

FUNDED BY THE UNITED STATES  
DEPARTMENT OF LABOR

# Independent Midterm Evaluation of the *Pag-Aaral ng Bata para sa Kinabukasa (ABK)* Initiative Phase 2 in the Philippines

WorldVision and Associates

Cooperative Agreement Number: IL-16570-07-75-K



2009

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## ACKNOWLEDGEMENTS

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This report describes in detail the midterm evaluation, conducted during November 2009, of the ABK Initiative Phase 2 project in the Philippines. The report was prepared by ICF Macro, according to agreements specified in its contract with the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of ABK Initiative Phase 2 Project in the Philippines was conducted and documented by Ruth Bowen, an independent evaluator in collaboration with USDOL/OCFT staff, the ABK Initiative Phase 2 project team, and stakeholders in the Philippines. ICF Macro would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, World Vision and its partners, and U.S. Department of Labor.



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### Thanks

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## LIST OF ABBREVIATIONS AND ACRONYMS

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ABK 1	<i>Pag-Aaral ng Bata para sa Kinabukasa</i> (Education for the Children's Future) Initiative Phase 1
ABK 2	<i>Pag-Aaral ng Bata para sa Kinabukasa</i> (Education for the Children's Future) Initiative Phase 2
ALS	Alternative Learning System
A&E	Accreditation and Equivalency (Curriculum and testing within ALS for recognition by the formal education system)
AusAID	Australian Agency for International Development
BALS	Bureau of Alternative Learning System
BCA	<i>Barangay</i> Children's Association
BCPC	<i>Barangay</i> Council for the Protection of Children
Bgy	<i>Barangay</i> , the smallest administrative unit in the Philippines, usually a village or ward
BWYW	Bureau of Women and Young Workers (DOLE)
CF	ChildFund Philippines (formerly named the Christian Children's Fund)
CFS	Child Folder System
CLETF	Child Labor Education Task Force
COMSCA	Community Managed Savings and Credit Association
CSEC	Commercial Sexual Exploitation of Children
CWG	Community Watch Group
DepEd	Department of Education
DILG	Department of Interior and Local Government
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development (national level)
EI	Education Initiative
E-Ka	Education Kariton (Kariton is Filipino for cart; education push cart/mobile library)
E-Mo	Educational Mobile Vans
ERDA	Educational Research and Development Assistance Foundation Inc.
GPRA	U.S. Government Performance Results Act of 1993
IEC	Information, Education and Communication
ILO	International Labour Organization

IPEC	International Programme on the Elimination of Child Labour
Kasama	DOLE Livelihood Program
Kasambahay Bill	Domestic Workers Bill ( <i>Batas Kasambahay</i> )
LGU	Local Government Unit
LRC	Learning Resource Center
LSB	Local School Board
M&E	Monitoring and Evaluation
MIS	Management Information System
MSWDO	Municipal Social Welfare and Development Office
NCCP	National Coalition for Children's Participation
NCLC	National Child Labor Committee
NGO	Nongovernmental Organization
NICRA	Negotiated Indirect Cost Recovery Agreement
NPACL	National Program Against Child Labor
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OSC/OSY	Out-of-School Children/Youth
PEO	Provincial Education Officer
PM	Project Manager
PMP	Performance Monitoring Plan
PPACL	Philippine Program Against Child Labor
PTBP	Philippine Timebound Program
TBP	Timebound Program
TESDA	Technical Education, Skills, and Development Authority
TPR	Technical Progress Report
TWG	Technical Working Group
US\$	U.S. Dollar
USDOL	United States Department of Labor
VocTech	Vocational and Technical Education
WFCL	Worst Forms of Child Labour
WVDF	World Vision Development Foundation
WVUS	World Vision United States

# EXECUTIVE SUMMARY

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## BACKGROUND

The ABK Initiative Phase 2 (ABK 2) is implemented by World Vision Development Foundation (WVDF) and its associates, ChildFund (CF) and Educational Research and Development Assistance Foundation (ERDA). It is funded by the U.S. Department of Labor (USDOL) as an Education Initiative against child labor under the Office of Child Labor, Forced Labor and Human Trafficking (OCFT). The project was funded in September 2007 with a cooperative agreement grant worth US\$5.5 million, and will run for four years, until September 2011. In July 2009 a cost increase of US\$200,000 was granted to expand services to children already in the project and increase the number of beneficiaries that will receive project services.

The project's goal is "To contribute to the sustainable reduction of exploitive child labor in the Philippines." It seeks to reach its goal through interventions designed to achieve four main outputs:

1. Improved awareness and attitudes of target communities on the importance of education and the difference between acceptable child work and exploitive child labor.
2. Improved access to quality and relevant educations programs for target beneficiaries.
3. Strengthened structures and influenced institutions to enforce and reinforce policies, systems and programs for the elimination of child labor.
4. Strengthened economic capacities of target families and working youth aged 15-17.

The project targets 30,400 children to be withdrawn or prevented from engagement in the Worst Forms of Child Labor (WFCL) through the provision of formal and nonformal education services. This target includes the addition of 400 children engaged in scavenging work to be assisted under the 2009 cost increase. This increase is also intended to provide a specialist in provision of welfare services to children in commercial sexual exploitation and to expand provincial staffing with one additional Provincial Education Officer (PEO).

The Midterm Evaluation was conducted by ICF Macro as an independent and external process in November and December 2009. The objectives of the Midterm Evaluation are to assess the relevance of the project design and strategies; assess the achievements of the project toward reaching its targets and objectives; provide recommendations toward overcoming challenges to meet its objectives; assess the effectiveness of the project's strategies and identify areas in need of improvement to inform the second half of the project; and assess the sustainability of the project activities. The methodology applied is consistent with current good practice for evaluation and adheres to child-sensitive guidelines for consulting with and reporting on children. A review of relevant project documentation was followed by consultations with a wide range of project stakeholders in the Philippines and observations of the project in action. The scope of the evaluation encompasses all of the project's activities from its launch to the time of the evaluation.

## **EVALUATION FINDINGS**

**Relevance:** The evaluation found that the project design represents a well integrated set of components and strategies and is highly relevant to the national goals of eliminating child labor in the Philippines. The sectoral targeting of children engaged in sugarcane farming, commercial agriculture, child domestic work, commercial sexual exploitation of children (CSEC), mining and quarrying, pyrotechnics, fishing and scavenging is considered to be relevant in targeting the Worst Forms of Child Labour in the country as identified in national child labor surveys. The project supports the Philippine Timebound Program (PTBP) in targeting these particular sectors, with the addition of scavenging. However, the evaluation team suggests that the project could have also included children working outside the priority sectors, such as children working as porters or beggars who were identified by the project baseline research in the project sites.

**Progress toward objectives:** In its first two years the ABK 2 Initiative has made significant progress toward reaching its objectives. The project has successfully assisted 22,366 children through its education services, approaching its target of 24,000 for the corresponding period. Among the children assisted the project has recorded the withdrawal and prevention of 15,566 children from engagement in WFCL as of September 2009. The evaluation noted that a further 6,800 children who have been provided with assistance are being monitored as “in progress” as they have not yet been classified as fully withdrawn or prevented from child labor.

Challenges and delays were encountered by the project in its enumeration and validation of children to be targeted for direct assistance, such that validation was only completed in December 2008. This was due largely to the inexperience of the enumerators and the scale of the enumeration task. However, the children identified in the baseline survey have now been validated and a master list of beneficiaries produced, and the project is rolling out the provision of assistance through three annual cohorts.

The direct assistance in the form of school materials together with efforts to raise the awareness of parents of the hazards of child labor and the importance of education appear to be having a significant impact on keeping children in school, especially in the formal school system, and withdrawing them from unacceptable forms of work. The evaluation found that the Alternative learning System (ALS) providers working in partnership with the project are providing much needed services to out-of-school children/youth (OSC/OSY). However, the provision of support to OSC/OSY through ALS, other nonformal education services and vocational training has fallen behind targets somewhat and represents a small proportion of the overall assistance at around 2% of assisted children. According to project staff, Department of Education (DepEd) budgetary provision for ALS and the shortage of approved ALS facilitators are among the factors that have limited take-up; as well as a tendency for children to prefer to return to formal school rather than take up ALS or vocational training. However, staff also noted that local project staff have been more focused on the demands of the project activities in the formal education sector in the period to date. It is hoped that the project will be able to focus efforts overcome some of these constraints to assist more children to access ALS and vocational and technical training in the coming period.

The project has shown outstanding success in engaging community level involvement and raising awareness of the issue among parents, teachers and government officers who monitor the children assisted by the project and advocate for local government contributions. The project is making considerable efforts toward institutionalizing the educational supports and advocacy against child labor through the strengthening of *Barangay* Councils for the Protection of Children (BCPCs), supporting the formation and functioning of Child Labour Education Task Forces (CLETFs) and supporting the implementation of the DepEd Open Enrollment Program in Region 7 for child laborers to enable them to enroll throughout the school year. These efforts have met with good success in many localities; however, the challenge remains to maintain and strengthen support, especially in the context of forthcoming *Barangay* council and municipal elections, due in May 2010, after which newly elected officials will come on board.

On the whole, the ABK 2 Initiative has succeeded in balancing its initiatives toward improving education access and quality within its overall effort to reduce child labor; integrating material support with awareness training on child labor for children, parents, and communities. However, the direct contribution of activities, such as storytelling by children to reducing or preventing child labor, is difficult to demonstrate. Such activities are intended to inspire a love of learning among children and develop their values, which are valuable educational aims in themselves, but may not have an impact on the economic and social underpinnings of child labor.

**Management and staffing:** The project has identified its limitations of staff expertise and resources to respond to the challenge of meeting the needs of children engaged in commercial sexual exploitation. The plan to recruit a CSEC welfare specialist is considered by the evaluation as an appropriate response that will be highly valuable in providing a wider range of services to these children. During the evaluation visit the hiring of the specialist was pending, which was a cause of some concern to the project director; however, by the time of finalizing this report the post has been filled, effective February 1, 2010.

**Good practices and models for replication:** The evaluation identified several key areas of the ABK 2 Initiative work that are considered exemplary and warranting replication. Among these the following were highlighted:

- The comprehensive beneficiary monitoring system and data compilation under the Child Folder System.
- The high quality of orientation and training programs for raising awareness on child labor.
- Integration of awareness raising on child labor, with material support and after school options, and a multifaceted school-based approach to withdrawing and preventing children from involvement in child labor that mobilizes parents, teachers, school principals and children themselves.
- The development of a comprehensive Teacher Training Series on child labor which has enabled trained teachers to become active community advocates against child labor.

- The project's success in nurturing children as leaders and enhancing children's participation as much as possible.
- The attention given to building a network of community and government advocates at the local government level that can be represented at higher levels of governance.

## **RECOMMENDATIONS**

The recommendations are based on the evaluator's consideration of all the information available to the evaluation and her reflection on the recommendations of stakeholders for the project to maximize its performance and meet its objectives by the end of the project and ensure that its benefits can be sustained.

The following recommendations are directed primarily toward World Vision and its associates or to other stakeholders where relevant. The recommendations are organized under thematic headings.

### **Management and Staffing**

1. It is recommended that the remuneration structure among the three associates at the Project Manager (PM) and PEO levels should be reviewed with a view to creating a more equitable salary structure.
2. It is recommended that the Technical Working Group (TWG) review the workload of the PEO in terms of the number of *Barangays* managed and their child beneficiary caseload. Solutions that may be considered to reduce and rationalize their workload are: (a) adjust the division of labor among PEOs as outlined in the project revision; (b) Identify ways in which the workload could be reduced by the education officers taking up some of the responsibilities; (c) devolving the entry of monitoring data to Community Watch Group (CWG) volunteers; (d) recruit additional PEOs in priority areas.

### **Technical Support to Project Outputs**

1. It is recommended that World Vision national office make it a high priority to recruit the specialist for CSEC as soon as possible to enable the cost increase related to this position to be fully utilized for its intended purpose of improving the services provided to children in this sector.
2. Once recruited, it is recommended that the CSEC specialist should identify sources of psychosocial support and develop referral guidelines for children found in CSEC.
3. The project should pursue research on the mobility of children engaged in CSEC and child domestic work and identify ways of reaching children in these sectors.
4. Provide increased focus on identifying OSC/OSY who are in WFCL, especially those in domestic work and CSEC, and assist them to access ALS and psychosocial services, vocational training, or formal education according to their circumstances and needs.

5. Given the constraints the project has encountered in providing children access to ALS and vocational training, the project may wish to reexamine the feasibility of target numbers of beneficiary children set for ALS and vocational education. Regardless of a possible adjustment to the targets, it is suggested that the project expand efforts to tailor nonformal education provision to the needs of out-of school children, and focus more attention on helping older children access vocational and technical training in marketable skills.
6. The project management should consider cost-effective options for recruiting up to three livelihood specialist officers to assist PEOs to advance access to livelihood funds for families. Ideally such officers could be assigned on a regional basis (Luzon, Visayas and Mindanao) or assigned to each associate. Depending on funding availability, provision of livelihood officer(s) could be prioritized for the areas that are experiencing the most challenges such as Leyte in the Visayas.
7. The livelihood development efforts could be advanced through mapping the available sources of microfinance support to beneficiary households in targeted localities and by closer liaison with the Department of Labor and Employment (DOLE) regional and field staff responsible for Kasama. To further this end World Vision, CF, and ERDA should seek accreditation as Accredited Co-Partners with DOLE Regional Offices for beneficiary families or facilitate Local Government Units (LGUs) to do so. In addition the project could draw on skills training and agricultural livelihood expertise available through the Department of Agriculture, Department of Science and Technology, Department of Trade and Industry, and the Technical Education and Skills Development Authority (TESDA).
8. Continue the efforts to institutionalize child labor concerns through the framework of *Barangay* level and municipal level structures including advocacy for the registration of Child Labor Education Task Forces.

### **Strengthening Community-based Advocacy**

1. It is recommended that the project promote the varied membership model of Community Watch Group including parents of beneficiaries, non-beneficiary parents, teachers, and *Barangay* staff.
2. It is recommended that the capacity of CWG groups to use and analyze the monitoring data be built up, so they can see what the information means for the situation in their *Barangay*.
3. The ABK 2 Initiative should develop strategies to increase the participation of boys in child leadership and men's participation in the Community Watch Groups. Strategies might include the promotion of male role models as leaders and inclusion of recreational and social activities attractive to boys.

## **Monitoring and Evaluation**

1. In addition to recording data on the key indicators of numbers of children withdrawn and prevented from child labor, it would be useful to present a fuller picture of effectiveness if data on the rate of continuation in child labor, return to child labor and school dropout among the total number of children assisted by the project could be analyzed. This would assist in presenting the extent of impact and the challenges in addressing child labor.
2. If feasible, it is suggested that the rate of children out-of-school at the start of the project assistance, and subsequently enrolled in formal and nonformal education, be identified through the Child Folder System, for comparison with rate of children out-of-school at the end of the project in order to evaluate the project impact on bringing children out of school into education programs.
3. It is recommended that an indicator of the rate of beneficiaries accessing microfinance support for livelihood improvement be added to the Performance Monitoring Plan (PMP) under Output 4.
4. In order to understand the impact of providing school materials on parents sending children to school in more depth for the benefit of future activities, it would be useful to conduct a small-scale qualitative research to explore whether it is the financial incentive or change in attitude that is the most influential factor in parents keeping their children in school.
5. With regard to the provision of school meals and other services to help keep children in school, the project could advocate for an expanded government funded program or private sources of support.

## **Replication and Sustainability**

1. It is recommended that the project increase the sharing of effective models and approaches used by the associates in different areas through exchange visits. With regard to the E-cart and E-Mo models it is recommended that the project assess their effectiveness in contributing to the prevention of child labor and children's enrollment in education and expand these services to new areas if they are proving effective.
2. As part of the exit strategy it is recommended that the project identify more clearly which agencies will take responsibility for maintaining each of the project interventions.
3. In order to increase the prospect of sustaining material support in the form of school supplies to children engaged in or at risk of child labor, the project should promote the responsibility of the LGUs to allocate funds for support to priority families once the project ends.
4. It is recommended that the project management and Education Specialist work toward a more concrete memorandum of agreement with DepEd, including recognition of the ABK 2 Initiative teacher training as approved in-service training.

5. It is recommended that the project revisit the memorandum of agreement with DOLE particularly to identify areas where the project and DOLE can coordinate access to Kasama funds and vocational training. It is further recommended that meetings between DOLE and the ABK 2 Initiative project managers be held to enhance reporting and coordination, at the national, regional, and provincial levels of operation.
6. It is recommended that the ABK 2 Initiative hold a workshop for the project managers of the new ILO's International Programme on the Elimination of Child Labour (ILO-IPEC) project on child labor to share the learning of the project and identify areas of mutual learning and complementarity. Some specific areas of project success that should be highlighted are the project's experience in developing local partnerships for child labor prevention and monitoring, and community-based approaches to child labor monitoring and advocacy through the Community Watch Group approach.
7. It would be useful for the ABK 2 Initiative to develop a compendium of the project's good practices, as well as documentation of any specific assistance strategies that it has found to be effective in withdrawing and preventing children working in different sectors, to serve as reference material to other implementers of child labor programs.
8. Beyond the ABK 2 Initiative, future child labor projects funded by USDOL that include an economic development component for beneficiary families should incorporate a clearer livelihood strategy. USDOL might consider the option of providing microfinance seed loans, supported by appropriate microenterprise skills, where local sources are not accessible.

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# I INTRODUCTION TO THE PROJECT

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The employment of children in exploitive labor continues to be a problem of serious proportions in the Philippines, where 4 million children were estimated to be working in exploitive conditions, according to the National Statistical Office survey conducted with support of ILO-IPEC in 2001. According to the NSO survey, child labor is most prevalent in rural areas, where children are employed in sugarcane plantations, commercial agriculture, fishing, pyrotechnics, and mining and quarrying. It is also found in urban areas, where children engage in scavenging, domestic work, and commercial sexual exploitation.

The Philippines Government has ratified ILO Convention 138 on minimum working age and ILO Convention 182 on the Worst Forms of Child Labour (1999). The country has a comprehensive legal framework for the elimination of child labor and child rights. Republic Act 7658 establishes the minimum age of employment of 15 years. Republic Act 9231 (2003), which amends R.A.7610, the “Special Protection of Children Against Child Abuse, Exploitation and Discrimination Act” is directed toward the elimination of the worst forms of child labor. This act defines the worst forms of child labor (WFCL) and prohibits hazardous working conditions for children in accordance with Convention 182. Penalties are provided for violations under the jurisdiction of the Department of Labor and Employment (DOLE).

Despite this legal framework the use of child labor continues in many parts of the country. The government has responded through the Philippine National Strategic Framework for Plan Development for Children 2000–2025 (Child 21) and the Philippine Program Against Child Labour (PPACL), which serve as the primary government policy instruments to prevent and eliminate child labor in the Philippines. (The PPACL was formerly known as the National Program Against Child Labour [NPACL] and was renamed in August 2007). DOLE is the key national government agency responsible for the oversight and implementation of the PPACL. The DOLE Bureau of Workers with Special Concerns, under a recent merging of the former Bureau of Women and Young Workers and the Bureau of Rural Workers, manages the DOLE’s Child Labor Prevention and Elimination program, oversees the PPACL and acts as the Secretariat of the National Child Labor Committee through its Young Workers Development Division. Together with DOLE, participants in the development and implementation of the Program are the Department of Education, Department of Social Welfare and Development, local government representatives, employers’ groups, workers’ organizations and NGOs. Enforcement of child labor laws, particularly R.A. 9231, is carried out through the labor inspection office of DOLE and the Sagip Batang Manggagawa (SBM) [Rescue Child Laborers], an interagency quick response mechanism to detect and rescue child laborers in dire conditions.

As part of its ongoing support to the Philippines for the elimination of child labor, the OCFT within the Bureau of International Labor Affairs of the USDOL provided funding for an Education Initiative project in 2007. World Vision and its Associates, ChildFund Philippines and Educational Research and Development Assistance Foundation, were awarded a grant of US\$5,500,000 to implement the ABK Initiative Phase 2.<sup>1</sup> In Financial Year 2009, USDOL

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<sup>1</sup> ABK stands for the Filipino acronym, *Pag-Aral ng Bata para sa Kinabukasa*, which means Education for the Children’s Future. The project will be referred to throughout the report as ABK 2 or “the project.”

provided an additional US\$200,000 to expand services to children already in the project and increase the number of beneficiaries that would receive project services. The project has a four-year duration, from September 30, 2007 to September 30, 2011. Since the project commenced USDOL has additionally provided funding to ILO-IPEC for a project of support to the Philippine Program Against Child Labour running from September 2009 to September 2013.

The goal of the ABK 2 Initiative is “to contribute to the sustainable reduction of exploitive child labor in the Philippines.” Its main areas of focus are strengthening access and quality of the formal education system and expanding alternative learning opportunities, building awareness of child labor as an issue in targeted communities and municipalities and at national government level; building networks at the community level through to national level to carry the issue forward and improving the capacity of beneficiary households to improve their economic status.

The consortium of partners implementing the ABK 2 Initiative have a history of joint advocacy for children’s rights as founding members of National Council for Children’s Participation. Prior to the ABK 2 Initiative, the consortium, which included a fourth member, Plan Philippines, implemented the ABK Initiative (Phase 1) from 2003 to 2008. Both the current project and its predecessor espouse a vision of a future for Filipino children to exercise their right to education and have freedom from exploitive labor. The approach initiated under the first phase of the ABK Initiative and continued by the ABK 2 Initiative is based on capacity building and partnership at community and government levels, revolving around a core component of education service provision to children engaged in or at risk of the Worst Forms of Child Labour as defined by ILO Convention 182. The government partner of the project is the Department of Labor and Employment (DOLE). The project also works closely with the DepEd and seeks to facilitate and implement a number of DepEd policies and programs which support education for all in the interests of reducing child labor. The project seeks to withdraw or prevent a total of 30,400 children from working in exploitive labor.

The sectors of child labor selected as targets are sugarcane plantations, commercial agriculture, fishing, pyrotechnics, mining and quarrying, child domestic work, commercial sexual exploitation of children, and scavenging. These sectors were chosen based initially on the six target priority sectors identified in the government Philippine Timebound Program, initiated shortly after ratification of ILO Convention 182. These were also those targeted by the first phase of the ABK Initiative. The USDOL call for proposals, under which the ABK 2 Initiative was funded, requested that the project support the implementation of the country Timebound Program. The project added scavenging and commercial agriculture among its priority sectors, which are not among the PTBP priority sectors, having seen the proliferation of children’s participation in these sectors during the first phase and through the rapid needs assessment conducted prior to commencement in June 2007.

The project seeks to achieve its goal through interventions under the following key outputs:

1. Improved awareness and attitudes of target communities on the importance of education and the difference between acceptable child work and exploitive child labor.
2. Improved access to quality and relevant education programs for target beneficiaries.

3. Strengthened structures and influenced institutions to enforce and reinforce policies, systems and programs for the elimination of child labor.
4. Strengthened economic capacities of target families and working youth aged 15-17.

The project is implemented in seven regions across nine provinces and two major cities of the Philippines: Bulacan Province, National Capital Region Manila (Region III); Camarines Norte Province (Region V); Iloilo Province, Negros Occidental Province (Region VI); Negros Oriental Province, Cebu Province (Region VII); Leyte Province (Region VIII); and Davao City, Davao del Sur Province and Compostela Valley Province (Region XI). Within provinces project activities are carried out at municipal/city level (22 municipalities and 15 cities) and at *Barangay* levels, the lowest administrative level in the Philippines.

Under the direction of World Vision, the associates each implement a core set of strategies within their allocated provinces. In each region one of the associates is additionally identified as the lead agency for that area. WVDF works in eight provinces—Bulacan, Iloilo, Camarines Norte, Negros Oriental, Leyte, Cebu, Davao City, and Compostela Valley; ERDA in six—NCR Manila, Iloilo, Negros Occidental, Leyte, Camarines Norte, and Davao del Sur; and ChildFund in seven—Negros Occidental, Negros Oriental, Leyte, Cebu, Davao City, Davao del Sur, and Compostela Valley.

The provinces where the associates share coverage are as follows:

Province	Associate
Bulacan	WVDF
NCR Manila	ERDA
Camarines Norte	WVDF, ERDA
Iloilo	WVDF, ERDA
Negros Occidental	ERDA, ChildFund
Negros Oriental	WVDF, ChildFund
Leyte	WVDF, ERDA, ChildFund
Cebu	WVDF, ChildFund
Davao	WVDF, ERDA, ChildFund
Compostela Valley	WVDF, ChildFund

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## **II EVALUATION OBJECTIVES AND METHODOLOGY**

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### **2.1 EVALUATION SCOPE AND OBJECTIVES**

The ABK Initiative Phase 2 went into implementation in September 2007 and is due for completion in September 2011. All Education Initiatives funded by OCFT are subject to midterm and final evaluations and since the ABK 2 Initiative has reached the midpoint in its lifespan, USDOL commissioned ICF Macro to undertake this evaluation as an independent and external process. The evaluation was carried out in November and December 2009, including a field visit from November 9–24, 2009.

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL cooperative agreement with World Vision. All activities that have been implemented from project launch through to the time of the evaluation fieldwork were considered.

The evaluation addresses issues of project relevance and design, implementation progress and effectiveness, management, lessons learned and replicability; it also provides recommendations for current and future projects.

#### **2.1.1 Objectives**

As specified in the TOR, the objectives of the midterm evaluation are to—

1. Assess the relevance of the project and its key assumptions in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government.
2. Determine whether the project is on track toward meeting its objectives and identify the challenges encountered in doing so.
3. Assess the effectiveness of the project's strategies and activities and the project's strengths and weaknesses in implementation, to provide information to World Vision and its associates about what is working well and not so well and identify areas in need of improvement to inform the second half of the project.
4. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and identify steps that can be taken to enhance the sustainability of project components and objectives.
5. Provide recommendations toward how the project can successfully overcome challenges to meet its objectives and targets by the time of project end.

The specific questions to be addressed in the evaluation provided in the TOR were organized under the themes of relevance, effectiveness, efficiency, sustainability, and (to the extent possible) the impact on the target population.

## **2.2 METHODOLOGY**

### **2.2.1 Approach**

The evaluation approach was independent in terms of the membership of the evaluation team which consisted of an international evaluator, Ms. Ruth Bowen, and a national evaluation assistant, Ms. Agnes Mamparair. Project staff and implementing partners were generally only present in meetings with stakeholders, communities, and beneficiaries to provide introductions to the participants.

The evaluation applied a participatory approach as far as possible within the parameters of an independent evaluation and efforts were made to include parents' and children's voices and beneficiaries' 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 and UNICEF Principles for Ethical Reporting on Children. World Vision's Child Protection Policy guidelines were also observed. Gender and cultural sensitivity were integrated in the evaluation approach. High standards of confidentiality were observed related to sensitive information and feedback elicited during individual and group interviews.

As far as possible, a consistent approach was followed in each project site, with adjustments made for the different actors involved and activities conducted and the progress of implementation in each locality. The team used a range of methods to collect evaluation data to meet the requirements of the TOR and enable triangulation of the information collected.

### **2.2.2 Preparation**

The evaluator reviewed the project documents and reports to USDOL, policy documents of the DepEd, DOLE and the PPACL. Interviews were held by telephone with USDOL/OCFT staff. The evaluator prepared question guides for each of the stakeholder groups prior to the field visit, modified as necessary during the visit. The stakeholder meetings as well as individual consultations utilized methods derived from the Most Significant Change model to determine what project participants think are the most important changes in their communities. Site selection issues and logistics were discussed with the project manager as part of the preparation.

### **2.2.3 Consultations**

In the Philippines, an initial briefing meeting was held with the World Vision Director of Children in Ministry and project staff based at WVDF national office, followed by individual interviews with the project director, project specialist staff and administrative staff. During the field visit the team interviewed the project managers of World Vision, ERDA and ChildFund, and project field staff.

Meetings were held with representatives of DepEd and DOLE at national level, local government officials, community leaders, members, volunteers, school teachers, assistants, school directors, parents and, children in participating communities. The team also met with the ILO-IPEC senior

programme officer responsible for child labor and the U.S. Embassy labor reporting officer USAID representative.

Two stakeholders' meetings facilitated by the evaluator with logistical support from the project staff were held to present the preliminary findings and recommendations and to enable a participatory forum for discussion and comment by a wide range of stakeholders from all the participating provinces. The first was held in Cebu City on November 19, 2009, attended by stakeholders from provinces in the Visayas, and the second in Manila on November 23, attended by stakeholders from Mindanao, NCR Manila, Bulacan and Camarines Norte. The agenda and outputs of the stakeholder meetings are included in the Annex.

## **2.2.4 Site Selection and Schedule**

The evaluation team visited a selection of project sites, in Negros Oriental Province, Leyte Province, Cebu City and Metro Manila, chosen in consultation with the project director and managers prior to the visit. The sites were selected with the aim of representing a good cross-section of sites across targeted sectors of child labor, sites covered by each of the associates and areas where the project has experienced success and others that have encountered challenges, as well as a good cross section of sites across targeted sectors of child labor. The schedule is given in Annex A.

## **2.2.5 Limitations**

Considering the project has a very wide geographical coverage the total time allowed for the field visit was tight. Travel times between islands and from one site to another were also long. This meant that meetings with beneficiaries were shorter than the evaluators would have liked in some instances and interviews with some provincial project staff had to be held in the evenings. It is suggested that more allowance be made for these factors in future evaluations in the Philippines.

Given that the project operates in nine provinces as well as Metro Manila, it was not possible to visit all in an external evaluation of this nature. However, it was unfortunate that the evaluators were unable to visit project sites Camarines Norte, which was recovering from the aftermath of Typhoon Ketsana, as well as sites in the Mindanao region due to the travel advisory. Site visits were concentrated more in the Visayan region, as well as Metro Manila. The stakeholder meetings with representatives from all provinces compensated for this to some extent, but the evaluators are not able to make observational conclusions about the provinces not visited.

The evaluation does not include a comprehensive cost-efficiency analysis since this would require impact data which are not yet available; however the allocation of budget to major expenditure categories is considered against the overall scale of the project and expected impacts.

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## III RELEVANCE OF THE PROJECT

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### 3.1 PROBLEM ANALYSIS AND RELEVANCE OF THE STRATEGIES

The ABK 2 Initiative project document provides a thorough analysis of the situation of child labor in the Philippines, drawing on the Philippine Survey on Children conducted by the National Statistics Office in 2001, and a rapid needs assessment conducted by the three associates prior to the project implementation in nine provinces in June 2007. These data provided an estimate of the extent of child labor and the major sectors in which it occurs. The project rationale recognizes that poverty is a primary factor in a household's decision to engage children in labor, but that social and cultural values also play a significant role in the decision. The project document cites survey evidence to support the contention that lack of enrollment in school results from families' need for children to support the family income and also families' lack of financial resources to cover the costs of sending children to school. While the relative influence of family economic hardship and attitudinal factors are open to debate and remain unproven, the project's approach of encouraging what is termed *positive deviance*, wherein poor families are encouraged to put a high priority on sending their children to school and withdraw them from hazardous work despite their economic situation, appears well founded. Within the education system itself, barriers to enrollment are identified as lack of access to schools for reasons of distance, insufficient classrooms, poor infrastructure, and lack of supplementary learning materials leading to stretched resources and lack of capacity to cater to disadvantaged and working children.

The project takes a strategic approach to addressing child labor, recognizing that a short term project can only address some of the causal factors and issues in child labor. The project emphasizes a holistic and integrated approach built around capacity strengthening at local, provincial, and national levels, building community and government partnerships and support; and providing direct assistance to children engaged in child labor or considered to be at risk in areas with a high incidence of child labor. It is perhaps useful here to identify the potential strategies that the project does not focus on extensively, which are law enforcement capacity, national level policy advocacy, research and knowledge, employer advocacy, and poverty alleviation.

The project's approach is carried out through the four major outputs of the project: awareness raising at community and national levels about the importance of education and the difference between acceptable child work and child labor; improved access to quality and relevant education programs for target beneficiaries; strengthened institutions, primarily at the local level, implementing effective policies for reducing WFCL, and strengthened economic capacities of target families and working youth. A strong feature of the project design is that these four components have been well integrated in the design and implementation so that, for example, awareness raising, provision of material support to children to help them attend school, and community structures for monitoring and responding to child labor are woven together. The education strategies form the central focus of the project's endeavors.

The project’s focus on local level institutional capacity building is considered appropriate in the political context of the Philippines where provincial and municipal government authorities have a key role in planning and resource allocation. The effort toward multi-stakeholder engagement is also appropriate for the cultural and political context. While the Philippines is classified as a middle income country, its economic constraints mean that there is still a need for NGO and international support to facilitate the implementation of government policy.

### **3.2 FIT WITH USDOL GOALS AND PAST EFFORTS**

The project framework for implementation and deliverables as designed, clearly reflect the five major goals of USDOL education initiatives. The project focuses on Goals 1, 2, 3, and 5 as summarized below. The fourth goal, supporting research, is not a major project strategy, but some proposed specific research activities are particularly related to children in CSEC and child domestic work to strengthen the project implementation.

**Table 1: Project Response to EI Goals**

<b>EI Goals</b>	<b>Project Outputs and Strategies</b>
1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.	Output 2, the core component of the project, provides direct assistance to children engaged in or at risk of involvement in exploitive labor and facilitates improvement to the quality of education services.
2. Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.	The education strategies are intended to create models of formal and alternative education improvement that encourage school enrollment. Under Output 3 the project strengthens child labor policies particularly at the local level, but also influences policies at the national level through its engagement with DOLE and DepEd.
3. Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.	Output 1 activities address awareness at the level of community, local government, national government and the media about the importance of education and the issue of child labor.
4. Supporting research and the collection of reliable data on child labor.	The project incorporates a substantial child beneficiary monitoring system and is intended to conduct specific research on CSEC.
5. Ensure the long-term sustainability of these efforts.	Output 3 endeavors to strengthen the capacity of institutions from the community level to the local and national government levels to introduce policies and programs to eliminate child labor. Output 1 aims to raise awareness at a variety of levels with lasting impact.

ABK Initiative Phase 2 followed immediately after the ABK Initiative, also funded by USDOL, and as such constitutes a significant continuation of USDOL’s ongoing contribution to combating child labor in the Philippines. These two Education initiatives can be considered as complementary to USDOL’s support to the Timebound Program of Support to the Philippines, which was implemented by ILO-IPEC and ended in August 2007. The USDOL has also provided funding support to improve the knowledge base on child labor in the Philippines,

through the ILO's Statistical Information and Monitoring Programme on Child Labour which supported the National Statistics Office to conduct national surveys of child labor among children 5–17 years old 1995 and 2001 (Survey on Children 5–17 Years Old, ILO, 2003).<sup>2</sup>

There appears to have been a hiatus in USDOL support to enforcement and tripartite efforts to address child labor since the ILO-IPEC project ended in 2007. However, USDOL has provided additional funding in fiscal year 2009 to ILO-IPEC for a four-year project of support to the Philippine Program Against Child Labour. This project includes components on knowledge management; capacity building among national and local child labor committees and social partners for policy, enforcement, and monitoring; area based services for withdrawal and prevention of children from work, and development of sustainable frameworks. It will work in four provinces not covered by the ABK 2 Initiative. Notably, the project will support NSO to conduct a further national survey on child labor in 2011 as part of the plan of action of the PPACL. The project design appears to be complementary to the ABK 2 Initiative with more emphasis on national-level frameworks and enforcement capacity by the ILO-IPEC project, the emphasis on education interventions in the ABK 2 Initiative and in terms of the provinces for local intervention.

### **3.3 FIT WITH GOVERNMENT AND OTHER AGENCY INITIATIVES**

The project design clearly supports and contributes to the achievement of the strategic goals of the Philippine Program Against Child Labor, the government-led program designed to implement the country's commitment to eliminate child labor. Among the five strategic directions and goals of the Strategic Framework 2007–2015 of the PPACL, the project fits very closely with and contributes to Strategic Goal 2 (Strategic Partnership and Advocacy)—which calls for sustained community action against child labor, and Strategic Goal 3, the improvement of quality and integrated services, including child-sensitive approaches in dealing with child workers by duty bearers, such as government agencies and educators, and provision of quality education services that are sensitive to the needs of child workers.

The PPACL is guided by the National Child Labor Committee (NCLC), which is led by DOLE, and comprises representatives from a range of government and non-government social partners. World Vision, ChildFund and ERDA are members of the Education Sub-Group of the NCLC, and ERDA co-chairs the Sub-Group with the DepEd, which enables the ABK 2 Initiative consortium to be closely involved in deliberations and guidance of the education component of the PPACL.

The project is designed both to support and leverage DepEd policy in the interests of working children with its education support services aimed at improving the access of working children to education, improving retention and decreasing dropout rates. Chief among the policy instruments and programs facilitated by the project are the “Philippine Education For All (EFA) 2015 National Action Plan” launched in 2006, with which the ABK 2 Initiative strategies are closely

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<sup>2</sup> The evaluation TOR and some ILO documentation refers to this survey as the “National Child Labour Survey.” The survey report is published as “2001 Survey on Children 5–17 Years Old,” 2003.

aligned, and the Open Enrollment program aimed at assisting child laborers who cannot enroll at the start of the school year.

In addressing the situation of children in CSEC as well as trafficking in children, the project is designed to strengthen collaboration with other agencies and coalitions that focus on these issues, including the Visayan Forum and End Child Prostitution, Child Pornography, and Trafficking of Children for Sexual Purposes (ECPAT).

### **3.4 RELEVANCE OF GEOGRAPHIC, SECTORAL, AND BENEFICIARY TARGETING**

#### **3.4.1 Province Selection**

The selection of provinces is well-founded, based on the evidence of high incidence of child labor as seen in the rapid assessment and representing provinces across the three main regions of the Philippines. The ABK 2 Initiative project works in the same provinces as the ABK Initiative (Phase 1), with the addition of Leyte Province, the inclusion of which appears justified in terms of the high incidence of child labor found in sugarcane plantations and scavenging, and as a sending province for children in domestic work, according to the rapid assessment that preceded the project.

The benefit of working in previous ABK Initiative provinces is that the partners already have a strong presence in these provinces and the project builds on the capacity and structures established under the first phase. Within each province, the project has expanded to new *Barangay* communities within municipalities and cities that participated under the ABK 1 Initiative, so that there is a good deal of experience already at the municipal/city level. The wide geographical coverage has both strengths and limitations as a design feature. On the positive side, the national coverage means that the breadth of impact is maximized and children in many localities are able to benefit. However, the large number of provinces and communities included has meant that personnel resources are quite stretched. The balance of efficiency and effectiveness are discussed further under Sections 4.8 and 5.2.

#### **3.4.2 Sectoral Targeting**

The target sectors to be tackled by the project were determined in the first place based on those sectors identified in the Philippines Timebound Program, which the project was designed to support in accordance with the USDOL call for proposals. These sectors are sugarcane farming, child domestic work, commercial sexual exploitation, fishing (both deep-sea and coastal), mining and quarrying and pyrotechnics. The project needs assessment conducted in June 2007 additionally identified scavenging as a sector of child labor warranting attention, as well as commercial agriculture (specifically rubber, coconut, corn, mangos and bananas); these two sectors were included as target sectors. The selection of the sectors to be targeted appears justified based on the available national survey evidence as well as the project's own research. The subsequent baseline survey by the project was able to identify children working in these sectors; however, few children were identified working in pyrotechnics.

However, the evaluator would offer the comment that the preselection of sectoral targets has limited the project's reach to all children engaged in WFCL, since some children arguably working in conditions of WFCL as defined in Section 3d of ILO Convention 182 are excluded by a sectorally limited approach. The project's baseline report of the survey conducted from January to April 2008 notes that children were found in other sectors beyond those targeted, such as street vending, begging, and portering, but because they did not fit the targeted sectors they were classified as "at risk" of the relevant sector in that locality, rather than "engaged" in work. The evaluator would suggest that this is a misclassification between "prevention" and "withdrawal" since these children are actually engaged in sectors of child labor not targeted by the project, rather than at risk. If classified as engaged and included among the beneficiaries they would have been treated as priority beneficiaries, enrolled in the first cohort for direct assistance.

While not intending to portray this as a major issue, the evaluator would suggest that it is misleading to classify children in a different sector from that in which they are actually working, although a choice would need to be made where children are working in more than one sector. It is undoubtedly a complex task to select children based on risk of working in certain sectors, and exclude those engaged in non-targeted sectors. From the evaluator's viewpoint it would have been better to create another grouping of "other forms of WFCL," subject to USDOL approval, and classify the children engaged in hazardous child labor as such. No mention is made of the number of children classified this way and at this point it may be difficult to re-classify the children enrolled in the project, but it may be worth investigating if the beneficiary children working as porters, vendors, or other jobs could be classified as such in the project's Child Folder System. As noted above, the USDOL grant solicitation called for proposals to support the PTBP, but did not suggest that the project could not include child beneficiaries working in sectors not prioritized by the PTBP, according to the evaluator's discussion with USDOL officers. It is worth noting that ILO-IPEC's newly supported project under USDOL funding also targets children working in agriculture, mining, fishing, domestic labor, and commercial sexual exploitation. The Strategic Framework for the PPACL does not mention sectoral targeting; however, the PTBP and its sectoral priorities are expected to remain a component of the PPACL.

### **3.4.3 Beneficiary Targeting**

The project targets 30,000 children age from 5 to 17, who are deemed to be engaged in one of the targeted sectors of WFCL or at risk of working in WFCL. The target was increased to 30,400 through the July 2009 cost increase approval. The targeted number is considered achievable by the project management, based on their experience, but still an ambitious target given that the project staff implements most of the activities with beneficiaries directly rather than through partner or contracted agency arrangements. The selection and targeting children engaged or at risk will be discussed further under the effectiveness of identifying beneficiaries in Section 4.2.

### **3.4.4 Gender Responsiveness**

The gender dimensions of child labor are recognized in the project analysis of sectors where male and female children work, and the project equally targets boys and girls among the beneficiaries. The project collects gender-disaggregated monitoring data. However, more

concrete strategies to raise awareness of and address the gendered causes of child labor might have been applied in the child and parent training modules for example.

### **3.5 PROJECT DESIGN ASSUMPTIONS**

The assumptions and risks mapped out in the logical framework concerning the conditions for project success have largely been realistic and met. Economic conditions have not changed markedly during the implementation period. Assumptions regarding community support have been validated by the project efforts, while garnering LGU support for the project is an ongoing area of effort, especially in the context of upcoming local elections for mayoral office.

## IV EFFECTIVENESS OF THE PROJECT

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### 4.1 OVERVIEW OF PROGRESS AND CHALLENGES

The ABK 2 Initiative has made very good progress during its first two years in terms of establishing the management structures and framework for implementation of the project activities and making a major push in undertaking the implementation of activities under its output areas.

The first six months were focused on a series of startup activities. These included a grant startup workshop to confirm working relationships and management guidelines, followed by a workshop in December 2007 held among the Associates and facilitated by World Vision United States (WVUS) to draft the full project document, which was formally completed and approved in April 2008. The project director established a Technical Working Group responsible for technical oversight of project operations, comprising the project director, specialists based at WVDF national office, and the project managers from each of the three associates. By September 2008 the project had formally signed Memoranda of Understanding with both DOLE (June 13, 2008) and the Department of Education (September 3, 2008) to establish commitments to collaboration between the project and these two key Departments with responsibilities for education and reduction of child labor.

At the field level, discussions were initiated with LGUs at the municipal or city level to select the *Barangays* in which the project would work. Once sites were selected, the enumeration survey for the selection of beneficiaries working in targeted sectors was conducted from January to April 2008. The validation of the survey data took most of the remainder of 2008 to complete. This was an important first step to develop a master list of child beneficiaries for material assistance. The enumeration survey proved to be very challenging. As a cost saving measure it was decided to conduct the survey in-house. However, the baseline report and the monitoring and evaluation (M&E) specialist during our interview noted that it may have been preferable to hire an external company to conduct the survey because it proved to be a huge task requiring some technical experience on the part of enumerators. There were numerous cases of incorrect classifications of children as engaged in or at risk of WFCL which appeared in the data validation. The validation process took a long time to complete; however, it appears to have been worth the effort to ensure that the children selected are those engaged in or at risk of working in WFCL. Validation of the monitoring data is ongoing; i.e. ensuring that all children reported as withdrawn/prevented in semiannual reports to USDOL meet the project's criteria. The process of identifying and validating additional beneficiaries to reach the targets for Cohorts 2 and 3 is also ongoing. The effort required by the PEOs in particular to manage this process has perhaps diverted their efforts from delivering equally across all the outputs, particularly the livelihood development.

The provision of assistance is designed to be staggered over the three years or cohorts (30% in School Year 1, an additional 50% in Year 2 and the remainder, 20% in Year 3) for logistical reasons as well as to prioritize children engaged in child labor at the time of enumeration for a longer period of assistance. The first intake of child beneficiaries of material assistance, known as "Cohort 1," began with the June 2008 school year, where children identified and prioritized

were provided with assistance in most of the project sites. Not all participating provinces and project sites were able to provide assistance for the first year intake, however, due to difficulties validating the enumerated children. In Leyte, for example, some municipalities and *Barangays* under WVDF and ChildFund had a later start and did not provide a cohort of assistance in 2008, but began with the June 2009 school year, and will therefore only provide assistance to two cohorts, while ERDA provided assistance to more than 700 children in the first year. This province was not involved in the ABK Initiative previously which may account for delayed progress in establishing the implementation structures including fully functioning CWGs. However, the ERDA Provincial Education Officer assigned to Leyte also has experience working under the previous project.

#### 4.1.1 Progress Toward Target Numbers and Objectives

In terms of reaching the targeted number of children by providing direct assistance, the project is substantially on track, having reached a total of 22,366 children as reported in the September 2009 Technical Progress Report (TPR), with material support to attend school. This represents 91.7% of the target of 24,000 children assisted for this reporting period.

**Table 2: Children Assisted, by Education Level**

Level	Girls	Boys	Total	%
Elementary	6,073	6,875	12,948	58
High school	4,796	4,236	9,032	40
ALS	114	159	273	1
Vocotech	63	50	113	1
<b>Total</b>	<b>11,046</b>	<b>11,320</b>	<b>22,366</b>	<b>100</b>

Source: Technical Progress Report, September 2009

The distribution of children assisted by educational level shows that children assisted through ALS and Vocational and Technical education provision make up a very small proportion of the total, at around 2%. This is much lower than the original target of 11% provided in the project document. This is a point of some concern to the evaluator, as the children for whom ALS and Vocational training would appear to be suitable interventions are very often those children who dropped out early, who are also more frequently working in the priority WFCL, including CSEC and child domestic work. According to the project director, most beneficiary children have preferred to go into formal schooling rather than ALS, including child domestic workers. This may be due to Filipinos placing a higher value on formal education than alternative education. In addition the ALS sector has only recently been promoted by the DepEd, with a relatively small budget and a shortage of government trained facilitators. Project staff also noted a shortage of government funds to cater for enrollment of out-of-school youth in vocational education. This issue is discussed further under Section 4.4 dealing with the effectiveness of the ALS and Vocational Training education interventions.

The project has reached almost equal numbers of female and male children. The latest monitoring reports of the assisted children show that there are higher numbers of girls

represented in child domestic work and in CSEC, though many boys have also been found working in CSEC. More boys than girls among the beneficiaries are in scavenging, whereas there appear to be less gender differences in agricultural employment.

The degree of success in withdrawing and preventing engagement in WFCL is taken up in Section 6 as an impact issue, whereas the qualitative aspects of effectiveness are discussed in Section 4.4.

Delivery on the awareness raising efforts, and activities to strengthen institutions from community and *Barangay* level to municipal and city level have progressed well as discussed below. Support for beneficiary family and youth livelihood development under Output 4 has seen uneven progress but is technically on track. The report of progress against key indicators in the Project Monitoring Plan included in the most recent (September 2009) TPR shows that the project is achieving most of its targets.

There have been some delays associated with recruitment of staff, notably the recruitment of the grant accountant and the CSEC specialist. There have also been some changes in project staffing since the start of the project, with a new project manager commencing at ChildFund in mid July 2009. This does not appear to have adversely affected ChildFund's progress as the new project manager has quickly taken on the challenges of the project and has put a good deal of effort into working closely with the PEOs in each locality.

## **4.2 IDENTIFICATION AND TARGETING OF CHILD BENEFICIARIES**

As noted in Section 3.4, the project targets the sectors of sugarcane farming, commercial agriculture (specifically, coconut, rubber, corn, mangoes and bananas), child domestic work, commercial sexual exploitation of children, fishing (both deep-sea and coastal), mining and quarrying, pyrotechnics, and scavenging. The project needs assessment conducted in June 2007 identified scavenging as a sector of child labor warranting attention and this sector was included as a target sector.

Following the awarding of the project, the project undertook a Baseline Enumeration Survey in 2008, which was intended to, and to a great extent has in fact, served as the means of identification of direct beneficiaries. The survey was designed to identify children working in, or at risk of working in, the predefined targeted sectors.

The Baseline Enumeration Survey identified 37,518 children engaged in or at risk of working in the targeted sectors.

Subsequent validation of the enumerated children was completed in December 2008, with a total of 20,775 children validated as engaged or at risk in the targeted sectors. Of the 37,518 enumerated children, 9,318 qualified for assistance in Cohort 1 as "engaged," and 11,457 children for Cohort 2. Therefore the project has had to enumerate additional children for Cohorts 2 and 3.

**Table 3: Results of Validation of Baseline Survey (N = 20,775)**

Status	CDW	CSEC	Farming	Fishing	Mining Quarry	Pyro-technics	Scavenging	Sugar-cane
Engaged and at risk	4,037	478	714	1,328	2,024	158	2,805	8,635

Source: Baseline Report, ABK 2 Initiative, 2008. p. 28.

Note: Excludes five children validated working in drug peddling; and 591 “not verified.”

As indicated in the figures above, the scale of representation of the sectors where children were identified varies greatly, and it appears that the project was able to identify a large number of children involved in or at risk of sugarcane farming in the targeted localities, and also high numbers in CDW, scavenging, mining and quarrying and fishing. The project appears to have been less successful identifying children engaged in commercial farming, but this is not one of the six PTBP sectors and was only added when the 2007 rapid assessment revealed that there were small groups of children working in commercial agriculture in the targeted areas. According to project staff, commercial agriculture is not intended to be a major sector, but one that is nonetheless deserving of attention. The baseline analysis reported that coconut harvesting was the most common crop among the 715 children enumerated in commercial agriculture. Three hundred twenty-two children were engaged in coconut planting and harvesting, usually found helping their parents and located mainly in Camarines Norte and Leyte provinces where there is a high concentration of copra production (the extracted meat of the coconut fruit). Around 250 children were working in corn fields, particularly in provinces in Mindanao of Davao del Sur and Compostela valley. Children working in CSEC have been difficult to identify in the first place and then difficult to assist in terms of enrolling them in education services. The evaluation would consider the request under the July 2009 Project Revision for a CSEC Welfare Specialist to be well justified. The baseline enumeration and subsequent validation of identified children also noted a growing number of children engaged in scavenging in both rural and urban areas, and under the Revision the project will target an additional 400 children for withdrawal and prevention. The evaluation confirmed that good community relationships and education support frameworks are well established in the sites visited to cater to these children.

The project takes a fairly common approach in assisting children in different sectors of the WFCL; the chief difference in strategies being the means of identifying children working in targeted sectors. Some exceptions, however, are the provision of counseling to CSEC children, referral to night high school for child domestic workers and the provision of catch-up classes to children working in sugarcane plantations who drop out of school for a week or so during harvest season. The evaluation was not able to identify different approaches to assisting children working in fishing and agriculture, possibly due to the locations the evaluators were able to visit. It would be useful for the ABK 2 Initiative to document any specific assistance strategies it has found to be effective in withdrawing and preventing children working in the different sectors.

Table 4 shows the distribution of work sectors among the children who have been assisted so far. These figures also confirm that the sectors of child labor that have proved hard to reach among those targeted are CSEC and CDW. Project staff explained that the difficulty they experience is partly because of the mobility of children in CSEC who are mostly out of school and more difficult to reach, and both the mobility and the hidden nature of children in domestic work,

many of whom migrate to other provinces and cities to work. Children working in pyrotechnics production represent a small proportion of the total children, which possibly reflects the effectiveness of local laws in reducing the scale of children working in this sector.

As noted earlier, the Baseline Report, notes that children not working in the priority sectors, such as child porters and street vendors, were also included as direct beneficiaries, though classified as “at risk” of other forms such as CSEC. Project staff reported that the only children included as “engaged” in child labor who are not working in the priority sectors were those in drug peddling. Children working as drug peddlers are reported as such in the project Child Folder System, and the evaluator supports their inclusion and accurate classification. The project also considers children engaged in drug peddling as at risk of CSEC as they are often found working in and around brothels; but drug peddling itself is observed by the staff as an emerging worst form of child labor. The ongoing monitoring of all beneficiaries should enable further exploration of the types of work all the assisted children are doing.

**Table 4: Child Beneficiaries Assisted,  
by Sector and Classification of Engaged/At Risk, September 2009**

<b>Work Status</b>	<b>CDW</b>	<b>Commercial Agriculture</b>	<b>CSEC</b>	<b>Drug peddling</b>	<b>Fishing</b>	<b>Mining Quarry</b>	<b>Pyro-technics</b>	<b>Scavenging</b>	<b>Sugarcane</b>	<b>Total</b>
At risk	1,406	332	488	2	420	950	12	995	3,381	7,986
Engaged	2,501	649	341	5	859	634	87	2,509	6,795	14,380
<b>Total</b>	<b>3,907</b>	<b>981</b>	<b>829</b>	<b>7</b>	<b>1,279</b>	<b>1,584</b>	<b>99</b>	<b>3,504</b>	<b>10,176</b>	<b>22,366</b>
Targets	5,000	1,253	2,142	N/A	1,440	1,500	400	3,240	15,425	30,400

Source: ABK 2 Initiative M&E specialist. Child Folder System data current to September 2009. Target figures revised to include the additional 400 children in scavenging added as part of the cost increase.

### **4.3 RESPONSE TO RECOMMENDATIONS OF PHASE 1 EVALUATION**

The ABK 2 Initiative was already underway when the final evaluation of the first phase of the ABK Initiative took place in January 2008; therefore the project designers did not have the opportunity to take the recommendations into account at the outset of the project design process. However, the final evaluation recommended that the design include essentially the same components as the first phase and the project designers were able to integrate some elements of the recommendations into the final project document. The recommendation that the project include a more standardized beneficiary monitoring system has been implemented in the ABK 2 Initiative, as well as the recommendation for a detailed exit strategy to be prepared early in the course of the project. Some of the findings of the final ABK Initiative evaluation could have been addressed more explicitly, for example, an opening up of the sectors to be tackled, and earlier acceleration of the livelihood development efforts. Comments on the project’s concurrence or otherwise with particular recommendations of the previous evaluation are further made in relevant sections of the report.

## 4.4 EFFECTIVENESS OF EDUCATION INTERVENTIONS

### 4.4.1 Overview

The range of educational service interventions of the project is summarized below. The interventions take the form of direct assistance to children—provision of school supplies, catch up education out of school hours, education transport costs for ALS learners and skills training for vocational education students, as well as indirect assistance to improve the quality and range of educational services.

**Table 5: Education Sectors and Project Interventions**

Target beneficiaries	Education sector	Intervention type
In-school children	Formal education (Elementary and high school)	<b>Direct</b> School supplies (books, pens, uniforms, school bags, shoes, miscellaneous fees); catch-up program
		<b>Indirect</b> Teacher training, supplementary learning materials, learning resource centers, school infrastructure
Out-of-school children and youth	Alternative Learning System	<b>Direct</b> Payment of transport costs for enrolled students Accreditation and equivalency tests
	Vocational and technical education	<b>Indirect</b> Training of Instructional Managers
		Life skills Skills training Protective equipment Job counseling

Adapted from framework of project implementation and deliverables, ERDA project manager

### 4.4.2 Support to Children within Formal Education

#### ***Provision of School Supplies***

The provision of material assistance in the form of school supplies is the largest and most visible activity of the project and the core element of support to the beneficiary children. Children attending elementary and high school identified in the baseline enumeration as “engaged” or “at risk” are provided with school materials up to a value of 550 pesos (around US\$11) per child per school year. The provision of school supplies is administered by the PEO with the assistance of the Community Watch Groups and other community stakeholders. The material assistance provided to the beneficiary children also serves as an anchor for the orientation of parents and children regarding child labor through parent effectiveness seminars and orientations for children.

There are several criteria for provision of supplies, which are documented in the project document and the baseline report. The general criteria are that children must be resident for at least one year in the target area and that the parent or guardian show interest in the child's education. Among those qualified, priority is to be given to child laborers whose family income is between 500 and 1,000 pesos per capita/per month. Specific instructions on the application of each criterion were reportedly given during validation processes. For the first cohort/Year 1, children assisted were those engaged in child labor, and out-of-school children were prioritized. For cohorts 2 and 3, children who are at risk are assisted, as well as children who are engaged in work.

With regard to the selection criteria, the evaluation explored the rationale and possible ramifications of the criteria, through discussion with the project staff and beneficiaries. The criterion of stable residence in the *Barangay* was included to avoid double counting where a child could be registered in two *Barangays*, but from the evaluator's viewpoint it might also discriminate against migrant and newly arrived children. Presumably it would not be too difficult to check double counting in the database, rather than exclude children of incoming migrant families. In the sugar plantation *Barangay* of Concepcion the evaluation team heard that many migrants come for seasonal work and bring their children with them, but these children were not enumerated. It is understandable that the program relies on a certain amount of residential stability among beneficiaries to work best, but it seems that there may be a gap in the education support to transient and migrant children. On the other hand, PEOs commented that some children have left the locality after receiving supplies, in effect dropping out of the program; but this would seem to be an unavoidable attrition factor.

How to determine parents' interest is also not described in the guidelines for the provision of supplies. Also, it might be questioned whether children who want to go to school should be assisted in the cases where their parents do not show an interest. This criterion does not appear to be strictly applied and is used more as a way of encouraging parental support, since according to the project director, children were not denied assistance when their parents showed no interest.

The family income range criterion of 500–1,000 pesos per capita was established by the TWG based on the baseline survey results, and was intended to prioritize assistance to those most in need. However, the lower income point does not seem to be meaningful and in practice is not applied to exclude children whose parents earn less than 500 pesos. One program manager interviewed noted, however, that families identified with income below 400 pesos are referred to the social welfare office for assistance.

In any school where beneficiary children are enrolled, only a proportion of the school population is provided with material assistance through the process of baseline identification, validation, and selection according to the criteria. For example, according to the reports from schools visited by the evaluation team, in some schools the beneficiaries comprise around 20% of the school population and in others up to 90%. According to a small number of stakeholders commenting at the evaluation workshops, this selection has led to a lack of interest and support for the project among some non-beneficiary families, though no direct complaints were reported. This did not emerge as a significant issue, however, and the evaluators heard few negative comments about the selection criteria, other than there are other poor children in the *Barangays* who could benefit from assistance.

The PEOs and CWG members seem to have been transparent in the beneficiary selection process, and successful in presenting the rationale of the distribution of supplies to children in the community. However, stakeholders also mentioned that the project does not reach all children with similar needs. Any intervention based on selective support is likely to have its detractors, which means that the project staff and community supporters need to continue to be particularly clear in communicating the basis of the beneficiary selection.

There are many ways of approaching the selection, when funds are, as always, limited. Alternatives that could have been considered would be to include all children in schools where nearly all are poor, and reduce the overall number of locations to fit within available funding. However, the aim of the project is to provide a model in a variety of geographical settings and sectors as well as to prioritize those most in need.

The logistics of providing supplies to large numbers of children is managed well, with only some complaints from parents that supplies were received too late after the June enrollment. Supplies are generally provided within the first month of classes commencing, once the PEOs ensured that children actually enrolled. It was interesting to note that different province education officers under the three associates take different approaches to the provision of supplies. ChildFund in Negros Oriental and Leyte, for example, purchases a standard set of supplies and distributes them to each child, whereas one World Vision PEO in Cebu provides the child beneficiary parents with school supplies vouchers to purchase supplies at a nominated department store. This method gives families more choice in the package of supplies, but is not applicable where families have less access to stores.

The parents and children interviewed during the evaluation attested that the school supplies make a big difference to parents who struggle to cover the costs of their children's schooling, and that the supplies assist them in being able to send their children to school. The children themselves reported that they are very happy to have the school supplies. Many children were proud to show the evaluators their ABK 2 Initiative school bags. The children also said that they are not shy to go to school when they have bags and uniforms. The children were clearly aware that the reason for the assistance is to help keep them in school and out of child labor. Most of the children the evaluators met were very clearly understood the difference between child labor and acceptable child work, and they could explain why child labor was dangerous for children.

There were some comments about the particular contents of the assistance package. For example, in locations where contributions to miscellaneous fees are not included, some parents said the assistance enables them to pay the fees. The project considers these comments as points for advocacy and reminds parents that they still have responsibility to provide for their children's education. However, there does not seem to be a clear rationale as to why the project can make a contribution to miscellaneous fees in some areas and not others. Some parents also complained when their children were not assisted during the first intake, possibly because the project did not communicate the process clearly enough.

At meetings with parents and children attending elementary and high schools in Leyte, Negros Oriental, Cebu City, and Manila, information was confirmed from the project monitoring reports that many children are withdrawing from work or have reduced their hours of work and now work on weekends only, or that they have stopped working altogether.

The monitoring of the children beneficiaries that goes hand in hand with the provision of school supplies appears to have a strong supportive value in keeping the children in school since the children are aware that people in the community are concerned about them attending school and not working. Participants at the stakeholders' meetings, including teachers and CWG members, frequently reported that one of the biggest impacts of the project is to "inspire" children to go to school. While the provision of supplies is financially beneficial, it appears that the work of the project to raise the awareness of parents has also strongly influenced their decision to withdraw their children from work.

Through this project there are many child laborers no longer engaging in the worst forms of child labor just like us. Instead of working, we are spending our time studying because we are continually monitored to be in school. We are lucky because we are given support like school supplies and t-shirts. For us, new high school graduates, we have been given a vocational technical course through the program.

*—Child beneficiary and leader, Negros Occidental.*

The project staff members are clear in pointing out that the project is not in the business of creating a "dole-out" mentality. Parents still have to contribute to the cost of fees and forego the income that their children would have earned. On the other hand, some schools reported that children in their area are so needy that the school helps feed children at lunchtime, which assists parents in keeping their children in school. Unfortunately the government feeding program operates in some, but not all, of the project operational areas. Also, some schools have repeatedly requested project assistance in providing a meal to ensure that children are able to stay in school for the entire period of instruction. This assistance is beyond the scope of the project, but there appears to be a continuing need for the project partners to advocate for an expanded government-funded program or private sources of support.

It is difficult to judge, based on the enrollment and withdrawal figures alone, whether it is the financial incentive or the change in attitude brought about by the provision of materials that has resulted in parents sending their children to school. A small-scale qualitative research exercise might be useful to explore this question in depth for the benefit of future projects.

Despite the provision of assistance, some children have not been withdrawn from child labor, even though they are aware of the importance of school. For example, we met a 15-year-old girl in one of the communities in Leyte province, who is making a conscious choice to live away from home and work as a domestic worker outside school hours to help support her family and pay for her schooling. She works every day before and after school, and on weekends. She says she is prepared to earn her living to help pay for her college costs once she completes high school.

### **Other School-based Initiatives to Improve Education Access and Quality**

The Catch-up program involves the training of *para-teachers* or *volunteer teachers*, as well as *peer teachers* (also known as *Little Teachers*) who provide extra tutorials to struggling learners, including those working and at-risk children among the project beneficiaries as well as other children. Catch-up programs were implemented in three of the nine target province areas—Iloilo, Negros Oriental and Cebu—and 77 elementary and high school children have been trained as peer mentors. The child peer educators met during the evaluation and said their confidence increased as a result of the program. This activity reaches beyond child labor beneficiaries to many other children who need extra support. Catch-up sessions are often held on Saturdays or at other times outside school hours, such as weekday lunchtimes. The approach looks promising but will need to be implemented more widely during the second half of the project if it is to prove beneficial for children across the project's time-span. The impact of the tutoring on children's retention remains to be evaluated. The ABK 2 Initiative also held summer camps and outings for beneficiary children to enrich their educational experience and develop their desire to learn. A related DepEd program to help working children stay in school is the Open Enrollment Program piloted in Region VII (project provinces of Cebu and Negros Oriental). The ABK Initiative has been promoting the program, which allows children to enroll at any time in the school year in participating schools. This program is intended to help children who drop out or wish to enroll late, often following crop harvest season, or at other times of the year as a result of working to help their families.

In a number of visited schools, the team observed what the evaluator considered a multi-faceted *whole of school community approach*, with support evident in activities by the school principal, the training of teachers, material support to child beneficiaries, awareness raising among parents and children, and provision of learning materials and classroom infrastructure. Infrastructure support is subject to careful guidelines and is based on the assessment of applications for support by the project managers. The evaluation can only comment on the schools visited, but for example, elementary and high schools in Tamisu Bgy, Bais City, (Negros Oriental) and Bgy Patag in Ormoc City, (Leyte), to name just two examples among the schools visited, proudly display photos of child labor events, of children receiving the school supplies, and of other activities supported by the ABK 2 Initiative. Principals, parents and children are evidently highly engaged with the project and the issue.

### **Teacher Training**

The ABK 2 Initiative has put a major effort into producing and implementing a modular program of teacher training, known as the *Teacher Training Series*, to build a cohort of teachers who are aware of the issue of child labor and are prepared to take on a role beyond the classroom to act as advocates against child labor. This is a new initiative of the ABK 2 Initiative that was not part of the former project. The 21-day program is carefully designed and includes five modules: (1) The Teacher as a Researcher, (2) the Teacher as an Advocate and a Network Builder, (3) The Teacher as a Direct Service Worker, (4) The Teacher as a Chronicler (or documenter), and (5) The Teacher as a Trainer. Attendance at the training attracts service credits for the teachers who attend, meaning that the time spent in training counts toward their working hours. The training of

43 core teachers who are trained on a national basis and the roll-out for other teachers, mostly on a provincial basis, is on schedule.

The evaluation team met several teachers trained as core teachers who were very enthusiastic about the training contents and standards of the course, were confident of their capacity to train other teachers, and were ready to become advocates for the child labor cause.

The extent to which the creation of a cohort of trained teachers will have a marked impact on children's enrollment and retention is difficult to gauge, and is an issue that may be examined further in the final project evaluation. But it appears to be a valuable long-term strategy to build teacher, school, and community action on child labor.

#### **4.4.3 Community Learning Resources**

##### ***Learning Resource Centers***

The establishment of learning resource centers (LRCs) in schools or in *Barangay* buildings and local government halls is making a contribution to children's learning outside of formal school settings on weekends and during school breaks. These are part of the wider community support to end child labor, and in the localities visited they were often linked with the efforts of the CWG and the BCPC. *Barangay* captains have supported these centers by contributing buildings to house the centers, for example in *Barangay* Maninohon in Bayawan City, and in Negros Oriental. The LRCs also conduct activities to raise awareness of the child labor cause. The ERDA-managed Sabana Learning Resource Centre in Manila is a good example, where a colorful mural shows ABK Initiative children learning with the volunteer *para-teacher*, who is also a member of the CWG group.

##### ***E-Ka and Mobile Learning Van***

The brightly colored mobile cart known as *E-Ka* that travels around the *Barangay* delivering books and providing different learning activities, such as storytelling, to children around the community is an initiative of ERDA that was also used in the ABK Initiative. It is a very attractive model to children, who, we were told, run out when they hear the music that plays when the cart arrives. This model is intended as one way to inspire love of learning among children, including those who are out of school. The cumulative effects of such educational quality initiatives are difficult to measure and will only be seen in the long term as children pursue their education. As far as the evaluator could ascertain, it does not appear that the other associates had introduced E-Ka facilities to date. However, the associates agreed with ERDA to have the E-Ka and the larger mobile van (*E-Mo*) schedule visits to their areas as well. There are also plans for simpler push carts to be produced, funded by the cost increase provision where applicable. It is recommended that the project assess the contribution of this model more closely and then expand to the other areas if it is proving effective, especially in reaching out-of-school children.

The storytelling program (Child/*Barangay* Educators and Storytellers Training) is another ERDA initiative that aims to educate children about moral values, such as honesty and respect for others, through interactive storytelling sessions led by children. It was initiated in six of the

participating provinces, with the training of 154 children, parents, teachers, and other community members. PEOs from the other associates were also invited to participate and learn about this method for potential use in their communities. The evaluation team observed a storytelling session in Tondo, Manila, which was introduced by the education officer, who was followed by a talented child storyteller who was awarded a national prize. The activity is not intended to have a direct impact on child labor but to foster children's pleasure in learning and values associated with children's rights, responsibilities, and good moral behavior.

#### **4.4.4 Support to Children in ALS and Vocational and Technical Education**

##### ***Progress and Achievements***

The Project's support to children through the ALS is implemented through partnering with NGOs such as FORGE Centre and the Bidlisiw Foundation in Cebu, and the ERDA Sabana Learning Centre in Manila. The direct beneficiary support takes the form of financial assistance to students for transport costs. The project also supports the training of instructional managers who are teachers in the ALS. Children attending the ALS receive training following the DepEd ALS curriculum so they can take the Accreditation and Equivalency (A&E) test, as well as preparation that allows them to enter vocational training. The ALS centers visited by the team were impressive in their capacity to provide a supportive environment catering to the special needs of children who have dropped out of school early, and to gain the trust of the children. These centers also provide training in livelihood skills such as greeting card making, cosmetics, reflexology, and cooking. Counterpart funding between the project and local government agencies and NGOs for the ALS provision is being encouraged. For example, *Barangay* councils and local government agencies have committed funding for training and honoraria of instructional managers, while the ABK 2 Initiative contributes funds for children's transport, meals for the students, and instructional materials.

The evaluation observed considerable valuable work being done to enable OSC/OSY gain accreditation to help them either re-enter formal school or gain a certificate of formal school equivalency. ALS classes have proved to be a preferred option, particularly for children in CSEC. The children who attended these centers and met during the evaluation were often from difficult home backgrounds and were engaged in sex work and domestic work—and in some cases were still engaged in these forms of child labor. These children were happy to receive help with transport costs, but some have used their allowance to help their parents buy rice. The effectiveness of the project was demonstrated in the determination of these children to attend the ALS, despite their parents' opposition, and in some cases parents stopped giving them money from their earnings.

As some children reported:

I convinced my parents to let me attend the ALS.

—15-year-old boy, Manila

My parents threatened to throw me out of home, when I wanted to attend the center and stop working, but decided to still attend.

*—15-year-old girl, Manila*

My parents are happy that I go to ALS, and am no longer ‘laag-laag’ (hanging around the city).

*—Teenage boy, Manila*

The team also met a teenage girl in Manila who lives away from home and is pregnant. She wants to pass the ALS A&E test, which will enable her to return to formal school.

The instructional managers and volunteer teachers whom the evaluators met were clearly dedicated to meeting these children’s range of needs. The children interviewed demonstrated that they really appreciated the support of the centers and wanted to attend training.

The ABK 2 Initiative has provided 113 children with vocational training, as of the September 2009 reporting. The children taking up vocational training are usually out of school. The training is provided through institutions accredited by TESDA, such as the Diocesan Family Life Outreach Program in Bacolod City and Carlos Hilado Memorial State College, both in Negros Occidental. Vocational and technical training has been provided in computers, automotive repair, electronics, auto-diesel repair and welding, and hotel and restaurant management. Some of these programs, such as the computer course in Bacolod City, provide comprehensive preparation for the graduates to enter the job market including life skills, entrepreneurial training, resume/interview skills and on-the-job training in cooking among other areas. However, with the information available to the evaluation, it was not possible to assess whether the programs selected are well matched with market needs and employment opportunity. The evaluators were unable to interview children who had completed vocational training courses, which would have enabled them to make a more informed conclusion about the participants’ satisfaction and effectiveness of the training.

### ***Limitations and Challenges***

The child laborers attending ALS face a wide range of difficulties, psychosocial as well as financial. The staff face challenges in meeting the needs of children living in difficult home circumstances, addressing the range of psychosocial problems, and having the skills and time to listen and understand them.

It is also difficult for the PEOs and the project’s NGO partners to raise the awareness of many of the parents of OSC/OSY and children in CSEC. In one project site the team heard about the situation of two teenage sisters whom the parents push to continue working in sexual exploitation. The PEO and the PM recognize that they have limited resources and expertise to help these children stay in school and withdraw them from child labor.

The project has been less successful in reaching its target number of children through ALS interventions than through formal education. The original number of out-of-school children

enumerated made up 11% of the total, but as noted earlier, only 2% have been assisted at this stage through ALS and vocational training according to the numbers reported in the September 2009 TPR. Out-of-school children supported through the ALS represent a small proportion of the children assisted, even though there is an observed pattern shows that these children are frequently engaged in sectors that constitute the unconditional worst forms of child labor, such as CSEC, and other highly exploitive work, such as domestic work. Given the constraints in DepEd funding of ALS and the preference for formal education that the project staff have observed among children, the project may wish to re-examine the feasibility of its targets for ALS and vocational and technical training. However, regardless of any adjustment to targets for these education services, it is recommended that the project make efforts to focus more resources on the enrollment of out-of-school children in ALS or vocational training according to their interests and needs by increasing the allocation of funds to the NGO centers providing ALS and discussing outreach strategies with partner NGO staff.

The evaluator recommends recruiting the CSEC welfare specialist as a priority to support the NGO and ALS centers with psychosocial counseling and referral services.

## **4.5 AWARENESS RAISING**

Activities and strategies to raise awareness are woven throughout the direct assistance education activities and in the community and local government institutional strengthening activities. Therefore, the evaluation will not deal with this output area extensively as a separate issue. Some of the notable strategies highlighted during the visit were the use of the project branding to raise awareness of the issue; for example, ABK 2 Initiative t-shirts are worn by CWG members and child leaders. Though the main purpose of project branding is to raise the profile of the project, there is an added value in raising awareness of the issue itself. IEC materials, including posters depicting unacceptable forms of child labor, are widely distributed in schools and community centers. IEC brochures that describe the project and the differences between child work and child labor are also widely distributed. The project slogan was also created to raise awareness of the issue and to call for urgent action to address child labor. While the brochures are intended for government officials, media and other stakeholders outside the community, some children, as well as other stakeholders were referring to these brochures in our meetings, which show that at least they are being read and used. It was not possible to assess the relative effectiveness of the different IEC methods in raising awareness, and this could be useful to pursue as part of the final project evaluation.

In terms of creating corporate responsibility and employer responses to prevent child labor, the evaluation team learned of an excellent example of the impact of the project in *Barangay Patag* in Ormoc City, Leyte: As a result of the project's successful advocacy, a sugarcane owner now prohibits parents from engaging their children in work and contributes to paying the miscellaneous school fees of plantation workers.

At the national level, the project has established partnerships with the media to feature child labor issues and publicize the project. The project has been featured on national, provincial cable, and local television programs in Cebu, Iloilo, Negros Occidental; it has also appeared on Metro Manila radio programs and other national and local radio programs including the regular

children's broadcast, *Tinig Bulilit*, (Voice of the Youth) in Camarines Norte. Print and online media have also given extensive coverage to the project. The impacts of such media activities are difficult to gauge, however, without audience surveys.

ABK 2 Initiative stakeholders, including children, have also participated very actively in national events such as the World Day Against Child Labor and the National Children's Congress.

The evaluator observed that in some localities the identity of the associate working with them is more familiar to the community than the project identity. Although this has not led to any major disadvantage in terms of impact, the partners might be able to emphasize more clearly the partnership of agencies responsible for the ABK 2 Initiative.

## **4.6 EFFECTIVENESS OF LIVELIHOOD DEVELOPMENT**

The livelihood component of the project under Output 4 is intended to provide training in alternative or supplementary livelihood to selected families of child beneficiaries and to facilitate their access to available sources of financial support for livelihood development. According to the PMP Indicator 4.1 for this output, a total of 1,000 families are expected to receive some type of support for family livelihood development, which may be in the form of training, membership of a community credit and savings scheme, or facilitation of access to livelihood startup grants available through the DOLE livelihood program for families of child laborers known as Kasama. The Kasama program provides skills training, as well as supplies and equipment for beneficiaries to start up livelihood activities. The assistance is in the form of grants to beneficiaries, mediated by agencies that register with DOLE to become accredited co-partners.

Because of USDOL restrictions on microfinance, the project cannot provide loans or grants and instead focuses on facilitating access to more comprehensive economic development support. However, the project monitoring indicator is considered rather vague as a measure of success of this area of intervention, as there is a substantial difference between receiving livelihood training and actually being able to start up a feasible microenterprise. Livelihood training alone would not appear to constitute a major benefit unless it can be linked with either access to support for small business or alternative employment opportunities. The evaluator would suggest that a family starting up a feasible alternative or supplementary livelihood would be a more meaningful, though harder-to-reach target for measurement of the performance of this output. The target number of 1,000 beneficiary families is considered a relatively modest target, considering the baseline study finding that most children are working to contribute to their families' incomes. According to the project director, the target was set low because of the time needed for the project to identify potential economic opportunities and programs for which families might be eligible.

Within the terms of the indicator as it stands, the September 2009 TPR reports that the project surpassed its target of 500 families for the reporting period, with a total of 638 families of child beneficiaries taking up economic assistance through accessing Kasama funds, Community Managed Savings and Credit Association (COMSCA) membership or project-facilitated livelihood training by local government authorities. Among these, 227 families in Negros Occidental undertook livelihood training including training on hog-raising, food processing, and

t-shirt printing. However, most of the assistance to date is in the form of training, rather than assistance to enable successful graduation to the Kasama package of training and capital-in-kind, or funds for investment in livelihood.

DOLE representatives consulted by the evaluator commented that they are not aware of many applications for Kasama assistance through the ABK 2 Initiative. While the project intends to eventually assist families to access the DOLE grants for livelihood development, the project staff explained that they have first aimed to develop the beneficiary families' capacity and readiness to take livelihood assistance, in terms of skills and having a feasible business plan. The problem is that with only two years remaining, it will be difficult for the project to support and see the impact of this support. Although, according to project staff reports, beneficiary families have already accessed these funds in Bulacan, Negros Occidental, and Camarines Norte. Kasama operates through agencies, becoming Accredited Co-Partners who act as conduit for the provision of "training-cum-production" assistance or the provision of supplies and equipment needed by the beneficiaries to start up livelihood projects. The three associates are taking varying approaches to facilitate access to livelihood support. WVDF has particularly taken the approach of accessing Kasama and assisting LGUs in their applications to become Accredited Co-Partners on Kasama. This is because it is hoped that participation in such a program might strengthen ties between the LGUs and DOLE on the issue of the economic underpinnings of child labor. ChildFund has focused more on LGU sources of microfinance, and ERDA staff is considering both strategies. Leyte was to be the province where livelihood support was to be modeled, but progress is mostly at the stage of orientation training for COMSCA, as well as plans for Kasama applications through the CLETF in Merida Municipality. The PEOs noted that they are keen to have more technical support provided in livelihood development.

In terms of positive achievements, COMSCA funds have been successfully established in several areas and provide a good foundation for savings practices, as well as generating funds for miscellaneous expenses such as school fees, but they do not constitute the basis for starting a small business. Without access to funds or in-kind support for families to invest, some of the entrepreneurial training provided under the ABK 2 Initiative is at risk of going to waste if families cannot start a microenterprise. This is not to suggest that building a microenterprise is a suitable economic strategy for all families, as there is a high risk of failure for new businesses, particularly for people who are new to the formal economic sector; the project rightly provides a mix of training in entrepreneurial job-seeking skills.

One of the findings of the final evaluation of the first phase of the ABK Initiative was that the livelihood development component seemed more or less as an "add-on" rather than being fully integrated in the project's core activities. It appears that this is still the case in the ABK 2 Initiative, as the project has not given as much attention to this component in the first half of the project's implementation. One of the reasons for this is that PEOs are charged with a very broad responsibility and much of their time is taken up in validation of the education beneficiaries, coordinating children's school supplies, as well as supporting the development of local government structures to advocate for child labor-sensitive policies. In addition, several PEOs, particularly those met in Leyte, Cebu, and Negros Oriental, and the project managers of ERDA and ChildFund also stated that they lack sufficient expertise in the assessment of markets and development of feasible business plans.

DOLE representatives at the stakeholder meeting in Manila pointed out that they have regional staff who can help people apply for Kasama grants. Also, some expertise in agricultural production can be provided by government authorities, but the department needs more assistance from agencies on the ground to help roll-out the program. Through the individual staff interviews and at the stakeholder meeting, PM and PEO staff concurred that they would highly recommend the recruitment of one or more livelihood specialists to guide families to take up Kasama grants or other sources of livelihood support.

There are various options as to how such staff could be deployed and funded. In terms of the options for such a solution, if there were to be one specialist located at the head office in Manila, this would not likely be effective in assisting with the considerable ‘hands-on’ work that needs to be done to help assess feasibility of livelihood plans. Training of the PEOs may be one solution, but it takes time to become an expert in this field, and the time is too short to assist those beneficiaries who have only received vocational training so far. An allocation of support by region (e.g., Luzon, Visayas, and Mindanao) may work well, rather than an allocation by an associate, as there are areas where two or all the associates work together.

To sum up, the relative strengths of livelihood development, provision of education and attitude change as strategies for preventing WFCL are difficult to assess. As pointed out by the project director, it is not within the scope of the project to address the issue of poverty in the Philippines, an undoubted cause of child labor, according to the project document. However, without a change in their economic circumstances, many beneficiary families seem likely to continue sending their children to work. The CWG members in some communities we visited made this comment clear, and it also surfaced in the responses to the stakeholder meeting question regarding the main challenges faced by the project. On the other hand, some poor families have withdrawn their children from work despite their poor circumstances.

The evaluator recommends that the project look at options for project funding for in-house livelihood expertise, for example through the associate counterpart funds or by re-allocation within the existing budget. In the long term and beyond the current ABK 2 Initiative project, future USDOL funded child labor projects should include research on the range of microfinance options available to beneficiary families and have clear strategies to assist beneficiaries to access loans through locally available sources, supported by market feasibility testing and business training. USDOL might also consider including microfinance loans in future child labor projects, where local sources of microfinance are not accessible.

## **4.7 EFFECTIVENESS OF STRENGTHENING AND INFLUENCING INSTITUTIONS**

### **4.7.1 Framework for Institutional Strengthening**

The project has a comprehensive and well-established framework for strengthening the response to child labor at multiple levels, based on the structures and mechanisms established in the ABK Phase 1 Initiative. At the municipal level the project is building directly on the work of the ABK Initiative as the same municipalities are targeted in most provinces. The framework extends from the community level—CWGs, *Barangay* Children’s Associations (BCA), and *Barangay*

Councils for the Protection of Children—to the municipal level (Child Labor Education Task Force) and higher-level structures for policy and program advocacy on children’s issues.

The approach taken is to mainstream child labor concerns into existing child protection structures, as well as to create specific child labor and education action groups at the community and municipal levels. The community-level structures provide an opportunity for community and children’s voices to be heard on child labor issues and to be carried through to representation on child welfare structures at higher levels through to the national-level councils on children’s issues.

Engaging at all these levels and with a wide array of stakeholders is challenging for the PEOs; however, the project has made remarkable achievements in both strengthening existing institutions and creating new ones that focus on child labor.

#### **4.7.2 *Barangay* and Community Level**

The CWGs have been formed in every project *Barangay*. The evaluation observed a variety of membership composition among them, including groups of mainly parents of beneficiaries, volunteers without beneficiary children, *Barangay* health workers, *Barangay* gender and development staff, *Barangay* chairpersons and counselors and teachers. A mix of members would seem to be the strongest approach for ensuring a broad response and sustainability. The CWGs who met displayed a high level of commitment, in some cases extending well beyond the task of monitoring beneficiaries. Some are in the process of setting up subcommittees. The committee structure within the CWGs seemed to be somewhat complicated from the evaluator’s perspective in some areas, involving for example, five subcommittees in one WVDF *Barangay* in Cebu, raising a question about the sustainability of such a structure in a highly disadvantaged community beyond the project life. Nevertheless, the neighborhood response is a commendable model, which could be well replicated elsewhere in the Philippines to monitor the situation of working children in any community.

The BCPC is an existing multi-sectoral committee structure that operates at the *Barangay* level and deals with all issues pertaining to children’s welfare. Membership typically includes the *Barangay* captain, social sector staff, and community members. The project makes efforts to help the BCPC to become functional and ensure that child labor issues are on the agenda. As a result of BCPC advocacy, a number of *Barangays* have introduced legal ordinances such as regulations on night curfews for children. These ordinances are stronger than resolutions in that sanctions can be applied for infringements. The project’s success in engaging *Barangay* captains has resulted in the contribution of buildings for LRCs and other material contributions.

#### **4.7.3 Child Participation**

There are so many changes that happened when ABK 2 project came. First, as a child leader they have developed my potential through different seminars that I have attended. I gained more self-confidence and I am now able to express my views and opinions in front of many people.

—*Child leader, Negros Occidental*

The project has been very effective at increasing children's participation in raising their voices on child labor among their peers and in interactions with government stakeholders at different levels. For example, child leaders have been trained among ABK 2 Initiative beneficiaries whose role is to advocate with other children and through the BCA on child labor issues. The BCAs are an existing structure intended to give children a voice in governance, but they do not exist in all *Barangays*. BCAs can also be represented at higher levels such as on the municipal CLETF, with representation extending to the National Coalition of Children's Associations in the Philippines, in which the associates are supporting members. The ABK 2 Initiative has helped to establish BCAs in 88 *Barangays*, 23 of which are represented in higher level structures. The ABK 2 Initiative child beneficiaries have been nurtured as child leaders on issues of child labor advocacy through the BCAs. Some of the child leaders met by the team appeared to be active and confident advocates on child labor, perhaps modeling themselves on the PEOs who are much admired by the community in some *Barangays*. Some ABK Initiative child leaders have attended national-level child rights events and meetings. This activity represents a good model of strengthening the voice of children regarding child labor in their own *Barangays* and providing opportunity for children to be elected to the government recognized national "Youth Council" (*Sangguniang Kabataan*).

#### **4.7.4 Gender Balance**

One observation of the evaluation team concerned a distinct gender pattern in the involvement of children and adults participating in the project at the community level. The CWG members overwhelmingly comprised women, and children leaders on the BCAs, at least those who attended meetings with the evaluators, were predominantly girls. It seems the project has not been equally successful in engaging the interest of men and boys in the issue. The evaluators asked the CWGs why this was so, and were told that fathers were too busy to be involved as they are working full time. However one or two fathers were present in several of the groups the evaluators met.

#### **4.7.5 Municipal And Provincial Level**

The Child Labor Education Taskforce is a municipal-level structure that has been strengthened by the ABK Initiative (both Phases 1 and 2) with representation from the mayor, the social welfare sector, the education sector, the municipal planning department, and other municipal-level stakeholders. The strength of this taskforce is its ability to pool government resources to contribute to child labor policies and programs, such as an education provision, and to build these programs into government budgets. The CLETF is also instrumental in enforcing ordinances issued at the *Barangay* level. The Kananga CLETF in Leyte, though newly established, provided a good example of the commitment the project has engendered among departments of the LGU to tackling child labor issues. The representatives met by the evaluation team had a clear grasp of the social and economic dimensions of child labor on the sugarcane plantations in the municipality, and the municipality is allocating a budget for the child labor issue in its annual plans. As an indication of project impact, the Ormoc City planning department has taken a strong interest in the monitoring system of the project and has adapted some of the elements in the municipal child welfare monitoring. Other LGUs, such as that of Silay City in Negros Occidental, have committed funds to child labor through payment of the ABK 2

Initiative beneficiaries' school fees, matching the project's contribution of school supplies, according to attendees at the stakeholder meetings.

## **4.8 EFFECTIVENESS OF MONITORING SYSTEMS**

Monitoring of the project is undertaken against the Project Monitoring Plan and takes place at a number of levels, including the monitoring of the work and education status of child beneficiaries and the monitoring of the awareness raising, institutional development, and livelihood outputs.

Following the recommendation of the evaluation of the ABK Phase 1 Initiative that standardized monitoring data be recorded for every child, the project has developed and put in place a comprehensive child beneficiary monitoring system to track the work status and education status of child beneficiaries, as well as other pertinent factors to measure their welfare. This is known as the Child Folder System. Based on the baseline enumeration survey, children who have qualified for project assistance are monitored at their initial intake and subsequently at quarterly intervals for the duration of the project or until they complete their education or otherwise cease to qualify for assistance.

The monitoring system comprises an electronic database, which field staff access through their computers to input the information compiled at the national level. The system was created with technical assistance from the MIS department of the WVDF national office to the M&E specialist (both the former incumbent and the current M&E specialist who previously worked as the M&E associate). The system comprises sets of information relating to non-school, after school and weekend activities, reports of abuse, working hours and conditions, work hazards, school attendance, academic performance, and drop out status if applicable and action taken. The information is collected by the CWGs established in each *Barangay* across the project. The CWG members collect information through conducting a home visit, a school visit, and a work site visit, if applicable. Since monitoring is carried out on at least a quarterly basis, regardless of the school term, children's work status during holidays is also recorded. The information is recorded in log books, which vary slightly in physical format from area to area but contain standard information.

The information recorded by the CWGs is provided to the provincial education officer, who enters it in the CFS and forwards the data to the M&E specialist electronically. The M&E specialist noted that the confidentiality of children's data is protected in the system and information about individual children is not disclosed in the analysis. The system uses Access software, which has greater security features than an Excel-based system.

This compiled data from across the project is used by the M&E specialist to generate a variety of monitoring data and cross-tabulations, which can be produced by province, sector, and type of assistance provided. The system became fully operational in April 2009 with the production of the users' manual and an update released in August 2009.

The system has required a considerable amount of time and effort to set up, including development of the CFS manual, and training for PEOs and CWG members. The time and effort taken resulted in a high-standard system, which is clear and covers a wide range of necessary

information. Clear guidelines are provided to the CWGs on the criteria for children to be counted as engaged in exploitive labor, including a guideline for job hazards analysis. The guidelines are based on the USDOL Management Procedures and Guidelines for reporting direct beneficiary children as engaged in or at risk of child labor; the definitions of child labor in Convention 182 articles 3a to 3c and article 3d, as well as the hazardous work list and definition in Philippines law under R.A. 9232. For a child to be reported as withdrawn the following conditions should be met: the child should only perform tasks listed in the job hazards analysis as acceptable work and should work for a maximum of four hours daily and not more than 20 hours per week. The child should also use protective gear if performing any tasks with a potential health risk. If a child is working reduced hours but still performing hazardous tasks they are counted as “partially withdrawn.” If the working hours are not decreased they are reported as “still working.” For education services counted as provided, the child must have attended the education service for the six months preceding any given TPR submission.

The evaluation team discussed practical issues with the M & E specialist, PEOs and CWG members and had the opportunity to observe the processes of recording children’s progress. It was evident that the PEOs have a time consuming task to complete the data entry for around 1,000 child beneficiaries each quarter, but they generally report that they are able to manage this workload. The CWG members were confident about their capacity to collect the data and they were happy to present their monitoring log books to the evaluators. The task of visiting the school, home, and workplace to complete the monitoring sections is time consuming and is a task which is difficult to combine with a full-time job. Many of the CWG members are mothers of beneficiary children and do not work full-time, so they are able to complete the monitoring. While a more varied membership seems ideal for stronger advocacy, this raises the question of how CWG members who are working can share and maintain this work for the duration of the project. The evaluation noted that one World Vision PEO in Cebu has initiated a center-based monitoring process, where children are required to come to the LRC in Kamagayan *Barangay* for monitoring. The rationale is that it is difficult to contact some of the children and parents in their homes and schools due to their mobility and parents’ working hours. However, this raises a concern that the monitoring places too much of a burden of responsibility on the children.

In terms of monitoring the impact of the project on the withdrawal and prevention of child labor within each level of education assistance, the system is effective. However, the evaluator noted that the status of children upon intake did not include data on which children were out-of-school, either having dropped out or temporarily out of school prior to the project intervention at the time of the baseline survey. Therefore, the project seems to have missed this opportunity to measure the impact of actually bringing OSC/OSY into education services. If it is possible, the evaluator would recommend including this information in the database, although it is not currently one of the PMP indicators. The data from the monitoring system is used to compare project performance with targets as reported in the six-monthly TPRs. Monitoring information was also used to inform some key management decisions, such as the proposal to expand the range of services provided to children in CSEC to encourage them to stay in education programs. This was based on evidence that it is difficult to keep children in CSEC in classes, as well as the decision to enroll more children engaged in scavenging. However, the project management, through the TWG, may be able to take a more proactive role in responding to issues such as the rate of ALS and vocational and technical training enrollment.

As noted earlier, the value of the CFS as a monitoring tool has been recognized by some participating municipalities, such as Ormoc City in Leyte province, who adopted the general approach to monitoring all children in the municipality. The community-based system would also appear to offer a valuable model for replication and adaptation for community-based child labor monitoring at a national level.

Monitoring forms are used for gathering information on all the project PMP indicators:

Form No.	Monitoring Content
1	Output 2. Completed in January each year, information on catch-up programs, improved infrastructure and learning facilities, resource materials provided by the project or produced by teachers and the use of lesson plans provided by the project or produced by teachers.
2A	Survey for child and parent beneficiaries on the awareness and attitude toward the importance of education, which is conducted annually.
2B	Indicators of institutional strengthening such as policies and ordinances on child labor.
3A	OSH Programs for youth age 15-17 years and public-private partnerships for economic development.
3B	Number of assisted families taking up savings schemes, livelihood training, or livelihood schemes
4	<i>Barangay</i> and municipal level indicators of child labor mainstreaming in the <i>Barangay</i> Children's Association and the existence of a Child Labor Education Task Force at the municipal level.

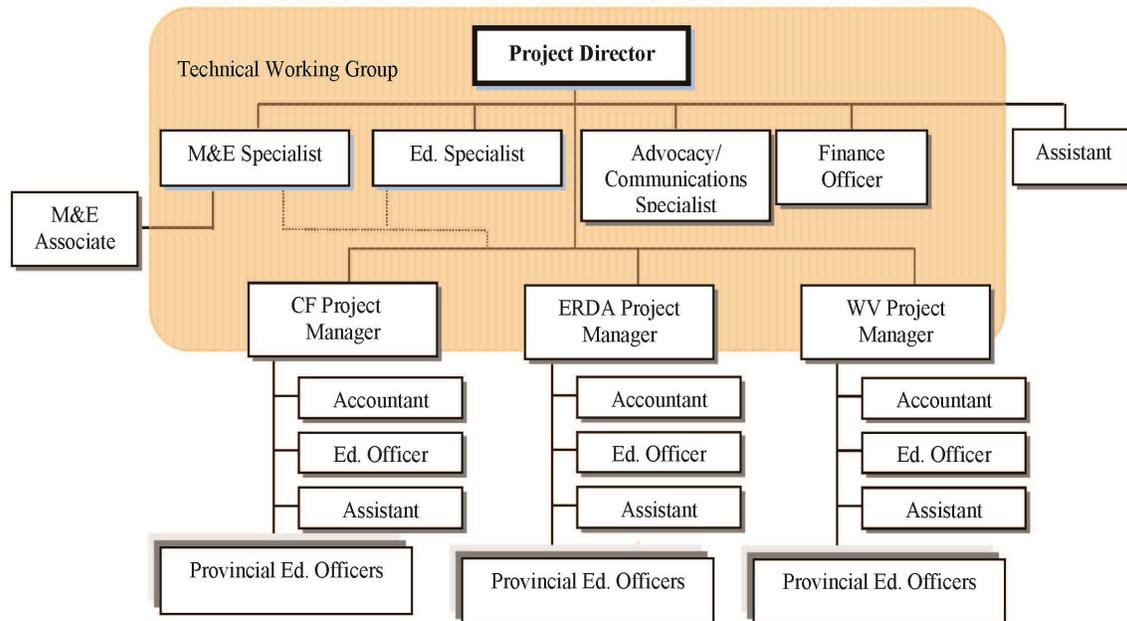
Regarding the survey of attitudes toward child labor among parents and children (Form 2A), the evaluator would offer the comment that some of the measurement items are posed as rather leading questions; however, the project is making a valiant effort overall to collect standardized information for all indicators which are reported annually in the TPRs.

## 4.9 STAFFING AND MANAGEMENT EFFECTIVENESS

### 4.9.1 Management Structure

The project management structure comprises the project director, with oversight of all technical and financial matters, three project managers, one each from World Vision, ChildFund, and ERDA; and administrative support provided by national office of the WVDF. Each project manager supervises the work of their respective provincial education officers. Specialist advice to support the technical aspects of the project is provided by three specialists based at the WVDF national office—education, M&E, and advocacy and communications.

**Figure 1: Project Staffing Structure**



Note: The education officer at WVDF was not in place at the time of the evaluation, but under recruitment.

In general the project management structure has proven to be effective, and under the leadership of the project director and WVDF, the three associates have managed to coordinate their activities very well. The project director noted that she is well supported by the three project managers in terms of implementation. The project has established clear communication and reporting channels and regular opportunities for discussion among the TWG and the staff as a whole, and they seem to be well established according to observation and the staff interviews. TWGs meet quarterly and the ABK 2 Initiative all-staff meetings are held every six months. Field Staff reported that they were happy with communication processes. The ChildFund project manager commented that she has been well supported by the project director since taking up the post through joint visits to field areas.

#### **4.9.2 Technical Aspects**

The PMs and PEOs noted that they are generally satisfied with the technical support provided by the specialists. All three specialists have visited the field to support local staff with communications activities, monitoring training by the M&E specialist in the operation of the Child Folder system and in teacher training for the modules.

In the case of education support, Child Fund and ERDA have their own education officers to support their activities, but WVDF has not had an education officer to date, and has instead depended on the education specialist, who has a project-wide brief. The WVDF PM and field staff felt that this has been a disadvantage for them. However, an education officer is in the process of being appointed (the PEO from Bais City in Negros Oriental will be appointed to the post).

The project managers responded positively about monitoring and evaluation training, particularly relating to the child folder system, provided by the M&E specialist. The M&E specialist has been with the project since the ABK Phase 1 Initiative in the role of M&E associate, and in June 2009 took up the specialist post upon approval of his candidacy by the USDOL, following the move of the previous incumbent to another position within WVDF.

Education technical support seems to have been effective based on the quantity and quality of education interventions; however, across associates, support for education activities was felt to be delayed sometimes.. For example, the launch of the award for teachers making an outstanding contribution to child labor advocacy was delayed from National Teachers' Day in October 2009 to June 2010, when it will coincide with celebrations for the annual World Day Against Child Labor and the opening of the school year. The PEOs and PMs commented that they have sometimes found the education documentation to be too technical and would prefer more simplified or synthesized content. Relationships with the DepEd have been well established and maintained due to the expertise and liaison efforts provided by the Education Specialist.

The Advocacy & Communications Specialist is evidently putting a great deal of energy into the national and local level media campaigns and project branding. In some instances though, it appeared to the evaluator that the project might benefit from a more unified public face, particularly at the local level in cases where the local partners are more aware of the particular associate rather than the project as an entity.

As discussed under effectiveness of the interventions, a project revision has been granted for the recruitment of a CSEC welfare specialist. Additionally, as noted in Section 4.5, there is a broad perception that the project lacks sufficient livelihood development expertise within the structure and the evaluation would recommend the recruitment of up to three livelihood support officers, subject to the project's ability to mobilize funding.

### **4.9.3 Staff Recruitment**

The process of recruiting new and replacement staff has been slow according to the project director, and is affected by WVDF's lengthy recruitment and screening procedures. The grant accountant position which is responsible for project financial disbursement and reporting has been held up for several months, due in part to a lack of suitable applicants (one appointment commenced in October, but left shortly after); and also to the process itself which requires a pre-selection training and screening process. The PD hopes that WVDF might waive this process, which the evaluator also recommends in the case of recruiting new staff in the interests of time and cost-efficiency, while still ensuring that essential selection processes are carried out. The recruitment of the CSEC specialist was requested by the project director some time ago, but as yet the position has not been filled.

### **4.9.4 Staffing Retention and Remuneration**

Retaining staff has been something of a challenge for the project. The project has had a fairly high turnover of staff, including the grant accountant, one ChildFund PM and a number of PEOs. Generally, staff members left to take up positions outside the project, including one transfer to a

more stable position in the same organization in the case of the WVDF grant accountant, while one WVDF PEO is being transferred to the position of education officer. The differential salary structure between the three associates, at both PM and PEO levels may be one cause for high turnover as well as having a likely effect on morale. PEOs in ERDA and ChildFund receive much lower salaries than those in WVDF, and this seems inappropriate considering that they have the same workload and responsibilities. Some of the ERDA PEOs are new university graduates, and while those we met show great talent, it may be difficult to attract more experienced staff with the low salaries offered. PMs are also paid differently by WVDF, Child Fund, and ERDA, and have a very similar level of responsibility. Apart from the fact that ERDA manages a slightly smaller number of areas and staff, the job very much requires a manager of equal caliber to the other associate managers. From the perspective of the evaluator it would have been preferable to establish a project specific salary structure rather than follow the agency structures.

There is also an issue with the balance of workload and remuneration of the PEOs. PEOs have the responsibility to manage the outputs for selected geographical areas, usually defined by one or more *Barangays*, municipality LGU and a quota of child beneficiaries of 1,000 to 1,500. The most loudly raised concern during the evaluation was the workload of PEOs, and the related issue of salaries. While most of those PEOs interviewed reported that they can manage the workload, they also said that they find it overwhelming at times. The responsibility for delivering on all four outputs falls on their shoulders. The project director also expressed concern about the work-life balance of staff as a number of staff work on weekends when the children and community partners are most available for meetings and/or trainings. The demonstrated energy and commitment, which the PEOs bring to their work, earned them the title of “super heroes” of the ABK 2 Initiative among other staff; the evaluator concurred.

The relatively low salaries of project staff within the NGO market has possibly contributed to some staff leaving for better paid or more long-term posts. The demanding workload and the high standards set by some of the exceptional staff who are about to leave their positions means it will be a great challenge for newcomers to get up to speed. The allocation of 7 *Barangays* to one PEO, who is about to leave to take up an AusAID scholarship, should perhaps be re-considered when the post is re-filled. The hiring of an additional PEO in Cebu as proposed in the cost increase to assist with the CSEC caseload is expected to go some way toward addressing this issue.

The evaluator would also recommend that the project consider reducing the number of *Barangays* that any one PEO has to manage and perhaps forming teams rather than each PEO working alone.

An issue raised related to the budget available to the three agencies is that ERDA as a national NGO did not qualify for the overheads cost that World Vision and Child Fund are able to receive as international agencies based in the United States. This means that ERDA is more stretched with its resources in implementing the project. It was noted after the evaluation visit that the WVDF finance department has recently scheduled an orientation for ERDA on how to address this concern. This aspect of USDOL funding guidelines might warrant attention in future projects. The evaluator can only note that the issue was raised and is not in a position to recommend a solution.

#### **4.9.5 Financial Management**

World Vision practices stringent management procedures for the release of funds to associates and field staff. PEOs must submit their activity reports and expenditures acquitted on a monthly basis and submit a work plan and funding requests monthly. Expenditures need to be acquitted before subsequent funds will be released.

Financial performance analysis has been held up recently, however, due to the resignation and until now, lack of replacement of the project's grant accountant. World Vision has delegated another finance officer from their general program to fill this role in the interim.

## V EFFICIENCY

### 5.1 COST-EFFICIENCY

The total grant funding of the project is US\$5.7 million, with matching funds contributed by the grantee amounting to US\$928,687. While it is difficult to put a cost value on the direct and long term impacts of the project, and benchmarks for what constitutes cost-effectiveness are not readily available, a judgment can be made in comparison with projects of a similar nature dealing with child labor issues in the region. In this broad sense the project is considered very cost-efficient given its large scale, reaching 9 provinces, 15 cities, and 22 municipalities, and it is expected to impact directly 30,400 children. Long-term impacts of the project are also expected to be achieved in terms of system-wide changes to education access for child workers and a range of government and civil society institutions strengthened to continue to tackle the issue.

The share of the budget allocated to major categories of expenditure as shown below is considered to be reasonable in terms of the share of direct costs between implementation costs and personnel. Personnel and fringe benefits comprise 44% of the grant budget and implementation costs, including travel and equipment costs, make up 47%, excluding the Negotiated Indirect Cost Recovery Agreement (NICRA) allocation to management overheads.

**Table 6: Budget Allocations to Major Expenditure Categories**

Budget Category	Total grant budget costs at (July 14 revision) US\$	% of Direct costs
Personnel	1,332,448	31
Fringe benefits	551,425	13
Implementation	1,650,457	38
Travel, equipment services	242,669	9
Other direct costs/cost increase provision	402,127	9
<b>Total direct costs</b>	<b>4,337,155</b>	<b>100</b>
Indirect costs (NICRA)	1,362,844	N/A
<b>Total Budget</b>	<b>5,700,000</b>	<b>N/A</b>

### 5.2 EFFICIENCY OF IMPLEMENTATION STRATEGIES

In terms of financial allocation to the implementation of strategies, the largest share of the budget is allocated to the education output (US\$1,125,649), followed by the institutional strengthening output (US\$219,058), awareness (US\$187,642), and livelihood strengthening (US\$118,108). This allocation reflects the central importance placed on the education outputs; however, the allocation to livelihood training and facilitation of access to microfinance for families and youth beneficiaries could have been given greater attention and correspondingly reflected in the budget.

Many of the promotional videos used to introduce the project were developed by the ABK 1 Initiative, contributing to cost-efficiency in this area. The Advocacy & Communications Specialist noted, however, that the overall budget for IEC and awareness training seminars is quite tight, requiring a resourceful approach including obtaining private sponsorship for events whenever possible, and organizing site visits to coincide with other events to save on transport costs.

The human resource allocation of 3 specialists on staff (4 with the addition of CSEC), 3 project managers, and 29 field level staff is considered quite lean, considering this project is largely implemented by the staff team rather than through contracts or partnerships with other agencies. The ratio of field staff to beneficiaries is around 1:1,000. This represents a major workload for the PEOs who are expected to deliver on the education, institutional development, and livelihood outputs, as mentioned previously. An alternative might have been to allocate teams of PEOs to any given province or municipality who could share the work of the four outputs.

As suggested in the final evaluation of the ABK Phase 1 Initiative, perhaps a greater concentration of *Barangays* in any one municipality rather than aiming to cover so many across the nine provinces would have led to greater effectiveness and efficiency in the implementation. The project has tended to pursue a breadth rather than depth of coverage and impact approach, in planting seeds of models for replication in many areas and aiming for a wide impact. However, given that the ABK 2 Initiative mostly works in the same municipalities as the first phase, and builds on those relationships and structures established, the approach taken is justifiable.

### **5.3 EFFICIENCY OF FY2009 COST INCREASE**

The cost increase of US\$200,000 approved under the July 2009 Project Revision provides for:

- Recruitment of a CSEC welfare specialist,
- Recruitment of an additional PEO to deal with the expected increased beneficiaries, especially those engaged in CSEC,
- Increased numbers of child beneficiaries engaged in scavenging by 400; and
- Expanded provision of educational services including story teller trainings, learning center improvements, and possible replication of educational carts as well as support to classroom rehabilitation.

These expansions of staff and services constitute a wide range of potential benefits. The evaluation considers the staff additions to be particularly strategic in the interests of improving performance in providing more tailored assistance to children who are being sexually exploited. However, the cost increase activities have not yet been implemented; therefore the evaluation cannot assess the effect on project performance.

## VI IMPACT AND EMERGING GOOD PRACTICES

### 6.1 IMPACT MEASURES

The evaluation has commented on qualitative indications of the impact of the project under the discussion of project effectiveness in Section 4. At this stage in the project's implementation it is too early to assess impact more definitively; however, a brief discussion follows of the project's impact on withdrawing and preventing children from engaging in child labor as measured quantitatively through the project's monitoring and reporting against the Project Monitoring Plan indicators.

**Table 7: Number of Children Withdrawn/Prevented and in Progress (30 September 2009)**

School Level	Girls	Boys	Total withdrawn/prevented	In progress	Total assisted
Elementary	4,450	4,750	9,200	3,748	12,948
High school	3,318	2,826	6,144	2,888	9,032
ALS	37	78	115	158	273
Voc tech	61	46	107	6	113
<b>Total project achievement</b>	<b>7,866</b>	<b>7,700</b>	<b>15,566</b>	<b>6,800</b>	<b>22,366</b>
<b>Targets for this date</b>	12,000	12,000	24,000	<b>N/A</b>	<b>24,000</b>

Source: M&E specialist, Child Folder System reporting.

Note: To be classified as withdrawn or prevented the child must have remained in the education service for the 6 months prior to TPR reporting, as well as satisfying criteria for stopping work or reducing working hours and hazards.

Of the total number of children assisted, 15,566, or 69%, have been validated as withdrawn or prevented from exploitive labor. The remaining 6,800 children are in the process of validation, which means that they have not yet qualified as withdrawn or prevented through education service provision or are continuing to work.

Considering that each of the child beneficiaries is monitored individually and rigorously, this is considered to be an impressive level of impact. This figure combines both those engaged and at risk, however. A more stringent assessment of impact to date would be the rate of children who were engaged in exploitive labor when first encountered, who have since been withdrawn. The project assisted 14,380 children in child labor engaged as of August 2009, and 7,580 are now considered to be withdrawn, representing a withdrawal rate of 53%. This level of impact is expected to increase as those children still being validated are included in the "withdrawn" figures. A cautionary note on the interpretation of these data is that the number of children assisted is not a fixed cohort of children from the beginning of the project to the end date, as children may drop out for various reasons, such as school completion or moving residence, apart from dropping out of school or returning to work.

The M&E specialist has compiled data on the status of those remaining to be classified as follows:

**Table 8: Current Work Status of Assisted Children “In Progress”**

Sector	Not working	Stopped working	Reduced working hours	Still working	Total
CDW	80	294	142	652	1,168
Commercial agricultural	4	25	63	292	384
CSEC	25	35	43	238	341
Drug peddling	0	0	0	1	1
Fishing	16	17	9	264	306
Mining and quarrying	47	34	112	67	260
Pyrotechnics	0	0	0	0	0
Scavenging	147	127	109	870	1,253
Sugarcane	56	469	1,048	1,514	3,087
<b>Total</b>	<b>375</b>	<b>1,001</b>	<b>1,526</b>	<b>3,898</b>	<b>6,800</b>

The “in-progress” data, though yet to be fully validated and incorporated into the summary data, suggest that there are still approximately 4,000 children, or 18% of those who have been assisted with educational support who are still engaged in exploitive work. This figure represents the challenge faced by the project to assist them to withdraw from work. The sectors where children are still working are fairly representative of the distribution of sectors of the project’s intervention. It is important to note that the project does not consider a reduction of the working hours of children engaged in CSEC to qualify as “withdrawn” as per USDOL definitions. However, for tracking purposes the project still monitors these data to assess the progress, or lack thereof, of individual children.

## **6.2 EMERGING GOOD PRACTICES AND POTENTIAL MODELS**

The evaluation highlighted a number of outstanding practices and approaches being developed by the project that are recommended to be recognized and promoted as good models for addressing child labor and which have potential for wider replication.

### **6.2.1 Sector-specific Approaches**

While many of the project’s education strategies are common across sectors, there are some emerging good practices and lessons learned about how to assist children working in particular sectors of child labor. These lessons are yet to be fully documented; however, those noted in the evaluation included the provision of training on occupational safety and health and the provision of protective equipment for children working in sugarcane plantations. The provision of catch-up tutorials also seems to be particularly effective for children found in agricultural work since they

are often absent from school for short periods to help their families, although it does not negate the need to eventually withdraw children from such work. The provision of night high school was also found to be a solution to assist children in domestic work. In the case of CSEC the project recognized the unique strategies needed to address the multiple vulnerabilities faced by these children and the need to provide life skills, counseling and alternative economic opportunities and job skills.

### **6.2.2 Comprehensive Beneficiary Monitoring System**

The Child Folder System developed by the project represents an effective system for monitoring the progress of individual child beneficiaries. The system captures information about work status and educational attendance and incorporates an assessment of the work hazards of working children. The CWGs responsible for monitoring child beneficiaries' progress are capable and willing to carry out the work of monitoring the children. Beyond their immediate role of monitoring and evaluating the project, the community-based monitoring process, including home, school and workplace monitoring, offers a potential approach that could be developed for monitoring the situation of working children more widely beyond a project setting if its' membership was expanded to include labor inspection officers.

### **6.2.3 High-quality Training Programs for Raising Awareness on Child Labor**

The project has produced a wide range of training programs for children, parents, community members, and teachers on child labor. The quality of the programs is an indication of the value of building on the approaches developed in the first phase of the ABK Initiative. Based on a review of the training contents and the comments of stakeholders, the evaluator considers that the training materials, methodologies and programs developed by the ABK 2 Initiative are consistently of a high standard and incorporate participatory learning approaches. The training and orientation sessions for children incorporate games and learning through drama and art which the children appreciated. Among all groups of participants, training incorporating "Child Labor 101" appears to have been highly effective not only in improving understanding of child labor, but in fostering champions. These materials could be promoted for use by other projects on child labor.

### **6.2.4 Teachers Trained as Advocates and Recognition of Training by the DepEd**

The teacher training series is a unique contribution of the project to developing teachers' capacity to be informed and active advocates against child labor. The project achieved recognition by the DepEd for training through gaining service credits for teachers, (i.e., the time spent in training counts toward teachers' working hours). The teacher training series could be further promoted to become recognized as DepEd In-Service Training.

### **6.2.5 Integrated Package of Awareness and Improved Education Access**

The successful integration of awareness raising among individual families and children combined with support, material incentives and after school options to assist children to attend school and withdraw them from exploitive work has strong indications of being effective in reducing child labor.

### **6.2.6 Nurturing child advocates for child labor**

A comparative strength of the ABK 2 Initiative associates is their experience in nurturing child leaders and providing an opportunity for them to work both as peer educators and as advocates for the cause of child labor, participating in child rights events from regional to national levels.

### **6.2.7 Building a Network of Community and Government Advocates**

The ABK 2 Initiative approach to networking for child labor is to create some new structures, such as CWGs and to help existing structures, such as the *Barangay* Councils for the Protection of Children, BCAs and Municipal and Provincial Child Labor Education Task Forces initiated under the first phase of the ABK Initiative to become functional and responsive to child labor. While the approach continues to be a challenge to deal with a wide array of institutions, it is considered promising as a long-term means of maintaining a multi-sectoral response to combating child labor.

## VII SUSTAINABILITY

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### 7.1 PLANNING FOR SUSTAINABILITY

A key feature of the project design that contributes to sustainability is the inclusion of the institutional strengthening component, which has strengthened community groups and government structures to continue the work of advocacy on child labor and to push for legal measures and funds allocation by relevant authorities and at appropriate levels. The level of engagement of local government agencies at *Barangay*, municipal, and city levels is encouraging in many localities as has been discussed in Section 4.6.

The project Sustainability Matrix contains a detailed framework for addressing sustainability and covers the major issues in sustaining the project benefits across each of the focus areas. However, it is perhaps too ambitious in the range of institutional mechanisms that are expected to be functioning effectively within a four-year term, given that much of the effort in the first two years has gone into selecting beneficiaries and implementing the education improvement models. According to the exit strategy, local government and project initiated structures (LGUs, Local School Boards [LSBs], CWGs and BCPCs) are expected to have the political will and financial capacity to continue their efforts to combat child labor after project funding ceases. To maximize the chance of success the project needs to identify more clearly which agencies will take responsibility for maintaining each of the interventions. The evaluation found that the TWG members are very mindful of the need to build sustainability across the project endeavors. At mid-point in the project life it is timely to prioritize and streamline elements of the sustainability plan, including setting a timeline for its implementation. By the fourth year of the project the process of handing over certain project interventions such as the responsibility for providing school supplies and continuing to provide catch-up programs needs to be put into action.

### 7.2 OPPORTUNITIES AND CHALLENGES FOR SUSTAINABILITY

#### 7.2.1 Community-level Structures

At the community level, the CWGs are well established on the whole and indicate their willingness to continue to operate beyond the project life to monitor the child labor situation and advocate for *Barangay* resources, the passing of local ordinances and material support to child workers. One adjustment that might assist in their sustainability suggested by the evaluator would be to simplify the subcommittee structures within the CWGs. The legal recognition of CWGs by *Barangay* councils is also a mechanism to support their continuation, as suggested in the sustainability matrix.

#### 7.2.2 *Barangay* and Municipal-level Support

At the *Barangay* level, the good relationships established with *Barangay* captains and *Barangay* Councils have resulted in contributions of buildings for *Barangay* LRCs and finance for building renovation, as seen, for example, in Tamisu *Barangay* in Bais City of Negros Oriental and in *Barangay* Maninohon in Bayawan City. One of the challenges to continued support at *Barangay* and the municipal level raised by staff during the evaluation is that the upcoming elections and

changeover in municipal mayors and *Barangay* office bearers means that the project will have to renew its efforts with incoming office bearers.

The support of mayors and LGUs, particularly through the CLETFs, is strong in some municipalities, particularly where there are functioning CLETFs, and weaker in others where mayors or line agencies have been unsupportive. This represents an ongoing challenge for the project to maximize the participation and resources of the local government departments.

The question of how to sustain the provision of school supplies to help child workers stay in school is being discussed by the TWG and project staff. Options being considered include advocating for LGUs (municipal and city) or LSBs to provide funds for material support to child laborers, by advocating that LSBs allocate a budget toward children's welfare. The project is also planning to facilitate eligible child beneficiaries to apply for the government financial support to Grade 6 learners' fees through the Government Assistance to Students and Teachers in Private Education Act. At the community level, other possibilities are the strengthening and replication of the community savings groups (COMSCAs) whereby families could use the funds generated to supplement their education costs. Public-private partnerships through private corporation sponsorship of schools have been secured in some instances and offer future potential. The consideration and pursuit of such options remains a challenge to be addressed in the coming two years.

### **7.2.3 Coordination with National Government Departments and Child Labor Committee**

The project has been proactive in establishing memoranda of agreements with both DOLE and DepEd with the aim of gaining recognition and support for the project education and livelihood interventions and toward mainstreaming ABK 2 initiatives in government policy and programs. Relationships with both departments appear to have been well maintained with the key bureaus in each department at the national level and their representatives at the regional and local levels. This was affirmed by the representatives of DOLE and DepEd who were met by the evaluation team.

The project has fostered a strong relationship with the DepEd and the Department recognizes the contribution of the project in implementing policy, such as the Open Enrollment Policy in Region 7 where the ABK 2 Initiative has worked closely with schools to implement flexible entry for working children throughout the school year, as well as the overall contribution of the project for the Education for All agenda.

The DOLE representatives expressed that they would like to have more feedback from the project regarding the extent of impact in selected provinces, information provided by the project monitoring database and the results of the project interventions in terms of rates of children in school and out of school. A senior DOLE representative at the stakeholder meeting held in Manila suggested that the project should take the opportunity to cooperate more closely with the regional field officers responsible for Kasama, since the DOLE staff does not have sufficient resources for community outreach.

In order to optimize the opportunity for the ABK Initiative's approaches to be mainstreamed by DepEd and DOLE, it was suggested at the stakeholder's meeting that the project might do well to review its memoranda of agreement with both DepEd and DOLE and make them more concrete.

The project has had active representation on the National Child Labor Committee through participation on the Education Sub-group, and is a recognized player in national advocacy along with other coalitions such as the Visayan Forum.

#### **7.2.4 Partnerships with International and Local Nongovernment Agencies**

With regard to other international agencies playing a key role on child labor, the USDOL-funded ILO-IPEC project of support to the Philippines Timebound Program ceased prior to the start of the ABK 2 Initiative. However, the project has maintained contact with ILO-IPEC and jointly participated in national advocacy efforts. The ILO-IPEC representative confirmed that the project director has ensured collaboration in public events including the World Day Against Child Labor. In view of the newly launched ILO-IPEC project funded by USDOL, there is a new opportunity for sharing the lessons learned by the ABK 2 Initiative with ILO-IPEC, particularly with regard to the role of the CWG, which could serve as a model for neighborhood child labor monitoring.

The ABK 2 Initiative has also maximized its networks with other child focused NGOs as part of the National Coalition for Children's Participation, which includes child leaders trained by the project in national children's forums such as the National Children's Congress.

#### **7.2.5 Specific Issue of Sustainability of the Livelihood Component**

In order to sustain the benefits of livelihood training provided so far, it is recommended that the project map the existing sources of microfinance available through government and private sources and decide on the strategy to harness additional expertise in livelihood to help beneficiaries access such funds and support small business planning.

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## VIII CONCLUSIONS AND RECOMMENDATIONS

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### 8.1 CONCLUSIONS

The Midterm Evaluation found that the ABK 2 Initiative has a well-integrated design for addressing child labor through its combination of broad-based attitudinal change efforts regarding the unacceptability of child labor, targeted improvements toward children's access to education, and institutional strengthening, especially at the local level.

The project has made strong progress in its first two years and in its efforts in the provision of educational services to child workers specifically; it has developed to a level of maturity based on the experience of the first phase.

The evaluation identified some specific areas where the project could intensify its efforts, namely in the provision of services to out-of-school children and children who are sexually exploited, is also recognized in the project's strategy under the 2009 revision.

With the level of commitment and, very often, passion for this work demonstrated among the ABK 2 Initiative staff during the Midterm Evaluation and the level of engagement that has been engendered among communities, schools, and local governments, the prospects for achieving the project objectives and making a lasting impact look very good.

### 8.2 RECOMMENDATIONS

The recommendations are based on the evaluator's consideration of all of the information available to the evaluation and the evaluator's reflection on the recommendations of stakeholders for the project to maximize its performance and meet its objectives by the end of the project to ensure that its benefits can be sustained.

The following recommendations are directed primarily toward World Vision and its associates or to other stakeholders where relevant. The recommendations are organized under thematic headings.

#### 8.2.1 Management and Staffing

1. It is recommended that the remuneration structure among the three associates at the PM and PEO levels should be reviewed with a view to creating a more equitable salary structure.
2. It is recommended that the TWG should review provincial education officer workload in terms of the number of *Barangays* managed and their child beneficiary caseload. Solutions that may be considered to reduce and rationalize their workload are: (a) adjust the division of labor among PEOs as outlined in the project revision; (b) identify ways in which the workload could be reduced by the education officers taking up some of the responsibilities; (c) devolve the entry of monitoring data to CWG volunteers; and (d) recruit additional PEOs in priority areas.

## **8.2.2 Technical Support to Project Outputs**

1. It is recommended that World Vision national office make it a high priority to recruit the specialist for CSEC as soon as possible to enable the cost increase related to this position to be fully utilized for its intended purpose of improving the services provided to children in this sector.
2. Once recruited, it is recommended that the CSEC specialist should identify sources of psychosocial support and develop referral guidelines for children found in CSEC.
3. The project should pursue research on the mobility of children engaged in CSEC and child domestic work and identify ways of reaching more children in these sectors.
4. Provide increased focus on identifying OSC/OSY who are in WFCL, especially those in domestic work and CSEC, and assist them to access ALS and psychosocial services, vocational training, or formal education according to their needs.
5. Given the constraints the project has encountered in providing children access to ALS and vocational training the project may wish to re-examine the feasibility of target numbers of beneficiary children set for ALS and vocational training. Regardless of a possible adjustment to the targets, it is suggested that the project expand efforts to tailor nonformal education provision to the needs of OSC/OSY and focus more attention on helping older children access vocational and technical training in marketable skills.
6. The project management should consider cost-effective options for recruiting up to three livelihood specialist officers to assist PEOs to advance access to livelihood funds for families. Ideally such officers could be assigned on a regional basis (Luzon, Visayas, and Mindanao) or assigned to each associate. Depending on funding availability, provision of livelihood officer/s could be prioritized to the areas which are experiencing challenges such as Leyte in the Visayas.
7. The livelihood development efforts could be advanced through mapping the available sources of microfinance support to beneficiary households in targeted localities, and by closer liaison with the DOLE regional staff responsible for Kasama . To further this end World Vision, CF and ERDA should seek accreditation as accredited co-partners with DOLE Regional Offices for beneficiary families or facilitate LGUs to do so. In addition the project could draw on skills training and agricultural livelihood expertise available through the Department of Agriculture, Department of Science and Technology, Department of Trade and Industry and the Technical Education and Skills Development Authority.
8. Continue the efforts to institutionalize child labor concerns through the framework of *Barangay* level and municipal level structures including advocacy for the registration of Child Labor Education taskforces.

### 8.2.3 Community-based Advocacy

1. It is recommended that the project promote the varied membership model of CWG including parents of beneficiaries, non-beneficiary parents, teachers, and *Barangay* staff.
2. It is recommended that the capacity of CWG groups to use and analyze the monitoring data be built up, so they can see how the information impacts the situation in their *Barangay*.
3. The ABK 2 Initiative should develop strategies to increase the participation of boys in child leadership and men's participation in the CWGs. Strategies might include the promotion of male role models as leaders and the inclusion of recreational and social activities attractive to boys.

### 8.2.4 Monitoring and Evaluation

1. In addition to recording data on the key indicators of numbers of children withdrawn and prevented from involvement in child labor, it would be useful to present a fuller picture of effectiveness if data on the rate of continuation in child labor, return to child labor, and those who drop out of school among the total number of children who are assisted by the project could be analyzed. This would assist in presenting the extent of impact and the challenges in addressing child labor.
2. If feasible, it is suggested that the rate of OSC/OSY at the start of the project assistance, and those who are subsequently enrolled in formal and informal education, be identified through the Child Folder System for comparison with the rate of OSC/OSY at the end of the project in order to evaluate the project's impact on bringing out-of-school children into education programs.
3. It is recommended that an indicator of the rate of beneficiaries accessing microfinance support for livelihood improvement be added to the Performance Monitoring Plan under Output 4.
4. In order to understand the impact of providing school materials on parents sending children to school in more depth for the benefit of future activities, it would be useful to conduct a small-scale qualitative research exercise to explore whether it is the financial incentive or change in attitude that is the most influential factor in parents keeping their children in school.
5. With regard to the provision of school meals and other services to help keep children in school, the project could advocate for an expanded government-funded program for school meals or private sources of support.

## **8.2.5 Replication and Sustainability**

1. It is recommended that the project increase the sharing of effective models and approaches used by the associates in different areas through exchange visits.
2. With regard to the E-cart and E-Mo models, it is recommended that the project assess their effectiveness in contributing to the prevention of child labor and children's enrollment in education, and that it expand these services to new areas if they are proven effective.
3. As part of the exit strategy, it is recommended that the project identify more clearly which agencies or institutions will take responsibility for maintaining each of the project interventions.
4. In order to increase the prospect of sustaining material support, in the form of school supplies, to children engaged in or at risk of child labor, the project should promote the responsibility of the LGUs to allocate funds for support to priority families once the project ends.
5. It is recommended that the project management and education specialist work toward a more concrete memorandum of agreement with the DepEd, including recognition of the ABK 2 Initiative teacher training as approved in-service training.
6. It is recommended that the project revisit the memorandum of agreement with DOLE—particularly to identify areas where the project and DOLE can coordinate access to Kasama funds and vocational training. It is further recommended that meetings between DOLE and the ABK 2 Initiative project managers be held to enhance reporting and coordination, at the national, regional, and provincial levels of operation.
7. It is recommended that the ABK 2 Initiative hold a workshop on child labor for the project managers of the new ILO-IPEC project to share and identify areas of mutual learning and complementarity of the project. Some specific areas of project success that should be highlighted are the project's experience in developing local partnerships for child labor prevention and monitoring and the community-based approaches to child labor monitoring and advocacy through the CWG approach.
8. It would be useful for the ABK 2 Initiative to develop a compendium of the project's good practices, as well as documentation of any specific assistance strategies found effective in withdrawing and preventing children from working in different sectors, to serve as reference material to other implementers of child labor programs.
9. Beyond the ABK 2 Initiative, future child labor projects funded by USDOL, which include an economic development component for beneficiary families, should incorporate a clearer livelihood strategy. USDOL might consider the option of providing microfinance seed loans, supported by appropriate microenterprise skills, where local sources are not accessible.

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# **ANNEXES**

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## ANNEX D: INDIVIDUAL RESPONSES AT STAKEHOLDER MEETINGS

Respondents: PEOs, Government agencies, children (BCA members), CWGs, DepEd, Local Government Units and NGOs.

**Table 1. Most significant changes as a result of the project**

Most Significant Changes	Cebu	Manila
Children go to school because of the program – inspired, motivated, fewer absences, go back to school, reduced drop out, OSC back to school, go to school despite financial difficulties	31	38
Community awareness of CL and importance of education – children and parents, teachers. Difference between CL and child work, NGO awareness	17	22
Child labor reduced, fewer children in sugar plantations, partially eliminates child labor	12	13
Children have time to enjoy childhood, uplift their morale, love of learning, restore dignity	4	
<b>Children become leaders in BCA</b> , children’s self confidence, voices	8	3
Program for children in CSEC; ALS stops prostitution of children	3	
<b>Stakeholder partnerships:</b> Increased no. stakeholders engaged, local agencies more aware, relationship between staff and Bgy officials, community officials engaged, LGU and parents participate, LGU commitment, stakeholder roles; partnership with LGU and private schools	10	9
<b>LGU commitment of funds</b> , scholarships, development plans	12	
Parents’ responsibility increased/happy children in school/supplies help parents afford school	2	7
Importance of monitoring work status of children	1	
<b>Local Institutions:</b> Functional CLETF, BCAs, BCPC organized and children and parents participate, CWG recognised by BCPC, CWG recognised by Bgy resolution	5	3
<b>Laws:</b> Ordinances passed on child labor and welfare	2	
Parents and children organised (in CWG), parents become advocates	1	2
Personal inspiration of PEO increased to work against child labor		1
Open enrolment helps children stay in school		1
<b>Impact on teachers:</b> As a teacher increased my understanding of child labor; teachers schools become advocates; all teachers in entire barangay become advocates	3	4

Most Significant Changes	Cebu	Manila
Supports EFA goals	1	
ALS enrolments benefit children/A &E testing	1	
Advocacy to other barangays		1
Reduced burden on government	1	
<b>Total respondents</b>	<b>62</b>	<b>61</b>

**Table 2. Biggest Challenges Faced by the Project**

Challenges	Cebu	Manila
Local government not committed/gaining support of barangay leadership/lack barangay coordination/community and teachers are passive/teachers' time limited/partnership between LGU and private schools/negative attitude school head	8	18
Some parents not active/cooperative/non ABK parents not interested	18	6
Poverty, hardship – parents want children to continue to work; children expected to contribute income/supplies not enough to convince parents	9	12
Sustainability/funding/sustainability through LGUs – limited funding/sustainability after project ends; sustainability of CWG, CLETF,BCA; funds allocation from school board	10	12
Upcoming elections: new officials may not support	6	9
Drop outs despite assistance/motivating beneficiaries to continue studies/children continue to work to help families	5	6
Lack support school staff, DepEd/Teacher time limited/Better coordination in schools/schools need to be well informed of assistance	1	2
Insurgency problems/political problems	2	5
Local attitudes, parents' attitudes towards child labour and rights of children/parents' attitudes hold children back/community not happy with role of CWG	2	5
Areas hard to reach/rainy season/upland areas		6
Identifying child labourers		1
Costs of travelling to school leads to drop out	2	1
Creating livelihood opportunity for parents, siblings	2	2
Poor study habits		1
Specialists need to be more coordinated, work as a team; common activities done on time		1
PEO workload/time management	2	2
Monitoring children, rain or shine		2
Many children still need assistance/still working	2	5

<b>Challenges</b>	<b>Cebu</b>	<b>Manila</b>
Some activities, training not attended/parents not attending regularly, come when they have snacks		2
Parents asking financial assistance		1
How to encourage OSY to continue education		2
Competing with more urgent concerns;poverty, climate change, natural disaster		2
Providing learning resources, library, computers		1
Extending to other barangays	2	1
Community tutorials challenging for child leaders		1
Delayed distribution of school supplies		1
Addressing needs of children in CSEC	3	
Previous NGO in Leyte made bad impression	1	
<b>Total respondents</b>	<b>62</b>	<b>58</b>

**Table 3. Recommendations for the second half of the project**

<b>Recommendations</b>	<b>Cebu</b>	<b>Manila</b>
Provide livelihoods support for parents, capital, skills training, job placement, strengthen livelihoods component with careful monitoring, link LGU for livelihoods project, microfinance cooperative, hire livelihoods specialist and build capacity of PEOs and CWGs (2)	16	21
Assist more children, expand to other barangays, municipalities, find more children in CL, extend through sponsorship	16	8
Continue assistance, extend the project duration	5	15
Strengthen sustainability planning	2	6
More capacity training for CWG, BCA, CLEFT for sustainability, teachers, consensus within CWGs and BCAs	7	7
Increase stakeholder participation, partnership and commitment – LGUs responsibility beyond project, incorporate in municipal development plan, Bgy commitment and budget for BCPC, DepEd, continue community partnerships	11	6
More coordination at regional level – Child Labour Committee and Dep Social Welfare and Development; constant information sharing with lead implementing agencies	1	3
Advocacy with newly elected officials		1
Recruit more volunteers	1	1
Sustain awareness activities on child rights, continue/intensify community advocacy, with parents, roadshow on advocacy and social mobilisation, more IEC materials	8	5
Replicate good practices in education		1

<b>Recommendations</b>	<b>Cebu</b>	<b>Manila</b>
Increase level of direct assistance, financial support	1	3
Hire one more PEO to reduce burden, enable better life balance		1
ABK2 national office more open and consultative		1
ABK2 specialists should coordinate more		1
Advocacy at provincial level		1
Feeding program for malnourished children		1
More instructional materials in maths, science etc., more school infrastructure support, assistance for existing LRCs	2	1
Find support for secondary and vocational education, college	1	1
On time material assistance		1
Training in fund raising for sustainability		1
More support for ALS/Out-of-school children/street children/ALS centre	3	2
Safe house for CSEC children, livelihood program for CSEC, continued focus on education for children in CSEC	2	
Motivate more children to go back to school		1
Other innovative education practices, outdoor activities	1	1
Health assistance to children, those exposed to hazards	1	
Project manager keep up her great support	1	
Push for local laws and ordinances for child protection	1	
Tap the planters' group, private enterprise	2	
Improve children's study through monitoring, awards	2	
Cover ABK children with WV ADP support	1	
Share data and accomplishments among province stakeholders		1
Mobile cart for every village far from barangay centre	1	
<b>Total respondents</b>	<b>60</b>	<b>60</b>

## ANNEX F: TOR CROSS-REFERENCE

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**PROJECT NAME: ABK Initiative Phase 2**

**Country: Philippines**

**Midterm Evaluation Report**

**Date: March 2010**

**Cross Reference of USDOL Questions in TOR and Answers in the Evaluation Report**

Relevance	
Question in TOR	Page #
1. Have the program assumptions been accurate and realistic? How, if applicable have critical assumptions been changed?	12
2. Does the project design seem to be adequately supporting the five EI goals? If not, which ones are not being supported and why not?	8
3. What are the project's main strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL? Please assess the relevance of these strategies.	7-8
4. What are the main the main obstacles or barriers that the project has identified as important to addressing child labor in this country (i.e. poverty, lack of educational infrastructure, lack of demand for education etc.)? Has the project been successful in addressing these obstacles?	7
5. Is the project design appropriate for the cultural, economic, and political context in which it works? Is the project design appropriate within the donor environment, including USDOL's past efforts?	9-10
6. How has the project design fit within existing initiatives, both by the government and other organizations, to combat child labor?	9-10
7. Please assess the relevance of the project's criteria for selecting (action) program regions and sectors and subsequently project beneficiaries.	10-11
8. Are gender issues addressed in the design?	11
9. What other major design and/or implementation issues should be brought to the attention of the grantee and DOL?	10-11

<b>Effectiveness</b>	
<b>Question in TOR</b>	<b>Page #</b>
1. Has the project accurately identified and targeted children engaged in, at risk of working in, the target sectors identified in the project strategy (sugar cane plantations, other commercial agriculture, child domestic work, commercial sexual exploitation, deep-sea fishing, mining/quarrying, garbage scavenging, and pyrotechnics)? In a larger sense, did they accurately identify the <i>worst</i> forms of child labor in the country?	10, 15-17
2. How did the project respond to recommendations of Phase I of the project?	19
3. At midterm, is the project on track in terms of meeting its targets/objectives? If not, what seem to be the factors contributing to delays and how far behind are they in terms of target numbers and objectives?	13-15
4. Assess the effectiveness of the “direct action” interventions, including the education interventions provided to children (i.e. formal and non-formal education, educational opportunities during school breaks, and vocational training). Did the provision of these services result in children being withdrawn/prevented from exploitive labor/trafficking and ensure that they were involved in relevant educational services?  a. In particular, please assess the effectiveness of project interventions that focus on withdrawing or preventing children from engaging in scavenging and commercial agriculture (copra, corn, mango, rubber and banana), two new sectors of the ABK2 project.	19-27  16
5. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children <i>prevented</i> and <i>withdrawn</i> from labor/trafficking.	19-27
6. How are the project’s implementation strategies contributing (or not contributing) to the desired project goals?	19-27
7. Assess the effectiveness of the specific models, such as the Tools for Understanding, Knowledge and Analysis of Situation (TUKLAS) model, on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.	28, 44, 45
8. Are adult and child participants satisfied with the types of activities and the ways in which the project is working with them?	21,22,26
9. Assess the effectiveness of the education component. Does the project effectively balance concerns regarding education and child labor?	19-28
10. Are the project’s strategies effective in addressing gender issues in child labor?	17, 33
11. Characterize the level of involvement and engagement of stakeholders (governmental, civil society, parents, teachers, children, other) in advocacy and monitoring related to child labor.	31-33

<b>Effectiveness</b>	
<b>Question in TOR</b>	<b>Page #</b>
12. Are there any sector-specific lessons learned regarding the types and effectiveness of the services provided?	16, 44
13. What monitoring systems does the project use for tracking the work status of children? Is it feasible and effective? Why or why not? How does the project monitor work status after school and during holidays?	33-36
14. How was the monitoring system transferred into the field?	33-36
15. What are the management strengths, including technical and financial controls, of this project?	36-40
16. What management areas, including technical and financial, need to be improved in order to promote success in meeting project objectives?	36-40

<b>Efficiency</b>	
<b>Question in TOR</b>	<b>Page #</b>
1. Is the project cost-efficient in terms of the scale of the interventions, and the expected direct and long-term impact?	41
2. Are the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?	41-42
3. Are the monitoring and reporting system designed efficiently to meet the needs and requirements of the project?	30-33
4. Please assess what effect, if any, the FY 2009 cost increase and related activities have had on the project performance. <i>(Note: The evaluation considered this question also as an 'effectiveness' issue)</i>	35, 42

<b>Impact</b>	
<b>Question in TOR</b>	<b>Page #</b>
1. What appears to be the project's impact to date, if any, on individual beneficiaries (children, parents, teachers, etc)? (Note: Addressed qualitatively in the Effectiveness section).	43-44
2. What appears to be the project's impact to date, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee etc)?	31-33, 46
3. What appears to be the project's impact to date, if any, on government and policy structures in terms of system-wide change on education and child labor issues?	48
4. If applicable, assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and non-formal interventions). How has the education quality improvement component been received by the government and the communities?	23 ,24 ,25, 26, 48

<b>Impact</b>	
<b>Question in TOR</b>	<b>Page #</b>
5. Are there any emerging trends or issues that the project should and/or could respond to in order to increase the impact and relevance of the project? Are there any emerging opportunities to take the work further/have greater impact?	44-46
6. At midterm, are there good practices by the project or the implementing partners that might be replicated in other areas, or considered to be innovative solutions to the current situation?	44-46

<b>Sustainability</b>	
<b>Question in TOR</b>	<b>Page #</b>
1. Has an exit strategy and sustainability plan been integrated into the project design? Will it likely be effective?	47
2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?	47-49
3. What have been the major challenges and successes in initiating and maintaining partnerships in support of the project, including with other USDOL-funded projects?	49
4. Assess the level of involvement of local/national government in the project and how this involvement has built government capacity and commitment to work on child labor elimination.	47-48
5. What have been the major challenges and opportunities, if any, of initiating and maintaining coordination with the host country government, particularly the National Child labor Committee and the Department of Labor and Employment, as well as other government agencies active in addressing related children's issues?	49
6. What have been the major challenges and opportunities, if any, of implementing coordination with the ILO-IPEC?	49
7. What have been some of the challenges and opportunities in working with international and/or multilateral local organizations?	49
8. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?	49
9. Taking into account the aspects of sustainability identified above, are there any preliminary indications regarding factors that will help or hinder the sustainability of the project?	48-49, 52-53
10. What additional steps need to be taken in order to promote the sustainability of project components?	52-52

## **ANNEX G: TERMS OF REFERENCE**

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### **TERMS OF REFERENCE**

**for the**

### **Independent Midterm Evaluation of**

**Combating Child Labor Through Education in the Philippines:**

### **The ABK Initiative Phase II**

Cooperative Agreement Number:	IL-16570-07-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	World Vision
Dates of Project Implementation:	September 30, 2007–September 30, 2011
Type of Evaluation:	Independent Midterm Evaluation
Evaluation Field Work Dates:	November 9–23, 2009
Preparation Date of TOR:	August 19, 2009
Total Project Funds from USDOL Based on Cooperative Agreement:	FY 2007 US \$5,500,000 FY 2009 US \$200,000
Vendor for Evaluation Contract:	ICF Macro Headquarters, 11785 Beltsville Drive Calverton, MD 20705 Tel: (301) 572-0200 Fax: (301) 572-0999

## **I. BACKGROUND AND JUSTIFICATION**

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

Since 1995, the U.S. Congress has appropriated over \$720 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

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

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

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

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

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

Since 1995, the U.S. Congress has earmarked some \$410 million to support the International Labor Organization’s International Program on the Elimination of Child Labor (ILO/IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO/IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; less comprehensive Country Programs; sector-specific projects; data collection and research projects; and international awareness raising projects. In general, most projects include “direct action” components that are interventions to remove or prevent children from involvement in exploitive and hazardous work. One of the major strategies used by IPEC projects is to increase children’s access to and participation in formal and non-formal education. Most IPEC projects also have a capacity-building component to assist in building a sustainable base for long-term elimination of exploitive child labor.

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

## 2. Child Labor Education Initiative

Since 2001, the U.S. Congress has provided some \$249 million to USDOL to support the Child Labor Education Initiative (EI), which focuses on the elimination of the worst forms of child labor through the provision of education opportunities. These projects are being implemented by a wide range of international and non-governmental organizations (NGOs) as well as for-profit firms. USDOL typically awards EI cooperative agreements through a competitive bid process.

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

## 3. Other Initiatives

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

### **Project Context**

The number of working children in Asia and the Pacific is by far the largest in the world and represents 18.8 per cent of the 650 million 5-14 year-olds in the region.<sup>2</sup> In the Philippines, children work in various types of agriculture, and engage in pyrotechnics production, deep-sea fishing, mining, and quarrying. Children living on the streets often engage in informal labor activities such as begging and scavenging. Children, primarily girls, are engaged in domestic service. Children are also involved in the commercial sex industry; those living on the streets in urban centers are particularly vulnerable to sexual exploitation. Children are also involved in the production and trafficking of drugs, and reportedly children are trafficked internally from rural areas to major cities, as well as abroad to work in factories, in prostitution, drug trafficking, domestic service, and other activities in the informal sector.<sup>3</sup>

USDOL has supported numerous initiatives in the Philippines, having devoted over \$16.2 million since 1995 to combat child labor in the country alone. USDOL has also contributed \$3.94 million to regional projects in Southeast Asia which include the Philippines. USDOL has funded a Timebound program of support project, implemented by ILO-IPEC and World Vision, targeting children involved in commercial sexual exploitation, mining and quarrying, pyrotechnics, deep-sea fishing, domestic service, and work on commercial sugar cane farms. The ILO-IPEC portion of the project, funded at \$5.2 million, ended in August 2007, withdrawing 19,125 children and preventing 11,963 more from exploitive work. The World Vision portion of

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<sup>2</sup>ILO-IPEC, "Asia and the Pacific," <http://www.ilo.org/ipec/Regionsandcountries/Asia/lang--en/index.htm>.

<sup>3</sup>USDOL, "USDOL's 2007 Findings on the Worst Forms of Child Labor," p. 275.

the project is ongoing. USDOL also funded two additional projects in support of the Timebound Program; a \$7 million ILO-IPEC project that withdrew 4,335 and prevented 4,560 children from becoming involved in armed conflict in seven countries, including the Philippines, as well as an additional interregional project allocating \$500,000 in the Philippines to substantially reduce the engagement of children in the worst forms of child labor. Both projects ended in 2007.<sup>4</sup>

In addition, USDOL funded a National Child Labor Survey (NCLS) in 1995 and 2001 aimed at the collection national survey data to improve the knowledge bases on the prevalence and conditions of child labor in the Philippines. USDOL provided \$500,000 to the ILO's Statistical Information and Monitoring Program on Child Labor (SIMPOC) working in collaboration with the Philippine National Statistics Office to conduct the data collection.

The Government of the Philippines has participated in these and other initiatives to combat child labor and child trafficking, and has implemented policy and legal frameworks to address these problems. The law prohibits the employment of children under 15 years except when working directly with a parent, when working in public entertainment is “essential,” and when the work does not endanger the child’s life, safety, health or morals or does not interfere with schooling. The Philippine law defines worst forms of child labor, and provides penalties for these WFCL. The Department of Labor and Employment (DOLE) is responsible for enforcing child labor laws through the labor standards enforcement offices.<sup>5</sup>

The Philippine National Strategic Framework for Plan Development for Children, 2000-2025, also known as “Child 21,” and the National Program Against Child Labor (NPACL) framework continue to serve as the primary Government policy instruments to prevent and eliminate child labor in the Philippines. In August 2007, the NPACL was renamed the Philippine Program Against Child Labor (PPACL) Strategic Framework 2007-2015, and new strategic goals were developed. DOLE implements the Rescue the Child Workers Program to monitor suspected cases of child labor and intervene on behalf of children in confirmed cases. The Department of Social Welfare and Development (DSWD) is the lead Government agency that provides support, primarily through 42 temporary shelters, for victims of trafficking.<sup>6</sup>

In addition to USDOL projects, the Government of the Philippines has participated in projects affecting child labor funded by other donors. UNICEF works actively with the Government to promote children’s rights, protect children from trafficking, and support educational improvements. The UN Trust Fund for Human Security is implementing a \$1.9 million program in the Philippines and Thailand to empower returned child trafficking victims. USDOS and USAID provide support to a number of anti-trafficking projects in the Philippines. The Philippines Education for All National Plan of Action includes child laborers as beneficiaries of education services.<sup>7</sup> The Philippines is an ILO-IPEC participating country,<sup>8</sup> and ratified ILO Convention 182 on the Worst Forms of Child Labor in 2000.<sup>9</sup>

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<sup>4</sup> USDOL, p. 278.

<sup>5</sup> USDOL, p. 276.

<sup>6</sup> USDOL, p. 276.

<sup>7</sup> USDOL, p. 278.

<sup>8</sup> USDOL, p. 276.

<sup>9</sup> ILO, “Convention No. C182,” <http://www.ilo.org/ilolex/cgi-lex/ratifce.pl?C182>.

## **Combating Child Labor Through Education in the Philippines: The ABK Initiative Phase II**

On September 30, 2007, World Vision received a 4-year Cooperative Agreement worth \$5.5 million from USDOL to implement an EI project in the Philippines, aimed at withdrawing and preventing children from exploitative child labor by expanding access to and improving the quality of basic education and supporting the five goals of the USDOL project as outlined above. In FY 2009, USDOL provided an additional US \$200,000 to expand services to children already in the project and increase the number of beneficiaries that would receive project services. World Vision was awarded the project through a competitive bid process. As stipulated in the Cooperative Agreement, as revised for the cost increase, the project targets 18,303 children for withdrawal and 12,097 children for prevention from work in the following sectors: sugar cane plantations, other commercial agriculture, child domestic work, commercial sexual exploitation, deep-sea fishing, mining/quarrying, garbage scavenging, and pyrotechnics. Project interventions will occur in the following regions and provinces: National Capital Region, Region III (Bulacan), Region V (Camarines Norte), Region VI (Ilo Ilo, Negros Occidental), Region VII (Negros Oriental, Cebu), Region VIII (Leyte), and Region XI (Davao del sur, Compostela Valley).

The project's goal is to achieve a sustainable reduction in the number of children involved in exploitive child labor in the Philippines. Specific objectives of the project include: strengthening and expanding alternative learning opportunities for targeted children, including skills-based learning and business education for children ages 15-17, "catch-up" programs, and education opportunities during school breaks; supporting the Department of Labor and Employment's pilot initiative to include a child labor module in its Quarterly Labor Force Survey; conducting action research on the WFCL, disseminating findings, and assisting local governments in using data to develop policies and programs; improving the capacity of household beneficiaries to access community resources to improve their economic status; and establishing national-level coordinating networks to support community engagement and sustainability of the project.

## **II. PURPOSE AND SCOPE OF EVALUATION**

OCFT-funded projects are subject to midterm and final evaluations. The ABK Initiative Phase II project in the Philippines went into implementation in September 2007 and is due for midterm evaluation in 2009.

### **Scope of Evaluation**

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

The evaluation should address issues of project design, implementation, management, lessons learned, and replicability and provide recommendations for current and future projects. The questions to be addressed in the evaluation (provided below) are organized to provide an

assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population.

## **Midterm Evaluation Purpose**

The purpose of the midterm evaluation is to:

1. Assess the relevance of the project and its key assumptions in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government;
2. Determine whether the project is on track toward meeting its objectives and identify the challenges encountered in doing so;
3. Provide recommendations toward how the project can successfully overcome challenges to meet its objectives and targets by the time of project end;
4. Assess the effectiveness of the project's strategies and activities and the project's strengths and weaknesses in implementation, to provide information to World Vision and its associates about what is working well and not so well and identify areas in need of improvement to inform the second half of the project; and
5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and identify steps that can be taken to enhance the sustainability of project components and objectives.

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

## **Intended Users**

This midterm evaluation should provide USDOL, World Vision, and other project stakeholders an assessment of the project's experience in implementation and its impact on project beneficiaries. USDOL/OCFT and World Vision management will use the evaluation results as a learning tool regarding the relevance of the approach and strategy being used by the project. The evaluation results should also be used by World Vision, the Government of the Philippines and other current or potential partners to enhance effectiveness in the implementation. Therefore, the evaluation should provide credible and reliable information in order to suggest how the project

could enhance its impact during the remaining time of implementation, ensuring the sustainability of the benefits that have been or will be generated.

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

## **Evaluation Questions**

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

### ***Relevance***

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

1. Have the project assumptions been accurate and realistic? How, if applicable, have critical assumptions been changed?
2. Does the project design seem to be adequately supporting the five EI goals? If not, which ones are not being supported and why not?
3. What are the project's main strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL? Please assess the relevance of these strategies.
4. What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country? (i.e. poverty, lack of educational infrastructure, lack of demand for education, etc) Has the project been successful in addressing these obstacles?
5. Is the project design appropriate for the cultural, economic, and political context in which it works? Is the project's design appropriate within the donor environment, including USDOL's past efforts?
6. How has the project design fit within existing initiatives, both by the government and other organizations, to combat child labor?
7. Please assess the relevance of the project's criteria for selecting action program regions and sectors and subsequently project beneficiaries.
8. Are gender issues addressed in the design?

9. What other major design and/or implementation issues should be brought to the attention of the grantee and DOL?

### **Effectiveness**

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

1. Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (sugar cane plantations, other commercial agriculture, child domestic work, commercial sexual exploitation, deep-sea fishing, mining/quarrying, garbage scavenging, and pyrotechnics)? In a larger sense, did they accurately identify the worst forms of child labor in the country?
2. How did the project respond to recommendations of the final evaluation of Phase I of the project?
3. At midterm, is the project on track in terms of meeting its targets/objectives? If not, what seem to be the factors contributing to delays and how far behind are they in terms of target numbers and objectives?
4. Assess the effectiveness of the “direct action” interventions, including the education interventions provided to children (i.e. formal and non-formal education, educational opportunities during school breaks, and vocational training). Did the provision of these services result in children being withdrawn/prevented from exploitive child labor/trafficking and ensure that they were involved in relevant educational programs?
  - a. In particular, please assess the effectiveness of project interventions that focus on withdrawing or preventing children from engaging in scavenging and commercial agriculture (copra, corn, mango, rubber, and banana), two new sectors of the ABK2 project.
5. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children *prevented* and *withdrawn* from labor/trafficking.
6. How are the project's implementation strategies contributing (or not contributing) to desired project goals?
7. Assess the effectiveness of the specific models, such as the Tools for Understanding Knowledge and Analysis of Situation (TUKLAS) model, on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.
8. Are adult and child participants satisfied with the types of activities and the ways in which the project is working with them?

9. Assess the effectiveness of the educational component. Does the project effectively balance concerns regarding education and child labor?
10. Are the project's strategies effective in addressing gender issues in child labor?
11. Characterize the level of involvement and engagement of stakeholders (governmental, civil society, parents, teachers, children, other) in advocacy and monitoring related to child labor
12. Are there any sector-specific lessons learned regarding the types and effectiveness of the services provided?
13. What monitoring systems does the project use for tracking the work status of children? Is it feasible and effective? Why or why not? How does the project monitor work status after school and during holidays?
14. How was the monitoring system transferred into the field?
15. What are the management strengths, including technical and financial (controls), of this project?
16. What management areas, including technical and financial, need to be improved in order to promote success in meeting project objectives?

### ***Efficiency***

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

1. Is the project cost-efficient in terms of the scale of the interventions, and the expected direct and long-term impact?
2. Are the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?
3. Are the monitoring and reporting system designed efficiently to meet the needs and requirements of the project?
4. Please assess what effect, if any, the FY 2009 cost increase and related activities have had on the project performance.

### ***Impact***

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

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

### ***Sustainability***

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

1. Have an exit strategy and sustainability plan been integrated into the project design? Will it likely be effective?
2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?
3. What have been the major challenges and successes in initiating and maintaining partnerships in support of the project, including with other USDOL-funded projects?
4. Assess the level of involvement of local/national government in the project and how this involvement has built government capacity and commitment to work on child labor elimination.
5. What have been the major challenges and opportunities, if any, of initiating and maintaining coordination with the host country government, particularly the National Child Labor Committee and the Department of Labor and Employment, as well as other government agencies active in addressing related children's issues?

6. What have been the major challenges and opportunities, if any, of implementing coordination with the ILO-IPEC?
7. What have been some of the challenges and opportunities in working with international and/or multilateral organizations?
8. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?
9. Taking into account the aspects of sustainability identified above, are there any preliminary indications regarding factors that will help or hinder the sustainability of the project?
10. What additional steps need to be taken in order to promote the sustainability of project components?

### **III. EVALUATION METHODOLOGY AND TIMEFRAME**

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

#### **A. Approach**

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

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

5. As far as possible, a consistent approach will be followed in each project site, with adjustments to be made for the different actors involved and activities conducted and the progress of implementation in each locality.
6. In terms of preparation, it is important that the evaluator understand the regulations governing USDOL programming, including key restrictions on the use of funding (in particular, on economic development, such as alternative income-generating activities, direct cash transfers, construction activities, subgrants and subcontracts, lobbying, funds to host governments, and other miscellaneous prohibitions).

## **B. Midterm Evaluation Team**

The evaluation team will consist of:

1. The international evaluator
2. A national consultant

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

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

The national consultant, Agnes Mamparair, is responsible for helping to facilitate interviews and group meetings under the direction of the international evaluator; providing insights on the cultural context to the international evaluator; relaying all information gathered to the international evaluator; interpreting during interviews with individual informants; taking notes of information gathered during interviews and meetings and sharing these with the international evaluator; assisting in ensuring that the approach of the team is child-friendly and culturally appropriate.

## **C. Data Collection Methodology**

### **1. Document Review**

- Pre-field visit preparation includes extensive review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents may include:
  - Project document and revisions,

- Cooperative Agreement,
- Technical Progress and Status Reports,
- Project Logical Frameworks and Monitoring Plans,
- Work plans,
- Correspondence related to Technical Progress Reports,
- Management Procedures and Guidelines,
- Research or other reports undertaken (baseline studies, etc.), and
- Project files (including school records) as appropriate.

## **2. Question Matrix**

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

## **3. Interviews with stakeholders**

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

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

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

The project encourages the use of questions/methods derived from the Most Significant Change model to determine what project participants think is the most important change in their communities.

Given the large number of stakeholders, consideration will be given to distributing a questionnaire to stakeholders by email to be returned to the evaluator prior to or during the field visit.

#### **4. Field Visits**

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

If focus groups are held with children, they should minimize direct questioning, but instead think of other activities where children can share their perceptions without becoming shy. It would also be important to protect the confidentiality of child participants in terms of other adults in their communities (including teachers, CWG members, and parents) so that they can be encouraged to freely share their impressions of the project. It would be advisable to schedule more time than usual for any focus groups with children to allow time for playful interactions before any actual focus group activities/questions, and any such meetings would need to be scheduled ahead of time (including identifying the participating children) so as to avoid pulling them from classes and to secure permission from parents in keeping with the WV Child Protection Policy.

#### **D. Ethical Considerations and Confidentiality**

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

#### **E. Stakeholder Meeting**

Following the field visits, stakeholders' meetings will be conducted by the evaluator that bring together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and

confirmed in consultation with project staff during fieldwork. Two stakeholders' meetings will be held during the evaluation, one involving stakeholders at provincial level in Cebu, and one at primarily national level in Manila, to enable a higher level of stakeholder participation and consultation.

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

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

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

## **F. Limitations**

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

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

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

## G. Timetable and Workplan

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

Activity	Responsible Party	Proposed Date(s)
Phone interview with DOL and Grantee Staff/Headquarters	ICF Macro, DOL, Grantee, Evaluator	September
Desk Review	Evaluator	September–October
Question Matrix and Instruments due to ICF Macro/DOL	Evaluator	September 14
Finalize TOR and submit to Grantee and DOL	DOL/ICF Macro/Evaluator	September 28
International Travel		November 8
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	November 9
Field Site Visits	Evaluator	November 10–20
National Stakeholder Meetings		November 18 and 23
International Travel		November 24
Post-evaluation debrief call with DOL		November 30
Draft report to ICF Macro for QC review	Evaluator	December 14
Draft report to DOL & Grantee for 48 hour review	ICF Macro	December 21
Draft report released to stakeholders	ICF Macro	December 22
Comments due to ICF Macro	DOL/Grantee & Stakeholders	January 5
Report revised and sent to ICF Macro	Evaluator	January 12
Revised report sent to DOL	ICF Macro	January 13
Final approval of report	DOL	January 20
Finalization & distribution of report	ICF Macro	February 3

## IV. EXPECTED OUTPUTS/DELIVERABLES

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

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and three key recommendations)

IV. Evaluation Objectives and Methodology

V. Project Description

VI. Relevance

A. Findings—answering the TOR questions

B. Lessons Learned/Good Practices

VII. Effectiveness

A. Findings—answering the TOR questions

B. Lessons Learned/Good Practices

VIII. Efficiency

A. Findings – answering the TOR questions

B. Lessons Learned/Good Practices

IX. Impact

A. Findings – answering the TOR questions

B. Lessons Learned/Good Practices

X. Sustainability

A. Findings – answering the TOR questions

B. Lessons Learned/Good Practices

XI. Recommendations and Conclusions

A. Key Recommendations—critical for successfully meeting project objectives

B. Other Recommendations—as needed

1. Relevance

2. Effectiveness

3. Efficiency

4. Impact

5. Sustainability

XII. Annexes—including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

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

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

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

After returning from fieldwork, the first draft evaluation report is due to ICF Macro on December 14, 2009, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on January 12, 2010, as indicated in the above timetable. All reports including drafts will be written in English.

## **V. EVALUATION MANAGEMENT AND SUPPORT**

ICF Macro has contracted with Ruth Bowen to conduct this evaluation. Ms. Bowen has extensive experience working in the field of migration and trafficking, specializing in gender issues, in the Asia Region. She recently conducted the midterm evaluation of a USDOL-funded Timebound Program project implemented by ILO-IPEC in Thailand. Ms. Bowen has maintained a broad understanding of approaches to child labor, labor exploitation and trafficking in Southeast Asia through ongoing monitoring of comparative regional developments in her academic research in Thailand, Vietnam, Cambodia and Indonesia. The contractor/evaluator will work with OCFT, ICF Macro, and relevant World Vision staff to evaluate this project.

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

ICF Macro or its subcontractors should contact Meg Audette (202-572-6430 or [maudette@worldvision.org](mailto:maudette@worldvision.org)) to initiate contact with field staff. The primary point of contact for the project in the Philippines is Daphne G. Culanag, Project Director (632-364-7618 to 28 or [daphne\\_culanag@wvi.org](mailto:daphne_culanag@wvi.org); [culanag@yahoo.com](mailto:culanag@yahoo.com)).

## ANNEX H: PHOTOS

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**CWG Members, Bgy Maninihon, Bayawan City, Negros Oriental (Childfund)**



**Patag Elementary school students, Bgy Patag, Ormoc City, Leyte (World Vision)**



**Patag Elementary school students, Bgy Patag, Ormoc City, Leyte (World Vision)**