



Independent Interim Evaluation

ARCH Liberia Project *Actions to Reduce Child Labor in Liberia*

Implemented By:
Winrock International

Evaluator:
Lou Witherite



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LIST OF ACRONYMS AND TERMS

ALP	Accelerated Learning Programs
ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
ARCH	Actions to Reduce Child Labor in Liberia Project
BWI	Booker Washington Institute
CA	Community Advocate
CAHR	Children at high risk of child labor
CEO	County Education Officer
CDC	Centers for Disease Control and Prevention
CL	Child Labor
CLFZ 1	Child Labor Free Zone – Margibi and Montserrado Counties
CLFZ 2	Child Labor Free Zone – Nimba County
CLMC	Child Labor Monitoring Committee
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CP	Contributing Problem
CRC	UN Convention on the Rights of the Child
CST	Community Skills Training
DHO	District Health Officer
DBMS	Direct Beneficiary Monitoring System
EVD	Ebola Virus disease
ECD	Early Childhood Education
FAWUL	Firestone Agriculture Workers Union of Liberia
FGD	Focus Group Discussion
FY	Fiscal Year
GAAWUL	General Agricultural and Allied Workers Union of Liberia
GoL	Government of Liberia
GSM	Global System for Mobile Communications
HCL	Hazardous Child Labor
HH	Household
ILO	International Labor Organization
IO	Intermediate Objective
IPEC	International Programme on the Elimination of Child Labour
LC	Local Coordinators
LESSP	Liberia Energy Sector Support Project
MARCO	Morris American Rubber Company
MFS	Model Farm School
MIA	Ministry of Internal Affairs
MOA	Ministry of Agriculture
MOE	Ministry of Education
MOHSW	Ministry of Health and Social Welfare
MOGD	Ministry of Gender and Development
MOL	Ministry of Labor
M&E	Monitoring & Evaluation
NAP	National Action Plan for Child Labor
NACOMAL	National Commission on Child Labor
NRI	Liberia Rubber Company
NSC	National Steering Committee
NGO	Non-governmental Organization
OCFT	USDOL Office of Child Labor, Forced Labor and Human Trafficking
ODK	Open Data Kit

OSH	Occupational Safety and Health
PRODOC	Project Document
PTA	Parent Teachers Association
SSK	School Success Kit
ToC	Theory of Change
TPR	Technical Progress Report
TVET	Technical Vocational Education Training
TWG	Technical Working Group
USAID	United States Agency for International Development
UNICEF	United Nations Children Educational Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WHO	World Health Organization
WI	Winrock International

EXECUTIVE SUMMARY

Introduction

In December, 2012, Winrock International began Actions to Reduce Child Labor (ARCH), a four-year project to reduce child labor (CL) among children 5-17 years old in the Liberian rubber production belt.¹ The Cooperative Agreement grant of USD \$6 million from the United States Department of Labor (USDOL) operates in four districts spread across Montserrado, Margibi and Nimba Counties where child labor is extensive in the rubber sector. In October, 2015, the project received a no-cost extension which runs through December 31, 2016. An additional USD \$200,000 was granted to address food insecurities through school feeding programs in ARCH-supported schools. In conformity with the terms of the project's Cooperative Agreement and Comprehensive Monitoring and Evaluation Plan (CMEP), an independent interim evaluation was held beginning in October, 2015. This report describes the findings of the evaluation.

Besides fostering a formal and proactive partnership with several ministries in the government of Liberia (GoL) at national, county and district levels, Winrock International has partnered with non-governmental Liberian partners to implement the ARCH project, including: African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), General Agricultural and Allied Workers Union of Liberia (GAAWUL), Firestone Workers Union of Liberia (FAWUL), Liberia Rubber Company (now NRI), and the Morris American Rubber Company (MARCO).

The project targets 10,100 children aged 5-17 years in the three Liberian counties, designated by ARCH as Child Labor Free Zones (CLFZ) 1 and 2. Of these, 6,100 are children and youth withdrawn from exploitive child labor in rubber plantation or similar hard labor in the surrounding area, and 4,000 are at-risk of becoming engaged such work. Since the target children come from destitute families, the project aims to help at least 3,700 households become involved in activities to strengthen their family economy and introduce them to social protection services.

The independent, interim evaluation report concludes that the project has had many positive results, in both the policy arena and in direct action on the ground, even at the mid-point. Project activities have already had encouraging outcomes, and more changes are planned to assist project beneficiaries (children, parents, communities, and government actors) through school enrollment, expanded livelihood enhancements, increased income, and improved stability in life.

Evaluation Overview

The ARCH project began on December 27, 2012. Technically, the project reached mid-term in 2014, but due to the epidemic of Ebola virus disease (EVD) which hit Liberia in January 2014, it was necessary for the project to modify its timetable. Without a clear end of the EVD in sight, it was impossible to conduct the interim evaluation until October 2015. The purpose of the evaluation was to review steps taken towards the project's goals and assess its ongoing

¹ Cooperative Agreement Number IL-23978-13-75-K, Project Dates: December 31, 2012- December 31, 2016

progress, offering conclusions on effectiveness, relevance, and efficiency. The project design and program management were evaluated and consideration was given to achievements and challenges. Special attention was paid to the impact of the Ebola virus disease on project implementation and to issues related to the potential sustainability of the project's impact.

The evaluation methodology included a review of all documents related to the project and a field site visit to Liberia in October 2015. The unique relationship between the economies of impoverished families and the likelihood of their children being in child labor led to the operating theory that improving their livelihoods would improve the status of the child, and provide extra protection to families. The evaluation examined this relationship and assessed the outcome of implementing this theory thus far. In addition to twenty specific questions submitted by USDOL, the evaluator also probed the opinions of stakeholders as to the future of the project, especially its potential for sustainability in the long term.

During the field site visit, the evaluator conducted interviews, focus group discussions, and held open meetings to gather information from stakeholders. In each county the evaluator visited schools, farms, agricultural producers' group sites, skills training centers, rubber plantations and processing plants. In addition, meetings were held with government officials in the capital city of Monrovia. A Stakeholders' Meeting was held on October 27, 2015, to present preliminary findings and solicit clarification or additional information regarding the project at its mid-point. The meeting was useful and participants also shared viewpoints on the future of the project and their recommendations, especially for the sustainability of ARCH activities.

Summary of Findings

As described in the CMEP, the project design is based on the theory of change (ToC) that the phenomenon will be reduced by addressing seven contributing problem areas (CP) related to the existence of child labor.²

The project is organized according to Intermediate Objectives (IOs) which correspond directly to the seven CPs. The IOs are, briefly, (1) Education; (2) Livelihood; (3) Social Protection; (4) Youth Employment; (5) Policy and Institutional Strengthening; (6) Awareness; and (7) Research. Staff and partner organizations fully comprehend and function in one or more of these areas. The theory of change is valid in that it aims to reduce the incidence of child labor in the rubber belt in the selected districts by matching the objectives to contributing problems with the project activities.

At mid-point, the evaluation found that the project administration is managed by qualified and competent staff working within a logical and practical structure. There is unambiguous evidence of monitoring mechanisms and data collection tools. The budget is adequate and the project operates efficiently, meeting activity indicators while keeping costs down. Project

² CMEP, p. 4. These seven CPs are: limited access to quality education among children in rubber growing communities; insufficient household income to meet families' basic needs; household exposure to economic shocks; youth engagement in hazardous labor and the insufficiency of training and acceptable employment alternatives; limited engagement from the rubber growing community, industry and government stakeholders toward preventing and combating the problem; insufficient awareness regarding the negative consequences of child labor and of the value of education; and deficits in knowledge about child labor in Liberia's rubber industry as well as knowledge sharing mechanisms.

benefits appear to have a larger impact than what is specified in the budget as project costs, considering the results of ARCH's outreach in the community through organizing and social mobilization.

In fact, the project is speedily meeting its direct beneficiary and project indicator targets across the two zones. More than 9,000 children have been enrolled, including 6,735 working children and 2,279 at-risk children.³ Of these, most children are enrolled in formal education while others receive non-formal training through accelerated learning programs (ALP) in the schools, agricultural training through Model Farm Schools (MFS) and Agri-Clubs, and Community Skills Training (CST). Beneficiaries are clearly identified and accurately selected. The existence of school supplies, furnishings, renovations, start-up kits, tools, equipment and other inputs are visible.



ARCH provided much-needed desks and school furnishings

At mid-point, ARCH has involved 3,323 households in livelihood support activities, out of a target of 3,700. A portion of these families form fifty four agricultural producer groups organized and trained by the project to raise livestock or plant cassava. Another 112 agricultural producer groups, comprising 2,409 households, are set to begin the same activities as a means to diversify and build home economies. Rubber tapping skills are being provided in a series of training for adults and older youth (aged 16-17) to learn how to improve tapping skills. These individuals are learning techniques that increases rubber tapping production through more efficient methods, offering the potential of increased incomes. It also protects the trees. Occupational safety and health (OSH) training was provided to 150 youth aged 16-17, so that they will be prepared when they enter (or re-enter as legal-aged workers) the rubber tapping job market.

Through these activities, and the community organizing inherent in them, the target populations are becoming, in their own words, “empowered.” The project has introduced community-based organizing structures, which has enabled greater access to available social protection services for vulnerable families. Besides community mobilizing, the project is responsible for dozens of events, training sessions, and workshops which have contributed to building a critical mass of anti-child labor supporters throughout the two zones and in Monrovia. Not every trainee becomes a “champion” against child labor, but every ARCH workshop participant is competent to describe, define, observe and declare what child labor is (and the difference from child work), regardless of whether the training topic covered skills training, rubber tapping, pedagogy, or peer mentoring.

In the area of policy and institutional strengthening, the project has made significant contributions to an area where the situation has been lagging, due to national crises and resource issues. Working closely with the staff of the National Commission on Child Labor (NACOMAL), the project has sponsored or supported workshops to help Liberia move

³ Source, Annex A USDOL Common Indicators, furnished by the ARCH M&E Officer, October, 2015

towards a legal framework in conjunction with ILO Conventions 138 and 182. This includes working to develop and adopt a list of hazardous occupations for children (HCL) and to develop and adopt a National Action Plan (NAP) on the elimination of the worst forms of child labor (WFCL) in Liberia. A draft of a National Action Plan for the elimination of child labor in Liberia is circulating, due in large part to ARCH's on-going support to NACOMAL. With the NAP in place, further efforts will be made to push for child labor policies across ministries, as well as a national child labor monitoring system (CLMS). The project is also promoting continued training and realistic budgets for labor inspectors and labor commissioners in the Ministry of Labor.

Main Conclusions

The evaluation found that while the incidence of child labor is extensive and unambiguously prevalent, ARCH is making a difference in its target communities. The project design calls for many appropriate activities, which are being implemented nationwide by a qualified and competent team in partnership with community volunteers and leaders, government, non-governmental organizations (NGOs) and the private sector. In fact, there is significant contributing participation of educators, community leaders, representatives from rubber industry and unions, and government actors. If the momentum continues, this may lead to a critical mass of anti-child labor activists. Both government and the rubber sector seem quick to recognize the benefits of partnering with ARCH, even without large, elaborate inputs. ARCH is in communities and making a positive difference in the lives of people living in marginal economies.

Recommendations

There are areas where the project might review the overall plan and make adjustments, particularly keeping in mind the importance of its long term impact. In the course of evaluation, stakeholders were solicited for suggestions to improve the project or address special concerns. The recommendations are briefly listed here followed by the most likely implementer. More details are found in in the body of the report (Part 6).

1. USDOL should continue its efforts, placing more emphasis on support to government for sustainability (USDOL)
2. Begin now to help build necessary linkages for marketing income generating products (ARCH/Winrock)
3. Update and revise the Community Referral Directory (ARCH/Winrock and ANPPCAN)
4. Strengthen the role and presence of Child Labor Monitoring Committee members (ARCH/Winrock)
5. Monitor quality of instruction in Community Skills Training (ARCH/Winrock)
6. Ensure children keep learning and not working during school vacations (ARCH/Winrock)
7. If ARCH is going to create Child Labor Free Zones, then do a serious campaign approach (ARCH/Winrock and ANPPCAN)

8. Continue to strengthen the Ministry of Labor's fight against child labor nationally and locally (Government of Liberia, ARCH/Winrock, USDOL)
9. Create opportunities for beneficiaries, especially community leaders, to interact with county and district government (ARCH/Winrock and Government of Liberia)
10. Return to the emphasis on quality teaching (ARCH/Winrock, USDOL in all of its projects)
11. Document the knowledge base on core processes of the project (ARCH/Winrock)
12. Write out a concise Exit Plan and share it with stakeholders (ARCH/Winrock)

1. BACKGROUND AND PROJECT DESCRIPTION

1.1 Context

Liberia is a small, lush, democratic country on the west coast of Africa which is emerging from fourteen years of brutal war followed by the world's deadliest recorded outbreak of Ebola Virus disease (EVD). With a population of just over four million people, its resources are stretched.⁴ Its two major export commodities, rubber and iron ore, have been in an economic slump for several years due to low prices worldwide and competition with other countries.

The conflicts that began in the 1980s and continued until 2003 resulted in massive destruction of basic systems and infrastructure, so that more than a decade later the country is still in the process of reconstruction. Many schools were completely destroyed and teaching staffs were greatly depleted. Nearly half of the population is composed of children under age 15. Despite Liberia's Education Law providing compulsory primary education, many children have dropped out or never attended school in recent years.

For the general population, trying to create sound family economies and send children to school, among other things, is a daily struggle. More than half of the population is engaged in farming, but despite the fertile soil and ample rainfall, it produces low yields and remains at a subsistence level. Major crops are sugar cane, cassava, bananas, and palm oil.⁵ Liberia is known for its rubber industry, but because of the war, production declined and untended plantations are only now beginning to plant new trees, jeopardizing the country's position in the world market.

Child labor is visibly prevalent, mostly in agricultural production, and much of it is highly hazardous.⁶ Some children are internally trafficked to perform various forms of child labor. The Government of Liberia has initiated some measures to correct the situation, either through establishing laws, signing onto international conventions and developing policies that should protect children. (See Table 1, below) However, many policies regarding health, education, commerce and other areas do not include strategies for the elimination, reduction, or prevention of child labor. The Children's Law is notable, but there is still much work to be done for the country to conform to



A young boy hauls latex through a school yard in one of ARCH's Child Labor Free Zones as beneficiaries look on.

⁴ World Bank, 2013

⁵ Source, [The World Factbook](https://www.cia.gov/library/publications/the-world-factbook) (Liberia).<https://www.cia.gov/library/publications/the-world-factbook>

⁶ Report on Child Labour in Liberia 2010, International Labour Organization (ILO) Liberia Institute of Statistics and Geo-Information Services, Liberia, May 2012; USDOL ILAB Reports Findings on the Worst Forms of Child Labor in Liberia, 2014 (<http://www.dol.gov/ilab/reports/child-labor/liberia.htm>)

international standards of child protection.⁷

Table 1. Overview of Child Protection/Child Labor Legal Framework in Liberia	
Policy Instrument	Status
ILO Convention 138, Minimum Age	Not ratified
ILO Convention 182, Worst Forms of Child Labor	Ratified, No significant work done to domesticate
United Nations Convention on the Rights of The Child (UN CRC)	Ratified 1993
African Charter on the Rights and Welfare of the Child	Ratified 1992
List of Hazardous Child Labor (HCL)	No
Minimum age for work	16
Minimum age for Hazardous Work	18
Compulsory Education Age	15
Free Public Education	Yes, uniforms required. GoL reportedly to charge Early Childhood Education (ECD) fees
Children’s Act, also called the Children’s Law	Enacted 2012, includes Child Trafficking and Commercial Sexual Exploitation, but not labor.
National Action Plan (NAP) for Child Labor	No
National Action Plan for Child Trafficking	NAP for Trafficking in Persons
CRC Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography	Signed 2004, not ratified
UN CRC Optional Protocol on Armed Conflict	Not ratified
Palermo Protocol on Trafficking in Persons	Ratified 2004

1.2 Description of ARCH Project

Against this backdrop, in December 2012 Winrock International began “Actions to Reduce Child Labor,” or the ARCH project, to reduce child labor (CL) among children 5-17 years old in the Liberian rubber production belt.⁸ The Cooperative Agreement grant of USD \$6 million from the United States Department of Labor (USDOL) operates in four districts spread across Montserrado, Margibi and Nimba Counties where child labor is extensive. In October 2015, the project received a no-cost extension which runs through December 31, 2016. An additional USD \$200,000 was granted to address food insecurities through school feeding programs in ARCH-supported schools.

The project targets 10,100 children aged 5-17 years. The project aims to withdraw 6,100 children and youth from exploitive child labor in rubber plantations or similar hard labor in the surrounding area, and 4,000 children who are at-risk of becoming engaged such work. Since the

⁷ See, UNICEF At a glance: Liberia March 9, 2013.

http://www.unicef.org/infobycountry/liberia_61984.html

Also, *The New Republic*, Nov 11 2015: “...Liberia's 2012 Children Law ... hailed by campaigners as ...comprehensive instrument[s] for children on the African continent. Liberia is one of the first countries to adopt a comprehensive child rights legislation ... based on the CRC and the African Charter on the Rights and Welfare of the Child.”

⁸ Cooperative Agreement Number IL-23978-13-75-K, Project Dates: December 31, 2012 - December 31, 2016

target children come from destitute families, the project will help at least 3,700 households become involved in activities to strengthen their family economy.

Besides a formal, proactive partnership with several ministries in the Government of Liberia (GoL) at national, county and district levels, Winrock International has partnered with five non-governmental Liberian partners to implement the ARCH project: African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), General Agricultural and Allied Workers Union of Liberia (GAAWUL), Firestone Workers Union of Liberia (FAWUL), Liberia Rubber Company (NRI), and the Morris American Rubber Company (MARCO). The government ministries involved in the project include (in alphabetical order) the Ministry of Agriculture (MOA), Ministry of Education (MOE), and Ministry of Labor (MOL). Other ministries that participate in the project include the Ministry of Health and Social Welfare (MOHSW), Ministry of Gender and Development (MOGD) and the Ministry of Internal Affairs (MIA) through relationships with the County District Commissioners.

The project covers four districts in Montserrado, Margibi and Nimba Counties, namely Todee, Kakata, and Saclepea I and II. The project calls these geographic locales Child Labor Free Zones (CLFZ) 1 and 2. This area is referred to as the rubber belt as it is the locale of the largest rubber plantations in the country. Rubber is grown elsewhere in Liberia and the rubber belt is also called the cocoa and coffee belt by some agriculturalists.

1.2.1 Theory of Change

In a five day workshop in April 2013, ARCH staff and partners, including Winrock International staff, developed its Comprehensive Monitoring and Evaluation Plan (CMEP) and overall project design. As described in the CMEP, the project design is based on the theory of change (ToC) that, by addressing seven contributing problem (CP) areas related to the existence of child labor, the phenomenon will be reduced. The seven CPs are:

1. Children with limited access to quality education;
2. Households with insufficient means to satisfy their needs;
3. Rural household exposure to economic shocks;
4. Young people in hazardous labor;
5. Public, private and community structures take limited action to prevent/eliminate child labor;
6. Lack of awareness regarding root causes, related hazards and means to combat child labor; and
7. Insufficient knowledge base and data on child labor in Liberia's rubber sector.⁹

The project team identified two strategies: the "Household Approach," and "Child Labor Free Zones." The project theorizes that the desired reduction of child labor can be achieved through the Household Approach by:

⁹ CMEP page 4 and Annex 1 contain Problem Trees from the ToC workshop.

- providing the necessary financial, material, and social supports to families in order to free up child laborers and get them into the education system;
- improving the quality of the various educational services;
- facilitating household access to social protection; promoting safe work standards for youth, and building rubber stakeholder capacity;
- raising awareness on the negative consequences of child labor; and
- increasing the body of data on child labor in rubber production.

The CLFZ approach engages public and private sector stakeholders to reduce all types of child labor within a defined geographic area (rubber production areas) by developing and/or implementing policies and legal instruments.¹⁰ The project is organized according to Intermediate Objectives (IOs) which correspond directly to the seven CPs. The IOs are, briefly, (1) Education; (2) Livelihood; (3) Social Protection; (4) Youth Employment; (5) Policy and Institutional Strengthening; (6) Awareness; and (7) Research. Staff and partner organizations fully comprehend and function in one or more of these areas. The theory of change is valid in that it aims to reduce the incidence of child labor in the rubber belt in the selected districts by matching the objectives to contributing problems with the project activities.

¹⁰ CMEP page 11

2. EVALUATION OBJECTIVES AND METHODOLOGY

As described in the CMEP, a required component of ARCH's overall monitoring and evaluation plan is an independent interim evaluation to review the project's progress to date. The interim evaluation was tentatively scheduled for the 3rd quarter of 2014¹¹ in the overall Monitoring and Evaluation (M&E) timeline, but due to suspension of work during the EVD crisis, the interim evaluation was postponed until October 2015. The interim evaluation was conducted by an independent consultant. The exercise began in October 2015, with a field visit to project sites in Liberia from October 11-26, 2015. Interpreters fluent in local languages, Kpelle and Mano, traveled with the evaluator where needed in the three counties.

2.1 Purpose of Interim Evaluation

The purpose of the independent interim evaluation was to assess the degree to which the ARCH project is meeting its goals and objectives and is being implemented as planned in the project document (PRODOC) and CMEP. Further, the findings offer insight as to factors that may contribute to successes and challenges. This evaluation particularly explored: (1) the impact of the unexpected EVD outbreak on the completion of scheduled project objectives and the subsequent recovery of project activities; and (2) the project's apparent impact on the lives of beneficiary households and children as well as at institutional and community levels at the time of the evaluation. The conclusions in the interim evaluation provide an opportunity to identify where modifications may be needed in order to achieve the project's intended results, especially to recommend actions to increase sustainability before project phase-out.

2.2 Technical Methods Used

2.2.1 Project Document Review

Before going to Liberia, the evaluator analyzed a large and comprehensive body of available documents deemed pertinent to project design and implementation, including the ARCH Project Document from 2013, Technical Progress Reports (TPR), correspondence materials from the USDOL Office for Child Labor, Forced Labor and Human Trafficking (OCFT), and the CMEP which included the project results framework. Once in country, relevant source documents from key stakeholders were added and reviewed. Additionally, the evaluator was able to freely examine files in both offices in Kakata and Saclepea I. This included the M&E systems which calculate the project's impact on individual beneficiaries. The evaluator also used the iLAB application for mobile phones, a computer laboratory and service non-profit that ARCH contracted to help create its monitoring, information and data collection systems. The evaluator compiled a master list of those documents, found in **Annex F**.

Documents not produced by ARCH but related to its activities and milieu, including policy on the elimination of the Worst Forms of Child Labor (WFCL), Liberia news releases, literature from the rubber industry, and articles about other activities in the country helped place project interventions within the overall context and expanded the evaluator's understanding of the impact of the project activities to date.

¹¹ Quarters are based on calendar year and not US fiscal year.

2.2.2 Field Visit

The field visit was conducted from October 11-25, 2015. Evaluation activities comprised meetings in the capital city of Monrovia, the project office in Kakata, and Todee and Saclepea I districts.¹² The evaluator visited fifteen schools, five Model Farm Schools (MFS), fifteen agricultural producer group sites, five Community Skills Programs (baking, hairdressing and tailoring), three rubber plantations, two small holder rubber farms, and sat in on three accelerated learning classes and one hairdressing class. Individual and paired interviews were conducted with government officials, and many community-wide meetings, some impromptu, offered opportunities to gather insights contributing to this evaluation.

2.2.3 Data Collection Methodology

In the course of the field visit, the evaluator met with a wide range of stakeholders.¹³ Key stakeholders include implementers, government officials, educators, employers, beneficiaries and parents. Interviews were conducted in government offices at district, county and national levels; rubber plantations and processing plants; multiple educational facilities, particularly primary schools and secondary schools; and Community Skills Training (CST) facilities, comprising tailoring, hairdressing and baking. Model Farm Schools and other agricultural venues were also visited. These included piggeries, chicken coops, goat raising sites, and cassava and vegetable fields. Many families, Community Advocates (CAs), Child Labor Monitoring Committee (CLMC) members, town chiefs, small holder rubber farmers, and other community members were interviewed as well.

Child labor is prevalent in many forms in Liberia, including rubber tapping, sugar cane cutting, farming, charcoal production, carrying heavy loads, street vending, auto mechanics, and prostitution. The evaluator observed one or more examples in target communities, as recorded in the report.

Prior to and following the field visit, phone interviews were held with USDOL and Winrock. Winrock and USDOL staff came to Liberia at the end of the evaluation and attended the stakeholders' meeting. The evaluator interviewed them after the stakeholder meeting before returning to the USA. While in Monrovia, before and after the stakeholders' meeting the evaluator met with partners, US Embassy and United States Agency for International Development (USAID) officials, project contractors, aid workers and consultants from the Center for Disease Control who were in country.

The methodology allowed the evaluator to gather both quantitative and qualitative data about the ARCH project. Individual semi-structured interviews and focus group discussions (FGD) were held with key informants representing all stakeholders. Project stakeholders are those individuals who have knowledge about the project and play a significant or intervening role. In-depth interviews were held with a number of individual beneficiaries from all programs. Some

¹² See Itinerary, **Annex D**.

¹³ These include ARCH Project implementation staff and project partners; auxiliary partners; relevant government ministry officials in Monrovia and in the CLFZ 1 and 2; representatives of the rubber industry, other employers and trade unionists (beyond partners); pertinent US Embassy, USAID, US Department of Labor staff; Winrock International staff; other contextual informants; project beneficiaries; and those working closest to beneficiaries at project sites.

FGD were larger than others, particularly the Model Farm School, Agri-Club and CST groups, where many of the participants were anxious to share stories. Often, one or two trainees were interviewed separately. Most interviews lasted at least an hour, particularly with FGD, where every participant was specifically chosen. Their input was solicited and recorded.

Project staff persons were not present for any of the data collection that occurred during field site visits in order to ensure unbiased responses. ARCH staff did travel to the sites on several occasions, which provided an opportunity for the evaluator to question them, gather information about the project, and to add to or verify observations and data collected. Since there was not enough time to interview each staff member, their accompaniment to project sites offered excellent opportunities for valuable and insightful in-vehicle exchanges. The evaluator also conducted interviews with citizens unrelated to the project, including educators, working children, civil society members and researchers to confirm or gather more information. For a list of stakeholders and other people who were contacted and interviewed, see **Annex E**.

2.2.4 Evaluation Questions

USDOL provided the following specific questions for this evaluation. Each question is referenced to the page(s) where it is answered in this report. In addition, the questions were placed in a matrix for greater definition, which is found in **Annex C**.

Question	Pages Where Answered
1. To what degree is the project design appropriate and adequate to address the key causes of child labor among beneficiary children and households?	1, 11-13, 29
2. How do stakeholders and/or partners view the ARCH project as an initiative?	10, 13-16, 22-23, 31-33
3. Has the theory of change and/or project design maintained its validity after the EVD outbreak? If not, what steps have been taken to adapt?	5, 13, 16, 22-23
4. How have the direct beneficiaries been identified?	19, 21-23
5. What challenges or successes has the project encountered in engaging with key stakeholders (government, private sector and non-governmental partners) to combat child labor long term (beyond life of project)?	16-18, 22-28, 33
6. What progress has the project made toward accurate data collection?	18-21, 23-25
7. What progress has the project made toward improving direct beneficiary households' access to education and livelihoods services (including meeting performance targets and quality of services provided)?	11-15
8. How has the Ebola crisis affected the communities and the project, particularly the project's ability to implement interventions and lead to sustainable impact post-Ebola crisis?	5,13, 16, 22-23
9. How effective has the TOT for labor commissioners and inspector generals been in reaching labor inspectors at the community level?	15-18
10. How successful have Community Training Centers programs been in reaching more rural communities and direct beneficiaries?	12, 14, 24, 26
11. Have the quality of the project's services provided been improved over the life of the project?	10, 13, 25-26
12. What is the impact of whole family services delivery to date?	11-18
13. What effects have the household livelihood interventions (Rubber	13-15, 26

Question	Pages Where Answered
Production Tapping, Training, Rubber Bio Mass Microenterprises, and MFS) had on strengthening community and families' economic positions? Have they been effective?	
14. What have been the results in mainstreaming child labor issues into company polices and collective bargaining assessments?	18, 25-26, Annex I
15. What is the impact of the youth employment activities on the project beneficiaries?	14-16, 26, 33
16. Have the project beneficiaries been able to access social protection programs?	14-15, 32-33
17. What impact can be seen from company monitoring, training and social service provision initiatives?	14-15,18
18. Has the area-based approach been effective in establishing Child Labor Free Zones (CLFZs)? If not, please explain why.	26, 33 Rec. 7
19. What progress has the project made in ensuring the sustainability of the CLFZs and Child Labor Monitoring Committees (CLMC)? Are child labor issues being mainstreamed into company policies and collective bargaining agreements? Can this be improved?	17-18, 23-24, 31-32
20. How has project staff engaged with key stakeholders in government, private sector, and NGOs to combat child labor beyond the life of the project?	16-19, 31

At the end of the field visits to the three regions, a half-day briefing was held in Monrovia, where preliminary findings were presented and stakeholders were invited to give their feedback.¹⁴ In the afternoon, key ARCH staff and representatives from Winrock and USDOL/ILAB met with the evaluator to discuss and clarify more deeply points raised during the briefing.

2.2.5 Limitations

Since the ARCH staff in Liberia did a lot preparation for the interim evaluation, the activity took place with very little encumbrances. Only three informants were unavailable and two sent representatives conversant with the project. The ARCH staff who made introductions for the evaluator remained outside of the interviews, but helped with keeping time so that meetings were held on schedule. Despite taking place during the rainy season, all roads were passable.

¹⁴ Stakeholder Meeting Agenda and List of Participants are found in **Annex G**.

3. EVALUATION FINDINGS

As described in the CMEP, the ARCH project design is based on the theory of change that by providing certain inputs to improve communities and households, child labor will be reduced in identified “Child Labor Free Zones.” The “Child Labor Free Zones” approach engages public and private sector stakeholders to reduce all types of child labor within a defined geographic area (rubber production areas).¹⁵ Raising awareness about child labor and child work begins the process. Support and training to families will facilitate getting child laborers back into the education system. Household economies will improve and access to social protection will be increased through these inputs. Training in safe work standards, improving rubber stakeholder capacity, and building a better knowledge base of data on child labor in rubber production are also components.

The ARCH project’s initial baseline data confirmed the high prevalence of children labor in rubber production or other hazardous occupations, often charcoal burning. Many other children were found to be at risk to become engaged in child labor. It also identified families living in poverty and children not attending school. This confirmation justified the project’s approach to focus on withdrawing and preventing children from engaging in child labor, providing alternatives to parents and young adults to earn more secure incomes, and supporting the educational systems to keep children in school or provide skills training.

3.1. PROJECT ADMINISTRATION

The organizational structure of the project’s human resources is logical and coherent. Geographically, ARCH is divided into two “Child Labor-Free Zones,” composed of project sites in Margibi and Montserrado counties (CLFZ 1) and in Nimba County (CLFZ 2). The main bureau, located in Kakata, the capital of Margibi County, and the second office in Saclepea in Nimba County are both secure, fully functioning facilities. Both offices have generators, as power cuts are very frequent. Despite wiring the office for Wi-Fi, the project determined that the 4G cellular modems were more cost-efficient, but internet connectivity is excruciatingly slow in the country, even in Monrovia. The Director told of the volumes of busy work he is able to accomplish when waiting for one simple file to download. Staff share offices but seem to be able to perform their tasks without interfering with one another. The project has two vehicles and four motorcycles and sometimes rents another if needed. Drivers are reliable and conscientious.

3.1.1 Human Resources

Administrative staff consists of the Project Director, Deputy Director (who oversees project procurement and the Parent Teachers Association [PTA] sub-grants), auxiliary administration and finance staff. Information management is handled by the M&E Specialist and support staff persons who manage data collection and the direct beneficiary monitoring system (DBMS) at banks of computers and rows of file cabinets in both offices. Local Coordinators (LCs) – two each from Winrock and ANPPCAN – organize child labor awareness and oversee data collection in their respective CLFZs. Program specialists for Education, Livelihood, and more recently, Agriculture, are based in Kakata at the central office, but also serve the Nimba County office.

¹⁵ CMEP page 11.

The workload for most staff is very heavy and it is not uncommon for administrative staff to work late hours in the office. Program staff persons are in the field sites as frequently as possible, and are well known and respected by community stakeholders, local government officials, teachers and parents. ARCH is considered dependable and trustworthy.

The volunteer, ARCH-trained Community Advocates (CAs) are held in high esteem. In more than one community, informants praised the CA as being central to their involvement with the project. Like the paid Local Coordinators, the Community Advocates have a responsibility for data collection. Project activities run far beyond pursuing DBMS material for both volunteers and paid staff. They closely resemble social workers in their zealous attention to children and families. Their training has been substantial, so they are effective as well as conscientious. Besides receiving modest equipment, supplies for data collection and project T-shirts, they have social services referral guides by ANPPCAN to support their data collection activities. A random review of the files showed that information inputted by CAs was as accurate as that entered by ARCH staffers (Local Coordinator/Mobilizers). Most of the CAs met during the interim evaluation were also General Community Health Volunteers.



Community Advocate and PTA head

The CLMCs formed by ARCH are equally highly motivated and respected. Some localities have developed by-laws and impose fines against adults employing children.

3.1.2 Project Costs

The ARCH project operates efficiently, meeting activity indicators while keeping costs down. The budget seems sufficient, given modifications that have been made such as reviewing personnel needs to create a structure that responds to project needs. Suggested adjustments, such as using money redistributed from planned activities such as biomass enterprises, will enhance its capability even more. If money is being saved, it does not appear to detract from the quality of the program outputs. It is refreshing to see that the School Success Kits (SSK), tools and equipment provided to the MFS and Agri-Clubs are sensible and of good quality. Presumably the Community Skills Training Kits will be equally practical.

Considering the project is past the halfway mark, it is significant that it is serving more than half of its original target of 10,100 children and 3,700 vulnerable households. Project benefits appear to have a larger impact than project costs, considering the results of ARCH's outreach in the community through organizing and mobilization. The outcome of the project clearly surpasses the 9,014 direct beneficiaries in terms of capacity building and other "spill over" effects that support government at the county, district and national level.

3.2 PROJECT DESIGN

There is no question that child labor is pernicious and prevalent in Liberia. Children, who are unmistakably as young as 5 years old and up to 15 years, are visible hawking in streets of towns and balancing loads beyond their carrying capacity on village roads. The project targets the

"rubber belt," which includes areas where sugar cane, rice, charcoal burning and other activities comprise the area's marginal economy. These activities consist of several very dangerous elements, including dealing with hazardous substances, tools and environments.

People in the three target counties (four target districts) live very close to the edge of subsistence. They routinely employ their own or other children to contribute to a minimal standard of living. For this reason, if they have been enrolled in school at all, children do not attend regularly and do not perform well academically. Parents informing the evaluation consistently gave lack of resources as the reason why they employed their children as free labor. Generally, education is valued in communities, but considered too costly an endeavor for poor families. The inability to pay for uniforms was the primary reason their children did not attend school. Furthermore, there is widespread misunderstanding regarding child labor, including the belief that labor by a small child actually contributes significantly to raising household income, despite any hard research in Liberia to affirm or contradict. Finally, the current legislative environment for effectively fighting child labor is weak. Despite some gains, the government struggles to create the necessary legal framework, although the commitment is sporadic and depends on individuals rather than a collective voice.

The project design is relevant because it encompasses: (1) addressing misconceptions; (2) withdrawing or preventing children from extremely dangerous labor; (3) enrolling children in schools; while (4) simultaneously contributing to the development of sound national policies, employer policies, trade union effectiveness, and an emerging knowledge base regarding child labor.

3.3 PROJECT ACTIVITIES

As noted, ARCH project activities stem from the seven Intermediate Objectives (IOs). The IOs are, briefly, (1) Education; (2) Livelihood; (3) Social Protection; (4) Youth Employment; (5) Policy and Institutional Strengthening; (6) Awareness; and (7) Research. Staff and partner organizations fully comprehend and function in one or more of these areas.

3.3.1 Education (IO 1) and Youth Employment (IO 2)

The project addresses CP 1 (limited access to quality education among children in rubber growing communities) and 4 (youth engagement in hazardous labor and the insufficiency of training and acceptable employment alternatives) through a large array of intense interventions. The interventions are characterized as formal education, non-formal education and skills training; improved school and teaching quality; and PTA engagement. Children are enrolled in formal and non-formal programs, including vocational skills training. Older youth (aged 16-17) have been trained in farming, occupational safety and health (OSH), and rubber tapping techniques. Principals and teachers have been introduced to new teaching techniques and/or received refresher courses. Schools have been furnished and renovated.

At mid-point, the evaluation determined that the project is speedily meeting its targets. More than 9,000 children have been enrolled, including 6,735 working children and 2,279 at-risk children.¹⁶ Of these, most are enrolled in formal education, while others are receiving training in agriculture through MFS, Agri-Clubs and CST. Child beneficiaries in traditional schools receive material support to children through School Success Kits (SSK) which contain uniforms and school supplies. Those in MFS and Agri-Clubs receive kits which contain protective gear, boots, gloves, and tools. The Farm School settings also receive tools and wheel barrows. Training in baking, hairdressing, and tailoring is being provided to 688 young people. Local practitioners of the skills were trained to be instructors through the Booker Washington Institute (BWI), a highly regarded public post-secondary school which provides vocational skills, so that trainees did not have to leave their communities. As they near the completion of their training, they will receive start-up kits containing tools, equipment and supplies appropriate for continuing their newly-learned trade.

Some Topics of the Teacher Training done by trainers from the Ministry of Education:

- Instructional Planning Curriculum
- Professional Standards for Teachers in Liberia
- Professional Ethics
- Philosophy of Education
- Teachers Core of Conduct
- Writing Lesson Objects
- Education Act
- Daily Lesson Planning
- Understanding the Learner: Child-centered learning
- Understanding Conflicts
- Dealing with Anger
- Effective use of Chalkboard,
- Designing, Practice, Evaluating Teaching Aids
- Child Labor

Table 2: Summary of ARCH Project Target Versus Achievement To Date¹⁷				
Program	Target	Total Children	Male	Female
Formal School	5,131	5,377	2,850	2,527
Accelerated Learning Programs (ALP)	1,624	1512	867	645
Agri-club	1,000	726	419	307
Model Farm Schools	977	711	345	366
Community Skill Building	688	688	133	555
Total Number of Children enrolled for reporting period	10,100	9,014	4,614	4,400

There has been increased enrollment in schools as children have returned to school or are enrolling for the first time, thanks to ARCH efforts to withdraw or prevent children from child labor. Some schools have increased their enrollment by 200%. One school visited in the course of the interim evaluation went from 73 to more than 250 students. Teachers are adamant that they are content with increased enrollment, especially since they received training in large classroom management from ARCH. The evaluator observed the efficacy of some of the techniques in several classrooms. Educational opportunities have been expanded as children who are uncomfortable in traditional classrooms, or are over-age in formal settings, are registered in Accelerated Learning Programs (ALP), Agri-Clubs and Model Farm Schools (IO 1.1). ARCH also sponsors activities which further engage children, such as World Day against Child Labor and peer mentoring.

¹⁶ Source: Annex A USDOL Common Indicators, furnished by the ARCH M&E Officer, October 2015

¹⁷ Source: ARCH M&E Officer

To maintain a welcoming and conducive educational environment, the project provides support to educators. Teachers and principals have been trained in Accelerated Learning Program methodology and/or received refreshers on general pedagogy or updated techniques. For example, in recent years, the MOE has adopted a new approach to lesson planning called “ABC.” The five-step technique is easy to remember: (1) Anticipation, or asking anticipatory questions leading to the theme, (2) Building Knowledge through brainstorming ideas, and (3) Consolidation of the facts, followed by homework and the review the next day. Even for teachers who graduated from the Teacher Training Institutes more than a decade ago, this tactic has been welcomed as a new method.

The project began awarding “PTA grants” to schools after the ARCH-trained PTA members met, developed and submitted proposals for school upgrades. The sub-grants program will award \$1,000 to each of the seventeen participating schools. A key achievement in this capacity building and material support program has been to hand the power and responsibility of school oversight *back* to PTAs. Principals and community leaders welcome this change. Since the project gave training to better organize the PTAs, including leadership skills and running meetings, parents reportedly are more visible, involved and provide in-kind contributions to school projects, such as constructing buildings, repairing classrooms and preparing terrain for gardens. Before the PTA grants program began, the project had given participating schools some much-needed school furniture, teaching supplies, and after-school recreation materials.

Citing food insecurity, due in part to the EVD crisis when families were unable to pursue normal activities to secure food, the project was granted USD \$200,000 from USDOL to begin School Feeding programs in some target schools.¹⁸ This was extremely welcome news for school principals. All County Executive Officers, district Education Officers and principals interviewed in the interim evaluation cited school feeding programs as a priority recommendation for projects designed to attract children withdrawn from child labor to formal education. Parents also mentioned the school meals as major incentives for their children. In evaluation interviews, children and parents often reported having one meal a day as the norm.

ARCH has helped youth 16-17 years old transition from unsafe working conditions or hazardous child labor to Model Farm Schools, Agri-Clubs and Community Skills Training. One hundred fifty young people who were already involved in rubber tapping received skills training in proper and more efficient rubber tapping techniques and OSH, so that when they are older and return to rubber plantations legally, they will be in demand as



Graduates of MFS have launched a small enterprise processing cassava. Shown with local Community Advocate on right.

¹⁸ The project plans to provide school meals in all 45 ARCH schools. Since some schools may be recipient of World Food Program food, the project will not duplicate efforts there. The program will last four-six months.

skilled tappers, and recognize and request safe work conditions. Children who have graduated a term of Model Farm School are already organized in groups and raising livestock. Participants in the agricultural-based programs report high enthusiasm for the subject and appreciation for the skills that they are acquiring. Few of the respondents actually looked to farming as an eventual occupation, naming professions such as doctor, nurse, teacher, and government minister as their future dream careers. Some beneficiaries in the MFS noted science and biology as potential career goals, even specifying agricultural sciences. The project encourages youth to stay in agriculture by providing start-up kits of agricultural tools along with training in skills to use after graduation. For example, pigs raised by youth from previous MFS are now producing piglets. This motivates them to continue raising animals as a small income generating business. Those in the CST were more grounded in their hopes to continue the skills that they were learning as a means of livelihood.

3.3.2 Livelihoods (IO 2) and Social Protection (IO 3)

Income generating activities to improve household income have been introduced so that household livelihoods will become more sustainable. This input offers social protection from economic shocks and decreases the likelihood of families opting to use child labor as an income strategy. Adults also received rubber tapping and OSH training so that their improved skills make them more marketable to the commercial plantations.

The evaluation found that these key interventions help to resolve insufficient household income to meet families' basic needs (CP 2) and their exposure to economic shocks (CP 3). ARCH has involved 3,323 households in livelihood support activities out of a target of 3,700. A portion of these families form fifty four agricultural producer groups organized and trained by the project to raise livestock or plant cassava (44 livestock/10 cassava). Another 112 agricultural producer groups, comprising 2,409 households, are set to begin the same activities as a means to diversify and build home economies.

Rubber tapping skills are being provided in a three-part training session for adults and older youth to learn how to improve tapping skills. These individuals are learning more efficient techniques that increase rubber tapping production, offering the potential of increased incomes. It also protects the trees. Training is done under safe conditions. In addition, OSH was provided to 150 youth aged 16-17, so that they will be prepared when they enter (or re-enter as legal-aged workers) the rubber tapping job market.¹⁹

The rubber production tapping training was lauded by the trainees, the unions and the employers as a positive intervention, with the potential to elevate family incomes. Unfortunately, the decline of the industry itself puts all rubber tappers in an insecure position. Those who received training to improve their abilities to tap more trees more efficiently will have the edge if the market improves. The Model Farm Schools for adults and older children are very popular. The participants are optimistic because they can see the possibilities of changing outmoded planting and livestock raising techniques, even though they have not seen any revenue.

¹⁹ They were trained specifically in rubber tapping and specifically in OSH, (general OSH and OSH specific to rubber tapping).

Through these activities and the community organizing inherent in them, the target populations are becoming, in their own words, “empowered.” They are clearly confident as well as hopeful that these initiatives will succeed. At this point, there is no evidence of any change in household incomes, since none of the animals or crops are ready for market. According to parent and teacher informants, the decline in the number of school drop-outs and increase in numbers of children returning to school is related to the economic incentives inherent in the adult and youth agricultural producer initiatives. The enthusiasm and sense of certainty of success generated by beneficiary participants is palpable.

The evaluation found that there are many activities in progress which have the potential to be sustainable, especially those which address augmenting household revenue and reducing economic shock. At this stage, the activities have not reached the point of producing income. The ARCH Livelihood Officer and other program staff, CAs, MFS instructors and government agriculturists are competently and intensively accompanying the beneficiaries involved in these activities. This is needed, considering the novelty of the methods being introduced. There was little evidence of “integration to markets/productive chains” as mentioned in the project indicators.²⁰ It may be that after the products (animals, rubber and cassava) are more established, ARCH will be able to create the necessary linkages, but this is an area where the project should be moving more aggressively at the front end.

There are government resources available to farmers in Liberia which would ideally provide follow-up to ARCH beneficiaries after the project ends, such as technical assistance and microfinance support services. However, civil servants are constrained in getting their messages out to the farmers due to insufficient budgets. This is true not only in the area of agriculture, but in other social protection support. Government ministries are represented throughout the counties. In interviews with Education and Labor Commissioners from ministries of Education, Labor, Gender and Social Protection, the evaluation found that the government officials are competent and extremely willing to perform their duties, but limited in what they can do simply because of a lack of minimal resources.

The project organized or strengthened important community-based structures, and informants reported having greater awareness and access to available social protection services for vulnerable families. The project produced the Community Advocate’s Resource Handbook, and trained CAs and other community members in accessing social protection, but more reinforcement is needed if the participants are to be able to avail themselves of the necessary support after the ARCH staff is gone. In addition to providing guidelines for CAs, the Resource Handbook has a “Community Referral Directory” which lists important names and phone numbers for community-based social services.

The “Child Sensitive Social Protection & Referral Directory,” also an ANPPCAN product, lists government, ARCH, ANPPCAN, non-governmental organizations and other community based organizations. Even if they become somewhat outdated due to personnel changes, these guides will continue to be very useful for a few years.

²⁰ IO 2.2 ARCH Performance Monitoring Plan (PMP)

Table 3: Community Referral Directory	
Sector	Service
Education	Schools, PTA chairs, Principals
Health	Midwifery and Health Clinics, General Community Health Volunteers
Agriculture	Rubber farmers' or brokers' Unions, but no government contacts. The Nyehn Town Chief is listed as local government, farming. Some groups listed under Development are also "farming."
Local Government	Town chiefs, Community development. An NGO is "community development."
Security	Police Depot, Community Watch Forum
Development	Youth and Women's groups, Village Savings and Loan Association
Religion	Christian denominations, also listed for Awareness raising

3.3.3 Policy and Institutional Strengthening (IO 5)

The project's strongest intervention has been in organizing and building capacity of people and institutions to address child labor (IO 5.3). It is surprising that the project is so involved in *community organizing* without that particular activity articulated as such in the CMEP. Yet, in order to achieve the project indicators, it was necessary for the entire populations of the target communities' to be involved, and organization was key. The project helped win the trust of the majority of people by moving slowly into the communities with awareness raising activities about both child labor and Ebola. Through ARCH-sponsored training workshops or awareness raising presentations, the project began building a solid corps of adherents, many of whom have become volunteers. The volunteer Community Advocates were selected by community leaders based on prior performance as volunteers or known respected personalities. The Child Labor Monitoring Committees are composed of activists as well who volunteer time and energy. Certainly, those interviewed in the course of the evaluation were pleased with ARCH interventions in their communities, from County Commissioners down to the most vulnerable adults.

Besides the community organizing, the project is responsible for dozens of events, training sessions, and workshops which have contributed to building a critical mass of anti-Child Labor supporters throughout the two zones and in Monrovia. Not every trainee becomes a "champion" against child labor, but every ARCH workshop participant is competent to describe, define, observe and declare what child labor is (and the difference from child work), regardless if the training covered skills training, rubber tapping, pedagogy, or peer mentoring.

Examples of capacity building through training include:

- Workshop on National Action Plan for the elimination of child labor for 38 members of the National Steering Committee (NSC) of the Ministry of Labor
- Training of Trainers for 14 Labor Commissioners and 2 Inspector Generals of the Ministry of Labor
- Child Labor Monitoring Committees
- Community Advocates
- Rubber Tappers and OSH

- Peer Mentors
- Community Child Labor Index Measurement
- Training for Tutors to homes during EVD crisis

The interim evaluation found that the project has a presence in the child protection, labor and education community in the target sites and in Monrovia. As it tries to push the reduction of child labor as an issue to be included in social policies, ARCH is welcomed, but the goal is an uphill battle. While key stakeholders in government report commitment and interest in the long term goals of ARCH (and USDOL), there are major constraints to the elimination of child labor.

The legal framework for child labor, and labor in general, is weak. The Decent Work law has passed, but the requirements for it to be promulgated stand in the way. The government reportedly lacks resources to follow through on many policies, as issues of civil service payroll, security, and post-Ebola activities take precedence. A draft of a National Action Plan for the elimination of child labor in Liberia is circulating, due in large part to ARCH's on-going support to National Commission on Child Labor (NACOMAL). The cramped NACOMAL office is composed of two staffers with an inadequate budget. ARCH, other child protection NGOs, and the International Labor Organization (ILO) help to organize and finance meetings which, without input from ARCH, might not take place as regularly in the future after the project ends. ARCH works with NACOMAL to strengthen the NSC and Technical Working Group (TWG) to move forward with the National Plan and finalize the list of hazardous occupations for children. Together, they seek to put child labor on the national agenda by sponsoring training workshops and regular National Steering Committee meetings.

The project is sponsoring a series of training (and Training of Trainers) sessions for government Labor Commissioners and Inspector Generals with the intent of reaching labor inspectors at the community level. Among all of the training participants who informed the interim evaluation, this experience has been exceedingly appreciated. Attendees learned new information, had opportunities to discuss tactics, and shared valuable work-related exchanges. It should definitely continue. Unfortunately, these government officials are geographically isolated and fiscally strapped when it comes to implementing strategies. Besides the district labor commissioners, there are no labor inspectors at the community level. Since these officials must receive and pursue cases which cover all employment, they regretfully have little time to chase after child labor employers.

The data collection, analysis and reporting component of the project - tracking child beneficiaries and their families - was to be, and should continue to be, regarded as an important contribution to the eventual roll out of a Child Labor Monitoring System (CLMS) for the country, under the auspices of NACOMAL. It is essential for Liberia to reach a point where it can monitor child labor. While the project is lagging in its own ability to produce a comprehensive system due to problems with the planned mobile technology platform, it is collecting and sorting data nonetheless. By the end of the project, it should be able to share some of its experience with NACOMAL, if not the actual system.

As noted, most if not all key stakeholders expressed a deep commitment to ending child labor in Liberia, but there are no leading stand outs as *champions* of the cause. At the local level, volunteers are diligent and vocal, especially Community Advocates, CLMC members, town chiefs

and leaders, and educators, but it is difficult to predict the tenacity of their commitment to ending child labor, especially if another interesting volunteer (or paid) position comes along.

District Commissioners, who fall under the Ministry of Internal Affairs, are especially impressive because they have a broad range of interactions in their administrative areas and demonstrate a genuine interest in seeing child labor decrease. The Deputy Minister for Planning and Human Development of the Ministry of Labor was equally notable. In his short tenure, he painted slogans against child labor and child trafficking on the walls of the ministry, and spent a weekend circulating undercover (in sweatpants and driving his personal vehicle) among rubber tappers to familiarize himself about the situation. Unfortunately for the child labor fighters, he has been promoted to governor.

The engagement with the rubber growing community – employers, workers, and the unions – has been an area where ARCH has made its mark. The project has reinforced messages about child labor and provided training to the rubber producing management. The two unions involved with the project are General Agricultural and Allied Workers Union of Liberia (GAAWUL), Firestone Workers Union of Liberia (FAWUL), both of which have been effective in promoting child rights and protection with the companies. The rubber producers Nimba Rubber Incorporated (NRI), Morris American Rubber Company (MARCO), and Firestone demonstrate a knowledgeable awareness of the potential of the project. Representatives of MARCO and NRI are considered full partners of the project as are GAAWUL and FAWUL, which has, according to interviewees in the interim evaluation, helped the relationship between management and workers. Child labor issues are found in company policies and collective bargaining agreements.²¹ Company representatives shared copies of the policies and showed evidence that policies are followed. For example, one of the companies showed the evaluator documentation of disciplinary action against workers who had brought children (between ages 5-16) into the rubber tree stands for work.

3.3.4 Awareness (IO 6)

The interim evaluation found that the project, especially through its partner African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), has brought the issue of child labor to the forefront as a discussable issue in target communities. The project is very impressive in its depth and breadth of awareness raising coverage. Many stakeholders recite, with obvious understanding and commitment, the doctrines of child labor, child work, and the components of the project's theory of change: that improved livelihoods and school attendance will lift families out of poverty and reduce child labor.

The ARCH/ANPPCAN partnership has delivered visual and acoustic materials throughout the two CLFZ and in Monrovia. More than 2,500 flyers, posters, training materials, clothing (T-shirts, caps), and calendars have been produced and distributed. The posters are seen everywhere, although the evaluator noted some were posted especially for the evaluator's visit.

Project partners GAAWUL and FAWUL have made major contributions to putting the awareness surrounding child labor into the rubber production context. Visual posters and murals are evident, but more importantly, stakeholders are fervent and articulate about child labor and

²¹ See **Annex I**

casual interviews with people on the rubber plantations who were unconnected to the project showed that the anti-child labor messages are widespread, well-received and understood.

The project developed an easy song,

*“Big People To Work,
Children To School,
Stop Child Labor For
A Better Liberia”*

which children sing zealously. Regular radio messages are broadcast, which is highly effective, given the popularity of the radio in Liberia. While the visuals and reports on awareness raising events were sufficient evidence that the project had met indicators, the interviews with informants were more important as the depth of their understanding demonstrated that the project is easily meeting indicators for IO 6. Through interviews, the evaluation found that the multi-media approaches aided in establishing a deep understanding of the complex issues attached to child labor. Critical to the success was that listeners and recipients of anti-child labor awareness raising were presented with facts and rational explanations of why child labor does not pay in the long term, not dogmatic, strident, moralistic communications.



3.3.5 Research (IO 7)

Through its initial baseline data surveys, ARCH collected specific information about child labor, school attendance and family economies in its target sites which enhance Liberia’s knowledge base. The data is probably representative of much of Liberia, and is certainly adequate enough to portray a reasonable picture of the actual situation for most of the country. With the mass of files on children and families over a period of a few years, ARCH is well positioned to disseminate some inferences to inform policy.

ARCH also conducted a Study on Occupational Safety in Todee District (Montserrado County), Kakata District (Margibi County), and Saclepea I and II Districts (Nimba County) from June 22 to July 20, 2015. Conducted by a consultant hired by USDOL, the study focused on the five value chains of the Liberian agriculture sector: rubber, palm oil, sugarcane, charcoal and rice. The study endeavored to document occupational hazards in common cash-oriented agricultural value chains; identify agriculture sector workers’ perceptions of common occupational hazards; understand the situation of 16-17 year olds in the agriculture sector; and describe the barriers evident in addressing hazardous conditions in agriculture. A stakeholder meeting to discuss the findings was attended by representatives from the MOA, MOH, Environmental Protection Agency, and the University of Liberia, among others. The interim evaluation did not see the report, but was told it is forthcoming. The study informs the project about a subject it needs to understand better. It will also undoubtedly expose some interesting information, but it is not known what the actions are to follow.

The project has been working with iLAB, a web-based system, to expedite Community Advocates and ARCH staff ability to collect beneficiary data using mobile phones. The system

may prove to be of use to the National Commission on Child Labor to build a national child labor monitoring system. According to its website, “iLAB Liberia is a non-profit computer laboratory providing access to cutting-edge technology, expert information technology assistance and a community leveraging technology for the good of Liberia.”

ARCH has hired a consultant to specifically explore the troubled private sector rubber industry in order to make substantive recommendations. The end deliverable of the consultation will be a Business Case on Sustainable Labor for the rubber industry that should provide creative initiatives to help the ARCH communities in the rubber belt.

3.4 MONITORING AND EVALUATION

The ARCH project comprises numerous M&E tasks, used to inform the project management about the degree to which it is achieving results and effectively utilizing inputted information so that it can respond appropriately to the conditions in the field. The M&E section of the project had some minor setbacks, including personnel issues at start-up, but runs very efficiently at this point. In addition to entering data into the Direct Beneficiary Monitoring System (DBMS), the M&E Officer is responsible for monitoring performance and coordinating information with the project management, so that the CMEP and the Technical Progress Reports remain current. The project is conscientious about the reporting to USDOL and Winrock headquarters as well. The TPRs are well written and comprehensive.

The DBMS tracks adult and child beneficiaries. Among the forms used to collect information, some, or possibly all, of which appear on the mobile devices are: Intake Form, Enrollment Form, Household Monitoring Forms, Workplace Visits and Follow-up Visits, Training records, Grant distribution, and the Community awareness raising event form.

Child beneficiaries were identified through an intense, and apparently fairly accurate, baseline data survey conducted in the target villages. Intake forms demonstrate very good recording of initial information about families. This data was inputted into ARCH's database correctly. Beneficiaries were selected according to criteria regarding a child's actual participation in hazardous child labor. Children were recorded as engaged in “child labor” and “hazardous forms of child labor” if they participated in a list of activities, including rubber tapping, making charcoal, hauling, and sugar cane. The number of hours involved in the activity was also recorded. Children were deemed “at-risk” if one or both parents were active in the rubber industry, and/or there was an assessment of obvious family vulnerability. The process was transparent because it involved widespread community participation and town leadership. It was noteworthy that there were few, if any, conflicts where privileged children received services, or that recipients were looked at jealously by other community members.

Handwritten paper forms are currently the sole source of collected data, although the project planned to use mobile technology at early stages of the project. iLAB, the non-profit company engaged to provide the mobile technology platform, called Open Data Kit (ODK), has failed to

provide deliverables according to the schedule, blaming the problem on poor management which they insist has been rectified.²²

ARCH still hopes to use mobile phones in beneficiary-related data collection, including intake, enrollment, school attendance, work status and social protection services, based on information gathered by CAs. The CMEP calls for workplace visits for beneficiaries of working age (16-17 years old) to assess and photograph work status and use of protective gear, using the phone to upload GPS coordinates of the work site. All of the data will be uploaded to a database and “cross-checked for accuracy by M&E staff in the Kakata Office.” At the time of the interim evaluation, the project was furnishing 1,000 paper forms as a means to test entry of the data and catch up the backlog of data since the first phase of the project’s duration. If the project finds the system usable, it is presumed it will handle all 10,100 beneficiaries and 3,700 families.

3.5 CHALLENGES AND CONCERNS

3.5.1 Ebola Virus Outbreak

The EVD epidemic was the first outbreak of the disease in the West African subcontinent. It began in Guinea in December 2013. Liberia's first two cases of Ebola were confirmed on March 30 2014, in Lofa County near the Guinean border. The disease killed 4,808 people in Liberia of the total 10,672 suspected, probable, and confirmed cases. On September 3, 2015, the World Health Organization (WHO) declared Liberia free of Ebola virus transmission after 42 days (two incubation periods) had passed since the last Ebola patient tested negative.²³ In November 2015, three more cases emerged and the country resumed a state of high alert. Health researchers now aver that many aspects of the disease, especially its transmission, tenacity, and effect on survivors, continue to challenge medical professionals and pose a danger. During the earlier outbreak, ARCH did not lose any beneficiaries and the staff performed admirably in the crisis. If there is another outbreak, the staff, Winrock International, and USDOL should review the situation and respond using the WHO and Centers for Disease Control and Prevention (CDC) guidance, since new and changed information and procedures are being developed.²⁴

Post EVD, the country is dealing with issues associated with survivors and orphanages. Attention is focused on upgrading the health services and improving diseased-related data management based on lessons learned during the epidemic. The NACOMAL Coordinator

²² iLAB Liberia is a non-profit computer laboratory that offers computer technology access, information, expert information and technology assistance and provides space and opportunity for sharing technology to Liberians. According to Africa Technology & Transparency Initiative, which provided a grant to iLAB in 2013, “iLAB has computers, Liberia’s fastest public internet connection, and all the necessary hardware and software for education, experimentation and collaboration to take place. iLAB provides the facilities and expertise to allow local technology use to flourish in Liberia.” The group’s work with USHAHIDI, a Kenyan based open source project to work on gathering and running reports on election results via mobile phone technology during the 2011 presidential elections in Liberia, built its capacity to take on larger more complex projects. For more information see: <http://liberia2011.usahidi.com/>

²³ A country is considered to be free of Ebola virus transmission when 42 days (double the 21-day incubation period of the Ebola virus) has elapsed since the last patient in isolation became laboratory negative for Ebola or was buried. See CDC web site, <http://www.cdc.gov/vhf/ebola/outbreaks/2014-west-africa/case-counts.html>

²⁴ “Puzzling Ebola Death Shows How Little We Know about the Virus,” All Things Considered news broadcast, November 30, 2015. National Public Radio

participates in the Child Protection Network and Sub-Cluster meetings where government and child protection agencies, both governmental and non-governmental, meet to share information and coordinate interventions. At the September 1, 2015 group meeting, the discussed issues ranged from the vulnerability of EVD survivors to the unreliability of orphanages. A chart circulated at the meeting showed the impact of EVD on the three ARCH counties highlighted in the table below.

Table 4: Total Number of Ebola Affected Children (September 2014-August 2015)			
County	# Cases	Boys	Girls
Montserrado	2,012	930	1,082
Margibi	1,152	579	573
Lofa	772	358	414
Bong	285	123	162
Nimba	390	183	207
Bomi	202	104	98
Gbarpolu	69	40	29
Bassa	280	136	144

The Effects of EVD on the project included a major suspension of activities for two months. ARCH staff worked sporadically in the office when it was permitted and possible, but also worked at home. Nationwide, it was the same for government, the private sector and other NGOs. Non-essential staff persons of government ministries were ordered to stay home. Due to the general disruption and suspension of non-essential work, very little work on the part of the National Commission on Child Labor was done, although staff of NACOMAL reported working at home.

The major effect of the EVD outbreak on ARCH was that operations were limited due to the nationwide quarantine and new hygiene requirements. The project was forced to cease some of its activities, especially meetings and travel. Significantly for the project, schools were closed for the latter part of the academic year. Nonetheless, the project continued to have a presence in the communities. ARCH staff and volunteers, working with teachers and community members, built respect and trust by visiting households to provide awareness raising about EVD prevention. While doing this, they built trust and raised awareness about the dangers of child labor and the value of school enrollment, read to children in the households and specifically tutored others. According to parents and teachers interviewed in the course of the interim evaluation, the ARCH outreach helped ensure pupils' return to school, rather than into child labor activities, after the crisis receded.

Overall, however, the project sites did not experience the level of mortality found in other localities, although the three counties were among the hardest hit.²⁵ Across the four ARCH target districts, more than twenty teachers died of EVD.²⁶

²⁵ <http://www.cdc.gov/vhf/ebola/images/west-africa-distribution-map.jpg>

The project responded efficiently with modifications in scheduled activities, but the theory of change was not affected, nor was its validity appreciably challenged. The project's image was enhanced due to ARCH's continued presence throughout the crisis.

3.5.2 Data Quality

As mentioned, the implementation of an ODK for monitoring, collecting and recording data by iLAB is behind schedule, as the project progresses through its second half. As a result of personnel changes at iLAB, deadlines for ARCH were not met. It was a good project management decision to proceed without the mobile phone technology and to have ARCH staff and volunteers do all intake manually on printed forms, so that beneficiaries could be identified and begin to receive project support. Critical to the project's overall monitoring and evaluation was the decision (which seemed practical at the time) to input *only a minimum of information* into the project database as they waited for iLAB to start up. The written forms, filed in ARCH bureau file drawers, contain more than ample amounts of essential data about beneficiaries and their families.

As of October 25, 2015, more than twenty months into the project, ARCH is still entering this minimum data into the DBMS as the roll out of the ODK is still delayed. The minimum is sufficient to run reports. It includes: name, age, location, nature of child labor and the program for which the child has been recommended. However, it is necessary to access written files to determine more information or cross-check a beneficiary or household. Intake and enrollment forms are kept in file drawers; signed receipts of actual direct benefits are kept in binders. While the Excel file may note that a child was recommended to be in primary school, without looking at the binders it is impossible to confirm that the child received a uniform and school supplies. Moreover, the binders might denote "a" for absent - though some do not - if a child does not sign for the benefits, and follow up of the child may not take place because of the difficulty in cross referencing. It could be said that the intake represents awareness raising, while the enrollment form begins the process of receiving benefits. The Excel file says, "MFS" for Model Farm School, but only represents a recommendation, not confirmation. The evaluator suggested a simple color coded index card, sticker or similar notation be added to a child's drawer (hard copy) file to confirm that benefits have been given. Teachers are involved in the process as well and keep attendance but, without cross referencing, it is difficult to ascertain the status of the child. If a child who was destined to receive benefits but did not because the signature and/or fingerprint is blank (and, as is more common than not, there is no "a" to explain an empty signature space) it can be imagined that the child has left the school, possibly to return to child labor.

Random checks of drawer files in both CLFZs revealed frequent instances of increased hours of work for child beneficiaries. For example, a child who was recorded in November 2013 as engaged in 2 hours per week of child labor and recommended for primary school, was, when followed up one year later, working 5 hours a day, albeit now in primary school. As staff, community advocates, or teachers amass more than a hundred beneficiaries per community, they may not go back to compare previous forms. They fill out updates accurately, but may not have the time or capability to pursue more deeply the status changes. The iLAB application

²⁶ According to interviews with the County and District Education Officers, and principals. The actual numbers may be higher.

promises/promised to alleviate a lot of form filling, which can take a lot of time. The evaluator tested the ODK application and entry of data is much quicker than filling out forms. Local volunteers report anecdotally about participating in family counseling while entering data into forms. This attention on the part of volunteers is why they are so crucial to the project's outcome and sustainability.

For the most part, forms seemed to be filled out accurately demonstrating comprehension on the part of those interacting with families and children. Update visits are scheduled and carried out, but the information is not fully analyzed or cross-checked from previous visits by the ARCH/ANPPCAN staff, CAs, and teachers carrying out the follow-up visits. For example, one child was visited three times. In the first visit, he was recorded as CL, HCL in the second visit, and CL in the third. Enrolled in school, the child continued to be listed as being engaged in very hazardous types of child labor - rubber tapping and charcoal making - and increased his work hours even as he went to school.

Extensive discussions between the evaluator and key ARCH staff pertaining to the DBMS files lasted nearly three hours per zone. The utility of accurately entered data that identifies status changes and the need to try to analyze, cross reference and respond to changed circumstances were among several topics addressed. As noted, those collecting data are limited in time and job scope to do in-depth analysis. In addition, and most problematically, the data collection system is not able to do the analysis. Many of these issues could be overcome or more efficiently addressed if the ODK were in place, or if more data had been entered into the ARCH Excel program from the beginning. ARCH's M&E section demonstrated a willingness to address these issues.

3.5.3 Mobile Phone Technology

While the project moves forward with the ODK, the evaluation raised some concerns about introducing the much-anticipated mobile phone data collection technology in the light of the actual situation in Liberia. The technician from iLAB was extremely convincing that, because iLAB has had sufficient experience in other projects, it can address all of the concerns. However, the planning for this technology was done with little attention to now-recognized overly optimistic assumptions. It is imperative in any project planning to identify as many assumptions as possible at the beginning and prepare for unanticipated events. This may mean an outbreak of EVD, or it may mean possible problems with both cell phone and internet technology. Technological problems related to mobile data collection may be low connectivity; paucity of cell towers, resulting in project areas too remote to get signals; phone suitability and durability, issues of charging (solar battery chargers are used in some African countries); and Cyber-security and confidentiality issues, especially since children are the subject of the data.²⁷ The

²⁷ See *Study on International Internet Connectivity in Sub-Saharan Africa, Regulatory and Market Environment*, International Telecommunication Union (United Nations), March 2013, which calls for the use of Global System for Mobile Communications (GSM). Between 70-85% of Africa-generated network traffic is routed through servers that are located mostly in Europe. This was very evident during the interim evaluation when sub-Saharan Africa experienced low connectivity due to server issues in France. See also, "Africa Waiting for Net Revolution," Darren Waters, BBC News, May 2007. Overall bandwidth in Africa is scarce, and its irregular distribution clearly reflects what Waters calls the African "inner digital divide." In Liberia, internet access through the GSM is very slow (9.6 Kbit/s). Available in Liberia since 2012, 4G operates on a much larger and faster scale, and integrates mobile devices (cell phones and

project and company believe that they have selected durable devices which can store data to transmit later, either in an office or remotely. As iLAB now prepares to enter anew 1,000 cases with all data (not the minimum mentioned earlier in this report) this input is not being entered remotely, which would be a more accurate test of the system. At the time of the evaluation, the ARCH M&E Officer was hand carrying the 1,000 forms to the Monrovia iLAB office where it would be entered by iLAB staff or volunteers.

ARCH must remain focused on its needs in data collection, data input, data analysis and reporting. The long-term benefits of experimenting with utilizing mobile data collection will be for the National Commission on Child Labor. If iLAB can deliver, it will be a happy outcome for the project, the fledgling business and ultimately the country. As it navigates through the decision-making, there is no question that the ARCH Director and M&E Officer are well suited for the challenge.

Even with the iLAB system in place, the concern remains regarding quality follow-up to ensure that children do not return to child labor. The project has enrolled thousands of children into programs, but some update visit forms show that, despite what children in focus groups reported, they continue to engage in child labor, some of it hazardous. There has been obvious success in withdrawing children from rubber tapping and charcoal burning, but children continue to carry heavy loads and work in dangerous settings, such as slashing sugar cane with machetes, or selling products in traffic. Again, the burden falls on CAs and CLMCs to help parents and their working children create new scenarios.

3.5.4 The Struggling Rubber Industry

According to informants at the three rubber plantations visited during the interim evaluation, and supported by a review of business literature online and in the press, the rubber industry in Liberia is in decline due to difficulty competing with Asian rubber plantations and synthetic rubber. It needs support for diversification and innovative approaches as well as technical assistance from the business community and the World Bank. There is a persistent need for open communication between unions and workers with management. Both sides need to listen to each other. The project is scheduled to begin a Private Sector Consultation to explore initiatives for rubber industry after the interim evaluation. The end deliverable of the consultation, which will involve working closely with NRI and MARCO, will be the creation of a Business Case on Sustainable Labor for the rubber industry.

3.5.5 Quality of Community Skills Training

The CST, while very popular among the participants, should not be seen as the end goal towards creating sustainable household income. The trainers, local tradespeople who received cursory training at BWI, are conscientious but not professional trainers. At the time of the interim evaluation, some of the programs had offered business skills, but most had not. Some instructors were waiting until the last weeks of the program to begin training in business management, while others felt that simple accounting measures constituted business skills. The ARCH staff recognizes the weakness in the program, indicating that CST is at least three months

laptops) as well as fixed devices (desktop) solutions. GSM is explained in Wikipedia:
<https://en.wikipedia.org/wiki/GSM>

shorter than standard vocational training (while also recognizing that Liberia's TVET programs are not standardized). The staff proposes that an additional three months might provide the foundation needed for the trainees to get started, although the market is another concern. In one FGD, more than a dozen hairdressers raised their hands to say that they looked forward to creating a shop together, an unrealistic economic decision.

It should be noted that the CST programs provide important socialization, build self-esteem, and support children who are attempting to be free of hazardous and hard child labor, while teaching skills that will last them a lifetime, even if they are not the professional skills that will launch them into a permanent career. An important anecdote emerged after the Local Mobilizer in Nimba County broke her arm while riding to a project site on a project motorcycle. The attending anesthetist stepped up to the Nimba County Local Coordinator, who had been an education officer with the USDOL CYCLE project, and introduced himself as a CYCLE beneficiary. USDOL, which ended the CYCLE project in 2010, would not know that future outcome of this previous skills training beneficiary but for the ARCH accident.

3.5.6 Biomass Enterprises

The project planned Biomass Microenterprises as a component of improving household incomes.²⁸ The project does not clearly articulate the use (cooking, heating, electricity, gasifier applications?), nor does it detail the steps towards implementation. ARCH project technicians for livelihood and agriculture have reviewed the idea and consider it too challenging and expensive an initiative for ARCH beneficiaries at this time. The evaluator concurred, as it requires capital and other input not available to the project or the communities. It was promoted when another Winrock project, Liberia Energy Sector Support Project (LESSP) was functioning in Liberia, but this project has ended and the technical assistance and resources are no longer accessible.²⁹ The funds for the activity can be absorbed by other activities, possibly another type of microenterprise or training for village savings and loan associations. ARCH staff discussed this with Winrock and USDOL at the meeting following the interim evaluation stakeholder meeting.

3.6 SUSTAINABILITY

The enduring effects of the project concern ARCH staff as well as USDOL. There are a number of activities which hold the promise of remaining long after the project ends, and others that may also carry on with more nurturing. Just as repeated awareness raising messages have made their mark, so have repeated messages that the project has an end date, will not continue, and depends on communities to continue the activities if child labor is to be eliminated. Activities supported by the project which carry the most chance of continuing are:

- Community activism by volunteers (CAs and CLMCs);
- Trade unions and companies fighting for child labor issues through policies and collective bargaining agreements;

²⁸ The definition of biomass is a renewable energy source from living or recently living plant and animal (organic) materials which can be used as fuel.

²⁹ LESSP was funded by USAID.

- Producer groups implementing livelihood enhancements (chickens, goats, pigs, cassava, vegetables) to decrease their dependency on rubber; and
- Efforts begun in NACOMAL and with the National Steering Committee. A strong legal framework with supporting actors in the field would add tremendously to the sustainability of project efforts, and the project needs to continue its efforts in that arena.

The development of Child Labor Free Zones was a key approach in the project design. The ARCH strategy is to develop CLFZs that consist of communities that are in a cluster and meet pre-determined criteria for vulnerability to child labor.³⁰ Like free trade zones or drug-free zones, the idea is innovative in that it identifies a specific area as free of a phenomenon. Staff persons refer to the geographic target sites as CLFZ 1 and 2, distinguishing Montserrado and Margibi from Nimba. Members of CLMS and CAs do not, because they refer only to their immediate communities. Making these communities child labor-free was not mentioned by community-based informants, although they did exhibit deep understanding of what constitutes child labor and strong commitment to fighting the occurrence of child labor locally. The interim evaluation determined that more efforts are required to designate an area as child labor-free and for the moment, this initiative is not sustainable.

Long-term sustainability of the current approach is unlikely at this point because the government is not in the position to take on all of the activities, particularly the provision of school supplies, MFS, other youth employment tools and equipment, and school feeding. However, the livestock and gardening ventures which have begun will recycle if managed correctly. At the county and district level, the government needs greater staff and resource capacity for ending child labor.



Children at the Model Farm School weed demonstration plot.

³⁰ ARCH CMEP, FN 5, page 31

4. MAIN CONCLUSIONS

The evaluation found that, while the incidence of child labor is extensive and unambiguously prevalent, ARCH is making a difference in its target communities. The project design calls for many appropriate activities, which are being implemented by a qualified and competent team nationwide in partnership with community volunteers and leaders, government, NGOs and the private sector. In fact, there is significant and contributing participation of educators, community leaders, rubber industry and union representatives, and government actors, which, if the momentum continues, may lead to a critical mass of anti-child labor activists.

During the course of the evaluation, nearly every stakeholder was represented in individual and paired interviews and focus group discussions.³¹ These individuals include activists in the fight against child labor, beneficiaries and their families, government officials, service providers, employers, trade unionists, and less active stakeholders on the periphery. Unanimously, stakeholders are extremely content and appreciative of the Winrock ARCH interventions. For partners such as ANPPCAN, GAAWUL, FAWUL, and representatives of the school system, ARCH interventions reinforce actions in which they are involved. The project supports local government ministries (for example, Education, Gender and Social Protection, Health, Interior Affairs, including the police) as well ANPCAAN's interests in promoting child protection.

The project's theory of change, as presented in ARCH's CMEP, is relevant to the issue of child labor in Liberia. Except for some appropriate adjustments (such as not pursuing the development of biomass microenterprises), activities are being implemented in accordance with the project design. At this point, ARCH is likely to complete the activities delineated in the project document, although as mentioned, some activities have been modified. The project has taken on new activities as well, such as school feeding and, during the Ebola virus outbreak, EVD awareness raising and home tutoring. While beneficiaries and stakeholders appreciate the project's transparency regarding the end of project, interviews and focus group discussions revealed that project activities remain outside of the capacity of the government and local communities to replicate or continue easily.

³¹ Time did not permit the interview with the Inspector General of the Ministry of Labor.

5. LESSONS LEARNED AND GOOD PRACTICES

5.1 Lessons Learned

While still deeply involved in the midst of project implementation, the project has already developed lessons which can be useful to other projects, notably:

- Reflect, analyze, problem-solve, act quickly

The project team continues to operate as “reflective practitioners,” in that lessons learned result in project adjustments.³² USDOL’s support to project modifications has helped the project move quickly to achieve its goals. At this point, the project has added inputs such as doing EVD awareness coinciding with in-home tutoring, hiring an agricultural expert, and programming school feeding, in response to needed adjustments to enhance the project quality.

- Embrace innovation with caution

Despite the problems with iLAB’s Open Data Kit, it shows promise. As a means of testing while waiting for its own system, the ARCH staff and volunteers could have linked up with the mobile service developed by iLAB for citizen’s engagement with the GoL Ministry of Public Works. According to the business’s web site, it implements and pilots a text message based service for:

- a) Citizen reporting of abnormalities in road construction projects, and
- b) Communication about starting road construction projects. Since it purports to be for “road users and residents within Montserrado, Margibi... and Nimba Counties,” the quirks regarding ease of device, connectivity, or band width might have been tested.

The end users (ARCH staff, CAs and teachers) should begin to use the public works application to become accustomed the technology as they wait for the iLAB ODK to be available.

5.2 Good Practices

There are many good practices in the ARCH project, including:

- The staff approaches situations creatively and efficiently, without getting bogged down by problems. The April workshop, which included CMEP development and other team-building activities, contributed to creating a solid base out of which the project operates. The ARCH project team is effective, following cost-efficient strategies and sensible, context-appropriate approaches.
- It is clear that the Awareness Raising Campaigns have been effective. The source of this success is because of the foundation laid in the communities with ARCH staff, Community Advocates, local mobilizers, educators, and parents. The messages are simple, but the issues surrounding child labor are complex. By probing and analyzing the issues in an atmosphere of respect and transparency, the parents and children, as

³² Reflective practice is a term developed by education theorists to describe the capacity to reflect on action so as to engage in a process of continuous learning. It is used in education, health, environmental applications, law and management.

well as other community members who routinely employed children before (even teachers) are adherents. Stakeholders, beneficiaries, and other informants touched by the awareness raising understand that the fight against child labor is for the security and betterment of families and the country. Child labor continues, but the CAs and the CLMCs are able to explain the reason why it should be eliminated.

- Bringing trade unionists, the rubber companies, and the government into project activities along with educators and community leaders has brought resourceful and enthusiastic players together from a variety of sectors that do not usually have the chance to work in a positive way. Both government and the rubber sector seem quick to recognize the benefits of partnering with ARCH, even without large, elaborate inputs. ARCH is in communities and making a positive difference in the lives of people living in marginal economies.
- The PTA grants help schools and have the added benefit of bringing parents and educators together for substantive improvements to the community schools.

6. RECOMMENDATIONS

The interim evaluation offers an excellent opportunity for the project to make adjustments and modifications if there are things which can be rectified or modified before the end of the project. In the course of evaluation, stakeholders were solicited for recommendations to improve the project or address special concerns.

1. USDOL should continue its efforts, placing more emphasis on support to government for sustainability (USDOL)

Nearly every stakeholder expressed the desire to continue the project. District and County Commissioners for Labor, Education and Agriculture wish that the project would stay another five years and expand in the same two zones or beyond. This is a primary recommendation. USDOL should explore how to have even more continuity in its projects for durable outcomes in communities and for the government. One strategy might include research on the outcome of CYCLE project beneficiaries.

2. Begin now to help build necessary linkages for marketing income generating products (ARCH/Winrock)

Livestock and agriculture production by parents of working or at-risk children forms a critical component of the project's theory of change. These inputs, as well as the outputs generated by beneficiaries of the community skills training, have the potential to increase household revenue and reduce economic shock. The project should not wait until the products (animals, rubber and cassava) are more established to create the necessary linkages. ARCH project staff should strategize *now* to identify potential markets and outlets for sales, establish necessary relationships and identify needed equipment for marketing (such as kiosks). It may be that after the products are more established, ARCH would be able to create the necessary linkages, but this is an area where the project should be moving more aggressively and proactively at the front end.

3. Update and revise the Community Referral Directory (ARCH/Winrock and ANPPCAN)

The Community Referral Directory is an excellent source of information, but is hidden in the back of the CAs' manual. Updating and revision could be done in the form of training the CAs. Its current organization is somewhat random, so it could be tightened up. Government contacts should be included. The "Child Sensitive Social Protection & Referral Directory" can also be updated, and with its emphasis on generic government and on ANPPCAN, this may be seen as having a longer shelf life.

4. Strengthen the role and presence of CLMC members (ARCH/Winrock)

Provide badges, caps or other identifying materials for CLMC members, not only to build self-esteem, but to move towards their institutionalization in communities.

5. Monitor quality of instruction in Community Skills Training (ARCH/Winrock)

Skills Training serves as a good opportunity to build self-esteem and solidarity but needs refinements in teaching quality and business skills. The project could provide a single staffer or

guest teacher to give a class in these important skills (e.g. business management, marketing, simple accounting) as follow-up.

6. Ensure children keep learning and not working during school vacations (ARCH/Winrock)

To prevent children from working during school vacation, plan summer programs and trips for children. The project is working on some activities, but the interim evaluation suggests creating more structured time in collaboration with Ministries of Education and Agriculture (and possibly Gender and Social Protection). Children can be encouraged to work with families who are engaged in the project livestock raising and food production, just as the MFS and Agri-Clubs can meet during vacation time.

7. If ARCH is going to create Child Labor Free Zones, do a serious campaign approach (ARCH/Winrock and ANPPCAN)

Make billboards or signs at the entrance and exit of CLFZs and promote the concept more vigorously.

8. Continue to strengthen the Ministry of Labor's fight against child labor nationally and locally (Government of Liberia, ARCH/Winrock, USDOL)

It is imperative that ARCH continue to support NACOMAL frequently and substantively. The project offers tangible evidence of child labor and that with some level of input, child labor can be reduced. The project also should strengthen its relationship with county labor commissioners by providing minimum material support, such as a laptops or tablets, office supplies, or support to a project [intern] liaison. This action would put labor and education on equal footing in the fight against child labor.

9. Create opportunities for beneficiaries, especially community leaders, to interact with county and district government (ARCH/Winrock and Government of Liberia)

It is often logistically difficult for government officials to connect with the rural population, despite their willingness to do so. Except for Education, Health, and policing (Justice, Internal Affairs) government ministries have little obvious presence in the target communities unless they are invited or there is a special event. This may mean that communities are not able to avail themselves of social protection support or programs such as access to government credit schemes or worker-support services of the Ministry of Labor. Since the project will end in 2016, ARCH should ensure that its target communities establish relationships between community leaders and these important officials themselves rather than creating a dependency on ARCH to act as a liaison.

10. Return to the emphasis on quality teaching (ARCH/Winrock, USDOL in all of its projects)

Liberia's school children are still receiving substandard education. Schools lack qualified teachers, while trained teachers are without jobs. During the course of the interim evaluation, it was not difficult to miss the gaps in knowledge transfer. At one school, a child spoke knowledgably about nematodes, while at others, sixth graders could barely read or write. Principals and teachers interviewed within the ARCH project context were dedicated and enthusiastic, but they yearn for more refresher and in-service training to improve their

effectiveness. Government reforms to education are impressive. There is widespread evidence of inputs to improve teacher performance and accountability. In the midst of the interim evaluation, the GoL was implementing “Biometrics,” a system to organize the teaching personnel, by weeding out “ghost teachers” and introducing identity cards (based on fingerprints) to improve payroll accuracy as well as teacher attendance. While this massive approach to educational reform is important, USDOL projects on the level of ARCH contribute with activities such as Model Farm Schools and Agri-Clubs, tailored to the needs of communities where child labor is prevalent. It would enhance the impact if teachers were also provided opportunities to upgrade their own knowledge and skills in reading, writing, math and science.

11. Consider biomass for other projects (ARCH/Winrock, USDOL in assessing proposals in other countries)

For future projects, using bioenergy for food security, energy applications, and even transportation might have implications in building livelihood support for families. It should not be completely ruled out. However, considering the challenges that Liberia faces, such an initiative should be carefully planned as a major input to be addressed from the beginning. Winrock has available expertise and experience working with biomass and energy alternatives. The Global Bioenergy Partnership (www.globalbioenergy.org) is another resource.

12. Consider the ODK/mobile technology for USDOL projects outside Liberia (USDOL)

Liberia is advancing in the world of 4G technology. However, even though the iLAB technicians respond convincingly to queries about the ODK, the evaluation still feels that some assumptions made in planning the implementation of this technology test the notion of sustainability. Given these concerns, it would be worthwhile for USDOL to experiment with this developed application in other countries where it supports projects with stronger technology infrastructures.

13. Document the knowledge base of core processes of the project (ARCH/Winrock)

Each component of the project should have a short manual which describes the steps and actions taken, complete description of related training, including the training design and skills that were transferred, and how the impact of the training was measured. It will be useful for the communities and government to have each of the ARCH activities captured in this way so that government can use the lessons learned.

14. Write out a concise Exit Plan and share it with stakeholders (ARCH/Winrock)

The Exit Plan should be detailed in a short document (10 pages) to describe exactly what steps are to be followed, identifying benchmarks and final outcomes which conform to the project aims. The exit strategy helps put communities and government authorities on notice so that they can understand their role in the future activities.

ANNEX A: Overview of Project Progress – Project Performance Indicators

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable			
Project Objective: Reduction of child labor (children 5-17 years old) in the Liberian rubber production belt counties of Montserrado, Margibi and Nimba	POC.1 #/% of children in child labor	Target	0	
		Actual	8943	
	POC.2 #/% of children in hazardous child labor	Target	0	
		Actual	3304 M= 652, F= 1652	
	POH.1 % of HH with child laborers below legal working age	Target		
		Actual		
	POH.2 % of HH with children in hazardous labor (HCL)	Target		
		Actual		
	POH.4 % of HH with all children of compulsory school age (6-14) attending school	Target		
		Actual		
	IO 1.1 Access and retention of children and adolescents in/to education increased	OTC.1 Annual % of change in enrollment in primary, junior and secondary level schools where ARCH is implementing project activities	Target	
			Actual	PS: 6149/5390 JrHS: 448/338 HS: 57/39
OTC. 2 % of beneficiary children who complete the school year		Target		
		Actual	6671: 6220/451	
Output 1.1.1 Material support to children's education improved	OTP.1 # of children provided with School Success Kits (SSK) in formal school	Target	4058: 2179/1879	
		Actual	4588: 2427/2161	
Output 1.1.2 Children provided with alternative education services	OTP.2 # of children 9-15 y.o. enrolled in advancing youth program (AYP)	Target	2058: 898/1160	
		Actual	1273: 733/540	
	OTP.3 # children 16-17 y.o. who complete model farm school (MFS)	Target	2264: 1360/904	
		Actual	226: 93/133	
IO 1.2 Quality of formal education services improved	OTC.3 % of target schools with improved learning environment	Target	90%	
		Actual	38.6%	
Output 1.2.1 Teachers with improved pedagogic skills and understanding of CL	OTP. 4 # of teachers trained in pedagogy and child labor issues	Target	60: 36/24	
		Actual	27: 26/1	
Output 1.2.2 School Management Committees and other bodies strengthened to improve quality of	OTP.5 # Target schools with School Management Committees (SMC) /parents-teachers associations (PTA) with increased capacity to	Target	30	
		Actual	17	

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
education	support quality education.		
IO 2.1 Target households' income increased	OTC.4 % of households with increased assets	Target	60%
		Actual	0
Output 2.1.1 Rubber plantation laborers with improved labor skills and employment opportunities	OTP.6 # of rubber laborers working in large commercial farms trained to improve their employability	Target	300: 240/60
		Actual	75: 75/0
IO 2.2 Target households' integration to markets/productive chains improved	OTC.5 % of households with increased sources of income	Target	60%
		Actual	0
Output 2.2.1 Smallholder rubber producers with improved production and marketing skills	OTP.7 # of individuals (18 and older) in beneficiary households trained in improved production and marketing strategies	Target	3000: 1200/1800
		Actual	2409: 1911/498
IO 3.1 Target households with improved access to available social protection services	OTC.6 % of target households covered by social protection services	Target	16%
		Actual	4.3%
Output 3.1.1 Community-based Social Protection systems established at target communities	OTP.8 # of communities using community challenge grants to improve social protection systems	Target	8
		Actual	0
Output 3.1.2 HH with access to Social Protection programs	OTP.9 # of target HH accepting services from referrals to government and non-government social protection programs	Target	370
		Actual	137
IO 4.1: Youth employed under safe work conditions	OTC. 7 # of target youth 16-17 years old trained in OSH and using protective gear	Target	780: 585/195
		Actual	47: 31/16
Output 4.1.1 Management and workers in rubber industry support and comply with OSH standards/regulations	OTP. 10 # of rubber producers (smallholders and large scale commercial plantations) trained in OSH standards/regulations	Target	256: 205/51
		Actual	28: 17/11
IO 4.2 Youth with vocational training are linked to employment opportunities	OTC.8 % of beneficiaries 16-17 years old that are self-employed or employed by third parties	Target	60%
		Actual	10.9%
Output 4.2.1 Youth with improved labor skills	OTP.11 # of youth completing six months of TVET or other technical skills training	Target	339: 168/171
		Actual	0

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
	programs		
IO 5.1 Government structures with increased capacity to address child labor	OTC.9 List of hazards in child labor drafted by the GoL (C.1)	Target	Draft presentation to MoL
		Actual	NAP set up Technical Working Group
Output 5.1.1 Relevant government staff trained to combat CL	OTP. 12 # of staff in Ministry of Labor and NACOMAL participating in training on child labor related issues	Target	85
		Actual	15
IO 5.2 Private Sector (rubber industry) with increased capacity to address child labor	OTC.10 Companies adopt policies and guidelines to enforce child labor laws and monitor child labor in their value chains.	Target	10
		Actual	0
Output 5.2.1 Action of private sector (rubber industry) to prevent CL increased	OTP.13 Rubber companies and trade unions that implement workplace monitoring on child labor in their zone of influence	Target	10
		Actual	3 Rubber Companies, training was provided
IO 5.3: Target communities with increased capacity to address child labor	OTC.11 Number of target communities with active CLMC / CWC	Target	30
		Actual	13
Output 5.3.1 CWC/CLMC strengthened to monitor CL	OTP.14 # of members of local structures (CWC/CLMC and CAs) trained on CLMS	Target	240: 135/105
		Actual	180: 125/55
IO 6.1 Target HH with increased awareness and attitude change toward combating CL	OTC.12 % of heads of target HH with improved understanding of child labor	Target	70%
		Actual	0
	OTC 13 % of heads of households who have attitudes against child labor	Target	0
		Actual	0
Output 6.1.1 Target communities' awareness on the hazards of CL and the importance of education increased	OTP. 15 # awareness events organized and carried out by communities	Target	30
		Actual	25
Output 6.1.2 General public's awareness on CL being a problem that affects children's rights and development opportunities increased	OTP. 16 # of National-level events to build awareness	Target	8
		Actual	1
IO 6.2 Rubber industry stakeholders with increased awareness to	OTC. 14 % of rubber stakeholders, including companies, unions, and	Target	65%

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
combat CL	National Steering Committee members with increased awareness on CL	Actual	0
Output 6.2.1 Rubber industry enterprises' awareness of need for implementing policy and standards on CL and on children's access to education increased	OTP.17 # of rubber industry management and trade union leaders sensitized about the need to implement policies and standards on CL and access to education	Target	38
		Actual	36
IO 7.1: Dissemination of information on CL Increased.	OTC.15 Knowledge generated by the project is disseminated among key stakeholders	Target	11
		Actual	7
Output 7.1.1 Key information gaps on CL-related issues addressed through relevant research and mechanisms	OTP.18 District and County level CLMS link to National level (C.1)	Target	2
		Actual	NACOMAL link to NAP
	OTP.19 Number of research reports completed on key CL-related issues	Target	9
		Actual	4
USDOL Standard Indicators			
Beneficiary Tracking	BT-WS Percentage of target children engaged in any form of CL during the past six (6) months previous to reporting date	Target	30%
		Actual	64.8%
	BT-ED Percentage of target children that received any form of education during the past six (6) months previous to reporting date with 75% attendance in their education program over the six month per reporting period	Target	100%
		Actual	100%
OCFT Common Indicators - Education	E.1 Number of children engaged in or at high-risk of entering child labor provided education or vocational services	Target	10,100: 4850/5250
		Actual	1096: 392/704
	E.2 Number of children engaged in or at high-risk of entering child labor enrolled in <u>formal</u> education services provided education services	Target	4058: 2179/1779
		Actual	558: 279/279
	E.3 Number of children engaged in or at high-risk of entering child labor enrolled in <u>non-formal</u> education services provided education or (per sex and age)	Target	4886: 2594/2292
		Actual	550: 255/295

Area	Indicators with April 2015 or Oct 2014 Targets, as Applicable		
	E.4 Number of children engaged in or at high-risk of entering child labor enrolled in <u>vocational</u> services	Target	376: 188/188
		Actual	546: 87/459
OCFT Common Indicators - Livelihood	L.1 # of households receiving livelihood services	Target	3700
		Actual	3323
	L.2 # of adults provided with employment services (per sex)	Target	3500: 1440/1860
		Actual	0
	L.3 # of children of legal working age provided with employment services (other than vocational training, or MFS) (per sex and age)	Target	3046: 1945/1101
		Actual	0
	L.4 # of individuals provided with economic strengthening services (per sex)	Target	400: 160/240
		Actual	914: 634/289
	L.5 # of individuals provided with services other than employment or economic strengthening	Target	0
		Actual	3323: 2545/778

ANNEX B: Evaluation Terms of Reference

TERMS OF REFERENCE

for the
Independent Interim Evaluation
of
ARCH Liberia Project
Actions to Reduce Child Labor

Cooperative Agreement Number:	IL-23978-13-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	Winrock International
Dates of Project Implementation:	31 December, 2012 – 31 December, 2016
Type of Evaluation:	Independent Interim Evaluation
Evaluation Field Work Dates:	October 12-24, 2015
Preparation Date of TOR:	September 2015
Total Project Funds from USDOL Based on Cooperative Agreement:	US \$6,200,000

Vendor for the Evaluation Contract:



Sistemas, Familia y Sociedad
Consultores Asociados

I. ACRONYMS

ANPPCAN-Liberia	African Network for Prevention and Protection against Child Abuse and Neglect
ARCH	Actions to Reduce Child Labor in Liberia Project
CAHR	Children at high risk of child labor
CL	Child Labor
CLFZ	Child Labor-Free Zone
CLMC	Child Labor Monitoring Committee
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committee
CRC	UN Convention on the Rights of the Child
CST	Community Skills Training
ECOWAS	Economic Community of West African States
EVD	Ebola Virus Disease
FAWE-Liberia	Forum for African Women Educationalists
FAWUL	Firestone Agriculture Workers Union of Liberia
FY	Fiscal Year
GAAWUL	General Agricultural and Allied Workers Union of Liberia
GoL	Government of Liberia
HH	Household
ILAB	USDOL Bureau of International Labor Affairs
ILO	International Labour Organization
IO	Intermediate Objective
LIBCO	Liberia Company
M&E	Monitoring and Evaluation
MARCO	Morris American Rubber Company
MFS	Model Farm School
MOL	Ministry of Labor
NACOMAL	National Commission on Child Labor
NGO	Non-Governmental Organization
OCFT	USDOL Office of Child Labor, Forced Labor and Human Trafficking
OSH	Occupational Safety and Health
SFS	Sistemas, Familias y Sociedad – Consultores Asociados
SP	Social Protection
SSK	School Success Kits
SWOT	Strengths, Weaknesses, Opportunities, Threats Analysis
ToC	Theory of Change
TOR	Terms of Reference
TOT	Training of Trainers
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
UNICEF	United Nations Children’s Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor

II. BACKGROUND AND JUSTIFICATION

USDOL - OCFT

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

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 90 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 child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms (WFCL) through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;
2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and
5. Ensuring 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 and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

USDOL-funded child labor elimination 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 projects are 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.

In Fiscal Year (FY) 2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

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

Project Context³⁸

USDOL found that in 2013, children in Liberia were engaged in child labor in both agriculture and mining. Among children ages 5 to 14, 16.6% were engaged in child labor, and of those children, 78.4% were working in agriculture. On some rubber plantations, children are employed to tap rubber trees, clear brush and carry buckets.

The school infrastructure in Liberia remains lacking and faces continued budgetary and resource constraints. The limited number of schools in some areas impedes access to education and increases the risk of children engaging in the worst forms of child labor. Sources also indicate that fewer than 5% of births are registered for birth certificates, which may also affect access to education. The compulsory education age is 15 years and free public education is provided under Article 3 of the Children's Law. Still, in practice many children still pay school fees to attend school, which may prevent some from attending.

The Government of Liberia (GoL) has ratified some of the international conventions on child labor: International Labour Organization (ILO) C. 182 on WFCL, the UN Convention on the Rights of the Child (CRC); and the Palermo Protocol on Trafficking in Persons. They have yet to ratify ILO C. 138 on the Minimum Age; the UN CRC Optional Protocol on Armed Conflict and the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography. Labor law sets the minimum age for work at 16 years and the minimum age for hazardous work at 18 years. However, children younger than 16 are allowed to work provided they are not working during school hours and the employer can demonstrate that they are attending school regularly and have a basic education. Additionally, there are no penalties for violations of child labor laws, which inhibits prosecution. Forced labor and child trafficking are prohibited, but the government has yet to establish a list of hazardous occupations prohibited for children.

The National Commission on Child Labor (NACOMAL) and several ministries, including the Ministry of Labor (MOL), generally perform preliminary investigations on child labor cases. However, MOL's budget is not adequate, and there are only 15 labor commissioners and 29 labor inspectors in Liberia, which is

³³ Adapted from the Problem Analysis in the ARCH Liberia CMEP and USDOL 2013 Findings on the Worst Forms of Child Labor: <http://www.dol.gov/ilab/reports/child-labor/liberia.htm>

less than one per district. In addition, research found no information on the number of labor inspections conducted, child labor violations found, or citations and penalties issued by the Government in 2013. The GoL also participates in various programs related to reducing CL, some of which include: a National CL Survey conducted in 2010; a joint Government-ILO report on youth employment; the Liberia Agriculture Investment Program to enhance household livelihoods; an EU-funded Social Cash Transfer Program; a USAID-funded project called Educating and Protecting Vulnerable Children in Family Settings; and a World Bank-funded Youth Employment and Skills project. USDOL funds two other programs addressing CL in Liberia. The first is a regional project that supports the Economic Community of West African States (ECOWAS) to strengthen its role in combating WFCL in West Africa through policy and capacity building support. The second is called the Global Action Program on Child Labor Issues Project, which aims to build the capacity of the national government and develop strategic policies to address the elimination of child labor.

The ARCH Liberia project has identified seven contributing problem areas related to the existence of child labor in the Liberian rubber sector: (1) limited access to quality education among children in rubber growing communities; (2) insufficient household income to meet families' basic needs; (3) household exposure to economic shocks; (4) youth engagement in hazardous labor and the insufficiency of training and acceptable employment alternatives; (5) limited engagement from the rubber growing community, industry and government stakeholders toward preventing and combating the problem; (6) insufficient awareness regarding the negative consequences of child labor and of the value of education; and finally, (7) deficits in knowledge about child labor in Liberia's rubber industry as well as knowledge sharing mechanisms.

The ARCH Liberia Project

In December 2012, Winrock International received a three and a half year Cooperative Agreement from USDOL, worth US\$6 million and beginning on December 31, 2012, to implement a child labor reduction initiative in rubber growing areas of Liberia. It was originally scheduled to run through July 31, 2016 but due to the EBV outbreak, a cost extension was granted in September 2015 which increased the overall budget to \$6.2 million and extended the end date to December 31, 2016. The project, called Actions to Reduce Child Labor (ARCH) in Liberia, promotes improved policies to address child labor in rubber producing areas and enhanced monitoring and enforcement of such policies, with a focus on company-owned or operated rubber plantations. The project also supports the direct delivery of services to children engaged in or at-risk of various forms of child labor and their households in communities where livelihoods are largely dependent on smallholder rubber production.

During the development of the Comprehensive Monitoring and Evaluation Plan (CMEP), the project refined its objectives, defined its activities and determined the indicators that would monitor the project. The overall project goal is to reduce child labor among children 5-17 years old and provide livelihoods opportunities for their households in the Liberian rubber production belt, comprised of Montserrado, Margibi and Nimba counties. It established seven intermediate objectives (IO) related to education, livelihoods, social protection, youth employment and other:

IO 1: Children & adolescents with increased participation in quality education

Activities related to IO 1 include: providing School Success Kits (SSK); alternative education options; educational support activities; strengthening mentoring programs and agriculture school clubs; providing grant for school improvement; training teachers; and increasing parental contribution and involvement in schools.

IO 2: Households (HH) with reduced need to use CL as a livelihood strategy

IO 2 is related to the following project activities: improving access to business development and financial services; providing technical assistance for agricultural producers; conducting training on life skills; creating linkages to other financial services; and providing training through Model Farm Schools (MFS).

IO 3: HH with increased protection from economic shocks

Some of the various activities related to IO 3 include: improving awareness of child protection issues among key stakeholders; establishing or strengthening community-based structures through technical assistance; providing social protection (SP) grants and facilitating access to SP services.

IO 4: Young people 16-17 years old transitioned from unsafe working conditions or hazardous child labor to acceptable work and work training

To achieve IO 4, ARCH implements the following activities: improving working environments for youth; enrolling youth in Vocational Community Training Centers and linking youth to financial services and employment opportunities.

IO 5: Public sector, rubber industry and community structures address child labor

IO 5 contains the following activities: delivering technical assistance and training to relevant partners within the Ministry of Labor; training labor inspectors; delivering technical assistance and training to NACOMAL; building the capacity of the private sector to address CL; and establishing community-based child labor monitoring systems (CLMS).

IO 6: Target HH, rubber industry stakeholders and general public with attitude change toward CL and education (negative attitude toward child labor and positive valuation of education)

The project conducts the following activities related to IO 6: conducting awareness raising activities for households and communities leaders; increasing children's awareness of their rights and the hazards of child labor; raising awareness in the rubber sector regarding child labor policy and standards; and conducting awareness raising activities for the general public.

IO 7: Knowledge base on CL in the rubber sector in Liberia enhanced

To achieve IO 7, the project conducts research to fill key information gaps on child labor-related issues and disseminates key findings to inform key stakeholders and the public.

By laying the foundations for two Child Labor-Free Zones (CLFZs), ARCH seeks to provide a model for

reducing child labor not only in the rubber industry and rubber producing communities, but in other concession-driven sectors (oil palm, cocoa, and coffee) as well. The ARCH approach aims to build the long-term resiliency of rural communities and strengthen the ability of community structures to partner with the private sector, support education, provide social protection, and plan economic development and growth. Within this framework, ARCH blends an area-based and a sector-based approach in order to catalyze private sector- and community-led reduction of child labor. ARCH will also strengthen the institutions that are in the best position to sustain child labor reduction, monitoring, and enforcement and raise public awareness about the hazards of child labor throughout the Liberian rubber belt.

ARCH aims to support over 10,100 children involved in or at risk of exploitive child labor and provide livelihood services to nearly 3,700 households of the most vulnerable children. Winrock planned to partner with five organizations to implement this project: the Forum for African Women Educationalists (FAWE-Liberia),³⁴ the African Network for Prevention and Protection against Child Abuse and Neglect (ANPPCAN-Liberia), the Firestone Agriculture Workers Union of Liberia (FAWUL) and the General Agricultural & Allied Workers Union of Liberia (GAAWUL), as well as its private sector partners Liberian Company (LIBCO) and the Morris-American Rubber Company (MARCO).

The project signed a no-cost modification in June 2013 which changed the language of the objectives to correspond to the language in the indicators developed during the design of the CMEP. In February 2014, the most widespread epidemic of Ebola Virus Disease (EVD) in history spread across West Africa, including Liberia. Over 3,000 people in Liberia were confirmed to be infected with the virus, and the World Health Organization suspects that almost 11,000 were infected in reality.³⁵ In response to the epidemic, on August 7, 2014 Winrock suspended all field activities in communities and limited office operations and worked under a modified project operations plan until September 26. During and after this time, the project supported Ebola prevention activities by providing hygiene promotion trainings, materials and supplies. Project activities were slowly re-introduced as appropriate and feasible. Transmission started to decline in early 2015, and after a small resurgence in June, the country is currently declared to be Ebola-free.

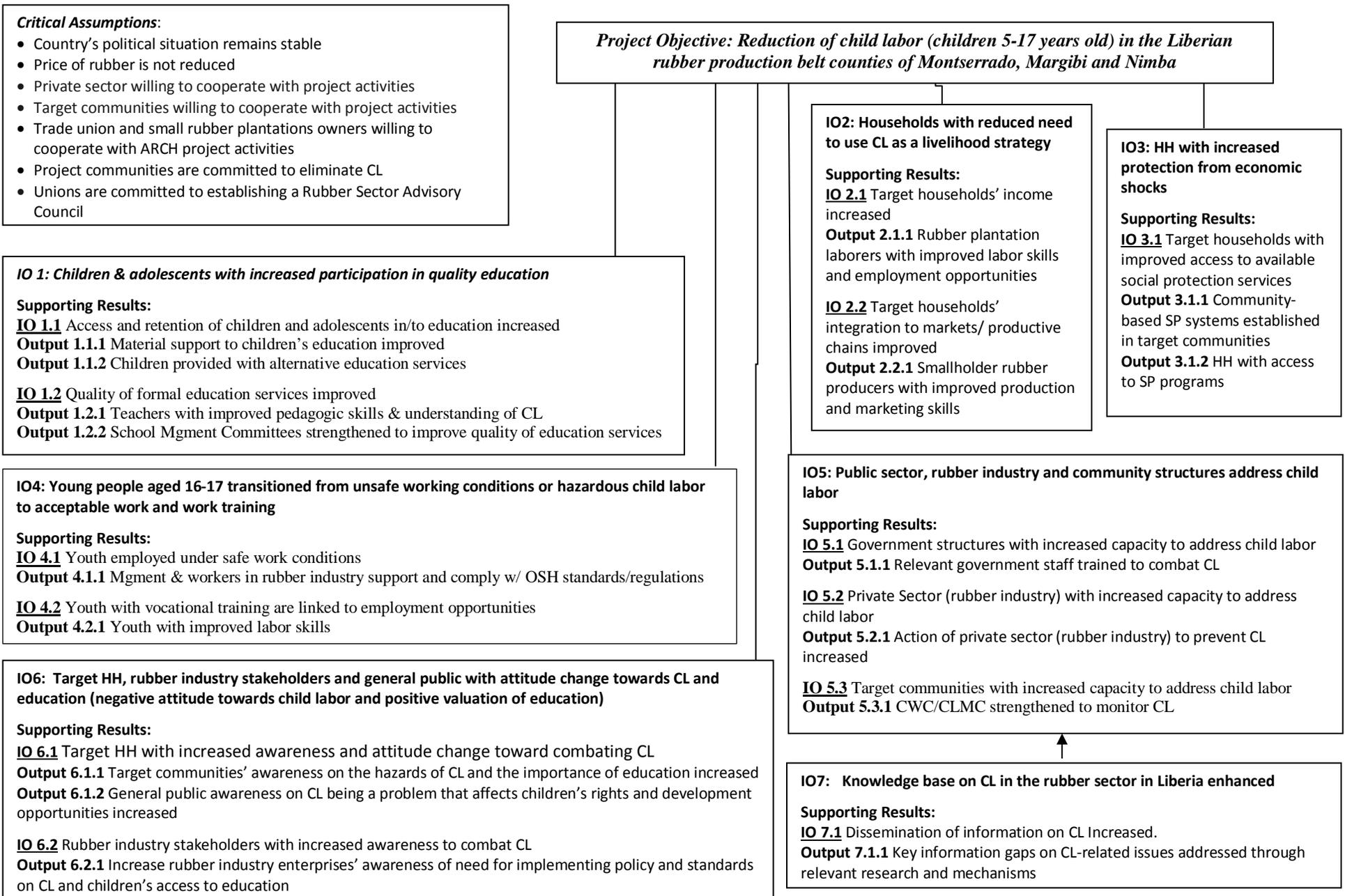
In September 2014 the project signed a second modification because it would no longer be working with FAWE and the respective budget allocations were shifted to other areas. A third modification was signed in September 2015 which increased the budget to \$6.2 million and moved the end date to December 31, 2016.

Below is the ARCH Liberia Results Framework, which depicts the critical assumptions, seven intermediate objectives, and supporting results.

³⁴ FAWE is no longer part of the ARCH team. Their sub-agreement was terminated in December 2013.

³⁵ World Health Organization, Ebola Data and Statistics: <http://apps.who.int/gho/data/view ebola-sitrep ebola-summary-latest?lang=en>

ARCH Liberia Results Framework



III. PURPOSE AND SCOPE OF EVALUATION

As per USDOL Management Procedure Guidelines, OCFT-funded projects are subject to external interim and final evaluations. The interim evaluation of the ARCH Liberia project was originally due in November 2014 but was suspended due to the Ebola outbreak.

Interim Evaluation Purpose and Scope

The Interim Evaluation will assess and evaluate the project's implementation thus far, providing insight on what aspects are effective and determining whether the project is on track towards meeting its goals and objectives. The evaluator may also identify further points of importance during the mission that may be included in the analysis as appropriate.

The evaluation will address the following issues:

1. Assess the relevance of the project's Theory of Change (ToC), as stated in the ARCH CMEP, to the issue of child labor in Liberia and whether activities are being implemented in accordance with the project design.
2. Evaluate the project's progress made so far, and whether it is likely to complete all activities and results as delineated in the project document. Analyze the factors that may be contributing to successes and challenges and possible solutions, including the impact that the EVD outbreak had on the completion of project objectives and the subsequent recovery of project activities.
3. Describe the results of the project by the date of the evaluation, at institutional and community level, and especially, on the lives of beneficiary households and children;
4. Assess the quality and competency of staff on the ground;
5. Assess the steps taken by the project to mainstream project activities and describe the future of the project through the eyes of the stakeholders. Recommend actions to increase sustainability before project phase-out.

The evaluation will identify any specific implementation areas that may benefit from adjustments to ensure the project can be as successful as possible during its remaining period of performance. It should provide recommendations for enhancing achievement of project objectives and addressing limitations in order to improve the project's ability to achieve results by the end of project.

The evaluation will also assess and make recommendations according to the extent which the project has started to take steps toward sustainability, ensuring that the project's approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations. This includes the direct project partners.

The scope of the interim evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with Winrock. 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, Project Document and CMEP. The evaluation will assess the positive and

negative changes produced by the project – intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country – as reported by respondents.

Intended Users

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

The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background 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. The evaluator may add, remove, or shift evaluation questions, but the final list will be subject to approval by USDOL.

Project Design and Relevance

1. To what degree is the project design appropriate and adequate to address the key causes of child labor among beneficiary children and households?
2. How do stakeholders and/or partners view the ARCH project as an initiative?
3. Has the theory of change and/or project design maintained its validity after the EVD outbreak? If not, what steps have been taken to adapt?

Effectiveness and Implementation

4. How have the direct beneficiaries been identified?
5. What challenges or successes has the project encountered in engaging with key stakeholders (government, private sector and non-governmental partners) to combat child labor long term (beyond life of project)?
6. What progress has the project made toward accurate data collection?
7. What progress has the project made toward improving direct beneficiary households' access to education and livelihoods services (including meeting performance targets and quality of services provided)?
8. How has the Ebola crisis affected the communities and the project, particularly the project's ability to implement interventions and lead to sustainable impact post-Ebola crisis?
9. How effective has the TOT for labor commissioners and inspector generals been in reaching labor inspectors at the community level?

10. How successful have Vocational Community Training Centers programs been in reaching more rural communities and direct beneficiaries?
11. Have the quality of the project's services provided been improved over the life of the project?

Impact and Sustainability

12. What is the impact of whole family services delivery to date?
13. What effects have the household livelihood interventions (Rubber Production Tapping Training, Rubber Bio Mass Microenterprises, and MFS) had on strengthening community and families' economic positions? Have they been effective?
14. What have been the results in mainstreaming child labor issues into company policies and collective bargaining assessments?
15. What is the impact of the youth employment activities on the project beneficiaries?
16. Have the project beneficiaries been able to access social protection programs?
17. What impact can be seen from company monitoring, training and social service provision initiatives?
18. Has the area-based approach been effective in establishing Child Labor Free Zones (CLFZs)? If not, please explain why.
19. What progress has the project made in ensuring the sustainability of the CLFZs and Child Labor Monitoring Committees (CLMC)? Are child labor issues being mainstreamed into company policies and collective bargaining agreements? Can this be improved?
20. How has project staff engaged with key stakeholders in government, private sector, and NGOs to combat child labor beyond the life of the project?

IV. EVALUATION METHODOLOGY AND TIMEFRAME

A. Approach

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

Quantitative data will be drawn from project documents including the CMEP, TPRs and other reports to the extent that it is available and incorporated in the analysis. As an annex, the report will also include a table showing an overview of the project progress by listing indicators, targets and achievements to date (please see Annex A). For those indicators where the project is experiencing challenges, a brief analysis will be included in the results.

The following principles will be applied during the evaluation process:

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

B. Interim Evaluation Team

The evaluation team will consist of:

1. The international evaluator: Louise Witherite
2. As appropriate, an interpreter fluent in necessary languages will travel with the evaluator and assist during her work in different regions.

One member of the project staff may accompany the team to make introductions. This person will not be involved in the evaluation process and will not attend the evaluators' meetings or interviews with key informants.

The international evaluator will be responsible for developing the methodology in consultation with Sistemas, Familias y Sociedad (SFS), USDOL, and the project staff; assigning the tasks of the national consultant and interpreter during the field work; directly conducting interviews and facilitating other data collection processes; analyzing the evaluation material gathered; presenting feedback on the initial findings of the evaluation during the national stakeholder meeting; and preparing the evaluation report.

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

C. Evaluation Milestones

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:

- CMEP documents,
- Baseline and endline survey reports,
- Project document and revisions,
- Cooperative Agreement,
- Project Results Frameworks and Monitoring Plans,
- Work plans,
- Technical Progress and Status Reports,
- Correspondence related to Technical Progress Reports,
- Management Procedures and Guidelines,
- Research or other reports undertaken by or related to the project, and
- Project files (including school records) as appropriate.

2. Data Collection Matrix

Before beginning fieldwork, the evaluator will create a data collection matrix, which outlines the source of data from where the evaluator plans to collect information for each Terms of Reference (TOR) question. This will help the evaluator make decisions as to how she is going to allocate her time in the field. It will also help the evaluator to ensure that she is exploring all possible avenues for data triangulation and to clearly note where the evaluation findings are coming from. The question matrix shall be forwarded by the evaluator to SFS before start of fieldwork and shared with USDOL.

3. Interviews with stakeholders

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

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

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work;
- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations;
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations;
- Government Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project;

- Community leaders, members, and volunteers;
- Education personnel including school teachers, assistants and school directors;
- 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;
and
- U.S. Embassy staff member.

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 project activities. Ideally, 3-6 sites in each CLFZ should be visited along with interviews conducted with the project staff in Kakata. During the visits, the evaluator will observe the activities and outputs developed by the project. School visitations should be a priority to see: (1) if they have reopened, and (2) if children are actually attending class.

D. Sampling, Site Selection and Data Collection Methodology

Criteria for selecting communities:

The primary criteria for selecting communities is to visit four target sites (districts), which include the two overlapping Child Labor Free Zones because it is where the project has current activities. These are: Montserrado (Todee District), Margibi (Kakata District), and Nimba (Saclepea I, Saclepea II Districts). The evaluator will confirm the project's existence in the communities through the visits.

Communities should be chosen where:

- there are multiple activities to maximize the project exposure;
- there has been ample time for the project to have established itself;
- the project experienced successes; and
- the project experienced challenges.

If possible, the staff will choose communities where there may be diverse characteristics culturally, politically, or economically to demonstrate same efforts in differing situations. (For example, to compare the CLFZ and Nimba County, where there are more small rubber operations Small and medium-holder rubber plantations, if applicable). This will permit observation and analysis of the project design as well as impact in different setting.

Within these sites, the ARCH staff will arrange opportunities for the evaluator to sample a representative selection of communities which have one or more of the following activities:

- All Community Advocates and Child Labor Monitoring Committees (entire committee membership per district);
- Rubber and agriculture industry and GoL labor inspectorate; and

- Educational programs (7 different programs): Accelerated Learning Program classes, Pre-primary School classes, Primary classes, Junior Secondary classes, Senior Secondary classes, Community Skill Training/CST centers, Model Farm School/MFS.

Criteria for selecting beneficiaries and other sources:

In order to make extrapolations about the project achievements and the impact of the project, sampling small, but representative, clusters is needed. The sampling of interviewees is segregated into clusters of stakeholders per target site. Information from interviewees in the following sectors are necessary to evaluate the entire project:

- Project administration and implementation;
- Governing sectors at national, county, district, and local (community) levels;
- Agriculture and rubber industry (commercial and small holder; management, workers and union);
- Educational facilities (faculty and management);
- Research;
- Communication and awareness raising; and
- project beneficiaries (direct, and indirect in the form of governing and community enhancements).

Criteria for sampling interviewees/beneficiaries:

Beneficiaries and other informants who will be interviewed are individuals who are directly related to the project as recipients of benefits, training, or other opportunities, such as meetings, collaboration, or contractual services. Some informants who are not related to the project may be interviewed as a measure of control at the evaluator's discretion if time allows.

The criteria for the sample size are based on the limited time and scope of the evaluation. Indicators of sustainability would require length of time of engagement with the project. Thus, those who have been involved since the beginning are preferred.

Naturally, geographic location and feasibility of access are necessary criteria.

Data collection methods:

As noted, above, the methods for collecting data will be through individual and paired interviews; focus group discussions; and close review of project documents. In addition, the evaluator will peruse files at ARCH offices and at educational facilities with ARCH project activities, if possible and necessary; observe plantations, markets and farming areas in target sites; collect awareness raising materials from the project (and other materials related to the fight against child labor and/or development projects in Liberia).

Interviews and focus group discussions will be led by the evaluator independently with the sample population. A translator may be present. Interviews and focus group discussions constitute questions and answers, shared narratives, note-taking, and sometimes photographing as documentation. The analysis of the evaluator's notes and gathered materials will inform the evaluation report. As noted, some interviews are individual or paired. Focus group discussions can vary, depending upon the

nature of the group. Committees formed by the project should have membership present if possible/practical. Representatives of learning programs should be no more than ten, unless the group interview is mobile, as in visiting a farm, apprenticeship or plantation site which may involve a larger group of participants. Visits to households should be limited to less than ten participants.

Other relevant issues:

Focus group discussions and key informant interviews will be conducted on the basis of a protocol ensuring that the same line of questioning is followed to each relevant group.

Also, the preferred numbers of activities per district and numbers of interviewees is contained in the Evaluator's proposed methodology and/or to be determined in collaboration with the ARCH Staff.

E. 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 not be present during interviews. 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, but will not be present when the interviews or focus groups are conducted.

F. Stakeholders' 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. Stakeholders from all provinces served by the project will be invited, though it is understood that some may not be able to attend due to travel related challenges. The meeting should have representation from Winrock, rubber industry partners, other NGOs, unions and farmers.

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

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. If appropriate, Possible Strengths, Weaknesses, Opportunities and Threats (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.

A debrief call will be held with the evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed.

G. 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.

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.

H. Timetable

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

Task	2015 Date(s)
Draft TOR submitted to USDOL and Winrock	Mon, Aug 31
Input received from USDOL and Winrock on Draft TOR and List of Stakeholders	Tues, Sept 8
Cable Clearance Request sent to USDOL	Mon, Sept 21
Evaluator submits List of Stakeholders/Interviewees for Winrock feedback	Tues, Sept 22
DOL and Winrock provide feedback on List of Stakeholders	Thurs, Sept 24
Evaluator submits Methodology/Sampling Plan	Fri, Sept 25
Evaluator submits Data Collection Matrix	Fri, Sept 25
Evaluator submits Suggested Itinerary	Tues, Sept 29
DOL approval to Finalize TOR	Wed, Sept 30
DOL and Winrock provide feedback on Itinerary	Thurs, Oct 1
Logistics Call	Fri, Oct 2
Finalize Field Itinerary and Stakeholder List for Workshop	Mon, Oct 5
Contract signed by Evaluator	Tues, Oct 6
Evaluator interviews USDOL	Wed, Oct 7
Fieldwork	Oct 12-24
Stakeholders Meeting	Mon, Oct 26
Post-fieldwork Debrief Call with USDOL	Wed, Nov 4
Draft Report sent to SFS for quality review	Wed, Nov 11
Draft Report to USDOL and Winrock for 48 hour review	Wed, Nov 18
Draft Report sent to USDOL, Winrock and stakeholders for comments	Fri, Nov 20
Comments due to SFS	Wed, Dec 9
Revised Report sent by Evaluator to SFS for quality review	Tues, Dec 15

Task	2015 Date(s)
Revised Report sent to USDOL	Fri, Dec 18
Approval from USDOL to Copy Edit/Format Report	Mon, Jan 11
Final Report sent to USDOL	Mon, Jan 25

IV. EXPECTED OUTPUTS/DELIVERABLES

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

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary - providing a brief overview of the evaluation including sections IV-IX and key recommendations (5 pages)
- IV. Background and Project Description, including Context (1-2 pages)
- V. Evaluation Objectives and Methodology- including the list of Evaluation Questions, identifying the respective Report section where each question is answered (3-4 pages)
- VI. Evaluation Findings, including answers and supporting evidence for each of the evaluation questions. (15 pages)
- VII. Main Conclusions - a summary of the evaluation’s overall conclusions (1-2 pages)
- VIII. Lessons Learned and Good Practices (1-2 pages)
- IX. Recommendations - identifying in parentheses the stakeholder to which the recommendation is directed (1-2 pages)
 - Key Recommendations – critical for successfully meeting project objectives and judgments on what changes need to be made for future programming
 - Other Recommendations – as needed
- X. Annexes, including but not limited to:
 - An overview of project progress (Annex A)
 - TOR
 - Question Matrix
 - List of documents reviewed
 - List of interviews, meetings and site visits
 - Stakeholder workshop agenda and participants

The total length of the report should be approximately **30 pages** for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and Winrock for a 48 hour review. This initial review serves to identify and correct potentially sensitive information and/or inaccuracies before the report is released for formal, detailed comments. Then the draft report will be officially submitted to

OCFT, Winrock, partner organizations and relevant stakeholders for a full two week review. Comments from stakeholders will be consolidated and incorporated into the final report 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. **All reports, including drafts, will be written in English.**

V. EVALUATION MANAGEMENT AND SUPPORT

SFS has contracted with Louise Witherite to conduct this evaluation. She is a Juris Doctor based in Vermont and has worked as a consultant for over 19 years in the areas of project design, evaluation, policy analysis and formulation, strategic planning and organizational development, research, writing and editing for international and local NGOs. Her geographical experience has spanned the African region (35 years), Asia (10 years), Carribean (10 years) and Central America (5 years). Since 1980 she has been serving as a University Instructor or Guest Lecturer on topics such as child labor, trafficking, women's studies, policy and program design. She has performed 12 consultancies for USDOL and ILO-IPEC since 2004.

Lou will work with OCFT, SFS and relevant ARCH staff to evaluate this project.

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

ANNEX C: Evaluation Methodology Matrix

Data Collection Matrix: Evaluator: Lou Witherite Date: September 22, 2015
Liberia Evaluation

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
Project Design and Relevance					
1	To what degree is the project design appropriate and adequate to address the key causes of child labor among beneficiary children and households?	Literature review Observation of country context, actual situation in Liberia for assessment of appropriateness of project design Analysis of multiple approaches of project FGD and Interviews Applicable Indicators: OFCT Common Indicators ³⁶ POC.1, POC.2, BT-WS, and L1 to L5	Documents including project document, TPRs indicating rationale, plans and implementation of activities, CMEP, Analysis of consistency or patterns of results in observations and interviews	All stakeholders will be interviewed to determine the appropriateness of project design Including USDOL, ARCH Staff, Partners, GOL, INGO & NGO, Rubber companies, Unions, Beneficiaries, educators, agriculturalists, households	Project documents, including proposal, log frame, and CMEP; and materials related to country context, but not project materials
2	How do stakeholders and/or partners view the ARCH project as an initiative?	Individual or paired interviews and FGD	Individual interviews and FGD Analysis of results Interview notes	<i>All interviewees</i> will be asked this questions, though directed to “stakeholders and/or partners” because the opinion of all involved parties will contribute to assessing the project	Correspondence, Stakeholder Meeting

³⁶ **E.1** # of children engaged in or at high-risk of entering child labor provided education or vocational services (per sex and age)

E.2 # of children engaged in or at high-risk of entering child labor enrolled in formal education services (per sex and age)

E.3 # of children engaged in or at high-risk of entering child labor enrolled in non-formal education services (per sex and age)

E.4 # of children engaged in or at high-risk of entering child labor enrolled in vocational services (per sex and age)

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
3	Has the theory of change and/or project design maintained its validity after the EVD outbreak? If not, what steps have been taken to adapt?	Literature review Interviews and Observations which will test the validity of theory of change, design, performance, understanding of project	Documents including project document, TPRs Analysis of actual situation, conferring with experts on the ground, News stories and professional journals Interview notes	USDOL, ARCH Staff, Partners, GOL, INGO & NGO, Beneficiaries, Families (HH)	All project documents, especially the CMEP, correspondence, TPRs
Effectiveness and Implementation					
4	How have the direct beneficiaries been identified?	Documents review. Examination of files FGD and Interviews (Individual and Paired) Observation of conditions of beneficiaries and HH, based on understanding the economic and cultural context Applicable Indicators: OTC.1	Interviews, Examination of criteria, Random sampling of data files on children Interview notes	ARCH Staff, CAs, CWC, Partners at target sites, Educators and Community leaders, Beneficiaries, Families (HH)	Project reports, data files on children, Interview notes
5	What challenges or successes has the project encountered in engaging with key stakeholders (government, private sector and non-governmental partners) to combat child labor long term (beyond life of project)?	Literature review (including TPRs) Interviews (Individual and Paired) Observation of staff performance and physical project inputs, Applicable Indicators: OTC. 11, 13, 14, 15	Narratives in interviews with key stakeholders Assessment of observations Document review (including TPRs, non-project materials)	Key stakeholders (government, private sector and INGO/non-governmental partners) will contribute to the answer, as will ARCH staff and USDOL Expected responses from beneficiaries, community members on the subject as well	Project Reports (TPRs, etc., and non-project materials.)

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
6	What progress has the project made toward accurate data collection?	Document and M&E file review in order to assess quality, utility, regularity, consistency, functionality Interviews Applicable Indicators: OCFT Common Indicators, OTP. 14, OTP. 18, 19	Baseline document data, project database, Interview notes	ARCH staff, M&E staffers and partners, pertinent stakeholders, particularly iLAB and other contracted groups, researchers, teachers, community, GoL to ascertain their role in understanding and using	Project Reports (incl. TPRs, CMEP plan for M&E management and data verification)
7	What progress has the project made toward improving direct beneficiary households' access to education and livelihoods services (including meeting performance targets and quality of services provided)?	Literature review, reports, FGD and Interviews Applicable Indicators: OTC.3, 4, 5	Reports, especially TPR, log frame Interview notes and Observation and verification of performance and quality of inputs Analysis of Baseline document data and available general indicators assessment of increased income/assets	Stakeholders and partners, particularly those who have received training and/or support. This includes principals and teachers (1 principal + 1-2 teachers per school visited), Representative groups from SMC, PTAs at each community visited, family rubber laborers, direct beneficiaries and families, MFS producer groups, participants/teachers in Accelerated Learning Program classes, Pre-primary School classes, Primary classes, Junior Secondary classes, Senior Secondary classes, Community Skill Training centers, Model Farm School/MFS, Child Labor Monitoring Committee (entire committee membership per district) In addition, Expected responses	Project Reports, especially TPR, log frame; Interview notes Analysis of Baseline document data and available general indicators

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
				from government officials See Chart below for more detail	
8	How has the Ebola crisis affected the communities and the project, particularly the project's ability to implement interventions and lead to sustainable impact post-Ebola crisis?	Literature review, reports, FGD and Interviews	Content of interviews, observation of current situation, Project Documents, non-project materials)	Stakeholders , especially all project staff and partners, GoL, community leaders (including CWC, CLMC and CAs)	Project Documents Non-project materials Correspondence
9	How effective has the TOT for labor commissioners and inspector generals been in reaching labor inspectors at the community level?	Literature review FGD and Interviews Applicable Indicators: OTC.9 OTP.12	Training materials, responses in interviews, Notes on or observations of accomplished and planned CL activities	Trainers, labor commissioners, inspector generals, labor inspectors, community members	Project reports (TPRs, correspondence) Calendars, posters, programs, non-project materials
10	How successful have Vocational Community Training Centers programs been in reaching more rural communities and direct beneficiaries?	Literature review Site visits to classes Interviews and FGD with direct beneficiaries Applicable Indicators: OTC.7, OTC.8, OTP 10 and 11	Interviews, Files/Data on enrollment of beneficiaries, and progress or other changes; Visual assessment of evidence of project facilities and expected behaviors and responses by beneficiaries and teachers	Stakeholders, particularly staff of Vocational Community Training Centers, community leaders and members, direct beneficiaries and families (HH)	Project reports Data on enrollment of beneficiaries, and progress or other changes

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
11	Have the quality of the project's services provided been improved over the life of the project?	Literature review FGD and Interviews	Assessment based on interviews, reports	Stakeholders , particularly ARCH project staff and partners, project beneficiaries, community stakeholders working with the project (i.e. CWC, CLMC, CAs, government), educators/trainers, rubber industry stakeholders	Project reports Non-project Data if applicable
Impact and Sustainability					
12	What is the impact of whole family services delivery to date?	Literature review FGD and Interviews Applicable Indicators: OTC.4, 5, 6	Assessment of targets met, indicators reached, based on interviews, reports	ARCH project staff and partners, project beneficiaries – children, families (HH), social protection agency staff within GoL	Project reports
13	What effects have the household livelihood interventions (Rubber Production Tapping Training, Rubber Bio Mass Microenterprises, and MFS) had on strengthening community and families' economic positions? Have they been effective?	Literature review Interviews. FGD Applicable Indicators: OTC. 3, 4,5	Observation and interviews with recipients and participants in interventions	Community and families (HH) , project beneficiaries – children, families (HH), social protection agency staff, GoL ARCH project staff and partners, See Chart below for more details	Baseline data, TPRs, Company documents, training materials
14	What have been the results in mainstreaming child labor issues into company polices and collective bargaining	Literature review Interviews. FGD Applicable Indicators: OTC.10	Company documents verifying policies Reports of awareness events organized Interview notes	Key stakeholders involved in company policy changes, union agreements, , including companies, unions, GoL officials, local informants	Project reports, including TPRs Company documents verifying policies if available

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
	assessments?				Reports of awareness events organized
15	What is the impact of the youth employment activities on the project beneficiaries?	Visit to facilities, FGD and Individual Interviews Applicable Indicators: OTC. 7,8	Interview notes, Project Reports, MFS and Community Training Centers' records	Project beneficiaries and instructors, management/administration of youth employment programs, Graduates engaged in self-employment initiatives and/or business start-up initiatives, project partners, Community members See Chart below for more details	Project reports, including TPRs, MFS and Community Training Centers' reports
16	Have the project beneficiaries been able to access social protection programs?	Review files and documents Interviews Applicable Indicators: OTC.6	Reports, Baseline document data, training materials, files of users and nature of programs used Interview Notes	Project beneficiaries – children, families (HH), social protection agency staff See Chart below for more details	Reports, Baseline document data, training materials
17	What impact can be seen from company monitoring, training and social service provision initiatives?	Review files and documents Interviews, FGD Applicable Indicators: OTP.13 OTC.10, 14	Reports, Baseline document data, training materials Interview notes Existence of company monitoring, training and social service provision initiatives	Preferably FGD of rubber industry company staff responsible for monitoring, training and social services, managers, trainers and trainees (recipients of training) ARCH project partners involved in social services , including GoL Labor Ministry informants	Reports, Baseline document data, training materials, CMEP
18	Has the area-based approach been effective	Interviews, observation of villages, markets in CLFZ as	Assessment /comparison of any	ARCH staff, especially dir., M&E; key stakeholders in	General development materials on GoL (incl. GoL

#	TOR Question	Methodology (including suggested Program Indicator(s) To help answer question, If applicable)	Data Source(s)/ Means of Verification	Stakeholders to Interview (including Proposed Sample per group of stakeholders, if applicable)	Relevant Desk Review Documents (Including documents reviewed during and Post-Field Site Visits)
	in establishing Child Labor Free Zones (CLFZ)? If not, please explain why.	to evidence of children engaged in CL, children in schools or not Applicable Indicators: OTC. 13, 14, 15	other approaches In country Existence of CLFZ	companies and GoL (local and national), community members	Development plans)
19	What progress has the project made in ensuring the sustainability of the CLFZ and Child Labor Monitoring Committees (CLMC)? Are child labor issues being mainstreamed into company policies and collective bargaining agreements? Can this be improved?	Document review Interviews (individual and FGD) Observation of villages, markets in CLFZ as to evidence of children engaged in CL, site visits Applicable Indicators: OTC. 11, 13, 14, 15	Project documents, including PMP and other planning documents, TPRs, Company materials Interviews Evidence of sustainability plans, project exit strategy plan, long-term sustainability plans	Key stakeholders (local and national GoL officials, union members, industry staff and ARCH project partners), including companies, unions, local informants, INGOs ARCH staff	Project documents, including PMP, CMEP and other planning documents, TPRs, Company materials
20	How has project staff engaged with key stakeholders in government, private sector, and NGOs to combat child labor beyond the life of the project?	Interviews, observation of quality/depth/nature of interactions between ARCH staff and key stakeholders in government, private sector, and NGOs, site visits Applicable Indicators: OTC. 9, 10, 11, OTP.12, 14, 15	Reports on working meetings, trainings with key stakeholders in government, private sector, and NGOs Results towards fighting CL HCL (list of Hazardous child labor), NSC accomplishments	GoL, ARCH staff, other partners, CL NGOs and INGOs, NSC members, TWG, ILO and National Commission on Child Labor (NACOMAL)	Reports on working meetings, trainings, TPRs Job descriptions of project staff sustainability plans

ANNEX D: Evaluation Itinerary

Date and Location	Interviewee/Focus Group/Organization
Sunday, October 11	Arrival
Monday, October 12	Monrovia
ANPPCAN Offices	ARCH staff – Meeting with Staff
ANPPCAN Offices	ANPPCAN
Ministry of Labor	Ministry of Labor
Ministry of Labor	NACOMAL
Ministry of Education	PTA Focal Point
ANPPCAN Offices	General Agriculture Allied Workers Union of Liberia,
Tuesday, October 13	Monrovia to Kakata
Embassy Suites	USAID
Paynesville	
	County and District Education Officers
Todee District	
	Firestone Agricultural Work's Union (FAWUL)
Kakata	
	ARCH Office
Wednesday October 14	
	County and District Chief Education Officers
Goba	
	Community Advocate
Goba Town Public School	School Administration and Teachers Visit to ECD & Library & Garden Beneficiaries
Demonstration sites, community meeting places	CLMC MFS Adult Agr. Producer Groups VHH
Nyehn	
	Community Advocates
Nyehn Primary and Secondary Public School	School Administration and Teachers Beneficiaries
Nyehn/Gbeno Town	MFS Youth, members and instructors, MFS Adult Agr. Producer Groups
Thursday October 15	
Kakata	
ARCH Office	Agriculture Coordinator, Margibi County
Sackie Gbomah Town	
	CA
Sackie Gbomah Town Primary and Secondary Public School	School Administration and Teachers Beneficiaries
Community meeting places	Community meeting PTA 1, CLMC, MFS Agr. Producer Groups
Larkay-ta	
	CA
Larkay-ta Town Primary and	School Administration and Teachers

Date and Location	Interviewee/Focus Group/Organization
Secondary Public School	Beneficiaries, students
Community meeting places	PTA , CLMC
Vartehkeh-ta	
Vartehkeh-ta Town Primary and Secondary Public School	School Administration and Teachers Agri-Club primary students
Demonstration sites, community meeting places	MFS Adult Agr. Producer Groups
Friday October 16	
Zannah Town	
	CA
Zannah Town Primary and Secondary Public School	School Administration and Teachers Beneficiaries
Demonstration sites, community meeting places	MFS and Agri-Club members and instructors
Kakata	
	Women and Children Protection Unit
Todee District, MARCO Plantation	Farm Supervisor and Factory Manager
Goba Town	
Bakery	Bakery Community Skills students and teachers
Nuquay	
	Smallholder Rubber Farmer
	Gweetown
Saturday, October 17 Kakata to Saclepea, Nimba County	
Yarsonnah	
	Community Advocate
Demonstration sites, community meeting places	MFS graduates Agri-Clubs/primary members and instructors
Demonstration sites, community meeting places	MFS Adult Agr. Producer groups
Karnwee	
	Community Advocate
Karnwee Primary School	Agri-Clubs/primary members and instructors
Demonstration sites	MFS graduates
Saclepea	
	ARCH Office
Sunday, October 18 -- REST	
Monday, October 19	
Saclepea	
N.B. Biometrics Exercise of Ministry of Education caused some changes and ad hoc meetings with educators	District Education Office Saclepea District 1
Gbaygblin	
	Community Advocate
Gbaygblin Primary School	School Administration and Teachers

Date and Location	Interviewee/Focus Group/Organization
	Beneficiaries
Demonstration sites, community meeting places	PTA, CLMC
Flumpa	
	Community Advocate
Flumpa Primary and Secondary Public School	School Administration and Teachers Beneficiaries
Demonstration sites, community meeting places	PTA, CLMC
	District Commissioner
	District Education Officer, Saclepea
Gipo	
	Community Advocate
Gipo Primary Public School	School Administration and Teachers Observed ALP , met Beneficiaries
Tuesday, October 20	
Boweh	
	CA
Boweh Primary School	School Administration and Teachers and Teachers Beneficiaries Agri-Club
Farm	Farm with Community Advocate
Demonstration sites, community meeting places	MFS Adult Agr. Producers Group
Gbanquoi	
	District commissioner Saclepea Mah
Gbanquoi Primary School	School Administration and Teachers and Teachers Beneficiaries
Nyasin	
	Community Advocate
Nyasin Primary School	School Administration and Teachers and Teachers Beneficiaries
Mehnpa	
	Community Advocate
Community site	Community Skills Training: Tailoring, Baking, Hairdressing students and instructors
Wednesday, October 21	
LIBCO (NRI)	
Plantation HQ	Administrative Manager, LIBCO NRI
Flumpa	
	District Agriculture Officer/ Acting County Officer
Health Clinic	Social Protection Officer
Community meeting site	Flumpa Community Skills Training, students and instructors
Yarsonnah	
	Smallholder Rubber Farmer

Date and Location	Interviewee/Focus Group/Organization
Yarsonnah Primary Public School	School Administration and Teachers, Beneficiaries and Peer Mentors
Demonstration sites visit	MFS Adults Agricultural Producer Group
Community Center	CLMC
Saclepea	
	Labour Commissioner in Nimba County
Thursday, October 22 Saclepea, Nimba County to Kakata	
Kakata	
	Labor Commissioner of Margibi County
ARCH Offices	ARCH staff
Monrovia	
Friday, October 23	
Embassy Suites	Political Officer, US Embassy
Ministry of Labor	ILO Focal Point, Project Coordinator, International Program for the Elimination of Child Labor (IPEC)/ILO
Saturday, October 24/ Sunday 25	
Mamba Point, Monrovia	USDOL and Winrock International
Monday, October 26	
Corina Hotel , Monrovia	Stakeholder Meeting
	ARCH/Winrock/USDOL discussion
Tuesday, October 27 TRAVEL	

ANNEX E: List of People Contacted and Interviewed

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ANNEX F: List of Documents Reviewed

ARCH Project Document 2013
ARCH Project Document Annex 2013.PDF
ARCH Liberia CMEP Final 111913 6970
Liberia_ARCH.pdf
Annex A USDOL Common Indicators Spreadsheet. April 2015.revised.xlsx
ARCH Baseline Report Draft 12 27
Cooperative Agreement_Winrock_Liberia_Rev.doc 336 ,
Modification 01 IL_23978_mod1.pdf 578,
IL239781375K Key personnel.pdf
Modification 02
Modification 03
Letter to USDOL re Ebola outbreak.8Aug14.pdf
ARCH Project_IL 239781375K Ebola Update 10.2014
ARCH Project #IL239781375 K. Ebola Outbreak,
Plan for Continued Project Operations.pdf
TPR Winrock ARCH October 2013
TPR Winrock October 2013 Responses
TPR Winrock ARCH April 30.2014.pdf 315
TPR USDOL Comments ARCH Liberia TPR April 2014. Winrock Responses
Winrock International 4.30.2013.pdf
TPR Winrock ARCH TPR Narrative. October 31.2014.pdf
TPR Winrock response to USDOL comments 12.12.2014.pdf
TPR Winrock ARCH TPR Narrative. April 30.2015.pdf
TPR Winrock ARCH TPR. Annexes C.D.F and G.pdf
TPR Winrock Responses USDOL Comments ARCH TPR April 2015.pdf
TPR Winrock ARCH October 2015 TPR draft

Other Materials

ARCH Baseline Survey 2013 - collaborative endeavor by Compassion Fund Liberia and Winrock International
ARCH - Site Background Info. August 24 provided by program
Rubber Production in Liberia: An Exploratory Assessment of Living and Working conditions, with Special Attention to Forced Labor 2009-2011
USDOL Liberia, 2014 Findings on the Worst Forms of Child Labor
The Cultural Dynamic of Student Anxiety: A Report From Liberia. Wintrob, Ronald M.
Report on the Liberia Labour Force Survey 2010, February 2011 Liberia Institute of Statistics and Geo-Information Services (LISGIS)
Study on International Internet interconnectivity in Sub-Saharan Africa
Schon, Donald. The Reflective Practitioner, 1983
The Children's Law, Liberia
News Stories: (On line)
Effort against Child Labor Gains Momentum, March 25, 2015 Liberia News Agency
Nat'l Bodies, Partners Planning Regional Meetings On Child Labor, June 14, 2015, Liberia News Agency
Winrock Donates to MOE, February 19, 2015, The Inquirer

ANNEX G: Stakeholder Meeting Agenda and Participants

Winrock International ARCH Project

Interim Evaluation Stakeholders' Meeting

Corina Hotel, Monrovia, Liberia

October 26, 2015 Time: 10:00 AM – 2:00 PM

No.	Activity	Allotted Time
	Arrival and Registration	9 AM – 10 AM
	Welcome	10 – 10:10 AM
	Brief Overview of the ARCH project	10:10 – 10:25 AM
	ARCH interim evaluation preliminary findings	10:25 – 11:10 AM
	Clarification, discussion and questions/answers	11:10 AM – 12:00 Noon
	Coffee Break	12:00 – 12:20 PM
	Recommendations	12:20 – 1:00 PM
	Closing Remarks	1:00 – 1:20 PM
	Lunch	1:20 – 2:00 PM

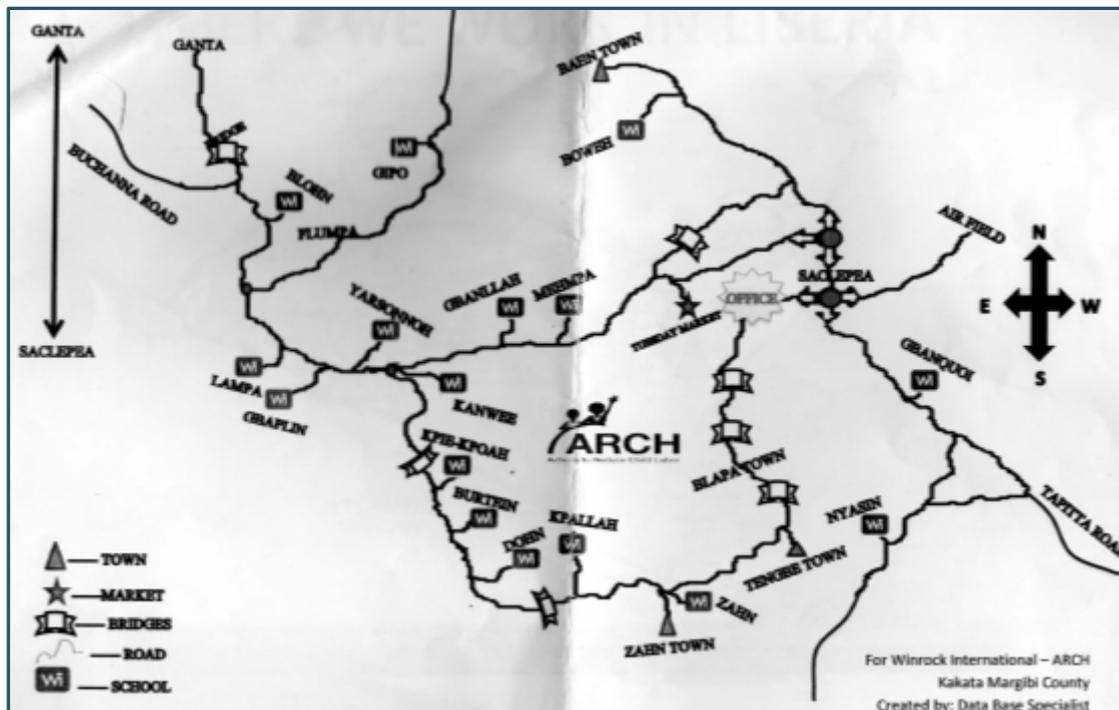
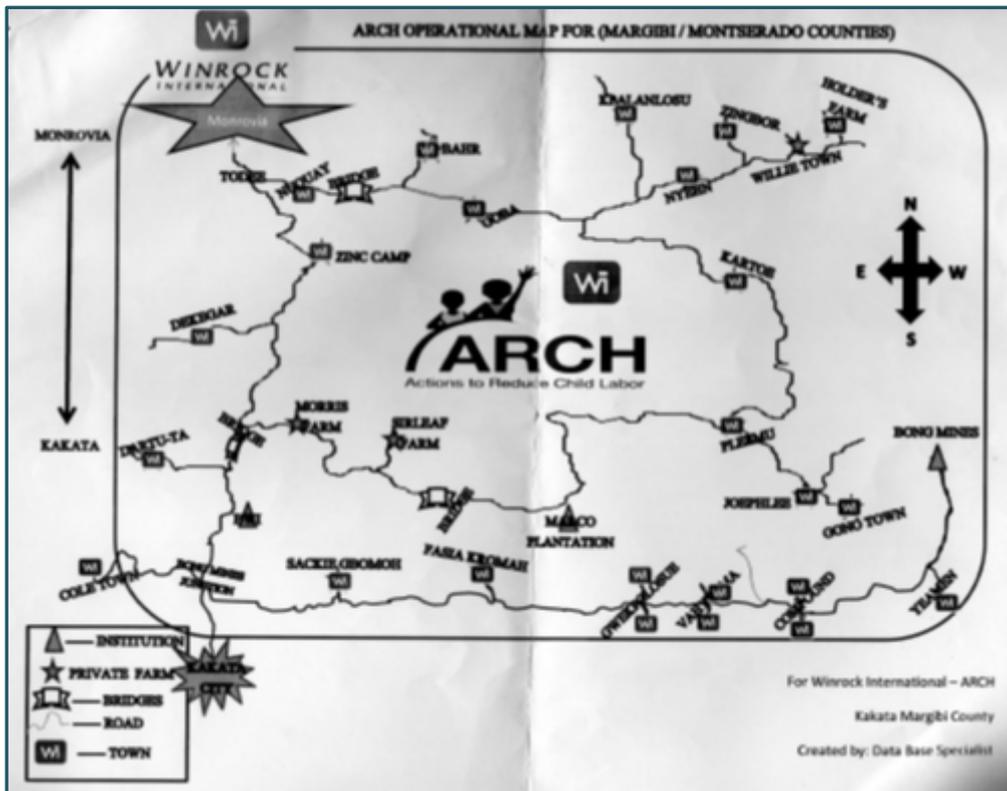
Stakeholder Meeting Participants

No.	Organization/Agency	Position	Location
1	MOE	County Education Officer	Montserrado
2	MOE	District Education Officer	Todee Dist. Montserrado
3	MOE	Admin Assistant to CEO	Margibi County
4	MOA	Former County Agriculture Coordinator	Margibi County
5	MOL	Labor Commissioner	Nimba County
6	MOE	District Education Officer	Saclepea District I
7	MOE	District Education Officer	Saclepea District II
8	MIA	District Commissioner	Saclepea District
9	MOL	National Coordinator - NACOMAL	Montserrado
10	MOL	Deputy Minister	Montserrado
11	MOL	Deputy National Coordinator - NACOMAL	Montserrado
12	MOE	PTA National Coordinator	Montserrado
13	GAAWUL	Vice President	Montserrado
14	GAAWUL	General Secretary	Montserrado
15	FAWUL	President	Margibi County
16	FAWUL	Member of FAWUL Leadership	Margibi County
17	MARCO	Factory Manager	Margibi County

Stakeholder Meeting Participants

No.	Organization/Agency	Position	Location
18	LIBCO(NRI)	Operation manager	Nimba County
19	ANPPCAN	National Coordinator	Montserrado
20	ANPPCAN	Executive Director	Montserrado
21	iLAB	Director of Innovation	iLAB
22	Wi -HQ	Operation manager	Winrock ARCH
23	USDOL	ARCH Focal Point	USDOL
24	US Embassy	Political Officer	US Embassy
25	Wi - ARCH	Project Director	Winrock ARCH, Liberia
26	Wi - ARCH	Deputy Project Director	Winrock ARCH, Liberia
27	Wi - ARCH	Education Specialist	Winrock ARCH, Liberia
28	Wi - ARCH	Local Coordinator	Winrock ARCH, Liberia
29	Wi - ARCH	Livelihood Specialist	Winrock ARCH, Liberia
30	Wi - ARCH	M&E Officer	Winrock ARCH, Liberia
31	Evaluator	Evaluator	USDOL

ANNEX H: Operational Map for Margibi/Montserado and Nimba Counties



ANNEX I: Rubber Company Policy against Child Labor

November 6, 2012

- i. When an employee has failed to improve his or her work after oral guidance and correction or has committed any act of misconduct or negligence of duty, he/she shall be given a written letter of warning by his/her immediate boss/supervisor. This first warning letter containing a statement by the corporation which sets forth briefly the reasons for the corporation's dissatisfaction with the employee will be signed by the immediate supervisor/coordinator of the employee.
- ii. If the employee fails to improve and continues to act without regard to his/her supervisor's assistance and guidance, and with disregard to the Corporation's rules and regulations thereby failing to meet the Corporation's standard, he/she will be given a second warning letter, which will be labeled as such and will be signed by the superintendent/head of the department to which the employee has been assigned.
- iii. If employee still fails to improve his/her working record after the issuance of the third and final warning letter or suspension, he/she will be liable for dismissal.
- iv. All warnings, suspensions, and dismissals will be read and explained to the offending employee in the presence of the Union representatives by the Personnel officer or his designate. The employee will then be required to sign the appropriate document in the presence of the Union's representatives; whether or not he/she agrees with the contents. He/she can challenge the contents at a later date through the Grievance Procedure outlined above or subsequently through legal means if he/she so desires. If the employee refuses to sign, the Management and Union representative shall notify his/her refusal.
- v. However, all warnings that last six (6) months are made null and void and have no bearing on the employee or the field worker.

ARTICLE - 40 CHILD LABOR

The Corporation shall not encourage child labor. Any employee found using his/her child who is under the age of 18 years doing Corporation's work shall be summarily dismissed.

ARTICLE - 41 SOCIAL ACTIVITIES

The Corporation shall build within estate #1 and #2 recreation centers for her employees. The Corporation also set an annual budget for both sporting and other recreations. The recreation center in Estate #1 shall be built within 12 months after the signing of this agreement while the one in Estate #2 will be built during the life of this agreement.

ARTICLE 42 JOINT CONSULTATIVE COMMITTEE

The Corporation and the Union agree to set up a joint Committee. This committee shall be empowered to discuss social issues of interest to both workers and Management, and it shall meet once quarterly. The chairmanship shall be rotational, and shall last for six months respectively. Decisions made by this Committee shall be made up of six (6) members, 3 each for the Union and the Corporation.

Article 40 incorporated into /COCOPA/LIBCO/NRI Company policy through collective bargaining in November 2012. The agreement is to be renewed in 2015.



COLLECTIVE BARGAINING AGREEMENT

BY AND BETWEEN

FIRESTONE LIBERIA INCORPORATED

AND

**THE FIRESTONE AGRICULTURAL WORKERS'
UNION OF LIBERIA (FAWUL)**

EFFECTIVE DATE:

JANUARY 1, 2013

EXPIRATION DATE:

DECEMBER 31, 2015

**ARTICLE #22
DISCIPLINARY ACTION**

1. Disciplinary measures will be taken in accordance with the gravity of the breach of duty or offense. The following violations, which are not exhaustive of other related violations, shall constitute a breach of duty:

- a. The Company and the Union agree that Child Labor is unnecessary and undesirable, and is **STRICTLY PROHIBITED**
- b. When an employee has failed to improve his or her work after oral guidance and correction in the presence of the shop steward or has committed any act of misconduct or negligence of duty, he/she shall be given a written letter of warning.
- i. The first warning letter containing a statement by the Company which sets forth briefly the reasons for the Company's dissatisfaction with the employee will be signed by the immediate supervisor of the employee. The immediate supervisor will explain the contents of the letter to the employee.
 - ii. If the employee fails to improve and continues to act without regard to his/her supervisor's assistance and guidance, and with disregard to Company's rules and regulations thereby failing to meet the Company's standard, he/she will be given a second warning letter, which will be labeled as such and will be signed by the Superintendent of the department to which the employee has been assigned.
 - iii. If the employee fails to improve his/her working record within two to four weeks after a second warning, he/she will be issued a third and final warning letter signed by the Department Manager of the Department to which the employee has been assigned, or be suspended for a period of not less than three (3) days and no more than fourteen (14) days without pay.
 - iv. All warnings, suspensions and dismissals will be read and explained to the offending employee in the presence of the shop steward/Union representatives. The shop steward/union representatives will witness with his/her signature.
 - v. If the employee still fails to improve his/her working record after the issuance of the third and final warning letter or suspension he/she will be liable for dismissal.
 - vi. The employee will then be required to sign the appropriate document in the presence of the Union Representative, whether or not he/she agrees with the contents. He/she can challenge the contents at a later date through the Grievance Procedure.
- c. Where latex and/or cuplumps are found within a tapper's task in which he is tapping and not reported immediately to his headman, overseer, or Superintendent, the Superintendent will recommend a disciplinary action to the Industrial Relations Department.

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- m. A vehicle operator, who is found outside of his place of assignment, as is indicated on a trip pass, will be investigated before suspension or summary dismissal, depending on the nature of the assignment.
- n. A vehicle operator, who is involved in an accident outside of his place of assignment, as is indicated on the trip pass, will be investigated before suspension or summary dismissal.

2. An employee, when investigated and proven, may be discharged immediately for certain serious offenses and reasons such as:

- a. Child Labor – The use of children on the job or the employment of any child below the age of eighteen (18).
- b. Sleeping on the job.
- c. Smoking in any restricted area of the Company's jurisdiction which is posted as a "No Smoking Area".
- d. Drunkenness, or under the influence of alcohol, drugs or the use of narcotics while on the job.
- e. Fighting on the job or in the Company work area.
- f. Unauthorized use, removal or possession of Company's property
- g. Disregard for the safety of others or of Company's property
- h. Consecutive absence for more than ten (10) days or more than twenty (20) days absence cumulatively within a six (6) month period
- i. Deliberate refusal to use safety equipment provided
- j. Gross insubordination.
- k. Gross negligence
- l. Willful destruction of Company's property
- m. The Company's vehicle operators caught with an unauthorized rider.
- n. Habitual tardiness
- o. Leaving the job before the established quitting time of the shift or day's work
- p. Deliberate refusal to perform an assigned task for which the employee was hired
- q. Gross Breach of Duty

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ANNEX I: Examples of Awareness Raising Materials

