

# INTERIM EVALUATION

of the  
**Ethiopians Fighting Against Child Exploitation  
E-FACE  
Project**  
in  
**ETHIOPIA**

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## LIST OF ACRONYMS AND TERMS

Acronyms	Definitions
ADP	Area Development Program
BO	Business Owners
CL	Child Labor
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committee
DBMS	Direct Beneficiary Monitoring System
ECCE	Early Childhood Care & Education Program
E-FACE	Ethiopians Fighting Against Child Exploration
GOE	Government of Ethiopia
GRAD	Graduation with Resilience to Achieve Sustainable Development
HABP	Household Asset Building Program
HH	Households
IGA	Income Generating Activities
ILAB	Bureau of International Labor Affairs
ILO-IPEC	International Labor Organization's International Program on the Elimination of Child Labor
ISEAL	International Social and Environmental Accreditation and Labeling Alliance
KA	Kebele Administration
LFA	Logical Framework Approach
MCB	Ministry of Capacity Building
MCDP	Mission for Community Development Program
MEDA	Mennonite Economic Development Associates
MFI	Micro-Finance Institution
MOL	Ministry of Labor
MOLSA	Ministry of Labor and Social Affairs
NAP	National Action Plan
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OSH	Occupational Safety and Health
PAVE	Pathways Advancing Viable Education
PSNP	Productive Safety Net Program
RUSCCO	Rural Savings And Credit Coops
SFS	Sistemas, Familias y Sociedad – Consultores Asociados
SRP	School Readiness Program
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Project Reports
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
USDOL	U.S. Department of Labor
VSAY	Village Savings Association for Youth
VSLA	Village Savings and Loan Associations
WFCL	Worst Forms of Child Labor
WFTO	World Fair Trade Organisation
WV	World Vision, Inc.

## ACKNOWLEDGMENTS

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The evaluator would like to thank the World Vision, MEDA and MCDP project teams for their input into the evaluation process. They were helpful, straightforward and accommodating. Thanks should also go to the many government officials, educators, representatives of community-based organizations, parents, and especially to the children for sharing their comments. The evaluator would also like to recognize the very good support of the Sistemas, Familia y Sociedad consulting agency throughout the evaluation process.

## EXECUTIVE SUMMARY

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World Vision is currently implementing the Ethiopians Fighting Against Child Exploitation (E-FACE) Project, which is funded by the United States Department of Labor (USDOL), to provide support to the country in addressing child labor, particularly in its worst forms (WFCL). Project implementing partners are the Mission for Community Development Program (MCDP) and the Mennonite Economic Development Associates (MEDA). E-FACE project is a child labor elimination initiative with primary focus on education aimed at sustainably reducing the number of children aged 5-17 years old engaged in and at risk of child labor in the weaving, agricultural and other sectors in the target areas. To attain the overall project goal the project also includes attention to awareness raising, economic empowerment, capacity strengthening and increasing the knowledge base. The project targets 20,000 children (6,835 children at-risk of and 13,165 children engaged in child labor) as well as 7,000 households. The project is implemented in 9 district target areas in the Gamo Gofa and Wolaita zones and 5 districts in Gullele sub-city in Addis Ababa, where weaving is a common occupation. An E-FACE project baseline study<sup>1</sup> conducted in 2012 confirmed the high percentage of children engaged in weaving (over 50%) among the households surveyed with child laborers.

The project implementation period is from 1 December 2011 – 30 November 2015. Given that the project is currently at its midterm point in the life of project, an interim evaluation has been carried out with fieldwork dates from December 2 to 16, 2013. The overall purpose of the interim evaluation is to assess and evaluate the project covering the first two years of project implementation.

The main project activities to achieve these overall project outputs and outcomes regarding eliminating hazardous child labor and ensuring education include:

- Providing *educational services, livelihood opportunities, youth employment and social protection opportunities* to target households;
- *Strengthening the capacity* of government agencies and community groups to fight against child labor;
- *Raising awareness* for behavior change at the agency, community and household levels;
- Improving the *country knowledge base* on child labor and ensuring the dissemination of relevant information; and
- Promoting *long term sustainability* of project efforts through capacity building and technical support.

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<sup>1</sup> E-FACE project baseline: Afri-Tech Consult PLC (2102) Baseline Survey on Child Labor in Gamo Gofa and Wolaita Zones of Southern Nations, Nationalities and Peoples Regional State and Gullele Sub-city of Addis Ababa City Administration. Addis Ababa: World Vision Ethiopia

The interim evaluation is focused on providing insight on what aspects of the project are effective and whether it is on track toward meeting its goals and objectives. The evaluation also assessed the consistency of project implementation in accordance with project design and relevance. It assessed the effectiveness and efficiency of project interventions including special attention to the livelihoods component. The evaluation also identified areas that could benefit from adjustments to improve success over the remaining project implementation period and analyzed the potential sustainability of its efforts on completion of the project implementation.

To ensure a thorough and well-rounded evaluation, the evaluator used a combination of methods including documentation review, field work in project areas including interviews and observations, and a stakeholder meeting to present and review preliminary findings.

The project design is appropriate with regard to the goal of removing children from child labor and supporting national and local stakeholders, including communities. The design supports Government priorities on education, addressing child labor and poverty reduction as reflected in the Growth and Transformation Plan. Project approaches are well aligned with the local socio-cultural environment, particularly with regard to methods of raising awareness and motivating behavior change. The Theory of Change (ToC) as translated into the Comprehensive Monitoring and Evaluation Plan (CMEP) is valid and accurate overall and continues to be so. The project used a well-developed system to introduce the activities at different levels, from federal to regional, zonal, district (woreda), Kebele Administration (KA)<sup>2</sup> and community level. Interviewees indicated that they were well informed about the project logic as reflected in the concepts driving the Theory of Change.

The beneficiary selection criteria used by the project are in line with those cited in the project document and agreed upon with the Government. In fact, one of the project's best practices is the identification of project target children and households, which relied on input from communities and local Government.

At midterm, the project has achieved most yearly targets ahead of schedule and is likely to reach the overall objectives. A few areas, particularly in some aspects of economic empowerment, still pose challenges. It will be important to consider that, during the last six months of the life of most projects, the focus is on closing out so all essential actions need to be fully realized within the next 18 months. Some elements, such as economic empowerment and linkages to social protection schemes (i.e. safety nets), will need more intensity to achieve the expected momentum for sustainability.

The project is providing the principal child labor-related actions in the specific project districts where it is being implemented. Project actions are, however, linked to

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<sup>2</sup> The country's administrative structure is divided into 9 regions and 68 zones, which are further subdivided into districts (referred to as woredas) and kebele associations (KA) which are the smallest administrative units.

Government activities undertaken by the Women Children and Youth Affairs Office,<sup>3</sup> which has the major responsibility for child protection. The education, police and justice departments also include attention to child protection issues. The project is working with these, as well as other local Government departments.

While some achievements on social protection have been attained, such as awareness-raising and linkages to available government safety net schemes<sup>4</sup>, some challenges remain. The project was to provide support for the obtaining of birth certificates in order to ensure that households can access social safety net services and to verify age for law enforcement purposes. The project may not meet the exact target number of woredas where birth registration certificates are issued or delivered by a competent authority in years subsequent to birth. The Government has issued a vital event proclamation to facilitate issuance of birth certificates but the infrastructure and staffing is not yet in place in all the target woredas. This indicator may need to be adjusted in accordance with the realities. MEDA is the project partner primarily responsible for the development of the child labor-free certification system and the Child Safe Woven Product Certification Standard. MEDA reports that the establishment of the system is more complex than was initially estimated.

One of the project's strongest areas is its coordination with government and community structures. Of course, much more work needs to be done to complete ownership and ensure that actions are mainstreamed to the extent that local Government budgets allow. No project can claim full credit for passing any Government legal or policy frameworks but the project did contribute to facilitate the adoption of the National Action Plan to Eliminate the Worst Forms of Child Labor (NAP). During the evaluation, the evaluator met with several district Government groups representing all of the key project partners. Representatives of each district department voluntarily cited the successful efforts and linkages their office had to the project. These ranged from the self-evident Education and Women and Youth Offices to the police (trafficking issues), Agriculture (potato growing), and the Marketing and Cooperatives Office. There are, however, some challenges that have had an impact on the project, including at national level. The most important challenge is the frequent staff turnover in Government.

The project education initiatives are very effective. Teachers reported that prior to the project there were very high levels of school dropouts and trafficking of children. Schools reported substantial increases in attendance, including children who are not beneficiaries but whose families have enrolled them due to the improved education conditions. Children, teachers, parents and other community members in all locations indicated that the provision of school supplies, clothes and exercise books was the single most important reason that children were coming to school. The project has contributed to improving safe and healthy learning environments through the school renovations, teacher training,

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<sup>3</sup> At local level the name is the Women Children and Youth Affairs *Bureau*

<sup>4</sup> MEDA is in charge of supporting the establishment of linkages to such government schemes.

psycho-social support<sup>5</sup> and road safety support.<sup>6</sup> The evaluator was pleased to note the effectiveness and attractiveness of the renovations, though it is evident that still more classrooms need renovation in many of the schools visited.

The project used the Pathways Advancing Viable Education (PAVE) method which is designed to “equip staff to work with children and parents to identify and make appropriate interventions to ensure that children enroll, persist and complete education and/or skills training, and do not enter or re-enter child labor or exploitive labor situations.” The project provides a special School Readiness Program (SRP) and Tutoring program to improve children’s reintegration into school and/or provide educational support to help ensure that they do not drop out. Children who attended the different types of training/tutoring reported that it was useful. Children who received tutoring indicated that they wanted such support to be provided for the “long term.”

Teacher training on activity-based learning is a solid good practice of the project. The teacher training included good school governance, methods for continuous assessment of children, classroom management, and school compound enhancement with messages and learning visuals. The evaluator noted the real implementation of activity-based learning during the evaluation visits. Teachers reported that it did require more time to prepare sessions but that children were clearly more interested in class and learning more. Children also indicated that they enjoyed school and district officials reported the teacher training as a key project good practice.

Older children who do not want to/cannot return to formal education have been supported with linkages to vocational technical schools. The evaluator was not able to visit many vocational/skills training graduates and recommends that this should be given more importance during the final evaluation so that effectiveness of outputs and outcomes can be assessed. The types of skills that were offered were somewhat limited and tended to be in the typical areas of hairdressing/barbering, catering, construction, and tailoring.

Given that poverty is the most frequent cause of hazardous child labor, the project included an important component on improving the economic status of project target families. The project wisely launched the Village Savings and Loan Association (VSLA) development, weaver and potato grower groups project component as early as possible after the identification of target households. VSLA and weaver or potato producer groups met during the evaluation indicated that they had received some training on subjects such as how to save, money management, and/or business planning, basic bookkeeping and storage. Most VSLA/producer groups indicated that the training component on savings was useful. According to the VSLA groups interviewed, savings are being used to address

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<sup>5</sup> Teachers and volunteers provide some psycho-social support but the effectiveness could not yet be ascertained at midterm.

<sup>6</sup> The project has encouraged road safety messages in peer education clubs and peer volunteers assisting younger children to navigate local traffic near schools. One group of Child Protection Committee members indicated that, although there are not many vehicles in some areas, there are many accidents as drivers are negligent and children are unaware of traffic rules.

personal emergencies—especially in health—to invest in petty trade or other income generating activities (IGA) and to buy small school supplies for their children, such as pens and pencils.<sup>7</sup> In some instances money was also borrowed to cover expenses for cultural activities that accompany events such as funerals. Some groups and district officials did indicate that, since their group has been started and become operational, they still needed more follow up support from the project. Potato grower groups were very satisfied with their increased production as a result of project support and indicated that this has helped improve their incomes.

Occupational Safety and Health (OSH) activities with weaving business owners (BO) is primarily oriented towards improve working conditions for older children from age 14 through 17 to ensure that their work is no longer hazardous. Actions included training on OSH and interesting work with business owners to redesign and implement improved OSH workspaces. As the project will not be able to work with all business owners and targeted households to improve their workspaces, it will be important to organize field visits of business owners/weavers to the OSH reorganized workshops. A Village Savings Association for Youth (VSAY) group interviewed indicated that most of their parents, for example, had not yet seen the improved workshops but felt this would be important. Renewed workshops can become “model workshops” to inspire other business owners to improve their workspaces. Integrating at least some OSH with potato growers on safe agricultural techniques is important as older youth also tend to work in agriculture.<sup>8</sup>

The project has started various activities to improve the value chain of weaver and potato growers. The project intended to provide support to weavers to establish market linkages to high-end buyers and designers. This has, however, been challenging as the quality of the products of project targeted weavers is still relatively low. Their ability to meet the quality and quantity<sup>9</sup> required for such a high-end market is still likely to be limited for some time. The project has made some changes in economic empowerment approaches to ensure that overall goals on economic empowerment are still addressed. MEDA is doubling the number of business owners to be enrolled in the program so that sufficient youth will benefit. A reorientation toward improving sales in local markets, instead of mostly focusing on high-end markets, is also underway. This will be important to improving the sales component of the value chain. MEDA is also planning to intensify activities with weavers and youth to improve their organization skills, technology/tools, and workspaces for more effective market participation. Attempts to provide linkages to high-end markets will continue on a small scale with weavers with potential. MEDA is also planning to strengthen their management team to improve follow up and ensure life of project results. Some district officials requested the development of an operations manual

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<sup>7</sup> While the project provides some supplies this is not always sufficient and not all children in a household are necessarily covered.

<sup>8</sup> The ILO has developed OSH for agriculture and resources can be accessed through their website.

<sup>9</sup> Buyers tend to purchase in lots of substantial quantity and not just a few meters or pieces as found on local markets. The entire delivery needs to be of the same exact design and quality as ordered. Designers may order special pieces but these, too, may need to be made in a timely manner and be of very high quality.

on implementing the project-initiated economic empowerment approaches over the long term. Currently there is a manual on Micro and Small Enterprise development but this is too general and a more targeted manual, particularly for the weaving sector, is needed.

The project has been very successful in the area of awareness-raising for direct project stakeholders in project areas. The project provided training at national, regional, district level, KA and community level on child labor issues. Awareness-raising was also mainstreamed in all project activities in schools, VSLA and producer groups. The evaluator found that all interviewees/focus group members were able to adequately distinguish the difference between child labor and child work. Despite these positive findings, stakeholders indicated that awareness-raising needs to be scaled up to cover all community members and the wider society in general.

Project partners World Vision, MEDA and MCDP all believe that working together as a consortium benefits the project. Each member of the consortium brings their own expertise to the project although all have multiple useful entry points. There is, however, some divergence between the partners and the synergies that could be created through the consortium have not yet reached their full potential. Mutual recognition of each partners' strengths could be improved.

The project is efficient overall and is accomplishing well with respect to resources used (inputs) in comparison to qualitative and quantitative impact (outputs). In the case of MEDA, efficiency is somewhat affected by the limited vehicles and/or motorbikes to facilitate fieldwork. In the case of World Vision, there are also some challenges with the number of staff members allocated to the different project components and for management of financial disbursements, especially in Arba Minch.

The grantee and sub-grantees are following the procedures and using the tools set in the CMEP. The grantee and sub-grantees all believe that the CMEP is useful for the project management. The CMEP is well linked to the detailed implementation plan and the annual work plan. The outcome measurement framework is the main practical guiding document but progress towards outcomes and overall impact is reviewed. Management decisions take the monitoring-based information into account.

Interviewees consider the overall monitoring for the education component to be adequate.

There could be some adjustments of the CMEP to further benefit and streamline the data collection process, particularly with respect to child and household monitoring. Computer data entry is very long, taking 10-12 minutes per child being monitored. The evaluation found only very few instances where project children were (still) engaged in child work or labor for more than 1-2 hours per day. Most children did some light domestic work at home but some younger children still carried water and firewood. A few children did some weaving for a maximum of 30 minutes to 2 hours a day but these children were over 12 years old.

The project has a sustainability plan in place as integrated in the project design and updated with feedback from the CMEP. The project has been working towards sustainability from inception through a high focus on strengthening the capacity of stakeholders and early involvement of local Government. The economic empowerment component will be vital for sustainably keeping children out of child labor and in education. The project education component is proceeding well even if the vocational training could still be strengthened (see Section 3.2.1.F). While Government structures are exhibiting ownership, some district Government officials did indicate they felt that communities still see the project too much as “something that is being done for them instead of taking ownership.” It will thus be important for the project to continue to stress independence and community ownership in the remaining project period. The project awareness-raising methods should continue and radio programs scaled up to reach the wider public, even where discussion groups are not possible. Special attention to the existence of bylaws and reporting on prosecuted cases of trafficking would be useful.

The project is quite successful so far, particularly in terms of education, working with Government and local stakeholders and providing capacity/institutional strengthening. Very useful economic empowerment activities are underway but will need to be intensified in the second half of the project to increase the potential of sustainability.

## **KEY RECOMMENDATIONS**

The project should continue the successful activities undertaken in the first half of the project as detailed in the evaluation report. Ten key recommendations are listed in Section 4.2 while these and additional important recommendations are included in Annex 1. The key suggested implementing entities are indicated between parentheses.

### **Management and Coordination**

- 1) For the remainder of the project, enhancement of synergies and display of project partners’ joint project implementation is recommended. The modeling of synergies created by working together towards the common goal of eliminating child labor will contribute to a comprehensive understanding of the need for integrated measures across Government offices over the long term. (Project)
- 2) Provide a refresher training and joint review of the CMEP at its midterm point to assess continued appropriateness of all its components and draw out further lessons learned and project good practices. (Project, USDOL)
- 3) Explore possibilities for adding more field staff to MEDA to ensure the exponential enhancement of economic empowerment activities and subsequent community level sustainability.
- 4) Provide more intensive technical and follow up support to VSLA and producer groups. (Project)

## **Economic Empowerment**

- 5) Focus highly on the economic empowerment project component to accelerate movement towards attaining the maximum sustainability of project actions at community level. Special attention to business service training; occupational safety and health/keep safe training; work place condition improvement; linkages for market access for both local and high end markets; material/equipment inputs for weavers; certification of child labor free weaving system. (Project, Government, business owners/marketing entities, youth and households)
- 6) Provide substantial attention to the formalization of VSLA and producer groups receives substantial attention in the second half of implementation so that sustainability of children in education and out of child labor is assured. Project, Government, business owners/marketing entities, households)
- 7) Organize field exchange visits of weavers to business owners/weavers of OSH reorganized workshops. Such workshops can become “model workshops” to inspire other business owners to improve their workspaces. (Project, model workshop owners)

## **Social and Child Protection, Education and Child Labor Actions**

- 8) Develop linkages between the Child Protection Committees (CPC) and local Government in Addis Ababa and CPC in the communities to which trafficked children are returned. Explore potential of using mobile phones to send and receive messages. (Project, Government, CPCs)
- 9) Where targeted households are not on any of the available safety net lists in the districts, it is recommended that MEDA work with the World Vision child/social protection specialist to further develop linkages to government social protection safety nets. (Project)
- 10) Improve gender focus by working to include more women in VSLA and potato producer groups. Also increase awareness of gender issues including among project field staff. (Project)
- 11) Ensure that duration of vocational training in hours is sufficient to obtain useful competence in the subject of the training. (Project)

## **Capacity and Institution Strengthening**

- 12) Integrate community-based child labor monitoring into Government child protection referral scheme. Integrate CPC and volunteer groups to maximize efficiency and representation of community members. (Project, Government, CPC/volunteer groups)
- 13) In the interest of sustainability, the project needs to ensure that all stakeholders understand the tightly integrated nature of actions to address child labor stakeholders.

This includes understanding the implementing partnership of WV, MEDA, and MCDP.

- 14) Develop an operations manual on implementing the project initiated economic empowerment approaches over the long term. (Project, Government)
- 15) World Vision, MEDA and MCDP continue to stress independence and community ownership in the remaining project period.

# 1. INTRODUCTION

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Ethiopia has a very high proportion of child laborers. A recent Demographic and Health Survey indicated that 17% of children between 5 and 11 years of age and 55% of children 12-14 years old are engaged in child labor.<sup>10</sup> The percentage of older children through the age of 17 in hazardous labor is likely to be even higher, although recent data is not available. The study also indicated that child labor decreases steadily with mother's education and household wealth.<sup>11</sup> Other studies, though somewhat dated, similarly indicate high levels of child labor. A study conducted in 2001 by the Ministry of Labor and Social Affairs (MOLSA) indicated that 52% of children overall are involved in child labor.<sup>12</sup> A 2005 survey conducted by World Vision in 12 woredas (districts) found that 71% of children surveyed were working during the week of the inquiry.

The Government of Ethiopia (GOE) has recognized the magnitude of the problem as reflected in a range of official documents, such as the 2012 National Action Plan to Eliminate the Worst Forms of Child Labor (NAP). GOE has also passed the Young Worker's Directive, which includes an updated list of hazardous occupations for children.

World Vision (WV) is currently implementing the Ethiopians Fighting Against Child Exploitation (E-FACE) Project, which is funded by the United States Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT), to provide support to the country in addressing child labor, particularly in its worst forms (WFCL). Project implementing partners are the Mission for Community Development Program (MCDP) and the Mennonite Economic Development Associates (MEDA). The E-FACE project is a child labor elimination initiative with important focus on education that is aimed at sustainably reducing the number of children aged 5-17 years old engaged in and at risk of child labor in the weaving, agricultural and other sectors in the target areas. To attain the overall project goal, the project also includes attention to awareness raising, economic empowerment, capacity strengthening and increasing the knowledge base. The project targets 20,000 children (6,835 children at-risk of and 13,165 children engaged in child labor) as well as 7,000 households. The project is implemented in 9 district target areas in the Gamo Gofa and Wolaita zones and 5 districts in Gullele sub-city in Addis Ababa, where weaving is a common occupation. An E-FACE project baseline study<sup>13</sup>

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<sup>10</sup> Central Statistical Agency Ethiopia; ICF International (2011). Ethiopia Demographic and Health Survey 2011) Addis Ababa and Calverton, Maryland: Central Statistical Agency Ethiopia; ICF International.

<sup>11</sup> Central Statistical Agency Ethiopia; ICF International (2011). Ethiopia Demographic and Health Survey 2011) Addis Ababa and Calverton, Maryland: Central Statistical Agency Ethiopia; ICF International.

<sup>12</sup> Government of Ethiopia, MOLSA Child Labor in Ethiopia Analysis of a Survey Conducted in 2001, Addis Ababa 2002.

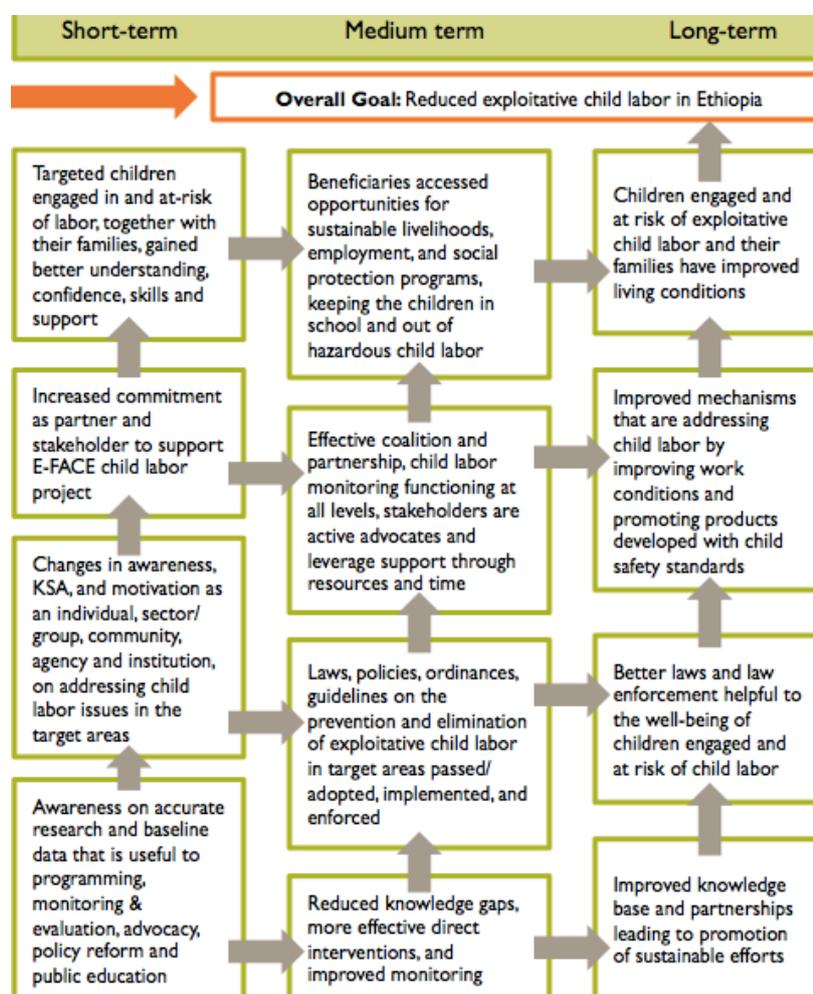
<sup>13</sup> E-FACE project baseline: Afri-Tech Consult PLC (2102) Baseline Survey on Child Labor in Gamo Gofa and Wolaita Zones of Southern Nations, Nationalities and Peoples Regional State and Gullele Sub-city of Addis Ababa City Administration. Addis Ababa: World Vision Ethiopia

conducted in 2012 confirmed the high percentage of children in weaving (over 50%) among the households surveyed with child laborers.

The project implementation period is from 1 December 2011 through 30 November 2015. Given that the project is currently at the midterm point, an interim evaluation has been carried out with fieldwork dates from December 2 to 16, 2013. The overall purpose of the interim evaluation is to assess and evaluate the project covering the first two years of project implementation.

Graphic 1 indicates the expected E-FACE project outcomes over the short, medium and long-term.

**Graphic 1: Short, Medium and Long Term Expected Outcomes**



The main project activities to achieve these overall project outputs and outcomes include:

- Providing *educational services, livelihood opportunities, youth employment and social protection opportunities* to target households;
- *Strengthening the capacity* of government agencies and community groups to fight against child labor;

- *Raising awareness* for behavior change at the agency, community and household levels;
- Improving the *country knowledge base* on child labor and ensuring the dissemination of relevant information; and
- Promoting *long-term sustainability* of project efforts through capacity building and technical support.

## 2. EVALUATION FOCUS AND METHODOLOGY

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### 2.1. Evaluation Purpose

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The interim evaluation is focused on:

- Providing insight on what aspects of the project are effective;
- Determining whether the project is on track towards meeting its goals and objectives;
- Assessing the consistency of project implementation with regard to project design;
- Assessing relevance of the project's interventions in addressing the root causes of child labor;
- Assessing the effectiveness of all project interventions including special attention to the livelihoods component;
- Identifying any specific implementation areas that may benefit from adjustments to ensure the project can be as successful as possible during its remaining period of performance;
- Assessing the efficiency in the implementation of project interventions and use of resources;
- Analyzing the potential sustainability of its efforts on completion of the project implementation; and
- Providing recommendations for changing course for any interventions that have posed challenges or failed to deliver results.

An important component of the evaluation is to determine whether the project's Theory of Change (ToC), as stated in the project *Comprehensive Monitoring and Evaluation Plan (CMEP)*, is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way.

The evaluation is also expected to document lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects and policies in Ethiopia and elsewhere. It is, further, to serve as an important accountability function for USDOL, World Vision and its partners. The intended users are OCFT, World Vision and its project partners MEDA and MCDP, other project stakeholders and stakeholders working to combat child labor more broadly.

The evaluation report focuses on the areas of project relevance, effectiveness, efficiency, impact and sustainability. The evaluation considers 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 Ethiopia and USDOL. It also assesses the extent to which the project has reached its objectives, and the *effectiveness* of project activities in contributing toward those objectives. Management coordination, including efficiency, are

considered. The evaluation assesses whether the project has taken steps to ensure the project's approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations. This includes the direct project partners, MEDA and MCDP.

## 2.2. Evaluation Methodology

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The evaluator sees the evaluation process as a joint effort to identify the key conclusions that can be drawn in each of the evaluation areas. Despite this overall approach, the evaluator is ultimately responsible for the evaluation process.

Methods of data collection and stakeholder perspectives have been triangulated for as many of the evaluation questions as possible. The evaluator includes parents' and children's voices as well as beneficiary participation in general. The evaluator used child-sensitive approaches to interviewing children, following the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC) guidelines on research with children on the worst forms of child labor<sup>14</sup> and the United Nations Children's Fund (UNICEF) Principles for Ethical Reporting on Children.

The evaluator adhered to confidentiality and other ethical considerations throughout the evaluation process. Gender and cultural sensitivity were integrated in the evaluation approach. Although a consistent approach was followed in each project site to ensure grounds for a good qualitative analysis, the evaluation incorporated a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries.

To ensure thoroughness, the evaluator used a combination of methods so that a well-rounded evaluation could be carried out:

- Preparation of detailed methodology including guidelines for questioning;
- Document review including direct project related documents<sup>15</sup> as well as those related to the overall context in Ethiopia regarding education, child labor issues, and other potential issues of importance;
- Review of CMEP implementation;
- Review of documentation to comprehend the current socio-economic situation in Ethiopia to ensure an understanding of the impact it may have on the project and the evaluation process overall;
- Individual and small group discussions with project staff in the central office and with the direct project partners (i.e. MEDA and MCDP);

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<sup>14</sup> Available from <http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=3026>

<sup>15</sup> This includes CMEP-related documents; baseline survey reports; project document and revisions; Cooperative Agreement; Technical Progress Reports; Project Results Frameworks and Monitoring Plans; work plans; correspondence related to Technical Progress Reports; research undertaken; awareness-raising materials.

- Individual interviews and/or focus group discussions with stakeholders from a wide range of groups;
- Observation of the stakeholders and their work in different settings as well as their networking actions. This was combined with the field visits, interviews and focus groups; and
- Stakeholder meeting where initial findings were presented, discussed, and enriched with additional input from the participants.

The evaluator wanted to read the Ethiopian National Action Plan (NAP) to Eliminate the Worst Forms of Child Labor<sup>16</sup> but there is no English version yet. She did review a short summary prepared by her interpreter and obtained a summary of the Ethiopian definitions of child labor as reflected in the NAP.

The key individuals and groups in the evaluation are:

- OCFT staff responsible for this evaluation and project management prior to the commencement of the field work;
- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations;
- 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;
- Education personnel including school teachers, assistants, and school directors;
- Project beneficiaries (children withdrawn and prevented and their parents);
- International nongovernmental organizations (NGOs) and multilateral agencies working in the area;
- Others, e.g. child protection and/or education organizations, committees and experts in the area; and
- U.S. Embassy staff member.

The evaluator first met with senior project staff in Addis Ababa and the MEDA and MCDP partners—after arriving in the country—to finalize the issues to address and obtain their further input into the evaluation process. This was followed by initial joint discussions on the evaluation subjects. Further individual meetings were held in Addis Ababa with the project director, monitoring and evaluation staff and other relevant stakeholders including key partner personnel. The evaluator then made field visits to meet with local

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<sup>16</sup> Ministry of Labour and Social Affairs (2012). National Action Plan to Eliminate the Worst Forms of Child Labor. Addis Ababa: Ministry of Labour and Social Affairs (2012).

stakeholders and observe actions. Some individual and/or small group meetings with World Vision, MEDA and MCDP project staff also took place in the field.

Locations for field visits were identified in line with guidelines provided by the evaluator. These included the need to ensure that stakeholders from successful implementation sites, as well as those where the project faced more challenges, were included. The international evaluator selected 10-12 children from a larger group of children for the focus group interviews with the help of the three interpreters.<sup>17</sup>

The evaluator met with the senior project staff on the evening of 15 December, 2013 for an initial discussion of principal findings that was presented at a stakeholders' workshop. The stakeholder workshop took place on the 16<sup>th</sup> of December, 2013. The stakeholders' workshop presentation concentrated on good practices identified at the time of the evaluation, lessons learned and remaining gaps as identified by all the stakeholders.

After returning from the field, the evaluator drafted the first version of the evaluation report. The report will be forwarded for comments and finalized after receiving feedback on the first version.

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<sup>17</sup> Due to different languages in the project areas, she needed to have interpreters for each of these languages.

## 3. EVALUATION RESULTS

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### 3.1. PROJECT DESIGN

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*“The children were working day and night in dark rooms without seeing the light. Information was shared with us about this and we then became involved in planning and implementing this project.” - District Official*

The project design is appropriate to the goal of removing children from child labor and supporting national and local stakeholders, including communities. The design supports Government priorities on education, addressing child labor and poverty reduction as reflected in the Growth and Transformation Plan.<sup>18</sup> Several of the project activities directly address the Government focus on improving access to education and reducing dropout rates, teacher training and infrastructure development. The project design also includes attention to Government priorities on economic empowerment and a component on agricultural production. The Government also places high emphasis on capacity strengthening as evidenced by the existence of a special Ministry of Capacity Building.<sup>19</sup> Capacity strengthening of Government staff, including in the area of justice, is an integral component of the project. While a national trafficking action plan is still awaiting approval, transnational and internal trafficking has become an increasingly important subject. Recent issues surrounding the repatriation of over 130,000 Ethiopians who were trafficked to Saudi Arabia has only reinforced the concerns.<sup>20</sup> The project includes substantial attention to trafficking issues.

Evaluation interviews with district Government officials confirmed that the project is well in line with their priorities, including on trafficking. The project is working in both sending and receiving areas where children are trafficked for weaving and domestic child labor.

Project approaches are well aligned with the local socio-cultural environment, particularly with regard to methods to raise awareness and motivate behavior change. Details of these project approaches are discussed in Section 3.3. Local teachers in several locations also pointed out that the project is in line with local needs. As one teacher noted, “There are so

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<sup>18</sup> Federal Democratic Republic of Ethiopia (2010) Growth and Transformation Plan (GTP) Policy Matrix. 2010/2011-2014/15. Available from [http://www.mofed.gov.et/English/Resources/Documents/GTP%20Policy%20Matrix%20\(English\)2.pdf](http://www.mofed.gov.et/English/Resources/Documents/GTP%20Policy%20Matrix%20(English)2.pdf) (Accessed 1 December, 2013)

Ministry of Labour and Social Affairs (2012). National Action Plan (NAP) to Eliminate the Worst Forms of Child Labor. Addis Ababa: Ministry of Labour and Social Affairs (2012).

<sup>19</sup> Ethiopian Government Portal (2013). Ministries and Agencies. Available from <http://www.ethiopia.gov.et/government-structure> (Website accessed 19 December, 2013)

<sup>20</sup> Neamin Ashenafi (2013) Ethiopia: Tedros Lambasts Human Traffickers. The Reporter, 23 November 2013. Available from <http://allafrica.com/stories/201311250327.html> (Website accessed December 15, 2013). Voice of America (2013) Future Unsure for Repatriated Female Ethiopians. Available from <http://www.voanews.com/content/future-unsure-for-repatriated-female-ethiopians/1813122.html>. (Website accessed 19 December, 2013)

many problems: economic problems, exploitative child labor, cultural influence of attitudes towards girls' education, they prefer to marry them early as young as 13-14 years. This project is helping to address all these issues."

Local interviewees, such as the CPCs, also pointed out that the actual implementation in localities was based on a needs assessment, especially with respect to education. The CPC were established with project and local Government support at Kebele Administration (KA)<sup>21</sup> level. In most cases members were requested to join the CPC by local Government staff. CPCs are composed of a wide range of community members, health workers, agricultural extension workers, farmers, business people and local leaders. CPC members indicated, for example, that school renovation and other actions were adapted in accordance with the specific challenges in the schools.

### 3.1.1. Theory of Change

*"Before this project, our family was so poor I could not go to school and had no chance in life." - Primary school girl child*

*"They brought this school from death to life." - Teacher*

The Theory of Change (ToC), as translated into the CMEP, is valid and accurate overall and continues to be so (see [Section 3.3.3](#) for further details). The Government, especially at District level, expressed appreciation for the approaches and the theory of change. All of the components of the ToC were equally valid as they were conceived to work together in a synergistic manner to achieve the overall goal. It is, therefore, difficult to indicate that some are more valid than others. Isolating one from the others by identifying it as more or less valid could negate the importance of the integrated approach. The project used a well-developed system to introduce the activities at different levels, from federal to regional, zonal, district (woreda), KA and community level. The evaluator did not meet with regional or zonal officials but did meet at least some individuals at all the other levels. Interviewees indicated that they were well informed about the project logic as reflected in the concepts driving the Theory of Change.

### 3.1.2. Additional Relevant Factors for Project Design

Although the project budget of US \$11,079,436 is significantly larger than many past child labor projects, the enormity of the child labor problem in Ethiopia, particularly in its worst forms, means that a substantial proportion<sup>22</sup> of the interviewees indicated that some relevant factors were not sufficiently considered in the design. Unfortunately, however, the budget still does not allow for the possibility of addressing these additional factors, which are addressed below. Other aspects are related to the perceived need to cover many more children and their households.

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<sup>21</sup> The country's administrative structure is divided into 9 regions, 68 zones, which are further sub-divided into districts (referred to as woreda) and kebele associations (KA) which are the smallest administrative units.

<sup>22</sup> More than ¾ of interviewees/focus groups made relevant statements as discussed in the section.

In several places, district project steering committee members, CPC members, teachers, and children pointed out gaps that they feel are not being addressed. Officials in all districts, as well as project staff of all three partner organizations, indicated that the project needed to include all of the KA in the project Woredas because of the great need. As one official pointed out, his district has 29 KA but the project is only working in 10. Officials in Gamo Gofa zone were particularly troubled by the fact that the project is not including some of the most remote KA in the highlands, from which many of the children trafficked for weaving originate. It should be added, however, that the selection of specific KA project locations was based on project work with Government officials where KAs were identified and ranked according to the prevalence of hazardous types of child labor in the area. The project also visited the KA to double check information provided by local Government.

Children in particular, but also parents and teachers, indicated that even in the communities where the project was working, not all children who may qualify were included. Children provided comments such as, “There are so many more children like me who also need this project.” The evaluator asked for estimates regarding the number of additional child laborers. Estimates varied from double the number of existing project beneficiaries to triple and more. The project could not, however, include all of these children and needed to focus on the most vulnerable (see Section 3.1.3 for details).

Many interviewees noted that health issues were not addressed through the project although they felt that health has a significant impact on child labor prevalence. Families who manage to have some savings, including through the project VSLA, may see all of their savings wiped out when a family member falls ill. Some child labor projects in other countries have considered support for health but it is difficult for such projects to address all family members’ health problems. Also, the projects are already complex with many components. Covering additional components would ultimately mean projects could help fewer children due to budget constraints.

Some comments were made about the need to plan the project interventions to ensure that special support is planned for the period of the annual “hungry season,”<sup>23</sup> when children are at greatest risk of dropping out. There were also requests for adult literacy of parents and transport for children who live far from schools.

### **3.1.3. Location, Beneficiary Selection Criteria and Selection Process**

The project beneficiary selection criteria used are in line with those cited in the project document and agreed upon with the Government. In fact, one of the project’s best practices is the entire process of identifying children. Criteria for selection of children engaged in child labor include any child under the age of 14 who is working in excess of “light work” hours and/or who is out of school and working in hazardous labor.<sup>24</sup> Any

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<sup>23</sup> Seasonal periods when agriculture and livestock production availability is too low for consumption

<sup>24</sup> The number of acceptable hours depends on the exact age. WV in partnership with MEDA and MCDP (2009), E-FACE Project Document Narrative. Federal Way, Washington: World Vision

child 14-17 years old who works in hazardous conditions is also eligible. Children at risk are identified through application of a series of criteria such as being the sibling of a child in hazardous child labor, orphans and vulnerable children, out-of school children including to age 17, and children living near trafficking routes. In practice, the most important and commonly used criterion for the selection of children at risk was being the sibling of a child laborer. These criteria are practical and, as field experience in different countries indicates, appear to be valid.

The project expected to identify an average of 2.5 children per household although, ultimately, the number of children per household was lower.<sup>25</sup> The project also expected to target 7,000 households for economic empowerment. At an average rate of 2.5 children per household, this would mean that almost 88% of the households of project children would receive support for economic empowerment. In fact, the project has approximately 1.5 children per household as 2.5 proved not to be realistic given the average number of qualifying children in the target households.

Some of the criteria for household selection included application of Government vulnerability criteria, family size, overall household income levels, and product market access challenges. In practice, all households of targeted children in specific locations were generally selected for the project as it is difficult to include the households of some children in a community and not others. Specific project locations were selected with input from local Government and other stakeholders. These included poverty and estimated child labor levels, (poor) quality of schools, being a trafficking source and receiving localities and other relevant criteria.

Evaluation interviewees were satisfied with the different criteria and how they were applied. The CPC members were responsible for the initial identification at community level and groups interviewed were able to cite the selection criteria. Some CPCs mentioned that they worked with local Government representatives to identify the children, indicating for example, "We went with the Government people together to identify the children in weaving." One interviewee added, "From the beginning they came with the Government staff, especially the KA officials." Parents and children were well aware of the selection process and reasons for their inclusion in the project. Statements such as, "Our family is poor so I had to do domestic work in the house of someone else" and, "About ten of our VSLA group had their children trafficked, they are now back home because of the project." CPC members indicated that they had a "clear checklist."

The CPC members and volunteers did indicate, however, that there were many challenges during the child identification process. These were related to the initial lack of understanding of parents regarding the project aims. According to two CPC groups, some parents feared that the project might try to "steal" their children for nefarious reasons. As one CPC member indicated, "They thought we would snatch their children." Judging the

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<sup>25</sup> The evaluator has requested statistics on the actual average of children per household included in the project.

age of the children was another cited challenge.<sup>26</sup> In one location, the CPC and volunteers indicated that they had needed more training on the criteria in the initial stages.

Some business owners<sup>27</sup> tried to push forward children who did not meet the criteria, including their own biological school-going children who were not really at risk. CPC members indicated that children who met selection criteria were sometimes hidden under beds. One CPC member also indicated, “Sometimes we went to people’s houses and they would say that the child went to stay with another relative. We then went at night and found those children at home so it was clear that they had been hiding them.”

In three CPCs interviewed, members indicated that it had been challenging to explain to some parents why their children/household was not included despite their high poverty level. These CPCs noted that they emphasized that the project focuses on child labor as the key criteria and that other projects might come for which they might qualify. Such explanations were, ultimately, accepted in the communities.

Volunteers who conduct the child labor monitoring also indicated that they also faced challenges as more community members became aware of the project benefits. Parents who, at first, had not wanted to participate now wanted to include their children in the project. Given that the project has already attained 92% of its target, however, it will be difficult to include such children.

It should be noted that the project worked hard to identify and enroll children at an early stage in the project, as they stated that they wanted to have sufficient time to work towards sustainability. The early inclusion of children was expected to provide the project with sufficient time to work on supporting the economic empowerment of parents. The evaluator had some concerns that there might have been an excessive rush at the cost of quality in the identification process. In fact, however, she did not identify any “red flags” that could have pointed to inadequate consideration of the criteria or any lack of transparency. On the contrary, all stakeholders—with no exceptions—noted that the “right children” were identified. Teachers (who are usually among the most knowledgeable regarding appropriateness of child selection) also agreed. In some places teachers had not been included in the CPC, while in others they were. Where teachers had not been included they indicated that they felt that they should have been “at least consulted” with respect to child selection.

Diverse interviewees indicated that a major reason for the effectiveness of the identification process was the inclusion of the CPC and the cross-checking of Government staff at KA and woreda levels. The key Government office involved in the process was the Women Children and Youth Affairs Office.

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<sup>26</sup> Health workers were consulted to assist with this element.

<sup>27</sup> Business owners, as referred to in the current report and supported by the project, are generally weavers who employ their own and/or trafficked children. In most cases the business owners included in the project are based in Addis Ababa.

Government officials noted that, in fact, they had been able to identify several cases of children brought forward by the CPC who did not really qualify. Even one CPC group indicated that, “There were some children who we identified but did not meet the criteria and so they were sent back (not included).” Statements to this effect support the impression that the local Government took the identification process seriously. The project, of course, provided support throughout the identification process but it was perceived as largely owned by the CPC and local Government.

Substantial numbers of older people attended evaluation group meetings of VSLA and potato producers. In one such group, 10 out of approximately 40 were older. On questioning the group, these older people indicated that they were the grandparents who are responsible for raising the children. Grandparents did not offer further explanations and the evaluator did not press them for details for ethical reasons.<sup>28</sup>

### 3.2. EFFECTIVENESS

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*“They were engaged in child labor and their future was dark, now they are coming to school, carrying their bags, wearing decent clothes and their future is bright.”*

- Member of Child Protection Committee and Volunteers focus group

At the midterm point, the project has achieved most yearly targets ahead of schedule and is likely to reach the overall objectives. A few areas, particularly in some aspects of economic empowerment, still pose challenges. It will be important to consider that, during the last six months of the life of most projects, the focus is on closing out which means that all essential actions need to be fully realized within the next 18 months. Some elements, such as economic empowerment and linkages to social protection schemes (i.e. safety nets), will need more intensity to achieve the expected momentum for sustainability. Specific actions on economic empowerment that need special attention in order to ensure targets are met are:

- Business service training;
- Occupational safety and health/keep safe training;
- Work place condition improvement;
- Linkages for market access;
- Establishing children of legal working age (14-17) as agricultural sales agents;
- Material/equipment inputs for weavers; and
- Certification of child labor free weaving system.

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<sup>28</sup> There may have been cases of orphans, child abandonment, and illnesses related to HIV.

The signing of implementation contracts with the Government took quite some time as Ethiopia has a law prohibiting advocacy and the E-FACE project was initially perceived as an advocacy project. The partners were, however, able to demonstrate that the project is focused on education, child labor, protection, and awareness-raising. As the agreement was signed in June 2012, the project has only been fully implemented since that time. The agreement provided the authority to implement the project at all levels, from federal to region, zone, district, KA and village. According to the project, while late, this authorization “Provided a very good basis for us to start our work on the ground as it was clear Government would work together with the project.”

Beneficiaries have a comparatively good understanding of project goals. Children and parents clearly indicated that the project is intended to eliminate child labor, help children obtain an education and strengthen parents’ economic status to keep children out of labor.

Given the number of important project components, the body of the evaluation report cannot include all of the results and only summarizes areas of key progress. See Annex 2 for a detailed overview of project progress at the midterm point. Section 3.2 discusses the details of the project effectiveness for each component. It should be noted that, for ease of discussion, Table 1 is more highly focused on outputs while the evaluator discusses outcomes and impact in greater detail in subsequent sections.

**Table 1: Summarized Overview of Project Progress**

<b>Education and Economic Empowerment Services</b>
<ul style="list-style-type: none"> <li>• 18,472 received education services: 92% of total target (There are 2/3 as many girl beneficiaries as boys)</li> </ul>
<ul style="list-style-type: none"> <li>• 4,060 households received economic empowerment: 58% accomplished</li> </ul>
<ul style="list-style-type: none"> <li>• School rehabilitation of 39 schools out of 57 targeted: 68% accomplished               <ul style="list-style-type: none"> <li>• 81 blocks rehabilitated</li> <li>• 413 classrooms rehabilitated</li> <li>• 4 water points constructed (100%)</li> <li>• 5 sex disaggregated latrines constructed (71%)</li> </ul> </li> </ul>
<b>Community-based Child Protection Systems and Monitoring</b>
<ul style="list-style-type: none"> <li>• Child trafficking investigation skill training for 752 check-point police and commanders</li> </ul>
<ul style="list-style-type: none"> <li>• Establishment of community by-laws</li> </ul>
<ul style="list-style-type: none"> <li>• Child monitoring, referral and reporting systems established</li> </ul>
<ul style="list-style-type: none"> <li>• 168 Child Protection Committees (CPC) are organized in 68 targeted communities</li> </ul>
<ul style="list-style-type: none"> <li>• 408 volunteers monitor children, 67 communities/kebeles implement child labor monitoring (exceeds target by 25%)</li> </ul>
<ul style="list-style-type: none"> <li>• Child monitoring system is working, with few complaints</li> </ul>
<ul style="list-style-type: none"> <li>• Overall project monitoring system is good (CMEP)</li> </ul>
<b>Institutional Capacity Building</b>
<ul style="list-style-type: none"> <li>• National Action Plan (NAP) against worst forms of child labor approved and</li> </ul>

launched by MOLSA
<ul style="list-style-type: none"> <li>77 government officials and experts participated in National Action Plan internalization workshops</li> </ul>
<ul style="list-style-type: none"> <li>Regional, zonal, and woreda, community level staff/structure trainings exceed targets multiple times<sup>29</sup></li> </ul>
<ul style="list-style-type: none"> <li>Southern Nations, Nationalities, and Peoples' Region education bureaus developed manual on combatting child labor in education sector (mainstreaming)</li> </ul>
<ul style="list-style-type: none"> <li>Labor inspectors guideline developed and approved by MOLSA</li> </ul>
<ul style="list-style-type: none"> <li>305 labor inspectors trained in identifying and referring cases of child labor, including trafficking</li> </ul>
<ul style="list-style-type: none"> <li>ILO convention internalization workshops conducted with judges and law enforcement bodies (160)</li> </ul>
<b>Awareness Raising</b>
<ul style="list-style-type: none"> <li>Project has exceeded all project life targets for awareness-raising at regional, woreda sector line offices, KA and community structures. Project is on target for national level awareness-raising.</li> </ul>
<ul style="list-style-type: none"> <li>Regional conferences on child labor in two regions</li> </ul>
<ul style="list-style-type: none"> <li>Media: TV commercials on child labor on national TV, 38 journalists in TV talk shows talk about child labor</li> </ul>
<b>Knowledge Base – Research</b>
<ul style="list-style-type: none"> <li>Push-pull factors on child trafficking completed</li> </ul>
<ul style="list-style-type: none"> <li>Work place hazards assessment completed</li> </ul>
<ul style="list-style-type: none"> <li>Knowledge, Attitudes and Practices (KAP) on child vulnerabilities, including child labor, are completed during baseline</li> </ul>

### 3.2.1. Education Initiatives

*“Before we could not educate our children and we had no hope, but the project has made it possible.” - Parent*

The project education initiatives are very effective. Teachers reported that prior to the project there were very high levels of school dropouts and trafficking of children. Parents indicated that, “We did not know how to educate our children because we are too poor, now they are in school.” While children stated, “We are so happy to be in school, it is beautiful and we like that we are getting knowledge.” Schools report substantial increases in attendance, including children who are not beneficiaries but whose families have enrolled them due to the improved education conditions. Exact figures are not, however, available as the project is only tracking the project children. In one school, however, a

<sup>29</sup> For example, the target for woreda staff training to implement child labor and trafficking prevention/elimination was 374 but, at midterm, 1952 staff received training. (Data does not indicate the extent to which some may have received more than one type of training.)

head teacher stated that, “After the E-FACE project came we increased our students from 200 to 600 students. Of these only 76 are E-FACE project children.”

The project undertook a combination of actions on education in formal schools as well as assisting children with non-formal/vocational education. The project also supported communities in bringing children back to school, as described in Section 3.1.3, and provides school supplies and clothes. Other specific actions included education (re)entry and tutoring assistance, teacher training manuals to improve pedagogical skills and activities, pedagogical experience corners and some libraries.<sup>30</sup> School renovations which added classrooms, latrines, water taps and replaced windows were provided in accordance with specific needs in the different schools. Sports and playground equipment were given thus addressing children’s right to play. Schools and classrooms were decorated with educational and awareness-raising signs thus making schools more attractive and enhancing awareness-raising and learning.

Children, teachers, parents and other community members in all locations indicated that the provision of school supplies, clothes and exercise books was the single most important reason that children were coming to school. Teachers verify whether the school supplies are being used and their condition while the project also has its monitoring system. Volunteers discuss any problems noted, such as missing supplies, with the parents.

The project has contributed to improving safe and healthy learning environments through the renovations, teacher training, psycho-social support<sup>31</sup> and road safety support.<sup>32</sup> The evaluator was pleased to note the effectiveness and attractiveness of the renovations though it is evident that still more classrooms need renovation in many of the schools visited. The evaluator did witness the great difference between a renovated and an un-renovated classroom. Teachers were very happy with the renovations and training. Teachers provided comments such as, “This school was dead, no child or teacher wanted to come here. Other teachers used to feel sorry for us. But the school is now an example for others and we are proud.” Other comments were received such as, “Before this project, when teachers were assigned here they used to see it as a punishment because it was not attractive and they used to resign if they got another opportunity.”

Plans and other details for the renovations are provided by the Government offices, while the World Vision Area Development Program (ADP) infrastructure officer guides laborers and ensures that the Government-required standards are met. An important element was the participation of community members to help carry the materials and assist with

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<sup>30</sup> The evaluator saw evidence of all of these project elements in different places. Not all schools had the same support.

<sup>31</sup> Teachers and volunteers provide some psycho-social support but the effectiveness could not yet be ascertained at midterm.

<sup>32</sup> The project has encouraged road safety messages in peer education clubs and peer volunteers assisting younger children to navigate local traffic near schools. One group of CPC indicated that, although there are not many vehicles in some areas, there are many accidents as drivers are negligent and children are unaware of traffic rules.

construction. As one group of CPC and volunteers indicated, “We also carried stones for the building, that was hard work but the results were worth it.” The evaluator is not a construction expert but the quality of the work appeared reasonable. Local Government also verifies and approves of the work that is done.

Teachers, parents and children all indicated that many schools in neighboring localities still need renovation. In every school visited, teachers and children also added that their own schools still had further needs that had not yet been addressed. The cited types of needs included fences, water points, more desks/chairs and additional classrooms. Lack of water pressure is also a continuing challenge in some locations, which makes it difficult to keep latrines and other parts of the school clean. The project cannot cover all of the many needs, however, so it is hoped that the Government will find resources to continue the renovations. In one location the CPC indicated that the renovations had been started but were not completed and they did not fully understand why it had stopped. In fact, all planned renovations were completed but additional blocks that were not originally included in project planning were added in consultation with the school if the community agreed to do the renovation. Such blocks were not counted as completed in the monitoring data. E-FACE staff indicated that the project may potentially contribute some available materials to help complete the work.

The evaluator noted that children were actively engaged in sports and on the playground in all of the schools visited. She observed that children engaged in activities such as a volleyball game, running, and soccer activities with materials and some sports uniforms provided by the project. Children on the playground were very lively. According to teachers, the playground and other equipment provided for pre-school children have been effective in drawing them to school.

There is quite a high student-teacher ratio, which is partially due to the number of added project students. Some schools have opted for morning and afternoon sessions in order to reduce the ratio. In one school the ratio is 70 students per teacher, while in others it depends on the grade and ranges from about 20 – 50 or more. Lower grades tend to have a higher number of children, which indicates that dropout levels in the project communities are still high.

The project did point out that the amount (US \$59) allocated for direct assistance to each child does not meet all of their needs, such as shoes. All children do receive the same package of support although content differs by class level. In some schools, children had not yet all received their support as it depended on the cohort and timing when the school was integrated into the project.

#### **a. Pathways Advancing Viable Education (PAVE) Methodology**

The project used the Pathways Advancing Viable Education (PAVE) method which is designed to “equip staff to work with children and parents to identify and make appropriate interventions to ensure that children enroll, persist and complete education and/or skills training, and do not enter or re-enter child labor or exploitive labor

situations.”<sup>33</sup> The implementation of the PAVE methodology resulted in clear indications that the majority of children wanted to go to formal education, even if they were older. The evaluator noted during the evaluation focus group discussions that most project children were no more than 1-2 years older than the age appropriate for their class.<sup>34</sup> A few instances of children as much as 4-5 years older were also found, however. According to teachers and children, such children did not find any major challenges integrating into the younger classes.

### **b. School Readiness Program (SRP) and Tutoring**

The project provides a special School Readiness Program (SRP) and Tutoring program to improve children’s reintegration into school and/or provide educational support to help ensure that they do not dropout. In the case of reintegration for school dropouts, children are provided with revisions for two months prior to reintegration. For children who have never been to school, a special stimulation and simple life skills program is provided to prepare them for the school environment. The project trained volunteers and university graduates to conduct the SRP. The SRP stimulation program also includes psychosocial counseling and discussion to help ensure children learn to focus on middle and long term goals instead of short term day-to-day goals. The SRP was mostly implemented for one month though in some cases it was only 2 weeks. Children who attended the different types of training/tutoring reported that it was useful. Children who received tutoring indicated that they wanted such support to be provided for the “long term.” These kinds of comments indicated that they realized the importance of education. CPC groups reported that they were involved in monitoring the implementation of these project actions. Accordingly, one CPC noted that they felt tutoring for children being prevented from child labor should be provided from the earliest project stages as the need is very great.

### **c. Early Childhood Care and Education Program (ECCE)**

Attendance of children in Early Childhood Care and Education program (ECCE) is still very low in Ethiopia, at an average of 5% as compared to a Sub-Saharan average of 18%.<sup>35</sup> Community members pay people from their community to teach ECCE. The evaluation interviewees indicated that the project support for classrooms for 5 and 6 year old children and play equipment and teacher training did result in notable enrollment increases. The evaluator was not able to obtain exact figures regarding increases of ECCE children beyond the actual project children. School directors did indicate that there were increases because of the project. At midterm it was still difficult to assess whether these project activities were already effective in preventing child labor as such children are still very young. The importance of ECCE in readying children for education is, however,

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<sup>33</sup> International Initiative on Exploitative Child Labor (IIECL) (2013) Available from [http://endchildlabor.org/?page\\_id=85](http://endchildlabor.org/?page_id=85) (Website accessed 8 December, 2013)

<sup>34</sup> The evaluator asked all children in focus groups to indicate their age.

<sup>35</sup> UNESCO (2013). Education (all levels) profile – Ethiopia. Available from: [http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=289&IF\\_Language=eng&BR\\_Country=2300&BR\\_Region=40540](http://stats.uis.unesco.org/unesco/TableViewer/document.aspx?ReportId=289&IF_Language=eng&BR_Country=2300&BR_Region=40540). (Website accessed 26 December, 2013)

recognized. Teachers and community members noted that it is likely to improve children's ability to do well in school and to prevent some very young children who may also be working.<sup>36</sup>

#### **d. Teacher Training and Pedagogical Centers**

Teacher training on activity-based learning is a solid good practice of the project. The teacher training included topics such as good school governance, methods for continuous assessment of children, classroom management, and school compound enhancement, with messages and learning visuals. While Government teacher training does include some emphasis on such subjects, they are rarely implemented in practice. In-service training is not automatic and teachers usually only attend such training if they wish to be promoted. The involvement of Government, CPCs and volunteer groups in monitoring as well as the quality of the training contributes to the better results following project-supported training.

Rote learning is often considered easier to teach as it requires less preparation and is more straightforward. The project provided a training to a few teachers/senior staff from project schools (as well as some local Government education staff) specifically focused on more freely interactive and activity-based methods. The project also assisted schools with establishing small activity-based learning spaces on school grounds, referred to in the project as pedagogical and innovation centers.

Trained teachers in the schools visited during the evaluation reported that they were sharing what they had learned with other teachers. In a few locations, teachers who had not directly attended the project training requested such project training instead of being briefly (or hardly) trained by the other project-trained teachers. Their request was primarily made because they felt that they did not master the methods. A short manual for trained teachers to use on *how* they can more effectively pass on their knowledge, including through personal demonstration, would be useful.

The evaluator noted the real implementation of activity-based learning during the evaluation visits. Teachers reported that it did require more time to prepare sessions but that children were clearly more interested in class and learning more. Children also indicated that they enjoyed school and district officials reported that the teacher training was a key project good practice. This has apparently led to increased motivation among teachers to use the methods. Some CPC and volunteer groups also mentioned that they had noted improved teaching methods. One CPC group added that they check children's exercise books and see that the teacher has reviewed them.

The evaluator visited several classes to select children for the focus groups in each school chosen for the evaluation. This provided an opportunity to enter the room and very briefly

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<sup>36</sup> Young Lives, Oxford Department of International Development (ODID) (2012). *Ways Forward for Early Learning in Ethiopia*. Young Lives Policy Brief 20 September 2012. Oxford, UK: Oxford Department of International Development (ODID).

note what was happening before being introduced to the class. Many of the different focus groups were conducted in classrooms so the evaluator could also hear classes being taught in adjoining rooms. Very few instances of typical rote learning sessions were noted, and any (rote) chanting was limited to just 30 seconds or so. Classwork appeared interactive with children clearly participating and occasional laughter was also heard in the classrooms adjoining the focus groups.<sup>37</sup>

The pedagogical and innovation learning corners had interesting contents such as handmade posters with key learning points, cardboard “grocery shops” to teach mathematics, and simple electric components for physics, etc. The evaluator did note that dust was accumulating in some of these places. While dust can accumulate quickly and easily, it is possible that initial enthusiasm for the more physical activity based learning is waning. It will, thus, be important to ensure that Government education monitors also verify actual use of these physical activity-based learning methods. The World Vision education specialist did mention that the high level of turnover of district personnel and teachers means that it has been difficult to ensure proper implementation and follow-up in all cases. The project is continuing the provision training, including replacing Government education staff and teachers who have left. It is hoped that trained teachers will implement their skills in new schools.

#### **e. Peer Education Clubs**

*“Being in the Mini-Media club gives us confidence. I prepared two poems and presented them.”<sup>38</sup> - Child peer educator*

The project has organized or contributed to improving existing school clubs. Simple systems were provided, such as megaphones, for children to share behavior change messages in the morning before school and during breaks. Children reported learning about issues such as avoiding child labor, the importance of being careful on roads when walking to school, coming to school on time and HIV. The project also supported some capacity building for the Child Labor Club and the Children’s Parliament, which is implemented in schools through the Women and Youth Department. The Children’s Parliament includes sessions on children’s rights and relevant child labor conventions.<sup>39</sup>

#### **f. Vocational/Skills Training**

Older children who do not want/cannot return to formal education have been supported with linkages to vocational technical schools. Children obtain completion certificates and will be linked to employment opportunities. Children who complete the programs are provided with a startup kit of simple equipment to use in their (self) employment.

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<sup>37</sup> The teachers in such classrooms had no way of knowing that the evaluator was paying attention to what was happening in their room while she was conducting the focus group next door.

<sup>38</sup> This particular child indicated she had written one poem on road safety and one on HIV prevention.

<sup>39</sup> ILO conventions 138 and 182

The evaluator was not able to visit many vocational/skills training graduates and recommends that this should be given more importance during the final evaluation so that the effectiveness of outputs and outcomes can be assessed. The types of skills that were offered were somewhat limited and tended to be in the typical areas of hairdressing/barbering, catering, construction, and tailoring.

The few graduates the evaluator visited indicate that the training that they had received lasted only one month and, though they had received equipment and even a workspace, they had too few customers.<sup>40</sup> The trainers had assured the project that one month would be sufficient but this is apparently not the case. The project has indicated that it will follow up to ensure that these children will receive at least 2 months of training. Some children who had received training on improved weaving techniques were very positive about what they had learned but were waiting to receive a space to work and hoped to receive “a modern loom.”<sup>41</sup> These children also indicated having learned how to work safely. The evaluator also visited a hairdressing training school in Addis Ababa where many children were being taught for a longer period and were learning a wider range of skills. Given the high demand for good hairdressers in Addis Ababa, it is expected that these children will have better opportunities.<sup>42</sup>

### **3.2.2. Economic Empowerment**

Given that poverty is the most frequent cause of hazardous child labor, the project included an important component regarding improving the economic status of project target families.<sup>43</sup> Aside from equipping vocational training graduates with basic equipment and linkages to obtain work spaces, the project is supporting a range of activities. These include:

- Support for the establishment and development of savings mobilization through VSLA;
- Financial literacy and management training;
- Weaving and potato grower producer groups;
- Value chain and market linkage development activities;
- Occupational safety and health (OSH) development;
- Production equipment upgrading; and
- Child safe product certification development.

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<sup>40</sup> In only one case the children reported that they had only one client for hair cutting the previous day. Another reported that their group had had only 4 clients for hair dressing the previous week. Some tailoring graduates indicated that they had not yet started producing for clients.

<sup>41</sup> A modern weaving loom exists which is more ergonomic than the traditional loom.

<sup>42</sup> Women in Ethiopia regularly visit hairdressers for styling if they can afford to do so.

<sup>43</sup> World Vision in partnership with the Mennonite Economic Development Associates (MEDA) and Mission for Community Development Program (MCDP), (2009), Ethiopians Fighting Against Child Exploitation (E-FACE) Project Document Narrative. Federal Way, Washington: World Vision.

### **a. Village Savings and Loans Associations**

*“We used to just take the money and use it, not save it. Now we save and have money to solve our problems.” - VSLA member*

*“This project is helping us more than other projects have. We also solve VSLA problems by talking together and we laugh.” - VSLA member*

The project wisely launched the component on VSLA development, weaver and potato grower groups as early as possible after the identification of target households. One VSLA group reported spontaneously that the project had indicated that its members needed to start saving right away as the project would end after about two years. Interviewed groups have between 15-25 members. Several groups indicated that they had initially agreed to save only 2 or 5 birr per savings period but that their group had been able to increase their weekly/bi-weekly savings to 10 birr per month. Each group has a literate member who manages the accounts and all stated that it “is not difficult.” By the time of the interim evaluation, all except one of the VSLA groups interviewed indicated that they were already providing credit to their members. One group, for example, reported that 13 out of 14 members had borrowed so far.

According to the VSLA groups interviewed, savings are being used to address personal emergencies (especially in health), to invest in petty trade or other income generating activities (IGA) and to buy small school supplies for their children such as pens and pencils.<sup>44</sup> In some instances money was also borrowed to cover cultural expenses such as funerals. Aside from items for petty trade, other IGAs mentioned the purchase of chickens and other small livestock and weaving supplies.

Interviewees in some VSLA indicated that a few members had difficulties paying back what they had borrowed but that almost all were eventually able to do so.<sup>45</sup> In a few instances, members were said to borrow money elsewhere in order to pay back their loan. While this is not ideal, it does indicate the importance that members attach to ensuring they have a good standing within their VSLA. An interesting side note was the comment from one VSLA group that they had warned members who were “known drunkards to manage their money well as they will be held accountable.”

Some groups did indicate that since their group has been started and become operational, they still needed more follow up support from the project. Some district Government officials also noted that they believed that groups needed more frequent technical support.

Access to formal financial services is still limited given that the project is at midterm. One notable evaluation element is that none of the interviewed groups had yet opened a bank

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<sup>44</sup> While the project provides some supplies this is not always sufficient and not all children in a household are necessarily covered.

<sup>45</sup> In one case the borrower “disappeared” and the group wanted to use the police to track him down and bring him back. In another case the group was still discussing how to solve the problem of the defaulting borrower.

account as an association and only one had joined a Micro-Finance Institution (MFI). MEDA did report that some of the VSLA are already organized into cooperatives, however. The project collaborated with a United Nations Development Program (UNDP) project to organize VSLA members into a cooperative which has been linked to an MFI. MEDA also reported that they have organized 153 producers into cooperatives so far and plan to organize another 200 into Rural Savings and Credit Coops (RUSCCO) in 2014.

All VLSAs keep their funds in double locked boxes, which require two individuals with keys to open. The stealing of boxes is always a risk so it will be important for groups to start bank accounts and/or register with an MFI so that they can regularly transfer the contents to safe location. The VSLA interviewed indicated that the reasons for not opening accounts yet were either that they did not yet have sufficient funds to open an account or were waiting for assistance to register their group officially. The project indicated that banks and MFI do have specific requirements that the VSLA were not yet able to meet, although it will work to accelerate linkages to banks and MFIs.

The evaluator highly recommends that this formalization of VSLA and producer groups receives substantial attention in the second half of implementation so that sustainability of children in education and out of child labor is assured. MEDA indicated that groups do not always want to become cooperatives but the groups met by the evaluator all asked for assistance to formalize in some way so that they will be eligible to access Government support, such as group workspaces.<sup>46</sup>

The evaluator only met one group of children organized into a Village Savings Association for Youth (VSAY). It is recommended that more such groups should be met with during the final evaluation. Children often work with their parents, who do not directly give children payment for any income they earn as a household. The children, therefore, felt that they did not have their own income to allocate to the VSAY. Objectively speaking, however, the money the parents provided was the result of the children's work so it belonged to them. Still, not all the children had their own income to allocate to the VSAY. The group meets once weekly and individual members have saved 94 birr "so far" as they were organized for less than six weeks. They indicated that they will use the money to buy stationary. The children were possibly not aware that the project provides the group with stationary for the VSAY. It is also possible that the children wanted to buy additional stationary beyond what the project provides. The evaluator cannot, however, ascertain this now as the evaluation field work is already completed.

It was quite difficult to ascertain the usefulness of the VSAY as the members preferred to talk more about their other needs. These included the desire to work fewer hours—one reported working 15 hours per day although some others worked fewer hours. The group also wanted to learn more about improving their weaving skills and obtaining a "modern loom." Business owners and parents also repeatedly mentioned that they would like to have modern looms and improved (ergonomic) chairs.

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<sup>46</sup> The Government provides support for cooperatives to obtain group work spaces.

## **b. Financial Literacy, Management Training**

*“We learned about savings, which we did not know before. I used to just waste money. Saving will be helpful for our future.” - VSLA member*

*“I am actively engaged in the committee. I have now understood how to save money and we discuss how to improve our lifestyle, our health and work.” - VSLA member*

VSLA and weaver or potato producer groups met during the evaluation indicated that they had received some training on subjects such as how to save, money management and/or business planning, basic bookkeeping and storage. Most VSLA/producer groups indicated that the training component on savings was useful. Examples of recommended savings techniques are to put aside a portion of earnings from every sale of weaving or other products. Other useful tips included planning and purchasing household items once a week, instead of on a daily opportunistic basis. At midterm, it is still early to assess the full usefulness and impact of other trainings, such as on management topics, so this will need more attention in the final evaluation.

District Government small enterprise/marketing specialists assisted with teaching the groups and indicated that they will continue to support the groups after the project ends. District Government interviewees did indicate that they felt the producer and VSLA association should become legal and have an “office” at KA level “to represent them and to manage their work.” The district would provide support to the legalized VSLA and producer groups at KA level as they cannot follow-up with all groups individually. In one location the district officials noted that this should already have been established and that they could not understand why it had not yet been done. It would, therefore, be important for the project to move forward quickly with registration and organization at KA level, as this will contribute to sustainability. According to the project technical proposal, linkages with formal financial service providers is an expected project outcome. The project will facilitate the legalization of VSLA groups into producer and saving and credit cooperatives depending on the maturity of groups and their desire/willingness.

Adult and youth (vocational) training participants mentioned in evaluation focus groups that they had saved their per diem to invest in livelihoods activities. They reported that this can contribute to kick-starting or improving their activities although, as indicated in Section 3.2.1.F on vocational training, not all are seeing substantial results yet.

### **3.2.3. Home-Based Microenterprises**

The project has included diverse activities to support economic empowerment of home-based weaving activities and potato grower microenterprises. Some petty traders are also benefitting through the VSLA initiatives. Home-based activities are focused on targeted households and on business owners who employ youth.

OSH activities with weaving business owners (BO) is primarily oriented toward improving working conditions for older children from age 14 through 17 to ensure that their work is no longer hazardous. Actions included training on OSH and working with BOs to redesign

and implement OSH workspaces. This also included organizing workspaces, reducing dust, improving daylight in work areas and painting walls white to improve light reflection. Work with BO and some targeted weaver households included provision of improved tools for spinning and winding thread. The project provides vouchers that can be used to subsidize the purchase of such improved equipment and working environments. The voucher system appears to be working well but more assessment of this system is still needed. The evaluator did not visit a large number of business owners so these economic empowerment components will also need more attention in the final evaluation. It is important to consider here that business owners usually have very small enterprises with rarely more than 5 weaving looms.

One workspace visited was particularly well organized and the business owner was very pleased with the result. He indicated that he was now weaving 10 items per week as opposed to only 5 before, which allowed him to reduce dependence on child labor. When asked to explain the reason for the increased number of items he explained, "I no longer waste time drinking and doing nothing. I work 8-10 hours per day and our work conditions have improved so I like the work."

In the same workspace, the evaluator noted a small ceiling opening with a transparent fiber glass "window" allowing more natural light to enter. In some other spaces visited, however, while the ceiling was somewhat improved to allow some opaque light to enter, it was still relatively dark in the room. The business owner of the darker room stated that he would prefer to have the ceiling light as in his neighbor's house. The project staff reported, however, that originally business owners did not want these ceiling lights indicating that it might be too bright in the room. Once they were used to the change, however, and saw the advantages of the added light in their neighbor's space they also want the same. Given how difficult it is for workers to adjust to new production and OSH techniques it is important to keep verifying whether additional changes can be introduced gradually. In fact, in the case of arts and crafts, as much daylight as possible is needed as long as it does not produce glare or heat the workspace too much. Keeping the ceiling light small as in the earlier mentioned workshop is one good solution. Other solutions include the introduction of the innovative Solar Bottle Bulb which provides a simple way to bring more natural light into dark spaces.<sup>47</sup> As the project will not be able to work with all business owners and targeted households to improve their workspaces, it will be important to organize field visits of business owners/weavers to the OSH reorganized workshops. A VSAY group interviewed indicated that most of their parents, for example, had not yet seen the improved workshops but felt this would be important. Renewed workshops can become "model workshops" to inspire other business owners to improve their workspaces.

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<sup>47</sup> The website includes a clear video demonstration on making the solar bottle bulb. A Liter of Light (2013). How to Build a Solar Bottle Bulb. Available from: <http://aliteroflight.org/index.php#prettyPhoto/0/>. (Website accessed 28 December, 2013)

All of the VSLA and producer groups met indicated that they want to have access to a joint work space.<sup>48</sup> In the case of weavers this meant a workshop where they can sit and work together as well as sell their products. In the case of potato growers this meant a storage space for the seedlings and/or potatoes for later sale. Joint weaver workspaces would, of course, facilitate the establishment of market linkages and monitoring of the existence of child labor by local Government. In one location the evaluator witnessed that construction of a storage space for potatoes was underway, including participation from some producer group members.

MEDA uses a mechanism of providing incentives to business owners in order to implement a code of conduct for voluntary self-regulation that includes implementation of OSH and no hazardous child labor. The incentives, such as a solar lamp or training, are provided in accordance with different levels of implementation. This type of mechanism will need further assessment at the time of the final evaluation.

Integrating at least some OSH with potato growers on safe agricultural techniques is important as older youth also tend to work in agriculture.<sup>49</sup>

#### **a. Value Chain Activities for Profitable Markets**

The project has started various activities to improve the value chain of weaver and potato growers. Many of these have already been described in previous sections because value chains are improved through a diverse set of activities including training, establishing VSLA and producer groups, reorganizing workshops and providing improved equipment and potato seedlings. The project intended to provide support to weavers in order to establish market linkages to high-end buyers and designers. This has, however, been challenging as the quality of the products of weavers targeted by the product is still relatively low. Their ability to meet the quality and quantity<sup>50</sup> required for such a high-end market is still likely to be limited for some time. Weavers will first need to be well organized and able to respond to orders consistently and in a timely manner. According to district Government representatives, issues such as the shortage of materials—including provision of cotton—also needs to be addressed. Women often do the spinning to supply the male weavers in the household with spun thread. The project has provided some weaver groups with much appreciated improved spinning equipment. As a result, trade linkages between spinners and weavers in the project areas are fairly straightforward although the project can still explore improvements where the spun cotton supply is limited.

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<sup>48</sup> MEDA indicated that some groups fear that they would have to pay taxes but has asked the district Marketing Office to talk to the groups to clarify the rules and regulations. This information was provided at the end of the fieldwork so the evaluator could not ask groups if such discussions with local Government had been helpful or not.

<sup>49</sup> The ILO has developed OSH for agriculture and resources can be accessed through their website.

<sup>50</sup> Buyers tend to purchase in lots of substantial quantity and not just a few meters or pieces as found on local markets. The entire delivery needs to be of the same exact design and quality as ordered. Designers may order special pieces but these, too, may need to be made in a timely manner and be of very high quality.

District officials in Arba Minch also indicated that a planned linkage to a textile factory could not be realized as it is too far away for the weavers' practical purposes. Sales of woven cloth are also affected by the hungry season as there is less money in circulation during this time and weavers have fewer clients. Some weavers thus requested extra support to improve sales during this season. The optimistic viewpoint on linking project weavers to high-end markets reflected in the project design now appears to be too ambitious.

Other unexpected issues on economic empowerment were also identified. The project design assumed that there would be three youths, on average, employed by business owners while the actual number is 1.2 youth on average.

The project has made some changes in economic empowerment approaches to ensure that overall goals on economic empowerment are still addressed. MEDA is doubling the number of business owners to be enrolled in the program so that sufficient youth will benefit. A reorientation to improve sales on local markets instead of mostly focusing on high-end markets is also underway. This will be important to improve the sales component of the value chain. Some local exhibitions have already been held and weavers reported having had good sales at these events. Exhibitions are occasional, however, and it is not certain if these will be sufficient to substantially increase incomes over the long term. While weavers can establish some contacts at these exhibitions, their ability to follow up and benefit from such contacts will also require good literacy and organization. As indicated in evaluation discussions with District Government Marketing and Cooperatives Office, the office can provide some support but this will be limited due to staffing and other resource limitations.

MEDA is also planning to intensify activities with weavers and youth to improve their organization skills, technology/tools, and workspaces for more effective market participation. Attempts to provide linkages to high-end markets will continue on a small scale with weavers that have potential. MEDA is also planning to strengthen their management team to improve follow up and ensure life of project results.

Potato growers interviewed for the evaluation were very positive about the results of project activities and indicated that they had been able to substantially increase production. Prior to the project, growers used indigenous potato seedlings, which had limited output, but with the improved seedlings they could obtain 1,000 kilos of potatoes from 100 kilos of seedlings. As a representative of one grower group stated, "Now we are no longer hungry." Some groups did indicate that they would also like to have support for other crops, such as wheat and/or carrots, although this would require substantial additional investment for the project.

Some district officials requested the development of an operations manual on implementing the project initiated economic empowerment approaches over the long term. Currently there is a manual on Micro and Small Enterprise development but this is too general and a more targeted manual, particularly for the weaving sector, is needed.

### 3.2.4. Awareness Raising

*“Child labor is bad because we cannot be educated and we suffer from illnesses. Before we had no rights but now we are aware that it is our right to learn here, even if our parents are still in charge” - Child*

*“We like to be with our parents but we were forced to live with someone else; that is not good for us.” - Child withdrawn from trafficking*

The project has been very successful in the area of awareness-raising among direct project stakeholders in project areas. The project provided training at national, regional, district level, KA and community level on child labor issues (See Section 3.3.2 on training with Government).

Awareness-raising was also mainstreamed in all project activities in schools, VSLA and producer groups. MCDP is implementing a radio listening activity on child labor and education. Community meetings are held in order to discuss child protection, including child labor and education. The radio programs are conducted in local languages and may also include children. Communities are organized to listen to the programs and hold discussions on the content. One VSLA mentioned spontaneously that these radio programs are useful. Such efforts help contribute to community mobilization.

The evaluator found that all interviewees/focus group members were able to adequately distinguish the difference between child labor and child work. Children in all locations could also cite at least some of the rights of the child as included in the UNICEF Convention on the Rights of the Child. Parents in some of the groups met indicated that they had learned better parenting techniques which were helpful.<sup>51</sup> Teachers, CPC members and volunteers all stated that they felt that awareness on child labor and education had improved, particularly through direct interactions with parents and children. Children and parents are well aware that the project is temporary and that parents will need to prepare to support their children post project. Despite these very positive findings, stakeholders indicated that awareness-raising needs to be scaled up to cover all community members and the wider society in general. Parents of children in the VSAY group interviewed still need to be specifically involved in awareness-raising as, according to the children, they are not yet sufficiently aware.

### 3.2.5. Gender Issues

While the project has included some attention to gender issues, this is an area that could still receive more focus. In Ethiopia, weaving is normally mostly done by men and boys although women are involved in spinning the thread. As a result, it was easier for the project to include boys as compared to girls. Girls are about 1/3 less likely to be included among the child beneficiaries. The girls in the evaluation focus groups had mostly been

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<sup>51</sup> The project includes some capacity strengthening on the positive parenting technique.

engaged in domestic work for others or (excessively)<sup>52</sup> at home, although some had also been in weaving. Some girls reported that they had been trafficked but had now returned home and been placed back in school.

The CPC are, by far, composed of more men as compared to women. Most CPCs met during the evaluation indicated that their KA had approached them and requested them to join the CPC as opposed to the project identifying them. While this means that local Government was well and actively involved, it also means that the project did not have a dominant role in deciding who could be invited to join the CPC. Given the type of individuals included in the CPC, it is not surprising that there are so many men, as women have fewer employment opportunities (see Section 3.1.3 on CPC composition). It is unfortunate, however, that the project was unable to sufficiently draw the attention of the KA to include more people such as informal women leaders and female teachers.

Among the volunteers, the gender balance is more equal although there are still more men represented. Reasons provided include the fact that literacy is required, which remains a challenge among Ethiopian women, especially in the rural areas. In all except one of the VSLA that the evaluator met, the number of men also far outweighed the women. In the producer groups the female members mostly appeared to be widows. In one VSLA group the men indicated that they wanted to include a sub-group of women spinners but that only men were organized. They indicated that there should be more specific effort to include women in all VSLA and producer groups. In another group, members indicated that MEDA tried to organize the women but they were initially not interested, although the group stated that “they may now have changed their minds.” In one group it was added that it is necessary to work on more awareness-raising regarding women’s role, as “They feel if the husband goes it is not necessary for the wife to go.” A MEDA representative indicated that they try to ensure that women are well represented in the VSLA and reports that the proportion of women is 40% as compared to men at 60%. MEDA did add that it may be necessary to ensure that staff is more trained on gender issues, including at “grass roots” level, to know how to ensure more participation of women. Prioritization of female headed households can also be implemented.

More boys (403) than girls (330) have been selected for the vocational/skills training although the imbalance is not glaring. More boys were included because they are more prevalent in weaving and agriculture.

### 3.3. EFFICIENCY OF PROJECT COORDINATION AND MANAGEMENT

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*“The management of the project is very supportive. They meet our needs and are very supportive.”* - District Government official

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<sup>52</sup> Not going to school, engaged in water and carrying firewood over long distances, etc.

Project partners World Vision, MEDA and MCDP all believe that working together as a consortium benefits the project. Each member of the consortium brings their own expertise to the project although all have multiple useful entry points. World Vision has experience in education and community level participation, MEDA in economic empowerment and MCDP in trafficking and various types of community level work. In the past, international NGOs in Ethiopia did not work intensively with the Government. Due to its long experience in the country, World Vision does, however, bring a good understanding of the issues that need to be considered to strengthen the enabling environment at local, regional and national level. Each project partner has learned from the other partners, though there is still room for improvement. There is some divergence between the partners and synergies that could be created through the consortium have not yet reached their full potential. Mutual recognition of each partners' strengths could be improved. The World Vision E-FACE team noted that project coordination with World Vision Headquarters is well integrated and efficient.

In some locations—especially in communities and among CPC, volunteers and VSLA members/producer groups—there is some confusion about the integration of the project partners. While some understood that E-FACE is a single project with three implementing partners, others referred to the project as the MEDA or the MCDP project. E-FACE was, for example, sometimes considered a separate project under World Vision. It is important to address this issue as, in the interest of sustainability, stakeholders need to understand the tightly integrated nature of actions to address child labor. At district level some local Government officials also indicated that greater synergy of actions between the project partners is needed. That is, Government stakeholders indicated that MEDA can exert additional effort to link livelihood interventions with the greater child labor initiatives. Where the partners are understood to be working together toward the common goal of eliminating child labor, it will contribute to a comprehensive understanding of the need for integrated measures over the long term. Given that ideally local Government would mainstream the actions in their different departments, it is useful for the project to model the synergy of actions.

The project is efficient overall and is accomplishing well with respect to resources used (inputs) as compared to qualitative and quantitative impact (outputs). In the case of MEDA, efficiency is somewhat affected by the limited vehicles and/or motorbikes to facilitate fieldwork. In fact, members of several focus groups—including district Governments, producer groups and VSLA members—requested MEDA to provide more intensive and frequent technical support for field level (community) activities.

Possibilities for adding more field staff also need to be explored to ensure the exponential enhancement of economic empowerment activities. Although adding more MEDA field staff might increase overhead, increasing the number of such staff would improve the quality of results regarding economic empowerment. It should be noted, however, that the Ethiopian Government also has regulations limiting the overhead costs of development projects. It will thus be necessary to explore various methods to address the issue of increases in MEDA field level staffing.

Discussions are needed in order to determine the exact reasons for delays for the approval of sub-grantee disbursements from MEDA to MCDP. The evaluator was unable to fully ascertain all of the issues causing the delays due to the short duration of the field work for the evaluation. Some potential issues were identified, although there were differences of opinion between MEDA and MCDP regarding the challenges. It is important that the partners discuss the issues together and find solutions to smooth the disbursements, no matter the causes of the delays. If needed to diminish any administrative issues and improve the disbursement process to MCDP, MEDA should provide more support in the form of training of MCDP staff on administrative reporting. MCDP can reinforce its function of controlling/reviewing the documentation before sending it to MEDA. A project as a whole, and not only its particular members, is responsible for the efficiency of its administrative procedures. This means that World Vision also has a role to play to ensure the smoothing of the disbursement processing.

In the case of World Vision, there are also some challenges with the number of staff members allocated to the different project components and for management. Administration and finance is managed through the World Vision ADP office that oversees the Gamo Gafo zone. The ADPs manage all administrative/finance activities in a particular World Vision area. Most of the fieldwork of the E-FACE project in the zone is, however, managed from the city of Arba Minch, which is 60 kilometers away. Several interviewees at Arba Minch district Government office and in the KA indicated that the distance over a very bad road<sup>53</sup> to the ADP office affected the efficient processing of disbursements. Funds and justifying documents need to be hand-carried to the ADP office, which also impedes time allocated to the work of field staff. World Vision has requested the allocation of one administrative/finance officer to Arba Minch to improve speedy processing of disbursements. The evaluator agrees that this request would help to address some of the challenges to process funding and reduce delays. It should be added that the ADP offices already have much work to implement other actions. E-FACE project administrative and finance work is perceived as an added activity on top of an already busy schedule. Project staff persons are vigilant, however, to ensure that processing is carried out as soon as possible.

The workload of the World Vision coordinators, facilitators and community workers is large.<sup>54</sup> The latter group works with as many as 1,000 children during recruitment, distribution, school renovations and supervision of the monitoring of child labor status. The staff indicated that, in fact, the number of facilitators should have been doubled, and one database clerk assigned for each of the project zones. There were several complaints concerning the time consuming nature of the monitoring data entry (see Section 3.3.3 for further details on the CMEP). Given the extent of the project education component implementation and the fact that the budget for year three has already been allocated, the evaluator does not recommend an increase in such staff at present.

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<sup>53</sup> The road is under repair but this may still take quite some time.

<sup>54</sup> The hierarchy of staff is senior staff in project headquarters, followed by coordinators, facilitators and finally community workers.

Some CPCs interviewed mentioned that they would like to participate more in project planning for potential actions. These groups also noted that delays in expected actions were not always explained. As a result they believed that some actions might have been canceled and asked the evaluator why the project was not implementing them. This issue arose particularly with reference to economic empowerment activities. Expectations in this area are very high from all those interviewed, including teachers, local Government, CPC, VSLA/producer groups and even some children. Children expressed concern that if the economic activities were not sufficiently successful they might have to drop out of school.

### **3.3.1. Linkages to Child Protection and Child Labor Elimination Efforts**

The project is the principal action on child labor in the specific project districts where it is being implemented. Project actions are, however, linked to Government activities undertaken by the Women Children and Youth Affairs Office,<sup>55</sup> which has the major responsibility for child protection. The education, police and justice departments also include attention to child protection issues. The project is working with these, as well as other local Government departments (see Section 3.3.2 for details).

#### **a. Coordination with Social Safety Net Programs**

Ethiopia has several social safety net programs including the Productive Safety Net Program (PSNP),<sup>56</sup> the Household Asset Building Program (HABP),<sup>57</sup> and the Graduation with Resilience to Achieve Sustainable Development (GRAD)<sup>58</sup> program. The project aim is to support target households to access such programs. The project is already implementing one key element by working with local Government to raise awareness of households regarding the existence of such programs and how to access them. District Government departments are, in fact, responsible for much of the implementation of these programs. In the case of the HABP, for example, KA government development agents are responsible for its implementation. In the case of GRAD, much of the work is implemented through NGOs but in collaboration with local Government. It should be stated, however, that these programs are not like broader conditional cash transfer programs seen in other countries. These programs are largely intended to help address shortfalls during periods of crisis such as “food deficit” periods. The PSNP is, for example, mostly oriented to drought-affected areas. It does focus on encouraging households to engage in production

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<sup>55</sup> At local level the name is the Women Children and Youth Affairs *Bureau*

<sup>56</sup> Productive Safety Net Programme (PSNP) (2013) Available from: <http://www.wfp.org/sites/default/files/PSNP%20Factsheet.pdf>. (Website accessed 3 December, 2013)

<sup>57</sup> World Bank (2013), Household Asset Building Program (HABP). Available from: <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIALPROTECTION/EXTSAFETYNETSANDTRANSFERS/0,,contentMDK:22573550~pagePK:210058~piPK:210062~theSitePK:282761,00.html>. (Website accessed 3 December 2013)

<sup>58</sup> Berhanu, Bemnet (2012). USAID, CARE launch GRAD Program. Addis Ababa: Capital Newspaper. [http://www.capitalethiopia.com/index.php?option=com\\_content&view=article&id=1283:usaaid-care-launch-grad-program](http://www.capitalethiopia.com/index.php?option=com_content&view=article&id=1283:usaaid-care-launch-grad-program). (Website accessed 8 December, 2013)

and investment and promote market development by increasing household purchasing power.<sup>59</sup> Able-bodied PSNP beneficiaries are required to engage in food for work activities such as building infrastructure. In the case of the HABP and GRAD, actions are also limited to certain geographic areas, which do not always include project localities.

While awareness of safety nets is a key so that households can take their own initiatives to try to access them, supporting direct linkages of households to safety nets (where they are available) is part of MEDA's work. So far, MEDA has concentrated on implementing its key project deliverables such as: developing the VSLA and productivity weavers and potato grower groups. Linkages to the safety nets programs, as relevant and available, still need to be developed. Beneficiary households' linkage to Government safety nets are the responsibility of MEDA. MEDA staff has indicated that most of the households they target are already in such safety net programs. They also pointed out that local Government is not accepting new households into its target list since existing registered households have not yet graduated. The Government has a waiting list of households that are vulnerable and not supported by any other NGO. MEDA will, nevertheless, provide the necessary local verification for possible linkages with local Government at woreda level. In some of the communities, CPC<sup>60</sup> and parents<sup>61</sup> indicated that targeted households are not included in any other safety net programs. Where targeted households are not on any of the available safety net lists, it would be useful to work with local Government to include these families. World Vision as lead will follow up the realization of the linkages supported by MEDA with the Government safety nets. It is recommended that MEDA work with the World Vision child/social protection specialist to further develop this component in a synergistic manner.

## **b. Birth Certificate Disbursement**

While some achievements on social protection have been attained such as awareness-raising on available safety net schemes, some challenges remain. The project was to provide support for obtaining birth certificates to ensure that households can access social safety net services and to verify age for law enforcement purposes. The Government has issued a vital event proclamation to facilitate issuance of birth certificates but the infrastructure and staffing is not yet in place in all the target woredas. The project may not meet the exact target number of woredas where birth registration certificates are issued/delivered by a competent authority in years subsequent to birth. This indicator may need to be adjusted in accordance with the realities.

According to the original project planning, a draft proclamation enabling vital events registration was to be developed by the Government with project support. The proclamation has been approved but it is not yet ready for implementation. It should be

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<sup>59</sup> Productive Safety Net Programme (PSNP) (2013). Available from: <http://www.wfp.org/sites/default/files/PSNP%20Factsheet.pdf>. (Website accessed 3 December, 2013)

<sup>60</sup> Such as in Waraza Gerera in Wolaita

<sup>61</sup> Such as Delbo KA in Wolaita

noted that the Government does not actually require birth certificates to access such services because there is recognition of the challenges in obtaining them. The project does, nevertheless, believe that birth certificates are still important. Birth certificates provide necessary proof of age in court cases regarding trafficking and other instances of child labor. This is particularly vital as business owners may lie about the age of the child whom they employ.

The project was, however, able to work with urban municipalities in the urban areas of Addis, Arba Minch and Soddo Town to obtain registration certificates for the target children based on verification in KA and communities. Certificates were even provided for children in areas surrounding project sites while charges were reduced from 150 Birr to 30 Birr with photos provided through the project. The project staff supported the process which was time consuming and did take them away from other project activities.

### **c. Child Protection: Development of Child Safe Woven Product Certification Standard**

MEDA is the project partner primarily responsible for the development of a Child Safe Woven Product Certification Standard. MEDA reports that the establishment of the system is more complex than initially estimated. With project support, a group of 13 designers have joined together as an association in order to start and eventually implement the certification system. The association will start discussions on how to plan and implement the certification system in 2014. Unfortunately, however, several issues have already been raised that have slowed down the development of the system and may impede full effectiveness. The Government is not yet actively involved in the process. Given the role of Government departments specializing in marketing down to local levels, their role is essential to ensure that the system becomes widely promoted and accepted. Partnerships will need to be established between all key stakeholders from designers, exporters, producers, to relevant Government staff.

As the project document indicates, inspiration can be obtained from the GoodWeave rug certification example. GoodWeave does not, however, work in Ethiopia.<sup>62</sup> The project document also refers to the International Social and Environmental Accreditation and Labeling Alliance (ISEAL). ISEAL provides support and training on certification, offers membership for certified sustainability systems and is linked to Fair Trade Organizations. While inspiration and advice can be obtained from the GoodWeave example and ISEAL, the evaluator recommends that linkages to Fair Trade initiatives in Ethiopia and linkages to the World Fair Trade Organization (WFTO)<sup>63</sup> may also be helpful. WFTO requires members to adhere to ten principles, which include Principle Five stating that members

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<sup>62</sup> GoodWeave (2013.) Where GoodWeave Works (tab under About GoodWeave). Available from <http://www.goodweave.org/>. (Website accessed 20 December, 2013).

<sup>63</sup> World Fair Trade Organisation (2013a) About Us. Available from <http://www.wfto-africa.org/>. (Website accessed 21 December, 2013).

are required to ensure that no child labor and forced labor is used.<sup>64</sup> The WFTO website includes a handbook which describes their action process.<sup>65</sup> Examples of WFTO certified groups<sup>66</sup> working on weaving in Ethiopia include Connect Goods,<sup>67</sup> which works with women weavers, Sabahar<sup>68</sup> and Muya Abyssinian Crafts.<sup>69</sup>

### 3.3.2. Coordination with Government and Community Structures

One of the project's strongest areas is the coordination with government and community structures. Of course, much more work needs to be done to complete ownership and ensure mainstreaming of actions to the extent that local Government budgets allow. The evaluator has noted that sometimes mainstreaming is viewed as a cure-all to ensure that a particular development effort is sustainable. Full and effective mainstreaming of all project components does require a substantial investment, however, which in the context of Ethiopia cannot yet be anticipated. A certain level of mainstreaming can be expected, particularly in subject areas that do not require a great deal of additional funding. Details regarding potentially sustainable project elements are included in Section 3.4.

As has been already indicated, the project worked with the local Government since its inception and continues to do so for planning, training, implementation and monitoring. No project can claim full credit for passing any Government legal or policy frameworks but the project did contribute to facilitating the adoption of the National Action Plan Eliminate the Worst Forms of Child Labor (NAP). The project provided support for discussion groups and a national consensus building exercise. Representative of various government offices, NGOs, the Ethiopian Workers Union, the Ethiopian Employers' Confederation and community representatives were included. The project continually encouraged adoption of the NAP in various other settings including the project through the Technical Working Group and directly with the MOLSA State Minister. During the evaluation, MOLSA representatives also expressed appreciation for the printing of multiple copies of the NAP for wider distribution but it still needs to be widely disseminated by MOLSA.

During the evaluation the evaluator met with several district Government groups representing all of the key project partners (see Annex 3 for a list of the district groups

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<sup>64</sup> World Fair Trade Organisation (2013b). Ten Fair Trade Principles. Available from [http://www.wfto.com/index.php?option=com\\_search&Itemid=99999999&searchword=principles&submit=Site+Search&searchphrase=any&ordering=newest](http://www.wfto.com/index.php?option=com_search&Itemid=99999999&searchword=principles&submit=Site+Search&searchphrase=any&ordering=newest) (Website accessed 21 December, 2013)

<sup>65</sup> World Fair Trade Organisation (2013c). WFTO Guarantee System Handbook. Available from [http://www.wfto.com/index.php?option=com\\_content&task=view&id=1944&Itemid=393](http://www.wfto.com/index.php?option=com_content&task=view&id=1944&Itemid=393). (Website accessed 21 December, 2013c).

<sup>66</sup> At the time of writing the first draft of the current report, it is uncertain if MEDA is already aware of these groups.

<sup>67</sup> Connected Fair Trade (2013). Our Fair Trade Artisans. Available from <https://www.connectedgoods.com/Fair-Trade-Artisans.html>. (Website accessed 20 December, 2013).

<sup>68</sup> Sabahar (2013) Ethiopian Textiles Woven with a Social Thread. Available from <http://sabahar.com/> (Website accessed 21 December, 2013)

<sup>69</sup> Muya Abyssinian Crafts (2013) Home Page. Available from <http://muyaethiopia.net/>. (Website accessed 19 December, 2013)

met and the departments they represented). Representatives of each of the district departments voluntarily cited the efforts and linkages their office had to the project. These ranged from the self-evident Education and Women and Youth offices to the police (trafficking issues), Agriculture (potato growing), and the Marketing and Cooperatives Office. As one official indicated, “We each have our own responsibilities so we all went into the communities to implement activities through our decentralized chain and worked accordingly with the local people.”

The project also worked with CPC, KA and district Government to develop KA by-laws on child labor. Some districts have already widened the adoption of the by-laws to cover their whole district.<sup>70</sup> The by-laws include elements such as the “punishment of employers who do not release a child who is working for them.” As representatives of one CPC indicated, “We tell them that it has been decided at KA and woreda level. So we are firm with them and it is difficult for them to refuse to release the children as it is official.”

To ensure good integration, the project also established project steering committees at all levels, from national to zonal, to district and KA. At national level there is a technical committee which meets quarterly to discuss project progress. The technical committee is overseen by a MOLSA Director. Meetings are held quarterly at zone and district level during which the project partners share progress and Government sector departments share their own activities, indicating areas where various activities can be improved. Local Government staff members indicated that such meetings are useful, sharing comments such as, “All of the project staff is working together with us. Every 3 months we investigate how the project is doing. We know each and everything that has happened in this project.” In a different district an official indicated the extent of their direct involvement with financial verification of project implementation.<sup>71</sup> The official indicated, “We check the physical and financial report of the project and their budget. We check what they put on the ground, what they have contributed to the community and whether they have really done what is on paper.”

Government staff also indicated that they appreciated the capacity strengthening training on child labor and trafficking issues that they received through the project. At national level, an important component has been the training of 305 labor inspectors on special guidelines on child labor inspection up to the time of the evaluation. The guidelines were developed and approved by MOLSA (see Table 1). MOLSA representatives and some district labor inspectors specifically expressed appreciation for this training.

The police met during the evaluation particularly valued the training on trafficking. As some indicated, “The training for police officers has been very effective at road checkpoints and bus stations. Many children have been sent back home. In all villages there is community policing, they were also trained and help us stop trafficking.” In Arba

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<sup>70</sup> The exact number was not immediately available during the evaluation and would need to be verified further by the project.

<sup>71</sup> Ethiopia is relatively strict in terms of monitoring the work of development agencies in their respective areas to ensure that they actually implement their actions as agreed.

Minch, police reported that 8 trafficking brokers have been charged so far and several convicted with penalties ranging from financial to 5 years imprisonment. The police indicated that they believe these examples are already serving as a deterrent to others.

Various stakeholders did indicate that direct linkages need to be established between the local Government in Addis Ababa and CPC in the communities where trafficked children are returned. As children are returned, they can then be more adequately reintegrated and followed up over the long term in their home villages. Of course, this only applies in communities where CPCs have been established.

Several district committees used phrases that indicated that they do feel ownership of some of the project actions. In one example, an official stated, “We have committee at community level and we are managing that. We also have the volunteers, each is following 30 children.”

There are, however, some challenges that have had an impact on the project, including at national level. The most important challenge is the frequent staff turnover in Government. Staff is not only moved to any other location in the country but may also be switched to a completely different subject area. Ideally a system needs to be developed to ensure that, over the long term, new Government staff members are trained in these subjects. Linking to the Ministry of Capacity Building (MCB) to develop such a system is thus recommended. A practical guide describing the key issues and processes to address child labor would need to be an essential part of any handing over to newly assigned staff. The project has already developed a guide on mainstreaming child labor into the education sector but a more general document that highlights the key points for mainstreaming in each Government area would be useful.

The project is already conducting workshops on the implementation of mainstreaming the child labor and trafficking guide into the work of the education programs from school children’s clubs to the district offices. Encouraging relocated staff to promote attention to child labor and trafficking in their new positions would also be very useful.

### **3.3.3. Comprehensive Monitoring and Evaluation Plan**

The grantee and sub-grantees are following the procedures and using the tools set in the CMEP. The grantee and sub-grantees all believe that the CMEP is useful for the project management. As one staff member indicated, “The CMEP is alive; we use it in our daily implementing activities. Without it we cannot do anything.”

While all concerned indicated that the CMEP was initially difficult to understand, they find it more suitable than the older Logical Framework Approach (LFA) that they had used before. Senior staff noted that LFAs were never used as a guiding document but only for reporting purposes. The increased focus of CMEP on context, outcomes and impact as opposed to outputs is more useful to help attain the overall project objective of eliminating child labor. As one staff member also indicated, “in the past there was comparatively

greater emphasis on monitoring direct withdrawal and prevention of child labor as compared to other project activities.”<sup>72</sup> While this emphasis on child labor status remains important, too little attention was previously paid to monitoring supporting and sustainability oriented project actions. The project staff also noted that the CMEP provides more insight into the Theory of Change underpinning the project.

Senior-level project staff provided other well worded comments on the CMEP so these are included in entirety here, “With the CMEP approach data collection starts right at the beginning of the project and forces the project staff to focus on the key project areas. Using the CMEP helps us to understand the causes and effects. Why we are behind and ahead. It also helps the staff to understand the project much better. They cannot deviate from the CMEP framework and have to use it during planning and reporting. They focus on the fundamental project elements and its outputs and outcomes.”

The grantee and sub-grantees particularly noted the usefulness of the joint CMEP development workshop. The workshop was conducted with support from monitoring and evaluation specialists during the project inception period. Jointly working on the development of the CMEP helped staff to understand the system and the relationships between the different project results. The grantee and sub-grantees did indicate that it was challenging to summarize all of the elements briefly so that they could each fit in individual boxes and to place them in a suitable hierarchy. The senior project staff also needed to provide intensive training to project field staff and continue to provide technical support.

The CMEP is well linked to the detailed implementation plan and the annual work plan. The outcome measurement framework is the main practical guiding document but progress towards outcomes and overall impact is reviewed. Management decisions take the monitoring-based information into account. Monthly meetings of the three partners are conducted where monitoring and progress are discussed and next steps planned. Three-monthly monitoring reports indicate the project progress for each intervention. The semi-annual Technical Project Reports (TPRs) are based on the CMEP, including indicators at output and outcome level. The partners also undertake joint field visits and make decisions and “address the urgent issues that we find on the spot,” The project components as reflected in the CMEP are also referred to for planning content of project knowledge base/research activities.

Some project staff did request a refresher training and joint review of the CMEP at its midterm in order to assess full continued appropriateness of its components. They felt that some parts were too complicated. The evaluator does support this suggestion since the CMEP is relatively new and additional more in-depth lessons can be learned than was possible in the current evaluation. There were also some comments that more of the budget needed to be allocated to operating the CMEP as it requires more resources to implement correctly than the old monitoring system. Some grantee and sub-grantee staff

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<sup>72</sup> Especially in its worst forms.

indicated that there are too many forms but that it is very difficult to decide which forms could be eliminated as all are useful in different ways.

#### **a. Child Labor and Education Status, Collecting Other Reliable Data**

Interviewees consider the overall monitoring for the education component to be adequate. Teachers reported, for example, that a project staff member visits them weekly. As already indicated in Section 3.3, different stakeholders requested additional field staff to conduct technical support/monitoring visits by MEDA.

The volunteers were selected by the community. The volunteers meet with target households twice a month for child and household monitoring purposes. Parent members of VSLA groups also confirmed that they were regularly monitored, indicating points such as, “We are monitored regularly to see if our children are in school. We report to the volunteers and they also come to see us regularly.”

Field level stakeholders, such as volunteers for example, who monitor the status of the project beneficiaries, also use CMEP tools. Almost all such stakeholders indicated that the forms are good and not too complex. The project did, however, note that it was always necessary to provide close guidance and verification to ensure that volunteers collected and filled in the required information correctly. Several volunteer groups indicated that, in addition to project staff, KA officials also verify the work of the volunteers. This finding supports the senior project staff assertion that they worked with local officials to determine the best community monitoring mechanisms and tried to involve them in the monitoring.

Forms are used to assess child labor and education status. Volunteers stressed that some important health questions were also included although they deplored that the project did not provide health support (see also Section 3.1.2). One volunteer indicated that they also look for signs of physical abuse, which they report to the police. The volunteer indicated they had identified a case of rape and that the person responsible was “now in jail for ten years.”

There could be some adjustments of the CMEP to further benefit and streamline the data collection process, particularly with respect to child and household monitoring. Computer data entry is very long, taking 10-12 minutes per child being monitored. Field staff complained that the data entry takes too much time away from actual fieldwork. Reduction of questions does not appear easily feasible, however, given the amount of information that is required. Questions on literacy training could perhaps be removed as literacy is not ultimately included in project actions while some targets have already been reached and could be removed. Such changes would not result in a major reduction in time needed for data entry.

Some elements of the software to enter data are not working effectively. This includes some non-functioning data tabs while the “save” function after completing coding does not always work. The project has met with the consultant who developed the database to

improve the system but is still waiting for the updated format. One staff member, therefore, stressed, “There really needs to be an improvement in the system so that it works smoothly and it is easy to enter the data.” The project reported that a consultant is updating the database and the final version will be launched soon.

The only other consideration might be to test the use of computer tablets to collect data, as MEDA has already started doing. A MEDA staff officer showed the evaluator how they are now using the tablets to enter their data. For other project activities (by World Vision and MCDP) field staff could, for instance, enter data collected by volunteers directly on the tablets. Given the cost of such tablets, it would not be realistic for all volunteers to have a tablet at this time. Given that field staffs need to review the forms before they are passed on for data entry it may not take much more time for them to enter the data at field level, especially if an expert structures the process to simplify entry. Field staff could also enter other data on various project activities into the tablets. Internal data control systems would then also provide direct feedback to the field staff if they do not enter the data correctly. When the field staff is near a wireless connection, data would also be immediately added to the project database which would save much time as compared to the current data entry system. Although it may not be possible to implement such a system throughout the project at midterm, it can still be useful to pilot test such a system for future reference and other projects.

One of the challenges for volunteers and field staff is that project children sometimes relocate and it is difficult to determine their new location.

There are some practical issues that need to be considered to ensure that data is collected and analyzed correctly so that double counting of households is avoided. The evaluator noted in another project—not USDOL financed—that there had been double counting of some households in the livelihoods component as women and men were using different names. In Ethiopia, also, women keep their own names, but when CPC members and volunteers refer to families they use the man’s name. Women may, however, register to participate in training or other activities in their own name. It will be important to ensure that all access to project support, including training attendance, is entered using a code identifying households.

Across the project, volunteers have an average of 30 children to monitor. Some volunteer groups indicated that they are responsible for too many children to track and provide guidance although others indicated that they could handle the numbers. Several volunteers stated points such as, “this is our problem so I have to manage this.” Volunteers in such cases tended to see themselves primarily as monitors who would give some awareness-raising to households from time to time if a child was absent from school or found in child labor. Volunteer groups who complained described their tasks as monitoring, guiding and *mentoring* children and households. It is not entirely apparent

why some groups felt that they should also acts as mentors and provide psychosocial counseling while others did not.<sup>73</sup>

Teachers also have a special checklist which they use to monitor the project children. Information is collected on absenteeism, the use of the school materials provided by the project, and their education progress.

The evaluation found only very few instances where project children were (still) engaged in child work or labor for more than 1-2 hours per day. Most children did some light domestic work at home but some younger children still carried water and firewood. A few children did some weaving for a maximum of 30 minutes to 2 hours a day but such children were over 12 years old. One 15 year old boy in a youth savings group did report that he still works 15 hours a day and had tried to convince his father to allow him to work less. The father refused saying that the child had been “brainwashed”<sup>74</sup> by the project. One 13 year old girl also stated that all the adults in her family of 10 people work so she has to do all of the household work for the whole family when she comes home from school, adding that she had “no choice as someone has to do it.” This comment does highlight the difficulties regarding domestic work in children’s own family. If children do not help their parents, especially their mothers, the burden falls entirely on women who already have many other economic and household tasks. While child labor projects cannot address all issues, linkages to agencies providing labor saving devices such as low energy cooking stoves and the establishment of village woodlots, water points could be explored.

### 3.4. SUSTAINABILITY AND PHASE-OUT

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*“We will be able to keep our children in school with this help but now we are not yet ready.” - Parent*

*“No matter whether we like it or not, we have the duty to continue to educate our children.” - Parent*

The project has a sustainability plan in place as integrated in the project design and updated with feedback from the CMEP. The project has been working towards sustainability from inception through the high focus on capacity strengthening of stakeholders and early involvement of local Government. The economic empowerment component will be vital for sustainably keeping children out of child labor and in education. The project education component is proceeding well even if the vocational training could still be strengthened (see Section 3.2.1.F). While Government structures are exhibiting ownership, some district Government officials did indicate that they felt communities still see the project too much as “something that is being done for them instead of taking ownership.” It will thus be important for the project to continue to stress

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<sup>73</sup> The evaluator found that volunteer groups met in the second half of the mission considered that they had a mentoring role while those met earlier in the mission did not mention this. It was too late to verify with the groups met earlier why they felt their role did not include mentoring.

<sup>74</sup> The interpreter used an Amharic equivalent that he stated had the same kind of meaning.

independence and community ownership in the remaining project period. The project awareness-raising methods should continue and radio programs scaled up in order to reach the wider public even where discussion groups are not possible. Special attention to the existence of bylaws and reporting on prosecuted cases of trafficking would be useful.

The project can provide support for a smooth phase-out and increase sustainability through its already planned activities. Capacity strengthening of stakeholders can be continued. Intensive focus on economic empowerment will now be needed during the remainder of project implementation while not ignoring other ongoing activities. Linking project communities not only to existing safety nets but also increasingly to other development agencies, NGOs and MFIs in the project areas will be important. Developing an Operations Manual on Economic Empowerment at District level will be useful. Replicating actions such as the experience-sharing workshop will also contribute to sustainability.

Most evaluation interviewees indicated that they did believe that the existing project beneficiaries will not return to child labor but that this is contingent on the effectiveness of the economic empowerment component. In several groups children themselves said that they will refuse to go back to child labor although they admitted that continued poverty could still be a problem. A few children in some groups did indicate that they thought they might have to return to child labor after the project ends but this was limited to about 1-2 out of every 10 children interviewed. Teachers in one school stated that they thought “maybe 50% of the children would go back to child labor as some parents cannot buy even a single exercise book.” There were also some children who indicated that they were happy to be in school but that they worried about their parents as “they have to work very hard.”

The community based monitoring and reporting system may transition into a full-fledged Government child labor monitoring system. The system is supported through the bylaws that have already been established in several locations. The project is planning to work with the KA and at district level to formalize the system and link it to the larger child protection referral system established under Ministry of Women and Youth Affairs.

## 4. CONCLUSIONS, LESSONS LEARNED/GOOD PRACTICES AND RECOMMENDATIONS

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The project is quite successful so far, particularly in terms of education, working with Government and local stakeholders and providing capacity/institutional strengthening. Very useful economic empowerment activities are underway but will need to be intensified in the second half of the project in order to increase the potential for sustainability.

### 4.1. Key Lessons Learned and Good Practices

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The project has learned quite a few lessons and is implementing different good practices. Many of these are mentioned throughout the report. Some of the key lessons learned and good practices are summarized in the current section.

- 1) The early involvement of district and sub-district administrative units in planning, capacity strengthening and regular review meetings have contributed to interest in the project and potential for sustainability. Direct involvement of district and KA offices in the implementation of different project activities has also been similarly useful.
- 2) The process used for the identification of the children was effective as a result of being based in communities but with the inclusion of close involvement of local Government staff. Local Government vetted the selection. This joint early process helped to contribute to emerging ownership identified at district level.
- 3) The project methodologies for teacher training on classroom management, activity-based learning and other education elements are very useful and effective.
- 4) When planning a project design it is important to review the quality of local production by target groups prior to planning for linkages to high-end markets.
- 5) The use of the CMEP to keep the project focused beyond outputs and consider outcomes/impact is useful and also provides opportunity for useful feedback of results back into management decisions.
- 6) Training for VSLA on how to save even from a small income, planning and other financial management is useful.
- 7) Potato seedling introduction as an income generating activity is useful in the project areas. Likewise, introduction of improved equipment for spinners/weavers is useful.
- 8) Developing OSH together with business owners in weaving workshops is possible and useful to improve conditions and may also contribute to improved quantity of production.

- 9) Development of child labor free certification systems is more complex than may be initially thought. The development of such a system requires collaboration and input from a wide range of stakeholders.

## 4.2. Key Recommendations

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The project should continue the successful activities undertaken until the interim evaluation as detailed in the evaluation report. Ten key recommendations are listed in Section 4.2 while these and additional important recommendations are included in Annex 1. The key suggested implementing entities are indicated between parentheses.

### **a. Management and Coordination**

- 1) For the remainder of the project, enhancement of synergies and display of project partners' joint project implementation is recommended. The modeling of synergies created by working together towards the common goal of eliminating child labor will contribute to a comprehensive understanding of the need for integrated measures across Government offices over the long term. (Project)
- 2) Provide a refresher training and joint review of the CMEP at its midterm in order to assess continued appropriateness of all its components and draw out further lessons learned and project good practices. (Project, USDOL)
- 3) Explore possibilities for adding more field staff to MEDA to ensure the exponential enhancement of economic empowerment activities and subsequent community level sustainability.
- 4) Provide more intensive technical and follow up support to VSLA and producer groups. (Project)

### **b. Economic Empowerment**

- 5) Focus highly on the economic empowerment project component to accelerate movement towards attaining the maximum sustainability of project actions at community level. Special attention should be given to business service training; occupational safety and health/keep safe training; work place condition improvement; linkages for market access for both local and high end markets; material/equipment inputs for weavers; certification of child labor free weaving system. (Project, Government, business owners/marketing entities, youth and households)
- 6) Provide substantial attention to the formalization of VSLA and producer groups receives substantial attention in the second half of implementation so that sustainability of children in education and out of child labor is assured. Project, Government, business owners/marketing entities, households.

- 7) Organize field exchange visits of weavers to business owners/weavers of OSH reorganized workshops. Such workshops can become “model workshops” to inspire other business owners to improve their workspaces. (Project, model workshop owners)

#### **c. Social and Child Protection, Education and Child Labor Actions**

- 8) Develop linkages between the local Government in Addis Ababa and CPC in the communities where trafficked children are returned. Explore the potential of using mobile phones to send and receive messages. (Project, Government, CPCs)
- 9) Where targeted households are not on any of the available safety net lists in the districts, it is recommended that MEDA work with the World Vision child/social protection specialist to further develop linkages to government social protection safety nets. (Project)
- 10) Improve gender focus by working to include more women in VSLA and potato producer groups. Also increase awareness of gender issues including of project field staff. (Project)
- 11) Ensure that duration of vocational training in hours is sufficient to obtain useful competence in the subject of the training. (Project)

#### **d. Capacity and Institution Strengthening**

- 12) Integrate community-based child labor monitoring into Government child protection referral scheme. Integrate CPC and volunteer groups to maximize efficiency and representation of community members. (Project, Government, CPC/volunteer groups)
- 13) In the interest of sustainability, the project needs to ensure that all stakeholders understand the tightly integrated nature of actions to address child labor stakeholders. This includes understanding the implementing partnership of WV, MEDA, and MCDP.
- 14) Develop an operations manual on implementing the project-initiated economic empowerment approaches over the long term. (Project, Government)
- 15) World Vision, MEDA and MCDP continue to stress independence and community ownership in the remaining project period. (Project)

## **ANNEX 1: DETAILED OVERVIEW RECOMMENDATIONS**

### **Management and Coordination**

- 1) For the remainder of the project, enhancement of synergies and display of project partners' joint project implementation is recommended. The modeling of synergies created by working together towards the common goal of eliminating child labor will contribute to a comprehensive understanding of the need for integrated measures across Government offices over the long term. (Project)
- 2) Provide a refresher training and joint review of the CMEP at its midterm in order to assess continued appropriateness of all its components and draw out further lessons learned and project good practices. (Project, USDOL)
- 3) Monitor overall increases of ECCE attendance, not just of project children, to better judge the wider impact of the ECCE component.
- 4) Explore possibilities for adding more field staff to MEDA to ensure the exponential enhancement of economic empowerment activities and subsequent community level sustainability.

Explore the possibility of field-testing the use of computer tablets to collect data, as MEDA has already started doing in at least one project site. Closely document the process so that lessons learned/good practices can be shared with future projects. (Project)

- 5) Provide more intensive technical and follow up support to VSLA and producer groups. (Project)
- 6) If needed to diminish any administrative issues and improve the disbursement process to MCDP, MEDA should provide more support in the form of training of MCDP staff on administrative reporting. MCDP can reinforce its function of control/review of documentation before sending it to MEDA. A project as a whole, and not only its particular members, is responsible for the efficiency of its administrative procedures. This means that World Vision also has a role to play to ensure the smoothing of the disbursement processing.

### **Project Start-up**

- 7) The process of identifying children should be replicated in other projects. It will be necessary to assess the ability of local Government in other countries to play a similarly involved role. (USDOL, other development and implementing entities)

### **Economic Empowerment**

- 8) Focus highly on the economic empowerment project component to accelerate movement towards attaining the maximum sustainability of project actions at community level. Special attention should be given to business service training; occupational safety and health/keep safe training; work place condition improvement; linkages for market access for both local

and high end markets; material/equipment inputs for weavers; certification of child labor free weaving system. (Project, Government, business owners/marketing entities, youth and households)

- 9) Provide substantial attention to the formalization of VSLA and producer groups receives substantial attention in the second half of implementation so that sustainability of children in education and out of child labor is assured. Project, Government, business owners/marketing entities, household
- 10) Involve the Government actively in the child labor free woven products certification process, particularly through the Marketing and Cooperatives and Women and Youth Departments/Offices. Also establish partnerships between designers, exporters, producers, and relevant Government staff will need to be established. Establish linkages to Fair Trade initiatives in Ethiopia and linkages to the World Fair Trade Organisation (WFTO)<sup>75</sup> to obtain guidance and support for the development and implementation of the child labor free certification. (Project, Government, businesses/marketing entities)
- 11) Explore potential for organizing offices/meeting space for producer groups and VSLA at KA level to represent members and manage Government and market linkages. (Project, VSLA and producer groups, Government)
- 12) Keep verifying whether additional changes can be introduced gradually as business owners/households adjust to new production and OSH techniques. (Project)
- 13) Organize field exchange visits of weavers to business owners/weavers of OSH reorganized workshops. Such workshops can become “model workshops” to inspire other business owners to improve their workspaces. (Project, model workshop owners)

#### **Social and Child Protection, Education and Child Labor Actions**

- 14) Develop linkages between the local Government in Addis Ababa and CPC in the communities where trafficked children are returned. Explore potential of using mobile phones to send and receive messages. (Project, Government, CPCs)
- 15) Ensure that duration of vocational training in hours is sufficient to obtain useful competence in the subject of the training. (Project)
- 16) Provide tutoring for children being prevented from child labor from the earliest project stages in accordance with children’s needs. (Project, schools, Government education office)
- 17) Address the high work burden of removing children from hazardous domestic work for women who already have many other economic and household tasks, and explore the potential of establishing linkages to agencies providing labor saving devices such as low energy using cooking stoves and the establishment of village woodlots, water points. (Project, Government, relevant NGOs/other civil society organizations)

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<sup>75</sup> World Fair Trade Organisation (2013a) About Us. Available from <http://www.wfto-africa.org/>. (Website accessed 21 December, 2013).

- 18) Where targeted households are not on any of the available safety net lists in the districts, it is recommended that MEDA work with the World Vision child/social protection specialist to further develop linkages to social protection safety nets. (Project)
- 19) Improve gender focus by working to include more women in VSLA and potato producer groups. Also increase awareness of gender issues including of project field staff. (Project)
- 20) Continue project awareness-raising methods and scale up radio programs to reach the wider public even where discussion groups are not possible. Special attention to the existence of bylaws and reporting on prosecuted cases of trafficking would be useful in such programs. (Project, media organizations, police/justice, project target groups/CPC/ volunteers, other relevant entities)

### **Capacity and Institution Strengthening**

- 21) Disseminate the National Action Plan on Child Labor. (MOLSA)
- 22) Integrate community-based child labor monitoring into Government child protection referral scheme. Integrate CPC and volunteer groups to maximize efficiency and representation of community members. (Project, Government, CPC/volunteer groups)
- 23) In the interest of sustainability, the project needs to ensure that all stakeholders understand the tightly integrated nature of actions to address child labor stakeholders. This includes understanding the implementing partnership of WV, MEDA, and MCDP.
- 24) Develop a system, including a “hand-over” guide on implementing child labor and trafficking, to address the high turnover of Government officials. It is recommended that strong linkages to the Ministry of Capacity Building (MCB) be established to ensure that such a guide is integrated in capacity building efforts. (Project, Government)
- 25) Provide a shortened manual for trained teachers to use to teach other teachers about the activity-based learning skills. The manual needs to include guidelines for observation sessions where teachers who are learning the methods can observe how the trainer teachers implement the methods. It should also include guidelines for trainer teachers to use when doing observation-support sessions in the classes of other teachers. (Project, Government)
- 26) Develop an operations manual on implementing the project-initiated economic empowerment approaches over the long term. (Project, Government)
- 27) Develop a short manual for trained teachers on *how* to train other teachers on pedagogical methods learned with project support. This should include practical demonstrations of already trained teachers in their own classrooms. (Project, Government)
- 28) Ensure that Government education monitors verify the actual use of activity-based learning when visiting schools, including of pedagogical corners. (Project, Government)

### **Final Evaluation**

29) The final evaluation needs to spend substantial time on analyzing the following:

- psychosocial support being provided by teachers and volunteers as relevant
- Vocational/skills training for youth
- VSAY
- OSH related project activities
- (Other) actions with business owners
- Usefulness of management training for producer groups and VSLA.  
(Project, USDOL, headquarters project partners)

## ANNEX 2: OVERVIEW OF PROJECT PROGRESS

TIC= Total results are cumulative; TIN= total results are non-cumulative  
 Acronyms: PIC= Partial results are cumulative with regards to the previous period; PIN= Partial results are non-cumulative with regards to the previous period;  
 CL= Children engaged in child labor; CAHR= Children at high risk of entering child labor

Area	Outcome Indicator	Target/ Actual	Progress as of October 2013	
<b>Education: Common Indicators</b>	<i>E.1 # Children engaged in or at high-risk of entering child labor provided education or vocational services (per sex and age)</i>	LOP Target	20000	
		Actual	18459	
	<i>E.2 # Children engaged in or at high-risk of entering child labor enrolled in formal education services provided education or vocational services (per sex and age)</i>	LOP Target	15251	
		Actual	14764	
	<i>E.3 # Children engaged in or at high-risk of entering child labor enrolled in non-formal education services provided education or vocational services (per sex and age)</i>	LOP Target	1740	
		Actual	2498	
	<i>E.4 # Children engaged in or at high-risk of entering child labor enrolled in vocational services (per sex and age)</i>	LOP Target	3009	
		Actual	1269	
	<b>Education: Project Indicators</b>	<b>OTP 1:</b> # schools with at least 90% of its teachers trained in interactive/ innovative pedagogical methods	LOP Target	57
			Actual	50
<b>OTP 2:</b> # of schools with principals and other education authorities trained in school improvement options and governance		LOP Target	57	
		Actual	81	
<b>OTP 3:</b> % of children scored >65% average score for all subjects (15% over the passing average score of 50%)		Target (TIN)	55%	
		Actual	55.6%	
<b>OTP 4:</b> # of target schools receiving rehabilitation and/or renovation of infrastructures or that have at least been provided with one of the following services: sex-segregated latrine or at least one type of water supply schemes		LOP Target	57	
		Actual	39	
<b>OPT 5:</b> # of target schools with adequate number of student desks, blackboards, teachers tables and chairs		LOP Target	30	
		Actual	0	
<b>OTP 6:</b> # of target schools with interactive classrooms including visual approaches to learning		LOP Target	40	
		Actual	24	
<b>OTP 7:</b> # of pedagogical and innovative centers		LOP Target	44	
		Actual	28	
<b>OTP 8:</b> # of children that receive school materials		LOP Target	10872	
		Actual	15231	
<b>OTP 9:</b> # ECCE centers that receive skill improvement kits		LOP Target	21	
		Actual	45	
<b>OTP 10:</b> # of target children (5-6 years old) that attend preschool (ECCE) program		LOP Target	963	
		Actual	1181	
<b>OTP 11:</b> # of out of school children that attend school readiness program	LOP Target	2803		

		Actual	3893
	<b>OTP 12.</b> # of target schools/ centers providing service of: Night program; Weekend program; or Integrated adult functional literacy program	LOP Target	4
		Actual	1
	<b>OTP 13.</b> # of target children enrolled at night school	LOP Target	110
		Actual	2
	<b>OTP 14.</b> # of target children attend week end program	LOP Target	165
		Actual	0
	<b>OTP 15.</b> # of target children attend integrated adult functional literacy program	LOP Target	101
		Actual	689
	<b>OTP 16.</b> # target children attending vocational skills training	LOP Target	644
		Actual	347
<b>Livelihood Common Indicators</b>	<b>L.1</b> # of households receiving livelihood services	LOP Target	7000
		Actual	3165
	<b>L.2</b> # of adults provided with employment services (per sex)	LOP Target	2681
		Actual	3452
	<b>L.3</b> # of children of legal working age provided with employment services (other than vocational training) (per sex)	LOP Target	2477
		Actual	1020
	<b>L.4</b> # of individuals provided with economic strengthening services (per sex)	LOP Target	1863
		Actual	4716
	<b>L.5</b> # of individuals provided with services other than employment and economic strengthening (per sex)	LOP Target	0
		Actual	579
<b>Livelihoods: Project Indicators</b>	<b>OTP 23.</b> # of producers with child safe certification standard products ( <b>indicator contributing to Country Capacity</b> )	LOP Target	-
		Actual	-
	<b>OTP 17.</b> # of HHs in the weaving sector with increased production	LOP Target	1000
		Actual	230
	<b>OTP 18.</b> # of households linked to profitable market in the value chain	LOP Target	871
		Actual	428
	<b>OTP 19.</b> % of target households referred to PSNP/HABP/GRAD/and other livelihood improving programs	LOP Target	493
		Actual	7
	<b>OTP 20.</b> # of HHs working in agriculture with increased access to different agriculture inputs, improved seeds and seedlings	LOP Target	2116
		Actual	1246
	<b>OTP 21.</b> # of Target HH that with access to financial services	LOP Target	1998
		Actual	3313
	<b>OTP 22.</b> # of households that receive entrepreneurship training	LOP Target	1995
		Actual	1508
	<b>OTP 24.</b> # of business in the weaving sector that adopt codes of conduct regarding labor conditions for youth	LOP Target	763
		Actual	686
	<b>OTP 25.</b> # of business owners who mitigated workplace hazards	LOP Target	763
		Actual	377

	<b>OTP 26.</b> # of children of legal working age (14-17) that receive life skills and business management training	LOP Target	325	
		Actual	212	
	<b>OTP 27.</b> # of children of legal working age (14-17) that participated in VSLA (Village Saving and Loan Association)	LOP Target	1000	
		Actual	714	
	<b>OTP 28.</b> # of children of legal working age (14-17) with basic skills and start up inputs to be agricultural sales agents	LOP Target	250	
		Actual	0	
<b>Social Protection: Common Indicators</b>	<b>OTP 30.</b> # of (Country-) regions that include child labor issues within their education curriculum ( <i>indicator contributing to Country Capacity</i> )	LOP Target	2	
		Actual	1	
	<b>OTP 31.</b> # of target woredas where birth registration certificates are issued/delivered by competent authority ( <i>indicator contributing to Country Capacity</i> )	LOP Target	12	
		Actual	2	
<b>Social Protection: Project Indicator</b>	<b>OTP 29.</b> # of target communities/Kebeles/ketenas running a CBCM /CLM-based reporting and referral system	LOP Target	54	
		Actual	67	
<b>Capacity Building: Project Indicators</b>	<b>OTP 32.</b> # of Woredas' staff that receive training and other support to implement CL and child trafficking prevention/ elimination activities	LOP Target	374	
		Actual	1952	
	<b>OTP 33.</b> # of Regional or/and zonal level structures' staff) that receive training and other support to implement CL and child trafficking activities	LOP Target	725	
		Actual	449	
	<b>OTP 34.</b> # of National structures' staff that receive training and other support to implement CL and child trafficking prevention/ elimination activities	LOP Target	580	
		Actual	49	
	<b>OTP 35.</b> Members of community structures at kebele and village level that receive training and other support to implement CL & child trafficking prevention/ elimination activities	LOP Target	1518	
		Actual	7008	
	<b>Awareness Raising: Project Indicators</b>	<b>OTP 36.</b> # of target woreda sector line offices with increased awareness and action against CL	LOP Target	36
			Actual	80
<b>OTP 37.</b> # of regional structures with increased awareness and action against CL		LOP Target	18	
		Actual	15	
<b>OTP 38.</b> # National agencies with increased awareness and action against CL		LOP Target	9	
		Actual	4	
<b>OTP39.</b> # of community structures (kebele and villages) with increased awareness and action against CL		LOP Target	47	
		Actual	64	
<b>OTP 40.</b> # of school clubs/ trained / sensitized on the effects and hazards of CL		LOP Target	44	
		Actual	62	
<b>Knowledge Base: Project Indicators</b>	<b>OTP 41.</b> Four research studies on CL completed and their results disseminated to key stakeholders	LOP Target	4	
		Actual	3	

# ANNEX 5: E-FACE PROJECT GROUP WORK RESULTS STAKEHOLDERS WORKSHOP

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## Successes of the project

### WVE (Gamogofa and Wolaita Zones)

1. Empowered community and government against CL and Trafficking
2. System established and strengthened on CL mitigation and CL inclusion in school curriculum
3. School dropout reduced
4. Children prevented and withdrawn from CL
5. Ease integration with government and WV projects

### MCDP

1. It is integrated program approach
2. Radio listening group was powerful for awareness creation
3. Rural school library organized
4. Provision of scholastic support contributes to enrollment and retention
5. Strong linkage and support with project stakeholders
6. Influence Government policy
7. Strengthen existing efforts by all
8. Produces new studies and publication manual on child labor
9. Enhance organized capacity (MCDP + Government + MEDA + WVE)

### WVE (HO, MOLSA and Gulele Sub city)

1. Addressed the needy engaged and at risk children
2. Strengthen institutional capacity
3. Children access to education opportunities (Dropout decreased and enrollment increased)
4. Partners mobilization and participation
5. Awareness-raising (On part of community and Government)
6. Comprehensive M & E in place
7. Mainstreaming of CL issues into Education
8. Child protection system strengthen
9. Project components are good combinations (good integration)

### MEDA

1. Clear vision (Focus)
2. Good partnership created among all stakeholders including Government
3. Good partnership between MEDA and MCDP
4. Strong collaboration between MEDA and WV
5. Participatory development of CMEP (M & E System)
6. Strong M & E system
7. Tablets for monitoring
8. Access to saving and credit created for target households
9. Increased target farmers productivity and production there by income
10. Livelihood program that is market driven and with sustainability approaches
11. OSH improvement works are going well
12. OSH and improving working conditions
13. Focus on child labor and engaged children/ youth

## **Challenges of the project**

### **WVE (Gamogofa and Wolaita Zone)**

1. Cultural influence
2. CL Monitoring System is not well implemented in Government structure at grassroots level
3. Low community awareness and high expectation
4. High magnitude of the problem
5. Shortage of finance staff and presence at distant place
6. Government officials turn over

### **MCDP**

1. Application of too technical database system
2. Complexity of child labor and child trafficking
3. Reintegration of trafficked children who come after non target areas
4. Level of partnership
5. Nature of child labor in weaving sector. People are mobile
6. Time constraint

### **WVE (HO, MOLSA and Gulele Sub City)**

1. High magnitude of child labor
2. Being short term project to address child labor issues
3. High turnover and/ or changing positions of Government officials which makes sustainability difficult
4. Lack of awareness about child labor by our community
5. Families and some children are not receiving livelihood services
6. Addressing limited schools and students
7. Lack of accurate data on the prevalence of child labor
8. Capacity problem among key stakeholders in the project implementation
9. Delay in project accomplishment when we work in partners (forced to go with their pace)
10. Shortage of project staff

### **MEDA**

1. Original intervention assumptions need adjustment
2. Need for project amendment for changes in work plan
3. Changes in the original need assessment commodities
4. Resource constraints (staffing and logistics)
5. 30/70 Government rule
6. M & E resource constraints
7. Low gender considerations
8. Sites too dispersed
9. High turnover of Government staff from relevant partner sectors
10. Shortage of logistics (Vehicle)
11. Wide project area coverage relative to existing human and logistic resource

## **Recommendations for the project**

### **WVE (Wolaita and Gamogofa Zone)**

1. Expand awareness-raising programs to target and non-target areas
2. Strengthen community bylaws to have functional (strong) CL monitoring system
3. Empower community and Government structure to ensure sustainability

4. Integration of CL project with other WVE projects intervention and solicit additional funding to expand intervention areas
5. Recruit finance staff
6. Proper handover takeover of responsibility and develop succession planning

#### MCDP

1. Simple and manageable database system
2. Address all trafficked children in the Woreda
3. Need based intervention
4. Partnership at equal footing (For integration and effective implementation)
5. More focus on market linkage intervention

#### WVE (HO, MOLSA and Gulele Sub City)

1. Additional efforts should be exerted to strengthen the projects gain so far (General)
2. Seek funding for more child labor projects to address high magnitude of child labor
3. Request for additional funding (cost extension) to scale up project results and ensure sustainability
4. Continuous capacity building to address Government staff turn over
5. Focused awareness-raising for parents of target children
6. Exerting efforts to link households (families) with Government and other NGOs services (Livelihood services)

#### MEDA

1. Change original project assumptions/ interventions
2. Amend project documents with Government and donor
3. Seek additional resources to implement field activities, including gender issues
4. Given high turnover of Government staff more dollar for regular orientation

## ANNEX 6: REFERENCES

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Various project reports and documents were reviewed including the project document, studies and Technical Progress Reports. Other documents referenced in the evaluation report are listed below.

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## ANNEX 7: TERMS OF REFERENCE

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# TERMS OF REFERENCE

for the  
**Independent Interim Evaluation**  
of  
**Ethiopians Fighting Against Child Exploitation (E-FACE)**  
**Project**  
in  
**ETHIOPIA**

**Cooperative Agreement Number:** IL-22626-11-75-K

**Financing Agency:** U.S. Department of Labor

**Grantee Organization:** World Vision, Inc.

**Dates of Project Implementation:** 1 December 2011 - 30 November 2015

**Type of Evaluation:** Independent Interim Evaluation

**Evaluation Field Work Dates:** December 2 - 16, 2013

**Preparation Date of TOR:** October 2013

**Total Project Funds from USDOL  
Based on Cooperative Agreement:** US \$10,000,000

**Vendor for the Evaluation Contract:**



*Sistemas, Familia y Sociedad*  
Consultores Asociados

## ACRONYMS

Acronyms	Definitions
CIRCLE	Community-based Innovations to Reduce Child Labor through Education
CL	Child Labor
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
DBMS	Direct Beneficiary Monitoring System
ECCE	Early Childhood Care & Education Program
E-FACE	Ethiopians Fighting Against Child Exploration
GOE	Government of Ethiopia
HAB	Household Asset Building Program
HH	Households
ILAB	Bureau of International Labor Affairs
ILO/IPEC	International Labor Organization’s International Program on the Elimination of Child Labor
KURET	Combating Exploitive Child Labor through Education in Kenya, Uganda, Rwanda and Ethiopia Together
MCDP	Mission for Community Development Program
MEDA	Mennonite Economic Development Associates
MFI	Micro-Finance Institution
MOL	Ministry of Labor
MOLSA	Ministry of Labor and Social Affairs
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
PAVE	Pathways Advancing Viable Education
PSNP	Productive Safety Net Program
SFS	Sistemas, Familias y Sociedad – Consultores Asociados
SRP	School Readiness Program
SWOT	Strengths, Weaknesses, Opportunities and Threats
TOC	Theory of Change
TOR	Terms of Reference
USDOL	U.S. Department of Labor
WV	World Vision, Inc.

## I. BACKGROUND AND JUSTIFICATION

### USDOL - OCFT

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 \$900 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 91 countries around the world. The majority of these projects provide direct services to children and families to decrease the prevalence of child labor. These projects often target specific sectors of child labor and geographical areas. USDOL also funds separate research and capacity projects to build the knowledge base on child labor as well as the capacity of governments to address the issue. The primary approach of USDOL-funded projects that provide direct beneficiary interventions is to decrease the prevalence of exploitive child labor through increased access to education, improved livelihoods of vulnerable families, raised awareness of the dangers of child labor and benefits of education, and increased institutional capacity to address the issue.

In FY2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The funds available to ILAB may be used to administer or operate international labor activities, bilateral and multilateral technical assistance, and microfinance programs, by or through contracts, grants, sub grants and other arrangements.

### Project Context

Child labor is rampant in Ethiopia across many labor sectors despite laws such as the Labor Proclamation that sets the minimum age of employment at 14 years old and prohibits children from working at night, overtime, and in occupations designated as the worst forms of child labor. The 2001 Ministry of Labor and Social Affairs (MOLSA) Survey revealed that nationally 52 percent of children between 5-17 years old (18.2 million children) were economically active and worked as long as 33 hours per week. This accounts for 32 percent of the population of Ethiopia. These children often go to work alongside their parents or independently with another employer to either supplement (23.8 percent of children) or improve (66 percent of children) the family's income. Child labor in Ethiopia is predominantly a rural phenomenon, with approximately 57 percent of children working in rural areas and less than 20 percent in urban locations. There is also some variance in the number of hours between children working in rural areas

(approximately 33 hours) and those in urban areas (30 hours), with boys engaged in longer hours of labor (35 hours) than girls (less than 29 hours). A 2005 survey conducted in 12 *woredas* (districts) by World Vision's (WV) Combating Exploitive Child Labor through Education in Kenya, Uganda, Rwanda and Ethiopia Together (KURET) project showed that a total of 70.9 percent of children surveyed were working during the week of the inquiry. Child labor conditions also include the worst forms of child labor, including dangerous activities in agriculture and domestic service such as the use of dangerous tools and chemicals, carrying heavy loads and herding livestock.<sup>76</sup>

USDOL has been funding programs in Ethiopia since 2002, beginning with a global project called Community-based Innovations to Reduce Child Labor through Education (CIRCLE I and CIRCLE II) that was in operation for six years. A project called Combating Exploitive Child Labor through Education in Kenya, Uganda, Rwanda and Ethiopia Together (KURET) was awarded to World Vision and ran from 2004 to 2009. E-FACE is building on the experience and strategy implemented under KURET.<sup>77</sup>

Recent years have included significant commitment from the Government of Ethiopia (GOE) toward instituting policies that address child labor. In 2012, GOE approved a National Action Plan to Eliminate the Worst Forms of Child Labor; ratified the Palermo Protocol; and passed the Young Worker's Directive, which includes an updated list of hazardous occupations for children. The Government also released data on child labor in the Ethiopia Demographic and Health Survey from 2011. In addition, the Government expanded a cash transfer program to assist vulnerable populations, including child laborers, into three new regions, and operates Africa's largest social protection program, the Productive Safety Net Program Phase II. The Government also established a National Steering Committee on child labor, increased the number of labor inspectors from 130 to 380, and participates in and implements several programs to combat the worst forms of child labor.<sup>78</sup>

### **Combating Exploitive Child Labor through Education in Ethiopia: The Ethiopians Fighting Against Child Exploitation (E-FACE) Project**

On November 28, 2011, World Vision (WV) received a four year Cooperative Agreement worth US \$10 million from USDOL to implement an education initiative in Ethiopia, aimed at withdrawing and preventing children from exploitive child labor by expanding access to and improving the quality of basic education. World Vision was awarded the project through a competitive bid process and works with two implementing partners: Mennonite Economic Development Associates (MEDA) and Mission for Community Development Program (MCDP).

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<sup>76</sup> World Vision: E-FACE Project Document. October 21, 2011

<sup>77</sup> ILAB in Ethiopia: Past OCFT Projects. Accessed at <http://www.dol.gov/ilab/map/countries/ethiopia.htm>

<sup>78</sup> USDOL-ILAB, *2012 Findings on the Worst Forms of Child Labor: Ethiopia*. Accessed at <http://www.dol.gov/ilab/reports/child-labor/ethiopia.htm>

The project plans to reach 20,000 children (6,835 children at-risk of and 13,165 children engaged in child labor) as well as 7,000 households. Project target areas include 9 districts in Gamo Gofa and Wolaita zones and 5 districts in Gullele sub-city in Addis Ababa. E-FACE selected these districts based on poverty statistics, prevalence of child labor, presence of female- or child-headed households and position of the district along the trafficking route.

The E-FACE baseline study was conducted in August 2012 and focused on the targeted 7 woredas and 2 towns of Gamo Gofa and Wolaita zones and 3 neighborhood areas of Gullele sub-city of Addis Ababa. It found that child labor was not only pervasive in the target project sites but had escalated over recent years. Poverty was the major push factor and the demand for child labor particularly in the traditional weaving sector was a pull factor. The study also found that despite the commitment and existence of legal frameworks protecting children from exploitation and abuse, there was a significant implementation gap at all levels.

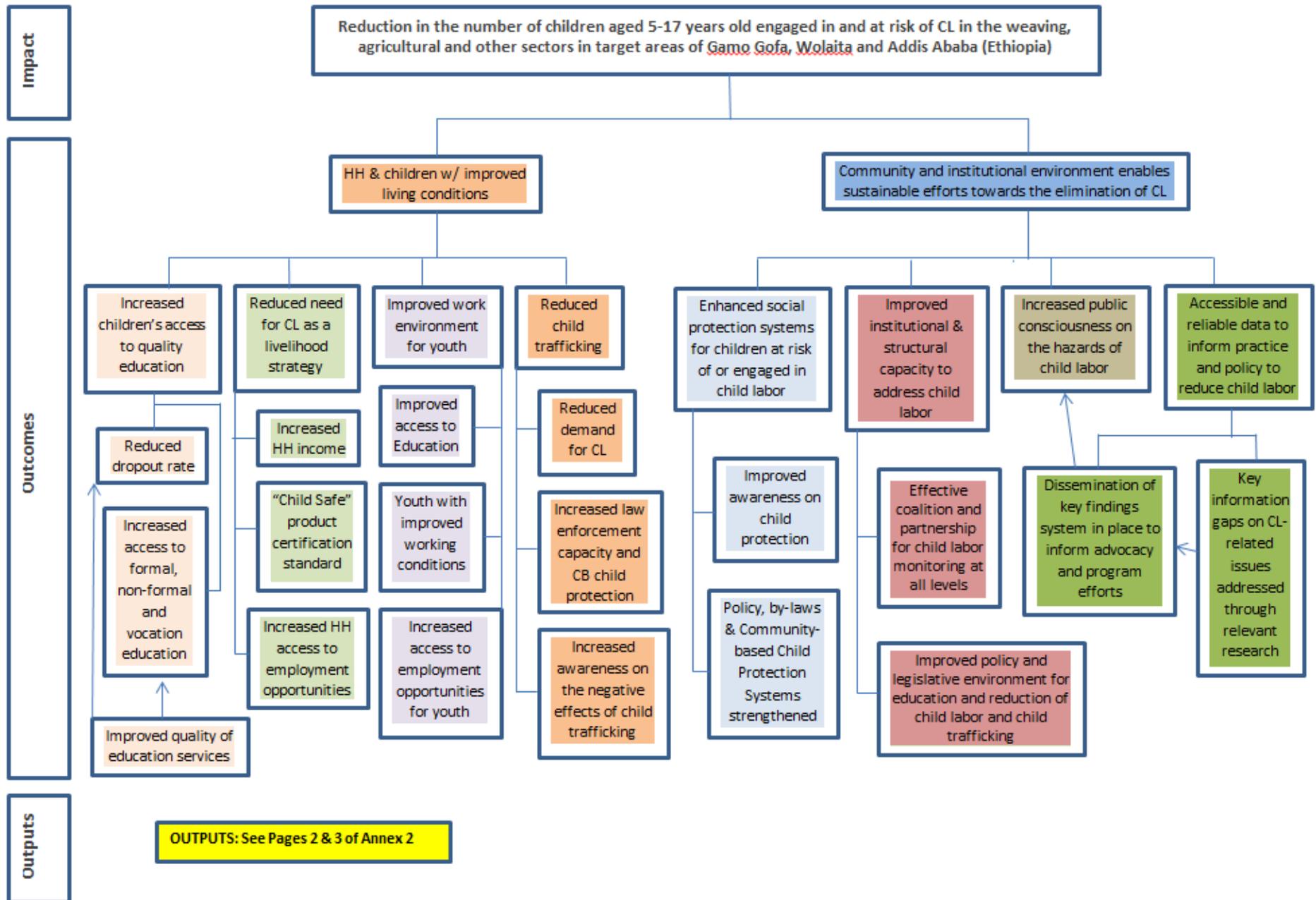
The project goal is to reduce the number of children aged 5-17 years old engaged in and at risk of CL in the weaving, agricultural and other sectors in the target areas. In order to do this, the project aims to improve the living conditions of households and children and to support a community and institutional environment that enables sustainable efforts toward the elimination of CL. E-FACE's approach focused on best practice experience from World Vision's USDOL-funded KURET project. Based on the recommendations from the KURET final evaluation in Ethiopia, the project expanded upon and replicated interventions that had the greatest impact, such as the provision of School Readiness Program, Early Childhood Care & Education Program (ECCE), engaging universities in research on child labor, use of GIS mapping to select construction sites for ECCE centers, capacity building of Child Protection Committees to monitor children's education and work status, use of community conversations and establishing district-level bylaws to reduce child labor, as well as using new methodologies, such as qualitative methods to enable stakeholders to identify the root causes of child labor and barriers to education.

The main project activities of E-FACE include:

- Providing educational services, livelihood opportunities, youth employment and social protection opportunities to target households (HH);
- Strengthening the capacity of government agencies and community groups to fight against child labor (CL);
- Raising awareness for behavior change at the agency, community and HH levels;
- Improving the country knowledge base on CL and ensuring the dissemination of relevant information; and
- Promoting long-term sustainability of project efforts through capacity building and technical support.

Intermediate and supporting objectives are summarized in the following outcome tree:

## E-FACE Outcome Tree: Intermediate and Supporting Objectives



A Comprehensive Monitoring and Evaluation Plan (CMEP) as well as a Child Labor Direct Beneficiary Monitoring System (DBMS) have been developed and in use by the project. The CMEP document includes a Theory of Change, Data Collection Plan, Outcome Measurement Framework and Codex, Baseline tools, and Performance Reporting Form, as well as an M&E Timetable and Budget.

Despite some minor setbacks, the project is on schedule to complete its projected targets. School rehabilitation has demanded more budget than originally planned and a contingency budget has been developed. In some schools, teachers, supervisors and principals were not committed to fostering the needed change, but the project has conducted a series of trainings, technical support and close follow up in order to encourage involvement. Also, the client profile of referred beneficiaries for the Agri-intervention were not matched with the high value commodities selected, which has led to a revision in the client selection criteria.

## II. PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to external interim and final evaluations. The interim evaluation of the E-FACE project is due in autumn 2013.

### Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with World Vision. 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 toward 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, and replicability* and provide recommendations for current and future projects. The evaluation report will focus on the areas of project relevance, effectiveness, efficiency, impact and sustainability. Specific questions from the Terms of Reference (ToR) pertaining to each of the areas will be answered. Additional questions may also be analyzed as determined by the stakeholders and evaluator prior to the mission. The evaluator may also identify further points of importance during the mission that may be included in the analysis as appropriate.

The evaluation will 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. It will provide recommendations for enhancing achievement of project objectives and addressing limitations in order to improve the project's ability to achieve results by the end of project.

The evaluation will also assess whether the project has taken steps to ensure the project's approaches and benefits continue after the completion of the project, including sources of

funding and partnerships with other organizations. This includes the direct project partners, i.e. MEDA and MCDP.

### Interim Evaluation Purpose

The Interim Evaluation will assess and evaluate the implementation of the project for the first two years, providing insight on what aspects of the project are effective, and to determine whether the project is on track towards meeting its goals and objectives. It will also assess the consistency of project implementation with regard to project design, the relevance of the project's interventions in addressing the root causes of child labor, the efficiency in the implementation of project interventions, use of resources, the effectiveness of project interventions and the sustainability of its efforts.

The evaluation will also identify any specific implementation areas that may benefit from adjustments to ensure the project can be as successful as possible during its remaining period of performance. Recommendations for changing course should be provided for those interventions that have posed challenges or failed to deliver results. In addition, USDOL would like the evaluation to evaluate how the livelihood components of the project are working.

An important component of the evaluation is to determine whether the project's Theory of Change, as stated in E-FACE's CMEP is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way.

The evaluation will also:

- provide documented lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects and policies in Ethiopia and elsewhere, as appropriate;
- serve as an important accountability function for USDOL, World Vision and its partners; and
- be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project as the evaluation report will be published on the USDOL website.

### Intended Users

The intended users are OCFT, World Vision and its project partners MEDA and MCDP, other stakeholders and stakeholders working to combat child labor more broadly. The evaluation will provide an assessment of the project's experience in implementation and its effects on project beneficiaries. The evaluation findings, conclusions and recommendations will serve to inform any project adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate.

## Evaluation Questions

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

### Project Design

1. Review the suitability of the project design in removing children from child labor and helping community and national stakeholders in combating child labor.
2. The E-FACE project developed a Theory of Change (TOC) as part of their CMEP. Does the TOC appear to be valid and accurate after two years of project implementation? Were there any relevant factors not considered in the design of the project strategy?
3. What were the beneficiary selection criteria and was the selection process efficient?

### Implementation and Coordination

1. Is the implementation of the project proceeding as originally planned?
2. Are the grantee and sub-grantees following the procedures and using the tools set in the CMEP? Are these useful for project management? Why or why not? To what extent do management decisions take into account monitoring-based information?
3. Please assess the process of collecting the data reported under the CMEP. Are there adjustments that need to be made which would benefit and streamline the data collection process?
4. Is the project collecting reliable data on the work and educational status of beneficiary children? How may this be improved?
5. Assess the project's strengths and weaknesses in project implementation and identify areas in need of improvement.
6. How well do the beneficiaries understand the goals of the project?
7. Does the project work with existing child protection and child labor elimination efforts?
8. How has the project coordinated with the PSNP, HAB, and GRAD programs?
9. How well did the project coordinate with the government structures?

### Effectiveness

1. Assess progress made in implementing the project and achieving yearly targets and estimate if the project is likely to achieve its objectives.
2. Assess the effectiveness of the Pathways Advancing Viable Education (PAVE) methodology, the School Readiness Program (SRP), and the Early Childhood Care and Education program (ECCE) in increasing educational opportunities and preventing child labor.

3. Assess the education strengthening services, including teacher training, peer education clubs, and safe and healthy learning environments. How have these services been received by the households and the communities?
4. Have the financial services activities (savings mobilization through village savings and loans, financial literacy training, and access to financial services) been successful and why or why not?
5. For home-based microenterprises that employ youth, assess the project's activities to provide occupational safety and health training and develop codes of conduct. Please assess the project's value chain activities to integrate weaver households with vulnerable children and youth into profitable markets. These include creating informal business cooperation groups, establishing direct supply trade linkage of spun cotton between spinners and weavers, establishing weaver household groups as suppliers to buyers serving high value end markets, implementing a spinning/weaving equipment upgrading grant scheme, and developing a child safe woven product certification standard. In particular, please focus your attention on assessing the activities related to the development of child safe product standards and voluntary self-regulation.
6. Assess the training provided for labor inspectors, employers, MFIs, and local NGOs to assess hazards and employ mitigation strategies that will improve conditions in the informal sector.

### Sustainability and Phase-Out

1. Is a community based monitoring and reporting system in place and can it be transitioned into a Child Labor Monitoring System?
2. Do government structures exhibit ownership with regard to child labor concerns/issues?
3. Has the productivity of households that have gained access to agriculture inputs through the project increased?
4. How is the project building capacity at the local level and engaging stakeholders to be agents of change?
5. Has the project's decision to provide birth notification cards improved households' capacity to access social protection and livelihoods programs?
6. Does the project have a sustainability plan in place? Please provide recommendations for how the project can support a smooth phase-out and increase sustainability.

### III. EVALUATION METHODOLOGY AND TIMEFRAME

#### A. Approach

It is important to stress that the evaluation is not intended to criticize but to learn from the past and study how efforts can be further improved in future or on-going similar projects. Specifically, this means that the evaluation will determine what should be avoided, what can be improved, and what can be added so that the elimination of the worst forms of child labor can be more effectively achieved.

The evaluator sees the evaluation process as a joint effort to identify the key conclusions that can be drawn in each of these areas. Despite this overall approach the evaluator will be ultimately responsible for the evaluation process including the report writing.

The evaluation approach will be qualitative and participatory in nature, and use project documents including CMEP data to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from the CMEP and project reports to the extent that it is available and incorporated in the analysis. The evaluation will highlight those areas where data from project monitoring system may be insufficient or not available as needed.

The following 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/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Although a consistent approach will be followed in each project site to ensure grounds for a good qualitative analysis, the evaluation will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries. Additional questions may be posed that are not included in the TOR, while ensuring that key information requirements are met.

#### B. Interim Evaluation Team

The evaluation team will consist of:

1. The international evaluator: Mei Zegers
2. Local interpreters, fluent in necessary languages, who will assist the evaluator during her work in different regions.

One member of the project staff may travel with the team to make introductions. This person is not involved in the evaluation process.

Mei Zegers will be responsible for: developing the methodology in consultation with SFS and the project staff; assigning field work-related tasks to interpreters; directly conducting interviews and facilitating other data collection processes; analyzing the information gathered from the evaluation process; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter in each region is to ensure that the evaluator's requests are clearly understood by the stakeholders, and that the information gathered is relayed accurately to the evaluator.

### C. Data Collection Methodology

To ensure a thorough evaluation the evaluator will use a combination of methods so that a well-rounded evaluation can be carried out:

- Preparation of detailed methodology including guidelines for questioning.
- Document review including of direct project related documents<sup>79</sup> but also of the overall context in Ethiopia regarding education, child labor issues, and other potential issues of importance. This includes the 2012, GOE approved National Action Plan to Eliminate the Worst Forms of Child Labor; the Young Worker's Directive—which includes an updated list of hazardous occupations for children. The evaluator will also review the Government data on child labor reflected in the Ethiopia Demographic and Health Survey from 2011.
- Review CMEP implementation (way in which monitoring procedures have been set in practice by the different stakeholders, usefulness for project management and main challenges in implementing CMEP)
- Review of documentation to understand the current socio-economic situation in Ethiopia to ensure that she understands the impact it may have on the project and the evaluation process overall.
- Individual interviews and/or focus group discussions with stakeholders from a wide range of groups.
- Individual and small group discussions with project staff in the central office and with

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<sup>79</sup> This would include CMEP-related documents; baseline survey reports; project document and revisions; Cooperative Agreement; Technical Progress Reports; Project Results Frameworks and Monitoring Plans; work plans; correspondence related to Technical Progress Reports; Management Procedures and Guidelines; research or other reports undertaken; project files (including school records) as appropriate.

the direct project partners, i.e. MEDA and MCDP.

- Observation of the stakeholders and their work in different settings as well as their networking actions. This will be combined with field visits and interviews.
- Stakeholder meeting where initial findings will be presented, discussed, and enriched with additional input from the participants.

### 1. Document Review

- Pre-field visit preparation includes review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents for review may include:
  - CMEP-related documents
  - Baseline and endline survey reports
  - Project document and revisions,
  - Cooperative Agreement,
  - Technical Progress Reports,
  - Project Results Frameworks and Monitoring Plans,
  - Work plans,
  - Correspondence related to Technical Progress Reports,
  - Management Procedures and Guidelines,
  - Research or other reports undertaken , 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. The question matrix shall be forwarded by the evaluator to SFS before start of field work.

### 3. Interviews with stakeholders

Interviews will be held with as many project stakeholders as possible. The evaluation team will request the opinion of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action program implementers, and program staff regarding the project's accomplishments, program design, sustainability, and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings will be one-on-one or group interviews. 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 conversation will be held with:

- *OCFT staff* responsible for this evaluation and project management prior to the

- commencement of the field work
- *Implementers* at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations
- Headquarters, Country Director, Project Managers, and *Field Staff of Grantee and Partner Organizations*
- *Government* Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project
- *Community leaders, members, and volunteers*
- *Education personnel* including school teachers, assistants, school directors
- *Project beneficiaries* (children withdrawn and prevented and their parents)
- *International NGOs and multilateral agencies* working in the area
- *Others, e.g.* child protection and/or education organizations, committees and experts in the area
- *U.S. Embassy* staff member

The evaluator will first meet with senior project staff in Addis Ababa—after arriving in the country—to finalize the issues to address and obtain their further input into the evaluation process. This will be followed by initial joint discussions on the evaluation subjects. Further individual meetings will be held in Addis Ababa with the project director, monitoring and evaluation staff and other relevant stakeholders including key partner personnel. Some individual and/or small group meetings with World Vision, MEDA and MCDP project staff will also take place in the field as relevant and needed.

After the initial interviews in project headquarters are completed, the evaluator will make field visits to meet with local stakeholders and observe actions.

Locations for field visits will be identified in line with guidelines already provided by the evaluator. These include the need to ensure that stakeholders from successful implementation sites, as well as those where the project faced more challenges will be included.

Children will be selected for the focus group interviews by the international evaluator with the help of interpreter. The national interpreter(s) will, as randomly, as possible select 5-8 children from a larger group. In some cases, where random selection is not possible the team will exceptionally accept to meet a group that is pre-selected. In this case, the project will ensure that the children represent a good sample of children who have been successful through the project *as well as those that continue to face challenges*.

#### 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. 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. Stakeholders Meeting

The evaluator will meet with the senior project staff on the evening of the evening of 15 December, 2013 for an initial discussion of principal findings that will be presented at a stakeholder's workshop. The evaluator will also obtain information on any rectification of facts that need to be considered during the presentation the following day.

The stakeholder workshop will take place on the 16<sup>th</sup> of December, 2013. This meeting will be conducted by the evaluator to provide feedback on initial evaluation results. It will bring 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 stakeholder workshop will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The presentation will concentrate on good practices identified at the time of the evaluation, lessons learned and remaining gaps as identified by all the stakeholders. The role of the evaluator is to analyze and represent the viewpoints of the various individuals and documents consulted. The evaluator will use her experience from similar evaluations to share and enrich understanding of the information gathered during the evaluation. The presentation in the workshop will be constructive in format and will not dwell on personal or small project details.

The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders may be prepared to guide the discussion and possibly a brief written feedback. The exact program for the workshop will be decided jointly with the senior project staff during the first week of the evaluation.

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 before by the evaluator to present their

- views on progress and challenges in their locality
4. Individual stakeholder participants will be provided with an opportunity to respond and provide additional input.
  5. Group work on the project’s performance. Participants will be asked to identify lessons learnt as well as areas for improvement for future projects.
  6. 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.

Following the workshop, the evaluator will have a final meeting with senior project staff to discuss the overall conclusions of the workshop and the evaluation. After the return of the evaluator from the field, she will draft the first version of the evaluation report.

A debrief call will be held with the evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback if necessary. The report will be forwarded for comments and finalized after receiving feedback on the first version.

#### **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.

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 and the ability of the latter to triangulate this information.

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**

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

<b>Task</b>	<b>2013 Date(s)</b>
Deadline for input from Grantee and DOL on TOR	Wed, Oct 23
Identify a list of stakeholders	Wed, Oct 23
Methodology for TOR due from Evaluator	Sun, Oct 27
Draft TOR submitted to USDOL	Mon, Oct 28
Logistics call to discuss logistics and field itinerary	Mon, Oct 28
Finalize TOR with USDOL and submit to Grantee	Fri, Nov 1
Cable clearance request submitted to USDOL	Mon, Nov 11

Finalize field itinerary and stakeholder list for workshop	Wed, Nov 20
Question Matrix due from Evaluator	Mon, Nov 25
Fieldwork	Dec 2-13
Stakeholders Meeting	Mon, Dec 16
Post-fieldwork debrief call	Thurs, Dec 19
Draft report to SFS for quality review	Thurs, Jan 9*
Draft report to USDOL for 48 hour review	Sat, Jan 11
Draft report sent to USDOL, Grantee and stakeholders for comments	Wed, Jan 15
Comments due to SFS	Wed, Jan 29
Revised report sent to SFS	Mon, Feb 3
Revised report to USDOL for approval to finalize	Tues, Feb 4
Approval to finalize from USDOL	Thurs, Feb 6
Copy Editing and Formatting of Report	Thurs, Feb 13
Final edited report to COTR, grantee and stakeholders	Fri, Feb 14

\* Report review dates may be subject to change.

#### IV. EXPECTED OUTPUTS/DELIVERABLES

Seventeen working days following the evaluator’s return from fieldwork, a first draft evaluation report will be submitted to the Contractor. The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes. 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. Findings, Recommendations and Conclusions
  - A. Findings – Answer to evaluation questions
  - B. Conclusions – interpretation of the facts
  - C. Lessons Learned and Best Practices
  - D. Key Recommendations - critical for successfully meeting project objectives – judgments on what changes need to be made for future programming
  - E. Other Recommendations – as needed
- VII. Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The first draft of the report will be circulated to OCFT and the grantee for a 48 hour review. This review serves to identify potentially sensitive information and/or inaccuracies in the report. Then a draft of the report will be sent to OCFT, the grantee, and key stakeholders

individually for a full two week 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 SFS on January 9, 2014, 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 February 3, 2014, as indicated in the above timetable. All reports, including drafts, will be written in English.**

## V. EVALUATION MANAGEMENT AND SUPPORT

SFS has contracted with Mei Zegers to conduct this evaluation. Mei has had 33 years of experience including several large multi-country and multi-project analyses. Her broad experience encompasses program evaluation, organization development research, and country analyses, including assessments and the development of project concepts and documents. She has done planning at the micro, meso and macro levels. Specific programmatic areas of expertise include: entrepreneurship, child protection including child labor, trafficking/migration, HIV in the world of work, gender, community development, and socio-economic analysis. She is also an experienced team leader, leading groups of up to 30 people in research, design, monitoring and evaluation.

Mrs. Zegers will work with OCFT, SFS, and relevant WV staff to evaluate this project.

SFS will provide logistical and administrative support to the evaluator, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials needed to provide all deliverables. SFS will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.