

FUNDED BY THE UNITED STATES
DEPARTMENT OF LABOR

Independent Midterm Evaluation of Combating Exploitive Child Labor Through Education (CECLE) in Jordan

CHF International

Cooperative Agreement Number: IL-17768-08-75-K



2010

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ACKNOWLEDGEMENTS

This report describes in detail the midterm evaluation, conducted during October 2010, of the Combating Exploitive Child Labor Through Education (CECLE) in Jordan. The report was prepared by ICF Macro, according to agreements specified in its contract with the U.S. Department of Labor's (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of CECLE in Jordan was conducted and documented by John S. Seeger, an independent evaluator in collaboration with USDOL/OCFT staff, the CECLE project team, and stakeholders in Jordan. ICF Macro would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, CHF International and its partners, and the U.S. Department of Labor.



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THANKS

I would like to express my appreciation to all individuals in Jordan for their candor and cooperation during the field visit interviews. These included beneficiaries, school principals, coordinators, facilitators, partners, staff members of ministries, and heads of community-based organizations.

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Dr. John S. Seeger

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LIST OF ACRONYMS

CBO	Community-Based Organization
CECLE	Combating Child Labor Through Education
EI	Education Initiative
IFE	Informal Education
ILO-IPEC	International Labour Organization’s International Programme on the Elimination of Child Labour
JRF	Jordan River Foundation
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOL	Ministry of Labor
NCFA	National Council for Family Affairs
NFE	Nonformal Education
NGO	Nongovernmental Organization
PAVE	Pathways Advancing Viable Education/Employment
USDOL	United States Department of Labor
VTC	Vocational Training Centers
WFCL	Worst Forms of Child Labor

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MAP OF JORDAN



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EXECUTIVE SUMMARY

On September 30, 2008, CHF International received a four-year cooperative agreement worth US\$4 million from the United States Department of Labor's (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking. CHF International was tasked with implementing an Education Initiative (EI) project in Jordan aimed at withdrawing and preventing children from exploitive child labor by (1) expanding access to and improving the quality of basic education and (2) supporting the five goals of the USDOL projects.

The Combating Exploitive Child Labor Through Education in Jordan program, called CECLE, uses education and related intervention strategies to combat the worst forms of child labor (WFCL) in Jordan.

As stipulated in the cooperative agreement, CECLE's activities target 4,000 children for withdrawal and 4,000 for prevention from exploitive work in small and informal industries in Greater Amman, Zarqa, Irbid, Madaba, and Aqaba and in hazardous agriculture in Jerash, Balqa, and Karak. The project's main goal is to provide better access to formal, nonformal, informal, and vocational education services; raise awareness of the importance of education; and improve policies and research on child labor and education. For this project, CHF International is partnering with the Questscope Fund for Social Development and the National Council for Family Affairs.

RELEVANCE

The project supports the five EI goals. It raises awareness of WFCL, conducts research, and provides direct educational activities that withdraw children from child labor and prevent those at risk from dropping out of school and engaging in child labor.

In general, the initial project assumptions were based on a sound analysis of the situation in Jordan. However, as the project has developed, it has become apparent that the causes of child labor in Jordan are more complex and varied than originally thought. Consequently, the strategies and activities that meet these challenges must be more varied as well. In particular, many people within Jordanian society still do not consider child labor to be a problem and question whether WFCL even exist in Jordan. The project is working hard to raise awareness that changes this perception.

The project's main obstacles to combating child labor are the difficult socioeconomic context, parent and youth disenchantment with the formal educational system, and the lack of alternative income-generating activities when the children are withdrawn for labor.

EFFECTIVENESS

The project adequately supports all five EI goals. At midterm, the project is on track to provide educational services to all of the direct beneficiaries, and it should reach the targeted number of 8,000 direct beneficiaries during its lifetime. The direct services provided to the children

include nonformal education (NFE), informal education (IFE), and—to a lesser extent—formal education.

The project activities are, for the most part, effective. The project registers children and encourages them to continue their education, giving them life and literacy skills along with a new appreciation for learning. The biggest challenge to the project's effectiveness is its inability to address the issue of replacing the income provided by the children's labor after they are withdrawn. Consequently, some children drop out of project activities, and many more continue working during the day, on the weekends, and during holidays and, thus, are not totally withdrawn from labor.

The project enrolls these children in its activities even if they continue to work. After their enrollment, the children and their parents are counseled on the importance of education and the dangers of some forms of labor. The project plans to fully withdraw these children by the end of the project.

There is also a need for greater outreach to girls and their families. Girls are often unable to attend educational sessions because of cultural constraints that prohibit them from going out on their own. Moreover, the lack of transportation to and from the centers is an obstacle for many who would like to attend. Follow-up and tracking of children has not been effective enough. Too much paperwork, poor internet connections, and undertrained staff have hampered efforts to monitor the children. However, data collection forms have been shortened, and the database and files have recently improved in some centers. Facilitators and their coordinators are optimistic that follow-up and monitoring will be much easier going forward.

EFFICIENCY

Due to the global financial crisis and the higher cost of living throughout Jordanian society, many costs associated with the project have been higher than originally expected, especially with regard to facilitator salaries, the maintenance of IFE and NFE centers, transportation, and research. Nevertheless, in terms of its individual activities, inputs, and outputs, the project can be considered cost-effective. However, if the project is to remain cost-effective according to USDOL criteria and definitions, it must search for ways to increase beneficiaries' full withdrawal from exploitive labor, improve the monitoring of children's work status, and develop less expensive ways to maintain the NFE centers.

IMPACT

Children and parents are sensitized to the dangers of exploitive labor and the benefits of education. Many of the beneficiary children have received educational materials, and many have access to books, computers, and other learning resources. While many of the children have not been fully withdrawn from labor, their opportunities for play and other leisure time activities has improved.

Government officials, particularly those from within the education and labor ministries, have begun to work collaboratively and to share research and ideas. There is a new vitality, seriousness, and commitment that is apparent in their efforts to combat child labor.

SUSTAINABILITY

The sustainability of the program will depend on the ability and willingness of the government and communities to continue project activities. CECLE has an exit strategy linked to the capacity and willingness of individuals, organizations, and national systems to continue supporting the reduction of exploitive child labor. The feasibility to implement this plan and its chances for being fully successful will depend on future government and community commitment.

Community-wide campaigns, advocacy, sensitization of parents and children, and other awareness-raising activities are strengths of the project and should be sustained. Moreover, the development of a national framework on child labor based on solid research and with the support of community-based organizations around the country will be crucial to the sustainability of project efforts.

KEY RECOMMENDATIONS

1. Withdrawing children from potentially dangerous labor without providing alternative income-generating activities has proven problematic for the project and has hindered its efforts at total withdrawal of many children. The project should identify the WFCL it has the capacity to reduce, and then focus on withdrawing and preventing the children from engaging in these activities, such as working as mechanics, using potentially dangerous machinery, and performing lengthy agricultural work in summers.
2. The coordinators and the facilitators of direct project activities in the IFE and NFE centers are dedicated and sincere in their efforts to help the children. However, they continue to need additional training in counseling children and their families as well as presenting truly participatory and interactive sessions.
3. To ensure sustainability, a national framework that addresses child labor issues in a comprehensive manner must be developed. This requires better collaboration between village and urban stakeholders in the planning and policymaking that will improve the lives of all children throughout Jordan.

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I PROJECT DESCRIPTION

On September 30, 2008, CHF International received a four-year cooperative agreement worth US\$4 million from the United States Department of Labor (USDOL) to implement an Education Initiative (EI) project in Jordan. The project is aimed at withdrawing and preventing children from exploitive child labor by (1) expanding access to and improving the quality of basic education and (2) supporting the five goals of the USDOL project. The Combating Exploitive Child Labor Through Education in Jordan project, called CECLE Jordan, uses education and related intervention strategies to combat the worst forms of child labor (WFCL) in Jordan.

Research estimates that at least 32,000 children are involved in potentially dangerous child labor throughout the country. CECLE activities target 4,000 children for withdrawal and 4,000 for prevention from exploitive work in small and informal industries in Greater Amman, Zarqa, Irbid, Madaba, and Aqaba and in hazardous agriculture in Jerash, Balqa, and Karak. The project's main goal is to provide better access to formal, nonformal, informal, and vocational education services; raise awareness of the importance of education; and improve policies and research on child labor and education. For this project, CHF International is partnering with the Questscope Fund for Social Development and the National Council for Family Affairs (NCFA).

The primary goal of CECLE is to increase working children's entry into, retention in, and successful completion of education in eight targeted governorates within the country. CECLE has five major outputs that coincide with the five EI goals of all USDOL child labor projects. The goals are as follows:

1. Raise awareness of the importance of education and mobilize a wide array of actors to improve and expand education.
2. Reduce the number of children engaged in or at risk of entering exploitive child labor through the provision of direct education services.
3. Strengthen policies, the capacity of national institutions, and formal and transitional education services.
4. Support research and collection of reliable data.
5. Ensure the long-term sustainability of project successes.

In order to identify, withdraw, and prevent children from labor, the project leads awareness-raising activities on children's rights, the importance of education, and the harmful effects of child labor.

In order to address the issue of child labor and access to education, the project utilizes a national-level policy strategy to make and enforce existing policies and laws pertaining to child labor and education. These efforts complement awareness-raising activities in the target communities.

An important component of the project is data collection and research, including the collection of baseline data on child labor and education. Sustainability of project strategies will be achieved through effective policy implementation, development of a national framework and policies that address the issue of child labor, and engagement of local and community stakeholders to support similar initiatives.

II EVALUATION OBJECTIVES

2.1 SCOPE AND OBJECTIVE OF EVALUATION

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL cooperative agreement with CHF International. The evaluation assesses the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document. The primary objective is to examine issues of project design, management, implementation, lessons learned, and sustainability.

2.2 MIDTERM EVALUATION PURPOSE

The purpose of the midterm evaluation is to accomplish the following:

1. Assess the relevance of the project in the cultural, economic, and political context of the country, as well as the extent to which it is suited to the priorities and policies of the host country government.
2. Determine whether the project is on track toward meeting its objectives and identify the challenges encountered in doing so.
3. Provide recommendations on how the project can successfully overcome challenges to meet its objectives and targets by the time of project end.
4. Assess the effectiveness of the project's strategies and the project's strengths and weaknesses in implementation and identify areas in need of improvement.
5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and identify steps that can be taken to enhance the sustainability of project components and objectives.

The evaluation identifies lessons learned, good practices, and models of intervention that will help other child labor projects in Jordan and elsewhere. It serves as an important accountability function for USDOL and CHF International, and it provides direction in making revisions to work plans, strategies, objectives, partnership arrangements, and resource allocations that may increase the project's effectiveness.

Recommendations focus on how the project can advance in order to reach its objectives and make any necessary adjustments to promote the sustainability of project activities. The evaluation also assesses government involvement and commitment.

2.3 INTENDED USERS

This midterm evaluation should provide USDOL, CHF International, and other project stakeholders an assessment of the project's experience in implementation and its impact on project beneficiaries. The USDOL Office of Child Labor, Forced Labor, and Human Trafficking

(OCFT) and CHF International management will be able to use the evaluation results as a learning tool regarding the relevance of the approach and strategy being used by the project. The evaluation results may also be used by CHF International, the Government of Jordan and other current or potential partners to enhance effectiveness in implementation. Therefore, the evaluation will provide credible and reliable information to suggest how the project can enhance its impact during the remaining time of implementation, ensuring the sustainability of the benefits that have been or will be generated.

To achieve the evaluation objectives, the findings are divided into the following five main sections: Relevance, Effectiveness, Efficiency, Impact, and Sustainability.

Relevance

The evaluation first assesses the project's overall design in terms of its relevance and adaptation to the local context. It looks at the direct and indirect services provided to children and the types of child labor that exist in the targeted areas; the evaluation also looks at the education situation. It considers (1) the degree to which the project was informed of the needs of the targeted population at the start and (2) the adequacy of the project's preparation to meet its objectives. The evaluation considers the relevance of the project to the cultural, economic, and political context of the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL.

Effectiveness

This section focuses on the project's achievement of its stated purpose and the challenges that it has encountered. In addition, the capacity of the project to track direct beneficiaries and other aspects of monitoring and evaluation are assessed alongside the implementation and impact of project activities.

Efficiency

The efficiency section provides analysis as to whether the strategies employed by the project were efficient in terms of the resources used (inputs), compared with its qualitative and quantitative impact (outputs). In particular, the evaluation looks at the overall management of the project and budget issues with regard to the effect of these aspects on project implementation. It also considers whether the project team was able to work effectively within the current budget provision and management structure.

Impact

This section assesses 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. In particular, it evaluates the impact of the project on the various stakeholders and considers whether the project has succeeded, through its strategy, to reduce WFCL among its target population.

Sustainability

This section examines the strategies being used to promote sustainability and the continuing development of education opportunities to combat child labor beyond the life of the project. In particular, it assesses whether the project has taken steps to ensure the continuation of project activities after its completion, including sources of funding and partnerships with other organizations and/or the Government of Jordan, and it identifies areas where these activities may be strengthened.

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III EVALUATION METHODOLOGY AND LIMITATIONS

3.1 APPROACH

The evaluation approach was primarily qualitative in terms of the data collection methods used, as the timeframe did not allow for quantitative surveys to be conducted. Quantitative data were drawn from project reports, school registers, and the project database and were incorporated into the analysis. The evaluation approach was independent in terms of the membership of the evaluation team.

The following additional principles were applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives were triangulated for as many of the evaluation questions as possible.
2. Efforts were made to include the voices of parents and children, as well as beneficiary participation, using child-sensitive approaches to interviewing children.
3. The evaluation used a gender-sensitive and culture-sensitive approach.
4. Consultations incorporated a degree of flexibility and openness to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that were not included in the terms of reference while ensuring that key information requirements were met.
5. As far as possible, a consistent approach was followed in each project site, with adjustments made for the different actors involved, the activities conducted, and the progress of implementation in each locality.

3.2 EVALUATION TEAM

The evaluation team consisted of the following:

- An international evaluator
- An interpreter
- One and sometimes two members of the project staff and/or partners who traveled with the team to make the introductions

The international evaluator, Dr. John Seeger, was responsible for developing the methodology in consultation with ICF Macro and the project staff, assigning the tasks of staff members and the interpreter for the fieldwork, directly conducting interviews and facilitating other data collection processes, analyzing the evaluation material gathered, presenting feedback on the initial findings of the evaluation to the national stakeholder meeting, and preparing the evaluation report.

The interpreter, Mr. Zacharia, was present at the stakeholder workshop. He was responsible for helping to facilitate interviews and group meetings under the direction of the international evaluator, providing insights on the cultural context to the international evaluator, relaying all information gathered to the international evaluator, interpreting during interviews with individual informants, taking notes of the information gathered during interviews and meetings, and assisting in ensuring that the approach of the team was child-friendly and culturally appropriate.

3.3 DOCUMENT REVIEW

Preparation before field visits included extensive review of relevant documents. During fieldwork, documentation was verified and additional documents were collected. Reviewed documents included the following:

- Project document
- Cooperative agreement
- Technical progress and status reports
- Project logical frameworks and monitoring plans
- Work plans
- Research reports undertaken (baseline study)
- Project files (including school records), especially those related to the database

3.4 QUESTION MATRIX

Before beginning fieldwork, the evaluator created a question matrix outlining the source of data where he planned to collect information for each question in the terms of reference. This helped the evaluator decide how time would be allocated in the field to different issues. It also helped to ensure that all possible avenues for data triangulation were explored.

3.5 INTERVIEWS WITH STAKEHOLDERS

The evaluator conducted a number of informational interviews with project stakeholders. Depending on the circumstances, these meetings were held as either one-on-one or group interviews. The sources included the following:

- Headquarters, country director, project managers, and field staff of grantee and partner organizations (via teleconference and in person)
- Government ministry officials and local government officials
- Community leaders, members, and volunteers

- School teachers, assistants, school directors, and education personnel
- Project beneficiaries (children withdrawn and prevented, and their parents)
- Nongovernmental organizations (NGOs) and multilateral agencies working in the area

The interviews were based on unstructured and semi-structured questions, and were conducted in an interactive, dialogue-like manner. The results from the field were further probed and investigated with key informants. Some of the interviewed beneficiary children were asked to draw pictures or perform skits and dances of certain aspects of the project and/or of their lives. The evaluator then established a dialogue with the children based on various aspects of their drawings or performances.

3.6 FIELD VISITS

The evaluator visited a selection of 13 project sites in six different governorates, including seven informal education (IFE) visits and six nonformal education (NFE) visits. The final selection of field sites was made by the evaluator and included some sites where the project experienced successes and other sites where it encountered challenges; it also included a cross-section of targeted child labor sectors and different parts of the country. During the visits, the evaluator observed the activities and outputs developed by the project. Focus groups with children and parents were held, and individual interviews were conducted with community-based organization (CBO) directors, coordinators, facilitators, teachers, school principals, parents, and children.

The evaluator maintained confidentiality relative to the sensitive information and feedback elicited during the individual and group interviews. Implementing partner staff accompanied the evaluator to make introductions whenever necessary, to facilitate the evaluation process, to make respondents feel comfortable, and to allow the evaluators to observe the interaction between the implementing partner staff and the interviewees. The evaluator did not take any photos.

Following the field visits, a stakeholder meeting was held in Amman. The agenda included the following items:

- Feedback and questions from stakeholders on the findings
- Opportunities for implementing partners the evaluator had not met to present their views on progress and challenges in their locality
- Group work, presentations, and discussion on the relevance, effectiveness, efficiency, impact, and sustainability of project activities
- Presentation by the evaluator of the preliminary findings in the province

3.7 LIMITATIONS OF THE EVALUATION

Fieldwork for the evaluation lasted just over two weeks, and the evaluator did not have enough time to visit all the project sites. As a result, the evaluator was not able to take all sites into consideration when formulating his findings. All efforts were made to ensure that the evaluator was visiting a representative sample of sites, including some that have performed well and some that have experienced challenges. The evaluator went to eight different governorates with different types of labor and educational interventions. The evaluator is confident that he received a fair and representative sample of project visits.

Findings for the evaluation are based on information collected from background documents and interviews with stakeholders, project staff, and beneficiaries. A full cost-efficiency analysis was not included because it would have required impact data, which were not available at the time of the evaluation.

IV FINDINGS

This section examines project strategies and activities to address child labor in Jordan. The findings, conclusions, and recommendations are grouped into five categories according to the terms of reference of the evaluation:

1. Relevance
2. Effectiveness
3. Efficiency
4. Impact
5. Sustainability

The findings are organized around many of the questions posed in the terms of reference (Annex A), and additional information is provided as appropriate.

4.1 RELEVANCE

This section assesses the project's overall design in terms of its relevance and adaptation to the local context.

4.1.1 Project Assumptions

CECLE was created by the staff members of CHF International, Questscope, and NCFA, who have a thorough understanding of the economic, cultural, and political situation in Jordan. Assumptions were based on government presence in the education sector and a relatively stable economic situation, especially in terms of prices for food and basic necessities. While these assumptions are based on a sound analysis of the situation in Jordan, the project has found it difficult to achieve answers to many of the causes of child labor given the economic crisis and rising prices.

Moreover, as the project has developed, it has become apparent that the causes of child labor in Jordan are more complex than had been originally thought. The main challenges to the project's assumptions are the difficult socioeconomic context and the lack of possibilities for income replacement for the work performed by children. In addition, girls are forbidden to go out by themselves and transportation is often too expensive or unavailable for many potential beneficiaries. Moreover, it was assumed by those involved in the project planning phase that, given appropriate educational alternatives, children and families would choose to leave potentially dangerous work, but this has not always been the case. Many children have enrolled in NFE and IFE but have not been able or willing to leave their work. The strategies and activities to meet these challenges must be more varied as well. In particular, many people within Jordanian society still do not consider child labor to be a problem and question whether WFCL even exist in Jordan. The project is working hard to raise awareness that changes this perception.

4.1.2 Support for the EI Goals

In general, the five EI goals are well supported by the project design and activities. Each of the EI goals and a description of project support for each are discussed below.

EI Goal 1: Raising awareness of the importance of education for all children

The understanding of the project goals among counterparts, stakeholders, and beneficiaries is clear. CECLE has in most cases successfully raised awareness of the concept of exploitive child labor and the need for education through the mobilization of the whole community, the training of facilitators and parents, capacity building and training at IFE and NFE centers, and the provision of computers, furniture, and other resources for a designated classroom in each NFE at local schools. At the national level, the project has brought all important stakeholders together to form the National Committee on Child Labor and begin work on a national framework to do the same.

EI Goal 2: Strengthen systems that encourage working children and those at risk of working to attend school

This initiative has been supported by providing school materials to beneficiaries, training teachers and facilitators in IFE and NFE centers, improving school infrastructure in some of the target schools, and providing educational materials such as educational posters and maps. In addition, through the use of participatory and interactive teaching methods in the classes, both the facilitators and the children have developed a new appreciation for education.

EI Goal 3: Strengthen national institutions and policies on education and child labor

This initiative has been supported through the formation of the National Committee on Child Labor, which meets quarterly. Most of this work is led by one of CHF International's main partners, NCFA, which is working to establish an institutionalized national coordination mechanism. In addition, NCFA and the Ministry of Education (MOE) have also recently concluded important research on the effects of child labor on the health of children.

EI Goal 4: Support research and the collection of reliable data on child labor

This initiative has been supported through the project's collection of data and its capitalization on lessons learned, both from this project and from other projects in Jordan. The project initially conducted a baseline study on child labor in 2008. The study gathered invaluable data on the situation of children throughout the country. Furthermore, a database and child monitoring system have been set up to maximize knowledge of the situation of children in Jordan.

EI Goal 5: Ensure the long-term sustainability of these efforts

This initiative has been supported through the project's work at the community level, the attempt to involve all grassroots-level actors in the project implementation, the strengthening of CBOs, and the creation of the National Committee on Child Labor, which will meet regularly and develop a national framework for a unified effort to combat child labor.

4.1.3 Main Strategies in Withdrawing and Preventing Children from the Worst Forms of Child Labor

The project is designed to support the five EI goals. It operates at the central and policy levels, raises awareness of WFCL, gathers research data, and provides direct educational services designed to withdraw children from child labor and prevent children at risk from leaving school and entering exploitive labor. CECLE aims to benefit 8,000 children through the provision of education and skills training (4,000 withdrawn from WFCL and 4,000 prevented from leaving school and entering WFCL).

The project strategies include the sensitization and strengthening of CBOs, which follow up on the children and attempt to keep them from returning to WFCL. At the same time, to ensure good training, NFE centers in schools are equipped with resources, including books, furniture, and computers. Staff members and teachers of the targeted schools are informed about WFCL and are used to recruit at-risk children. In IFEs, run by CBOs, facilitators are recruiting children and presenting sessions on life skills, literacy, health and hygiene, and others that are increasing the children's and their parents' understanding of the importance of education.

Children working in potentially dangerous jobs or at risk of dropping out of school are identified by teachers and/or facilitators and referred to one of the following three avenues for education and/or training: formal schooling, IFE centers, and NFE centers.

Formal Schooling

By Jordanian law, children who left school less than three years before enrollment in the project have the opportunity to return to formal school. The project has successfully reenrolled younger children (age 8-12) into the mainstream classes of the formal school and monitors their progress, through either IFE or NFE facilitators in addition to project coordinators. Many children also continue to attend NFE sessions after school. For older children and teenagers (age 13-16), return to formal schooling rarely happens. These children may return periodically when they are not working, but most have left school because of their families' financial need or their own disenchantment with school. Most teenagers with whom the evaluator spoke hope to attend vocational training centers (VTCs). They view VTCs as the best opportunity to get a skill and a job. Moreover, nearly all of them knew someone attending a VTC.

Informal Education Centers

Depending on the age, amount of education, community, and other attributes of the children, many of them are initially entered into IFE centers organized and run by CBOs. The IFE center activities depend on its staff and its capacity to train. Literacy classes, life skills, English, health and hygiene, arts and crafts, and computer training are typical activities provided at IFE centers. The immediate goal is to help the children enhance their self-esteem and appreciate the importance of education and learning. In the long term, it is hoped that alternatives to WFCL will be found and that the children will be reenrolled in a formal school, an NFE center or a VTC.

Children are identified and recruited by the facilitators and staff who live and work in the communities where the CBO is located. They are, for the most part, dedicated and committed to

improving the lives of the children in their communities. The evaluator observed a variety of sessions at the IFE centers and was favorably impressed by their facilitation skills. However, staff could benefit from additional training in participatory teaching and counseling skills.

Nearly all facilitators and staff felt that they needed to know how to counsel parents and children better about the benefits of education. They need to be able to help children recognize and develop their talents, set goals, and work to achieve them. If the staff members can improve in this area, more children might be convinced to withdraw completely from dangerous labor.

One of the main difficulties for the children wishing to attend the classes is the lack of transportation to and from the IFE centers. Girls are often not allowed to travel alone, and boys who live farther away cannot afford the bus fare. All children and parents commented that they knew many other children in their communities who would benefit from sessions at the IFE centers if only they could access the centers. These beneficiaries also expressed the wish for more fieldtrips and opportunities to broaden their worldview. The children crave opportunities to see anything outside their community. They hear of all the touristic and beautiful places in Jordan but have never had a chance to see them.

Nonformal Education Centers

Another direct action intervention made available by the project is enrollment in NFE centers located at local schools. Classes are held in the late afternoon after the formal schools have closed for the day. CECLE has equipped each school with a classroom with computers, furniture, materials, and other resources. Several teachers from the schools have been hired as facilitators to lead classes for the students. The project uses the term *facilitators* to stress that they use different, more participatory methods than those used in formal schools. The facilitators teach at the formal schools during the day before working at the NFE centers in the evening.

There is an MOE-sanctioned curriculum specifically used in these classes, on which Questscope collaborated with MOE to create. Arabic, English, math, and science classes were observed during the field visits. The curriculum is designed around three eight-month cycles. Students who complete all three cycles receive a certificate equivalent to a 10th grade diploma. This gives the students several options for furthering their education. They may enroll in VTCs located in each of the regions, return to formal schools if they have not been out for more than three years, or take home-schooling classes and receive a high school diploma, provided they pass the exam. Nearly all youth interviewed stated that they would like to attend one of the VTCs operated by the Ministry of Labor (MOL). The VTCs offer the promise of a skill and a job. In addition, many know neighbors or friends who have attended one.

4.1.4 Main Obstacles to Addressing Child Labor

The main obstacles to addressing child labor include poverty, a socioeconomic and cultural setting that allows and even encourages child labor, disenchantment with the formal educational system, peer pressure, and status (the children use the income to purchase cigarettes, cell phones, and other items).

The aspects of the environment that force children to work depend on the socioeconomic status of the family. In some cases, the children work to acquire food for themselves and their family; in other cases, they work to buy things they want.

Through awareness-raising activities at all levels, the project has begun to educate parents and children of the importance of education and the dangers of child labor. The project has successfully withdrawn many children, especially younger ones, from exploitive labor. However, because the project design does not provide alternative income needed by many of the families, the project cannot ensure the full withdrawal of many of the older children from labor. The socioeconomic situation and additional transportation costs will not allow it. Older children age 13-16 often continue to work in family businesses for needed income.

4.1.5 Appropriateness of the Project Design for the Cultural, Economic, and Political Context

The design of the project is appropriate in its efforts to raise awareness of child labor and the importance of education. It encourages parents to send their children to school, gathers research data on child labor, and uses this data to help shape local and national policy processes. However, the project cannot be said to be fully aligned with the economic and political context of Jordan. This is partly because of factors such as the economic crisis, the presence of refugees from around the region, and the inability of the government to address many of the basic education needs of the country.

At the macro level, the project is actively engaged in policy shaping and advocacy for child labor issues, primarily through the work of its partner, NCFA. NCFA is working to establish an institutionalized national coordination mechanism for all stakeholders working to eliminate exploitive child labor. In addition, NCFA and MOE have recently concluded important research on the effects of child labor on the health of children. They are calling for better enforcement of existing laws and increased training for inspectors who are tasked with uncovering violations in child labor laws.

4.1.6 Project Design and Existing Initiatives

Before the start of CECLE, there had not been a comprehensive, unified initiative to combat child labor. An earlier project, implemented by the International Labour Organization's International Programme on the Elimination of Child Labour (ILO-IPEC), had begun to raise awareness and build capacity among CBOs. The evaluator interviewed several facilitators who were familiar with the project. Their biggest complaint was that it had lacked sufficient coordination with NGOs, government ministries, and donors. CBOs were working with children and families, and Questscope's innovative activities in education were helping children to obtain credentials, but there was little collaboration. CECLE is helping to bring many groups together.

The project recently collaborated with the Jordan River Foundation, headed by Queen Rania, and with MOL and MOE to sponsor an awareness-raising event at the Amman Children's Museum. This event was highly successful, and during every field visit the evaluator heard from the beneficiaries how much they had enjoyed and learned from the event. With participation of over

270 children age 16-18, representing 37 schools in 8 governorates, the event consisted of a variety of activities, including a photo exhibition, a puppet show, musical performances, and a play that illustrated the contrast between the lives of children who dropped out of school and of those who completed their education. All the activities emphasized the importance of education in securing a better future, especially for girls, in part by showing how the immediate financial benefits of leaving school for work are much less valuable than the opportunities an education provides.

Other existing initiatives include the following:

- The MOL Child Labor Unit is primarily responsible for directing labor inspections and reviewing/ensuring the enforcement of existing legislation. The inspectors visit work sites and will refer children to project NFE and/or IFE centers. The project also helps train these inspectors in child labor issues.
- The Jordanian Hashemite Fund established a Social Safety Center in Sahab that provides NFE to working children age 13-15 and is supported by the Greater Amman Municipality, MOL, and MOE. The project has established an IFE center at the CBO in Sahab and coordinates its efforts with those of the Social Safety Center through referrals and joint activities.
- The Information and Resource Center of the King Hussein Foundation developed a model program for CBOs to assist child laborers. The project has incorporated some of these strategies into its own training activities, including recruitment, monitoring, and follow-up.
- The National Committee on Child Labor has recently been formed with the guidance and leadership of CECLE. Core membership of this committee includes the ministries of labor, interior, education, social development, health, and justice. In addition, the project design makes use of research data in policymaking and provides an important and necessary contribution to the government and other institutions' efforts to combat child labor.

4.1.7 Relevance of Criteria for Selecting Governorates and Beneficiaries

Using its needs assessment, CECLE targets areas based on the prevalence of exploitive child labor, number of children at risk of becoming engaged in exploitive labor, high rates of school dropouts; and large number of refugees and other immigrant children. Many of the project's beneficiaries are Iraqi and Palestinian. Their basic needs are essentially the same as other children's, but they do not have the same rights as Jordanian citizens. In some cases, Iraqi children were going to school in Iraq but have been unable to attend in Jordan because they have no records of their previous schooling. The project advocates for these beneficiaries and provides counseling and community development activities. CHF International's partner, Questscope and its CBO network, already has an existing strong presence, outreach and education capacity, positive reputation, and good relationships with stakeholders in the target areas. CHF International targets interventions in areas with a high concentration of vulnerable children,

thus ensuring the cost-effectiveness and impact of the program. The program serves school-aged children, age 6-17, who are currently engaged in exploitive labor or at risk of entering exploitive labor, at risk of dropping out, or having never attended school.

In urban areas, child labor is most often found in the private sector, which involves small and informal businesses that often comprise family members. Children are engaged in automobile service and repair, blacksmithing, construction, street vending, carpentry, and food service.

In rural areas, children are often engaged in animal care and harvesting vegetables and other crops. Agricultural production is concentrated in the northern and central regions where wheat, barley, and other field crops are cultivated and olives are produced. Production is also concentrated in the fertile Jordan River Valley (east bank of the river from north to south central Jordan Valley), where fruits and vegetables including cucumbers, tomatoes, eggplants, melons, and bananas are produced in surplus amounts.

CECLE is tasked with serving 8,000 children drawn from the most vulnerable groups and those engaged in or at highest risk of engaging in exploitive child labor. This includes children from very poor, very large, or single-parent households; children of Iraqi or Palestinian refugee or other immigrant origin, particularly those without equal access to education; and girls.

4.1.8 Child Labor in Petra and Tourist Industry

The tourist sector attracts adults and children to work in the Dead Sea, Aqaba, and Petra. Children tend to work as guides and peddlers of souvenirs. The excitement of meeting foreigners and money-making opportunities are temptations that many local children, whose families struggle economically, cannot resist. Children work under difficult circumstances due to the hot weather and the long working hours, but earn more money relative to other sectors. This leads some children to leave school and sell souvenirs or act as guides full time. It is estimated that around 400 children work in Petra as vendors or animal guides.

A CBO named Bayt Al Anbat Centre for Development and Tourism Awareness in Petra, in collaboration with the British Council and British Embassy in Amman, is currently working on interventions to combat child labor in and around Petra. These groups are conducting awareness-raising activities about the realities of child labor through surveys and research on the detrimental effects of exploitive labor on children in Petra. They also encourage tourists not to hire or buy from children and work directly with the parents and children to sensitize them to the benefits of education. Further study may be needed, but the problem is serious enough to be included in USDOL future projects.

4.1.9 Livelihoods

CECLE has been strengthening policies on child labor and education, building the capacity of national institutions to combat child labor, and promoting formal, nonformal, and vocational education opportunities that provide alternatives to child labor. In addition, the project has been raising awareness of the causes of exploitive child labor and the importance of education, as well as mobilizing a wide array of actors to improve and expand education infrastructures. Finally, the

project supports research, evaluation, and the collection of reliable data on child labor and is working to ensure the sustainability of these efforts.

However, the project lacks microfinance, apprenticeships, and other potential income-generating activities to improve household income, which is depleted when children leave their jobs. Creative ways to reduce WFCL through the provision of innovative strategies to promote sustainable livelihoods for target families could make an important contribution to helping the project meet its targets and combating WFCL.

Some possible strategies to provide livelihood support to families include village savings and loans associations that provide microcredit and support for family and community development projects. While the evaluator found no evidence of savings and loans schemes in Jordan, several beneficiaries described small businesses such as craft making, beauty shops, and catering that they would like to run if they had just a little funding to get started. These could help free families from their dependence on children's work and allow parents to send their children to school.

Some CBOs could establish small development funds for community development projects, such as maintaining classrooms, school grounds, and parks. CBOs are capable of providing families and communities with financial skills such as basic math and accounting skills. Along with training, a toolkit consisting of resources such as a calculator, calendar, pens, notebooks, and other items could be provided to those families wishing to start small enterprises. Finally, apprenticeships and work study programs for older children are potential avenues for income generation.

4.1.10 Other Issues

Refugees, particularly those from the Ghaza camp near Jerash, present a very special challenge to the project. They lack citizenship and the necessary papers to work, and their economic and social conditions are difficult. Due to their legal status, they also encounter problems traveling. Their limited opportunities have disillusioned many youth. This makes them even more at risk and vulnerable to illicit activities. Facilitators working with these youth need additional training and sensitivity to their special needs and frustrations. The project advocates for them and provides counseling and community development activities.

Another issue is that many youth enrolled in the project's activities have been identified as having learning disabilities and health problems. The project needs to look for partnerships with local NGOs and other agencies capable of dealing with these children with special needs.

4.1.11 Lessons Learned and Best Practices

There have been several important lessons learned that will help to maintain the relevance of the project during the remaining two years:

- There are many reasons for the existence of child labor as well as obstacles to combat it. The project design should be flexible enough to manage individual cases.

- Teachers and facilitators at the IFE and NFE centers are incredibly dedicated to their tasks. They need additional training in counseling children and families as well as designing and presenting participatory sessions. Moreover, they should be recognized with a certificate of appreciation or other type of award for their work.
- A national framework that also receives input from local stakeholders and beneficiaries is crucial to building confidence and ensuring sustainability. Project strategies should be discussed with the target population from the beginning.
- Participatory rapid assessment and other methods could be used to consult the stakeholders of the project. This is important to elicit input from rural stakeholders in order to develop a project design that corresponds to both the socioeconomic situation in the country and USDOL reporting requirements.
- Withdrawing children from labor without providing income-generating opportunities (livelihoods) for their families has forced many children to continue working even after they have enrolled in the IFE or NFE centers. This contradiction has severely compromised the project's ability to succeed in the full withdrawal of all beneficiary children.

4.2. EFFECTIVENESS

This section focuses on the project's achievement of its stated purpose and the challenges that it has encountered.

4.2.1 Midterm Achievements

At midterm, the project is on track to provide educational services to all of the direct beneficiaries. According to the most recent technical progress report, the project has withdrawn 2,376 children from exploitive child labor and prevented 2,049 children from entering it. This indicates that the number of project beneficiaries is more than halfway toward the project's goals. However, some of those entered as *withdrawn* have continued to work after enrolling in the NFE or IFE center, so the accuracy of this figure is in dispute. This was particularly true of the older children. The project is aware of this issue and plans to continue to provide them with direct educational services, counseling, and professional training in expectation of completely withdrawing them by the end of the project.

The target number of 8,000 direct beneficiaries is, according to most project staff, within reach in the lifetime of the project. Enrollment in NFE and IFE centers is on track, although there remains the problem of how many are completely withdrawn. This enrollment and the quality of the sessions presented by the facilitators have increased the beneficiaries' appreciation of the importance of education.

Educational development plans are being designed for these children so they can benefit from improved education services and alternative educational opportunities. Several initiatives and

training programs in support of improved educational services have been implemented targeting children, parents, teachers, and facilitators in local CBOs and NFE centers.

4.2.2 Effectiveness of “Direct Action” Interventions Meeting the Needs of the Target Population

The direct services provided to the children include formal education, nonformal education, informal education, and skills training. These actions have been effective for the most part. They have registered working children and encouraged them to stay in school or attend either informal or nonformal classes. However, by failing to address the issue of income replacement for working children, some children dropped out and many more continue to work. The project needs to address a broader range of issues involving income compensation and livelihoods.

The project addressed crucial issues related to providing resources to the NFE centers in schools. During the evaluation fieldwork, it was noticed that the NFE centers were generally well equipped, clean, and well cared for. However, staff at every NFE center complained about the need for increased funds to maintain the centers. The cost of materials, utilities, and other resources has continued to rise and the NFE centers are struggling to keep up with these costs.

Facilitators and staff members of the IFE centers expressed the need for additional funds, primarily to provide transportation for many of the at-risk children, especially girls, who would like to attend IFE sessions but live too far from the centers. In addition, the most popular activities at the IFE centers are fieldtrips that give the children an opportunity to see other parts of the country and widen their worldview. Beneficiaries described a trip to Aqaba on the Red Sea and trips to museums in Amman. Many would like to see the Dead Sea, Roman ruins, and biblical sites around the country. Currently, funds are insufficient for these activities.

All facilitators in NFE and IFE centers have received training in providing participatory sessions. Their awareness of child labor issues and, more importantly, their respect for the abilities of the children have increased. The facilitators work very hard and, in some cases, have funded activities on their own to keep the children interested. The facilitators empathize with the children and often become quite emotional discussing individual stories. All have requested additional training on how to talk to the children and how to provide counseling and support that the children need but often do not receive anywhere else.

The Participatory Educational Methodology has been very successful in motivating children and facilitators alike. All stakeholders feel strongly that the sessions at the NFE centers are much more interactive and enjoyable than those presented at the formal schools. The classes are smaller and the children have the freedom to ask questions, work in groups, and present to other children in the classes. These activities contrast favorably with the lecture methods commonly found in schools.

Facilitators recognize the benefits of the new teaching methodology used in the NFE classes and felt all students could benefit from more cooperative learning, including discussions, presentations, and brainstorming activities.

However, many facilitators also felt the needs of students in formal schools were different from the beneficiaries in the NFE centers. They maintained that students in formal schools needed to pass a standardized exam and the teachers needed more control over the material. Some said they reverted to the more traditional approach during the formal school.

Pathways Advancing Viable Education/Employment (PAVE) is a strategy that helps staff members identify and make appropriate interventions to enroll children in educational activities and/or skills training. It also helps staff members identify those children most at risk and the family circumstances that contribute to the risk. The methods used help staff members identify those services appropriate for preventing children from dropping out of school and entering child labor. It also affords staff members an early opportunity to consider alternative educational strategies. All project-related staff members have been trained in PAVE and feel confident in their ability to recognize students at risk.

The Mentoring Model, pioneered by project partner Questscope, demonstrates the techniques and appropriate behavior expected of facilitators to support the children. These generally include life skills; health and hygiene; study skills; and attitudes toward education, family, and work. Modeling appropriate behavior is an important responsibility of the facilitators. IFE and NFE facilitators are trained in and appreciate these techniques. All those interviewed requested additional training in them.

4.2.3 Identification of Beneficiaries

The project has been successful in identifying and recruiting beneficiaries from WFCL in Jordan, including mechanics, wood workers, machine operators, street vendors, and farm workers. As mentioned previously, there is still a belief among many that Jordan does not have a problem with WFCL. The IFE centers are located in the communities where the facilitators go directly to the places where children congregate. The facilitators also meet with families, employers, schools, and other community organizations to identify children. The NFE centers are located in local schools, and often teachers, counselors, and parents refer students to the centers.

Identifying girls at risk is particularly problematic because they generally are not forced into exploitive labor. Instead, they are expected to marry at a young age or kept at home because parents do not want them going out alone. In Jordan, education is considered less valuable for them.

4.2.4 Monitoring Systems for Tracking the Work Status of Children

It is primarily the responsibility of the coordinators and NFE and IFE facilitators to monitor the work status of children. They keep files on the children and go to schools, homes, and workplaces to locate children. When children drop out, the facilitators will track them down and try to persuade them to return to school or to the center. They speak with the child and parents to try to persuade the child to stop engaging in WFCL and to persuade the parents to ensure the child attends class more regularly.

In practice, the project has had difficulties in following up on the work status of the beneficiary children. Follow-up has been a costly and time-consuming task because of the large number of forms that have to be completed. The project has recently reduced this number while continuing to collect the required information. All coordinators and facilitators were pleased with this and felt they would now have more time to devote to children's issues. More information on the database system used for monitoring is covered in Section 4.3.3: Efficiency of the Monitoring and Reporting Design.

4.2.5 Management Issues

CECLE is well managed and all staff members are competent in their fields. The three main partners, CHF international, Questscope, and NCFA all understand their roles, have highly competent staff, and work well with one another. Early in the project, staff attrition across the board was high, and this slowed progress and made early successes difficult. However, since March 2010, the project has achieved some stability and the partners' confidence in one another has increased.

Coordination with the local CBOs has also brought some challenges. The monitoring and evaluation (M&E) specialist mentioned that the large number of individuals administering surveys and entering the data has increased the chances for data error. It has been a challenging process to train CBO staff in both the data collection techniques and the database program. These efforts are ongoing and continue to improve, thus building important capacity and skills.

Another area of concern is that field coordinators, each responsible for four or more IFE and/or NFE centers, often do not have backgrounds in education. Yet, they are tasked with training facilitators in interactive and participatory methods as well as counseling children and parents on the benefits of education. All beneficiaries and stakeholders outside of Amman spoke highly of the coordinators and appreciated their visits and contributions. Nevertheless, coordinators would benefit from additional training in teaching and counseling methods. Moreover, all coordinators met by the evaluator lived in Amman but were responsible for centers around the country. This requires considerable travel and a thorough understanding of the communities, even though the coordinators do not live in these communities. Finally, CBO directors would benefit from additional management and leadership training.

Management of the follow-up of students has also improved since the beginning of the project. Data of the children are entered into a database using web-based SQL server wired with ASP.net, which is a web application. Responding to complaints from field staff over the large number of forms that had to be completed, the monitoring staff recently reduced the number of required forms while still collecting all necessary information and providing better training to those responsible for entering the data. Field staff all expressed relief at this development.

Budget issues are a major area of concern for all partners. The partners are all expected to do more with less as prices and salaries increase. NFE centers are struggling to maintain the quality of their resources.

4.2.6 Lessons Learned and Best Practices

Some of the lessons learned and best practices of the project implementation are as follows:

- The capacity building of community-level stakeholders (IFE and NFE centers) is crucial and gives them ownership of the child protection process.
- Teacher training is an effective tool to raise teacher awareness. It enhances understanding of what the project does and, at the same time, improves the quality of the teaching and learning in the schools.
- The baseline study and research conducted by NCFA have provided invaluable insight into the health of child laborers in Jordan.
- Several children talked about being ridiculed by their friends for “wasting their time” attending project activities. The use of community groups and other child beneficiaries to monitor the child laborers can lessen potentially harmful peer pressure.

4.3 EFFICIENCY

This section provides analysis as to whether the strategies employed by the project are efficient in terms of the resources used (inputs), compared with its qualitative and quantitative impact (outputs).

4.3.1 Cost-Effectiveness of the Project

The economic situation has stretched the budget to the limit, and there is no question that the costs of the project are higher than had been originally expected, especially as related to transportation, salaries, materials, research, and resources for NFE centers. However, in light of the project’s midterm achievements, especially the direct educational services provided along with training and awareness-raising activities, it can be said that the project strategies are cost-effective in a challenging environment in terms of the inputs, activities, and corresponding outputs.

There are several areas that have been adversely affected by a lack of funds. The IFE centers would benefit greatly from additional funding, which would enable them to provide transportation for beneficiaries to and from the center as well as for fieldtrips and other outings. These are highly valued by the children and would increase the visibility and popularity of the IFE centers in their communities. Salaries of the facilitators at the NFE and IFE centers are higher than anticipated, yet most say they often use their own money to fund extra activities for the children. Important research on the causes and effects of child labor requires a large amount of data gathering, experts, travel, and technology, all of which are expensive. Facilitators and staff members of NFE centers express concern that the computers, furniture, and other resources they have received from the project are slowly deteriorating, and the costs of maintaining these materials exceeds the funds made available.

4.3.2 Financial and Human Resources

Project strategies have generally been efficient in terms of the use of financial and human resources, despite the challenges of rising costs and early staff attrition. The choice of Questscope to manage the process of direct beneficiary identification, intake, and enrollment in direct educational services is very cost-effective. The NFE services, pioneered by Questscope, are innovative, well known, and well established in Jordan. Consequently, stakeholders at both the national and local levels rapidly and easily adjusted to these services.

Questscope also conducts the monitoring of direct beneficiaries through its Direct Beneficiary Monitoring System. This has been customized to include key fields of data for the tracking of and reporting on project beneficiaries. In addition, Questscope provides in-kind contributions, including facilitators, CBO facilities, and other program and financial staff.

The project's other partner, NCFA, is also well respected and a leader in policy and research in Jordan. NCFA is leading advocacy, policy, and research efforts to develop a national framework to withdraw children from WFCL. They are helping to establish a national coordination mechanism that includes representation from key government ministries. NCFA's contributions will support sustainability by creating a coalition of governmental and nongovernmental agencies focused on child labor. NCFA also contributes in-kind donations of personnel to support the project's outputs and outcomes.

4.3.3 Efficiency of the Monitoring and Reporting Design

The monitoring design had been updated just before the midterm evaluation. Field personnel responsible for monitoring and follow-up had been complaining about the amount of time needed to spend on paperwork. They were happy with the new forms and expected to be able to gather the necessary data in considerably less time.

Data entry and database management also experienced difficulties early in the project. The database system is a web-based SQL server wired with ASP.net, which is a web application framework developed by Microsoft to allow programmers to build dynamic websites, applications, and services. It requires a good and relatively high-speed connection to the internet. These features were not available early in the project at some field sites, and many students were not entered into the database since school was not in session during the first report. Consequently, large numbers in *prevention* were not entered into the database until later.

Each IFE and NFE center has a data manager, trained by the project, responsible for entering data. All are now confident that they have the right equipment, skills, and knowledge necessary to maintain the database.

4.3.4 Lessons Learned and Best Practices

- Costs for maintenance, transportation, and research are increasing and creative ways to deal with these costs will need to be found.

- CHF International's choice of well-established and highly respected partners has helped it to operate more efficiently. The staffs of these partner organizations are already aware of the issues, the stakeholders, and the environment in which the project is working.

4.4 IMPACT

This section assesses 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.

4.4.1 Direct Beneficiaries

On an individual level, CECLE's direct and indirect educational services will change the lives of 8,000 children and their families. By the end of the program 4,000 children will be withdrawn from exploitive child labor and placed on a secure path to achieving their educational or vocational goals; 4,000 children will be prevented from entering child labor and will be able to complete their education without disruption; and all 8,000 children will have received life skills to help them attain fuller employment opportunities as adults.

Children have been sensitized to the dangers of certain forms of labor and the benefits of education. Many of the beneficiary children have received educational materials, sessions on life skills, and health/hygiene in the IFE centers. Many children said they felt better about themselves as a result of project activities and had an increased appreciation for learning. They were enthusiastic and animated about their experiences in the IFE and NFE centers. They drew pictures, danced, and did a variety of creative activities during many of the sessions attended by the evaluator. They expressed happiness at the support they had begun receiving from their parents (see also Section 4.4.2: Parents).

In the NFE centers, the children are learning an MOE-sanctioned curriculum that could lead to their receiving a 10th grade certificate and eligibility for enrollment into a VTC. They are excited by opportunities to use computers and other technology. The children describe how the learning activities at the NFE centers are much more fun and interesting than those at formal schools. They openly discuss their goals, studies, and plans for the future. They say they feel more confident in expressing their feelings.

Some of the children have been withdrawn from their former work, but many return to exploitive work in the afternoons, during weekends, and on holidays. They often do not feel their work is dangerous or exploitive, even though research has shown that the health of children is adversely affected by labor. In some communities, leisure options of the children have been improved through sports and other activities arranged by the IFE centers.

4.4.2 Parents

The parents have been sensitized to the dangers of certain forms of labor for children and the benefits of education. Some parents have received training from the project through their involvement at IFE centers. Parents speak of the positive impact of the project activities and their

children's increased interest in learning. They are proud of their children, often commenting on their improved behavior and interest in their futures.

Parents have a greater understanding of the protection of children under the law. They recognize the rights of children to an education and to a childhood free from exploitive labor. This awareness will result in a stronger workforce, better economic prospects, and improved quality of life for children and their families.

4.4.3 Facilitators

The facilitators are directly responsible for implementing the project activities. They have been sensitized to the dangers of certain forms of work for children. They have better access to teaching tools, such as computers, maps, and posters. Most are still teaching in the formal schools during the day, and besides additional income, they have also gained prestige and respect from other teachers and school administrators as a result of their participation in the project. All have received pedagogical training in participatory methodology, which has improved their planning and teaching skills.

Much like the parents, they are also proud of the changes they see in the children attending their sessions. In the beginning, facilitators say the children were resistant to activities but later became cooperative and willing participants. They talk about the positive changes they have witnessed in the children and express their wish that children in the formal school setting could experience aspects of the program.

4.4.4 Impact on Community-Based Organizations

All CBO facilitators have received training, and their members have been sensitized to the dangers of WFCL. They are actively recruiting children and are following up on the beneficiary children's school attendance. In some instances, this follow-up is irregular and infrequent; but it is improving and, in most cases, it seems to be functioning quite well.

Many CBOs implementing the programs have been providing other services to the targeted communities for many years, and the project is providing them with their first opportunity to offer services aimed at reducing or eliminating child labor. For others, while they may have been addressing child labor issues, this was the first time they have implemented a well-structured educational program using innovative teaching methodologies.

Their capacity to recognize and reach out to children in exploitive labor situations has improved. Each CBO has a trained facilitator responsible for maintaining data on the beneficiaries and entering it into the database. In addition, some CBO heads have received management and leadership training as a result of the project.

They have a newfound confidence to discuss and advocate for quality education programs that help to eliminate child labor. They intend to sustain their advocacy efforts on issues regarding child labor and children's rights to quality education.

4.4.5 Impact on Government and Policy Structures

At midterm, CECLE is in a position to advocate for systemwide change on education and child labor issues with government authorities. The National Committee to Combat the Worst Forms of Child Labor is working closely with the project, and MOE, MOL, and others are collaborating on efforts to combat child labor.

There have been a number of legislative changes in which the project has been involved. The National Committee, made up of stakeholder ministries and informed by local and community input, serves as a forum for policy dialog on child labor issues in national development.

Amendments to the Penal Code in 2010, advocated by NCFA, recommend harsher penalties for child exploitation, including underage labor. In addition, legal protection for children working in agriculture and as domestic workers in homes has been extended, and many new inspectors have been assigned and trained to find and document abuses. Enforcement remains a key issue and is being strengthened by project training of inspectors from MOL.

4.4.6 Impact on Education Quality

The project has improved the infrastructure in targeted schools and provided educational supplies and other resources to the NFE centers located in the schools. In some schools, the teachers are interacting with project facilitators and have improved the quality of their teaching as a result. Indirectly, teachers are curious about the NFE centers located in their schools and interested in learning about and using the participatory methods.

4.4.7 Emerging Trends or Issues

The following issues may emerge during the remaining two years of the project and require consideration and response:

- Child labor in and around the tourist regions is an important issue. Jordan has numerous biblical sites: the Dead Sea, Aqaba, Roman ruins, and the ancient city of Petra. Many children are working in these areas as peddlers and leading horses and camels ridden by tourists.
- Public-private partnerships are being examined that could provide additional resources to reduce WFCL. Employers must begin to accept some of the responsibility for their role in exploitive child labor.
- Research on the detrimental effects of child labor are reaching more people and increasing the public's understanding of the issues.
- Issues of special education and learning disabilities are entering the mainstream.

4.4.8 Lessons Learned and Best Practices

- More involvement by employers would have an impact on the local socioeconomic situation and, as a result, directly affect child labor. Employers need to obey the laws, allow their young workers sufficient time for education and training, and work with government inspectors and child activists to ensure working conditions are safe.
- Employers often feel a strong social commitment when they are sensitized to the issue of child labor, and will work with CBOs if given the opportunity.
- There are laws and ethical guidelines prohibiting involvement with child labor, but these are often ignored and under-enforced. This has minimized the impact of the project activities in some cases.

4.5 SUSTAINABILITY

This section assesses the steps taken by the project to ensure the project's approaches and benefits continue after completion of the project.

4.5.1 Exit Strategy and Sustainability Plan

CECLE has an exit strategy and sustainability plan, which are linked to the capacity and willingness of individuals, organizations, and national systems to continue supporting the reduction of exploitive child labor through education. They were developed at the beginning of the project and discussed with partners and government stakeholders.

NCFA will carry on its work to actively review and analyze relevant policy and legislation. They will also rally support for continuing to improve the legislative and regulatory environment that governs children's work and access to education in Jordan.

Questscope will be strengthened in fulfilling its mission to provide quality NFE and vocational training services to children withdrawn or prevented from exploitive child labor. In addition, Questscope will be better able to provide a pathway of education for school-aged children who are not eligible to return to school because of their length of dropout status as a result of the program. Finally, Questscope will maintain a cadre of trained teachers in new methods and a database of records on each individual child served through the NFE program.

The CBO network providing IFE educational services under Questscope's guidance has been strengthened. The IFE centers play an important role as an educational transition mechanism leading to more formalized education through the NFE program. CECLE's impact in building these organizations' skills in mobilizing the communities and raising awareness will allow them to more effectively identify and serve at-risk children engaged in exploitive child labor after the program's end.

CECLE created a matrix to outline its plan for sustainability. It mentions the conditions for sustainability, the actions needed by the institutions and partners, the monitoring process of these actions, those responsible for the specific actions, and the status of the sustainability elements.

The project has already taken some concrete steps from the matrix as it prepares for sustainability. The capacity of CBOs to provide quality educational activities has improved, and has resulted in better programs and attendance by the beneficiaries. Moreover, as a direct result of project advocacy, MOE, MOL, and other stakeholders have begun to collaborate more closely on the national framework, which is crucial to the sustainability of the project activities. However, work on the national framework depends on government and CBO collaboration to ensure local input and support. Involving the communities in this process remains a challenge for the project. The project has a plan to include community representatives from outside of Amman in meetings with government officials and other CBOs in order to improve coordination. The challenge is getting started and maintaining the momentum.

In addition, another project strategy is to integrate project activities into the mainstream by involving CBOs not directly involved or funded by the project. This has begun to happen as project beneficiaries have been referred to MOL VTCs funded by other donors. The Jordan River Foundation (JRF), headed by Queen Rania, does a series of puppet shows entitled *The Salhouf Tales*, which are designed to spread awareness about child rights, self-protection from abuse, and neglect for children age 6-10. Project beneficiaries have benefited from these shows. The project has also provided JRF with greater insight about the needs of the communities in targeted governorates and improved their ability to work with child labor issues.

Finally, the baseline study, midterm evaluation, and best practices and lessons learned throughout the course of the program's implementation have made important contributions to the body of knowledge on child labor issues in Jordan.

4.5.2 Non-Project Resources

The project has been relatively successful in leveraging non-project resources through matching funds. Partners are committed at an institutional level to leverage a total of US\$1,062,000 in-kind contributions that complement and enhance the achievement of CECLE's objectives. Questscope's educational activities for dropouts and at-risk children are highly valued by national and local governments and other social and educational institutions throughout the Middle East and North Africa. In addition, NCFA has experience working closely with national-level stakeholders, universities, and other research-oriented organizations.

4.5.3 Partnerships

At midterm, the project has been in regular contact with representatives from the key governmental institutions directly responsible for addressing child labor issues in Jordan. The governmental institutions interviewed for the midterm evaluation recognize the contribution of CECLE toward implementing a high-quality educational intervention as well as recognize its success at withdrawing and preventing children from WFCL. They also recognize the value of the M&E system to provide more reliable statistics on child labor. The opportunity exists,

therefore, to build institutional capacity to carry out this type of educational intervention and to establish a reliable system to monitor its impact.

The project is collaborating with the Canadian Embassy to raise the awareness of parents regarding the value of education in each of the eight targeted governorates. Under the agreement, the Canada Fund is funding activities, reaching out to parents of working children, and explaining the various benefits their children can obtain through education. The CECLE project is also working with the United Nations Children's Fund to develop a national handbook for parental awareness that will include a section about child labor and the value of education.

Collaboration with ILO-IPEC has focused on specific training methodologies. In particular, the Supporting Children's Rights through Education, the Arts and the Media modules have been introduced into the formal and informal education settings using creative tools such as drama, drawings, role playing, creative writing, and media to motivate the beneficiaries. Twenty-four facilitators have been trained in this methodology designed to raise awareness, sensitize youth, and offer practical tools for self-expression and personal development.

The strength of CECLE's project strategy is its work with the CBOs where the IFE centers are located and with the schools where the NFE centers are located. The CBOs offer a wealth of experience in the provision of social service programs to target communities. Their longstanding relationship with these communities has allowed the project to begin implementing the IFE centers immediately. Some of the CBOs have also supported the IFE centers by providing integrated services that address some of the psychosocial issues impacting the beneficiary families.

4.5.4 Additional Steps/Lessons Learned

Interviews with partners, key project staff, and heads of CBOs have shown that project sustainability is among their major concerns. They commented that, in order to support the project's sustainability efforts, they need a detailed plan, timeline, activities, and specific groups that are designated as responsible to carry out these actions. The following is a summary of the additional steps needed and lessons learned for sustainability made by stakeholders during the field visit.

- Create an advisory group responsible for project sustainability efforts.
- Meet with both national and local officials to support sustainability efforts.
- Work collaboratively with the local CBOs and schools to recruit other local stakeholders.
- Continue to support and build the capacity of the CBOs to work on sustainability plans.
- Provide concrete data and success stories to present to potential donors.
- Create a web page to raise awareness and share results.
- Look for funding from international organizations.

- Involve scholars, universities, and statisticians in providing ongoing research and M&E support.
- Change the Arabic translation of the word “dropout.” The children find it demeaning and are embarrassed by its use.
- A visit from USDOL headquarters would be appreciated to recognize the hard work done by the CECLE staff.

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V RECOMMENDATIONS

5.1 KEY RECOMMENDATIONS

The following three recommendations are critical for successfully meeting the project objectives:

- **Focus on the worst forms of child labor and alternative income-generating strategies**

Withdrawing children from potentially dangerous labor without providing alternative income-generating activities has proven problematic for the project and hindered its efforts at total withdrawal of many children. The project should identify the WFCL it has the capacity to reduce, and then focus on withdrawing and preventing the children from engaging in these activities, such as working as auto mechanics, using potentially dangerous machinery, and performing agricultural work in summers.

- **Additional training for facilitators**

The coordinators and the facilitators of direct project activities in the IFE and NFE centers are dedicated and sincere in their efforts to help the children. However, they continue to need additional training in counseling children and their families as well as in presenting truly participatory and interactive sessions.

- **Develop the national framework**

To ensure sustainability, a national framework that addresses child labor issues in a comprehensive manner must be developed. This requires better collaboration between village and urban stakeholders in the planning and policymaking that will improve the lives of all children throughout Jordan.

5.2 OTHER RECOMMENDATIONS

- The provision of transportation to and from the IFE and NFE centers could greatly increase the number of beneficiaries, especially among girls.
- Educational activities designed to combat child labor will be more effective if the project provides a nutritious snack, varies educational activities, addresses the psychosocial needs of families, and involves parents.
- University involvement with the project's implementation could build a sustainable research component to study the long-term impact of the project.
- Facilitator training should include guidance and counseling, classroom management, alternative disciplinary methods, participative/cooperative learning, and use of low-cost materials.

- A sustainability plan needs input from local project stakeholders to enhance commitment and action. The feasibility to implement a plan and its chances for being fully successful depend on sustained government and community collaboration.
- An M&E system that depends on numerous data entry personnel requires close scrutiny on the part of the M&E specialists to ensure accuracy. Technical assistance should be provided to implementing partners throughout the project period to ensure the accurate collection and entry of data.
- A livelihoods component is crucial. It would need to include vocational training/apprenticeships and small loans that enable families to replace income lost when a child is withdrawn from child labor.

VI SUMMARY OF LESSONS LEARNED AND BEST PRACTICES

The midterm evaluation highlights a number of lessons learned and best practices implemented by CECLE.

- CHF International and its partners' experiences in Jordan have enabled the development of a project design relevant to the political, economic, and cultural context of the region and a cost-efficient implementation.
- It is appropriate for the project to focus on nonformal, informal, and vocational educational activities as well raising awareness.
- The project design and strategies fit well with existing government and donor initiatives.
- A livelihoods component that could provide alternative sources of income for poor families would be a valuable addition to the project.
- The training for facilitators considered to be the most desirable includes guidance and counseling, classroom management, participatory learning, and design of low-cost teaching materials.
- Local involvement in national committees, continuous communication, and productive working relationships among all stakeholders will improve facilitation of national policies.
- The culture restricts the movement of girls on their own, especially after dark. The provision of transportation options could dramatically increase girls' involvement in project activities.
- Students with special needs should be identified and assisted by the project.

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VII CONCLUSION

CECLE is an important project operating in a challenging environment that includes many important historical, religious, and tourist sites. Part of the challenge of the environment is the widespread belief that child labor is not a significant problem in Jordan. After two years of existence, the project has been successful in raising the awareness of the public about child labor in Jordan and its potential effects on the health and welfare of children, their families, and the society as a whole.

CECLE has met important challenges, the most impressive of which is the bringing together of stakeholders to collaborate on the issue of child labor. CECLE has succeeded in building a very strong team of partners and others working in the field who directly provide educational services to the children. The staff is dedicated, hardworking, and committed to help the children and their families.

The project has enrolled a large number of children in IFE and NFE, and it has prevented others from dropping out of school. Similarly, through its baseline study and research by its partner, NCFA, the project has collected important data on the detrimental effects of child labor and begun a national dialogue on the issue.

Given the context of poverty and the difficult economic climate in which the project exists, it is likely to be very difficult to achieve a full withdrawal of all beneficiary children. The project will either have to find alternative income-generating opportunities for the families, or it may need to accept that some older children will continue to be involved in some form of paid labor. Nevertheless, the project should intensify its efforts to withdraw older children from WFCL and prevent and withdraw children below the minimum age from all forms of labor.

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ANNEXES

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ANNEX A: TERMS OF REFERENCE

TERMS OF REFERENCE

for the

Independent Midterm Evaluation

of the

Combating Exploitive Child Labor through Education (CECLE) in

Jordan

Cooperative Agreement Number:	IL-17768-08-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	CHF International
Dates of Project Implementation:	September 30, 2008–July 1, 2012
Type of Evaluation:	Independent Midterm Evaluation
Evaluation Field Work Dates:	October 4-18, 2010
Preparation Date of TOR:	July 19, 2010
Total Project Funds from USDOL Based on Cooperative Agreement:	US\$4,000,000 Matching Funds: US\$858,500
Vendor for Evaluation Contract:	ICF Macro Headquarters, 11785 Beltsville Drive Calverton, MD 20705 Tel: (301) 572-0200 Fax: (301) 572-0999

BACKGROUND AND JUSTIFICATION

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

Since 1995, the U.S. Congress has appropriated over \$780 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to

eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

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

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

USDOL reports annually to Congress on a number of indicators. As these programs have developed, an increasing emphasis has been placed on ensuring that the data collected by grantees is accurate and reported according to USDOL definitions.

In the appropriations to USDOL for international child labor technical cooperation, the U.S. Congress directed the majority of the funds to support the two following programs:¹

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

Since 1995, the U.S. Congress has earmarked some \$450 million to support the International Labor Organization’s International Program on the Elimination of Child Labor (ILO-IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO-IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; less comprehensive Country Programs; sector-specific projects; data collection and research projects; and international awareness-raising projects. In general, most projects include “direct action” components that are interventions to remove or prevent children from involvement in exploitive and hazardous work. One of the major strategies used by IPEC projects is to increase children’s access to and participation in formal and nonformal education.

¹ In 2007, the U.S. Congress did not direct USDOL’s appropriations for child labor elimination projects to either of these two programs. That year, USDOL allocated \$60 million for child labor elimination projects through a competitive process.

Most IPEC projects also have a capacity-building component to assist in building a sustainable base for long-term elimination of exploitive child labor.

Child Labor Education Initiative

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

EI projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The EI is based on the notion that the elimination of exploitive child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of work and/or a specific region(s) or support a national Timebound Program that aims to eliminate the worst forms of child labor in multiple sectors of work specific to a given country.

Other Initiatives

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

PROJECT CONTEXT

In Jordan, children, mostly boys, work in mechanical repair, agriculture and fishing, construction, and hotels and restaurants. Children also work in the informal sector as street vendors, carpenters, blacksmiths, painters, domestic laborers, and fruit and vegetable pickers. Children also work in small family businesses, factories, and clean cars and sell items at traffic stops. According to a study by the Jordanian Department of Statistics, some children are subject to forced labor conditions.²

USDOL has provided US\$5 million to combat exploitive child labor in Jordan.³ USDOL has also funded ILO-IPEC to conduct data collection on child labor in Jordan as part of a multi-country effort totaling approximately US\$1.6 million.⁴ From 2002 to 2007, USDOL funded an

² USDOL, "U.S. Department of Labor's 2008 Findings on the Worst Forms of Child Labor," Jordan country report, p. 198.

³ USDOL, "Project Status—Europe, Middle East, and North Africa," http://www.dol.gov/ilab/projects/europe_mena/project-europe.htm.

⁴ USDOL, "U.S. Department of Labor's 2008 Findings on the Worst Forms of Child Labor," Jordan country report, p. 200.

ILO-IPEC implemented project to combat child labor in the urban services sector. The project, funded at US\$1 million, was undertaken with cooperation from the Ministries of Labor, Education, and Social Development, and withdrew or prevented over 1,700 children from exploitive child labor.⁵

USDOL-Funded Projects in Jordan

Years	Grantee	Project	Amount
2002-2007	ILO-IPEC	National Program for the Prevention and Elimination of Child Labor in Jordan	\$1,000,000
2005-2010	ILO-IPEC	National Child Labor Surveys in Selected Countries (Peru, Bolivia, Jordan, Benin)	\$1,593,091
2007-2012	CHF International	Combating Exploitive Labor through Education (CECLE) in Jordan	\$4,000,000
		TOTAL Jordan and Regional	\$6,593,091
		Jordan Only Total	\$5,000,000
		*Regional Total	\$1,593,091

The Government of Jordan has ratified ILO Conventions 182 and 138, and is an ILO-IPEC participant country. The law sets the minimum age for employment at 16 years, except for apprenticeships. The law prohibits hazardous work for children under, and provides a list of conditions and types of work that children cannot legally perform. The law also provides guidance on the number of days and hours children may work. These laws were amended in 2008 to apply to children working in agriculture or the informal sector, but children who are self-employed, employed by family, or work for no wages, fall outside of the labor code. The Child Labor Unit within the Ministry of Labor is primarily responsible for enforcing these laws, and employers who violate child labor laws can be fined, but according to the U.S. Department of State, these sanctions are not often enforced, and the Unit is not sufficiently staffed.⁶

The National Agenda (2006-2015) includes as a goal the reduction of child labor through the strengthening of the labor inspectorate and provision of vocational training opportunities and the Jordanian National Plan of Action for Children (2004-2013) aims to eliminate the worst forms of child labor in Jordan by 2014 and to decrease the number of child laborers under the age of 16. The Ministry of Labor's Labor Inspectorate has a long-term strategy to remove 38,000 children from work. In addition, the Jordanian Hashemite Fund has established a center in Sahab that provides nonformal education to working children and the Information and Resource Center of

⁵ USDOL, "U.S. Department of Labor's 2007 Findings on the Worst Forms of Child Labor," Jordan country report, p. 179.

⁶ USDOL, "U.S. Department of Labor's 2008 Findings on the Worst Forms of Child Labor," Jordan country report, p. 198.

the King Hussein Foundation has developed a model program for community-based organizations to assist child laborers.⁷

COMBATING EXPLOITIVE CHILD LABOR THROUGH EDUCATION (CECLE) IN JORDAN

On September 30, 2008, CHF International received a 4-year cooperative agreement worth \$4 million from USDOL to implement an EI project in Jordan, aimed at withdrawing and preventing children from exploitive child labor by expanding access to and improving the quality of basic education and supporting the five goals of the USDOL project as outlined above. CHF International was awarded the project through a competitive bid process.

As stipulated in the cooperative agreement, targets 4,000 children for withdrawal and 4,000 for prevention from exploitive work in small and informal industries in Greater Amman, Zarqa, Irbid, Madaba, and Aqaba and in hazardous agriculture in Jerash, Balqa, and Karak. The project's overarching goal is to reduce the number of children involved in WFCL in Jordan, with intermediate objectives of withdrawing and preventing children from WFCL through improved access to formal, nonformal, informal, and vocational training and education services; raising awareness regarding the importance of education and mobilize actors to improve education infrastructure; improving policies on child labor and education; strengthening the capacity of national institutions; and advancing formal and transitional education systems. CHF International is partnering with Questscope Fund for Social Development and the National Council for Family Affairs for this project.

The project's strategies and approaches for direct interventions, awareness raising, and capacity building include—

- Create and train parent and community support groups regarding child labor and children's rights.
- Conduct trainings for teachers, principals, and education counselors to improve education services and quality.
- Develop partnerships with media to encourage education and discourage exploitive child labor.
- Provide increased access to formal education support services, informal education, nonformal education, job skills training and employment linkages.
- Provide legislative research and technical guidance to government policymakers on child labor and education issues.

⁷ USDOL, "U.S. Department of Labor's 2008 Findings on the Worst Forms of Child Labor," Jordan country report, p. 200.

- Establish labor inspection teams and initiate inter-agency cooperation and referral mechanisms to ensure that beneficiaries and their families receive social support services.
- Conduct research on the effects of child labor as identified through the baseline research study.

PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to midterm and final evaluations. The CECLE project in Jordan went into implementation in September 2008 and is due for midterm evaluation in 2010.

Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL cooperative agreement with CHF International. 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 questions to be addressed in the evaluation (provided below) are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population.

Midterm Evaluation Purpose

The purpose of the midterm evaluation is to—

1. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government.
2. Determine whether the project is on track toward meeting its objectives and identify the challenges encountered in doing so.
3. Provide recommendations toward how the project can successfully overcome challenges to meet its objectives and targets by the time of project end.
4. Assess the effectiveness of the project's strategies and the project's strengths and weaknesses in project implementation and identify areas in need of improvement.
5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and identify steps that can be taken to enhance the sustainability of project components and objectives.

The evaluation should also identify emerging lessons learned, potential good practices, and models of intervention that will serve to inform future child labor projects and policies in Jordan and elsewhere, as appropriate. It will also serve as an important accountability function for USDOL and CHF International and provide direction in making any revisions to work plans, strategies, objectives, partnership arrangements, and resource allocations that may be needed in order for the project to increase its effectiveness and meet its objectives. Recommendations should focus on ways in which the project can move forward in order to reach its objectives and make any necessary preparations or adjustments in order to promote the sustainability of project activities. The evaluation should also assess government involvement and commitment in its recommendations for sustainability.

INTENDED USERS

This midterm evaluation should provide USDOL, CHF International, and other project stakeholders an assessment of the project's experience in implementation and its impact on project beneficiaries. USDOL/OCFT and CHF International management will use the evaluation results as a learning tool regarding the relevance of the approach and strategy being used by the project. The evaluation results should also be used by CHF International, the Government of Jordan and other current or potential partners to enhance effectiveness in the implementation. Therefore, the evaluation should provide credible and reliable information in order to suggest how the project could enhance its impact during the remaining time of implementation, ensuring the sustainability of the benefits that have been or will be generated.

The final report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

EVALUATION QUESTIONS

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

Relevance

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

1. Have the project assumptions been accurate and realistic? How, if applicable, have critical assumptions been changed?
2. Does the project design seem to be adequately supporting the five EI goals? If not, which ones are not being supported and why not?

3. What are the project's main strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL? Please assess the relevance of these strategies.
4. What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country? (i.e. poverty, lack of educational infrastructure, lack of demand for education, etc.) Has the project been successful in addressing these obstacles?
5. Is the project design appropriate for the cultural, economic, and political context in which it works?
6. How has the project design fit within existing initiatives, both by the government and other organizations, to combat child labor?
7. Please assess the relevance of the project's criteria for selecting action program regions and sectors and subsequently project beneficiaries. Has the project been successful in targeting beneficiaries from the most vulnerable populations?
8. Is the design appropriate to address macro-level issues relevant to child labor in Jordan?
9. Please assess whether the tourist regions of Dead Sea and Petra are a concern with regard to child labor practices. Are there other regions/sectors (i.e., street children/begging; refugees) which demonstrate problems with child labor in Jordan, and should be addressed by this project or future projects?
10. Assess whether the project should incorporate livelihoods into its design to better meet the needs of the target population.
11. What other major design and/or implementation issues should be brought to the attention of the grantee and DOL?

Effectiveness

The evaluation should assess the extent to which the project has reached its objectives, and the effectiveness of project activities in contributing toward those objectives. Specifically, the evaluation should address—

1. At midterm, is the project on track in terms of meeting its targets/objectives? If not, what seem to be the factors contributing to delays and how far behind are they in terms of target numbers and objectives?
2. Assess the project's understanding of the USDOL common indicators. Are the project's definitions of indicators (withdrawn, prevented, etc.) in line with USDOL definitions?
3. Assess the effectiveness of the "direct action" interventions, including the education interventions provided to children (i.e., nonformal education, formal education, and

vocational/job skills training). Did the provision of these services results in children being withdrawn/prevented from exploitive child labor/trafficking and ensure that they were involved in relevant educational programs?

4. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children *prevented* and *withdrawn* from labor/trafficking.
5. Assess the effectiveness of the specific models (Mentoring Model, Participatory Educational Methodology, and Pathways Advancing Viable Education) on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.
6. Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (informal sector and hazardous agriculture)? In a larger sense, did they accurately identify the *worst* forms of child labor in the country?
7. Are there any sector-specific lessons learned regarding the types and effectiveness of the services provided?
8. What monitoring systems does the project use for tracking the work status of children? Is it feasible and effective? Why or why not? How does the project monitor work status after school and during holidays?
9. What are the management strengths, including technical and financial (controls), of this project?
10. What management areas, including technical and financial, need to be improved in order to promote success in meeting project objectives? Please assess the relationships between CHF International and its partners (Questscope Fund for Social Development and the National Council for Family Affairs), and between Questscope and the community based organizations).

Efficiency

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

1. Is the project cost-efficient in terms of the scale of the interventions, and the expected direct and long-term impact?
2. Were the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?

3. Were the monitoring and reporting system designed efficiently to meet the needs and requirements of the project?

Impact

The evaluation should assess the positive and negative changes produced by the project—intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country—as reported by respondents. Specifically, it should address—

1. What appears to be the project’s impact to date, if any, on individual beneficiaries (children, parents, teachers, etc.)?
2. What appears to be the project’s impact to date, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee, etc.)?
3. What appears to be the project’s impact to date, if any, on government and policy structures in terms of system-wide change on education and child labor issues?
4. If applicably, assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and nonformal interventions). How has the education quality improvement component been received by the government and the communities?
5. Are there any emerging trends or issues that the project should and/or could respond to in order to increase the impact and relevance of the project? Are there any emerging opportunities to take the work further/have greater impact?
6. At midterm, are there good practices by the project or the implementing partners that might be replicated in other areas, or considered to be innovative solutions to the current situation?

Sustainability

The evaluation should 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 and/or the government, and identify areas where this may be strengthened. Specifically, it should address—

1. Have an exit strategy and sustainability plan been integrated into the project design? Will it likely be effective?
2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?
3. What have been the major challenges and successes in initiating and maintaining partnerships in support of the project, including with other USDOL-funded projects?

4. Assess the level of involvement of local/national government in the project and how this involvement has built government capacity and commitment to work on child labor elimination.
5. What have been the major challenges and opportunities, if any, of initiating and maintaining coordination with the host country government, particularly the Ministries of Education and Labor, as well as other government agencies active in addressing related children's issues? What have been some of the major challenges and opportunities in working with Queen Rania and related organizations?
6. What have been the major challenges and opportunities, if any, of implementing coordination with the ILO-IPEC?
7. What have been some of the challenges and opportunities in working with international and/or multilateral organizations?
8. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?
9. What additional steps need to be taken in order to promote the sustainability of project components?

EVALUATION METHODOLOGY AND TIMEFRAME

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

A. Approach

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

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children (http://www.unicef.org/media/media_tools_guidelines.html).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.

4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments to be made for the different actors involved and activities conducted and the progress of implementation in each locality.

B. Midterm Evaluation Team

The evaluation team will consist of—

1. The international evaluator
2. An interpreter fluent in Arabic and English who will travel with the evaluator

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

The international evaluator is Dr. John S. Seeger. He will be responsible for developing the methodology in consultation with ICF Macro and the project staff; assigning the tasks of the interpreter for the field work; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter/s in each provincial locality is to ensure that the evaluation team is understood by the stakeholders as far as possible, and that the information gathered is relayed accurately to the evaluator.

C. Data Collection

1. Document review

- Pre-field visit preparation includes extensive review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents may include—
 - Project document and revisions
 - Cooperative agreement
 - Technical progress and status reports

- Project logical frameworks and monitoring plans
- Work plans
- Correspondence related to technical progress reports
- Management procedures and guidelines
- Research or other reports undertaken (baseline studies, etc.)
- Project files (including school records) as appropriate

2. Question matrix

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

3. Interviews with stakeholders

Informational interviews will be held with as many project stakeholders as possible. 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 meetings will be held with—

- ILAB/OCFT Staff
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Government Ministry Officials and Local Government Officials
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (children withdrawn and prevented and their parents)
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area

- Labor Reporting Officer at U.S. Embassy and USAID representative

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. Stakeholder Meeting

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

The meeting will be used to present the major preliminary finding and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders will be prepared to guide the discussion and possibly a brief written feedback.

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

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not met to present their views on progress and challenges in their locality
4. Possible SWOT exercise on the project's performance

5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their “action priorities” for the remainder of the project.

F. Limitations

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

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

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

G. Timetable and Work Plan

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

Activity	Responsible Party	Proposed Date(s)
Phone interview with DOL and Grantee Staff/Headquarters	ICF Macro, DOL, Grantee, Evaluator	September 2010
Desk Review	Evaluator	September
Question Matrix and Instruments due to ICF Macro / DOL	Evaluator	October 1
Finalize TOR and submit to Grantee and DOL	DOL/ICF Macro/Evaluator	September 1
International Travel		October 3
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	October 4
Field Site Visits	Evaluator	October 5-15
National Stakeholder Meeting		October 18
International Travel		October 19
Post-evaluation debrief call with DOL		October 25
Draft report to ICF Macro for QC review	Evaluator	November 1

Activity	Responsible Party	Proposed Date(s)
Draft report to DOL & Grantee for 48 hour review	ICF Macro	November 3
Draft report released to stakeholders	ICF Macro	November 8
Comments due to ICF Macro	DOL/Grantee & Stakeholders	November 22
Report revised and sent to ICF Macro	Evaluator	November 29
Revised report sent to DOL	ICF Macro	December 6
Final approval of report	DOL	December 20
Finalization & distribution of report	ICF Macro	January 10, 2011

EXPECTED OUTPUTS/DELIVERABLES

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

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

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

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

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

After returning from fieldwork, the first draft evaluation report is due to ICF Macro on November 1, 2010, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on November 29, 2010, as indicated in the above timetable. All reports including drafts will be written in English.

EVALUATION MANAGEMENT AND SUPPORT

ICF Macro has contracted with Dr. John S. Seeger to conduct this evaluation. Dr. Seeger has been an administrator and educator, predominantly in Muslim countries, in economic development, international education, project evaluation, and capacity building. He has extensive experience in developing innovative educational initiatives that connect youth at risk with employment opportunities and has dealt successfully with host-country government officials, NGOs, donors, and community groups in Jordan, as well as Lebanon, Iraq, and Morocco, among other countries. He was the Peace Corps Country Director in Jordan for two years, and has also worked with Department of Labor-funded grantees in Indonesia, Lebanon, and Yemen on the design and implementation of formal and nonformal educational initiatives. Mr. Seeger earned his PhD in Educational Theory and Policy with a Minor in Public Administration from Pennsylvania State University. The contractor/evaluator will work with OCFT, ICF Macro, and relevant CHF International staff to evaluate this project.

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

ANNEX B: DOCUMENTS REVIEWED

CECLE Project Document

CECLE Cooperative Agreement

CECLE Technical Progress and Status Reports

CECLE Project Logical Frameworks Project Monitoring Plans Work Plans

Project Files

Cooperative Agreement

CECLE Baseline Study

National Council for Family Affairs Mission Statement (PowerPoint)

National Committee on Child Labor: Terms of Reference

USDOL, “U.S. Department of Labor’s 2008 Findings on the Worst Forms of Child Labor,”
Jordan Country Report.

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ANNEX C: INTERVIEWS, MEETINGS, AND ITINERARY

Mon. Oct. 4 Interview with Labor Officer from American Embassy, Project Manager, CHF, Education, M&E Specialist and Assistant (Questscope)

Tues. Oct. 5 Interview with Director of Questscope and Project Manager

Wed. Oct. 6 Attend Quarterly Meeting of National Committee for Child Labor, Meet with Head of NCFA, Interview with Program Manager and Head Researcher

Field Visits Itinerary

Date	Region	Location	Center Name	Center Type	Time of Session	Coordinator	Departure Time
Thursday 07 Oct. 2010	North	Ramtha	Abi Tamam school	NFE	11:00–13:00	Tawfiq	9:30
		Irbid—Al-hashmi St.	Family Protection	CBO's (IFE)	13:30–15:00	Tamer	
Sunday 10 Oct. 2010	North	Jarash	Ghaza Camp	CBO's (IFE)	10:00–12:00	Ahmad	9:00
Monday 11 Oct. 2010	South	Karak—ghour Safi	Ghour Safi lady	CBO's (IFE)	16:00–17:30	Tariq	14:00
		Karak—ghour Safi	Ghour Safi school	NFE	17:30–19:00	Tariq	
Tuesday 12 Oct. 2010	South	Aqaba	Women Committee	CBO's (IFE)	11:00–13:00	Ziad	11:30
		Aqaba—Old town	Abu-Ayoub Ansari school	NFE	13:00–15:00	Ziad	
Wednesday 13 Oct. 2010	Middle	Amman—N.Hashmi	Al- Zubaidiea	NFE	13:30–15:30	Mohamad	13:00
		Amman—Sahab	Sa'ad bin abi waqas	NFE	16:00–18:00	Tamer	

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Date	Region	Location	Center Name	Center Type	Time of Session	Coordinator	Departure Time
Thursday 14 Oct. 2010	Middle	Amman—N.Hashmi	Sanabel Al-khair	CBO's (IFE)	12:00–14:00	Ja'afar	11:30
		Amman—Sahab	Sahab society	CBO's (IFE)	14:30–16:30	Ahmad	
Sunday 17 Oct. 2010	Middle	Zarqa—Hashmiea	Hashmia Elementary School	NFE	10:00–12:00	Cedar	9:00
		Princess Talal	Eskan Talal	CBO's (IFE)	12:30–14:30	Ja'afar	

ANNEX D: STAKEHOLDER MEETING AGENDA

Venue: Grand Imperial Hotel, Amman

Date: October 18, 2010

Session	Time	Facilitator
Arrival and Registration of Participants	09.00–09.30	Administrative Assistant, CHF International
Welcome Remarks and Introduction of Participants	09.30–09.45	Program Director
Warm up/Icebreaker	09.45–10.00	International Evaluator
TEA BREAK	10.00–10.15	n/a
Group work on the relevance, effectiveness, efficiency, impact and sustainability of project activities	10.15–11.15	n/a
Group presentations and Discussion	11.15–13.15	International Evaluator
Presentation of Initial Findings and Questions	13.15–13.45	International Evaluator
Closing Remarks	13.45–14.00	Program Director
LUNCH and DEPARTURE	14.00–15.00	n/a

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ANNEX E: STAKEHOLDER MEETING PARTICIPANTS

Name	Proposed Participants	# of Participants
CHF International	Program Director, Education Specialist, M&E Specialist	3
Quest Scope	Program Manager, 2 Education Advisors	3
NCFA	Program Manager, Project assistant, and Legal specialist	3
Ministry of Labor	Head of Child labor unit, Director of Inspector, 1-2 inspectors from the field	4
Ministry of Education	Head of nonformal Education, 3 NFE centers facilitators	4
Ministry of Social Development	Head of social defense, and head of eliminating mendicancy	2
Community-Based Orgs (CBOs)	3 IFE facilitators	3
Beneficiaries	1 boy and 1 girl with their families	4
Total		26

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ANNEX F: SUSTAINABILITY MATRIX

At the end of the project, what key project activities/components do we need or want to sustain?	How will we attain it?	Who needs to be involved in working towards the sustainability strategy?	What data will we use to measure our progress towards sustainability? (Indicators and Means of Verification)	Progress to Date (To be submitted with each TPR)
5.1a) Delivery of direct and indirect education services to children withdrawn from exploitive child labor	Strengthen Questscope capacity Strengthen MOE support	Questscope, CHF and MOE	5.1a) DBMS project records and MOE letter stating continuation of education for target beneficiaries post program	
5.1b) Delivery of direct and indirect education services to children prevented from entering exploitive child labor	Strengthen Questscope capacity Strengthen MOE support	Questscope, CHF and MOE	5.1b) DBMS project records and MOE letter stating continuation of education for target beneficiaries post program	
5.1c) Provide children with job readiness and other basic life skills that will enable them to attain fuller employment opportunities as adults	Strengthen Questscope capacity	Questscope, CHF	5.1c) DBMS project records	
5.2a) NCFA continues work on policy and legislation to improve legislative and regulatory environment to protect children	Strengthen NCFA capacity on child labor	NCFA, CHF, ILO	5.2a) NCFA records, progress reports; CECLE project records	
5.2b) Questscope continues education for children enrolled after close of CECLE project	Strengthen Questscope capacity Strengthen MOE support for IFE/NFE program	Questscope, CHF, NCFA and MOE	Questscope DBMS records	

At the end of the project, what key project activities/components do we need or want to sustain?	How will we attain it?	Who needs to be involved in working towards the sustainability strategy?	What data will we use to measure our progress towards sustainability? (Indicators and Means of Verification)	Progress to Date (To be submitted with each TPR)
5.3a) National framework institutionalized	Strengthen NCFA capacity on child labor	NCFA, CHF, MoL, MOE, MoSD	5.3a1) NCFA public records from their CECLE project records and minutes of board meetings 5.3a2) National Committee on Child Labor meeting minutes 5.3a3) Public records, NCFA public records from their progress reports, news articles, reports	
5.3b1) Increased number of children withdrawn from exploitive child labor	Strengthen capacity of MoL CLU inspectors (training provided) Surveillance teams created and working in collaboration with Child Support Committees (CSCs) MoL actively holding National Child Labor Advisory Committee (NCLCA) meetings	CHF, NCFA and MoL CLU, ILO	5.3b1) MoL CLU database records 5.3b2) MoL CLU database records	
5.3b2) Increased number of children withdrawn referred for educational and other services	Strengthen capacity of MoL labor inspectors (training provided) Surveillance teams created and active MoL actively holding NCLAC meetings	CHF, NCFA and MoL's CLU, MoSD, MOE	5.3b1) MoL CLU database records 5.3b2) MoL CLU database records	

At the end of the project, what key project activities/components do we need or want to sustain?	How will we attain it?	Who needs to be involved in working towards the sustainability strategy?	What data will we use to measure our progress towards sustainability? (Indicators and Means of Verification)	Progress to Date (To be submitted with each TPR)
5.3c) National Child Labor Advisory Committee (NCLAC) is functional and regularly meeting	Promote regular and frequent meetings, creating expectations Support for broad participation of various stakeholders Establish agenda and schedule	MoL, MOE, MOSD, NCFA, CHF, ILO, INGOs, NGOs, CBOs	NCLAC minutes	