

**Independent Final Evaluation of
*Réduire l'exploitation des enfants
travailleurs par l'éducation (REETE)*
Project in the Democratic Republic
of the Congo (DRC)**

Save The Children Foundation United Kingdom and
The American Center for International Labor Solidarity
Cooperative Agreement Number: IL-I6575-07-75-K



2010

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DEPARTMENT OF LABOR

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ACKNOWLEDGEMENTS

This report describes in detail the final evaluation, conducted during June 2010, of the *Réduire l'exploitation des enfants travailleurs par l'éducation* (REETE) Project in the Democratic Republic of the Congo (DRC). The report was prepared by ICF Macro, according to agreements specified in its contract with the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of the REETE project in DRC was conducted and documented by Mbarou Gassama Mbaye, an international independent evaluator, and Francis Loka Kongo, a local independent evaluator, in collaboration with USDOL/OCFT staff, the REETE project team, and stakeholders in DRC. ICF Macro would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, Save the Children Foundation UK, the American Center for International Labor Solidarity and their partners, and USDOL.



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LIST OF ACRONYMS

ALP	Accelerated Learning Program
AJAS	<i>Association des jeunes pour les actions contre le Sida</i> (Youth Association Fighting Against HIV/AIDS)
ANAMAD	<i>Association des mamans pour l'aide aux deshérités</i> (Association of Mothers to Support Poor People)
CLMS	Child Labor Monitoring System
COPA	<i>Comité des Parents</i> (Parents Committee)
DIVAS	<i>Division des Affaires Sociales</i> (Ministry of the Division of Social Affairs)
DRC	Democratic Republic of the Congo
EI	Education Initiative
EP	<i>Ecole Primaire</i> (Primary School)
EPSP	<i>Ministère de l'Enseignement primaire, secondaire, et professionnelle</i> (Ministry of Primary, Secondary, and Professional Education)
FC	<i>Franc Congolais</i> (Congolese Franc)
GAERN	<i>Groupe d'Appui aux Exploitants des Ressources Naturelles</i> (Action Group to Support Natural Resource Operators)
ILO-IPEC	International Labour Organization's International Programme on the Elimination of Child Labour
INPP	<i>Institut National de Préparation Professionnelle</i> (National Professional Training Institute)
MAF	<i>Maître artisan formateur</i> (Master Artisan Trainer)
MONUC	<i>Mission des Nations Unies au Congo</i> (United Nations Mission in the DRC)
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking (under the U.S. Department of Labor)
RECOPE	<i>Réseau Communautaire de Protection des Enfants</i> (Community Child Protection Network)
REETE	<i>Réduire l'exploitation des enfants travailleurs par l'éducation</i> (Project to Reduce Exploitation of Working Children Through Education)
TOR	Terms of Reference
TPR	Technical Progress Report
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WFP	World Food Programme

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EXECUTIVE SUMMARY

On September 30, 2007, Save the Children Foundation United Kingdom (UK), in association with the American Center for International Labor Solidarity, received a 4-year cooperative agreement worth US\$5.5 million from the United States Department of Labor (USDOL) to implement an Education Initiative project in the Democratic Republic of the Congo (DRC). Save the Children UK was awarded the project through a competitive bid process. As stipulated in the cooperative agreement, this project targets 8,000 children for withdrawal and 4,000 children for prevention from mining, mining-related services, small-scale commerce, agro-pastoral activities, and the worst forms of child labor (WFCL) in the Katanga Province, the Kasai Orientale Province, and the Ituri District.

The goal of *Réduire l'exploitation des enfants travailleurs par l'éducation* (Project to Reduce Exploitation of Working Children Through Education) [REETE] was to contribute to the prevention and withdrawal of child labor in the DRC through the provision of relevant, quality education to children involved in and at risk of becoming engaged in exploitive child labor.

To achieve the above goal, the project planned to work at four levels: (1) schools, (2) communities, (3) government, and (4) the private sector. REETE envisioned improving access to formal and nonformal education, securing part-time apprenticeships and work for direct beneficiaries of legal working age, and providing their families with business development training.¹ At the community level, REETE planned to implement community child protection networks and increase community awareness of the impact of hazardous work and the value of formal education. At the government level, the project planned to work with provincial government offices and the National Committee Fighting Against the Worst Forms of Child Labor to develop a work plan to improve enforcement of child labor laws and policies. At the private sector level, the project targeted unions and employer organizations.

RELEVANCE

The issue of children in the mines is a reality in the DRC, recognized by all parties. REETE provided an appropriate answer to the problem by withdrawing and preventing children from WFCL and placing them in formal education, accelerated learning programs (ALPs), and vocational training. The project mobilized the community, the private sector, and the government in this battle. Also, the project achieved the five USDOL goals as mentioned in the Notice of Award Cooperative Agreement with different levels of success by: (1) withdrawing and preventing children from involvement in exploitive child labor, through the provision of direct education services; (2) strengthening policies in child labor and education; (3) raising awareness on the importance of education and expanding education infrastructures; and (4) supporting research on the collection of data on child labor and achieving long-term sustainability.

¹ Since the project could not finance direct cash transfers because of USDOL funding restrictions, the project decided to drop the training for families.

EFFECTIVENESS

REETE achieved the quantitative objectives of withdrawing and preventing 12,000 children from working in mines and mine-related services, as well as the qualitative objectives of increasing awareness on child labor and education by focusing greater attention on the issue of children's rights. The targeted children have been placed into the education system (formal and nonformal). Graduates from vocational training have partly received their placement kits. At the school level, the new accelerated program is well integrated in the schools. Renovated/rebuilt schools with tables and chairs, school uniforms, and school kits increased the demand for education in the mining areas. Parents and communities are well informed about the negative impact of child labor on the society and the importance of education. The private sector has been involved in the project's activities through labor unions and employers. The state is engaged in awareness-raising efforts through the national and provincial committees to fight against WFCL. However, the effectiveness of REETE activities has been hampered by the following:

- The non-integration of parents' economic situation in the design. In 2010, USDOL changed its funding conditions, allowing grantees to integrate economic activities such as microfinance into its projects, but REETE could not finance income-generating activities that would replace lost income from children not working.
- The low involvement of unions—in practice, unions and civil rights activists have not been involved to the same degree as the state agencies.

At the policy level, the project helped put in place the different provincial committees fighting against WFCL. The Committee of Kasai Oriental was officially created after the governor signed a legal document commissioning the agency. At the community level, the project was the driving force in terms of implementing the *Réseau Communautaire de Protection des Enfants* (Community Child Protection Network) [RECOPE].

The project conducted a baseline study to conduct research on the particularity of child labor issues for each site. The research helped better inform the project about relevant activities to conduct in each project site. The project staff conducted a socioeconomic study of communities in the three sites, and developed a database of information collected by project partners. The project offered training to partners, but the evaluators did not see evidence that the institutions would be able to manage the database after project completion.

EFFICIENCY

The project staff at the three sites efficiently and effectively used USDOL funding. With a limited budget of US\$2,500, they rehabilitated the targeted 24 schools. The schools were in such poor condition that they all needed to be rebuilt. Project staff leveraged funds from international donors and the private sector (including Medicor in Mongbwalu, Reizidor in Mbuji Mayi, Katanga Mining Corporation, and Chemaf in Kolwezi).

Medicor provided funding to initiate income generating activities for communities to support schools in Mongbwalu. This activity was less cost effective because the money was not directly

channeled to the schools. The World Food Programme (WFP) partnered with the project to provide food for schools in Mongbwalu.

Despite fewer resources and fewer staff, the Solidarity Center in Kolwezi served more than 4,000 children.

IMPACT

The project has had a positive impact on children, community, and government. Children who did not have access to education were able to attend formal and nonformal education at no cost. The project helped increase awareness about the dangers of the mines and the importance of enrolling children in the education system.

The community is more aware of child rights and supports the project goal of withdrawing and preventing children from laboring in mines through education. The *Comités des Parents* (Parents Committees) have been trained in its role to fight against child labor and is willing to sustain the work of the project once it ends. Overall the community is aware of the negative effects of child labor in the mines and in other sectors.

The Government of the DRC, through the governors and officials at various ministries, has supported the project by signing legal documents. However, this impact is limited because of the lack of resources of the government to carry on the REETE activities in the different sites.

SUSTAINABILITY

The project has taken steps to ensure the continuation of the project activities after the completion of the program based on the two following main assumptions:

- The government will designate resources for child protection, and the policy environment will be strengthened. The government has shown a willingness to support the project by signing the necessary legal documentation to officially create committees (in Mbuji Mayi), but it has not committed to create budget line items to support such activities.
- The project is relying on the sustained commitment of other local partners including RECOPE, parents' committees, and local nongovernmental organizations (NGOs) that undergo training in awareness raising about the importance of education and child labor, and build capacity to continue REETE activities at project end. The project was able to successfully engage parents, teachers, community leaders, local NGOs, members of the Boy Scouts Organization, and Kiros.² These groups are all committed to the child protection cause; they have the skills and they support the project. None, however, have demonstrated the availability of resources that would allow the project work to continue without external funding.

² This organization is the Catholic equivalent of Boy Scouts.

LESSONS LEARNED

The USDOL initiative to fight child labor has generated strong interest at all levels in ending WFCL because of a comprehensive approach that actively involves all stakeholders. From the Ministry of Employment, Labor and Social Security's funding to the school level, all partners of the project have shown a willingness to support the activities of the project.

MAJOR WEAKNESSES

- Lack of mobilization of unions and civil rights movements—among the stakeholders, the government is more powerful than the unions.
- Inadequate technical skills and lack of market entry among new graduates of vocational training—this situation could discourage graduates. If new graduates do not sell enough products, they will sell the training kits to survive.
- Project sites make a difference. The project worked better with the local administration staff at the provincial level than at the local level; for example, the provincial committee fighting against WFCL in Mbuji Mayi had a closer relationship with the project than the local committees in Kolwezi and Bunia did. The provincial committee, the main partner of the project, was not informed about the activities of the project in Kolwezi and Bunia. However, the poor communication among some project partners has not affected the number of children targeted by the project.
- Low technical and pedagogic capacity of master artisans to conduct training.

KEY RECOMMENDATIONS

Involve the governments of the United Kingdom and the United States, and the *Mission des Nations Unies au Congo* (United Nations Mission in the DRC), to request that the Government of the DRC effectively implement the law on free education by increasing the allocated budget to education to at least 30% and finance the implementation of the International Labour Organization International Programme on the Elimination of Child Labour's conventions to protect children against WFCL.

- Include income-generating activities for parents to replace children's income.
- Provide high-quality tool kits for new vocational training graduates and help graduates develop marketing skills.
- Focus on agriculture and animal husbandry in income-generating activities for community members to support schools and vocational training graduates.
- Provide food to students at all project sites.

I EVALUATION OBJECTIVES AND METHODOLOGY

1.1 EVALUATION OBJECTIVES

The purpose of the final evaluation is to—

- Determine whether the project has met its objectives and identify the challenges encountered.
- Assess implementation of the midterm recommendations.
- Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and U.S. Department of Labor (USDOL).
- Examine the intended and unintended outcomes and impact of the project, including any secondary achievements not originally planned for or envisioned.
- Provide lessons learned from the project design and experiences in implementation that can be applied to current or future child labor projects in the country, as well as in projects designed under similar conditions or target sectors.
- Evaluate whether project activities can be deemed sustainable at the local and national levels and among implementing organizations, and provide any recommendations to improve sustainability in the project's last quarter.

The evaluation also provides documented lessons learned, good practices, and models of intervention that will serve to inform future child labor projects and policies in the Democratic Republic of the Congo (DRC) and elsewhere.

1.2 EVALUATION METHODOLOGY

To conduct the evaluation, the team mainly used qualitative data. The languages used in the field were French, Chiluba in Mbuji Mayi, and Kiswahili in Lubumbashi and the Ituri regions. Most of the information was collected from project documents, interviews, focus groups, and stakeholder meetings in the three project sites. The evaluators used an interview guideline for individual and focus group interviews. In addition, the team used databases from the three sites to complete data analysis.

1.2.1 Desk Review

Previous to the fieldwork, the evaluators reviewed the project documents to better understand the context of *Réduire l'exploitation des enfants travailleurs par l'éducation* (Project to Reduce Exploitation of Working Children Through Education) [REETE] and to answer the evaluation questions. The documents included the Technical Progress Reports (TPRs) and TPR requests for additional information, the work plan, the midterm evaluation for REETE, the REETE baseline

study, the cooperative agreement, the logical framework matrix, the REETE proposal, USDOL management procedures and guidelines for grantees, and the cross-reference questions in Terms of Reference (TOR) and answers in the evaluation report for the midterm evaluation. The evaluator reviewed the midterm evaluations for similar projects in Uganda and Colombia. The evaluator also collected relevant documents in the field, such as the national curriculum, the Primary Secondary and Professional Education Development Strategy 2010–2015, and the Summary of the Socio Economic Study in Mbuji Mayi, Kolwezi and Mongbwalu sites, February 2010.

The desk review was followed by a conference call with ICF Macro and USDOL to better understand the issues in the field.

1.2.2 Interviews, Focus Groups, and Observation

Prior to the fieldwork, the lead evaluator developed a question matrix to document the different sources of information that would answer the evaluation questions. The evaluator also developed interview guides for each group of participants of the evaluation, which included government ministries, the committees fighting against the worst forms of child labor (WFCL), parents associations, teachers, project managers, students, unions, and nongovernmental organizations (NGOs). The interview guide was used to conduct the focus groups.

Throughout the field visits, the REETE Project Director in Kinshasa, in collaboration with the different field managers and the local staff, provided assistance. REETE staff prepared the visits and contacted the local partners of the project.

The evaluators visited sites in Kinshasa and Mongbwalu. The lead international evaluator visited Mbuji Mayi and the local evaluator visited Lubumbashi. Both evaluators used the same guidelines and approaches in the three sites.

- **Kinshasa:** The project organized a meeting between the evaluators and REETE staff, including the U.S. Embassy's Economic and Commercial Officer. They discussed the strengths, weaknesses, opportunities, and threats of the project. At the end of the fieldwork, a debriefing was organized with the REETE staff in Kinshasa. On the last day, project staff organized a meeting that included the National Committee Fighting Against the Worst Forms of Child Labor, as well as the Director of Cabinet of the Vice Prime Minister in charge of employment, labor, and social protection.
- **Ituri District, Mongbwalu-Bunia:** The evaluation team selected five among the seven project sites (Abelkoko, Bunia, Mongbwalu, Pili Pili, and Pluto). The team visited nine workshops in the Mongbwalu-Bunia area and interviewed nine master artisans. REETE staff helped organize a group meeting with more than 40 apprentices in Kilomoto and 30 in Abelkoko. During site visits at workshops, the "master trainer" of each workshop was interviewed before speaking to students; one student was selected and interviewed outside the workshop to avoid the influence of the master trainer on the student. The evaluator also observed a grinding gold mines workshop in Mongbwalu.

- **In Pili Pili:** The school director, one accelerated learning program (ALP) teacher, and one student were interviewed at the school level. A village meeting with parents, youth organizations, and *Réseau Communautaire de Protection des Enfants* (Community Child Protection Network) [RECOPE] was attended by about 40 participants. Focus groups/meetings were organized with different partners including REETE staff in Mongbwalu, 7 teachers and 3 directors of schools, 19 master artisans, 8 members of the provincial committee fighting against WFCL, and 38 members of RECOPE and the *Comité des Parents* (Parents Committee) [COPA]. Interviews were conducted in Kiswahili or the local languages and were translated into French by independent translators.
- **Kasai Oriental, Mbuji Mayi:** The international evaluator visited two of the five sites of intervention: Bakwa Bowa and Bipenda/Diovo. She conducted individual interviews with the Director of the *Ministère de l'Enseignement primaire, secondaire, et professionnelle* (Ministry of Primary, Secondary, and Professional Education) [EPSP] of Kasai Oriental, the chief of the *Division des Affaires Sociales* (Ministry of the Division of Social Affairs) [DIVAS], and the group chief of Bena Kabindi. The international evaluator conducted focus groups/meetings with four members of the Permanent Secretary of the Committee Fighting Against WFCL, 7 boy scouts, 17 teachers, 1 director, 10 students of ALP Bena Kabindi, 5 vocational training students, 10 members of the Committee Fighting Against WFCL, 6 members of RECOPE, 7 COPA, 8 *maîtres artisans formateurs* (master artisan trainers) [MAFs], and REETE staff. The evaluator observed a classroom in *Ecole Primaire* (Primary School) [EP] Dilunga (ALP1), a sensitization campaign on child labor in Mbuji Mayi, a reading lesson in EP Bena Kabindi, and a training session on life skills in Diovo, Mbuji Mayi.
- **Lubumbashi, Kolwezi:** The local evaluator collected data through interviews, focus groups, observation, and site visits. He conducted individual interviews with four MAFs in mechanics, carpentry, sewing and knitting; he also observed artisans and apprentices in the workshops. In the field, the local evaluator visited the two renovated schools in Mupenja and Shindani. He conducted individual interviews with the director, one teacher, and one ALP student in each school. He met RECOPE and COPA members, NGO members, members of the provincial and local committees fighting against WFCL in Lubumbashi and Kolwezi, REETE staff, and the staff of two mining companies Chemaf and Katanga Mining Corporation.

1.2.3 Database

The evaluators used the REETE database information to triangulate information collected from interviews and focus groups and they analyzed information on different education programs.

1.2.4 Limitations

Overall, some informants were not comfortable discussing any challenges or negative impact of the project. They assumed that revealing some negative aspects would lead to closure of the project. In some schools this assumption limited the collection of information. It is notable that

project stakeholders depend financially on the project (for meal allowances, transportation, and salaries for facilitators). When asked about the difficulties and challenges, one school director in Mbuji Mayi said, “I cannot talk about difficulties. It would be ingratitude.”

The evaluators acknowledge that the discussions have been open when participants were assured that talking about disadvantages and challenges would help improve the project.

The children interviewed were not very talkative; they responded strictly to the questions asked and often did not provide supporting arguments.

1.2.5 Ethical Considerations

The evaluators have read carefully the United Nations Children Fund’s (UNICEF’s) principles of ethical reporting on children and followed the guidelines.

II PROJECT DESCRIPTION

On September 30, 2007, Save the Children Foundation United Kingdom (UK), in association with the American Center for International Labor Solidarity, received a four-year cooperative agreement worth US\$5.5 million from USDOL to implement REETE in the Democratic Republic of the Congo. The goal of the project was to contribute to the prevention and withdrawal of children from exploitive labor in the Democratic Republic of Congo through the provision of relevant, quality education to children involved in and at risk of becoming engaged in exploitive child labor.

REETE targets 8,000 children for withdrawal and 4,000 children for prevention from mining, mining-related services, small-scale commerce, agro-pastoral activities, and WFCL in the Katanga Province, the Kasai Orientale Province, and the Ituri District.

The project's activities include the following:

- Improved access to formal education, vocational training, ALPs, and literacy training.
- Secure part-time apprenticeships and part-time work for direct beneficiaries of legal working age and provide their families with business development training.
- Train existing school management committees, community child protection networks, provincial government offices, unions, and employer organizations on how to identify and monitor exploitive child labor.
- Provide the Government's National Committee Fighting Against the Worst Forms of Child Labor with assistance to develop a work plan to improve enforcement of child labor laws and policies.
- Increase community awareness of the impact of hazardous work and the value of formal education.

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III RELEVANCE

3.1 FINDINGS

3.1.1 Matching USDOL and Project Goals

REETE's implementation has adequately supported the five goals of USDOL's Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) Education Initiative projects.

USDOL Goal 1: Withdrawing and preventing children from involvement in exploitive child labor, through the provision of direct education services, including training services

The project's main goal was to identify and withdraw 8,000 war affected children and prevent 4,000 from entering child labor. REETE used such strategies as improving access to quality and appropriate education alternatives and intensive community-based child protection to successfully place 13,216 children in the education system (formal and nonformal). The project was also able to secure 341 apprentices. The improvement of the school environment through the provision of new buildings, equipment, teachers' training, children's clubs and community sensitization contributed to achieving the goal.

USDOL Goal 2: Strengthening policies in 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

REETE worked with policymakers as well as law enforcement authorities to implement activities toward influencing policy formulation and legislation on child labor through partnerships with national and provincial institutions. The project also worked with the Ministry of Employment, Labor and Social Security Provision; the Ministry of Gender, Family Affairs and Children; and the Ministry of Social Affairs, Humanitarian Actions, and National Solidarity. Moreover, the project supported the National Committee Fighting Against the Worst Forms of Child Labor (a coordinator was sent to an international training in Turin, Italy), as well as the finalization of the workshop report on the committee bylaws and the national action plan; the project also supported the provincial consultative committees. The provincial consultative committees all drafted their provincial action plans with the support of REETE. Mbuji Mayi was the first provincial committee officially recognized, and all the provinces were working toward having an official committee. REETE developed a partnership with local authorities that facilitated access to the mining sites and government services. The police in Mongbwalu participated in identifying and referring abused children. The Head of the Provincial Division of Primary, Secondary, and Professional Education—representing the Ministry of Education in Mbuji Mayi—worked closely with REETE staff to ensure the delivery of services, including supervision of inspectors on teachers training and sensitization campaigns regarding the importance of education.

USDOL Goal 3: Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures

REETE used awareness as a prevention strategy for children at risk of child labor and WFCL. The project ensured the implementation of existing policies and laws on child protection, child labor, and education. It conducted sensitization campaigns in collaboration with RECOPE and the provincial representatives of the Ministry of Education on the importance of education. In Mbuji Mayi, REETE staff encouraged the creation of popular theater groups to sensitize communities on children's rights to education and the harmful aspects of child labor. The Head of the Provincial Division of Primary, Secondary, and Professional Education—representing the Ministry of Education in Mbuji Mayi as DIVAS—participated in the sensitization campaigns with REETE on the importance of education and supported the project's activities at the school level. The beneficiaries appreciated the efficiency of school rehabilitation, which provided a better learning environment. Children's clubs expanded REETE's message through peer advising and popular theater. At the community level, the project printed T-shirts with the REETE slogan and offered them to project partners. Project staff took advantage of the opportunity to share REETE's message on children issues at all celebrations (such as the celebration of African Child Day). Moreover, REETE staff disseminated the message to local radio and newspapers. USDOL funding was a catalyst that attracted other funding organizations to help improve school buildings.

USDOL Goal 4: Supporting research and the collection of reliable data on child labor

The baseline study conducted at the three sites in 2008 provided relevant information on child labor and on the different perceptions of communities on child labor. Each site has a database that features information gathered by the local partners and supervised by REETE. The database is operational and provides statistical information on child labor that contributes to building knowledge at each site. Each project site recruited a database manager. The project set up a Child Labor Monitoring System (CLMS) to undertake a baseline survey and compiled a database of children in the program based on CLMS. The project also conducted socioeconomic studies in collaboration with the National Institute of Statistics. The goal of the research was to gather knowledge on household income to provide better support to families. Finally, the project provided three documents for the three sites and a summary of the three reports.

USDOL Goal 5: Ensuring a long-term sustainability of efforts

The two organizations—Save the Children UK and Solidarity Center—applied a holistic approach of withdrawal, prevention, education, reintegration, and protection of children who might be involved in or at risk of engaging in WFCL. REETE developed educational programs on children's right to education, provided protection from harmful forms of child labor, and trained local organizations. The project also used children's clubs to sensitize adults. The involvement of relevant ministerial departments in charge of education, labor, and children's protection contributed to a sense of ownership at the policy level. REETE has involved police units, labor inspectors, and representatives of the civil society. The police units, labor inspectors, and representatives of civil society are members of RECOPE and local committees fighting against WFCL.

3.1.2 Accuracy of the Project Assumptions

REETE assumed political stability in the DRC, as well as good governance, the resumption of socioeconomic activities, an enabling policy environment, and free access to education. Some assumptions were accurate; others were not. Education is free by law; but students and parents support some costs of education such as school fees, uniforms—which are mandatory—and school supplies. The Government of the DRC makes the laws but may not implement them (e.g., law on free primary education).³ REETE was accurate in assuming the support of local organizations to fight against child labor. That assumption encompassed the mobilization of civil society and local organizations to ensure the provision of high-quality basic education to all children. These organizations have indeed supported REETE.

3.1.3 Rationale Behind the Strategies Used to Withdraw/Prevent Children from WFCL

REETE has mainly used a comprehensive approach to achieve the objective of withdrawing and preventing children from involvement in exploitive child labor. The project has worked at different levels to achieve its goal including the Government of the DRC, private sector, communities, parents, NGOs, and children. It has built on the International Labour Organization International Programme on the Elimination of Child Labour (ILO-IPEC) project, using ILO-IPEC's initial National Committee Fighting Against WFCL. It has also linked central and local governments, provided high-quality education, worked on child protection, and created livelihoods opportunities through vocational training and placement of students. The rationale behind these activities was to create a movement where all elements of the society become stakeholders in the fight against WFCL, and to develop a sense of ownership among the different segments of the population to continue supporting these efforts.

3.1.4 The Main Obstacles to Addressing Child Labor Issues

The proposal identified economic factors as the main barrier to education. On the supply side, the Government of the DRC was unable to finance the education sector. Although 9% of the national budget was allocated to the education sector, the funds were not effectively channeled to schools. School infrastructure was generally very poor; the schools lacked chairs and classroom equipment; and teachers were paid very low salaries that could not sustain their cost of living. The quality of nonformal education was equally low, and ALPs were not recognized by many provinces.

REETE was able to remove some of these obstacles to facilitate the withdrawal and prevention of children from mining work. The project provided uniforms, paid for school kits for students, and waived school fees for beneficiaries. For students older than 14 years old, REETE provided classroom equipment and support through ALP, vocational training, and literacy and life skills programs. This support increased these students' access to education. The improvement of the

³ An example is Act No. 008/90 of September 6, 1990 on the reorganization of the education system. This law stipulates children have the right to and are assured equal access to education and vocational training. (<http://www.sarua.org/?q=Congo>).

school environment and the free access for beneficiaries has encouraged so many more students to attend schools that classes have become overcrowded. The expected economic integration kits also encouraged more children to attend vocational training.

On the demand side, parents were not often aware of the importance of education and were more concerned about survival strategies. They were often so poor that they could not afford school fees and other education expenses.

REETE identified parents' poverty and lack of knowledge about the importance of their children's education as the main barriers to children attending school. The project initiated sensitization campaigns on the importance of education, conducted in collaboration with DIVAS and EPSP. Improving the school environment and easing parents' burdens through the provision of schools kits and uniforms, as well as waiving schools fees, has boosted the demand for education.

On the policy level, the proposal mentioned that despite an inter-ministerial decree creating a multi-sectoral committee to fight against WFCL in 2006 (another decree in 2008 assigned individuals to the committee), the coordination among the different ministries has been weak, and the problem of child labor has not been a government priority (REETE Proposal, 9).⁴ REETE has been partly successful in organizing regular meetings with provincial committees fighting against WFCL and workshops on child labor. The three targeted project provinces drafted the Arrêté provincial decree creating a provincial committee. Under the sponsorship of REETE, the provincial decree was signed by the Governor of Mbuji Mayi.

The project has been partly successful in addressing issues related directly to schools, but not as successful in addressing the environment dominated by overall poverty and a lack of an effective commitment from the government to implement policies to help eradicate exploitive child labor.

3.1.5 Appropriateness of the Design for the DRC Context

REETE is relevant to the post-conflict context in the DRC as well as the traditional ideas about children in a society that does not always recognize child rights. The project recognized that working children are often the family breadwinners.

There was a need to prevent child labor. The community members were ignorant and the REETE [Project] helped raise awareness about child labor. The project was an answer to the real needs and this is why it was a success. The project helped mistreated children and those exposed to the worst forms of child labor. The project supported schools through school rehabilitation, teachers' capacity building, school kits, and manuals to improve the teaching. (REETE Staff, Mongbwalu)

Because of the war, many children never attended school; others dropped out because of difficult living conditions. REETE provided relevant alternatives through vocational training and ALP.

⁴ Save the Children UK and the American Center for International Labor Solidarity, "Curbing Exploitative Child Labor in the Democratic Republic of Congo Through Improving Education, Protection and Livelihoods," Project Document.

I appreciate positively the project because children who did not have any chance to continue their education in the formal school system have been recuperated and are studying. [The] REETE strategy is very good. (Interview, School Director, Mbuji Mayi)

In Ituri, the war has affected all families and there are many orphans. Ituri is the district with the highest number of children affected. [The] REETE Project is a chance. UNICEF has already conducted studies that showed the children that needed assistance are in gold mines in Mongbwalu; children in fishing sector in the Lac Albert, [and] in Bambassa, children were exploited by militaries. The REETE Project is relevant to the context and needs to be implemented to other communities. (Focus Group, Provincial Committee on WFCL, Bunia)

The REETE proposal highlighted the importance and relevance of poverty among family members, but failed to provide activities to support families. This situation particularly affects girls, who are likely to take care of household chores in order to support their mothers, to the detriment of their education. Furthermore, the project did not include relevant aspects of the DRC cultural context, such as gender based violence. In the mining milieu, there is a cultural belief that young virgin girls increase opportunities to find gold in digging. This belief has exposed young girls to sexual violence. Furthermore, mines attract other small businesses and are often commercial centers where money circulates. This situation exposes more young girls to sexual exploitation.

Mongbwalu is a commercial center because of gold mines. A petty commerce is developing around, and this situation facilitates the sexual exploitation of young girls in a context of extreme poverty. (REETE Staff)

The proposal recognized that many communities reward and encourage children to work at early ages to alleviate economic poverty. In Kasai Oriental, the products of the diamond mines have an impact on the values and vision of the whole community. This particularly affects children who are attracted by the money they acquire from selling diamonds, which is detrimental to their education. Since many parents are unemployed because of the decreasing activities of the diamond mines, children are exposed to WFCL with lower pay.

Most of the targeted children are already accustomed to earning money and to taking care of their own and their family's expenses, which can be consider a "habit of money," a factor not addressed by the project. The project failed to provide support to replace this income, which was mostly used for family food; it has also led to increased absenteeism, which has a negative impact on student learning.

Some students attend regularly classes, but they go to the mines after school. Although we have balls, they go to the mine... I know six students who go to the mines after school or during the holidays. I cannot punish them because I fully understand. A child used to tell me that they go there to support their family, sometimes a sick mother, or to provide food. (Director of Primary School, Mongbwalu)

Those kids are used to manipulate money. The [REETE] Project is requesting that they abandon the mines, but ... has no plan to replace the income. Who will take care of those children? Who will take care of parents who used to depend on their children? The project has not included income-generating activities for parents, which is essential for the success of such a project. (REETE Staff)

We are in a mining zone [Mbuji Mayi]. Although the former mining companies went bankrupt, children go to the mines. The situation was denounced by the members of the parliament of Kasai Oriental; the government has to prohibit the access to the mines to school age children, but it fails to do it. (RECOPE Member, Mbuji Mayi)

The project has not addressed the psychosocial support of children who live by themselves, have lost their parent(s), or are mistreated by their host families. This was mentioned during the meetings the evaluators held with project staff and stakeholders. Counseling in classrooms by teachers—who should be trained to observe certain behaviors and develop competencies to identify students' special psychosocial needs and provide counseling on an individual basis—would be helpful. This is particularly aggravated among young girls who provide support for all domestic households.

Young girls are victims of the worst forms of child labor. In Mbuji Mayi, young girls are busy looking for water. They used to walk for long distances with plastic containers of 20 liters of water. In addition, they have to take care of domestic chores. (Chief of Division, Ministry of Primary, Secondary, and Professional Education)

3.1.6 The Suitability of the Project within Government Initiatives

The Government of the DRC does not have a program to address WFCL, but it is willing to support programs to combat child labor. The government has not yet implemented a budget to support programs that fight against child labor activities. Government representatives who met with project staff during the evaluation visit supported integrated approaches that provide support to parents and children.

The best strategy to fight against the worst forms of child labor is to have a policy first. The issue of poverty is the key. How will parents be fed if children are sent to school? We [the Government of the DRC] are the first responsible of the situation... our problem is the implementation of the law. The government has to mobilize the resources to attract the funding agencies. I would support an integrated program where children are withdrawn and parents are supported. (A Ministry Official at the Meeting of the Ministry of Employment, Labor, and Social Security Provision)

The provinces and the National Committee Fighting Against WFCL rely mainly on REETE's budget and activities. The provincial committee of Katanga received assistance from UNICEF to print the brochures.

3.1.7 The Adjustment of the Project to the Midterm Evaluation Recommendations

The project worked on the midterm evaluation's three main recommendations, which are: (1) the project's definition of WFCL, (2) the identification of the children most in need, and (3) the selection of ALP students.

REETE project managers at the three sites organized meetings with the project partners to discuss the definition of WFCL and to discuss the issue of the ALP as presented in the evaluation report.

Definition of WFCL: In Bunia, REETE, in collaboration with the provincial committee fighting against WFCL, organized a workshop on the topic. The definition used to describe child labor included any work that is likely to prevent the child from going to school and that is prejudicial to the child. The categories of work included the fishing sector, transportation of wooden planks in the forest, drug trafficking, exploitation by workers in uniform, commercial activities, hotels, and producing and selling tobacco. The participants identified difficult domestic chores for young girls, such as water transportation, as an activity that also prevent girls from attending school. This same type of workshop was carried out in Mbuji Mayi.

The definition of criteria for enrolling the neediest children: Project staff made an effort to involve NGO partners in selecting the neediest children. Overall, the neediest children constitute the majority of beneficiaries. There are some isolated cases where less needy students were selected as beneficiaries. Some children interviewed in Kolwezi said that they registered through the program because they heard REETE offered free education. In Mongbwalu, some children traveled from other districts because of the opportunities offered through the project to learn skills and receive kits.

Attendance in ALPs: Parents have withdrawn students from formal school to place them into ALP because of the free schooling, kits, provision of school fees, and a better school environment. REETE staff organized sensitization meetings in different sites to encourage parents to send only children who meet the requirements. Project staff in Mongbwalu noticed a reverse movement of parents withdrawing their children from ALP to enroll them in formal school.

We have seen some parents sending their children to ALP because of the support. The uniform and the short length of elementary school attracted parents. We also noticed the reverse movement, where parents withdraw their children from ALP to send them to the formal school because they found ALP suspicious because of the short length of schooling; they are often afraid that their kids would not learn in ALP. There is a demand in both sides. (REETE Staff, Mongbwalu)

During focus groups, the evaluators attempted to check if all beneficiaries were selected based on the project criteria of working in the mines or providing services to miners. Among the 37 students in Abelkoko, 12 said that they were withdrawn from gold mines, while 11 said that they had dropped out of school but had never worked, which put them at risk. From the others,

some said they were selling the local beer, bread, and cake; one was working as a prostitute; and one was working as a cinema watchman. All the children living around the mines are at risk of finding themselves in WFCL. One of the students said, “I was at Kiro; when I heard about the project, I moved in.”

In Mbuji Mayi, most students from the vocational program who participated in the focus group were involved in artisan mining. Most of the children previously dropped out of school because of school fees that their parents could not afford.

3.1.8 Other Major Design Issues

The evaluation team found some gaps in relevance that REETE did not address; they were as follows:

- The mobility of artisan miners and their children has not been addressed through REETE. What kind of education services could the program offer to children in this situation?
- Government partners of the project in Bunia found that there are other victims of WFCL in agriculture, forestry, transportation in the local markets, domestic work, petty trade, soldiering, and other sectors. These categories were not included in the project, but also need assistance.
- Child labor laws exist but are not enforced. What can the project do for law enforcement?

3.2 LESSONS LEARNED AND GOOD PRACTICES

3.2.1 Lessons Learned

The Government of the DRC has been the weakest link in the chain of REETE actors. Measuring the capacity of the government to work toward effective changes in the education system and child labor issues was a key flawed assumption of the project.

3.2.2 Good Practices

The holistic approach of the project, such as including all segments of the population as stakeholders, has created a sense of ownership of REETE.

The credibility of partner organizations, such as Save the Children UK and the Solidarity Center, on addressing human rights and child protection issues has helped project implementation. The public believes that the two organizations could be its voice to help advocate for policy changes to the Government of the DRC.

IV EFFECTIVENESS

4.1 FINDINGS

4.1.1 Effectiveness in Reaching the Project Objectives

Objective 1: In absolute terms, REETE has achieved the first objectives of reducing by the population of working children by 25%. The project planned to target 12,000 children (4,000 in each of the 3 sites), by withdrawing 8,000 and preventing 4,000 children from entering child labor. The project also planned to support 24 schools, place 6,000 children in the formal school system, 3,600 children in ALPs, 1,200 children in vocational schools (with a livelihood option in agro husbandry types of activity), and 1,200 children in literacy and life skills training.

In the Ituri District, site of Mongbwalu, the project has identified 6,168 children and placed 5,117 of them. Among these children, 3,248 were placed in the formal system, 1,268 in ALP, and 421 in professional training. The sewing sector received 171 children (41%). Throughout the 2 years, 798 children abandoned the project (15%) and 57 graduated apprentices were integrated (13%) in the local economic activities.⁵

In Kasai Oriental, site of Mbuji Mayi, the project has identified 10,578 children and placed 4,031 in the education system: 1,853 in formal education, 1,683 in ALP, and 495 in vocational training. Among the children, 207 abandoned the project and 1 passed away (abandonment rate of 6.2%). In vocational training, 284 children were integrated, which constituted 57%.⁶

In Katanga, site of Kolwezi, the project has identified 9,085 children and placed 4,068 in the education system. Of that number, 3,180 were placed in formal education, 374 in ALPs, and 514 in vocational training. Among the children, 493 abandoned the project, and 3 passed away (abandonment rate of 12%).⁷ Vocational training students have not yet received their kits to start their businesses.

By the end of February 2010, REETE had trained 137 ALP teachers, more than the 116 planned; it has implemented databases at all three sites. The project did not reach the planned number of targeted children's activities, 67 instead of 78, but it did surpass its goal of training 370 directors and teachers (378 were trained).⁸ In Kolwezi, the project is working with 39 schools, significantly more than the 8 schools targeted.⁹

⁵ REETE project tracking database Mongbwalu, accessed by evaluator at project site, June 2010.

⁶ REETE database Mbuji Mayi, June 2010.

⁷ REETE database Kolwezi, June 2010.

⁸ Save the Children UK and the Solidarity Center, Technical Progress Report #5 (September 1, 2009 to February 28, 2010), March 30, 2010, p. 9.

⁹ Ibid, p. 10.

Table 1: Targeted children and achievements

Sites	Number of Targeted Children	Number of Children Placed in Educational System	Number of Children Who Abandoned REETE	Number of Children Who Secure Apprentice (Integration)
Mongbwalu	4,000	5,117	798	57
Mbuji Mayi	4,000	4,031	207	284
Lubumbashi	4,000	4,068	493	0
Total	12,000	13,216	1,498	341

Source: REETE database in Mongbwalu, Mbuji Mayi, and Kolwezi, June 2010.

Project successes are due to the strong participation of local organizations. Furthermore, sensitization campaigns directed toward the communities helped the public better understand the importance of education and children's rights. Also, the open-mindedness of the project staff to the local authorities fostered the achievements of the project.

The EPSP Division Chief in Kasai Oriental echoed this assessment noting, the successes of the project are associated with the massive sensitization campaign on the importance of education, along with school rehabilitation. REETE was also able to offer alternative education for children over 14 years old through ALPs.

The project has followed all agreed procedures to withdraw children from the mines and integrate them in the education system. We are doing rounds on the mines, but we have not seen working children. They are inexistent; the project was successful in withdrawing children.... Some try to enter the mines to work, but they are often chased away. We have asked a pitfall gimmick question [trick question] such as, if they have needed children like orphans that have authorization to work on the mines, [would they hire the children and] they [miners who hire children] said no. (Focus Group, RECOPE, Teachers, Mongbwalu)

Objective 2: The project was less successful in achieving Objective 2—developing, strengthening, and/or putting into practice policies and laws to end WFCL and improve basic education. The Ministry of Employment, Labour and Social Security Provision has ratified all international laws against child labor, including the ILO-IPEC conventions, but has failed to implement the laws effectively. The project was able to get the Governor of Kasai Oriental to sign the provincial decree to officially create the provincial committee fighting against WFCL, but the official provincial committee was not officially approved at the two other sites (i.e., Mongbwalu and Kolwezi).

The Ministry of Primary, Secondary and Professional Education was not able to initiate an effective policy on school waivers for children. Since 2006, elementary education has been free, but in practice, children have to pay monthly fees to support the education system (teachers are paid from the students' fees). Although the DIVAS Division Chief in Mbuji Mayi showed a commitment to formalizing ALP, there has been no official decision that makes ALP a joint

program of the Ministry of Social Affairs, Humanitarian Actions, and National Solidarity, and EPSP. There were no government resources to replace REETE's activities.

Objective 3: Improving access to quality education and increasing awareness on child protection and the importance of education was successfully achieved through teachers' training, infrastructure, and equipment and sensitization activities. REETE was able to leverage funds from Medicor in Mongbwalu, Reizidor in Mbuji Mayi, the private sector in Kolwezi, and from community participation, to build schools that attracted more students. The contribution from service organizations, children's clubs, and RECOPE helped sensitize communities on children's rights. In Mongbwalu as well as in Mbuji Mayi, partners of the project attended meetings wearing t-shirts with the REETE slogan.

Objective 4: Supporting research and the collection of reliable data was successfully achieved. The project initiated a baseline study, which provided detailed information on child labor issues in the DRC and concluded with specific recommendations for each of the three sites. The project was successful in putting in place a database at the three sites, recruiting a database specialist, and involving the partners through data collection in the field. However, work must be completed to fully involve all partners. In Bunia for example, staff of the provincial committee fighting against WFCL said they were informed but were not yet trained in the database management system. REETE has also conducted socioeconomic field studies in its three sites, which are circulating within the Ministry of Employment, Labor and Social Security Provision and other NGOs as planned.

However, the local partners have not taken any initiative to continue the data collection without REETE. Transportation and meal allowances are paid to local NGO staff and government ministerial staff for fieldwork.

Objective 5: Long-term sustainability was pursued throughout the project by preparing and organizing partners such as RECOPE, the Boy Scouts Organization, and Kiros to take over project activities. The project provided training for government staff at the national and provincial levels; however, partners are not yet ready to continue the activities without financial support.

We have been well trained by the project, but our problems are the resources. Who will provide the material to follow and monitor abused children? Those who abuse children are highly perceived in the community, what can we do without a legal status? Save [the Children] has initiated activities in relation with the [Mission des Nations Unies au Congo (United Nations Mission in the DRC)] MONUC, how will we be able to handle it if Save [the Children] is not around? We wish we have basic infrastructure such as an office to continue the activities. Right now, we are not yet ready to follow up and monitor child labor. (RECOPE Member)

If Save [the Children] is not with us, we will be confronted with some difficulties, such as transportation and logistics. We plan to have boy scouts in the different project sites to facilitate the work of our members. The organizations do not have enough support. The [Minière de Bakwanga, a mining company based in Mbuji Mayi] MIBA has offered the

office; we contribute every month by paying fees about 1,000FC. We need to motivate our members who are heads of family and do not have any income. (Head of Boy Scouts Organization)

The success of sustainability is moderate. Although all the institutions have been trained and sensitized, they do not have the resources to continue the activities of the project.

4.1.2 Effectiveness of Direct Actions

Overall, REETE partners said that the activities implemented in the field have been effective. Improvements made in the formal schools motivated community members to send more children to school. The improvements consisted of building large classrooms with cement rather than clay, which are well ventilated, spacious, and equipped with tables; providing school supplies and uniforms to students; and removing school fees for REETE beneficiaries. The project was successful in raising awareness about girls' education, which was built upon UNICEF's support of education.

Building schools in combination with the sensitization campaign on the importance of education has resulted in increasing demand for education. Furthermore, parents, community members, and children are pleased with the new schools built through the project. The school kits have motivated the children, who are now proud to go to school in high-quality clothing and with their school bags. In contrast, students previously had no chairs or desks and, therefore, sat on the floor in the non-project rural classrooms the evaluators had visited. The project made a difference by providing chairs, tables, and blackboards in the classrooms.

... REETE provided support to the children and at the same time informed about [their] rights. The project provided a lot of support through school rehabilitation, school kits. It was able to withdraw children from the mines and to put them in schools with good buildings. Children who used to come to school with their own chairs now have table and chairs, like in Europe. (Focus Group, Teachers, Mbuji Mayi)

When we provided school kits, built new schools, equipped them, all the kids wanted to go to school and not to the mines. The project has made the rural schools very attractive. (Meeting, REETE Staff, Mongbwalu)

Before, our children used to study under the tree; now we have the infrastructure. Thank God, Save [the Children] has built six classrooms and has integrated children who used to work in the mines. We are very happy because Save [the Children] is taking care of children and teachers. Having a building in the village for the first time, make us very proud. (Group Chief, Mbuji Mayi)

REETE was successful in withdrawing and preventing many children from the mines and other types of WFCL by putting them in formal schools, vocational training, and ALPs.

This success might be hampered by the children's poverty and its impact on their attendance at ALP afternoon classes. ALP teachers report a high rate of absence and lateness among students. Parents recognize the importance of educating their children, but keep them at home because of

economic hardship. Children have to take care of domestic chores or wait for lunch before afternoon classes. Children often help in agriculture; girls take care of their siblings, as well as elderly and sick persons. In addition, some parents keep their children at home because of rain, which causes slippery and unsafe road conditions for traveling, particularly when the school is far from home.

Children go to school in afternoons and are free in mornings. This situation encourages them to work on the mines in the morning for family expenses, and they might end up leaving the school. We have to monitor carefully the movement of the students and make sure that they attend classes and do not return to the mines. (Member of the Provincial Committee Fighting Against WFCL)

Teachers received training through REETE, which enabled newly posted teachers to be trained in the national curriculum. The EPSP Division Chief in Mbuji Mayi and representatives of EPSP have said that teachers received good training through REETE.

Our Inspectors reviewed the training materials and were involved as trainers. According to their report, the training materials are good and the ALP adapted. (Division Chief, EPSP)

REETE teachers are motivated by earning better salaries than government teachers, who often work three to four months without receiving a salary. Contrary to other teachers, ALP teachers regularly receive monthly fees about 1.5 times that of the salary of a regular rural teacher. However, some ALP teachers complain about the low salary, which is still below the cost of living.

The monthly payment is not enough and does not correspond to our efforts as ALP teachers. We take the US\$65 because we don't have a choice. (ALP Teacher, Mongbwalu)

The vocational training program was a success. Students are more integrated in the community. Those who have never been to school have the opportunity to choose a profession and take literacy classes twice a week, in addition to life skills programs. In Mongbwalu, graduates from vocational schools receive individual vocational training start-up kits, while in Kasai Oriental, business groups are formed. About three to five graduates receive kits to start a business as a group. DIVAS requested that RECOPE follow up and monitor new graduates to make sure that the kits are not sold, but DIVAS cannot afford the transportation costs for RECOPE activities. Community members are pleased with the vocational training program.

The vocational training kits have attracted the interest of more young boys, who have a preference for different types of careers other than mining. However, in the two sites of Mongbwalu and Mbuji Mayi, the poor quality of the students' kits (which included a broken sewing machine and mediocre carpentry and mechanics tools) may compromise the project objectives of creating sustainable jobs for new graduates. In addition, new graduates' products are of a poorer quality (especially in sewing and carpentry in Mbuji Mayi) than are similar products on the market. The poor quality of the products and the small market to sell the

products could discourage beneficiaries to continue in the career they have chosen and go back to the mines.

There was no infrastructure to host the vocational training in all of the workshops the evaluators visited; students were taught in temporary shelters that might not last more than one year. There were no workshop classrooms made of solid materials in the three sites and all the temporary shelters the project offered. There is no plan for locating the vocational training in training centers where students can learn the tools and new technologies.

The program has contributed partly in preventing and withdrawing children from working in the mines, but difficult economic hardships thwart the achievement of project goals. As mentioned earlier, some students are still working in the mines to take care of the family's needs.

4.1.3 Effectiveness of the Services

The project document planned to apply a holistic approach to deal with WFCL. The project envisioned integrating high-quality education with child protection measures and, in some cases, livelihood support for children and their families, by working at the local and national levels and building links to the private sector to create sustainable systems of withdrawal, education reintegration, and protection for children who might be involved in or at risk of engaging in hazardous forms of labor. Overall, REETE was successful in providing the planned services. The project provided relevant services to remove children from the mines but did not include in the strategy the position of the child as a breadwinner of the family. Any intervention that does not include income-generating activities for parents to replace the children's income will jeopardize the results of the project. Without income replacement, it is likely that children will still need to go to work to earn money for their families.

4.1.4 Effectiveness of School Fees and Kits

Removing school fees and providing school kits for REETE beneficiaries helped parents keep their children in school, and the free services attracted more students to school.

Partners met in the field were concerned about the next steps when the project reaches its term. Many were concerned about the future of beneficiaries whose schools fees were waived. There are no mechanisms to ensure that REETE beneficiaries will benefit from fee waivers for school next year. Teachers and school directors said that to waive fees means that teachers will not receive their regular salaries, because they are paid from students' monthly fees. Also, when this grant was awarded, USDOL prohibited project funds from being used to finance certain types of income-generating activities, such as microcredit. This policy has changed in 2010.

4.1.5 The Issue of Hunger in the Context of the Project

The issue of hunger was dealt with effectively in the Ituri District. The project was able to partner with WFP, which provided food in the school canteens. REETE negotiated with WFP to work directly with a local NGO to distribute food in the schools. WFP has contributed to

reducing the dropout rate, and such a program could be a solution to keep children out of the mines.

WFP is committed to providing food in the school canteen. They are here since December. Before WFP, students were often absent or sick. Now I have 420 students, included ALP and teachers, and they all eat at school. (Interview, School Director, Ituri District)

WFP feeds very well the children because of the contract with the project. (Focus group, RECOPE, Teachers, Mongbwalu)

In Mbuji Mayi, the lack of a school canteen has a negative impact on students and teachers. Students are often absent, particularly those from ALP, because they have to wait for lunch at home before coming to afternoon classes. Teachers said that students are often very tired because of the long distance they have to travel between school and home. During the rainy season, or when the weather is very hot, attendance is very low. According to teachers, if a school canteen is offered, students will come on time and feel less tired. RECOPE and COPA recommended that Save the Children UK advocate for the government to include students' food in the budget of the Ministry of Social Affairs, Humanitarian Actions, and National Solidarity. Thus the school canteen will attract more students and retain them.

Children could stay two days without having a meal and often, the members of RECOPE visit the family and realize the child did not have soap to clean his clothes and take a bath, or is sick because of lack of food. (Interview, REETE Staff)

When the teacher is himself hungry, how can he teach starving children? They are not focused. How can we take good care of children if we are also poor? We recommend school canteen for teachers and students. (Focus Group, Teachers, Mbuji Mayi)

In the three sites, students involved in vocational training do not have access to school canteen.

4.1.6 Effectiveness of Specific Models

The evaluators were not able to observe the peer-based workplace model during the site visits; however, they attended a life skills module on reproductive health in Mbuji Mayi. Students said they found that the module were helpful because they indicated that they would change their sexual behavior based on the knowledge they gained from the module. The modules on life skills are also related to issues the children will face later in life, such as issues of gender, sexual education, hygiene, household organization, civic education, morality, and other topics.

To increase communities' awareness of the importance of education and the danger of child labor, particularly in the mines, the project has worked with NGOs, the provincial committees, ministries, and communities, for sensitization and education of the population. The community members the evaluators met were all aware of the dangers of child labor.

Children's clubs contributed to decreasing the absenteeism of students and encouraging students to follow and obey school rules. In addition, the children's clubs contributed to sensitizing

artisan miners to avoid recruiting children for labor. Children used plays and games to sensitize adults and other children about child labor and the importance of education.

With the children's club, the attendance is more regular than before. Children give advice to their peer students about the importance of attending regularly school and following the rules. In addition, they have successfully sensitized mines exploiting in such way that they have committed to facilitate the registration of children at school before the next school opening. (School Director)

When we bring the message to children working in the mines, they often listen to us; some take the decision to leave the mine after the discussion. When other children see how Save [the Children] is supporting us, they want also to come to school. We provide also advice to those who play truant, running away from the school. (Children's Club, EP, Dilunga)

4.1.7 Accuracy of Targeted Children

Since the midterm evaluation, all sites, in collaboration with the different partners of the project, have organized meetings to better define WFCL in the mining, agriculture, and fishing sectors and in households. Overall, the project has worked in collaboration with NGOs to identify children engaged in and at risk of exploitive labor. Two methods have been mainly used to identify children: (1) roundups at the mines by local NGO partners of the project, RECOPE, and COPA; and (2) word of mouth. The facilitators of local NGOs and RECOPE organized trips to the mines to identify children. In addition, the facilitators identified children in their communities who were working in the mines or selling food at the mines. Some children went to the local facilitator or the master artisan to be identified.

The selection is difficult because all children in the selected zones are either at risk of or engaged in WFCL. The possibility of free primary education, school kits, uniforms, and access to vocational training and equipment attracted all families. The project staff, in collaboration with local partners, was able to identify WFCL, with specific attention to gender.

During the evaluation, the evaluator learned of an isolated case of children who moved out of a village to a project site to take advantage of project opportunities. The majority of the beneficiaries were children already involved in working at the mines or children at risk.

4.1.8 Lessons Learned on the Effectiveness of Services Provided

REETE offered an improved school environment, which combined a free school kit for children who used to sit on classroom floors and share pens. For children, this made school more attractive than the mines. Without pressure from their parents to provide food for the family, children preferred attending school to working in the mines.

4.1.9 Effectiveness of the Monitoring System

REETE uses the database as the main monitoring system to track identification, placement, and dropout of beneficiaries, but it does not store information about the work status of children who are recorded as withdrawn or prevented, or their work locations. The project has used the local NGOs and RECOPE to identify children at the mines and place them in the schools or apprenticeships. The project pays a meal allowance (for transportation) to RECOPE members to conduct the monitoring. They use index cards to collect the information, and the database manager inputs the information in the computer. The project, in collaboration with the partners; identifies; selects; and places children in nonformal and formal education, depending on their ages. The system tracks children who drop out of school or who pass away. However, the system does not track whether children return to work in the mines.

4.1.10 Value of the Database as a Tool to Combat WFCL

The database is a useful tool because it documents the situation of child labor on a regular basis. Before the project, precise information on the location and the situation of children working in the mines was not available. The information in the database can be used for the government as well other agencies working on child labor issues.

All three sites use the database, which a specialist was recruited to manage. However, the database is limited because it does not include all the children working in the mines. According to community members, often NGOs do not have enough index cards to record all children working in the mines.

The project does not provide enough index cards for identification in the mines, often they come with about 300, while we have more children than that. In addition the length of identification is too short. It often takes 3 days. (Group Chief, Mbuji Mayi)

The Government of the DRC, through DIVAS in Kasai Oriental, is involved in the identification and registration of children using the index cards, but not in inputting and managing the data; those tasks are directly supervised by REETE. The Offices of Planning, in the Ministry of Gender, Family and Children in Bunia, are interested in using the database as a tool to provide support to schools, but the capacity of the government to host the website is low. The project has trained the DIVAS on managing and monitoring the database. None of the partners is able to manage the electronic version of the database.

No one has access to the project database. The information is limited to Mongbwalu. We have a problem of sharing the information with the project. (Focus Group, Provincial Committee Fighting Against WFCL, Bunia)

In Mbuji Mayi, the database is regularly updated. The NGO *Groupe d'Appui aux Exploitants des Ressources Naturelles* (Action Group to Support Natural Resource Operators) coordinates the data, and DIVAS follows up and monitors ALP students and children in nonformal education.

The midterm evaluation recommended exploring the other WFCL and taking action when students drop out. The database should include children working in forestry, agriculture, hotels,

and all sectors where children are victims of WFCL. Project staff should also use the information on students who have dropped out to follow up on their working status.

Targeting only the project beneficiaries might limit data collection to inform the magnitude of child labor countrywide.

The database could include a section to monitor children placed in formal and nonformal or vocational schools who have dropped out, to check if they have returned to the mines.

4.1.11 Management Strengths

Activity planning in the three sites and coordination among staff contributed to managing the project well. All sites had a work plan, and the activity reports reflect the work plan. There is good planning between the headquarters in Kinshasa and the field offices of Mongbwalu, Mbuji Mayi, and Kolwezi. In different sites, the planning of activities is well done. The Solidarity Center staff has had difficulty following the rules of the USDOL budget procedures. Spending was made without approval because the project was waiting for the USDOL to approve the revised budget it had submitted. The Kolwezi field officer did not have enough funds to distribute the school kits but was able to reach the number of children targeted. The MAFs of Kolwezi had not yet received the kits when the training was approaching its end. The difficulties in budgeting procedures and the shortage of staff limited the effectiveness of project management and implementation in Kolwezi.

Overall, REETE's staff has the required profiles to conduct the project and possesses a good knowledge of the environment as it pertains to child labor practices. The evaluators noticed good leadership and interaction with central and local governments. The staff has developed a network of relationships at the government and provincial levels, which is advantageous for project implementation. The staff has the technical competencies and expertise needed to manage this kind of project. Save the Children UK and Solidarity Center have credibility in communities, in provinces, and at the national level. This recognition could be used for advocacy to make changes.

In the sites visited in Kinshasa, REETE staff has developed strong relationships and networks with the cabinet ministries of the relevant departments at the national, departmental, and local levels. This network included civil society organizations and local NGOs. The network has facilitated the implementation of the project.

The staff members in Mongbwalu live close to the office, which has contributed to building the team and working to achieve the objectives. Furthermore, training and capacity building throughout the duration of the project contributed to building the staff members' capacity and fostering their dedication to the cause of child rights.

The staff is managing the project by using meager resources and leveraging funds from other organizations, NGOs, and the private sector.

4.1.12 Effectiveness of Tuition Relief

REETE did not directly pay student fees but requested fee waivers from schools. This was effective for the project, but children who have not paid fees for the last three years of the project will have to pay fees next year. If the children do not pay the fees, they will not be able to attend classes and might have to return to the mines. Eliminating fees for all the students would be the most effective strategy to retain children in school.

4.2 LESSONS LEARNED AND GOOD PRACTICES

4.2.1 Lessons Learned

The location of the project site is important in terms of reaching local authorities, especially in Mbuji Mayi, where REETE is located at the district level. In Mbuji Mayi, there were more interactions between the project and the provincial ministerial departments. Information was better shared among the members of the committee, and activities were more cost-effective. In Bunia and Kolwezi, however, the Ministries of Gender, Family Affairs and Children—as well as the Ministry of Primary, Secondary and Professional Education—did not feel involved in the project.

Community involvement at the inception stage can guarantee sustainability. In Mongbwalu, REETE was able to implement community groups, 7 RECOPE, parents' associations, 11 children's committees, 7 children's clubs, and provincial committees in fighting against WFCL in Mongbwalu and Bunia. Community organizations showed more willingness to develop strategies to continue the project.

4.2.2 Good Practices

Business groups for new graduates from vocational training: Making a group of graduates responsible for the kits will prevent them from selling the kits under family pressure or any other constraints.

Teachers' training and school kits: Training teachers and making the learning materials available improved the quality of education.

Use of project staff networks: Using project staff networks helped the project reach its objectives; staff has developed a network of friends among the stakeholders.

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V EFFICIENCY

5.1 FINDINGS

5.1.1 Cost-efficiency

The final evaluation confirms that REETE was cost-effective at providing direct educational services to children engaged in or vulnerable to exploitive labor in the DRC. According to the proposal, the direct cost per beneficiary for withdrawing children through education was US\$458.33 for an initially planned 12,000 children. The project was able to provide educational services to 13,216 children for withdrawal and education with the same amount of resources, increasing the target group by 10%. The project's efforts to provide education for prevention and withdrawal were cost-effective.

According to the proposal, the estimated program cost for education services for reintegration and prevention is US\$75 per child for formal schools and US\$145 per child for APL services. The project was able to leverage other funds to implement these activities. Classrooms were not renovated but rebuilt, and thus will remain usable for much longer. Students in the project sites will be able to attend those schools for the coming years.

In Ituri District, Medicor complemented USDOL funds to build new schools. In addition, parents contributed sand, labor, and other local building materials. In Kolwezi, the local industries supported the project in building new schools. In Mbuji Mayi, REETE was able to leverage funds from Rezidor to rehabilitate two schools: EP Dilunga and EP Cishimbi. The project initially planned to rehabilitate eight schools for US\$20,000 in Mbuji Mayi (US\$2,500 per school); it was able to leverage US\$70,000.

We have spent US\$35,000 to rehabilitate just one school. The average cost of rehabilitation varies between US\$35,000 and US\$50,000 depending on the physical conditions of the school. (REETE Staff, Mbuji Mayi)

The project planned to invest US\$2,500 for each school rehabilitated, while schools needed to be rebuilt at an approximate cost of US\$35,000. The staff was able to negotiate with other partners and leverage funds to build schools; and Medicor put [in] US\$7,000 per school. (Project Staff, Mongbwalu)

The USDOL's investment in building schools was cost-effective because it enabled project managers to leverage more than three times the initial amount to build new schools. Kolwezi targeted 8 schools and was able to reach 39 schools.

The project selected MAFs from the targeted communities. This was cost-effective but not profitable with regard to developing skills and competencies. Most of the artisans did not have the required skills to produce high-quality materials and to train students. In Kolwezi, the *Institut National de Préparation Professionnelle* (National Institute for Vocational Schools) [INPP] representative mentioned the poor quality of the MAF products.

School started in September, but the school kits were not distributed until November. Distributing kits in November was not cost-effective because parents had already bought school supplies for their children.

Without the budget approval, the project manager had to find alternatives to conduct the project and reach the 4,000 children targeted. Also, the relocation of the project from Lubumbashi to Kolwezi increased the operation costs (causing twice the rent to be paid for a few months).

5.1.2 Human and Financial Resources Management

The unexpected costs in travel and time allocated to activities because of difficulties traveling in the DRC hampered the financial management of the project.

The schools kits were purchased through a bidding process, which helped get the best products offered on the market at a lower cost.

With regard to efficiency in monitoring, most of the information for the database was collected by local NGOs, thus saving time for the staff to implement other project activities. NGOs were paid only transportation and meal allowances as needed.

RECOPE, DIVAS, and the Ministry of Employment, Labour and Social Security Provision have provided some support to the project by providing transportation and meal allowance costs for sensitization activities. Local partners provided in-kind contribution. The committee members were not compensated for their work.

In the Kolwezi site, the school kits were not as cost-effective as the Save the Children UK sites, because of the high cost of distribution. One field officer was in charge of the process, from preparing the list of beneficiaries to dispatching the kits, without any staff support. Furthermore, the project's relocation from Lubumbashi to Kolwezi increased expenditures. In addition, the Solidarity Center did not receive the support expected from the mining industries and unions because of the financial crisis of the mining sector.

5.1.3 Monitoring System Efficiency

REETE's monitoring system works toward the key USDOL indicators. To achieve the monitoring goal, the database was mainly used. The system tracked the number of children withdrawn and prevented during the reporting period. It also tracked the percentage of children retained in education programs as the result of the project's efforts and tracked the number of students who completed the program. The system was helpful in tracking students at school but was not able to provide information on whether students who had dropped out returned to work in the mines. According to REETE's logical framework matrix, the project planned for the database to be managed by the National Committee Fighting Against WFCL by the middle of the third year, but this has not yet occurred. The evaluators observed that none of the offices have the infrastructure to host the database (neither a computer nor a budget has been allocated to manage the database).

5.2 LESSONS LEARNED AND GOOD PRACTICES

5.2.1 Lessons Learned

The USDOL initiative in rehabilitating schools was a driving force that encouraged other partners to support school construction. This has contributed to making school construction cost-effective.

5.2.2 Good Practices

The database is a helpful tool in monitoring child labor. It could be hosted and used by institutions that plan to develop activities for children in the future.

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VI IMPACT

6.1 FINDINGS

6.1.1 Impact on Beneficiaries

REETE's Impact on Children

More children are aware of the danger of working in the mines and are willing to attend school or nonformal/vocational education. Without the project—which helped waive school fees, pay for uniforms, and provide school kits and alternative education—many children would never have had a chance to attend school or receive other forms of education. Free uniforms and an improved educational environment attracted children, even those outside the targeted sites. Children now say they believe that their future is not in the mines and are aware that they can be heard and have rights. Children's leisure time has also been increased through activities such as the Boy Scouts Organization.

According to teachers and based on some brief ALP student reading assessments, children are benefiting from ALPs. These students are performing at the same level as students in formal schools.

REETE strategy is good; the project was able to get back children to school, particularly for those that are above school age [students above 14 years old]. The project has given them a chance to study as those in the formal school. (School Director, Mongbwalu)

Vocational training students perceive REETE as an opportunity to have a new career and stay away from exploitive labor. Most child workers met during the evaluation worked in the mines because they lacked alternative work. When parents cannot pay for education or family expenses, children feel obliged to work to support their families.

I have freely chosen the vocational training because working in the mines is an exhausting activity. I would like to have a profession for life. I suffered in working in the mines and used to earn a maximum of 10,000FC (US\$9) a day. As I was working for someone else, he never assisted me when I was sick; sometimes we had collapse of the quarry, gas emanation, etc. Sometimes, the torch lost power while you circulate underground and you are left in the dark. It is too dangerous. (Focus Group, Vocational Training Students, Mongbwalu)

REETE's Impact on Parents

The project provided training for parent associations (COPA). Parents have been sensitized to the danger of exploitive child labor and the importance of education.

I really liked the project. The project created the sense of responsibility of parents. Changes are progressively coming. With the reduction of diamond mines, parents understand now [the importance of education]. (COPA Parent, Mbuji Mayi)

Sensitization campaigns have contributed to behavior change. Before REETE, parents did not report sexual abuse and often paid to register legal cases but did not follow up on them. The project has a reporting mechanism for such cases, and families in the community were able to report them to the project for free. The project then contacts the police or MONUC. Communities feel confident in reporting sexual abuse to REETE.

Perception of the Community Regarding Prevention of WFCL

The community is aware of the negative impact of WFCL on children. REETE was able to increase access to schools through the provision of infrastructure and to increase awareness of the importance of education for children, even in mining societies that tend to value money over education.

Before, we had only mining work and prostitution. With the vocational training in sewing, we were able to demonstrate the advantages of such work. A man can give you US\$1, but when a girl makes a dress she can earn at least US\$5. (MAF in Sewing, Pluto)

The committee on WFCL works closely with RECOPE. Together, they have conducted sensitization campaigns in Mongbwalu.

RECOPE is also becoming a reference organization. Communities trust its members and seek their assistance in denouncing sexual abuse or child labor. RECOPE collaborates with the churches and the police. However, the organization is limited in taking legal actions, such as bringing perpetrators to court or speaking on behalf of child victims, because it does not have legal recognition. Through the evaluation process, the RECOPE members were pushed to consider the future of the organization, and some suggested it should be officially registered to be able to continue and strengthen its work. Through RECOPE, the community monitors child labor in the mines. The RECOPE committee has been successful in preventing and withdrawing children from working in the mines, but families need ongoing support for their basic needs.

REETE helped increase awareness of children's rights. Beyond child labor issues, local organizations have increasingly demanded assistance for child victims of sexual violence. The *Association des mamans pour l'aide aux deshérités* (Association of Mothers to Support Poor People) in Mongbwalu, in particular, has increased the demand to protect girls from sexual violence.

We visit the mines twice a week to check if children are still there; and sometimes on Saturday and Sunday, we realize that children are grinding golden rock in the workshops and girls are selling in the mines to make a little money. (RECOP Focus Group, Teachers, Mongbwalu)

6.1.2 Impact on the Quality of Education

REETE has had a positive impact on the quality of education in the three project sites. The evidence is perceptible through the improved quality of school infrastructure and the learning environment, given the availability of tables and chairs for teachers and students who used to sit on the floor and study in classrooms made of clay. Visiting rural schools not funded by REETE

during the evaluators' trip helped clarify the impact of the project. Rural schools visited in the Mongbwalu area (all non-REETE schools) were still in poor condition. In those schools, the buildings were often made of sand-clay and straw, and students often sat on the floor.

Schools made of clay and straw are replaced by solid buildings; the quality of teachers has improved because of the training; the schools kits are available; [and] each students has a pen, while before some students used to wait outside the class for their brother to use the same pen. What those kids will become after the project. (School Director, Mbuji Mayi)

The project has built two classrooms and the office of the director; it has provided tables, chairs, black boards, kits to teachers and students, and [it] has trained our teachers. All the children of ALP 1 and 2, in addition to vulnerable children, have received uniforms. This is encouraging for our system. However, the project still needs to build classes as promised and generalize teachers' salaries because only two teachers from ALP are paid. (School Director, Mongbwalu)

Better trained teachers are also a sign of REETE's impact. All the teachers interviewed said that the training program has helped them to be better instructors. Some ALP teachers in Mbuji Mayi said that the participatory method of learning, which they learned through the project, helps children more easily understand some subject matters. Every year, the project organizes training in conjunction with local education inspectors who oversee the materials, provide the training, and disseminate the materials (books) with the national curriculum. The training covers school subject matters, the national curriculum, classroom management, organization of parents' associations, and life issues such as health, the environment, HIV/AIDS, and peace.

Every year the project organizes training sessions in Bunia and sometimes in the sub-base in Mongbwalu. The quality of training is excellent; we learn pedagogy, classroom management, and even the relationship [between] parents [and] school is included in the training. In addition, the project provides food. We wish to continue the training. (Teacher, Mongbwalu)

The recognition of the ALP by DIVAS has also increased children's access to school and is a positive impact of the project because it fosters alternative education. However, absenteeism, dropout, and tardiness might dilute the impact of the ALP.

I used to have 39 girls and 30 boys in the beginning of the ALP; I ended up with 13 girls and 9 boys. (ALP Teacher, Mongbwalu)

The children are going back to the mines. In the beginning, I had 54 students and now I have 42; among them, 16 girls. (ALP Teacher, Mongbwalu)

Illiterate parents increase the dropout rate. Children work to support their parents. (ALP Teacher, Mongbwalu)

Vocational training has also made an impact in that beneficiaries are gaining new skills. The INPP services validate the vocational training programs and deliver diplomas to students. The direct beneficiaries said that the project has helped them gain life skills for new careers.

I am 17 years old and I dropped out of school after four years because my parents could not afford it. I used to sell maize in the mine. The income earned was enough for me to live. My new sewing skills will help me to have a better life. When I sew a dress, I can earn 500FC to 1,000FC (US\$0.50 to US\$1.00) a day. I take literacy classes twice a week and I use it to do some basic calculation. The life skills classes help me to understand how to behave with young boys and change my behavior. (Focus Group, Vocational Training Students)

6.1.3 Impact on Partners

REETE has had a positive impact on RECOPE, local NGOs, MAFs, and parents, among other local stakeholders. Training and sensitization activities contributed to increasing awareness and commitment to withdraw children from mines.

We are fighting seriously; Pili Pili is a mining milieu. Despite the hard living conditions, RECOPE circulates to look for children in the mines on a volunteer basis. We will continue withdrawing our children from mines. It was a fight to extract the children. (RECOPE Member, Mongbwalu)

I am convinced that my students and their friend will not go back to the mines. Because when a child knows how to make money through sewing, he will never return to the mine and will convince his friends [not to do so as well]. (MAF in Sewing, Mongbwalu)

We need to continue sensitizing the community, particularly for the upcoming school year. More and more community members leave the diamond mines to return to agriculture, because with this latter resource, we can educate our children... the diamonds, money comes suddenly and it is spent the same manner. With the diamond money, we don't have long-term plans, we are under the emotion. Money from agriculture makes us more stable. (RECOPE Member, Mbuji Mayi)

The project has developed a sense of commitment among community groups such as Kiros, Boy Scouts Organization, Xaverians, Kizito–Anuarite, *Croisades Eucharistiques*, Red Cross Juniors, and the Catholic Church. These groups have supported to children's clubs, provided education on children's rights, encouraged parents to send their children to school, visited children in difficult situations, and facilitated playtime activities for children at risk or withdrawn from the mines. All of these activities fostered awareness and knowledge of the issues of child labor and education.

Although community members feel that REETE has had a positive impact on their knowledge of child labor issues and their involvement in fighting against it, they say that they still need support to strengthen their organizations.

The project should continue; we [as a] community are not yet well equipped to sustain our activities. We ask for more support in training to continue managing this type of project. We do not have a budget; what will be the mechanisms to sustain REETE activities? (RECOPE Member, Mongwalu)

REETE provided training to the National Committee Fighting Against the Worst Forms of Child Labor. In collaboration with the project, the Committee implemented three provincial committees, but only one has been officially recognized. REETE helped finalize the report of the National Committee's workshop on its bylaws and the Committee's work plan. The project also helped in printing the bylaws and work plan. However, overall, REETE has had a mitigated impact on the National Committee because the Committee has not proven its capacity to continue without the project, despite the support provided.

6.1.4 Impact on the Government

REETE's impact on policy change has not been significant. Save the Children UK, in collaboration with other organizations, advocated for free primary education in practice, but students still pay fees, despite the law guaranteeing free primary education. The government has ratified international laws against child labor and free primary education but has not implemented national laws to safeguard these ratifications.

Representatives of the Government of the DRC in the provinces say that they appreciate the improvements in the education sector through REETE. However, the limited number of child beneficiaries the project targeted and the short duration of the project restrict its impact. Failure to apply the law on free primary education also limits the project's impact. Beneficiaries of the project might drop out of school after the project ends if their parents are not able to pay school fees and related expenses.

In Mbuji Mayi, DIVAS is responsible for nonformal education, which includes ALP and vocational training. According to the Division Chief of Social Affairs, REETE has had a positive impact because it was able to recuperate the older students through these alternative nonformal education strategies. An ALP teacher found the curriculum relevant to the current education system, saying that the participatory methodologies facilitated his job as students discovered and gained knowledge through classroom participation.

6.1.5 Suggestions to Quantify the Impact on Direct Beneficiaries

The evaluators included in the interview guideline a question on measuring the project's impact. Each participant was asked to rate REETE's impact from 1 to 4, with 4 being the most important impact. Most of the participants rated the project a 4, although some participants gave lower grades. The following is a sample of quotes from subjects in Mbuji Mayi and Bunia. In Bunia, seven participants from the Ministries gave the project an average grade of 2.85.

I give the grade 4 because of the innovative approach in finding an answer for the Ministry of Primary, Secondary and Professional Education on how to integrate children over 15 years old in the education System.

I give the grade 4 because ... REETE was able to improve children's behavior, particularly for prostitutes and those who smoke hashish. The project has to hand over the database to the Ministry [of Social Affairs, Humanitarian Actions, and National Solidarity].

I give the grade 4 because REETE helped the government do its own job.

I give the grade 3 because information is not really shared among project partners.

I give the grade 2 because they [REETE] plan without us, while we could provide guidance.

The number of schools involved is not enough, we have more than 2,000 schools, and UNICEF supports 355. With the rehabilitated schools, classes will be overcrowded. (This person rated the project a 3.)

6.2 LESSONS LEARNED AND GOOD PRACTICES

6.2.1 Lessons Learned

The impact of the project is more tangible on the local NGOs, parents associations, and children. REETE was able to change the conditions of the NGOs by paying and training facilitators. The project has given more opportunities to child beneficiaries; however, the project's impact was less significant on the Government of the DRC. There were no policy changes, and there was no government commitment to support child labor issues and increase resources to education.

6.2.2 Good Practices

Developing a sense of ownership was good practice that motivated partners to end exploitive child labor. The MAFs, members of RECOPE, the Boy Scouts Organization, and all other partners who had met said that they considered all the children to be their own children.

VII SUSTAINABILITY

7.1 FINDINGS

7.1.1 Exit Strategy

The proposal included a sustainability plan and the project document has an exit strategy, both of which are based on the assumption that the policy environment would be strengthened and that the Government of the DRC would increase the resources committed to education and child protection. It was assumed that parents, teachers, and the communities at large would be sensitized and trained to continue REETE's activities. The combination of the actualization of these assumptions would make the project's activities sustainable.

The Government of the DRC has shown its willingness to support REETE's activities through the creation of committees to fight WFCL. The evaluators were not able to find any government resources to take over these activities, however. At the provincial level, DIVAS and Ministry of Employment, Labour and Social Security Provision representatives depended on project funding for transportation to monitor students in schools and identify child workers in the mines.

The three provincial committees fighting WFCL have written their action plans, but they have not been able to find government funding.

The project manager should think of the government side; we are stakeholders, currently we are working on the national and international tools to fight against the worst forms of child labor. We want to be actively involved, but we don't have the resources to follow up. Our budget is very low and is less than 1% of the national budget. We are willing to provide in terms of human resources, but we need the support of the project, like a motto and fuel, to monitor and follow up [on] child labor. (Representative of the Ministry of Gender, Family Affairs and Children)

The communities showed willingness to make REETE activities sustainable, but they did not have the resources to do so. RECOPE was created by the project and could be the organization that continues the project's activities. However, RECOPE does not have legal standing, which may prevent it from taking action at the end of the project without support from Save the Children UK and the Solidarity Center.

In collaboration with REETE and Medicor, villagers started developing mechanisms to continue supporting children withdrawn from WFCL. In Pili Pili, they started income-generating activities for the school. Medicor provided the funds to buy a circular saw machine and trees from the forest. The money generated by selling wood products was intended for the school, but the project was not able to generate stable income for the school. Evaluators did not find evidence that the money was used for the school; moreover, the village committee did not have enough organizational capacity to manage the project.

In Mbuji Mayi, the parents' association, COPA, started a bean farm this year to support the school, but it is unclear whether the farm can generate enough income to pay the teachers. The

evaluators were also concerned about whether the bean farmers had adequate organization and management skills.

Training activities for teachers, RECOPE, NGOs, and the commitment of groups such as the Boy Scouts Organization and Kiros could be capitalized on for sustainability. The evaluators have not seen any organizations (governmental or nongovernmental) that could substantially take over the project's activities. All the partners depend on the project funding.

Potential partners have been trained and are willing to provide support to combat child labor, but REETE lacked a plan to help the communities earn resources to support their activities.

7.1.2 Leveraging Non-project Resources

USDOL provided US\$2,500 for each school to be rehabilitated. However, the rural schools were in such poor condition that they had to be completely rebuilt. REETE was able to look for other resources to build new schools. In Ituri District, this was accomplished through collaboration with Medicor; in Mbuji Mayi, the project collaborated with Reizidor. REETE rebuilt two schools instead of renovating eight schools as planned. In Kolwezi, the mining sector provided support to build the schools.

7.1.3 Challenges and Successes in Maintaining Partnerships in Support of the Project

REETE was successful in working with the ministerial departments in Mbuji Mayi, but less successful in Kolwezi and Mongbwalu, where the different partners were not well informed about the activities of the project. The U.S. Embassy also works closely with REETE.

7.1.4 Challenges and Opportunities Coordinating with the Government

The locations of the project sites have played an important role in maintaining relationships with government representatives. In Mbuji Mayi, the evaluators saw more commitment and support from DIVAS and the Ministry of Employment, Labor, and Social Protection and the Ministry of Primary, Elementary and Professional Education, than they did in Bunia and Kolwezi. In the latter regions, Ministry officials said they were not well informed about the REETE's activities. Mbuji Mayi was the first site where the provincial committee fighting against WFCL was officially created. In Mongbwalu and Lubumbashi the committees are still provisional.

At the national level, the project staff was able to build relationships with key individuals that facilitated entry at different levels of the ministries.

7.1.5 Challenges and Opportunities Coordinating with ILO-IPEC

According to the project staff, the project did not have an opportunity to collaborate with ILO-IPEC because the ILO-IPEC office was closed in September 2008. However, REETE has maintained a working relationship with the former coordinator. ILO-IPEC implemented the National Committee Fighting Against WFCL and supported its first training in 2008. The former coordinator was a member of the National Committee.

7.1.6 Challenges and Opportunities Working with International Organizations

The Save the Children UK staff was able to work synergistically with international organizations, particularly with the education clusters within UNICEF. The evaluators have not seen evidence of a similar child labor cluster in the DRC, however.

In Mongbwalu, REETE worked with MONUC on sexual violence issues. In Mbuji Mayi, the project worked with UNICEF and the Catholic International Office for Children.

7.1.7 Challenges and Opportunities with Regard to National NGOs and Community-Based Organizations

In Mongbwalu, the project had difficulties finding artisans to train vocational training students and local NGOs. Local NGOs did not have staff with the appropriate skills to subcontract with REETE; therefore the project was obliged to involve local NGOs from Bunia for these activities.

7.1.8 Sustainability of Local NGOs

As previously mentioned, the local NGOs depend on the project's budget. REETE paid local facilitators salaries and transportation to monitor children working in the mines. However, most of them will close at the end of the project because they lack resources.

7.1.9 Lessons Learned from Project Accomplishments and Weaknesses in Terms of Sustainability of the Interventions

REETE has accomplished all of its planned activities, mostly with success. The strongest accomplishment has been awareness raising with the public about child labor and education with communities. Communities had never measured the scope of child labor, nor did they consider it a real problem, because it was part of their daily lives. The project was successful at publicizing child labor as a practice to be eliminated.

The creation of new schools and new job opportunities attracted students and encouraged parents to send their children to school. Not only were these accomplishments successes with regard to changing the environment, but they should be considered the project's best marketing tools.

The project's weakest points in terms of sustainability consisted of the lack of income-generating activities and of successful activities to help local organizations raise funds to sustain education and child labor monitoring. In the three project sites, the stakeholders said that they are not yet ready to sustain the activities themselves and that they need at least three more years of support from REETE. The USDOL policy change, which will allow funding for income-generating activities, might provide opportunities to create wealth.

7.2 LESSONS LEARNED AND GOOD PRACTICES

7.2.1 Lessons Learned

Sustainability depends mostly on the Government of the DRC's commitment of to take responsibility for waiving school fees and creating a legal environment that prohibits child labor by applying severe penalties.

7.2.2 Good Practices

Parents are aware that REETE is reaching its end and are thinking of alternative ways to support schools. In Mbuji Mayi, they started cultivating beans to generate income for the schools. This type of initiative should be encouraged and supported by the project.

VIII RECOMMENDATIONS AND CONCLUSIONS

REETE is relevant to the DRC's socioeconomic and political context as a post-conflict country. The project also aligns with USDOL goals to eliminate child labor practices. The project design has acknowledged that working children are often breadwinners and provide family income; but even in this context, the project failed to provide income replacement opportunities to families. The lack of income-generating activities hampered the sustainability of the project. However, children are attending formal and nonformal education classes and vocational training. REETE has substantially increased awareness of the danger of child labor and the importance of education; it has also instilled ownership in communities aiming to eliminate exploitive child labor practices.

Many children have been withdrawn from the mines, but this will last only as long as they receive support for their education from donors. Given that families financially depend on children—and given the lack of protection of children apart from the project—the evaluators left the field believing that children will go back to the mines under either family or financial pressure.

To attempt to sustain the project, REETE should advocate the governments of the United Kingdom and the United States, as well as MONUC, to request that the Government of the DRC implement its laws on free primary education and child labor protection by allocating a substantial budget to carry out education and child protection activities.

The evaluation suggests sustainable alternatives to withdraw children from mines through free primary school and sustainable economic activities. In the proposal, it was planned to develop economic opportunities around agriculture and husbandry. Any income-generating activity related to agriculture might provide opportunities for communities. In the DRC, there are many business opportunities for wood planks, food processing, and agribusiness. If the agriculture sector is selected, income-generating projects should be coupled with training on business planning and organizational development for community members.

8.1 KEY RECOMMENDATIONS—CRITICAL FOR MEETING THE PROJECT OBJECTIVES

REETE should ask the governments of the United Kingdom and the United States, as well as MONUC, to request that the Government of the DRC effectively implement the law on free education—by increasing the allocated budget of education by at least 30% and adequately financing the implementation of the ILO-IPEC conventions to protect children against child labor.

If the project is continued for another phase, or is replicated, it should implement the policy supporting income-generating activities for parents to replace children's income and allow children to attend school.

REETE should work toward providing high-quality tool kits to new vocational training graduates. The project should also make sure that the kits offered to graduates are of good quality and will last long enough to help the graduates develop a business.

The project should focus on agriculture/husbandry as income-generating activities for community members to support the schools and vocational training graduates. The DRC has a natural comparative advantage in agriculture because of the availability of land and the regular abundance of rain, especially with regard to the project sites. A market study should be conducted before selecting sectors; but the evaluators suggest that at least 50% of the income-generating sectors be in agriculture and the remaining 50% be in sewing, carpentry, and other services.

The evaluators recommend that meals be offered at all learning sites—not limited to formal education and ALP—and including vocational training sites.

Recommendations When Communities Cannot Build Classrooms to Meet International Standards

Communities are aware of what a good school should look like; so some community members might not send their children to traditional rural schools, where students sit on the floor. The evaluators advise communities to lobby the Government of the DRC to take on the responsibility of building schools in rural areas. Although learning can take place anywhere, the evaluators do not recommend building schools that do not meet international standards, because experience has shown that parents and children are attracted by the quality of the infrastructure, and therefore, these schools may go unused or underutilized.

8.2 OTHER RECOMMENDATIONS

8.2.1 Relevance

In addition to building capacity for RECOPE, which has largely contributed in transferring ownership of child labor and protection issues to communities, REETE should introduce small-scale businesses for RECOPE and link the income to school support. RECOPE and COPA members should be trained on good governance of community organizations as well as management.

8.2.2 Effectiveness

- Better integrate Save the Children UK's capacity and experience in child protection, child soldiers, migrants and displaced persons, and sexual abuse, as well as the experience of Solidarity Center in working with unions and workers' organizations.
- Integrate into the project the experience of Save the Children UK and Solidarity Center with issues of displaced children, child soldiers, and gender-based violence. This could be applied to mobile parents who travel around to different mining suites depending on job availability.

- Improve classroom counseling by training teachers who are in direct contact with children and are able to observe any abnormal behavior. Training teachers will help develop competencies to identify students' special psychosocial needs and provide counseling on an individual basis.
- In addition to offering football and other games/sports, include sweets and other types of food to motivate children to attend leisure activities.
- Improve training of master artisans.
- Include social protection, marketing, and business planning in vocational students' training.
- Develop formal vocational training programs in collaboration with professional training institutes.
- Conduct a thorough market study before selecting vocational sectors.

8.2.3 Efficiency

- Find a way to distribute kits to students who are absent on distribution days.
- Provide motorcycles for field officers to facilitate mobility and achieve more activities.
- Adapt the budget to changes in the field through better planning.
- Centralize the financial management to the chief of party and send budgets to the different sites using standardized criteria.
- Conduct research on the operation costs of partners before implementing the budget.

8.2.4 Impact

- Include unions and human rights groups to advocate for the implementation of laws on free primary education and child labor protection.
- Develop a communication plan for the project, targeting sectors that use child labor such as local markets, forestry, hotels, and households.
- Provide certification of participation to master artisans who participated in the training.
- Increase training for law enforcement agencies (e.g., train police staff on law enforcement).

8.2.5 Sustainability

- Partner with other organizations for matching funds to continue supporting the project.
- Review the sustainability plan and the assumption on the Government of the DRC's capacity and commitment.

ANNEXES

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ANNEX A: LIST OF DOCUMENTS REVIEWED

1. Technical Progress Reports (TPR) [March 2008, September 2008]
2. Technical Progress Reports Requests for additional information
3. Status of the work plan
4. Midterm evaluation for the REETE project
5. REETE baseline study, July 2008
6. Cooperative agreement
7. Logical framework matrix, 2007
8. REETE proposal
9. USDOL management procedures and guidelines for grantees 2008
10. Midterm evaluations projects in Uganda
11. Midterm evaluations projects Colombia
12. The DRC national curriculum
13. Primary Secondary and Professional Education Development Strategy 2010–2015
14. Summary of the socio economic study in Mbuji Mayi, Kolwezi and Mongbwalu sites February 2010
15. Introduction to ICF Macro Labor Evaluations, funded by U.S. Department of Labor (USDOL), April 2010
16. Introduction to Definitions Used in USDOL Education Initiatives, IFC Macro, April 2010
17. Examples of Methodology Pieces used in USDOL EI Evaluations
18. Principles for Ethical Reporting on Children, UNICEF
19. USDOL Template for comment matrix
20. USDOL Template for question matrix
21. USDOL Template for TOR cross-reference annex
22. Aggregate Performance Report on DOL OCFT Common Indicators—Direct Tracking—Reporting Period: 09-01-07 to 08-31-08
23. Annexe 2 : Note sur la « gratuité » de l’enseignement primaire (2010–2012)
24. Data certification, April 2008

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ANNEX B: INTERVIEW GUIDES

QUESTIONS AUX ENFANTS

- Quel est l'impact du projet : qu'est ce que le projet vous a apporté ?
- Quels sont les services reçus du projet : éducation, santé, counseling, réinsertion, et formation professionnelle ?
- Quelle est votre situation actuelle ?
- Participez-vous au Club ?
- Participez-vous aux réunions du Comité ?

Questions chef de projet REETE ou chef de bureaux provinciaux

- Comment appréciez-vous en général l'exécution du projet REETE ?
- Comment jugez-vous le design du projet par rapport aux objectifs de l'USDOL ?
- Est-ce la conception du projet s'adapte au contexte culturel, économique et politique du Congo ? Pourquoi ?
- Quels sont les facteurs externes qui ont affecté l'exécution du projet ? Comment les avez-vous contournés ?
- Quelles ont été les principales contraintes qui ont freiné l'exécution ? Au niveau du projet et des Ministères partenaires, des ONG et autres partenaires ?
- Est-ce que les conclusions et recommandations de l'évaluation 2009 ont été prises en compte dans l'exécution des activités en 2010 ?
 - Avez-vous réussi à vous entendre avec les partenaires du projet sur la définition de « Pires formes de travail des enfants » avec un accent sur le retrait et la prévention des enfants à s'engager sur certaines de ces formes : prostitution, utilisation des produits chimiques, (mercure), de la dynamite dans les mines, et le travail à l'intérieur des mines ?
 - Est-ce que la sélection des enfants pour les programmes ALP et de formation professionnelle est faite de telle sorte qu'elle ne cause pas d'abandons scolaires ? (Pour intégrer ces programmes qui sont parfois plus bénéfiques dans l'immédiat ?)
 - Avez-vous intégré toutes les recommandations de l'évaluation à mi-parcours ? Sinon pourquoi ?
- Que recommanderiez-vous si on devait revoir le design du projet en tant que directeur du projet ?
- Quelles sont vos relations avec les Ministères techniques impliqués : Travail, éducation, Affaires sociales ? Sont-ils engagés dans le processus ?

- Quel est le niveau de satisfaction des partenaires des différents Ministères impliqués dans le projet ?
- Quelles sont les réalisations en matière de mise en place de système d'information statistiques sur le trafic des enfants ? Comment le gouvernement utilise les statistiques du projet ?
- Ou en êtes vous avec le système de suivi/monitoring avez-vous mis en place ces systèmes ? Utilisez-vous le logiciel développé pour le suivi des enfants victimes du trafic ?
- Quelle est la nature de vos relations avec les autres projets sur le travail des enfants ? UNICEF et autres ?
- Avez-vous réussi à convaincre les autres partenaires à cofinancer des activités ?
- Quelles sont vos relations avec le projet ILO-IPEC ? Si des relations existent, quels ont les difficultés et opportunités rencontrées dans l'exécution du projet ?
- Pensez vous que les partenaires nationaux (gouvernement, RECOPE, APE, COPA, KIROS, systèmes de suivi, comités) vont continuer à s'engager dans les activités de lutte contre le trafic des enfants à la fin du projet ?
- Quelles seront les activités de lutte contre l'exploitation du travail des enfants qui vont continuer après le projet ?
- Quelles sont les possibilités de réplication du projet ?
- Pouvez vous nous donner les tel et adresses des personnes à contacter dans les ministères partenaires, les ONG, Comités de vigilance, enfants bénéficiaires ?
- Merci de nous avoir consacré de votre temps.

Questions chef de projet REETE ou chef de bureaux provinciaux

- Comment appréciez-vous en général l'exécution du projet REETE ?
- Comment jugez-vous le design/conception du projet par rapport aux objectifs d'USDOL ?
- Est-ce la conception du projet s'adapte au contexte culturel, économique et politique du Congo ? Pourquoi ?
- Quels sont les facteurs externes qui ont affecté l'exécution du projet ? Comment les avez-vous contournés ?
- Quelles sont vos principales activités dans l'éducation ?
- Quels sont les ponts forts et points faibles ?
- Quelles ont été les principales contraintes qui ont freiné l'exécution ? Au niveau du projet et des Ministères partenaires, des ONG et autres partenaires ?
- Est-ce que les conclusions et recommandations de l'évaluation 2009 ont été prises en compte dans l'exécution des activités en 2010 ?

- Avez-vous réussi à vous entendre avec les partenaires du projet sur la définition de « Pires formes de travail des enfants » avec un accent sur le retrait et la prévention des enfants à s'engager sur certaines de ces formes : prostitution, utilisation des produits chimiques, (mercure), de la dynamite dans les mines, et le travail à l'intérieur des mines ?
- Est-ce que la sélection des enfants pour les programmes ALP et de formation professionnelle est faite de telle sorte qu'elle ne cause pas d'abandons scolaires ? (Pour intégrer ces programmes qui sont parfois plus bénéfiques dans l'immédiat ?)
- Avez-vous intégré toutes les recommandations de l'évaluation à mi-parcours ? Sinon pourquoi ?
- Que recommanderiez-vous si on devait revoir le design du projet en tant que directeur du projet ?
- Quelles sont vos relations avec les Ministères techniques impliquées : Travail, éducation, Affaires sociales ? Sont-ils engagés dans le processus ?
- Quel est le niveau de satisfaction des partenaires des différents Ministères impliqués dans le projet ?
- Quelles sont les réalisations en matière de mise en place de système d'information statistiques sur le trafic des enfants ? Comment le gouvernement utilise les statistiques du projet ?
- Ou en étés vous avec le système de suivi/ monitoring avez-vous mis en place ces systèmes ? Utilisez-vous le logiciel développé pour le suivi des enfants victimes du trafic ?
- Quelle est la nature de vos relations avec les autres projets sur le travail des enfants ? UNICEF et autres ?
- Avez-vous réussi à convaincre les autres partenaires à cofinancer des activités ?
- Quelles sont vos relations avec le projet ILO-IPEC ? Si des relations existent, quels ont les difficultés et opportunités rencontrées dans l'exécution du projet ?
- Pensez vous que les partenaires nationaux (gouvernement, RECOPE, APE, COPA, KIROS, systèmes de suivi, comités) vont continuer à s'engager dans les activités de lutte contre le trafic des enfants à la fin du projet ?
- Quelles seront les activités de lutte contre l'exploitation du travail des enfants qui vont continuer après le projet ?
- Quelles sont les possibilités de réplique du projet ?
- Pouvez vous nous donner les tel et adresses des personnes à contacter dans les ministères partenaires, les ONG, Comités de vigilance, enfants bénéficiaires ?
- Merci de nous avoir consacré de votre temps.

Comités d'initiative

- Comment jugez-vous la pertinence du projet REETE ?
- Quels sont les objectifs et pensez-vous que le projet a atteint ses objectifs ?
- Comment le projet REETE s'intègre dans les programmes actuels de lutte contre le travail des enfants ?
- Quel type d'appui recevez-vous du projet ?
- Comment jugez-vous les services offerts par le projet (notamment l'insertion dans les écoles, la formation professionnelle, le programme ALP, les prise en charge des frais scolaires, la réhabilitation des écoles, etc.) par rapport aux résultats notamment le nombre d'enfants retirées et prévenu du travail/trafic des enfants ?
- Est-ce que les services offerts rencontrent les besoins des bénéficiaires?
- Pensez-vous que le fait de donner les frais scolaire et les fournitures y compris uniformes a contribué au retrait ou à la prévention ?
- Dans quelle mesure la faim constitue un obstacle pour l'éducation dans la cadre du projet ? et quelles sont les recommandations pour résoudre ce problème ?
- Qu'avez-vous réalisé seul et/ou en collaboration avec le projet sur la lutte contre le travail des enfants ?
- Quels sont les mécanismes mis en place pour continuer à lutter contre le trafic des enfants à la fin du projet ?
- Est-ce que le projet a pu identifier et cibler les enfants a risque et ceux qui sont soumis aux pires formes de travail des enfants ?
- Quelles sont vos recommandations pour mieux appuyer la lutte contre les pires formes de travail des enfants ?

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ANNEX E: TERMS OF REFERENCE

**Terms of Reference for the
Independent Final Evaluation of the
Réduire l'exploitation des enfants travailleurs par l'éducation (REETE) Project
in the Democratic Republic of the Congo (DRC)**

Cooperative Agreement Number:	IL-16575-07-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	Save The Children Foundation UK & The American Center for International Labor Solidarity
Dates of Project Implementation:	September 30, 2007–September 30, 2010
Type of Evaluation:	Independent Final Evaluation
Evaluation Field Work Dates:	June 7–21, 2010
Preparation Date of TOR:	March 5, 2010
Total Project Funds from USDOL Based on Cooperative Agreement:	US\$5,500,000
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 US\$780 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.

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

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

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

In the appropriations to USDOL for international child labor technical cooperation, the U.S. Congress directed the majority of the funds to support the two following programs.¹⁰

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

Since 1995, the U.S. Congress has appropriated some US\$450 million to support the International Labor Organization's International Program on the Elimination of Child Labor (ILO-IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO-IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; less comprehensive Country Programs; sector-specific projects; data collection and research projects; and international awareness raising projects. In general, most projects include "direct action" components that are interventions to remove or prevent children from involvement in exploitative 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 strong enabling environment for the long-term elimination of exploitive child labor.

Child Labor Education Initiative

Since 2001, the U.S. Congress has provided some US\$269 million to USDOL to support the Child Labor Education Initiative (EI), which focuses on the elimination of the worst forms of

¹⁰ In 2007, the US Congress did not direct USDOL's appropriations for child labor elimination projects to either of these two programs. That year, USDOL allocated \$60 million for child labor elimination projects through a competitive process.

child labor through the provision of education opportunities. These projects are being implemented by a wide range of international and nongovernmental organizations as well as for-profit firms. USDOL typically awards EI cooperative agreements through a competitive bid process.

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

Other Initiatives

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

Project Context

Although it is difficult to obtain reliable data on child labor in DRC, research has estimated that at least 50,000 children are involved in artisan mining across the country, where children work in dangerous and hazardous conditions, and thousands more are known to be working in the informal sector, particularly in agriculture and petty trade.¹¹ Children in the DRC have long been victims of one of the Worst Forms of Child Labor (WFCL): at the height of the conflict in the eastern part of the country, over 30,000 children were used by armed forces or armed groups as soldiers, porters, cooks or for sexual exploitation.¹²

USDOL has supported several initiatives in DRC, including the REETE project. In addition to having devoted approximately US\$5.5 million to date in combating exploitative child labor in the country, from 2003 to 2007, USDOL funded a US\$7 million ILO-IPEC multi-country initiative, the “Global Child Soldiers Project,” which operated in DRC, as well as in Burundi, Republic of Congo, Rwanda, Colombia, Philippines, and Sri Lanka. The project provided vocational training, catch-up education, employment support services, management training, and psycho-social assistance, and supplemented the Disarmament, Demobilization, and Reintegration (DDR) process in these countries. Across all the countries participating in this project, the project withdrew 4,335 children from child soldiering and prevented 4,560 children from involvement with armed groups.¹³

¹¹ Save the Children-UK, “Curbing Exploitative Child Labor in the Democratic Republic of Congo” Project Document.

¹² Ibid.

¹³ U.S. Department of Labor, “2007 Findings on the Worst Forms of Child Labor,” p. 82.

USDOL-funded Projects In DRC

Years	Grantee	Project	Amount
2001–2003	ILO-IPEC	Regional Program on the Prevention and Reintegration of Children Involved in Armed Conflicts in Central Africa (Phase I)	\$312,812
2007–2010	Save the Children UK and the American Center for International Labor Solidarity	Reducing the Exploitation of Working Children through Education	\$5,500,000
TOTAL DRC and Regional			\$5,812,812
DRC Only Total			\$5,500,000
*Regional Total			\$312,812

The Government of the DRC is a signatory to ILO Convention No. 182 on the Worst Forms of Child Labor. A Ministry of Labor decree and other laws prohibit employment of children under 15, of certain hazardous forms of labor by children under 18, and the unconditional worst forms of child labor.¹⁴ Additionally, DRC was one of 24 countries to adopt the Multilateral Cooperation Agreement to Combat Trafficking in Persons and the Joint Plan of Action against Trafficking in Persons, Especially Women and Children, in West and Central African Regions. As part of the Multilateral Cooperation Agreement, the governments agreed to use a child trafficking monitoring system developed by the USDOL-funded ILO-IPEC LUTRENA project; to assist each other in the investigation, arrest, and prosecution of trafficking offenders; and to protect, rehabilitate, and reintegrate trafficking victims.¹⁵

The Government of the DRC is implementing a national plan for Disarmament, Demobilization, and Reintegration of combatants, including children supported by UNICEF and the World Bank. The Government of the DRC also continues to participate in other programs funded by international donors, including a US\$1.3 million project implemented by ILO-IPEC and funded by the Government of Norway to prevent the involvement of children in armed conflict and support rehabilitation of former child soldiers in DRC and Burundi.¹⁶

REETE: Réduire l'Exploitation des Enfants Travailleurs par l'Education

On September 30, 2007, Save the Children Foundation UK, in association with the American Center for International Labor Solidarity, received a 3-year Cooperative Agreement worth US\$5.5 million from USDOL to implement an EI project in the Democratic Republic of the Congo, aimed at withdrawing and preventing children from exploitative child labor by expanding access to and improving the quality of basic education and supporting the original four goals of the USDOL project as outlined above. Save the Children was awarded the project through a competitive bid process. As stipulated in the Cooperative Agreement, this project targets 8,000 children for withdrawal and 4,000 children for prevention from mining, mining-

¹⁴ U.S. Department of Labor, “2008 Findings on the Worst Forms of Child Labor,” p. 90.

¹⁵ Ibid, p. 91.

¹⁶ U.S. Department of Labor, “2008 Findings on the Worst Forms of Child Labor,” p. 91.

related services, small-scale commerce, agro-pastoral activities, and the worst forms of child labor in the Katanga Province, the Kasai Orientale Province, and the Ituri District.

The Goal of the REETE project is to contribute to the prevention and elimination of child labor in the Democratic Republic of Congo through the provision of relevant, quality education to children involved in and at risk of becoming engaged in exploitive child labor.

The project objectives are to:

- Reduce the population of working children in the project target areas by 2010 through the provision of quality basic education.
- Develop policies and laws on child labor and basic education.
- Mobilize a wide array of actors to improve and expand education infrastructures and the protection of children from exploitation.

The project's activities include:

- Improve access to formal education, vocational training, accelerated learning programs and literacy training.
- Secure part-time apprenticeships and part-time work for direct beneficiaries of legal working age and provide their families with business development training.
- Train existing school management committees, community child protection networks, provincial government offices, unions, and employer organizations on how to identify and monitor exploitive child labor.
- Provide the Government's National Committee on the Worst Forms of Child Labor with assistance to develop a work plan to improve enforcement of child labor laws and policies.
- Increase community awareness of the impact of hazardous work and the value of formal education.

Midterm Evaluation

A midterm evaluation was conducted from May 9–27, 2009, by Dr. Bjorn Nordveit, an independent international consultant, and Dr. Francis Loka Kongo, an independent local evaluator. The evaluation consisted of document review; individual and group interviews with project staff, beneficiaries, and other stakeholders; site visits (observation) in Katanga Province, the Kasai Orientale Province, and the Ituri District; and a stakeholder workshop.

The midterm evaluation found that the project was on track to provide educational services to all of the direct beneficiaries, and was within reach of achieving the targeted number of 12,000 direct beneficiaries. The evaluation found that the initial project assumptions were based on a sound analysis of the situation in the DRC, but unfortunately proved to be too optimistic. In

particular, the evaluators noted that the government is not capable of ensuring free primary or secondary schooling for children. Additionally, the evaluation found that by failing to address the issue of replacing the income provided by the children's work, some children drop out, and many more return to work in the mines in the afternoons. Of note, the international evaluator observed a number of children of a very young age—well below the school age of 6—working in the cobalt mines, but the project strategy does not address this potential group with a direct intervention strategy.

With regard to monitoring, the evaluation found that the project had difficulties following up on the work status of the beneficiary children, and that the computerized monitoring system was not yet fully operational. The evaluation found that the sustainability of the REETE project would rely on the ability and willingness of the Government of the DRC and project communities to continue REETE activities after the project ended.

The key recommendations from the midterm evaluation were:

1. The project should consider establishing a working definition of WFCL and focus on withdrawing and preventing the children from engaging in these forms—prostitution, use of chemicals (mercury) and dynamite in the mining process, and work inside mining shafts.
2. To ensure enrollment of the neediest children, it is recommended that project beneficiaries be identified during school hours (in the morning during school days), not during the holidays.
3. The project should ensure that the selection of children for ALP and professional training corresponds to the target group and does not cause drop out from formal schools.

II PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to midterm and final evaluations. The field work for final evaluations is generally scheduled three months before the end of the project. The REETE project in DRC went into implementation in September 2007 and is due for final evaluation in 2010.

Scope of Evaluation

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

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

Final Evaluation Purpose

The purpose of the final evaluation is to:

1. Assess whether the project has met its objectives and identify the challenges encountered in doing so.
2. Assess implementation of the midterm recommendations.
3. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL.
4. Assess the intended and unintended outcomes and impact of the project, including any secondary achievements not originally planned for or envisioned.
5. Provide lessons learned from the project design and experiences in implementation that can be applied in current or future child labor projects in the country and in projects designed under similar conditions or target sectors.
6. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and provide any recommendations to improve sustainability in the project's last quarter.

The evaluation should also provide documented lessons learned, good practices, and models of intervention that will serve to inform future child labor projects and policies in DRC and elsewhere, as appropriate. It will also serve as an important accountability function for USDOL, Save the Children UK and the Solidarity Center. Recommendations should focus around lessons learned and good practices from which future projects can glean when developing their strategies toward combating exploitive child labor.

Intended Users

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

Evaluation Questions

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

Relevance

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

1. Does the project design seem to be adequately supporting the five USDOL goals, as specified above? If not, which ones are not being supported and why not?
2. Have the project assumptions been accurate?
3. What are the main project strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL? What is the rationale behind using these strategies?
4. What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country? (i.e., poverty, lack of educational infrastructure, lack of demand for education, etc.) Has the project been successful in addressing these obstacles?
5. Is the project design appropriate for the cultural, economic, and political context in which it works?
6. How has the project fit within existing programs to combat child labor and trafficking, especially government initiatives?
7. Did the project adjust implementation and/or strategy based on the findings and recommendations of the midterm evaluation?
8. The Midterm Evaluation report mentioned three main recommendations—has the project been responsive to the same? And has the project made changes in response to the recommendations proposed?
9. What other major design and/or implementation issues should be brought to the attention of the grantee and USDOL?

Effectiveness

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

1. Has the project achieved its targets and objectives as stated in the project document? What factors contributed to the success and/or underachievement of each of the objectives?
2. Assess the effectiveness of the “direct action” interventions, including the education interventions provided to children (i.e., formal sector education, informal education programs for apprenticeships and professional training, life-skills training, mentorships, literacy training, children’s club activities, the provision of formal school supplies, scholarship program, and physical rehabilitation of educational facilities). Did the provision of these services results in children being withdrawn/prevented from exploitive child labor/trafficking and ensure that they were involved in relevant educational programs?
3. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children *prevented* and *withdrawn* from labor/trafficking.
4. Assess the effectiveness of providing school fees and school kits in withdrawing and preventing children from WFCL.
5. Assess the problem of hunger as an impediment to education in the context of the REETE project. Provide any recommendations to provide food to beneficiaries.
6. Assess the effectiveness of the specific models, such as the peer-based workplace model and the life skills module, on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.
7. Provide any recommendations regarding the most effective income replacement activities for this environment.
8. Provide any recommendations regarding next steps when communities cannot afford to build classrooms that do not meet international standards.
9. Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (mining and mining related services, small-scale commerce, and agro-pastoral activities)? In a larger sense, did they accurately identify the worst forms of child labor in the country?
10. Are there any sector specific lessons learned regarding the types and effectiveness of the services provided?

11. What monitoring systems does the project use for tracking the work status of children? Were they feasible and effective? Why or why not?
12. Assess the value of the database as a tool to combat child labor. How can the database be used as a management tool to improve project implementation and achieve results?
13. What are the management strengths, including technical and financial, of this project?
14. How effective was the projects strategy of providing tuition relief for REETE beneficiaries?

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,

1. The midterm report noted that the project was cost effective in terms of individual activities—were the resources used in a cost effective manner?
2. Were the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?
3. Was the monitoring system designed efficiently to meet the needs and requirements of the project?

Impact

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

1. What appears to be the project's impact, if any, on individual beneficiaries (children, parents, teachers, etc.)? What appears to be the project's impact on perceptions of the community regarding prevention of WFCL?
2. Assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and nonformal interventions). How has the education quality improvement component been received by the government and the communities?
3. What appears to be the project's impact, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee, etc.)?

4. What appears to be the project's impact, if any, on government and policy structures in terms of increased awareness and system-wide change on education and child labor issues, given that child labor seems not to be a governmental priority?
5. Provide any suggestions on the best manner to quantify impact on the direct beneficiaries.

Sustainability

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

1. Were the exit strategy and sustainability plan integrated into the project design? Will it likely be effective?
2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?
3. What have been the major challenges and successes in maintaining partnerships in support of the project, including with other USDOL-funded projects?
4. What have been the major challenges and opportunities, if any, of maintaining coordination with the host country government, particularly the national-level Ministry of Labor and Ministry of Education, as well as other government agencies active in addressing related children's issues?
5. What have been the major challenges and opportunities, if any, of implementing coordination with the ILO-IPEC?
6. What have been some of the challenges and opportunities in working with international and/or multilateral organizations?
7. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?
8. Will the Community Child Protection Networks (RECOPE), Parent-Teacher Associations (COPA), scouts, and Kiros, monitoring systems, and other committees/groups and systems created by the project be sustainable?
9. What lessons can be learned of the project's accomplishments and weaknesses in terms of sustainability of interventions?

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

B Final Evaluation Team

The evaluation team will consist of:

1. The international evaluator
2. A national consultant
3. An interpreter fluent in local languages and French who will travel with the evaluator

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

The international evaluator is Mbarou Gassama-Mbaye. 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, Francis Loka Kongo, 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.

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

C Data Collection 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 where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how they are going to allocate their time in the field. It will also help the evaluator to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from.

3 Interviews with Stakeholders

Informational interviews will be held with as many project stakeholders as possible. A pre-arrival questionnaire (in French) for project staff and the leaders of NGOs that are part of child monitoring will be distributed ahead of the evaluation fieldwork as well, and this responses will be analyzed. The evaluator will also conduct a SWOT exercise regarding the project's performance and personnel.

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 (including RECOPEs, COPAs, and local child labor committees)
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (children withdrawn and prevented and their parents)
- International Organizations, NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- Labor Reporting Officer at U.S. Embassy and USAID representative

4 Field Visits

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

D Ethical Considerations and Confidentiality

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

E Stakeholder Meeting

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

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

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

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

F Limitations

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

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and

beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

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

G Timetable and Work Plan

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

Activity	Responsible Party	Proposed Date(s)
Phone interview with USDOL and Grantee Staff/Headquarters	ICF Macro, USDOL, Grantee, Evaluator	May 21
Desk Review	Evaluator	May–June
Question Matrix and Instruments due to ICF Macro/USDOL	Evaluator	June 1
Finalize TOR and submit to Grantee and USDOL	USDOL/ICF Macro/Evaluator	June 1
International Travel		June 6
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	June 7
Field Site Visits	Evaluator	June 8–17
National Stakeholder Meeting		June 21
International Travel		June 22
Post-evaluation debrief call with USDOL		June 29
Draft report to ICF Macro for QC review	Evaluator	July 5
Draft report to USDOL and Grantee for 48-hour review	ICF Macro	July 7
Draft report released to stakeholders	ICF Macro	July 12
Comments due to ICF Macro	USDOL/Grantee and Stakeholders	July 26
Report revised and sent to ICF Macro	Evaluator	August 2
Revised report sent to USDOL	ICF Macro	August 3
Final approval of report	USDOL	August 17
Finalization and distribution of report	ICF Macro	September 7

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 July 5, 2010, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on August 2, 2010, as indicated in the above timetable. All reports including drafts will be written in English. An annex by the local evaluator will be written in French.

Evaluation Management and Support

ICF Macro has contracted with Dr. Mbarou Gassama-Mbaye to conduct this evaluation. In 2009, Dr. Gassama-Mbaye collected data on efforts to combat the worst forms of child labor in Burkina Faso as part of a USDOL-funded child labor index research project. In 2007, she also conducted an evaluation of the ILO-implemented and USDOL-funded LUTRENA project in Burkina Faso. She has also served as the lead researcher for the Hewlett Foundation-funded “Teacher Preparation in Africa” project and as the team leader for a CARE study on Orphans and Vulnerable Children’s school attendance. Dr. Gassama-Mbaye currently owns and operates a women and youth business incubator in Senegal, and has a Doctorate in Education from the University of Massachusetts.

Dr. Gassama-Mbaye will partner with Dr. Francis Loka Kongo, a local Congolese evaluator to conduct this evaluation. Mr. Loka Kongo is a demographer based at the University of Kinshasa and has previous experience conducting evaluations for UNDP, USAID and UNICEF. The contractors/evaluators will work with OCFT, ICF Macro, and relevant Save the Children UK and Solidarity Center 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.

