent

Evaluation Management: Macro International

Evaluator(s): Karen Tietjen (Lead) and Florence Etta

Background and Context

Summary of the Project Objectives and Focus

KURET was a four-year regional project that operated in Kenya, Uganda, Rwanda and Ethiopia. The aim of the project was to withdraw and prevent children in HIV/AIDS-affected communities from exploitive labor through the provision of educational services. The KURET project in Rwanda specifically aimed to withdraw and prevent a total of 7,000 children from engagement in child labor in affected communities. KURET/Rwanda operated in 25 administrative sectors in 10 districts.

KURET/Rwanda was guided by the following Immediate Objectives:

- Access to education for target children increased;
- Improved quality and relevance of educational services available to target children at risk of entering, and removed from, the worst forms of child labor (WFCL);
- Increased awareness of key stakeholders on the negative effects of child labor, the importance of education, and the relationship between HIV / AIDS and education;

- Increased support for the education of target children by government institutions, communities, and households.

The project was designed to work closely with government actors, NGOs, and community-based organizations.

Purpose and Scope of Evaluation

The midterm evaluation examined project performance to date in relation to stated objectives. Specifically, the evaluation reviewed and assessed activities with respect to their relevance, effectiveness, efficiency, impact, and sustainability. Further, the evaluation was designed to be a learning process that could serve to provide guidance as to revisions in strategy for the balance of the cooperative agreement to ensure project objectives could be realized

Methodology of Evaluation

The midterm evaluation was based on a desk review of relevant documentation, followed by a field mission to Rwanda conducted by the lead evaluator from October 17, 2006 to October 28, 2006. Data collection methods employed included document review; interviews with implementing partner staff at the local, national, and KURET Regional Office levels, with stakeholders at the national and district (or sector) levels, and with direct and indirect beneficiaries at the local (*e.g.*, learning site) level, including school principals and teachers, parents, students, school management and/or Local Child Labor Committee, and when possible both parents of and children still engaged in exploitive child labor; and observations of class interactions, project environment, and general status of beneficiaries. The evaluation was carried out in accordance with the terms of reference (TOR), as prepared by Macro International with input from USDOL and other key stakeholders.

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Evaluation's Main Findings & Conclusions

Performance Summary

At its midterm point, KURET/Rwanda has served to withdraw and prevent a total of 4,765 children from exploitive child labor, realizing 68 percent of the life-of-project target. Further, the project has served to positively affect the national enabling environment through partnership with select ministries, as well as the local enabling environment through the mobilization of community based organizations.

Nonetheless, the project faces select challenges that serve to place its effectiveness and sustainability at risk. Namely, the project has exhibited weakness in the development of its linkage strategy to provide income generating opportunities to beneficiary families, the execution of its teacher training strategy to improve education quality, and the provision of additional capacity to Government partners to raise awareness on child labor issues in a comprehensive manner.

Lessons Learned & Recommendations

Lessons Learned

- The student support package is sufficient to meet students' educational needs, yet it is not sufficient to ensure students' full participation in educational services, as a lack of adequate food and health care can generate absenteeism;
- The psychological impact of KURET support is substantial, adding stability and support to the lives of children;
- The teacher training program is valuable in its provision of pedagogical methods and information on child labor, yet it is not sufficiently robust to ensure full adoption and implementation;
- The awareness raising strategies executed, to date, have proved to be effective, yet as awareness grows, different strategies will

need to be considered to encourage progressive action; and

- KURET has activated support for target children at the local level by mobilizing School Child Labor Committees, Parent-Teacher Associations, and Local Child Labor Committees, however, access to resources exists as limitation.

Key Recommendations

Following are a few of the key recommendations as presented by the evaluators:

- Continue to advocate for and support the expansion of the Catch-Up program;
- Conduct an assessment of beneficiary support requirements to allow full participation in schooling, and determine how to increase support;
- Develop other strategies for meeting beneficiary livelihood and welfare needs;
- Develop a clear teacher-training plan against which KURET/Rwanda can implement and report;
- Increase and support training in pedagogy, inclusive of large class size management and learner-center methods;
- Work with the MOE to integrate child labor into its curricula;
- Assist the government with developing its own long-term, comprehensive awareness-raising strategy;
- Develop the capacity of local structures to plan and undertake their own awareness-raising activities;
- Build MIFOTRA capacity by helping them plan training programs for lower levels (*e.g.*, Labor Inspectors);
- Work with Ministry of Education to determine how to institutionalize child labor issues and training; and
- Work with local-level committees to determine their resource needs for carrying out child labor activities and develop a plan for securing necessary resources.