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DEPARTMENT OF LABOR

Independent Final Evaluation of the Combating Exploitive Child Labor Through Education in Angola (ONJOI) Project

World Learning and ChildFund International
Cooperative Agreement Number: E-9-K-7-0006



2010

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ACKNOWLEDGEMENTS

This report describes in detail the final evaluation, conducted during April 2010, of the Combating Exploitive Child Labor Through Education project (ONJOI) in Angola. The report was prepared by ICF Macro, according to agreements specified in its contract with the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of the ONJOI project in Angola was conducted and documented by Cristina Udelsmann Rodrigues, an independent evaluator in collaboration with USDOL/OCFT staff, the ONJOI project team, and stakeholders in Angola. ICF Macro would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator; ChildFund International, World Learning and their partners and U.S. Department of Labor.



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LIST OF ACRONYMS

CCLMS	Community-based Child Labor Monitoring System
CNAC	<i>Conselho Nacional para a Criança</i> (National Council for Children)
EI	Education Initiative
ILO	International Labour Organization
INAC	National Institute for the Child
ISVC	<i>Instituto Superior de Viana do Castelo</i> (Viana do Castelo Polytechnic Institute)
JAM	Joint Aid Management
MAPESS	Ministry of Public Administration, Employment, and Social Security
MINARS	Ministry of Social Affairs and Reintegration
MINED	Ministry of Education
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
UNICEF	United Nations Children’s Fund
USDOL	United States Department of Labor

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EXECUTIVE SUMMARY

The ONJOI project in Angola—*onjoi* means “happiness” in umbundo but was used technically by the project to mean “dream”—aimed to withdraw children from exploitive labor and prevent child labor by enhancing access to education for working children in two targeted provinces, Benguela and Luanda. The project was funded by the Office of Child Labor, Forced Labor and Human Trafficking within the United States Department of Labor’s (USDOL) Bureau of International Labor Affairs and was awarded first to Save the Children, and then reawarded in 2007 through a replacement grant to ChildFund International, in partnership with World Learning. The total amount of USDOL spending in Angola, including both the first grant and the replacement grant, was US\$4 million. Through the replacement grant, ChildFund International received a 3-year cooperative agreement worth US\$3,478,794. The project was funded specifically to support USDOL’s Education Initiative (EI), which promotes education as a way of combating child labor in areas with a high incidence of children working or at risk of entering into child labor. The project aimed to withdraw and prevent children from exploitive child labor by expanding access to and improving the quality of basic education and supporting the five goals of the USDOL project.

This final evaluation assesses the extent to which the project achieved its stated purpose and objectives. It also identifies the project’s strengths and weaknesses, presents the benefits given to the target groups, assesses the challenges and opportunities for ensuring sustainability of the initiatives begun with this project, and identifies lessons learned and good practices for future USDOL EI projects. Additionally, USDOL wanted to identify good practices in post-war contexts, and limitations and potential for child labor protection.

Based on the data collected in this qualitative evaluation, the evaluator concluded that the project supported and complemented the goals of USDOL EI projects and achieved its immediate objectives and overall goals (according to the project’s definition). The provision of educational services to children and the advocacy for child rights’ awareness and inclusion in national policy were achieved, taking into account the project’s duration.

One achievement of the project was the initiation of a potentially useful monitoring system that can be used to gather more extensive and deeper knowledge of child labor practices in the country. The project generated a limited but potentially useful set of studies in the area of child labor that did not previously exist in Angola. The project was unanimously considered helpful and useful by the beneficiaries, family, and community, and by the education staff in the schools included in the project, given the existing crucial needs in terms of education.

Despite the achievements of the project, several specific concerns emerged during the evaluation regarding the limitations of the project’s strategy and design, its definition of child labor policies, and the overall sustainability of the project’s impact. For example, one limitation of the project’s design was its inability to sufficiently promote efforts to address poverty, the main cause of child labor, through implementation of a multidimensional response to the problem. The project nonetheless sought to address the poverty issue and correlated poor school infrastructure and lack of qualified human resources by transferring funds to school infrastructural improvement and teacher training. The project and the international nongovernmental organization (NGO),

JAM (Joint Aid Management), also advocated for the provision of meals in the schools targeted by the project.

An area of great concern raised throughout the project was its definition of child labor and its implications to measuring project results. The identification of child labor areas and activities is still an ongoing process in Angola—to which ONJOI contributed within its means—and project results can be partially biased because of definitions issues. The project found a set of varied child labor conditions in Angola and had to match them to USDOL definitions, a process that took place as the project was being implemented. At the time of the final evaluation, it appeared that the project still faced challenges in accurately asserting if the type of activity/work performed by the children was preventing them from attending school or jeopardizing their health and development. The project probably ended up addressing child work as well. Terms of hazardous, exploitive, and the worst forms of child labor seem to be sometimes confused in the project's progress reports.¹

Another area of concern was the project's collaboration and partnership with local, national, and regional actors representing government, private sector, religious sector, NGOs, and community-based organizations. There have been specific difficulties engaging state structures in the project, particularly those at the local level, which can compromise some of the project objectives—for example, the ability to obtain certificates for formal school enrollment—and can also jeopardize project sustainability.

There also has not been adequate communication regarding the development of a Municipal Action Plan or Province Action Plan. At the national level, ONJOI succeeded in integrating child labor into the National Child Policy but only did so indirectly through the inclusion of the child reference in the government's 8th commitment (of a total of 11 assumed by the *Conselho Nacional para a Criança* [National Council for Children] in 2007) regarding protection against violence.

The ONJOI project offers a wealth of lessons learned, based on both the project's achievements as well as its challenges, which can be applied to future USDOL EI projects. These include the following:

- Responses to child labor should be multidimensional and integrated, especially in a post-war context where lack of basic living conditions can compromise the objective of child labor eradication and prevention through education. Post-war contexts also tend to place priority to other areas, and some war wounds, such as political animosity in particular regions, must be carefully addressed.
- Participation of key institutional actors in developing a policy agenda is critical to obtaining their buy-in and commitment to implementing key actions. The same applies to locally focused activities. Adopting a nationwide educational model is best achieved with

¹ ChildFund International, Technical Progress Report Revised September 2008, see pp. 12, 15, G-42. "Exploitive child labor," "hazardous child labor," "WFCL," and "harmful child labor" appear to be used interchangeably. ChildFund International, September 2009 Technical Progress Report, see pp. 4, 5, 12, 15. "Hazardous work," and "hazardous and exploitive child work" appear to be used instead of hazardous and/or exploitive child labor.

the direct involvement of the Ministry of Education from the very inception of the project and at every stage throughout the project's implementation.

- Education programs have more impact when they are accompanied by a strong awareness-raising program for parents and teachers, many of whom see child labor as a normal part of childhood. These changes require the use of many methods, such as communication and a long term approach. Lasting changes in an area as complex as child labor cannot be achieved in only two and a half years.
- Improving educational quality through teacher training, parent involvement, and attention to at-risk children contributes to higher child labor withdrawal and retention rates.
- Based on the experiences, achievements, and lessons learned in the ONJOI project, the evaluation team recommends that USDOL continue to fund and promote Education Initiatives in Angola. Future projects should develop a broader, national approach and be based on extensive research and studies. Projects that have goals of policy advocacy and capacity building should be allowed sufficient time for planning, advocacy, implementation, and evaluation in order to be successful.

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I INTRODUCTION

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs, an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor, supporting U.S. government policy on international child labor, administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world, and raising awareness about child labor issues.

The approach of USDOL child labor elimination projects—decreasing the prevalence of exploitive child labor through increased access to education—is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

1.1 ONJOI—EDUCATION TO PREVENT CHILD LABOR IN ANGOLA

On June 11, 2007, ChildFund International and World Learning received a 3-year cooperative agreement worth US\$3,478,794 from USDOL to implement an Education Initiative (EI) project in Angola, aimed at withdrawing and preventing children from exploitive child labor by expanding access to and improving the quality of basic education and supporting the five goals of the USDOL project, which are—

- Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.
- Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.
- Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.
- Supporting research and the collection of reliable data on child labor.
- Ensure the long-term sustainability of these efforts.

As stipulated in the cooperative agreement, the project targeted 2,653 children for withdrawal and 4,347 children for prevention from exploitive child labor through the provision of educational services. The project was active in the province of Benguela and the capital city of Luanda, and was predicted to indirectly benefit an additional 14,000 children, an estimated 20,000 parents and community members, and 15 community-based organizations. The project also planned to provide income-generating activities to 214 beneficiaries over age 14.

The project's goal was to reduce the number of children engaged in the worst forms of child labor by providing access to nonformal educational opportunities, with a focus on two communities in Benguela and an emphasis on working with street children in Luanda. Project

activities included providing access to quality nonformal educational opportunities and establishing mechanisms for beneficiaries' transition to formal educational opportunities where appropriate; indirectly working with stakeholders to develop a National Action Plan to Combat Child Labor in conjunction with the Ministry of Social Affairs and Reintegration's (MINARS) National Institute of Children; and conducting research and making recommendations to strengthen legislation and build awareness and technical capacity of municipal, provincial, and national government institutions and civil society organizations in the proposed target areas to address exploitive child labor issues, improve formal and nonformal educational opportunities for children engaged in or at risk of engaging in child labor, its hazardous and worst forms, and advocate against child labor.

The last report (March 2010) states that enrollment of beneficiaries exceeded the original objectives by 41% as the project completed the registration of 9,869 direct beneficiaries.

1.2 PROJECT CONTEXT

In Angola, children living in the provinces most affected by the country's decades-long civil war (1975–2002) are more likely to work than those in less-affected provinces. According to some surveys, children work in the informal sector and in agriculture on family farms and commercial farms, including pineapple and banana plantations. Children working in agriculture in Benguela are known to apply chemicals, use machinery and other dangerous tools, and carry heavy loads. Children also work in markets, charcoal production, animal grazing, and manual labor. In border areas and ports, children unload and transport goods. Children in the city of Luanda primarily engage in selling goods, such as food, electronics, and clothing. They also wash cars, work as mechanics, shine shoes, and collect fares. Some of the street children are still separated from their families as a result of the war.²

The Government of Angola has participated in these and other initiatives to combat child labor and child trafficking, and has implemented policy and legal frameworks to address these problems. The government has ratified International Labour Organization (ILO) Conventions 182 and 138. The minimum age for employment and apprenticeship in Angola is 14 years. Children between age 14 and 18 are not permitted to work at night, under dangerous conditions, or in activities requiring great physical effort. Children under 16 years are restricted from working in factories. Violations of child labor laws can be punished by fines.³ While the Ministry of Family and Women's Affairs investigates child labor complaints, the Ministry of Public Administration, Employment, and Social Security's (MAPESS) Inspector General has the authority to enforce the labor laws. According to the U.S. Department of State, the Government of Angola does not have the capacity to regulate the informal sector, where the majority of children work and where most labor law violations occur.⁴

The *Conselho Nacional para a Criança* (National Council for Children, CNAC), established in 2007 during the Third National Forum for Children and comprising a set of government

² USDOL, *U.S Department of Labor's 2008 Findings on the Worst Forms of Child Labor*, pp. 9–10.

³ USDOL, *U.S Department of Labor's 2008 Findings on the Worst Forms of Child Labor*, p. 10.

⁴ *Ibid.*

representatives, United Nations agencies and other social partners (including four national nongovernmental organizations [NGOs]), adopted 11 commitments for children to be implemented, coordinated, and monitored by CNAC. These commitments are based on the Millennium Development Goals and the constitution and touch on the following areas:

1. Life expectancy
2. Food and nutritional security
3. Birth registration
4. Early childhood education
5. Primary education
6. Justice for children
7. Prevention and reduction of the impact of HIV/AIDS on the family and children
8. Prevention and mitigation of violence against children
9. Family capacity
10. Children and the media
11. Children and the state budget

ONJOI's project objectives are included in commitment number 8. Moreover, the new national constitution (January 2010) places an important emphasis on child protection, particularly on the education of children.

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II EVALUATION OBJECTIVES AND METHODOLOGY

OCFT-funded projects are generally subject to midterm and final evaluations. However, a midterm evaluation was not performed for this project due to its short duration and the implementation of other adequate oversight mechanisms, including USDOL site visits and an audit. The fieldwork for the final evaluation was scheduled for April 2010, two months before the end of the project. The ONJOI project in Angola was implemented beginning in June 2007.

2.1 SCOPE OF EVALUATION

The scope of the evaluation included a review and assessment of all activities carried out under the USDOL cooperative agreement with ChildFund International and World Learning. All activities that had been implemented from project launch through the time of evaluation fieldwork were considered. The evaluation assessed the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation addresses issues of project design, implementation, management, lessons learned, and replicability, and provides recommendations for current and future projects. The questions addressed in the evaluation are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and impact on the target population (to the extent possible).

2.2 FINAL EVALUATION PURPOSE

The purpose of the final evaluation was to—

- Assess whether the project has met its objectives and identify the challenges encountered in doing so, and discover the strengths and weaknesses of intervention delivery and factors in the working environment that foster and hinder progress.
- Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL.
- Assess the intended and unintended outcomes and impacts of the project.
- Provide lessons learned from the project design and experiences in implementation that can be applied in current or future child labor projects in the country and in projects designed under similar conditions or target sectors.
- Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations.

- Chart progress to date of project intervention quality and results in relation to its aim to prevent and withdraw children from the worse forms of child labor through education, by documenting and understanding the *net changes* affected by the project by comparing the before and after situations.
- Determine how well ONJOI and its partners—for example, government and civil society organizations—have learned from the project and have adapted to realities in a post-conflict society such as Angola, and determine from the perspective of partners and a selection of stakeholders how well the project has been addressing their needs, and what processes have promoted/hindered progress so far, such as speed of delivery, depth of interventions, participation, and partnership roles between project and partners.

The evaluation also provides documented lessons learned, good practices, and models of intervention that will serve to inform future child labor projects and policies in Angola and elsewhere, as appropriate. It will also serve as an important accountability function for USDOL, ChildFund International, and World Learning. Recommendations focus around lessons learned and good practices that future projects can employ when developing their strategies toward combating exploitive child labor, and reinforce, modify, or bring forth new interventions to improve the effectiveness of ONJOI for the remaining period of its implementation and for possible future USDOL projects of this nature in Angola.

2.3 INTENDED USERS

This final evaluation provides USDOL, ChildFund International, World Learning, other project specific stakeholders, and stakeholders working to combat child labor more broadly with an assessment of the project’s experience in implementation and its impact on project beneficiaries. Lessons learned and good practices should be used by stakeholders in the design and implementation of subsequent phases or future child labor projects in the country and elsewhere as appropriate. The final report will be published on the USDOL website.

2.4 DATA COLLECTION METHODOLOGY

Evaluation methodology is mainly qualitative, including field visits and a set of participative activities throughout the process.

2.4.1 Document Review

Pre-field visit preparation included extensive review of relevant documents. During fieldwork, documentation was verified and additional documents were requested and collected—the project document and its revisions, the latest technical progress and status reports, Performance Management Plan Data Tracking data, Benguela & Bocoio’s Educational Services Assessment, the National Strategy Plan Gingas’ Mission project, the latest project financial report and revised budget, and database generated data.

2.4.2 Interviews with Stakeholders

Informational interviews were held with as many project stakeholders as possible (see Annex A). Questions were both closed and open ended. Depending on the circumstances, these meetings were one-on-one or group interviews. Interviews with child beneficiaries were all informal and not previously scheduled, as child interview techniques would imply specially prepared conditions, such as the use of games, visualization techniques, and songs. Technically, stakeholders are all those who have an interest in the project, for example, implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Meetings were therefore held with—

- Headquarters, country director, project managers, and field staff of grantee and partner organizations
- Government ministry officials and local government officials
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, and education personnel
- Project beneficiaries (children withdrawn and prevented, as well as their parents)
- Other child protection and/or education organizations, committees, and experts in the area

2.4.3 Field Visits

The evaluator visited a selection of project sites. The final selection of field sites to be visited was made by the evaluator. Every effort was made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted child labor sectors. During the visits the evaluator observed the activities and outputs developed by the project. Focus groups with children and parents were held, and interviews were conducted with representatives from local governments, NGOs, community leaders, and teachers.

2.5 ETHICAL CONSIDERATIONS AND CONFIDENTIALITY

The evaluation mission observed utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff generally were not present during interviews. However, implementing partner staff accompanied the evaluator to make introductions whenever necessary, facilitate the evaluation process, make respondents feel comfortable, and allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

2.6 STAKEHOLDER MEETING

Following the field visits, a stakeholders' meeting was conducted by the evaluator that brought together a wide range of stakeholders, including the implementing partners and other interested parties.

2.7 LIMITATIONS

Fieldwork for the evaluation lasted two weeks and was not enough time to visit all project sites. As a result, the evaluator was not able to take all sites into consideration when formulating the findings. However, efforts were made to ensure that the evaluator visited a representative sample of sites. In total, the evaluator visited five schools in both Benguela sites (Zona F and Bocoio) and two institutions in Luanda, and conducted interviews with several representatives of government and local services at seven departments. Other interviews were conducted with project staff, both in Benguela and in Luanda.

An important meeting with the municipal administration of Bocoio, where the project had the majority of its activities, was canceled despite the early notice sent. This did not allow for the evaluator to confirm the interest of the administration in the project and rather demonstrated that it may not be interested. The project director also confirmed not being received for government meetings for over one year.

III RELEVANCE

3.1 FINDINGS

USDOL goals, as specified above, were partially addressed by the ONJOI project.

- *Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.* Considering the difficulties to accurately address exploitive child labor (as further addressed later in the report), the project included a significant number of children but was not able to ensure continuity beyond the short project timeframe.
- *Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.* Only an indirect reference to child labor was inserted in the 11 national commitments and a very limited number of alternative schooling solutions/activities, not fully working systems, were developed in a very small area of the country.
- *Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.* The scope of the project was very limited, comprising a small number of communities in Benguela; communication was limited to a very reduced number of stakeholders participating in project activities.
- *Supporting research and the collection of reliable data on child labor.* Despite the impressive number of studies conducted given the project duration, their scope was limited to the province of Benguela.
- *Ensure the long-term sustainability of these efforts.* Project duration did not allow the creation of sustainable mechanisms and procedures.

The definition of child labor applied was extensive enough to include child work. The project had limited ways of asserting if the conditions of child work actually impeded children from attending school or endangered their health and development, which would classify these activities as child labor. The criteria for identifying children engaged in hazardous labor were: exposure to chemicals and/or pesticides; working in hazardous places (with dangerous tools and equipment); lifting/carrying heavy loads; working long hours (six or more hours a day); working without food or water; and working without payment or receiving unfair payment. A previous study on child labor, the Baseline Study on Child Labor and Education in Benguela, conducted by Interactive Social Analysis for the Christian Children's Fund (now known as ChildFund International) and World Learning, concluded that the main sectors in which children work in Zona F and Bocoio are the informal markets and mixed-agriculture farms (56%), pineapple plantations (16%), horticultural farms (15%), and the formal municipal markets (6%). This study was used as the main source of information for project justification, structuring, and management.

An important effort was made to include the fight against child labor in the government agenda. Together with a national NGO, SOS Children Angola, one of the four NGOs included in the CNAC, World Learning undertook advocacy to bring to the discussion of the council the issue of child labor, which was then included under the 8th commitment, “Prevention and mitigation of violence against children,” agreed upon in 2007.

The ONJOI project has also worked to build the capacity of educators and staff working in the schools targeted by the project. Together with education stakeholders, the project was able to build a child labor definition framework in a workshop conducted in July 2009. Training courses were provided to school directors and teachers (2008–2010), notably in the application of new and friendly methodologies. The workshops organized by the project in which school staff participated focused on child labor, application of extra-curricular activities, development of codes of conduct, and school strategic planning.

At the majority of project sites, ONJOI contributed to the dissemination of the importance of extracurricular school activities and supported these activities by providing teacher training and monthly payment to the teachers conducting them. This principally affected school teachers and parents, and reinforced the existing advocacy for education in post-war context. At some project sites, ONJOI supported literacy classes and provided these services to children previously identified as performing hazardous work.

The ONJOI project provides an example for addressing exploitive child labor in Angola as no other research on such issues is being carried out. Despite its narrow scope (only targeting Bocoio, Zona F, and children at the Luanda centers), the project may be used as a basis for expansion of research on child labor. Additionally, the project financed a Baseline Study which provided further information on child labor in Benguela. Altogether, 46.2% of children targeted by the project were located in Bocoio, 47.8% in Zona F, and the remaining 6% in Luanda.

With regard to the targeted beneficiaries, the project mostly focused on hazardous work as one of the worst forms of child labor. Other types of worst forms of child labor, such as slavery, prostitution, pornography, or illicit activities, were not targeted by the project explicitly.

As such, in October 2008, ChildFund International agreed with USDOL to target, through the project, children whose “work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of [the] children” (ILO Convention 182). The activities included in this type of work seemed to change throughout the course of the project due to the baseline survey, workshops with project stakeholders, and activities included in the database. A number of activities were defined by the project as hazardous or risky in October 2008: burning and transporting charcoal, buying/selling gas products, deforesting, working with chemicals, herding, working with gas, burning garbage in a farm, prostitution, buying/selling liquor, participating in street gangs, buying/selling drugs, working with cement, and night work. The definition of these types of work was the result of the Baseline Study findings plus the project’s categories created when building the identification/enrollment questionnaire and the database.

However, the aforementioned types of work are different from those identified by stakeholders during the Community-based Child Labor Monitoring System (CCLMS) workshop (July 15–17, 2009, Benguela), where various education, government, and project representatives participated. These representatives came up with the following types of work: selling flammable, toxic products and drugs; working in civil construction; sex work; fishing; harvesting agricultural products with pesticides; herding; and garbage or waste collecting for recycling. Definitions of child work, child labor, and/or hazardous child labor are still under construction, and the workshop highlighted the need to revise and adapt these definitions. Also, other types of the worst forms of child labor, such as sex work and illicit activity, were deemed to be “hazardous child labor.”

USDOL definitions of child labor to be fully addressed in Angola require a major nationwide assessment in order to be considered applicable. The ONJOI project did not have the capacity to determine whether the activities identified in fact and in each case “deprive children of their childhood, their potential, and their dignity, and are harmful to physical and mental development.”⁵ The discussion brought up on several occasions—namely at participant workshops conducted by ONJOI—reveals that a more accurate definition of hazardous child labor needs to be applied in Angola. Some categories considered hazardous are not perceived as such—herding, farming, or helping in parents’ business—as they are socially acceptable, contribute to children’s development within their families and communities, and do not necessarily prevent them from attending school. The project survey does not have the necessary features to accurately identify the hazardous consequences of some of the activities listed as risky. As data on types of activities children perform and the “risks in the working environment” are collected in separate survey questions, it is not possible to clearly understand which risks connect to which activities.

Another aspect of the database structure is that it does not always take into account contextual factors. For instance, some of the characteristics that are compiled to qualify children for project services (through an instrument developed by the project called the *vulnerability index*) are either typical in a post-war context or not indicative of the social context in Angola. For instance, “not living with mother and father together” is one such characteristic; this does not account for the facts that a large number of families in Angola are polygamic or that the number of women-headed households is substantial. Another such characteristic is “not having an ID,” which is a national issue and an effect of the war. Another national contextual problem is the lack of available schooling, which would make the existence of “pre-school assistance” very difficult, another item that qualifies children for the project services. As another consequence of war, it is also very common to find children with “three or more years of school delay.” Some vulnerability points are also given with no evident explanation, such as “number of activities performed with the mother.” Even if the activity is not risky but is performed with the mother it adds another vulnerability point.

The main project strategies/activities designed toward meeting objectives in withdrawing/preventing children from hazardous work were meant to increase children’s time spent in school. At some project sites where there are no schools, the activities focused primarily on the provision of literacy classes. Where state schools existed, the project supported

⁵ See *About child labor*, ILO website, <http://www.ilo.org/ipecc/facts>.

extracurricular classes to keep children at school the entire day and reduce their opportunities to work. The rationale behind this strategy relates to the short school day in Angola, a four-hour shift, which leaves a complete morning or afternoon free, time which is commonly spent on domestic/labor activities.

The project design is relevant to the Angolan and local context as there is a generalized lack of education services in the country. The project helps to fill that gap within its limitations. However, these conditions affect all children and not only those engaged in or at risk of engaging in hazardous work. On the other hand, the component of advocacy towards including child labor issues in the government agenda complies with USDOL and child protection goals and is pertinent in a national reconstruction context.

Existing government structures and policies to combat child labor are still under construction. Angola has laws to prevent child work and protect children, and has ratified ILO Conventions 6, 138, and 182. MAPESS, which regulates labor issues and enforces labor laws, still has not produced a clear definition of child labor, nor mechanisms to fight against child labor, and is an important ministry to advocate with for child protection. A National Action Plan on child protection is now being prepared, and although it does not specifically address child labor, child labor is indirectly included under the violence against children provision. Through advocacy efforts, the ONJOI project has incorporated child labor into the discussion on child protection, but further efforts still need to be made to make child labor a national policy priority. Child labor is not yet a major priority for the government, as investments in other critical areas are now given priority and the major concern of child army recruitment has been eliminated.

In the post-war/reconstruction context, the restructuring of the Angolan educational system affected the project. The project had to adapt to changes in the educational system that began in 2002. Primary school levels, as well as other levels, have been going through a transition phase in the last eight years. Primary school now includes six school levels, and the project initially started to work with children up to the fourth grade. Teachers of the former Level I (up to fourth grade) have been receiving training to teach up to sixth grade. The Ministry of Education (MINED) expects that the reform will be completed in 2010 and all school level curricula will be homogenous.

Poverty, lack of educational infrastructure, lack of qualified human resources, and road circulation difficulties to rural areas in Angola impacted the activities of the project. Carrying out activities in schools with no furniture or that were only partially built, with no didactic materials or where children do not have access to meals were some of the main challenges to addressing child labor through education. The ONJOI project redirected budget funds allocated to budget lines such as office operations costs, communications, or power generators, that were revealed to be excessive. These funds were reallocated to budget lines that proved to be insufficient, such as salaries and school infrastructure rehabilitation. This was mainly due to price variation in Angola in the last few years. The project found that they could not, given the budget as conceived initially in 2006, develop quality education activities in poorly equipped sites. The project, in turn, has worked with some communities to better equip school sites. For instance, in the Ekwiu school in Bocoio, the project provided roof material for a school while the community built adobe walls. Material and furniture distribution and/or recovery are seen as main contributions of

the project towards improving school conditions. Distribution began this year, and ONJOI has bought chairs, tables, stationery material, and games.

Several contextual factors impacted the development of the project. These factors included not only the abovementioned school reform, but also those related to post-war reconstruction, and political and economic transition. Elections largely absorbed the government and state attention throughout 2008 and interrupted school activities for months. Investments in school reconstruction also slowed down during this period. The nomination of new government and ministry staff, together with the ongoing decentralization processes, also produced impacts to the project, specifically in the advocacy activities and the preparation of the new national constitution in 2009. Some changes in the government head staff affected the whole system, as other directors and staff in charge has been replaced as well. However, the project did not directly communicate with the (Luanda) MINED as their area of activity was Benguela. Impacts of internal displacement caused by war are still visible as the population mobility is still significant and consequences, such as child birth registration, affect the project.

The ONJOI project also had to counter a short four-hour school day and very poor school conditions. Extracurricular activities helped a limited number of children to stay in school for longer periods, and a project budget transfer to school infrastructure improvement benefited some children at project sites. The project also successfully advocated with the NGO JAM (Joint Aid Management) to provide meals in schools where the project carried out such activities; this helped keep children at school to attend extracurricular classes. In some cases, for instance in Damba Maria school, teachers used the project-provided salary to provide children with lunch in order to keep them at school for extracurricular activities.

3.2 LESSONS LEARNED/GOOD PRACTICES

Child labor definitions and categories are still under construction, and the ONJOI project, despite its limited scope of action, started a process of including child protection concerns in the policy concerns of different types of stakeholders—government and state level structures; province, municipal, and local level structures; beneficiaries and larger communities; and other civil society structures and organizations.

Despite some initial resistance at the beginning, most project-related extracurricular and literacy activities were accepted by parents and awareness of the importance of school for children has been generally reinforced.

In some areas where the project was implemented, it was difficult to address child labor as the perception of child participation in economic activities is a very sensitive area in rural communities. The ONJOI project confronted communities with a different rationale in the rural areas where the projects developed and initiated processes of community discussion on child labor. Evidence of this effort stands out in parents' and community members' speeches. In several locations, the evaluator heard these stakeholders say that if their children had more school activities, they will dismiss the children from their domestic work. Meetings held with the communities, parents associations, and school staff contributed to bringing the issue of child labor and child protection to the discussion and potentially initiated social transformation processes.

ChildFund International had other projects that coincided with ONJOI in the Benguela area, but this is not necessarily representative of Angola's worst child labor situations. As there is also no national survey on this issue, Benguela may be one of many where similar child labor situations can be found. The project should have taken an initial step to learn about child labor issues more deeply and extensively at a national level.

IV EFFECTIVENESS

4.1 FINDINGS

Targets and objectives as stated in the project document have been partially achieved. The factors that contributed to the success and/or underachievement of each of the objectives were related to the project's time frame, procedures (hiring personnel, availability of funds), and unexpected context changes (national elections, school interruption, or education system reform, as described above). As stated in the March 2010 Technical Progress Report, ONJOI recorded 9,869 direct beneficiaries, including all children enrolled in project activities but not necessarily withdrawn or prevented. ChildFund International reports include all these figures in the exploitive child labor reduction objective and the latest report accounts for all children prevented or withdrawn from hazardous and non-hazardous labor. According to the March 2010 Technical Progress Report, the project has prevented 4,347 children from exploitive child labor and withdrawn 2,653, representing exactly the number targeted initially in each category and overall. One possible cause for the discrepancy in the figures may be the way the database was built or the type of results it was able to generate, or it may have been an input error. This discrepancy was not addressed by the project staff.

The project anticipated four major outputs: removal of barriers to children's enrollment in school; access to non-formal education; enhancement of policy and government/civil society organizations' capacity; and monitoring, tracking, and evaluation of children engaged in or at risk of engaging in exploitive child labor.

Direct action interventions were effective in some areas: school registration and reinsertion, provision of meals and educational materials, transition programs to formal education, leveling programs, and after school activities. By March 2010, the project had enrolled 9,866 total beneficiaries, with 1,826 of them attending extracurricular classes. Literacy classes were provided to 1,310 children between age 13 and 16. These include *Módulo I* (first and second grade equivalent) and *Módulo II* (third and fourth grade equivalent), in accordance with the national literacy program. The Learning by Playing program, which was initiated by the project in 2009/2010, combining extracurricular activities with literacy classes aimed toward children age 6 to 12 who were not in school, had 527 children enrolled.

The project developed a significant number of education activities. These results are generally corroborated by school officials who report an increasing number of children involved in the project's activities and achieving better results through them. As these types of activities are relatively recent, teachers and students are still adapting to them. At some project sites, extracurricular activities are called *explicação* and at others *reforço* (school support or tutoring).

In all, 378 teachers received training in the areas targeted by the four workshops the project conducted—child labor, application of extracurricular activities, development of codes of conduct, and school strategic planning. The project currently counts on 39 trained literacy teachers and provided training to 20 community mothers. Despite conducting basic training activities, (usually, a two-day workshop), teachers recognized their added value and started applying the methods in

their classes. Follow-up activities (meetings, visits, other training sessions) also provide the opportunity to consolidate capacities and reorient teachers'/trainers' methods.

The ONJOI project also initiated specific activities for youth, including a life skills training for adolescents and youth attending the literacy program. No details on how these children were identified were given by project reports. One technical progress report states that the targeted youth were “youth who do not have more options for continuing their studies and who spend most of their time listening to music at high volume, drinking beer, and moving around challenging their communities” (March 2009 Technical Progress Report, G-28). A total of 830 beneficiaries participated in 38 training sessions carried out in 19 villages in Bocoio. The sessions covered the themes of self image, body image, and conflict resolution. These modules did not cover the planned vocational training activities, which were not conducted, except for those already organized by the Luanda institutions, or training in the area of income-generating activities, though may be useful for initiating other activities in the future. The ONJOI project said they were not able to conduct vocational training or income-generating activities because of the short project duration.

In all, 9,335 children received new educational and didactic material, 8,000 children benefited from improved school conditions, and 7,577 children receive school stationery kits. Four thousand children benefited from the distribution of school furniture (4,000 chairs and 1,000 tables), which was still ongoing until the week of the evaluation. These contributed objectively to the improvement of school conditions as the majority of children in Angolan schools would hardly have access to chairs or tables, and school materials are a considerable expense in families' budgets. Moreover, schools do not have the capacity to buy didactic material for children or disseminate teachers' orientation materials. In many cases, the ONJOI project teacher training materials were photocopied for teachers in other schools not targeted by the project.

According to monitoring results, the provision of these services resulted in children being withdrawn/prevented from hazardous child labor and ensured that the children were involved in relevant educational programs. However, the evaluator was not able to determine if the monitoring system could assess whether children continued to participate in labor activities or were enrolled in school. According to interviews by the evaluator, domestic work and agricultural activities are still performed by children, especially in rural areas. Selling goods and businesses are also common activities performed by children during their non-school time, according to parents, as well as community members, education and child protection officials, who are aware of the labor situations in their communities. Therefore, the basic formula that spending more time in school would lead to reducing child labor may be too simplistic to produce results in the short duration of the project. In the monitoring following a child's registration, the data collected does not assert all of the work/education/family conditions. It only monitors risky work performed—number of works performed by day, number of days worked by week if over four; hours worked by day if over four—which are only three of the 18 items that qualify children for project services.

Criteria for choosing children who would benefit from the project was sometimes negotiated between school needs and project objectives. For instance, in school 239 in Bairro da Graça (Zona F), students who benefited from extracurricular activities were “the weakest ones, those

with more learning difficulties” according to a teacher in the school, and not necessarily children engaged in labor activities. This poses difficulties in accurately measuring project results regarding the prevention and withdrawal of children from hazardous labor and demands increased accuracy in the monitoring system. The project document did include school performance difficulties as one of the ten criteria for choosing children to the project, but combined with child labor engagement.

The CCLMS produced good results according to the project reports. The 32 literacy teachers were followed up in the management and application project monitoring forms for enrollment, child labor, and educational services; 26 parents commissions were created and actively participate in school activities; and 704 community leaders were trained in the methodologies, procedures, and instruments for child labor monitoring. The system foreseen by the project document is complex, requires extensive identification and enrollment processes, and the participation of at least seven different key actors from different constituencies: traditional authorities and community leaders, school directors, family leaders and representatives, community child protection committees and parents commissions, families, and project field workers. The processes were abbreviated in order to rapidly initiate project activities and monitoring. For example, filling out the survey instrument was simplified, and combined with follow up meetings and visits, due to the resource and time-consuming characteristics of the initially envisaged system.

Additionally, due to the project’s short-term implementation, the highly participatory activities did not necessarily achieve full community ownership, increasing the capacity of communities, or increasing awareness/understanding of the dangers of child labor. Community committees and parents’ associations are heterogeneous, still embryonic, and usually regard the project as bringing benefits to their children in a context of deep existing needs and not as a major initiative to reverse child labor. The ONJOI project contributed to initiating such processes of community involvement and participation but the processes to do so were not developed homogenously in all locations. In the areas where it had started recently, the results are therefore weaker.

As mentioned before, the identification process as planned was very complex, and criteria for defining exploitive child labor were unclear. In the project document, the choice of the areas for education programs was based on several criteria, child labor incidence being just one of them. Street children in institutions in Luanda are intrinsically prevented and removed from child labor and/or its worst forms as Arnold Jansen Centre and Horizonte Azul host children removed from the street and/or abandoned and orphaned children. However, there is a significant mismatch between project criteria for defining the worst forms of child labor, exploitive labor, hazardous or risky/dangerous activities, and USDOL definitions. The monitoring system uses a broad set of activities considered risky. The initially proposed complex plan for targeting children was reduced to a minimal set of survey questions, most of them posed to children already in school. In practice, the identification process involving extensive community meetings and visits would have been very difficult to carry out completely. Teachers and directors at schools often mention choosing children with learning difficulties for extracurricular activities and not necessarily giving priority to children involved in child labor.

The monitoring system developed by the project is extensive and provided the project with a great amount of data. Survey questions, however, may not be accurate or totally useful because they were not specifically related to the project document. Due to the difficulties in developing a suitable database for the project, which took over eight months, survey questions are currently divided into four sections: child identification, child work/activities, types of remunerated work, and distribution of work throughout the week. These sheets are filled in by project field staff and input into a database by eight database project staff. In the last year, they have input data from 6,893 monitoring forms into the database. Again, the relatively short duration of the project did not allow for the use of reports from the database to redefine the project's approach or methodologies. Many categories of the database are still not sufficiently developed, such as the daily child work records that cannot be categorized as they are not typified (see Annex F), and data generated for this section has not been useful. Additionally, the survey does have a section on daily child activities but was not useful for mapping child labor, on holidays, for instance. In general, the whole system also cannot confirm the accuracy of the answers, especially those regarding after-school activities.

Given such a time and resource consuming monitoring system, which needs constant and significant consultations with local authorities and families'/parents' commissions, it is improbable that the system could have helped with redefining the project's goals or methods within such a short duration. On the other hand, such complex participatory methodologies could have helped reduce the bias introduced by communities'/beneficiaries' tendency to report on child labor situations in order to have access to benefits.

Regarding management of the project, ONJOI uses technical and financial resources and skills from other ChildFund International projects in Benguela that indirectly interact with ONJOI, including two sponsoring projects (Zona F and Baía Farta) and a social merchandising (sports) project in Baía Farta, all funded by ChildFund International. Through these projects, ChildFund International supports many children at schools, and the addition of a child labor project brought increased capacities to the organization. Through the combination of the organization's own resources and its partnership with JAM, the ONJOI project facilitated the achievement of some of its general and specific goals. The project has now applied for a National Strategy Plan grant from ChildFund International directly to conduct activities left unaccomplished until the end of the school year. The project also succeeded in dealing with specific local context issues, such as the lack of qualified teachers/trainers in some rural areas, and promoted the creation of community mothers, who operate extracurricular activities. Budget allocation for payment to community members or teachers in charge of monitoring surveys was secured as the need was identified during implementation.

Some of the outputs foreseen by the project produced weaker results, such as the provision and awareness of child registration. The project has no records for the actual output, and reports can only estimate future results assuming that ongoing negotiations with registration services succeed. Provision of school meals was also not directly assured by the project but indirectly made by JAM in ONJOI project schools. Enhancement of the capacity of organizations involved in child education/protection was pursued through the organization of a limited set of meetings and training sessions—four one- to two-day seminars and workshops organized by the project—which were considered fruitful but hardly produced sustainable and deeply rooted capacities. The

monitoring/research component was not sufficiently tested and revised using the results obtained so far. Life skills training for adolescents, including HIV prevention education and enhancing gender equity, was also an output only partially achieved through the funding of the Luanda institutions. The adaptation of the legal framework and the formulation of specific policies and programs at the national, regional, and sectoral levels envisaged by the project were weak as well, and the inclusion of child labor in the National Child Protection Policy is only embedded in the violence against children commitment.

The project monitoring plan (Output 4) is extensive but some improvements could be made regarding the survey form questions, which were the main instruments used within the system to gather information. These could be more accurate and useful for future action. At the time of the evaluation, 10,131 children received labor monitoring. The monitoring system as of April 2010 recorded children engaged in activities considered to be child labor using categories that do not match those of the CCLMS workshop, the Angolan Child Policy draft, or the Baseline Study. Being an ongoing project, definitions and classification of child labor need clarifications. The complex monitoring process, involving family representatives, family leaders, traditional authorities, and project field workers reporting to the project every 30 to 45 days, could not be fully put into practice. Not only was the system time and resource consuming, but it also demanded adaptations in sites where the right representatives could not be found—for example, the project had to resort to teachers for assistance—and unexpected payments had to be provided to those filling in the forms.

Every three months, the project staff gathered information on the children included in the project, including the new areas to which it has been extended. If children are not reported prevented or withdrawn from labor activities, follow-up monitoring is carried out yearly. Data collected is used to monitor the number of children in the project and their work status, including follow up, and includes child labor categories, divided into non-hazardous child labor and risky activities, which are considered hazardous and are therefore targeted by the project. The system also considers two age groups for analysis—children age 6 to 11 and age 12 to 17—classifying activities accordingly. For instance, transport of goods is not considered dangerous for children age 14 and older. Dangerous or risky activities monitored include: burning and transporting charcoal, buying and selling gas, deforesting, working with chemicals, herding, working with gas, burning garbage in a farm, prostitution, buying and selling liquor, participating in street gangs, buying and selling drugs, working with cement, and night work.

However, the system does not allow monitoring of children's work activities when they leave school or on holidays and weekends. The survey sheet does address daily/weekly activities of children and their distribution, but it does not generate a coherent or useful result as categories have not been typified. Also, the system does not automatically generate tracking patterns. Children subject to the monitoring questionnaire are recorded as withdrawn if, at the time of filling in the questionnaire, no risky labor activity is recorded for a period of six months.

The monitoring system has the potential to identify types of work performed by children and contributes to increased knowledge of the children included in the project. However, as it is applied in the areas where the project establishes agreements with schools, it does not have a broad scope of application.

The monitoring system also lacks accurate definitions of hazardous, exploitive, and risky activity categories. The project also does not have a specific definition for “high risk” children, which is relevant to those children targeted for prevention. The most recent report (April 2010) records 2,437 children in the activities considered hazardous by the project. Of all activities recorded in the database, both hazardous and non-hazardous, 639 children state that they get paid for doing certain activities. In the rural Bocoio area, these activities are related to agriculture, and in urban Zona F the majority of children are paid for conducting street business. Also, some types of work were not included in the registration form but appear in the monitoring form (prostitution, buying/selling drugs, selling non-alcoholic, and charcuterie; domestic work substitutes “cleaning the house”).

Burning and transporting charcoal	381
Buying/selling gas products	705
Deforesting	228
Working with chemicals	72
Herding	728
Working with gas	60
Burning garbage in a farm	136
Prostitution	0
Buying/selling liquor	65
Participating in street gangs	41
Buying/selling drugs	0
Working with cement	21
Night work	0
Total	2,437

Although “selling drugs” does not show in the overall table, a detailed table of each area records one child performing this activity in Bocoio and three in Zona F (none in Luanda). No “prostitution” activities were found in the project locations.

The project timeframe, initially conceived for three years from May 2007 to July 2010, was not long enough to produce the desired results. In practice, ChildFund International was delayed eight months in starting up its activities—the time needed to hire the education specialist. According to the project’s September 2008 Technical Progress Report, schools were closed for elections in 2008. The project could have profited from these constraints by performing more child labor assessments during this time, though it is unknown whether in-depth research and surveys could have been carried out during such a sensitive political time. Also, the project’s end date of June 2010 was in the middle of the school year, which ends in November. Long procurement processes have not only conditioned the arrival of the education specialist but also the hiring of the database specialist and acquiring permission to substitute him. Overall, project

goals were ambitious for such a short time period and long lasting results can hardly be produced in two school years. There is no guarantee that children engaged in extracurricular activities or literacy activities for two school years will not go back to work in the cases where they were already working.

The reduced time frame also has implications for the consolidation of child labor awareness objectives. Those directly involved in the project, such as teachers, community members, and education staff, have come into contact with child labor issues but represent a very small number of these in Angola. Only 136 teachers received specific training on child labor issues, and 26 parents associations integrated child protection into their working plans. At a broader level, 60 government officials, 231 civil society group members, and 23 civil society organizations were considered sensitized to the agenda of eradicating of the worst forms of child labor. However, solid results from this effort—based only on the organization of a few meetings each lasting two days—can be questioned. Forty-two municipal administration officials were trained in developing a Municipal Plan of Action that included measures to eradicate the worst forms of child labor, but this plan was never completed and a majority of the government education staff interviewed mentioned that they had not, for the most part, had communication and had not often partnered in activities with the ONJOI project. According to municipal and government officials, the relationship with ONJOI was not strong enough to complete the Plan. These officials also stated that they had not received reports about the ONJOI project’s activities. The municipal authorities canceled the meeting with the evaluator and had not answered meeting requests from the project for over a year, all signs of their lack of interest in the project.

4.2 LESSONS LEARNED/GOOD PRACTICES

Types and effectiveness of the services provided contribute to potentially increasing knowledge about child labor in Angola and can contribute to good practices regarding prevention and eradication of child labor. Culturally rooted rural practices, the post-war state, restructuring of child protection mechanisms, and generalized poverty are critical conditions that negatively affected the project and will need to be addressed in a long-term fashion. A project with the timeframe of ONJOI is not sufficient to produce outstanding results regarding child labor.

The monitoring system allowed the creation of a basic instrument that can potentially be successfully used if some of its features are revised according to the experience obtained on the field.

Community interaction and awareness, despite its narrow scope, was initiated in some of the project sites. Other complementary means can be envisaged based on the results already achieved.

Discussion promoted by the project, which included relevant stakeholders, initiated a process to define child labor which has the potential to be further developed.

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V EFFICIENCY

5.1 FINDINGS

Cost-efficiency of the project, based on data provided in the technical progress reports, is moderate. As of October 2009, the monthly cost per child of the project was US\$2.81.

The project budget allocation considers four outputs:

- *Output 1*—Formal educational system strengthened (US\$328,483)
- *Output 2*—Alternative education solutions for youth (US\$136,634)
- *Output 3*—Policy and government/civil society organizations’ institutional capacity enhanced (US\$129,404)
- *Output 4*—Project monitoring, evaluation, and research (US\$222,390)

In total, the project has spent US\$3,478,795 of the DOL budget to date.

Major expenses include office expenses and other direct costs (US\$572,473). Output 3 absorbs relatively higher costs considering the number of activities, as the organization of meetings and related travel expenses are very high in Angola.

In terms of the financial and human resources used, the project strategies were efficient in managing the implementation reality in the country context of Angola. Budget reallocation, locally hired staff, and the use of volunteers and community resources are some of the areas where the project made efforts to cope with existing conditions. The project initially faced the same problem as Save the Children (i.e., finding the appropriate field staff) and had to plan alternative strategies. It took eight months to hire the education specialist. In some rural communities, the project was not able to find the right tutors for extracurricular activities and had to find a new resource, community mothers (*mães comunitárias*); some of these community mothers were young and still in school themselves—the evaluator met such children in her field visits. Moreover, as the project could not integrate all 7,000 children as stated in project objectives, the project tried to find the remaining children in more distant areas in the Bocoio municipality.

The project relied on various staff to collect data on time, depending on local stakeholders such as volunteers, community associations, school teachers, and paid interviewers, and was considered efficient. However, the monitoring system was designed to meet only some of the needs and requirements of the project, was not complete, and was resource-consuming. It was also not efficiently implemented as there were several setbacks at the beginning of the project toward having the system ready for use. The design for the first database took eight months of work for an outsourced engineer; afterwards, the database was not even implemented because it was built in Excel and proved to be unsuitable because it could not deal with the amount of data

or produce useful reports. A new database was created in two days by the project director and was used starting in February/March 2008.

5.2 LESSONS LEARNED/GOOD PRACTICES

Combining resources is definitely an important efficient feature of the project, and demonstrates its ability to adapt to existing conditions.

Within the monitoring strategy (data collection in the field), the project was able to use various types of contributions, ranging from voluntary and community work to specially hired personnel, which increased awareness and appropriation of the project's objectives. Participation of different types of community members, depending on their availability and capacity, helped to reach monitoring objectives, produced cumulative effects, and stimulated the process of using monitoring tools regularly.

The system contributes to USDOL's knowledge base within some limitations. The system should ideally be expanded to a broader labor market analysis and/or be integrated into other instruments of child labor assessments—rapid appraisals, local surveys, and national assessments. In this context, it could potentially be used as a true research valid instrument.

VI IMPACT

6.1 FINDINGS

A Baseline Study (April 2008), conducted by an external consultant and financed by the project, produced an important background document for the project as no previous assessments in the region of Benguela had been conducted previously. Moreover, the project produced Benguela and Bocoio's Educational Services Assessment in June 2009, which describes the situation of the education services in 20 communities where the ONJOI project operated. Finally, the project delivered a CCLMS document as a result of the workshop held in 2010 to promote a broad discussion with relevant stakeholders on child labor issues and identifying hazardous child labor in order to develop the CCLMS. All these research materials are innovative in Benguela, and probably in Angola as well, and should serve as a basis for further research.

Regarding impact on individual beneficiaries, the project has been unanimously considered very positively by children, parents, and educators. Community leaders often mention that the project provided education for children in areas where there is no formal school. "No school has ever come here, not even in colonial times" (Bocoio traditional authority). Parents are also very satisfied with project results and agree that if their children spend more time at school they will not burden the children with domestic work. "We put our children in the hands of the school; they know what to do with them" (traditional authority, Balança). "Children are handed to the school" (community and parents, Cubal do Lumbo). Teachers engaged in extracurricular activities and in literacy classes have also benefited from the project as they received an extra monthly payment of US\$150.00—the average monthly salary is US\$400.00—and frequently stated that they received quality training from the project. Indirect results of the project were mentioned as well, like attracting children who were still out of the school system and younger brothers and sisters who informally attended extracurricular activities, and sometimes regular classes. These results may be magnified due to the general existing poor conditions.

The projects' main visible impact is on education quality. The educational quality improvement component has been recognized by governmental education authorities, despite the lack of communication between the project and these officials. Teachers and school directors are among those who recognize and praise the project contribution to increased educational quality, referring to the utility of training seminars and the use of didactic materials in extracurricular activities, namely through the *Learning by Playing* component of the project. Teachers unanimously agree that extracurricular activities contributed to improved skills and capacities of children, and have increased students' performance at all levels. "Students feel more motivated when they see that their teachers are motivated too." Communities, including parents and local authorities, are equally satisfied with the progress they have seen in their children's education and success in school. Again, these perceptions may, however, be magnified by the general existing poor conditions.

No other NGO in Angola is known to be working on child labor issues. The project involvement with other organizations working with children is very limited. The ONJOI project works with JAM to implement school meals programs and SOS (CNAC in Luanda). ChildFund International

started negotiations with the NGO Dom Bosco in Benguela but they did not accept ChildFund International's budget proposal.

The project impact on government's understanding of child labor issues and government and policy structures in terms of system-wide change on education and child labor issues is incipient. The inclusion of child labor issues in the government's agenda for Child Policy is very recent (2007) and it is indirectly envisaged as it is included in a broader category of Protection of children against violence (commitment #8). Moreover, project participation in this effort is indirect as it operated through the national partner included in CNAC, the NGO SOS.

The project was not able to create strong government linkages, both nationally and at the municipal level. The municipal administrator of Bocoio—the area where the project has most of its activities—does not receive ChildFund International for meetings and has not reacted to ChildFund International's proposal for a Municipal Action Plan in the course of a year. Benguela's municipal administration has held the same position. ChildFund International wrote the Province Governor explaining this situation, but has not received any response.

This lack of communication is also evident in linkages with municipal and province educational structures. This poses serious problems in terms of sustainability. For example, ONJOI must be able to send MINED a list of students who can be certified to enter formal schooling, which requires cooperation between these two institutions. At the Ekwiu school in Bocoio, the state school director warned the ONJOI project director that children coming from the ONJOI school will not be able to enter an official school because they do not have a certificate issued by state educational services.

Additionally, education delegates in Bocoio say they only knew about the project informally. "We know ONJOI is in Monte Belo but the literacy director does not know how many students they have, who the teachers are. We asked for that data but they only gave us the number of enrolled students, not their approval rates; for one and half years they did not approach us; this [evaluation] is our first contact" (Bocoio Municipal Education Service). The same happened with the extracurricular activities. Education system officials were also worried about ONJOI overlapping activities with the state school, "especially in those areas where the armed conflict was more intense; [the] population gets confused with this overlapping" (Bocoio Municipal Education Service). Education coordinating services were not consulted. The project dealt directly with schools and did not link with municipal services. For example, the project did not link with the Zona F and School Coordination, who only after demanding participating in the activities, was invited to two ONJOI workshops. Representatives of the service said they were only informally acquainted with project activities.

One of the main reasons for this gap may have been the project duration, which did not allow for consolidation of linkages with the government. This process of inclusive participation of varied stakeholders in a broaden discussion on child labor was slow but was recently started. The project organized a workshop (January 2010) which attempted to identify the worst forms of child labor in Angola in a participatory fashion with relevant stakeholders and government representatives included.

6.2 LESSONS LEARNED/GOOD PRACTICES

The ONJOI project included a fairly dynamic pool of stakeholders, which can be used as a starting point for data collection and discussion of issues regarding child labor. The project also promoted some studies on child labor and education, which can be used as a basis for future broader assessments.

Improvement of school quality and activities was recognized both by the communities and by the government. However, connections of these activities to child labor prevention or withdrawn is still weak. These activities can be considered a starting point to initiating increased community awareness. Based on the results recognized by the communities and educators, the project should intensify its activities regarding child labor.

Project objectives need to be grounded in solid cooperation with state structures. The first step to this collaboration lies in advocacy efforts and in raising broad and national awareness of child labor issues in order to support locally focused actions. The predicted influence of advocacy training for civil society actors and municipal administration was not achieved given the scope of the project and the incapacity of establishing solid relationships.

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VII SUSTAINABILITY

7.1 FINDINGS

The exit strategy and sustainability plan integrated into the project design consisted of—

- Advocacy and awareness activities to stimulate children registration.
- A 12-year partnership with *Instituto Superior de Viana do Castelo* (ISVC) to improve education quality and a 12-year program on literacy as well as pre-vocational training.
- Community advocacy and awareness raising of child labor concerns.
- Support to the National Institute for the Child (INAC) and CNAC, and the collective development of the CCLMS.
- Links to other organizations and support of civil society organizations.
- Development of national and local action plans.

The sustainability plan also contained other strategies and activities that produced weaker results and that probably will have to be addressed in the remaining time of the project, such as capacity building of civil society organizations, advocacy in the area of child registration, obtaining support from private sector firms for school material provision, pre-vocational training, a study on the informal labor with the INAC, and finalization of a National Action Plan.

Given that ChildFund International has other ongoing educational projects and funds, as well as a partnership with ISVC, in some of the ONJOI project locations, education activities are likely to continue. Some of the impacts on community and community leaders' awareness regarding child labor are also likely to persist. The national and local action plans are seriously compromised by the above mentioned difficulties the project experienced in working with state structures. However, some of the results already produced by the development of the CCLMS and partnership with the INAC may be appropriated by INAC, should the child labor/protection against violence commitment stimulate renewed interest by the government.

The combination of ongoing ChildFund International education activities and projects with USDOL funding allowed for efficient management of the project. Beginning in June 2010, ChildFund International will likely fund activities through the end of the school year, including activities which were planned to end within the project timeframe but have not yet been completed. ChildFund International Benguela applied for a fund from the ChildFund International headquarters to extend the project until the end of school year, from July 2010 to December 2010, supporting 3,198 children, 52 centers, and 119 teachers and community members training in the area of child labor.⁶

⁶ NSP Gingas Mission, *Education to Prevent Child Labor in Bocoio—Angola*, March 2010.

Major challenges and successes in maintaining partnerships in support of the project relate to state linkages. Only after the inclusion of child labor in the government agenda can the project expect to develop more visible activities in Angola. Efforts to include child labor in ministries' concerns—namely MAPESS, MINED, and MINARS—as well as other government agencies will follow this recognition of child labor as a protection against violence issue.

Another important area regarding project results and weak state linkages that compromises results is the formal recognition of literacy activities. The ONJOI project supports literacy activities for 92 children now completing *Módulo II* (literacy program, at the fourth grade equivalent). This means that these children will need certificates to get into formal school, but no agreement regarding certificates has been established with MINED local, municipal, provincial, or national authorities. Teachers now finishing classes for students in *Módulo II* are expecting instructions from ChildFund International on how to obtain formal certificates for these students to transfer them into formal school. For instance, in the Etemba school, 34 students are now enrolled in *Módulo II*. According to the monitoring system data, the project currently benefits a total of 1,882 children attending the fourth grade of primary school, including those in *Módulo II*. This may not only compromise project results but also negatively impact implementation of this type of project in the future. Education authorities unanimously state that project activities should extend to the end of the school year (November) to give the opportunity to negotiate formal certification.

Coordination with ILO's International Programme on the Elimination of Child Labour and/or the United Nations Children's Fund (UNICEF), and other multilateral and/or international organizations has not been effective. ILO has no projects in Angola in the area of child labor protection, and UNICEF is currently drastically reducing its actions due to funding difficulties. Major international NGOs, such as Save the Children, some of which have been working in Angola for a long time, are also leaving the country. A European Union program in which child protection issues were envisaged has not yet started. There may be opportunities to build future areas for cooperation based on the existing knowledge produced by the project—namely, the database, the studies and the CCLMS—but there do not seem to be opportunities for this to happen in the near future.

Working with other NGOs and/or community-based organizations present in the country resulted in scarce partnerships. The JAM program for school meals, active in Benguela since May 2009, is working in some of the schools where the ONJOI project is active as a result of a direct request from ChildFund International. The combination of the projects extracurricular activities and JAM's school meals has increased school retention where they work simultaneously. The ONJOI project also carried out activities in schools built by other NGOs and civil society organizations, such as the Etemba school and water well built by RISE International (an international NGO) and the Cubal do Lumbo school built by RISE and *Organização da Mulher Angolana* (Angolan Women Organization), the Angola Liberation Movement women's organization). However, the limited project time of all these organizations will not likely be extended. Partnership with ISVC, though envisaged for the long term, will probably be continued but in the area of education and not necessarily child labor.

Community committees or parents associations in the few schools where they were created will unlikely continue activities regarding child labor awareness. The CCLMS established by the

project will only be continued if funding is provided—possibly from the INAC budget—given the human and material effort it demands. Funding will largely depend on the capacity of the project to advocate in the INAC headquarters in Luanda for its implementation in the two remaining months of the project and on INAC’s capacity to integrate this into the state budget.

Communities will not have the capacity to continue the extracurricular activities given their generally poor conditions. It is not likely that teachers and school directors will continue the activities once the ONJOI project withdraws as they are totally dependent on ChildFund International transfers and guidance to perform the activities. For instance, in this school year in some schools, activities only began after ChildFund International’s approval and direct authorization, despite the established agreement for a program lasting two school years. Teachers and directors wanted to ensure continued payment of salaries by ChildFund International before starting the activities. Teachers would not have engaged in the extracurricular work, which is both time and resource consuming, unless they were paid. This was also recognized by the project. In the Angolan poverty context, where the majority of teachers have low salaries, spending more time at school would mean not spending that time doing other income-generating activities. One possibility would be increasing teachers’ school hours, but this would require a major change in the educational system and increased salaries. Even if more time was allocated to teachers, the priority would be enrolling more children for regular classes (many are still out of school in Angola) and not for conducting extracurricular activities.

Parents also foresee increased difficulties for school access in the coming years due to the existing lack of infrastructure and school services, as well as the natural population growth in the peacetime context. “We have not stopped in reproduction; so now the younger ones are out of the project” (community and parents, Cubal do Lumbo school). With the end of the project, more children will not then have access to this contribution to school activities.

7.2 LESSONS LEARNED/GOOD PRACTICES

Regarding sustainability of interventions, the inclusion of the ONJOI project within ChildFund International’s former and ongoing initiatives and projects in Benguela allowed support of ONJOI activities and may contribute to the extension of its results for a longer period. The *Programa Infantil Comunitário* (Community Child Program) includes social educators for pre-primary education and has been implemented since 2008 in Zona F. ChildFund International also has a sponsoring program that will continue for the coming years and has applied for extra funding from the organization’s headquarters to continue ONJOI activities until the end of the school year.

Funding a child labor project in a post-conflict country such as Angola poses some difficulties with regard to timing and sustainability of actions. As priority is normally given to reconstruction efforts, addressing child labor has been postponed. Acting in the area of education to fight child labor is also a challenge due to the existing conditions of the school system, school infrastructure, and family poverty. An education-oriented project may rely successfully on parents’ and children’s eagerness to access school and return to a normal life but has to count on the extended and profound needs that must be addressed first.

Project findings on the ground, such as the need to contribute primarily to school rebuilding, teacher training, and school meals, revealed the need to focus on basic conditions of schools when targeting child protection from labor through education. Including child labor issues in such rebuilding activities helps initiate local and national discussion and awareness on this subject but will not necessarily produce objective results in such a short period of time.

VIII RECOMMENDATIONS AND CONCLUSIONS

Child protection is an established part of Angolan social policy and the basis for a more accurate formulation of child labor prevention and eradication. Education is also an area of great concern in the current post-war recovery process. In that sense, both the general objective of policy advocacy and the direct educational actions of the ONJOI project are relevant in the existing context. However, such projects have to counter weak or nonexistent knowledge of child labor features and devastated school conditions in most of the country, both critical consequences of Angola's prolonged war situation. The ONJOI project targeted all these areas in specific Angolan locations and contributed to improving educational quality for a large number of children. In general, the results can be perceived as a starting point for the necessary changes that need to be made in the area of child labor and child protection. The project's results can also provide background information and experience necessary for further developments.

Results obtained so far by the project regarding the child labor profile in Angola should be used for extending the discussion and for the preparation of a nationwide approach. This implies a national survey on child labor and the multiplication of regional/provincial experiences being integrated into a national policy.

The definitions of worst forms of child labor, exploitive child labor, hazardous child labor, and child labor as a whole need to be accurately introduced into government policy and strategy documents, and be clearly used by those involved in child protection. ONJOI results can be used as a starting point for meeting this objective as well as for starting a nationwide discussion.

Project results outlined the need for addressing child labor as a long-term change, especially in rural areas. The project timeframe could hardly meet all the objectives envisaged, particularly because changes are still taking place at the national policy level. The impoverished population is going through a post-war resilience process which precipitates child labor; therefore, the project's goals require long-term changes in the population's mentality. Future projects should attempt not only a broader approach to society and policy but also extended actions and activities.

Project results also drive to the conclusion that there is a need to redefine target groups on the basis of national/sampling surveys conducted before initiating new projects. This will lead to better target conception and planning, and will lead to better results concerning child labor specifically. Moreover, accurate targeting of child protection benefits to children involved in child labor can contribute more to community awareness of project objectives.

Monitoring systems should work from the results of the ONJOI project, regarding both their conception and means of implementation. They should address child labor using clearer definitions and measuring parameters, and rely on lighter demands for resources. Once definitions and targets become clearer, the monitoring system should rely on this information and be restructured for more accurate features.

The eradication and prevention of child labor in a post-war context such as Angola needs to be cautiously addressed, especially regarding the beneficiaries of activities related to schooling or training. Government and state structures must be involved in the processes of identifying

beneficiaries. Channeling benefits to areas predominantly occupied by one of the former parties/movements involved in the war may compromise project results and create obstacles.

Other means that have proven good results in social issues awareness raising in Angola should be considered in the future as complementary or main activities/strategies of child labor projects. The media has recognizably produced impacts in Angola in many social areas, and given that child labor is an issue that requires profound and long-term changes, communication can produce better and more extended results.

Another important area of action lies with the existing education and/or child protection organizations, both those of the state and those of civil society. Many NGOs in Angola are currently working on child issues, especially in education, and could be called upon to implement child labor awareness-raising activities within their programs. Close work with national institutions and child protection services should also be continued.

Strong state and government linkages should be assured during projects' conception and implementation. This refers not only to the above mentioned post-war sensitivities but also to the assurance that project results will be obtained and sustainability will be secured. All critical areas for child labor prevention and eradication demand close work with the government—legislation, law enforcement, education and communication—at the national, province, and local levels and should therefore count on strongly built relationships. Critical ministries in Angola include MINARS, MAPESS, and MINED, but others should be involved as well.

ANNEXES

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ANEXO B: DATA PROVIDED BY THE ONJOI DATABASE

Zona F		
Domingo—Acarreta Água	1	0.022
Domingo—Acarretar Agua	3	0.065
Domingo—Acarretar Água	9	0.196
Domingo—Acarretar Loiça	1	0.022
Domingo—Acarritar Agua	1	0.022
Domingo—Ajuda a Mãe a Limpar	1	0.022
Domingo—Arrumar a Casa	6	0.131
Domingo—Arrumar os Pratos	1	0.022
Domingo—Atender Bebidas Todos os Dias	1	0.022
Domingo—Busca Água	1	0.022
Domingo—Buscar Água	1	0.022
Domingo—Capinar	1	0.022
Domingo—Carrega Lenha	1	0.022
Domingo—Carregar Água	1	0.022
Domingo—Carreta Água	1	0.022
Domingo—Carretar Água	8	0.175
Domingo—Carrregar Adobes Todos os Dias	1	0.022
Domingo—Carta Água	2	0.044
Domingo—Cartar a Água	1	0.022
Domingo—Cartar Agua	17	0.371
Domingo—Cartar Agua	1	0.022
Domingo—Cartar Agúa	1	0.022
Domingo—Cartar Água	58	1.266
Domingo—Cartar Água	1	0.022
Domingo—Cartar Água	1	0.022
Domingo—Catar Água	6	0.131
Domingo—Catar Água	1	0.022
Domingo—Compra Combustivel	1	0.022
Domingo—Comprar Carvão	1	0.022
Domingo—Controlar o Irmão	1	0.022
Domingo—Cozinha o Funji	1	0.022
Domingo—Cozinhar	13	0.284
Domingo—Cuidar da Casa	1	0.022
Domingo—Cuidar do Irmão	1	0.022
Domingo—Cuidar do Irmãos	1	0.022
Domingo—Cuidar dos Imaos	1	0.022
Domingo—Cuidar dos Irmaos	1	0.022
Domingo—Cuidar dos Irmãos	27	0.589
Domingo—Cuidar o Bebê	1	0.022
Domingo—Cuidar o Irmão	1	0.022
Domingo—Cuidar os Irmãos	1	0.022

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Domingo—Cultivar	1	0.022
Domingo—Deitar o Lixo	1	0.022
Domingo—Domingo	1	0.022
Domingo—Embolar Quissangua	1	0.022
Domingo—Escolher Feijão	1	0.022
Domingo—Faz Viagem com os Pais	1	0.022
Domingo—Fazer Almoço	1	0.022
Domingo—Fazer Bloco de Cimento	1	0.022
Domingo—Fazer Compra	2	0.044
Domingo—Fazer Jantar	1	0.022
Domingo—Fazer Limpeza	1	0.022
Domingo—Fazer Matabicho	1	0.022
Domingo—Fazer Matabicho e Almoço	1	0.022
Domingo—Fazer o Jantar	1	0.022
Domingo—Fazer o Pequeno Almoço	1	0.022
Domingo—Fazer Tarefa	1	0.022
Domingo—Ficar com as Criança	1	0.022
Domingo—Ir a Igreja	2	0.044
Domingo—Ir a Praça	2	0.044
Domingo—Ir na Horta	1	0.022
Domingo—Jogar Bola	2	0.044
Domingo—Larvar a Loiça	1	0.022
Domingo—Lava Loiça	1	0.022
Domingo—Lava a Loiça	7	0.153
Domingo—Lava a Roupa	2	0.044
Domingo—Lava Loiça	7	0.153
Domingo—Lava Loiçanome	1	0.022
Domingo—Lavar	4	0.087
Domingo—Lavar a Loiça	91	1.986
Domingo—Lavar a Louca	1	0.022
Domingo—Lavar a Louça	4	0.087
Domingo—Lavar a Roupa	6	0.131
Domingo—Lavar a Roupa De Casa	1	0.022
Domingo—Lavar Cadeira	3	0.065
Domingo—Lavar Cadeiras	1	0.022
Domingo—Lavar Loiça	52	1.135
Domingo—Lavar Louca	2	0.044
Domingo—Lavar Louça	1	0.022
Domingo—Lavar os Pratos	7	0.153
Domingo—Lavar os Pratos	1	0.022
Domingo—Lavar Pratos	23	0.502
Domingo—Lavar Ropa	2	0.044
Domingo—Lavar Roupa	13	0.284

Domingo—Lavar Roupa	1	0.022
Domingo—Liga o Gerador	1	0.022
Domingo—Limpa a Casa	1	0.022
Domingo—Limpa o Chão	5	0.109
Domingo—Limpa o Quintal	1	0.022
Domingo—Limpar	1	0.022
Domingo—Limpar a Casa	12	0.262
Domingo—Limpar Chao	1	0.022
Domingo—Limpar o Chao	2	0.044
Domingo—Limpar o Chão	16	0.349
Domingo—Limpar o Pó	8	0.175
Domingo—Mecanica	2	0.044
Domingo—Name Trabalho	1	0.022
Domingo—Não Faz Nada	1	0.022
Domingo—Não Realizou	1	0.022
Domingo—Não Trabalhou	1	0.022
Domingo—Nome	16	0.349
Domingo—Nome Trabalho	23	0.502
Domingo—Pasto de Gado	1	0.022
Domingo—Regar as Plantas	1	0.022
Domingo—Resolver Tarefa	1	0.022
Domingo—Semear	2	0.044
Domingo—Semear na Lavra	1	0.022
Domingo—Serviço de Casa	1	0.022
Domingo—Tansportar Agua	1	0.022
Domingo—Trabalha Muito na Lavra	1	0.022
Domingo—Trabalhar na Horta	3	0.065
Domingo—Trabalhar na Lavra	1	0.022
Domingo—Trabalho com Produtos Combustivel	1	0.022
Domingo—Trabalho com Produtos Combustvel	1	0.022
Domingo—Trabalho da Escola	1	0.022
Domingo—Trabalho na Horta	1	0.022
Domingo—Transporta Água	1	0.022
Domingo—Transportar	1	0.022
Domingo—Transportar Água	2	0.044
Domingo—Transportar de Água	1	0.022
Domingo—Transportar Pedras	1	0.022
Domingo—Transportar Produtos no Cangulo	1	0.022
Domingo—Varrer	23	0.502
Domingo—Varrer	1	0.022
Domingo—Varrer a Casa	12	0.262
Domingo—Varrer Dentro	1	0.022
Domingo—Varrer em Casa	1	0.022

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Domingo—Varrer o Chão	1	0.022
Domingo—Varrer o Quintal	14	0.305
Domingo—Venda de Bebidas Alcoolicas	1	0.022
Domingo—Vende na Praça	1	0.022
Domingo—Vender	11	0.240
Domingo—Vender Água	1	0.022
Domingo—Vender Bebidas	1	0.022
Domingo—Vender Charuto	1	0.022
Domingo—Vender Combustivel	1	0.022
Domingo—Vender Gasolina	1	0.022
Domingo—Vender Loiça	1	0.022
Domingo—Vender Pimento	1	0.022
Domingo—Vender Rama	1	0.022
Domingo—Vender Rebussado	1	0.022
Domingo—Vender Rebussados	1	0.022
Domingo—Verrer	1	0.022
Domingo—Viajar com a Familia	1	0.022
Quarta—A Carretar Água	1	0.022
Quarta—Acarreta	1	0.022
Quarta—Acarretar Agua	7	0.153
Quarta—Acarretar Água	2	0.044
Quarta—Ajuda o Negócio	1	0.022
Quarta—Ajudar a Cuzinhar A Sua Mãe	1	0.022
Quarta—Arruma a Casa	1	0.022
Quarta—Arrumar a Casa	8	0.175
Quarta—Arrumar a Loiça	1	0.022
Quarta—Arrumar Casa	1	0.022
Quarta—Arrumar o Quarto	1	0.022
Quarta—Capina	1	0.022
Quarta—Carregar Água	5	0.109
Quarta—Carreta Água	1	0.022
Quarta—Carretar Água	13	0.284
Quarta—Carta Água	4	0.087
Quarta—Cartar Agua	39	0.851
Quarta—Cartar Água	70	1.527
Quarta—Cartar Água	1	0.022
Quarta—Catar Água	11	0.240
Quarta—Cerralharia	1	0.022
Quarta—Compra de Combustivel	1	0.022
Quarta—Compra de Fuba	1	0.022
Quarta—Comprar Combustivel	1	0.022
Quarta—Comprar Grade Cerveja	1	0.022
Quarta—Construção	1	0.022

Quarta—Controlar a Criança	1	0.022
Quarta—Controlar o Irmão	2	0.044
Quarta—Controlar o Jantar	1	0.022
Quarta—Controlar os Irmãos	1	0.022
Quarta—Cozinha	3	0.065
Quarta—Cozinhar	34	0.742
Quarta—Cuidar a Criança	2	0.044
Quarta—Cuidar a Sua Irmã	2	0.044
Quarta—Cuidar da Criança	1	0.022
Quarta—Cuidar da Irmã	1	0.022
Quarta—Cuidar do Bebê	1	0.022
Quarta—Cuidar do Irmão	3	0.065
Quarta—Cuidar do Irmãos	1	0.022
Quarta—Cuidar dos Imãos	2	0.044
Quarta—Cuidar dos Irmãos	12	0.262
Quarta—Cuidar dos Irmãos +Novos	1	0.022
Quarta—Cuidar dos Irmãs	1	0.022
Quarta—Cuidar os Irmãos	1	0.022
Quarta—Dâr Banho ao Sobrinho	1	0.022
Quarta—Deitar Lixo	3	0.065
Quarta—Deitar o Lixo	5	0.109
Quarta—Dietar Lixo	1	0.022
Quarta—Exercitar a Tarefa	1	0.022
Quarta—Faz Almoço	1	0.022
Quarta—Faz o Almoço	1	0.022
Quarta—Faz os Mesmos Trabalhos	1	0.022
Quarta—Fazer Almoço	7	0.153
Quarta—Fazer Bloco	1	0.022
Quarta—Fazer Compras	1	0.022
Quarta—Fazer Jantar	1	0.022
Quarta—Fazer o Almoço	4	0.087
Quarta—Fazer o Matabicho	1	0.022
Quarta—Fica Com o Irmão	1	0.022
Quarta—Guardar o Irmão	1	0.022
Quarta—Ir a Praça	3	0.065
Quarta—Ir as Compras	1	0.022
Quarta—Lava a Loiça	4	0.087
Quarta—Lava a Louça	1	0.022
Quarta—Lava a Roupa	1	0.022
Quarta—Lava Loiça	4	0.087
Quarta—Lava Mota	1	0.022
Quarta—Lavar a Liça	1	0.022
Quarta—Lavar a Loiça	84	1.833

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Quarta—Lavar a Ropa	5	0.109
Quarta—Lavar a Roupa	11	0.240
Quarta—Lavar Adobes	1	0.022
Quarta—Lavar Aloíça	1	0.022
Quarta—Lavar as Cadeiras	3	0.065
Quarta—Lavar as Criança	1	0.022
Quarta—Lavar as Crianças	1	0.022
Quarta—Lavar Cadeira	2	0.044
Quarta—Lavar Cadeiras	2	0.044
Quarta—Lavar Carro	1	0.022
Quarta—Lavar Laiça	1	0.022
Quarta—Lavar Loiç	1	0.022
Quarta—Lavar Loiça	41	0.895
Quarta—Lavar o Pátio	1	0.022
Quarta—Lavar os Pratos	8	0.175
Quarta—Lavar Prato	4	0.087
Quarta—Lavar Pratos	44	0.960
Quarta—Lavar Ropa	2	0.044
Quarta—Lavar Roupa	14	0.305
Quarta—Lavara Loiça	1	0.022
Quarta—Limpa a Casa	1	0.022
Quarta—Limpa o Chão	3	0.065
Quarta—Limpar	2	0.044
Quarta—Limpar a Bancada	1	0.022
Quarta—Limpar a Casa	22	0.480
Quarta—Limpar Casa	1	0.022
Quarta—Limpar Chão	1	0.022
Quarta—Limpar Em Casa	1	0.022
Quarta—Limpar Fogão	1	0.022
Quarta—Limpar Loiça	1	0.022
Quarta—Limpar o Chao	2	0.044
Quarta—Limpar o Chão	41	0.895
Quarta—Limpar o Fogão	1	0.022
Quarta—Limpar o Fugão	3	0.065
Quarta—Limpar o Pó	11	0.240
Quarta—Limpar Pó	2	0.044
Quarta—Limpeza	1	0.022
Quarta—Não Faz Nada	2	0.044
Quarta—Não Trabalhou	1	0.022
Quarta—Nlevar a Criança	1	0.022
Quarta—Nome	16	0.349
Quarta—Participação de Gangues	2	0.044
Quarta—Pastar Gado	1	0.022

Quarta—Queimar Carvão	1	0.022
Quarta—Recolher Tomate	1	0.022
Quarta—Resolver Tarefa	1	0.022
Quarta—Seachar	1	0.022
Quarta—Semear	1	0.022
Quarta—Semear Na Lavra	1	0.022
Quarta—Tomar Conta Das Crianças	1	0.022
Quarta—Transportar Água	4	0.087
Quarta—Transportar de Água	1	0.022
Quarta—Transporte de Agua	1	0.022
Quarta—Vai a Horta	1	0.022
Quarta—Vai a Lavra	2	0.044
Quarta—Varrer	14	0.305
Quarta—Varrer	1	0.022
Quarta—Varrer a Casa	15	0.327
Quarta—Varrer a Casa	1	0.022
Quarta—Varrer Dentro	2	0.044
Quarta—Varrer Em Casa	1	0.022
Quarta—Varrer Fora De Casa	1	0.022
Quarta—Varrer o Casa15	1	0.022
Quarta—Varrer o Chão	4	0.087
Quarta—Varrer o Quintal	24	0.524
Quarta—Varrer Quintal	1	0.022
Quarta—Varrero Chão	1	0.022
Quarta—Venda Combustivel	1	0.022
Quarta—Venda de Bebidas	1	0.022
Quarta—Venda de Bolo	1	0.022
Quarta—Venda de Combustivel	1	0.022
Quarta—Vende Ovo	1	0.022
Quarta—Vende Rebuçados	1	0.022
Quarta—Vender	18	0.393
Quarta—Vender Bebidas	3	0.065
Quarta—Vender Carne de Vaca	1	0.022
Quarta—Vender Gasolina	1	0.022
Quarta—Vender na Praça	3	0.065
Quarta—Vender Pão	1	0.022
Quarta—Vender Petróle	1	0.022
Quarta—Vender Sugo	1	0.022
Quarta—Vender Yogurte	1	0.022
Quarta—Vendeu	1	0.022
Quarta—Zunga da Copas	1	0.022
Quinta—Acarreta Água	1	0.022
Quinta—Acarretar Agua	3	0.065

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Quinta—Acarretar Água	4	0.087
Quinta—Ajuda o Negócio	1	0.022
Quinta—Ajudar a Mãe	1	0.022
Quinta—Arruma Acasa	1	0.022
Quinta—Arrumar a Casa	9	0.196
Quinta—Arrumar a Cozinha	1	0.022
Quinta—Buscar Água	1	0.022
Quinta—Capinar a Lavra	1	0.022
Quinta—Carregar Água	4	0.087
Quinta—Carreta Agua	1	0.022
Quinta—Carreta Água	1	0.022
Quinta—Carretar Água	17	0.371
Quinta—Carta Água	3	0.065
Quinta—Cartar	1	0.022
Quinta—Cartar Agua	26	0.567
Quinta—Cartar Água	64	1.396
Quinta—Catar Água	4	0.087
Quinta—Cerralharia	1	0.022
Quinta—Cizinhar	1	0.022
Quinta—Comprar Gasosa	1	0.022
Quinta—Comprar o Almoço	1	0.022
Quinta—Construção	1	0.022
Quinta—Controlar a Criança	2	0.044
Quinta—Controlar as Crianças	1	0.022
Quinta—Controlar o Irmão	2	0.044
Quinta—Cozinha	3	0.065
Quinta—Cozinhar	21	0.458
Quinta—Cuida do Irmão,Carrega Água	1	0.022
Quinta—Cuidar a Sua Irmã	2	0.044
Quinta—Cuidar da Irmã	1	0.022
Quinta—Cuidar das Crianças	1	0.022
Quinta—Cuidar do Irmão	3	0.065
Quinta—Cuidar dos Irmãos	1	0.022
Quinta—Cuidar dos Irmãos	8	0.175
Quinta—Cuidar dos Irmãos Mais Novos	1	0.022
Quinta—Cuidar dos Irmãos +Novos	1	0.022
Quinta—Cuidar dos Irmãs	1	0.022
Quinta—Cultivar	2	0.044
Quinta—Dar Banho aos Irmãos	1	0.022
Quinta—Dar Banho as Crianças	1	0.022
Quinta—Ddeitar o Lixo	1	0.022
Quinta—Deitar Lixo	4	0.087
Quinta—Deitar o Lixo	8	0.175

Quinta—Despejar o Lixa	1	0.022
Quinta—Despejar o Lixo	1	0.022
Quinta—Faz Almoço	1	0.022
Quinta—Faz o Almoço	1	0.022
Quinta—Faz Quissangua	1	0.022
Quinta—Fazer Almoço	4	0.087
Quinta—Fazer Jantar	1	0.022
Quinta—Fazer Limpeza	1	0.022
Quinta—Fazer o Almoço	2	0.044
Quinta—Fazer o Matabicho	2	0.044
Quinta—Fazer o Pequeno Almoço	1	0.022
Quinta—Foi a Lavra	1	0.022
Quinta—Ir a Pracinha	1	0.022
Quinta—Ir a Praça	1	0.022
Quinta—Ir a Praça com a Mãe	1	0.022
Quinta—Ir na Horta	1	0.022
Quinta—Ir na Lavra com a Mãe	1	0.022
Quinta—Lava a Loiça	4	0.087
Quinta—Lava a Loiçatrabalho	1	0.022
Quinta—Lava a Louça	1	0.022
Quinta—Lava Loiça	3	0.065
Quinta—Lavar a Loçiça	1	0.022
Quinta—Lavar a Loiça	73	1.593
Quinta—Lavar a Louça	1	0.022
Quinta—Lavar a Ropa	4	0.087
Quinta—Lavar a Roupa	4	0.087
Quinta—Lavar as Cadeira	1	0.022
Quinta—Lavar as Cadeiras	1	0.022
Quinta—Lavar Blocos	1	0.022
Quinta—Lavar Fraudes	1	0.022
Quinta—Lavar Loiça	22	0.480
Quinta—Lavar Louça	1	0.022
Quinta—Lavar o Irmão	2	0.044
Quinta—Lavar os Pratos	8	0.175
Quinta—Lavar os Pratos	1	0.022
Quinta—Lavar Prato	1	0.022
Quinta—Lavar Pratos	29	0.633
Quinta—Lavar Ropa	3	0.065
Quinta—Lavar Roupa	10	0.218
Quinta—Levar as Crianças na Escola	1	0.022
Quinta—Levar Grades de Gasosa	1	0.022
Quinta—Levar Pratos	1	0.022
Quinta—Liga o Gerador	1	0.022

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Quinta—Limpa a Casa	2	0.044
Quinta—Limpa Casa	1	0.022
Quinta—Limpa o Chão	5	0.109
Quinta—Limpa o Quintal	1	0.022
Quinta—Limpar a Casa	22	0.480
Quinta—Limpar a o Pó	1	0.022
Quinta—Limpar Chão	4	0.087
Quinta—Limpar o Chão	22	0.480
Quinta—Limpar o Fogão	1	0.022
Quinta—Limpar o Fugão	2	0.044
Quinta—Limpar o Pó	10	0.218
Quinta—Llavar Pratos	1	0.022
Quinta—Participação de Gangues	2	0.044
Quinta—Pastar Gado	1	0.022
Quinta—Pegar o Seu Irmão	1	0.022
Quinta—Resolver Tarefa	1	0.022
Quinta—Tomar Conta das Crianças	1	0.022
Quinta—Transporta Carvão	1	0.022
Quinta—Transportar Água	2	0.044
Quinta—Transportar Produtos	1	0.022
Quinta—Vai a Horta	1	0.022
Quinta—Vai a Horta Com o Pai	1	0.022
Quinta—Vai a Lavra	1	0.022
Quinta—Vai a Praça	2	0.044
Quinta—Varre o Quintal	2	0.044
Quinta—Varrer	11	0.240
Quinta—Varrer a Casa	9	0.196
Quinta—Varrer Dentro	3	0.065
Quinta—Varrer e Limpar	1	0.022
Quinta—Varrer em Casa	1	0.022
Quinta—Varrer o Chão	5	0.109
Quinta—Varrer o Quarto	1	0.022
Quinta—Varrer o Quintal	21	0.458
Quinta—Venda Combustivel	1	0.022
Quinta—Venda de Bebidas	1	0.022
Quinta—Vende Ovo	1	0.022
Quinta—Vende Rebuçados	1	0.022
Quinta—Vender	9	0.196
Quinta—Vender Água	1	0.022
Quinta—Vender Bebidas	1	0.022
Quinta—Vender Combustivel	1	0.022
Quinta—Vender Fuba	1	0.022
Quinta—Vender na Loja	1	0.022

Quinta—Vender na Praça	3	0.065
Quinta—Vender Petróleo	1	0.022
Quinta—Vender Yougurte	1	0.022
Quinta—Vendeu	1	0.022
Quinta—Zunga da Copas	1	0.022
Segunda—A Carretar Água	2	0.044
Segunda—Acarretar Agua	15	0.327
Segunda—Acarretar Água	5	0.109
Segunda—Acender Fogareiro	1	0.022
Segunda—Ajudar o Pai	1	0.022
Segunda—Almoço	1	0.022
Segunda—Arrumar a Casa	11	0.240
Segunda—Arrumar a Loiça	1	0.022
Segunda—Arrumar o Quarto	1	0.022
Segunda—Atender na Loja	1	0.022
Segunda—Avar a Loiça	1	0.022
Segunda—Buscar Água	1	0.022
Segunda—Buscar o Almoço	1	0.022
Segunda—Carregar Água	2	0.044
Segunda—Carretar	1	0.022
Segunda—Carretar Água	37	0.807
Segunda—Carretarágua	1	0.022
Segunda—Carrtar Água	1	0.022
Segunda—Carta Água	6	0.131
Segunda—Cartar Agua	52	1.135
Segunda—Cartar Agúa	2	0.044
Segunda—Cartar Água	130	2.837
Segunda—Cartar Água	1	0.022
Segunda—Catar Agua	1	0.022
Segunda—Catar Água	26	0.567
Segunda—Catar Carvão	1	0.022
Segunda—Cerralharia	1	0.022
Segunda—Compra de Combustivel	2	0.044
Segunda—Comprar	2	0.044
Segunda—Comprar Cimento	1	0.022
Segunda—Comprar Combustivel	1	0.022
Segunda—Compras	3	0.065
Segunda—Construção	1	0.022
Segunda—Controlar a Cantina	1	0.022
Segunda—Controlar a Criança	2	0.044
Segunda—Controlar o Irmão	3	0.065
Segunda—Cozihar	1	0.022
Segunda—Cozinha	2	0.044

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Segunda—Cozinhar	64	1.396
Segunda—Crreta Água	1	0.022
Segunda—Crtar Água	1	0.022
Segunda—Cuida da Irmã	1	0.022
Segunda—Cuida do Irmão,Carrega Água	1	0.022
Segunda—Cuida dos Produtos	1	0.022
Segunda—Cuida os Irmãos	1	0.022
Segunda—Cuidar a Criança	1	0.022
Segunda—Cuidar a Sua Irmã	1	0.022
Segunda—Cuidar da Criança	1	0.022
Segunda—Cuidar da Irmá e Cartar Agúa	1	0.022
Segunda—Cuidar das Galinhas	1	0.022
Segunda—Cuidar do Irmão	5	0.109
Segunda—Cuidar dos Imãos	2	0.044
Segunda—Cuidar dos Irmãoas	1	0.022
Segunda—Cuidar dos Irmãos	34	0.742
Segunda—Cuidar dos Irmãos Mais Novos	2	0.044
Segunda—Cuidar o Irmão	1	0.022
Segunda—Cuidar o Irmãos	2	0.044
Segunda—Cuidar os Irmãos	1	0.022
Segunda—Cultivar	2	0.044
Segunda—Cuzinhar	3	0.065
Segunda—Dar Banho os Pequenos	1	0.022
Segunda—Dâr Banho as Crianças	1	0.022
Segunda—Deitar Lixo	1	0.022
Segunda—Deitar o Lixo	5	0.109
Segunda—Engomar	1	0.022
Segunda—Escalar Peixe	1	0.022
Segunda—Faz Jantar	1	0.022
Segunda—Faz o Pequeno Almoço	1	0.022
Segunda—Fazer Almoço	5	0.109
Segunda—Fazer Bloco De Cimento	1	0.022
Segunda—Fazer Compra	1	0.022
Segunda—Fazer Compras	2	0.044
Segunda—Fazer Jantar	1	0.022
Segunda—Fazer Leitura	1	0.022
Segunda—Fazer o Jantar	1	0.022
Segunda—Fazer o Pequeno Almoço	2	0.044
Segunda—Ficar Com a Criança	2	0.044
Segunda—Ficar Com as Criança	1	0.022
Segunda—Ficar Com Criança	2	0.044
Segunda—Gardar os Seus Irmãos	1	0.022
Segunda—Guardar Seus Irmaos	1	0.022

Segunda—Ir a Horta	1	0.022
Segunda—Ir a Lavra	1	0.022
Segunda—Ir a Praça	4	0.087
Segunda—Lava a Loiça	4	0.087
Segunda—Lava a Louça	1	0.022
Segunda—Lava a Roupa	1	0.022
Segunda—Lava Loiça	4	0.087
Segunda—Lava Louça	1	0.022
Segunda—Lavar a Boca	1	0.022
Segunda—Lavar a Laoiça	1	0.022
Segunda—Lavar a Loiça	147	3.208
Segunda—Lavar a Loiça	2	0.044
Segunda—Lavar a Louca	5	0.109
Segunda—Lavar a Louça	3	0.065
Segunda—Lavar a Ropa	12	0.262
Segunda—Lavar a Roupa	16	0.349
Segunda—Lavar a Roupa	1	0.022
Segunda—Lavar as Crianças	2	0.044
Segunda—Lavar Cadeiras	1	0.022
Segunda—Lavar Carro	1	0.022
Segunda—Lavar Loiça	60	1.309
Segunda—Lavar Louca	4	0.087
Segunda—Lavar o Irmão	1	0.022
Segunda—Lavar os Pratos	19	0.415
Segunda—Lavar Partos	1	0.022
Segunda—Lavar Prato	2	0.044
Segunda—Lavar Pratos	64	1.396
Segunda—Lavar Pratos	1	0.022
Segunda—Lavar Ropa	1	0.022
Segunda—Lavar Roupa	18	0.393
Segunda—Lavar Roupa Das Criança	1	0.022
Segunda—Lavar Roupa E Cartar Água	2	0.044
Segunda—Levar a Refeição Da Mãe	1	0.022
Segunda—Levar o Matabicho Na Horta	1	0.022
Segunda—Limapar em Casa	1	0.022
Segunda—Limoar a Casa	1	0.022
Segunda—Limpa a Casa	1	0.022
Segunda—Limpa o Chão	8	0.175
Segunda—Limpa o Quintal	1	0.022
Segunda—Limpar	1	0.022
Segunda—Limpar a Arca	1	0.022
Segunda—Limpar a Bancada	1	0.022
Segunda—Limpar a Casa	31	0.676

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Segunda—Limpar Chao	1	0.022
Segunda—Limpar Chão	2	0.044
Segunda—Limpar na Quintal	1	0.022
Segunda—Limpar o Chao	1	0.022
Segunda—Limpar o Chão	1	0.022
Segunda—Limpar o Chão	38	0.829
Segunda—Limpar o Pó	11	0.240
Segunda—Limpar o Quarto	1	0.022
Segunda—Limpar o Quintal	2	0.044
Segunda—Limpar Pó	1	0.022
Segunda—Lva a Roupa	1	0.022
Segunda—Lvar a Roupa	1	0.022
Segunda—Não Trabalhou	1	0.022
Segunda—Nome	14	0.305
Segunda—Participação de Gangues	2	0.044
Segunda—Pastar Cabritos	1	0.022
Segunda—Pegar o Seu Irmão	1	0.022
Segunda—Pisar Fuba	1	0.022
Segunda—Preparar a Refeição	1	0.022
Segunda—Queima Carvão	1	0.022
Segunda—Regar as Plantas	3	0.065
Segunda—Regar na Lavra	1	0.022
Segunda—Resolveu a Tarefa	1	0.022
Segunda—Saechar	1	0.022
Segunda—Tomar conta das Crianças	1	0.022
Segunda—Trabalhos Domesticos	1	0.022
Segunda—Transporta Água	1	0.022
Segunda—Transportar Areia	1	0.022
Segunda—Transportar Água	1	0.022
Segunda—Transportar Bloco	1	0.022
Segunda—Transportar Pedra	1	0.022
Segunda—Transportar Produtos	1	0.022
Segunda—Transporte de Areia	1	0.022
Segunda—Transporte de Pedra	1	0.022
Segunda—Vai a Lavra	2	0.044
Segunda—Vai a Praça	2	0.044
Segunda—Vai ao Trabalho	1	0.022
Segunda—Varre a Casa	1	0.022
Segunda—Varre o Quintal	1	0.022
Segunda—Varrer	19	0.415
Segunda—Varrer a Casa	1	0.022
Segunda—Varrer a Casa	17	0.371
Segunda—Varrer Dentro	1	0.022

Segunda—Varrer em Casa	2	0.044
Segunda—Varrer na Cozinha	1	0.022
Segunda—Varrer no Quintal	1	0.022
Segunda—Varrer o Chao	1	0.022
Segunda—Varrer o Chão	5	0.109
Segunda—Varrer o Corredor	1	0.022
Segunda—Varrer o Quintal	25	0.545
Segunda—Venda de Banana	1	0.022
Segunda—Venda de Combustivel	3	0.065
Segunda—Vendar Copos na Zunga	1	0.022
Segunda—Vende Petróleo	1	0.022
Segunda—Vender	22	0.480
Segunda—Vender	1	0.022
Segunda—Vender Água	1	0.022
Segunda—Vender Banana	1	0.022
Segunda—Vender Carne de Vaca	1	0.022
Segunda—Vender Choriço	1	0.022
Segunda—Vender Combustivel	1	0.022
Segunda—Vender em Ambulante	1	0.022
Segunda—Vender em Casa	1	0.022
Segunda—Vender Fuba	1	0.022
Segunda—Vender Gasolina	2	0.044
Segunda—Vender Goiaba	1	0.022
Segunda—Vender Lençol	1	0.022
Segunda—Vender na Praça	2	0.044
Segunda—Vender na Praça	1	0.022
Segunda—Vender Nome Trabalho	1	0.022
Segunda—Vender Pão	2	0.044
Segunda—Vender Petroleo	1	0.022
Segunda—Vender Petróleo	1	0.022
Segunda—Vender Pipoca	1	0.022
Segunda—Vender Rebuçados	1	0.022
Segunda—Vender Sugo	1	0.022
Segunda—Vender Yougurte	1	0.022
Segunda—Zunga Massa	1	0.022
Sexta—A Carretar Água	3	0.065
Sexta—Acarreta Agua	1	0.022
Sexta—Acarretar Agua	5	0.109
Sexta—Acarretar Água	1	0.022
Sexta—Ajuda o Negocio	1	0.022
Sexta—Ajudar a Mãe a Caneta	1	0.022
Sexta—Arruma a Casa	1	0.022
Sexta—Arrumar a Casa	7	0.153

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Sexta—Arrumar a Sala	1	0.022
Sexta—Arrumar Acasa	1	0.022
Sexta—Arrumar o Quintal	1	0.022
Sexta—Avarrer a Casa	1	0.022
Sexta—Buscar Água	1	0.022
Sexta—Carrega Água	1	0.022
Sexta—Carregar Água	3	0.065
Sexta—Carregar Pedra	1	0.022
Sexta—Carreta Agua	2	0.044
Sexta—Carretar	1	0.022
Sexta—Carretar Água	23	0.502
Sexta—Carta Agua	1	0.022
Sexta—Carta Água	5	0.109
Sexta—Cartar Agua	36	0.786
Sexta—Cartar Água	70	1.527
Sexta—Cartou Água	2	0.044
Sexta—Catat Água	12	0.262
Sexta—Cerralharia	1	0.022
Sexta—Cizinhar	1	0.022
Sexta—Construção	1	0.022
Sexta—Controlar a Criança	2	0.044
Sexta—Controlar o Irmão	2	0.044
Sexta—Controlar os Irmãos	1	0.022
Sexta—Cozinhar	33	0.720
Sexta—Cuida do Irmão,Carrega Água	1	0.022
Sexta—Cuidar a Criança	1	0.022
Sexta—Cuidar a Sua Irmã	1	0.022
Sexta—Cuidar da Irmã	1	0.022
Sexta—Cuidar das Crianças	2	0.044
Sexta—Cuidar do Irmão	4	0.087
Sexta—Cuidar dos Imãos	2	0.044
Sexta—Cuidar dos Irmãos	17	0.371
Sexta—Cuidar dos Irmãs	1	0.022
Sexta—Cuidar o Irmão	1	0.022
Sexta—Cultivar	1	0.022
Sexta—Cuzinhar	2	0.044
Sexta—Dar Banho ao Irmão	1	0.022
Sexta—Deitar Lixo	2	0.044
Sexta—Deitar o Lixo	4	0.087
Sexta—Fazer Almoço	3	0.065
Sexta—Fazer Compra	1	0.022
Sexta—Fazer Compras	1	0.022
Sexta—Fazer o Almoço	4	0.087

Sexta—Fazer o Jantar	2	0.044
Sexta—Fazer o Matabicho	1	0.022
Sexta—Fazer o Pequeno Almoço	1	0.022
Sexta—Ficar Com Crinçar	1	0.022
Sexta—Foi a Praça	1	0.022
Sexta—Ir a Gangues	1	0.022
Sexta—Ir a Horta Com A Mãe	2	0.044
Sexta—Ir a Praça	3	0.065
Sexta—Lava a Loiça	4	0.087
Sexta—Lava a Roupa	2	0.044
Sexta—Lava Carros	1	0.022
Sexta—Lava Loiça	3	0.065
Sexta—Lava Motas	1	0.022
Sexta—Lava Roupa	1	0.022
Sexta—Lavar	1	0.022
Sexta—Lavar a Lioça	1	0.022
Sexta—Lavar a Loiça	75	1.636
Sexta—Lavar a Louca	1	0.022
Sexta—Lavar a Ropa	5	0.109
Sexta—Lavar a Roupa	7	0.153
Sexta—Lavar as Cadeiras	1	0.022
Sexta—Lavar Cadeira	3	0.065
Sexta—Lavar Carro	1	0.022
Sexta—Lavar Loiça	28	0.611
Sexta—Lavar os Pratos	11	0.240
Sexta—Lavar Pratos	33	0.720
Sexta—Lavar Ropa	2	0.044
Sexta—Lavar Roupa	12	0.262
Sexta—Lavar Ruopa	1	0.022
Sexta—Levar as Crianças Na Cresce	1	0.022
Sexta—Limpa o Chão	4	0.087
Sexta—Limpar	1	0.022
Sexta—Limpar a Casa	24	0.524
Sexta—Limpar a Casa	1	0.022
Sexta—Limpar a Cozinha	1	0.022
Sexta—Limpar a Poeira	1	0.022
Sexta—Limpar Casa	1	0.022
Sexta—Limpar Chão	2	0.044
Sexta—Limpar o Chao	1	0.022
Sexta—Limpar o Chão	43	0.938
Sexta—Limpar o Fogão	1	0.022
Sexta—Limpar o Fugão	1	0.022
Sexta—Limpar o Pó	10	0.218

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Sexta—Limpar Pó	4	0.087
Sexta—Mecânica	1	0.022
Sexta—Não Trabalhar	1	0.022
Sexta—Não Trabalhou	1	0.022
Sexta—Nome	16	0.349
Sexta—Participação de Gangues	2	0.044
Sexta—Pastar Gado	1	0.022
Sexta—Recolher Tomate	1	0.022
Sexta—Regar a Horta	1	0.022
Sexta—Regar as Plantas	1	0.022
Sexta—Regar na Lavra	1	0.022
Sexta—Resolver Tarefa	1	0.022
Sexta—Semear	1	0.022
Sexta—Semear na Lavra	1	0.022
Sexta—Tomar Conta das Crianças	1	0.022
Sexta—Transporta Água	1	0.022
Sexta—Transportar Água	1	0.022
Sexta—Transportar de Pedra	1	0.022
Sexta—Transportar Pedras	1	0.022
Sexta—Transportar Bloco	1	0.022
Sexta—Trocar Grade de Gasosa	1	0.022
Sexta—Varre o Quintal	2	0.044
Sexta—Varrer	9	0.196
Sexta—Varrer a Casa	14	0.305
Sexta—Varrer Dentro	2	0.044
Sexta—Varrer em Casa	1	0.022
Sexta—Varrer o Chão	2	0.044
Sexta—Varrer o Quintal	13	0.284
Sexta—Venda Combustível	1	0.022
Sexta—Venda de Bebidas	1	0.022
Sexta—Venda de Carvão	1	0.022
Sexta—Vende Ovo	1	0.022
Sexta—Vende Tabaco	1	0.022
Sexta—Vender	10	0.218
Sexta—Vender Bebidas	1	0.022
Sexta—Vender Bolinho	1	0.022
Sexta—Vender Carne de Vaca	1	0.022
Sexta—Vender Combustível	1	0.022
Sexta—Vender Gasolina	1	0.022
Sexta—Vender Gelado	1	0.022
Sexta—Vender na Praça	3	0.065
Sexta—Vender Petróleo	1	0.022
Sexta—Vender Rebuçados	1	0.022

Sexta—Vender Sugo	1	0.022
Sexta—Vendeu	1	0.022
Sexta—Zunga da Copas	1	0.022
Terça—Lavar e Cartar	1	0.022
Terça—A Acarretar Água	1	0.022
Terça—A Carretar Água	2	0.044
Terça—Acarreta	1	0.022
Terça—Acarretar Agua	2	0.044
Terça—Acarretar Água	1	0.022
Terça—Acender Fugareiro	1	0.022
Terça—Acender o Fogareiro	1	0.022
Terça—Ajuda o Negócio	1	0.022
Terça—Ajudar a Mãe a Caneta	1	0.022
Terça—Ajudar a Mãe Lavar	1	0.022
Terça—Alizar o Milho	1	0.022
Terça—Arruma a Casa	1	0.022
Terça—Arruma a Cozinha	1	0.022
Terça—Arrumar a Casa	6	0.131
Terça—Arrumar a Sala	1	0.022
Terça—Arrumar o Quarto	1	0.022
Terça—Arrumar o Quintal	1	0.022
Terça—Buscar Capim	1	0.022
Terça—Carregar Água	2	0.044
Terça—Carregar Carvão	1	0.022
Terça—Carretar Água	16	0.349
Terça—Carta Água	4	0.087
Terça—Cartar	1	0.022
Terça—Cartar Agua	44	0.960
Terça—Cartar Água	63	1.375
Terça—Cartar Águaacarreta	1	0.022
Terça—Cata Água	1	0.022
Terça—Catar Água	11	0.240
Terça—Catar Capim	1	0.022
Terça—Cerralharia	1	0.022
Terça—Comprar Cerveja	1	0.022
Terça—Comprar Combustivel	1	0.022
Terça—Comprar o Jantar	1	0.022
Terça—Construção	1	0.022
Terça—Controlar a Criança	1	0.022
Terça—Controlar as Crianças	1	0.022
Terça—Controlar o Irmão	1	0.022
Terça—Cozinhar	54	1.178
Terça—Cuidar a Sua Irmã	1	0.022

*Independent Final Evaluation of the
Combating Exploitive Child Labor Through Education
in Angola (ONJOI) Project*

Terça—Cuidar da Criança	2	0.044
Terça—Cuidar das Criança	1	0.022
Terça—Cuidar das Crianças	2	0.044
Terça—Cuidar do Irmão	5	0.109
Terça—Cuidar do Irmãos	1	0.022
Terça—Cuidar dos Irmãos	2	0.044
Terça—Cuidar dos Irmão	1	0.022
Terça—Cuidar dos Irmãos	12	0.262
Terça—Cuidar dos Irmãos	1	0.022
Terça—Cuidar dos Irmãs	1	0.022
Terça—Cuidar o Irmão	1	0.022
Terça—Cultivar	1	0.022
Terça—Cuzinhar	2	0.044
Terça—Dar Banho ao Seu Irmão	1	0.022
Terça—Deitar Lixo	1	0.022
Terça—Deitar o Lixo	5	0.109
Terça—Faz Almoço	2	0.044
Terça—Faz o Almoço	2	0.044
Terça—Faz Sempre os Mesmos Trabalhos	1	0.022
Terça—Fazer Almoço	7	0.153
Terça—Fazer o Almoço	3	0.065
Terça—Fazer o Matabicho	1	0.022
Terça—Fazer o Pequeno Almoço	1	0.022
Terça—Fazer Refeição	1	0.022
Terça—Guardar a Irmã	1	0.022
Terça—Guardar o Irmão	1	0.022
Terça—Ir a Gangue	1	0.022
Terça—Ir a Horta Com A Mãe	1	0.022
Terça—Ir a Praça	4	0.087
Terça—Jogar e Lavar	1	0.022
Terça—Larva a Loiça	1	0.022
Terça—Lava a Loiça	2	0.044
Terça—Lava a Louça	1	0.022
Terça—Lava Carro	1	0.022
Terça—Lava Loiça	2	0.044
Terça—Lava Loiçame Trabalho	1	0.022
Terça—Lavar a Loiça	85	1.855
Terça—Lavar a Louca	1	0.022
Terça—Lavar a Ropa	12	0.262
Terça—Lavar a Roupa	7	0.153
Terça—Lavar a Roupame Trabalho	1	0.022
Terça—Lavar Aloíça	1	0.022
Terça—Lavar á Roupa	1	0.022

Terça—Lavar Cadeira	2	0.044
Terça—Lavar Cadeiras	1	0.022
Terça—Lavar Loiça	42	0.916
Terça—Lavar os Pratos	9	0.196
Terça—Lavar os Pratos	1	0.022
Terça—Lavar Pratos	41	0.895
Terça—Lavar Pratos	1	0.022
Terça—Lavar Ropa	1	0.022
Terça—Lavar Roupa	18	0.393
Terça—Limpa a Casa	3	0.065
Terça—Limpa o Chão	2	0.044
Terça—Limpa o Quintal	1	0.022
Terça—Limpar	2	0.044
Terça—Limpar	1	0.022
Terça—Limpar a Casa	35	0.764
Terça—Limpar a Poeira	1	0.022
Terça—Limpar Chão	5	0.109
Terça—Limpar o Chaminé	1	0.022
Terça—Limpar o Chao	2	0.044
Terça—Limpar o Chão	39	0.851
Terça—Limpar o Fogão	2	0.044
Terça—Limpar o Forno	1	0.022
Terça—Limpar o Fugão	3	0.065
Terça—Limpar o Pó	10	0.218
Terça—Limpar o Quintal	1	0.022
Terça—Limpeza	1	0.022
Terça—Não Faz Nada	1	0.022
Terça—Não Trabalhar	1	0.022
Terça—Não Trabalhou	1	0.022
Terça—Participação de Gangues	2	0.044
Terça—Pastar Gado	1	0.022
Terça—Pasto de Gado	1	0.022
Terça—Pegar o Seu Irmão	1	0.022
Terça—Praça	1	0.022
Terça—Preparar o Pequeno Almoço	1	0.022
Terça—Queimar Lixo	1	0.022
Terça—Regar	1	0.022
Terça—Regar a Horta	1	0.022
Terça—Regar o Jardim	1	0.022
Terça—Regar Planta	1	0.022
Terça—Regar Plantas	1	0.022
Terça—Seamar	1	0.022
Terça—Todos os Dias	1	0.022

Terça—Tomar conta das Crianças	1	0.022
Terça—Trabalho na Lavra	1	0.022
Terça—Trabalhos Domesticos	1	0.022
Terça—Transporta Água	1	0.022
Terça—Transportar	1	0.022
Terça—Transportar Areia	3	0.065
Terça—Transportar de Água	1	0.022
Terça—Transportar de Pedra	1	0.022
Terça—Transportar Pedras	1	0.022
Terça—Transporte de Areia	1	0.022
Terça—Transportar Bloco	1	0.022
Terça—Vai a Lavra	1	0.022
Terça—Vai a Praça	1	0.022
Terça—Varre o Quintal	4	0.087
Terça—Varrer	9	0.196
Terça—Varrer	1	0.022
Terça—Varrer a Casa	17	0.371
Terça—Varrer a Varanda	1	0.022
Terça—Varrer e Limpar	2	0.044
Terça—Varrer em Casa	2	0.044
Terça—Varrer Limpar	1	0.022
Terça—Varrer Loiça	1	0.022
Terça—Varrer na Cozinha	1	0.022
Terça—Varrer o Chão	2	0.044
Terça—Varrer o Quintal	19	0.415
Terça—Varrer ou Limpar	1	0.022
Terça—Venda Combustivel	1	0.022
Terça—Venda de Banana	1	0.022
Terça—Venda de Bebidas	1	0.022
Terça—Venda de Combustivel	1	0.022
Terça—Vende	1	0.022
Terça—Vende em Frente de Casa	1	0.022
Terça—Vende Ovo	1	0.022
Terça—Vende Tabaco	1	0.022
Terça—Vender	19	0.415
Terça—Vender	1	0.022
Terça—Vender Água	1	0.022
Terça—Vender Bebida Alcoolica	1	0.022
Terça—Vender Bebidas	1	0.022
Terça—Vender Combustivel	1	0.022
Terça—Vender Gasolina	1	0.022
Terça—Vender Lençol	1	0.022
Terça—Vender Maçaroca	1	0.022

Terça—Vender na Praça	1	0.022
Terça—Vender Omo	1	0.022
Terça—Vender Petróleo	1	0.022
Terça—Vender Petróleo	1	0.022
Terça—Vender Sabão	1	0.022
Terça—Vender Sugo	1	0.022
Terça—Vender Yougrte	1	0.022
Terça—Zunga da Copas	1	0.022
Subtotal Zona F	4583	100.0

Onjoi Information System, 2010

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ANNEX C: TERMS OF REFERENCE

Terms of Reference for the Independent Final Evaluation of ONJOI— Education to Prevent Child Labor in Angola

Cooperative Agreement Number:	E-9-K-7-0006
Financing Agency:	U.S. Department of Labor
Grantee Organization:	ChildFund International and World Learning for International Development
Dates of Project Implementation:	June 11, 2007 to June 8, 2010
Type of Evaluation:	Independent Final Evaluation
Evaluation Field Work Dates:	March 28 to April 11, 2010
Preparation Date of TOR:	November 4, 2009
Total Project Funds from USDOL Based on Cooperative Agreement:	\$3,478,794 Matching Funds: \$1,254,105
Vendor for Evaluation Contract:	ICF Macro, Headquarters 11785 Beltsville Drive Calverton, MD 20705 Tel: (301) 572-0200 Fax: (301) 572-0999

I BACKGROUND AND JUSTIFICATION

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$780 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services;
2. Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school;

3. Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research and the collection of reliable data on child labor; and
5. Ensure the long-term sustainability of these efforts.

The approach of USDOL child labor elimination projects—decreasing the prevalence of exploitive child labor through increased access to education—is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

USDOL reports annually to Congress on the performance of its program. As these programs have developed, an increasing emphasis has been placed on ensuring that the data collected by grantees are accurate, relevant, complete, reliable, timely, valid and verifiable.

In the appropriations to USDOL for international child labor technical cooperation, the U.S. Congress directed the majority of the funds to support the two following programs:⁷

1 International Labour Organization’s International Programme on the Elimination of Child Labor (ILO-IPEC)

Since 1995, the U.S. Congress has appropriated some \$450 million to support the International Labor Organization’s International Program on the Elimination of Child Labor (ILO-IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO-IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; less comprehensive 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 exploitive and hazardous work. One of the major strategies used by IPEC projects is to increase children’s access to and participation in formal and non-formal education. Most IPEC projects also have a capacity-building component to assists in building a strong enabling environment for the long-term elimination of exploitive child labor.

2 Child Labor Education Initiative

Since 2001, the U.S. Congress has provided some \$269 million to USDOL to support the Child Labor Education Initiative (EI), which focuses on the elimination of the worst forms of child labor through the provision of education opportunities. These projects are being implemented by a wide range of international and non-governmental organizations as well as for-profit firms. USDOL typically awards EI cooperative agreements through a competitive bid process.

⁷ In 2007, the US Congress did not direct USDOL’s appropriations for child labor elimination projects to either of these two programs. That year, USDOL allocated \$60 million for child labor elimination projects through a competitive process.

EI projects are designed to ensure that children in areas with a high incidence of 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. The EI is based on the notion that the elimination of exploitative 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 Timebound Program that aims to eliminate the worst forms of child labor in multiple sectors of work specific to a given country.

Other Initiatives

Finally, USDOL has supported \$2.5 million for awareness-raising and research activities not associated with the ILO-IPEC program or the EI.

Project Context

In Angola, children living in provinces most affected by the country's decades-long civil war (1975–2002) are more likely to work than those in less-affected provinces. Children work in the informal sector and agriculture on family farms and commercial farms. Children working in agriculture in Benguela are known to apply chemicals, use machinery and dangerous tools, and carry heavy loads. Children also work in markets, charcoal production, animal grazing, and manual labor. In border areas and ports, children unload and transport/smuggle goods. Children in the city of Luanda primarily engage in selling goods such as food, electronics, and clothing in the street. They also wash cars, work as mechanics, shine shoes, and collect fares. Some of the street children are still separated from their families as a result of the war.⁸

The project due for evaluation is a replacement grant of a USDOL-supported initiative in Angola. The current project was awarded in 2007 using funds from FY 2005 and replaced a project that was originally awarded in 2005 to Save the Children-US, but was terminated by USDOL and Save the Children—US in 2006. In order to reach the objectives originally envisioned for Angola, USDOL held a limited competition in 2007 and a grant was awarded to ChildFund International and World Learning for International Development in June 2007. The total amount of USDOL spending in the country including both the first grant and the replacement grant is \$4 million. USDOL has not supported additional work in Angola through regional projects; however USDOL has supported research and data collection on children working in the city of Luanda through a contract with ICF Macro. The purpose of the research was to increase the knowledge base on child labor in the capital city to help inform policy, program design and USDOL congressionally mandated research.

⁸ USDOL, *U.S Department of Labor's 2008 Findings on the Worst Forms of Child Labor*, p. 9–10.

USDOL-Funded Projects in Angola

Years	Grantee	Project	Amount
2005–2006	Save the Children—US	Education Initiative: Combating Exploitive Child Labor through Education	\$521,206
2007–2010	Save the Children—US	Education Initiative: Combating Exploitive Child Labor through Education (Re-grant)	\$3,478,794
Total Angola			\$4,000,000

The Government of Angola has participated in these and other initiatives to combat child labor and child trafficking, and has implemented policy and legal frameworks to address these problems. The Government of Angola has ratified ILO Conventions 182 and 138. The minimum age for employment and apprenticeship in Angola is 14 years. Children between 14 and 18 years are not permitted to work at night, under dangerous conditions, or in activities requiring great physical effort. Children under 16 years are restricted from working in factories. Violations of child labor laws can be punished by fines.⁹ While the Ministry of Family and Women’s Affairs investigates child labor complaints, the Ministry of Public Administration, Employment, and Social Security’s Inspector General has the authority to enforce the labor laws. According to the U.S. Department of State, the Government of Angola does not have the capacity to regulate the informal sector, where the majority of children work and where most labor law violations occur.¹⁰

The Government of Angola is a participating country in a 4-year \$23,840,500 project funded by the European Union and implemented by ILO-IPEC to combat child labor through education in 11 countries. The Government of Angola also continues to implement a project funded by the Government of St. Kitts and Nevis to prevent child labor among street children in Benguela and Lobito.¹¹

ONJOI—Education to Prevent Child Labor in Angola

On June 11, 2007, ChildFund International and World Learning received a 3-year Cooperative Agreement worth \$3,478,794 from USDOL to implement an EI project in Angola, aimed at withdrawing and preventing children from exploitive child labor by expanding access to and improving the quality of basic education and supporting the five goals of the USDOL project as outlined above. As stipulated in the Cooperative Agreement, the project targets 2,653 children for withdrawal and 4,347 children for prevention from exploitive child labor through the provision of educational services. The project is active in the province of Benguela and the capital city of Luanda, and will indirectly benefit an additional 14,000 children plus an estimated 200 parents, community members, and 15 youth groups.

The project’s goal is to reduce the number of children engaged in the worst forms of child labor by providing access to non-formal educational opportunities, with a focus on two communities in Benguela and an emphasis on working with street children in Luanda. Project activities include:

⁹ USDOL, *U.S Department of Labor’s 2008 Findings on the Worst Forms of Child Labor*, p. 10.

¹⁰ Ibid.

¹¹ Ibid.

providing access to quality non-formal educational opportunities and establishing mechanisms for beneficiaries' transition to formal educational opportunities where appropriate, developing a National Action Plan to Combat Child Labor in conjunction with the Ministry of Social Affairs and Reintegration's National Institute of Children; and conducting research and making recommendations to strengthen legislation and surveillance mechanisms at the national level, as well as develop a child labor monitoring system (CLMS). The project raises awareness and contributes to capacity building through technical assistance and training to NGOs, the education coalition, child protection network, community based organizations and unions, to develop an advocacy plan with regard to the National Action Plan. The project also includes components for beneficiaries such as HIV prevention and life skills classes, prevocational training, and activities related to income generation.

As of February 28, 2009, the project has withdrawn or prevented 2,598 children from exploitive child labor as a result of this project.

II PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are generally subject to independent and external midterm and final evaluations. However, a midterm evaluation was not performed for this project due to the short duration of the project and other adequate oversight mechanisms implemented including USDOL site visits and audit. The field work for final evaluations is generally scheduled three months before the end of the project. The ONJOI project in Angola went into implementation in June 2007 and is due for final evaluation in 2010.

Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with ChildFund International and World Learning. All activities that have been implemented from project launch through time of evaluation fieldwork should be considered. The evaluation should assess the achievements of the project in reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation should address issues of project design, implementation, management, lessons learned, replicability and provide recommendations for current and future projects. The questions to be addressed in the evaluation (provided below) are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population.

Final Evaluation Purpose

The purpose of the final evaluation is to:

1. Assess whether the project has met its objectives, identify the challenges encountered in doing so, and identify the strengths and weaknesses of intervention delivery and factors in the working environment that may foster and hinder progress.

2. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL;
3. Assess the intended and unintended outcomes and impacts of the project, and document the “net changes” affected by the project by comparing the situations before and after project intervention;
4. Provide lessons learned from the project design and experiences in implementation that can be applied in current or future child labor projects in the country and in projects designed under similar conditions or target sectors;
5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations;
6. Determine how well ONJOI and partners, such as government and civil society organizations have learned from the project and have adapted to realities in a post-conflict society such as Angola, and determine, from the perspective of partners and a selection of stakeholders, how well the project has addressed their needs, and what processes have promoted/hindered progress so far (such as speed of delivery, depth of interventions, participation, and partnership roles between project and partners).

The evaluation should also provide documented lessons learned, good practices, and models of intervention that will serve to inform future child labor projects and policies in Angola and elsewhere, as appropriate. It will also serve as an important accountability function for USDOL, ChildFund International and World Learning. Recommendations should focus around lessons learned and good practices from which future projects can learn when developing their strategies toward combating exploitive labor, and reinforce, modify or bring forth new interventions to improve the effectiveness and promote the sustainability of ONJOI for the remaining period of its implementation.

Intended Users

This final evaluation should provide USDOL, ChildFund International, World Learning, other project specific stakeholders, and stakeholders working to combat child labor more broadly, an assessment of the project’s experience in implementation and its impact on project beneficiaries. Lessons learned and good practices should be used by stakeholders in the design and implementation of subsequent phases or future child labor projects in the country and elsewhere as appropriate. The final report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

Evaluation Questions

Specific questions that the evaluation should seek to answer are found below, according to five categories of issue. Evaluators may add, remove, or shift evaluation questions, but the final list will be subject to approval by USDOL and ICF Macro.

Relevance

The evaluation should consider the relevance of the project to the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL. Specifically, it should address the following questions:

1. Does the project design seem to be adequately supporting the five USDOL goals, as specified above? If not, which ones are not being supported and why not?
2. Have the project assumptions been accurate?
3. What are the main project strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL? What is the rationale behind using these strategies?
4. What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country? (i.e. poverty, lack of educational infrastructure, lack of demand for education, etc.) Has the project been successful in addressing these obstacles? How have contextual factors, such as internal displacement and illiterate/out of school children, impacted the development, implementation, success, and stumbling blocks of ONJOI?
5. How have challenges like a very short school day (1-4 hours typically) and the poor state of school infrastructure in the country affected the project? Has the project been successful in addressing these obstacles while at the same time meeting USDOL requirements related to withdrawing and preventing children from exploitive child labor and ensuring the basic quality of schools and other learning environments?
6. Is the project design appropriate for the cultural, economic, and political context in which it works?
7. How has the project fit within existing programs to combat child labor, especially government initiatives?
8. How have Government of Angola policies/programs on child labor and/or basic education affected the project? Is child labor a priority issue for the Government of Angola (including government at the national, provincial, and/or local level).
9. What other major design and/or implementation issues should be brought to the attention of the grantee and USDOL?

Effectiveness

The evaluation should assess whether the project has reached its objectives, and the effectiveness of project activities in contributing toward those objectives. Specifically, the evaluation should address:

1. Has the project achieved its targets and objectives as stated in the project document? What factors contributed to the success and/or underachievement of each of the objectives?
2. Assess the effectiveness of the “direct action” interventions, including the education interventions provided to children (i.e. school registration and reinsertion, provision of meals and educational materials, transition programs to formal education, leveling programs, and afterschool activities). Did the provision of these services results in children being withdrawn/prevented from exploitive child labor and ensure that they were involved in relevant educational programs? If not, why not, and for whom did interventions work and for whom did they not work?
3. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children *prevented* and *withdrawn* from labor.
4. Assess the effectiveness of the specific models, including the community-based child labor monitoring system, on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.
5. Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (street children in Luanda and forms of hazardous labor and WFCL)? In a larger sense, did they accurately identify the worst forms of child labor in the country?
6. Are there any sector specific lessons learned regarding the types and effectiveness of the services provided?
7. What monitoring systems does the project use for tracking the work status of children? Were they feasible and effective? Why or why not?
8. What are the management strengths, including technical and financial, of this project?
9. Has the compressed timeframe (3 years) affected the project’s effectiveness, particularly on quantity and quality of services provided to children, outputs, and deliverables? Was three years a sufficient timeframe for the project to meet the objectives established by the project?
10. Is USDOL’s underlying hypothesis to withdraw and prevent worst forms of child labor valid and/or apply in the contextual environment of a country like Angola?

Efficiency

The evaluation should provide analysis as to whether the strategies employed by the project were efficient in terms of the resources used (inputs) as compared to its qualitative and quantitative impact (outputs). Specifically, the evaluation should address:

1. Is the project cost-efficient?
2. Were the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?
3. Was the monitoring system designed efficiently to meet the needs and requirements of the project?

Impact

The evaluation should assess the positive and negative changes produced by the project—intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country—as reported by respondents. This section should include the hard-to-measure impacts of this program (ones that cannot be easily quantified). Specifically, it should address:

1. What appears to be the project's impact, if any, on individual beneficiaries (children, parents, teachers, etc)? What does the experience mean to these beneficiaries?
2. Assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and nonformal interventions). How has the education quality improvement component been received by the government and the communities?
3. What appears to be the project's impact, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee, etc.)? What does the experience mean to these partners and organizations?
4. What appears to be the project's impact, if any, on the government's understanding of child labor issues and government and policy structures in terms of system-wide change on education and child labor issues?

Sustainability

The evaluation should assess whether the project has taken steps to ensure the continuation of project activities after the completion of the program, including sources of funding and partnerships with other organizations and/or the government, and identify areas where this may be strengthened. Specifically, it should address:

1. Were the exit strategy and sustainability plan integrated into the project design? Will it likely be effective?

2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?
3. What have been the major challenges and successes in maintaining partnerships in support of the project, including with other USDOL-funded projects?
4. What have been the major challenges and opportunities, if any, of maintaining coordination with the host country government, particularly the Ministry of Public Administration, Labor and Social Security; the Ministry of Education; and the Ministry of Social Affairs and Reintegration, and as well as other government agencies active in addressing related children's issues?
5. What have been the major challenges and opportunities, if any, in working with international and/or multilateral organizations including ILO-IPEC, UNICEF and others?
6. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?
7. Will the community child labor/protection committees, parents associations, school management committees, monitoring systems, and other committees/groups and systems created by the project be sustainable? Specifically, will the community-based child labor monitoring system (CLMS) established by the project be sustainable?
8. What lessons can be learned of the project's accomplishments and weaknesses in terms of sustainability of interventions?
9. What can USDOL learn about funding a child labor project in a post-conflict country such as Angola? Please identify lessons learned and good practices that could be used by stakeholders committed to eliminating the worst forms of child labor in Angola. Addressing issues such as the implementing environment, current level of development, infrastructure, political commitment, stakeholder capacity, etc.

III EVALUATION METHODOLOGY AND TIMEFRAME

The evaluation methodology will consist of the following activities and approaches:

A Approach

The evaluation approach will be primarily qualitative in terms of the data collection methods used as the timeframe does not allow for quantitative surveys to be conducted. Quantitative data will be drawn from project reports and international/multilateral organizations' reports whenever available and meaningful. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipeginfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children (http://www.unicef.org/media/media_tools_guidelines.html).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments to be made for the different actors involved and activities conducted and the progress of implementation in each locality.

B Final Evaluation Team

The evaluation team will consist solely of an international evaluator. One member of the project staff may travel with the team to make introductions. This person is not involved in the evaluation process.

The international evaluator is Cristina Udelsmann Rodrigues. She will be responsible for developing the methodology in consultation with ICF Macro and the project staff; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

C Data Collection Methodology

1 Document Review

- Pre-field visit preparation includes extensive review of relevant documents. These should be provided to the evaluator at least one month before fieldwork by the project and by the USDOL. A list of all project sites, beneficiaries and activities should be provided during TOR preparation.
- During fieldwork, documentation will be verified and additional documents may be collected

- Documents may include:
 - Project document and revisions (including Save the Children-US progress reports if available),
 - Information and/or reports on other cooperative activities undertaken during the project or related to it (namely with the GoA, European Union, ILO, other NGO)
 - Cooperative Agreement,
 - Technical Progress and Status Reports,
 - Project Logical Frameworks and Monitoring Plans,
 - Impact assessment methodology and instruments,
 - Work plans,
 - Correspondence related to Technical Progress Reports,
 - Management Procedures and Guidelines,
 - Research or other reports undertaken (baseline studies, etc.), and
 - Project files (including school records) as appropriate.

2 Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how they are going to allocate their time in the field. It will also help the evaluator to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from.

3 Interviews with Stakeholders

Informational interviews will be held with as many project stakeholders as possible. Questions will be closed or open ended. Depending on the circumstances, these meetings will be one-on-one or group interviews, including with child beneficiaries. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Thus, it is anticipated that meetings will be held with:

- ILAB/OCFT Staff (Washington DC)
- Headquarters (USA), National Director/Country Director (Luanda), Project Director, Project Managers, and Field Staff of Grantee and Partner Organizations

- Government Ministry Officials (Luanda) and Local Government Officials
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (children withdrawn and prevented and their parents)
- Other relevant USG agencies, International Organizations, NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- Labor Reporting Officer at U.S. Embassy and USAID representative (Luanda)

4 *Field Visits*

The evaluator will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluator based on a proposal made by the project during TOR preparation. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted CL sectors. During the visits the evaluator will observe the activities and outputs developed by the project. Focus groups with children and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

D Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

E Stakeholder Meeting

Following the field visits, a stakeholders' meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary finding and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in

consultation with project staff. Some specific questions for stakeholders will be prepared to guide the discussion and possibly a brief written feedback.

The agenda is expected to include some of the following items:

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not met to present their views on progress and challenges in their locality
4. Possible SWOT exercise on the project's performance
5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

F Limitations

Fieldwork for the evaluation will last two weeks, on average, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating their findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges. All available information on project sites and results should then be provided to the evaluator.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

G Timetable and Workplan

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

Activity	Responsible Party	Proposed Date(s)
Phone interview with USDOL and Grantee Staff/Headquarters	ICF Macro, USDOL, Grantee, Evaluator	January 2010
Desk Review	Evaluator	December 2009 to February 2010
Question Matrix and Instruments due to ICF Macro	Evaluator	February 12

Activity	Responsible Party	Proposed Date(s)
Finalize TOR and submit to Grantee and USDOL	USDOL/ICF Macro/Evaluator	February 26
International Travel	Evaluator	March 27
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	March 28
Field Site Visits	Evaluator	March 29 to April 9
National Stakeholder Meeting	USDOL/ICF Macro/Evaluator/ Stakeholders/Beneficiaries	April 11
International Travel	Evaluator	April 12
Post-evaluation debrief call with USDOL	Evaluator	April 16
Draft report to ICF Macro for QC review	Evaluator	April 26
Draft report to USDOL and Grantee for 48 hour review	ICF Macro	April 28
Draft report released to stakeholders	ICF Macro	May 5
Comments due to ICF Macro	DOL/Grantee & Stakeholders	May 19
Report revised and sent to ICF Macro	Evaluator	May 26
Revised report sent to DOL	ICF Macro	May 27
Final approval of report	DOL	June 10
Finalization and distribution of report	ICF Macro	July 1

IV EXPECTED OUTPUTS/DELIVERABLES

Ten working days following the evaluator’s return from fieldwork, a first draft evaluation report will be submitted to ICF Macro. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and three key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Relevance
 - A. Findings—answering the TOR questions
 - B. Lessons Learned/Good Practices
- VII. Effectiveness
 - A. Findings—answering the TOR questions

- B. Lessons Learned/Good Practices
- VIII. Efficiency
 - A. Findings—answering the TOR questions
 - B. Lessons Learned/Good Practices
- IX. Impact
 - A. Findings—answering the TOR questions
 - B. Lessons Learned/Good Practices
- X. Sustainability
 - A. Findings—answering the TOR questions
 - B. Lessons Learned/Good Practices
- XI. Recommendations and Conclusions
 - A. Key Recommendations—critical for successfully meeting project objectives
 - B. Other Recommendations—as needed
 - 1. Relevance
 - 2. Effectiveness
 - 3. Efficiency
 - 4. Impact
 - 5. Sustainability
- XII. Annexes—including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be a minimum of 30 pages and a maximum of 45 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to 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 evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

After returning from fieldwork, the first draft evaluation report is due to ICF Macro on April 26, 2010, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on May 26, 2010, as indicated in the above timetable. All reports including drafts will be written in English and translated into Portuguese.

V EVALUATION MANAGEMENT AND SUPPORT

ICF Macro has contracted with Cristina Udelsmann Rodrigues to conduct this evaluation. Dr. Rodrigues has a PhD in Multidisciplinary African Studies on Social Sciences and conducted her thesis research in Angola on wage work and family strategies. She is originally trained as a teacher and began her research activities in the area of social and economic development strategies for Lusophone African countries in the mid-nineties. Her research includes work for the ILO on the informal economy and poverty reduction; UNICEF in Guinea-Bissau covering issues of child protection; and a rapid assessment for youth programs funded by USAID-Luanda. The contractor/evaluator will work with OCFT, ICF Macro, and relevant ChildFund International and World Learning staff to evaluate this project.

ICF 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 needed to provide all deliverables. ICF Macro will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

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ANNEX D: DOCUMENTS REVIEWED

- ONJOI Baseline Study on Child Labor and Education in Benguela, Interactive Social Analysis, April 2008
- NSP Gingas Mission, Education to Prevent Child Labor in Bocoio—Angola, March 2010, project proposal
- ONJOI Quarterly Status Progress Report , 06/02/2008
- CCF/WL and USDOL Cooperative Agreement, June 2007
- ONJOI Technical Progress Report, 28/9/2007
- ONJOI Technical Progress Report, 31/3/2008
- ONJOI Technical Progress Report, 31/3/2009
- ONJOI Technical Progress Report, 31/3/2010
- ONJOI Project Sustainability Plan/Matrix 30/9/2009
- INAC—Instituto Nacional da Criança, Plano Estratégico Nacional de Prevenção d Mitigação da Violência Contra a Criança em Angola: propostas sistematizadas para debate, November, 2008
- USDOL, Management Procedures and Guidelines, September, 2008

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ANNEX G: TIMETABLE AND TASKS

Activity	Responsible Party	Date(s)
Phone interview with USDOL and Grantee Staff/Headquarters	ICF Macro, USDOL, Grantee, Evaluator	19 February 2010
Desk Review	Evaluator	December 2009 to March 2010
Question Matrix and Instruments due to ICF Macro	Evaluator	February 12
Finalize TOR and submit to Grantee and USDOL	USDOL/ICF Macro/Evaluator	February 26
International Travel	Evaluator	March 28
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	March 29
Field Site Visits	Evaluator	March 29 to April 9
National Stakeholder Meeting	Evaluator	April 8
International Travel	Evaluator	April 11
Post-evaluation debrief call with USDOL	USDOL/ICF Macro/Evaluator	April 23
Draft report to ICF Macro for QC review	Evaluator	April 29
Draft report to USDOL and Grantee for 48 hour review	ICF Macro	May 3
Draft report released to stakeholders	ICF Macro	May 5
Comments due to ICF Macro	USDOL/Grantee & Stakeholders	May 19
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