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**EXTERNAL FINAL EVALUATION  
OF THE  
PROMISING FUTURES: REDUCING CHILD LABOR  
IN JORDAN THROUGH EDUCATION AND  
SUSTAINABLE LIVELIHOODS**

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## LIST OF ACRONYMS

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|       |   |
|-------|---|
| CBO   | Community Based Organization                    |
| CDC   | Community Development Center                    |
| CECLE | Combating Child Labor through Education Project |
| CLMC  | School Based Child Labor Monitoring Committees  |
| CMEP  | Comprehensive Monitoring and Evaluation Plan    |
| CPC   | Child Protection Committee                      |
| DBMS  | Direct Beneficiaries Monitoring System          |
| ECL   | Exploitive Child Labor                          |
| EI    | Education Initiative                            |
| GCL   | Governorate Child Labor Committees              |
| GoJ   | Government of Jordan                            |
| HBG   | Homebound Girl                                  |
| HH    | House Hold Survey                               |
| JOHUD | Jordanian Hashemite Fund for Human Development  |
| LV    | Livelihood Services                             |
| M&E   | Monitoring and Evaluation                       |
| MOE   | Ministry of Education                           |
| MOL   | Ministry of Labor                               |
| MOU   | Memorandum of Understanding                     |
| PF    | Promising Futures Project                       |
| SSC   | Social Support Centre                           |
| SCI   | Save the Children                               |
| TCCCL | Technical Committee To Combat Child Labor       |
| TOT   | Training of Trainers                            |
| USDOL | United States Department of Labor               |
| VTC   | Vocational Training Centre                      |
| WFCL  | Worst Forms of Child Labor                      |
| YBI   | Youth Build International                       |
| YFI   | Youth Fund International                        |

## EXECUTIVE SUMMARY

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In December 2010, the United States Department of Labor (USDOL) awarded a four-year cooperative agreement to Save the Children International (SCI) to combat exploitative child labor in Jordan. The project intended to provide 7,000 children with direct educational services to reduce their vulnerability to child labor. In addition, the project aimed to provide 3,500 families with livelihoods services. Save the Children (SCI) works together with the Jordanian Hashemite Fund for Human Development (JOHUD) to address child labor in construction, small workshops, manufacturing, transport and storage, and girls engaged on full time basis in domestic service in their family homes.

This is the report of the final evaluation of the project. The overall purpose of this evaluation is to assess program design, results, and determine to what extent the project met its stated objectives. The evaluation also identifies key lessons learned that can be applied to other child labor projects in Jordan and elsewhere. An external independent evaluator conducted the evaluation.

The project's overall goal is to reduce the number of children engaged in exploitive child labor (ECL), including the worst forms of child labor (WFCL) in Jordan. In addition to the objective, the project has five outputs:

- Reducing exploitative child labor and providing services to promote education and sustainable livelihoods
- Strengthening policies and capacity on child labor, education, and sustainable livelihoods
- Raising awareness on exploitative child Labor, its root causes, and the Importance of education
- Conducting needs assessment on prevalence of ECL & WFCL, educational performance, and economic profile of targeted HH, as well as schools and other learning environments
- Promoting long-term sustainability of efforts to combat exploitative child labor and improve livelihoods

The evaluation was conducted from September 8 to November 10, 2014. The evaluator reviewed project documents and developed interview tools during the week of September 8-12. The fieldwork was conducted from September 14-25. The majority of the data analysis and writing of the report occurred from September 28 to November 17. The evaluator interviewed 285 stakeholders individually or in focus group discussions. Stakeholders included key project staff and relevant government representatives; teachers; children and adolescents benefiting from educational services; and parents of children benefiting from educational and livelihood services.

### **Relevance**

The project is well suited for the cultural, economic, and political context in which it works. The project design and implementation takes into consideration the conservative nature of the Jordanian communities. The project provides transportation services to children receiving educational services in the Social Support Centers (SSCs). This is of particular importance to students and parents. The availability of transportation was a key factor in allowing their girls to attend the education services provided by the SSCs.

The project design recognizes that poverty is one of the key reasons that drive children to enter the labor market. As such, the project provides alternative and innovative livelihood services to enable parents to keep their children in school. The project constantly worked on aligning its strategies with the

emerging political trends in Jordan and in the region. Promising Futures integrated Syrian children, who started to arrive in Jordan after the inception of the project, into the activities of the project and should be commended for providing Syrian and other refugees in Jordan access to education. In addition, the project included the mothers of Syrian children attending SSC in the financial literacy training.

While the project's education and livelihood strategies and approaches were well conceived, the livelihood component and school interventions were not as carefully designed. The project included implementation as well as policy level and advocacy interventions. The numerical targets of the project coupled with the wide range of planned activities proved difficult to be achieved in such a short period and with a relatively limited budget. It is also important to point out that the project was working in a challenging political environment in the aftermath of the Arab Spring.

### **Effectiveness**

Promising Futures worked in four governorates in Jordan namely Marka, Zarqa, Mafraq and Maa'an. At the time of this final evaluation, September 2014, the only activity that has not started was the enrollment of students in the Maa'an SSC. The project developed two methodologies for beneficiary identification, one for enrollment in SSC services and the second for identifying children in schools. The project relied on volunteers to identify children to attend the SSC or schools. However, the project also carried out a comprehensive assessment of children in schools. The data generated were analyzed and a target group was selected.

The project did not develop a clear methodology to reach families of children attending SSC or schools. Livelihood services, particularly financial literacy training, were offered to nearly everyone who was interested. Before October 2013, the project relied mainly on the SSC to identify families of children interested in receiving the financial literacy training. Due to the under achievement of this target, the project recruited 19 volunteers to work on identifying families for the financial literacy training and to provide follow-up on the number of projects initiated after the training. According to the project's livelihood specialist, about 25% of families receiving financial literacy training have started their own small business.

A second challenge that the livelihood component faced was the unwillingness of males to accept the jobs and trainings offered by the project. The project took the correct steps to identify the reasons for the delays in the provision of livelihood services. However, due to a shortage of staff and a concentrated effort to meet the project's indicator targets, it was very hard to develop the necessary strategies to address the needs of the beneficiaries concerning the types of jobs that would be of interest to them. In addition, the types of jobs required are not easy to find.

The effectiveness of the livelihood strategies is hard to establish for many reasons. On the one hand, data are not systematically being collected to assess whether the livelihood services help reduce child labor or keep children in school. There are no indicators to monitor this important aspect. Second, the activities of this component are not coherent. For example, the project works with families of children by providing financial literacy training and attempted to provide jobs to parents. However, project staff focus on internships and improving the environment inside the Vocational and Training Centers. The linkages between these two activities are not clear.

### **Effectiveness of Monitoring Systems**

Although the project's Comprehensive Monitoring and Evaluation Plan (CMEP), as a concept, was an excellent attempt to create the necessary linkages between the various components of the project, Promising Futures faced a variety of challenges in implementing its CMEP. For starters, the completion of the CMEP was a long process. The project developed a monitoring system and was systematically following up on children but not through a Direct Beneficiaries Monitoring System (DBMS). This delay forced the project to develop three databases: one for schools and Vocational and Training Center (VTC) children housed in SCI; a second one for SSC students in Marka/Zarqa; and a third for SSC students in Mafraq.

One of the key issues with the existing databases is that information is not regularly analyzed to support management decisions. For example, the information regarding livelihood (LV) beneficiaries is available but it is not used effectively to influence strategic directions of the project. There are likely a variety of reasons to explain why the CMEP is not an effective management tool such as challenges with the sub-grantee, absence of constant data analysis, lack of an accessible and user-friendly DBMS, shortage of monitoring and evaluation (M&E) staff, and time to analyze data. The project is particularly understaffed when it comes to M&E functions.

### **Efficiency**

The project had an overall budget of USD 3,989,981 the project had adequate and sufficient funds to implement its activities. The project was supposed to be completed by June 2014. However, due to delays in implementation, the project was granted a no-cost extension until 31<sup>st</sup> December 2014. As of September 2014, the project had an overall burn rate of 82% indicating that the majority of the project activities have been accomplished.

The project would have benefited from additional staff to be able to effectively and efficiently implement its activities. In particular, more field coordinators should have been hired to oversee the work of the project in schools and VTC centers.

### **Impact**

The project offered educational opportunities to more than 9,000 children (September 2014 figures). The evaluator got a chance to meet with 140 students (1.5%) of the project's target group. All provided positive feedback regarding the project's activities. School children were particularly pleased with the school renovation work that was conducted inside their schools. They explained that the improvement in the infrastructure helped them like school better and motivated them to attend classes daily. In addition, some of the activities carried out in some schools directly touched the lives of the students and affected them positively.

The provision of livelihood services through training of mothers on financial literacy had a positive outcome on the lives of mothers and children. The ability of women to come out of their houses and attend trainings gradually empowered them and provided them with increased mobility. It is hard to determine whether the financial literacy training has improved the livelihood of families of working children. It is, however, evident from discussions with recipients that this training has changed the way the mothers perceive their realities and their role within the family.

Many education personnel whether school principals, teachers, or SSC facilitators have explained that the project helped them reconsider the position of the child in the education system. Although Promising Futures did not have a large capacity building component, its attempt to improve the

perceptions of teachers and facilitators is highly commended. Progress towards improving the quality of education starts with small changes in the mind-set of teachers and administrators, which the project has successfully accomplished.

### **Sustainability**

Representatives from the Ministry of Education (MOE) and VTC explained that the education activities in schools, SSC, and VTC would continue. They also noted that some training and capacity building for staff or financial literacy trainings are likely to decrease depending on the financial resources available to each institution. Project stakeholders also explained that the DBMS will continue to function once it is launched and tested.

This main objective of the project is to reduce child labor in Jordan. It is imperative that the project refocuses its sustainability efforts on ensuring that this objective is clear to all stakeholders. This can be done first by developing a sustainability plan. There is a clear need to focus the activities of the project during the remaining months on creating the necessary linkages to ensure sustainability.

### **Conclusions**

Promising Futures is a carefully designed project that attempted to respond to the root causes of child labor by providing education and livelihood services. The project's Theory of Change is sound and could have yielded the required results. However, the implementation of project activities did not always adhere to the theory. At times, the overall objective of the project was not clear to all those involved. The project could have increased its relevance by systematically analyzing the data generated and collected and re-aligning its strategies to the needs of the communities.

The project faced many implementation challenges due to the context in which it was operating. This resulted in delays in project implementation and required a revision of project targets to ensure effectiveness. The project's CMEP is a good example of a monitoring system. However, the process for developing the CMEP was long and complicated. The project did not start using the CMEP until year three of the project. Shortage of staff and partnership issues at the beginning of the project caused serious delays and affected the overall monitoring and implementation of project activities.

Promising Futures is an efficient project. It has developed good financial monitoring systems. The project was audited by USDOL and comments were taken in consideration in future budgeting and allocation of resources. The project has also successfully raised the required amounts to match USDOL resources.

The project had a very positive impact on all its beneficiaries. The project helped change the perception of teachers and school administration regarding the role and position of children in the education process. It also helped empower women and increased their mobility while encouraging children to remain in school.

The project was designed with sustainability in mind. As such, many of the core activities of the project are likely to continue. This is particularly the case for education services that are already offered in schools and in the SSCs. The project, however, needs to support JOHUD to allocate funds for the continuation of activities in Mafraq and Maa'an.

### **Recommendations for the Project**

- Support the establishment of the necessary linkages between community-based structures such as Child Protection Committees (CPCs) and other local Community Based Organizations (CBOs) and national structures such as Ministry of Labor (MOL) and/or the National Technical Committee to Combat Child Labor (NTCCCL)
- Develop a sustainability plan in close collaboration with all relevant stakeholders clarifying roles and responsibilities of each partner. This should include clear ownership to the DBMS.

### **Recommendations for USDOL and Future Projects**

- Encourage projects to develop partnership agreements and MOUs with relevant stakeholders at the beginning of the project. This should help projects avoid partnership conflict and reduce implementation delays. USDOL could support this process by asking grantees to provide signed MOUs at the time of the signing of the cooperative agreements.
- Ensure that the development of project's logical frameworks, CMEPs and indicators is a smooth and participatory process involving all partners. This will increase understanding of the reporting requirements and facilitate the establishment of good work relationship amongst partners.
- Promote clarity in project interventions by ensuring that education and livelihood strategies are complimenting each other. Strategies focusing on education reform and improving the learning environment should be encouraged. Successful models of livelihood interventions should be researched and replicated.

## I PROJECT DESCRIPTION AND BACKGROUND

### 1.1 PROJECT DESCRIPTION

In December 2010, the United States Department of Labor (USDOL) awarded a four-year cooperative agreement to Save the Children to combat exploitative child labor in Jordan. The project intended to provide 7,000 children with direct educational services to reduce their vulnerability to child labor. In addition, the project aimed to provide 3,500 families with livelihoods services. Save the Children partnered with the Jordanian Hashemite Fund for Human Development (JOHUD) to address child labor in construction, small workshops, manufacturing, transport and storage. In addition, girls engaged in domestic work in their family homes represent a particular focus for the project. These girls are often removed from school for cultural more than economic reasons to perform domestic work in their own homes on a full-time basis (hereafter referred to as homebound girls). Below is an overview of the project’s objective and outputs.

|                            |   |
|----------------------------|---|
| <b>Overall Goal</b>        | <b>Reduce the number of children engaged in exploitive child labor (ECL), including the worst forms of child labor (WFCL) in Jordan</b>                                   |
| <b>Immediate Objective</b> | <b>Targeted children withdrawn or prevented from entering exploitive labor and benefiting from formal and/or non-formal education and/or vocational training</b>          |
| <b>Output 1</b>            | Reducing exploitative child labor and providing services to promote education and sustainable livelihoods   |
| <b>Output 2</b>            | Strengthening policies and capacity on child labor, education, and sustainable livelihoods  |
| <b>Output 3</b>            | Raising awareness on exploitative child labor, its root causes, and the Importance of education   |
| <b>Output 4</b>            | Conducting needs assessment on prevalence of ECL & WFCL, educational performance, and economic profile of targeted HH, as well as schools and other learning environments |
| <b>Output 5</b>            | Promoting long-term sustainability of efforts to combat exploitative child labor and improve livelihoods  |

The Promising Futures project utilizes an integrated approach that combines educational and livelihood services. Formal, vocational, and non-formal educational services are designed to provide at-risk youth with viable educational alternatives to child labor. Livelihood services link households with financial services; provide training and technical assistance in financial literacy; and increase household access to producer and marketing groups. Additional project components focus on the establishment and coordination of government entities, awareness-raising, research, and sustainability.

## 1.2 KEY PROJECT ACTIVITIES

The following table provides an overview of the project’s key activities, which are organized by the project’s key components.

**Table 1: Project Components and Key Activities**

| Components <sup>1</sup>                  | Key Activities  |
|--|---|
| 1.1. Educational Services                | Identify tailored educational programs for children (formal, non-formal, and vocational educational services)<br>Enroll children in identified services<br>Monitor attendance and academic performance of children  |
| 1.2. Livelihoods                         | Enroll adults from targeted households in vocational training at vocational training centers; provide mentorship during training period<br>Build capacity of finance institutions, including microfinance institutions, to respond to needs of targeted households<br>Link households with needed financial services<br>Provide illiterate adults in targeted households with basic literacy training; provide households with cash management training |
| 2. Strengthening Government Coordination | Establish Governorate Committees for Combating Child Labor (GCLs)<br>Develop standard operating plans (SOPs) and channels of communication between the Ministry of Labor’s National Steering Committee/Technical Committee on Child Labor (NSC/TCCL); GCLs, and Child Protection Committees (CPCs).<br>Train CPCs and GCLs on child labor case management and build capacity of GCLs and NSC/TCCL to respond to and resolve issues from lower-levels    |
| 3. Awareness                             | Develop targeted communications messages<br>Hold mass community meetings and awareness-raising events through tribal guest houses, mosques, and community-based organizations<br>Support CPCs, GCLs and the NSC/TCCL in disseminating key messages  |
| 4. Research                              | Conduct small-scale research studies (topics identified in collaboration with national government stakeholders)<br>Organize roundtables to disseminate results to government and private sector stakeholders<br>Integrate research findings to media and community-based messages   |
| 5. Sustainability                        | Establish sustainability plans with key government and non-governmental organization stakeholders<br>Mobilize government and private resources in support of sustainability plans   |

<sup>1</sup> Project component 1, Direct Services, encompasses both educational and livelihoods services.

## II EVALUATION PURPOSE AND METHODOLOGY

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### 2.1 EVALUATION PURPOSE

The overall **purpose** of this final evaluation is to assess program design, results, and to what extent the project met its stated objectives. The evaluation also identifies key lessons learned (i.e. what worked well, what didn't work and why) that can be applied to other child labor projects in Jordan and elsewhere. In addition to the overall purpose, this final evaluation addresses the following points:

- Describe what results the project and project services may have contributed to improvements in the lives of the participants.
- Assess whether the topic of child labor is consistently woven into the provision of livelihood and education services that raises family incomes, improves school outcomes, and, most importantly, reduces child labor.
- Examine the sustainability plans and realities of this project.
- Assess to what extent the project attempted to make suggested changes recommended from the mid-term evaluation.
- Assess the political, economic, and cultural context of the country and determine their effect on the implementation and results of the project.

### 2.2 EVALUATOR

An external evaluator with a background in child labor, education, and sustainable livelihoods conducted the final evaluation. The evaluator had previous experience conducting project evaluations for USDOL focusing on child labor issues in Jordan and Egypt. The external evaluator was responsible for developing the methodology in consultation with USDOL and Promising Futures project staff, conducting interviews, focus group discussions and other data collection processes, analyzing the data, and preparing the evaluation report.

### 2.3 METHODOLOGY

The methodology used for the data collection was primarily qualitative in nature. Quantitative data were obtained from project documents and reports and incorporated into the analysis. Data collection methods and stakeholder perspectives were triangulated for many of the evaluation questions to bolster the credibility and validity of the results. A structured interview protocol was followed, with adjustments for each person's background, knowledge, and level of involvement in project activities. The data collection process included document reviews, development of data collection tools, field visits, stakeholder interviews, and the compilation of data into a matrix for final analysis.

**Evaluation Schedule.** The evaluation was conducted from September 8 to November 10, 2014. The evaluator reviewed project documents and developed interview tools during the week of September 8-12. The fieldwork was conducted from September 14-25. The majority of the data analysis and

writing of the report occurred from September 28 to October 17. The complete schedule of evaluation activities appears in Annex B.

**Data Collection.** The evaluation questions developed by USDOL and Save the Children served as the basis for the guides and protocols used in the key informant interviews and document reviews. Following is a description of the methods employed to gather primary and secondary data.

*Document Reviews:* The evaluator reviewed and referenced numerous project documents and other reference publications. These documents included the technical proposal, comprehensive monitoring and evaluation plan (CMEP), technical progress reports, and other supporting project materials collected during field work. Annex C shows a complete list of documents that were reviewed.

*Key Informant Interviews:* The evaluator conducted interviews with stakeholders in Amman, as well as in all four intervention regions: Marka/Zarqa, Mafrq and Maa'an. The evaluator interviewed 285 stakeholders individually or in focus groups. Stakeholders included Promising Futures current and former key project staff, partner staff (JOHUD and SSC staff), and relevant government representatives; teachers; children and adolescents benefiting from educational services; and parents of children benefiting from educational and livelihood services. Table 2 provides a summary of the stakeholder groups interviewed and their characteristics and method of interview. A complete list of individuals interviewed appears in Annex D.

**Table 2: Stakeholders, Methods and Sample Characteristics**

| Stakeholder Group   | Method of Interview                                    | Number Interviewed | Sample Characteristics   |
|---|--|--------------------|--|
| Girls engaged in domestic labor in their family homes full time | Individual interviews                                  | 7                  | Four girls that have been removed from HBG situations and three that remain HBG situations |
| School Children   | Focus group  | 36                 | 5 focus group discussions  |
| School management (principles, teachers, counselors)            | Focus group  | 26                 | 6 focus group discussions  |
| SSC students  | Structured discussions in the classroom and playground | 58                 | 3 sessions   |
| SSC students  | Focus group  | 39                 | 2 focus groups (one male, one female)  |
| SSC management  | Meetings   | 26                 | Meetings with SSC project staff  |

| Stakeholder Group           | Method of Interview | Number Interviewed | Sample Characteristics  |
|-----------------------------|---------------------|--------------------|---|
| Government                  | Meetings            | 4                  | Meeting with Ministry of Labor and Ministry of Education          |
| VTC management and trainers | Meetings            | 13                 | Meetings with financial literacy trainers and VTC management      |
| VTC graduates               | Focus group         | 9                  | 2 focus groups discussions  |
| Parents of VTC graduates    | Focus group         | 7                  | 2 focus group discussions   |
| Financial literacy trainees | Focus group         | 37                 | Four focus group discussions (two with saving and lending groups) |
| SSC facilitators            | Focus group         | 7                  | 1 focus group discussion  |
| SSC volunteers              | Focus group         | 6                  | 1 focus group discussion  |
| Project staff               | Individual meetings | 7                  | Meetings with M&E and project management                          |
| Partner Staff               | Individual meetings | 3                  | JOHUD staff   |
| <b>TOTAL</b>                |                     | <b>285</b>         |   |

*Observations:* The evaluator conducted observations of educational services in two sites (Mafrag and Marka). This provided an opportunity to assess the quality of educational services by observing the level of student engagement, the degree to which teachers employed learner-centered teacher techniques, and classroom management strategies.<sup>2</sup>

**Data Analysis.** The document review and stakeholder interviews generated a substantial amount of raw qualitative data, which was then categorized, synthesized, and summarized. The data analysis process was driven by the TOR evaluation questions.

**Stakeholders' Meeting.** The evaluator conducted a stakeholders' meeting in Amman on September 25<sup>th</sup>, 2014 with project stakeholders to present preliminary findings, solicit clarifications, and gather further input regarding the project's sustainability efforts.

**Limitations.** The Promising Futures project is carrying out educational and livelihood services in many communities and in over 48 schools. While it was impossible to visit every project site during

<sup>2</sup> United Nations Children's Fund, "Defining Quality in Education," New York, NY, 2000.  
<http://www.unicef.org/education/files/QualityEducation.PDF>

the 10 days of evaluation fieldwork, an effort was made to ensure that the evaluator visited a representative sample of sites in Mafraq, Ma'an, Marka/Zarqa, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. The findings for this evaluation are based on information collected from background documents and interviews with stakeholders, project staff and beneficiaries. The accuracy and usefulness of these findings relies on the integrity and relevance of the information provided to the evaluator from these sources.

## III FINDINGS

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The following findings are based on fieldwork interviews with project stakeholders in Jordan and a review of project documents and reports. The findings address the questions in the TOR (appearing in italics) and are organized according to the following evaluation areas: relevance, project effectiveness, effectiveness of project monitoring systems, efficiency, impact<sup>3</sup>, and sustainability.

### 3.1 RELEVANCE

This section assesses the relevance and appropriateness of the project design including a discussion of design challenges. The project's Theory of Change is also addressed. The implication of the Syrian refugee crisis, which occurred during the life of the project, is considered.<sup>4</sup>

#### 3.1.1 Appropriateness of Project Design

*Is the project design appropriate for the cultural, economic, and political context in which it works?*

Promising Futures project aims to reduce the number of children engaged in child labor in Jordan. The project is well suited for the cultural, economic, and political context in which it works. The project design and implementation takes into consideration the conservative nature of the Jordanian communities and provides segregated services for boys and girls. Classes in the Social Support Centers (SSCs) are offered at different times for boys and girls, which makes it more likely for parents to send their girls to the centers.

In addition, the project provides transportation services to children receiving educational services in the SSCs. This is of particular importance to students and parents alike who reported during the course of this evaluation that the availability of transportation was a key factor in allowing their girls to attend the education services provided by the SSCs. Further discussion of the importance of transportation is provided in Section 3.2.2. The provision of transportation is of particular importance to Syrian girls attending the SSC in Mafraq. According to those interviewed, parents fear for the safety of their girls and, as such, are more encouraged to send their daughters due to the availability of transportation services.

The project has attempted to align its strategies with the cultural and economic realities in Jordan. This is particularly the case with girls engaged in domestic service in their family homes on full-time basis. The project adapted its design to implement activities for the girls and their mothers in locations close to their places of residence. This helped the project access this difficult target group and provide them with services. Promising Futures also succeeded in mobilizing resources for this category of beneficiaries. The project supported the implementation of a specialized program for 400 homebound girls and 200 mothers over the course of 24 months.

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<sup>3</sup> Impact refers to the change that could be observed as a direct result of project interventions. A formal impact assessment is beyond the scope of this final evaluation.

<sup>4</sup> The project cooperative agreement was signed on December 28<sup>th</sup>, 2010. The Syrian crisis started in mid-2011 and the impact of the influx of refugee was felt by the end of 2011.

The project design recognizes that poverty is one of the key reasons that drive children to enter the labor market. As such, the project provides alternative and innovative livelihood services to enable parents to keep their children in school. Although the implementation of the livelihood components of the project faced challenges, the focus on generating alternative income shows a good understanding of the root causes of child labor in Jordan based on available studies. The project developed a diversified pool of livelihood services to increase its relevance. However, a differentiation in poverty levels and needs of potential beneficiaries was not taken into consideration during the design phase of the project. This proved challenging for the implementation of the livelihood component of the project. For example, the project did not take into account the types of employment that Jordanian males are likely to accept and, thus, what was offered by the project was not satisfactory to the majority of parents. According to project staff, the expectations of parents were often quite high and not in line with their level of education or years of experience. The project did take into account the type of employment available locally, the employers that were willing to work with the project and the types of employment for which most families were qualified. Similarly, the project focused on providing mothers with financial literacy training without sufficient attention to creating the necessary linkages to financial institutions. The cultural restrictions related to access to credit by women was also not taken in consideration during the design phase of the project.

The project constantly worked on aligning its strategies with the emerging political trends in Jordan and in the region. The project offered its services in a non-discriminatory manner. The project is commended for offering services to Syrian refugees after the eruption of the Syrian Crisis. It is noted that the Syrian refugee situation occurred after the project had already started to operate. The presence of the project in Mafraq allowed many Syrians to access education services through the SSC. The project also worked with various international and national non-governmental organizations (NGOs) on various issues related to child protection including child labor. The project developed a standard operating procedure (SOP) for working children that focused on the different types of labor that refugees are engaged in.

In sum, the project is well suited to the cultural and political context and somewhat suited to the economic context in which it works.

### **3.1.2 Response to Syrian Crisis**

*How has the Syrian refugee crisis influenced the project? For example, have the make-up and needs of the beneficiaries changed? Has the cooperation of the government and non-government organizations been effected by the influx of Syrian refugees?*

As discussed in Section 3.1.1, Promising Futures integrated Syrian children into the activities of the project and should be commended for providing Syrian and other refugees in Jordan access to education. Table 3 provides a breakdown by nationality of students in the Mafraq SSC. The largest group attending non-formal education classes is Syrian girls (142) and Syrian boys (89). The second largest group is Jordanian boys (49) and Jordanian girls (11). It is clear that the number of Syrian children exceed by far the number of other nationalities, including Jordanians.

Syrian children are theoretically allowed to attend Jordanian public schools if their documentation is in order and that they have not missed more than three years of school. However, according to Syrian girls interviewed during this evaluation since they arrived in Jordan they were staying at

home or working. They explained that their parents could not find space for them in public schools or that their parents did not feel comfortable letting them go to school for fear of intimidation or harassment. Whereas Syrian boys explained that they did not have time to go to school because they have to work to support their families. This shows that the project has responded positively to the Syrian crisis in Mafraq. Furthermore, it was noted during interviews with SSC management in Maa'an that the center intends to provide services to large numbers of Syrians.

**Table 3: Number of Students in the SSC Mafraq by Nationality and Gender**

| Syrians    |        | Jordanian |        | Palestinians |        | Egyptians |        |
|------------|--------|-----------|--------|--------------|--------|-----------|--------|
| Male       | Female | Male      | Female | Male         | Female | Male      | Female |
| 89         | 142    | 49        | 11     | 3            | 2      | 0         | 2      |
| Total: 231 |        | Total: 60 |        | Total: 5     |        | Total: 2  |        |

*Source: SSC Database Mafraq.*

In addition, the project included the mothers of Syrian children attending the SSC in financial literacy training. The Syrian crisis also opened the door to access to services other than the ones provided by the project. According to the project database in Mafraq, 208 SSC students out of 298 have received school supplies and food items from other organizations such as Catholic Relief Services and Mercy Corps International.

The influx of Syrian refugees has also increased cooperation with the government in the field of education and combating child labor in particular. Save the Children participated in an interagency Child Protection Sub—working group and provided key information to other organizations, including – ILO-IPEC working with Syrian refugees regarding child protection and child labor.

It is important to note, however, that the influx of Syrian refugees added additional stress on the government's limited resources. For example, many schools in Jordan started to work double shifts to accommodate the number of Syrian students within the age of compulsory education. This made it difficult for the project to work effectively with some schools because the time allocated for activities had to be reduced. It is important to note that since Syrian adults are not allowed to legally work in Jordan. Therefore, the project could only offer Syrian women financial literacy trainings but could not help place them in formal jobs.

The Syrian crisis also had economic implications. Although Syrians are not allowed to work legally, they manage to find work in areas requiring manual labor skills. This has added additional strain on Jordanian communities. This is particularly the case in Mafraq where the cost of housing has increased due to the increased demand by Syrians. The increase in poverty levels has affected the project's ability to provide sustainable livelihood alternatives because as prices increased, males searched for work that provided more money.

It is evident that the project has successfully responded to the change in the make-up of the target population. An analysis of the quantitative data in Mafraq shows a decrease in the number of Syrian working children over the course of six months. On the other hand, data demonstrates a slight increase in the number of Jordanian children engaged in child labor.

Table 4 provides an overview of the working status of Jordanian and Syrian children attending the Mafraq SSC. The data show a reduction in child labor amongst Syrian children in Mafraq (about 38% for girls and 11% for boys). This is consistent with the data collected during the course of this

evaluation. Syrian girls interviewed explained that they used to stay at home and support their families either in housework or outside jobs. However, after starting classes in the SSC, the girls only help with domestic chores for their own families after finishing classes and studying. It is clear that the provision of education services in SSC Mafraq helped withdraw Syrian girls from ECL. It is also evident that many Syrian families have fled to Jordan without male support and, as a result, the boys are forced to work. Unlike Syrian girls, the provision of education services is not sufficient for the withdrawal of Syrian boys from ECL.

Most Syrian boys interviewed explained that they were engaged in some form of labor that included construction, bakeries, street vending, and shopkeepers. Boys explained that they are unable to stop work because they have to support their families and pay rent.

**Table 4: Overview of Work Status of Children Attending Mafraq SSC**

| <b>Working at registration</b>    | <b>Jordanian</b> | <b>Syrian</b> |
|-----------------------------------|------------------|---------------|
| <b>Male</b>                       | <b>36</b>        | <b>27</b>     |
| <b>Female</b>                     | <b>8</b>         | <b>87</b>     |
| <b>Total</b>                      | <b>44</b>        | <b>114</b>    |
| <b>Work Status After 6 Months</b> | <b>Jordanian</b> | <b>Syrian</b> |
| <b>Male</b>                       | <b>39</b>        | <b>24</b>     |
| <b>Female</b>                     | <b>18</b>        | <b>54</b>     |
| <b>Total</b>                      | <b>57</b>        | <b>78</b>     |

Source: SSC Database Mafraq.

### 3.1.3 Key Design Challenges

Overall, Promising Futures is a carefully designed project that aims to reduce child labor in Jordan by addressing its root causes. The project's education and livelihood strategies were well conceived, however the livelihood component was not as carefully designed and, therefore, do not respond to the root causes of child labor. In addition, the implementation of the school interventions was affected by the Syrian crisis, which occurred during the life of the project.

In the case of the school interventions, the project implemented the same strategies for girls and boys identified as working and at-risk. Each of these target groups required different approaches to ensure that the overall target of the project was achieved. For example, girls engage in labor situations after they drop out of school. They are unlikely to be involved in labor outside their family homes. They usually drop-out of school to get married and not as a direct result of child labor. On the other hand, boys often engage in labor because they perform poorly in school and ultimately drop out. In addition, the relationship between reducing child labor and the methodologies employed in schools such as child-to-child and school-to-career methodologies are not clear and were not implemented consistently in all targeted schools.

Schoolteachers involved in the project were provided with a training of trainers (TOT) on child-centered methodologies such as Child-to-Child, School-to-Career, and Child-Led Advocacy. Trained teachers and counselors were supposed to train the at-risk and working children on the use of these methodologies and encourage them to train their classmates. In some schools, teachers did train school children on the use of these methodologies but the evaluator saw no evidence that this TOT produced a rippling effect. In the schools visited during the course of this evaluation, trained teachers and counselors used these methodologies with children at risk or those already involved in

child labor. In these cases, knowledge was not transferred from trained teachers to students. Furthermore, the project correctly worked on merging working and at-risk children with the students in the school through the student parliament. It was noted during the evaluation that not all children identified by the project as working or at-risk received training on one of these methodologies. This is attributed to the large size of the target group identified in some schools and the late implementation of project activities inside the schools.

In addition, the evaluator reviewed the training manual of the Child-to-Child methodology. She noted that it is an effective and easy to use manual. However, while the manual provides life and leadership skills, it does not touch on issues related to child labor. The chosen activities for implementation in the schools while empowering children and improving school-student relations, do not necessarily address ECL and WFCL.

The project was supposed to implement Save the Children's methodologies namely Child-to-Child, School-to-Career, and Child-Led-Advocacy. These child empowering methodologies were supposed to be taught to children at-risk of child labor or already engaged in child labor to widen their horizons and provide them with different life skills and options. However, the project did not ensure that those at-risk or engaged in child labor were targeted for project interventions. The evaluator recognizes that the delivery of school interventions started late due to the political situation and the changes in Ministry of Education leadership, which was beyond the control of the project. The late start of this intervention made it difficult for the project to ensure quality and consistency of delivery. In some schools, children were trained and in others, the methodologies were used with the children. However, there was no transfer of knowledge amongst children.

The project intended to form child labor monitoring committees inside the schools but this was not accomplished. Instead, the school worked with the student councils and integrated some of the child laborers or those at-risk in school activities. According to project staff, schools did not accept the idea of there being additional committees inside the schools. This deviation from the original design negatively affected the intended outcomes as children are not likely to continue to identify those at risk of dropping-out after the life of the project. In addition, the project did not take into consideration the root causes of school dropout such as school-based violence, bullying, and poor educational performance, which are important factors contributing to children dropping out of school. According to project staff, schools did address these causes during their Open Day final events.

Promising Futures set out to withdraw 3,500 children from exploitive child labor and provide protection to 3,500 children from engaging in child labor. In addition, the project aimed to provide livelihood services to 3,500 families. The initial plan was to provide livelihood services to families of children already engaged in child labor in order to provide them with an alternative source of income thus enabling the withdrawal of the child from worst form of child labor (WFCL). The implementation of the livelihood component did not prioritize families of children already engaged in child labor. The project did not develop criteria for selecting beneficiaries for the livelihood component. In reality, the project provided the livelihood services to any family that was interested as opposed to families that actually needed the service as an alternative to child labor. In addition, the project did not conduct a market survey to develop a better understanding of the economic needs of the various communities in which it operated. The project's main livelihood service was the provision of financial training to mothers of beneficiary children. This required a market survey to encourage and support women to start their own businesses.

The design of the project stipulated the establishment of Child Protection Committees (CPCs) at local and district levels and creating the necessary linkages to the National Committee to Combat Child Labor. The project intended to work in partnership with a second USDOL funded project that was implemented by the ILO focusing on policy dialogue. However, the partnership between both projects was only successful in providing technical support to the National Committee on Child Labor as well as many awareness-raising activities. The different implementation schedules and objectives of the two projects made it difficult to coordinate work related to forming and training CPCs. Although Promising Futures was unable to build a successful CPC model, the project attempted to work with informal community groups. However, no linkages between these groups and the labor ministry or any other formal structure were achieved. Promising Futures also provided technical support and assistance to the National Committee on Child Labor.

Promising Futures is an ambitious project with many components. Some target implementation of activities and others focus on policy and advocacy. The numerical targets of the project coupled with the wide range of planned activities proved difficult to be achieved in such a short period and with a relatively limited budget and insufficient human resources. In addition, the project operated in a challenging political environment beyond its control such as teacher's strikes, the implications of the Arab Spring, the Syrian refugee crisis. All these factors delayed implementation of several interventions, which affected the overall effectiveness of the project.

#### **3.1.4 Consistency with the Project's Theory of Change**

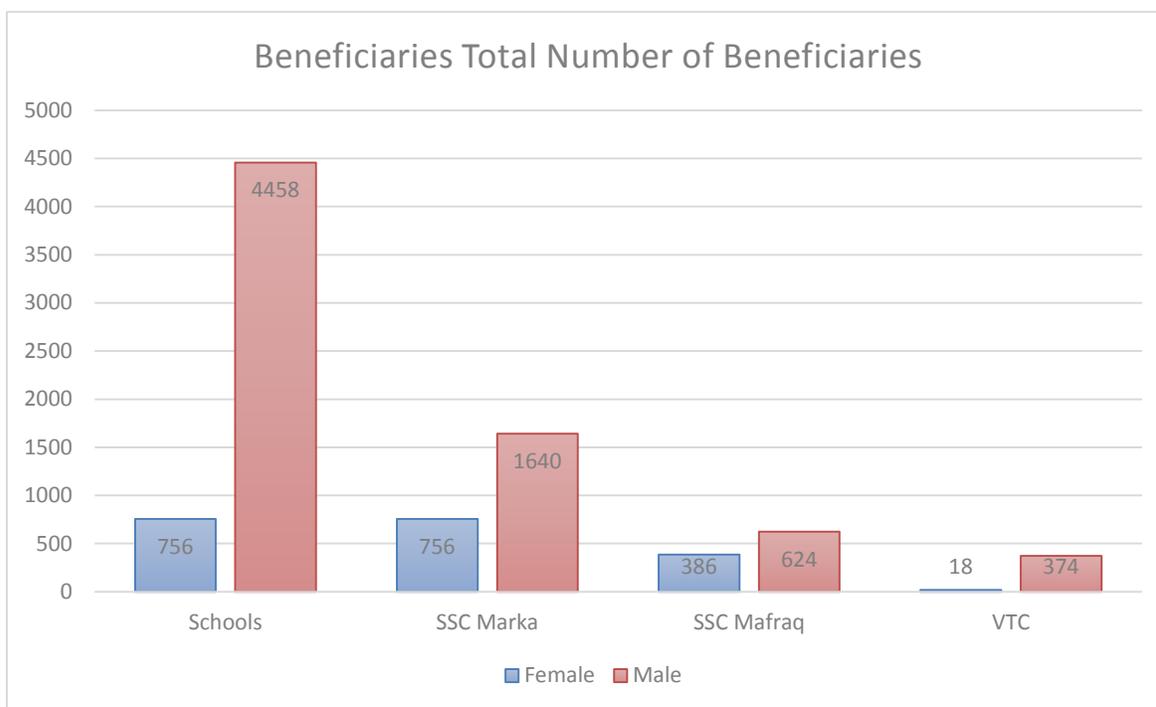
*Is the project's overall Theory of Change consistent with the data/findings obtained from the project's implementation to date?*

Promising Futures' Theory of Change is based upon four pillars focusing on increasing school attendance, improving livelihoods, raising awareness, and strengthening government systems. Please refer to Annex E for a complete overview of the project's Theory of Change.

As of April 2014, the project had removed 3,229 children from ECL and prevented 2,522 from ECL. In addition, the project provided 1,216 families of these children with livelihood services. According to the project staff, as of September 2014, the project had successfully reached 9,012 children. The breakdown of the children by education service and gender is shown in Figure 1.

Figure one shows that the majority of project beneficiaries are found in the formal education system. Although it is difficult to determine whether all those involved in project activities were in fact "at-risk" of engaging in child labor in the first place, as will be discussed in Section 3.2.2, project interventions motivated children to attend school and complete their education. According to the students interviewed in the schools during the course of this evaluation, the activities of the project have made them more interested in attending school and completing their education.

**Figure 1: Total Number of Beneficiaries**



It is evident that project activities in 48 schools have helped retain a higher number of children within the formal education system. One of the services offered by SSC is to reenroll children in formal schools according to specific criteria<sup>5</sup>. The SSC has successfully returned 533 children to school in Marka and 885 children in Mafraq. Although children are more engaged in their schools and keener to continue their education, this has not reduced the incidence of child labor according to information provided by project staff. Based on available data, 69% of children receiving project services in schools continue to work. This finding is not consistent with the project’s Theory of Change.

Despite the fact that the learning environment within the schools has improved, children continue to work. Important linkages have not been developed, monitored, and analyzed systematically. For example, the data do not explain why children are considered “at-risk” of child labor. The evaluator met with six students who explained that they never miss school, have high academic performance, and that their parents are teachers or school principals. Nevertheless, these children work, which would suggest that there are other reasons besides poverty that encourage children to work. These

<sup>5</sup> The SSC identifies children engaged in child labor or at risk of child labor through volunteers who go to areas known for child labor and talks to children and their parents and convince them. The SSC also holds community meetings and provides awareness about its services. The SSC determines based on specific criteria whether a child can be re-enrolled in school or attends to informal education programs in the SSC itself. The criteria include age of the child and time elapsed since last attendance of formal school. The Ministry of Education provides these criteria.

six children were below the age of 16 and could be said to be involved in light work.<sup>6</sup> Further research is needed on these other reasons in order to develop the necessary strategies to address ECL.

The project worked on improving the learning environment in schools by engaging students in assessing school needs in terms of maintenance and infrastructure. It is hard to determine whether this is sufficient to reduce ECL or whether additional steps are also required. According to students interviewed during this evaluation, school-based violence and poor school performance are key factors in a child's decision or parent's decision to withdraw children from education. There is a need for projects to increase teachers training and work on education reform.

The improvement in livelihood security and the connection between it and the reduction in incidence of child labor is even harder to ascertain. According to the April 2013 Technical Progress Report (TPR), beneficiaries from financial literacy training started 65 new businesses. The average monthly profit for these businesses was 240 JOD (339 USD; 1.3 times the national minimum income). It is worth noting that those beneficiaries benefitted from coaching and support through the Homebound Girls project, which complemented Promising Futures by targeting a smaller number of homebound girls and their mothers. This is the only available information related to the outcome of the livelihood services.

The way in which the livelihood indicators are formulated and data are collected make it near impossible to assess the value added of the livelihood services in relation to child labor. Livelihood services as implemented in Promising Futures project do not automatically lead to reduction in ECL. The types of livelihood services must be considered. Management decisions should be based on real needs within the community (whether education or livelihoods). For example, within the schools there is a need for programs to address school-based violence on many levels.

It is important to recognize that the formulation of the project's comprehensive monitoring and evaluation plan (CMEP) was a lengthy and complicated process taking over two years to complete. This proved challenging for the project. The project did not fully develop and implement all of the intended components such as policy level intervention and the formation and training of CPCs. These components proved to be more challenging than initially envisaged.

In summary, the project's Theory of Change and the design logic were sound. However, its implementation, especially the livelihoods and policy level interventions, were problematic. Even within the education component, the non-formal education interventions were delivered more effectively than school-based and VTC-based activities. The limited number of beneficiaries in the SSCs compared to those addressed in schools could be one of the reasons. A second reason is the difficulty in working in schools especially in light of the political context in which the project has been operating.

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<sup>6</sup> One of the children explained that he works only on Saturdays in as a shopkeeper. He explained that he studies on Thursdays, goes out with his family on Friday and works on Saturdays. Asked why he would want to work, he stated that there is nothing else for him to do on Saturdays.

## 3.2 PROJECT EFFECTIVENESS

This section assesses the effectiveness of Promising Futures project strategies in response to the questions contained in the Final Evaluation’s TOR (Annex A). Additional findings pertaining to the project’s target numbers are also included.

### 3.2.1 Effectiveness of Target Regions and Target Groups

*How deep into targeted regions did the program actually reach? How appropriate and effective were the methodologies used to select beneficiaries? Was the project able to reach the most vulnerable households or did they only reach households that were close to the services location or the center location?*

Promising Futures worked in four governorates in Jordan namely Marka, Zarqa, Mafraq and Maa’an. At the time of this final evaluation, the only activity that has not started was the enrollment of students in the Maa’an SSC. These governorates were selected because they are considered “poverty pockets” based on previous studies endorsed by the government of Jordan. During discussions with government officials, it was noted that literacy rates in Mafraq and Maa’an are low. This justifies the project’s selection of these regions.

The scope of this evaluation did not include a geographical mapping of the places of residence of the students attending the SSC centers (please see Annex F for an illustration of number of students broken down by place of residence in Marka). However, a discussion with the management of the three SSC centers indicates that the project is reaching the entire city where the center is located. The project did not reach rural areas within each of these governorates.

In Mafraq, for example, the project is reaching almost all parts of the city. The Mafraq SSC manager explained that the governorate is very wide and it would be difficult to reach children working in agriculture in rural areas. She further explained that it would be beneficial to establish smaller centers throughout the governorates. Nevertheless, the presence of a centralized center is important because it builds good relations with the communities and increases the credibility of the activities.

In Marka (please see Annex F), the project has successfully reached most areas in East Amman. However, it is difficult to determine whether the project has penetrated deep into Zarqa. According to interviews with SSC management in Marka, the project is not reaching all parts in Zarqa due to the size of the governorate and the absence of sufficient transportation. In Maa’an, the center is planning to reach the entire city of Maa’an but not the rural areas. It is important to point out that the project works in regions and communities identified as “poverty pockets”. Therefore, most of the households involved in project activities can be considered vulnerable. The project design did not specify reaching the *most vulnerable households* and, as such, the project did not develop strategies to reach this specific target group. However, discussions with the students receiving services from SSCs in Mafraq and Marka indicate that the project reach is wide within these cities. According to the project manager, Promising Futures is only reaching the outskirts of Zarqa.

The project developed two methodologies for beneficiary identification; one for enrollment in SSC services and the second for identifying children in schools. The project mainly relied on volunteers to identify children to attend the SSCs or schools. The project asked volunteers to go to specified regions and communities to recruit children to attend the services in the SSCs. In Mafraq, the project held a number of community meetings involving community leaders, parents, and public

officials. The center in Mafraq implements other activities such as youth committees, which promote volunteerism and community action. Members of the youth committees were trained and asked to identify at-risk children that could be included in the project's activities.

The project carried out a comprehensive assessment of children in schools. A questionnaire was developed and all children attending the identified schools were asked to complete the questionnaire. The data generated were analyzed and a target group was selected. During interviews with schools' management, it was noted that the rationale for including some children was at times unclear. At other times, some children who should be within the target group were not selected. School management explained that they do not know why the analysis of the questionnaire omitted some "at-risk" children. They also explained that the questionnaire was not shared with them and they do not know the criteria for selection. In some cases, school management requested SCI to include at-risk children that were excluded by the assessment to be included in project activities.

Discussions with the students themselves indicated that the manner in which the questionnaire was administered might not have been optimal. Children were asked to complete the questionnaire without understanding why or what it would be used for. Some children explained that they cannot read and write and as such asked a classmate to complete it for them. Others said they believed that if they answered in a certain way they would get financial or other support for themselves and their families.

One of the counselors at the Marka school explained that the questions were rather complicated for the children. The project relied on volunteers to assist children to complete the questionnaires. According to project staff, the project held relevant training sessions on the purpose and use of the questionnaire but some schools did not attend. Teachers and counselors involved in the project had minimal roles in this process. This reduced the effectiveness of the implementation. In addition, the project selected the target population based on the answers of the children alone. No needs assessment was conducted for their families to verify the information provided. As a result, it is hard to determine whether all children in the project's database are indeed child laborers, at risk of engaging in child labor, or at least are the children with the greatest needs. Incomplete information provided by children on the questionnaires such as wrong phone numbers and addresses have affected the project's ability to meet its livelihood targets.

The project only started to work with school children during the 2013-2014 school year. The late start of this intervention is attributed to the constant change in governments making it difficult for the project to secure the necessary approvals to start working in schools. The project worked with children in grades 6 to 10. During this evaluation, it was noted that some children who were in grade 9 last year have moved to grade 10 in different schools not served by the project. This causes a problem for follow-up. Project staff explained that some of these new schools were cooperative and allowed project volunteers to access attendance records and meet with children. However, there are a limited number of schools that refused because they did not receive formal approval from the MOE. Project staff explained that the project is unable to initiate the process of approvals because it is a lengthy process. It is noted that school interventions started late during the life of the project due to the political environment which affected the ability of the project to continue to follow-up on children in some cases.

As will be discussed in Section 3.3 below, the work status of children is only recorded every six months. It is not clear to the evaluator how the project would be able to access these schools and

collect reliable data on work status from this particular category. At the time of drafting this report, the project was unable to provide accurate data about the number of schools refusing to provide information about the children without prior approval from MOE or the number of project children in these schools. However, project staff explained that these numbers are not likely significant.

The project did not develop a clear methodology to reach families of children attending the SSCs or schools. Livelihood services, particularly financial literacy training, were offered to nearly everyone who was interested. The SSC and school volunteers would call up everyone on the list and offer the training to those interested. This approach reduced the effectiveness of the livelihood interventions, as its intended logic is lost. According to the project's Theory of Change: *By providing livelihoods services to targeted households, the project expects to improve household's economic status, leading to a decrease in child labor. This causal pathway is supported with evidence that shows that "improvements in the livelihoods of vulnerable households are strongly associated with decreased levels of child labor."* The implementation approach of this component makes it difficult to say whether the provision of livelihood services helps reduce child labor.

### 3.2.2 Access to Services

*What other services did the E1 education beneficiaries receive from other organizations (please identify these organizations and programs). If so, was there a duplication of services or were different services provided? To what extent is transportation an issue in reaching beneficiaries? Why would a family allow or not allow their daughter to attend training, such as home bound girls? What factors makes it more likely that a girl would be allowed to attend training?*

The project was designed with the concept of sustainability in mind. As such, Save the Children partnered with a local organization, The Jordanian Hashemite Fund for Human Development (JOHUD) to enable students enrolled in the SSCs to access additional services during and after the life of the project. Children are enrolled in SSC services if they were identified as children in need of non-formal education. Children who regularly attend schools and are part of the project's target group only receive other services from the SSC if they have been returned to school through the SSC or if their mothers have received the financial literacy training.

Some education beneficiaries did receive additional services from other organizations. In Mafraq, where many of the beneficiaries are Syrians, education beneficiaries in the SSC have received school supplies from the International Catholic Migration Committee (ICMC) and blankets from Mercy Corps International. In addition, the project successfully leveraged resources from Mercy Corps International to establish a football field and play area for children that benefit all SSC students and the community in Mafraq. It is important to point out that the center's distribution policy in Mafraq ensures that in-kind donations targeting Syrians are equally distributed amongst Syrians and Jordanians alike to minimize conflict within the community. The center's manager explained that some organizations prefer a 70% distribution to Syrians, however, the center refuses to be involved in activities that do not benefit both populations equally.

One of the project's schools recently joined the Queen Rania "Madrasati" initiative<sup>7</sup>. However, it cannot be considered as receiving services from two sources. This school started to receive services from Madrasati initiative after receiving support from Promising Futures. The project developed clear criteria for school selection, one of which was that the school not be serviced by other

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<sup>7</sup> For details about Madrasati initiative please see <http://www.madrasati.jo/site.html>

organizations.

One of the key services available to education beneficiaries in the SSCs is transportation. Discussions with parents, center administration, and students indicate that transportation is a very important factor in determining whether parents allow their children to attend SSC classes. On the one hand, the cost of transportation is at times the reason why parents do not send their children to school or to the center. On the other hand, the availability of transportation for girls reassures parents concerned about the safety of their daughters. Syrian girls attending the SSC in Mafrag explained that during the course of this evaluation, their parents feared that they might get harassed and were concerned for their safety. They stated that the availability of transportation encourages their parents to allow them to regularly attend classes. As of September 2014, the educational services had not started in Maa'an due to the absence of transportation. The SSC management in Maa'an explained that the center has one bus and is using it to spread awareness within the community about the services of the center. However, it is not sufficient to go everywhere. They explained that they are ready to start offering educational services as soon as the buses are purchased.

The presence of a centralized center offering transportation services is important to ensure that the communities accept the project and the concepts introduced. Depending on the availability of funds, smaller centers targeting specific working children populations could be considered as an effective strategy. In Mafrag, for example, a smaller center providing services to children working in agriculture would be most effective. However, a smaller center would also mean limited number of services.

While transportation is an important element to encourage parents to send their children to SSCs, it is not the only factor. Raising the awareness of the communities is also an important factor. In Marka, parents refused to send their homebound girls to the SSC because it provided transportation. The parents found it suspicious that a center would provide transportation.

The role and influence of male relatives and the power dynamics within the family – an issue not addressed by the project – is also a key factor in families allowing their daughters to attend SSC classes. The project has found that the presence of the mother and the location of the training can be an important factor in soliciting approval of male relatives.

### **3.2.3 Quality and Effectiveness of Livelihood Strategies**

*The project shifted L1 livelihood strategies when they realized they were not reaching targets (i.e. changing the internship program). Did these changes improve the livelihood services offered by the project?*

As of June 2014, the project had provided 1,216 families with livelihood services. Livelihood services include providing financial literacy training to mothers of children enrolled in the project's education services; linking parents with potential employment opportunities and improving the learning environment inside the Vocational and Training Centers (VTCs) to encourage and promote vocational training as a career option for children. Furthermore, the project worked on improving the learning environment of VTCs by upgrading the infrastructure inside VTCs and improving the internship process and programs available to students in VTCs. In addition, the project has recently started to implement workplace preparation activities for children aged 14-16 and enrolled in formal education.

By October 2013, the project had provided 797 families with livelihood services or 22.7% of the

envisaged target. This number increased to 1,200 in April 2014. Before October 2013, the project relied mainly on the SSCs to identify families of children interested in receiving the financial literacy training. Due to the under achievement of this target, the project recruited 19 volunteers to work on identifying families for the financial literacy training and following-up on livelihood activities initiated after the training. According to the project's livelihood specialist, about 25% of families receiving financial literacy training has started their own small businesses. In addition, SCI signed an agreement with the Center for Promoting Productivity (Irada)<sup>8</sup> to promote and sustain the financial literacy training interventions. Irada is a project supported by the Jordanian Ministry of Planning mainly supporting women to implement projects through the provision of financial and technical support. The agreement was signed in September 2014. The services provided by Irada will continue after the conclusion of the project.

One of the challenges that the livelihood component faced is the unwillingness of males to accept the jobs and trainings offered by the project. The project organized one career-day in August 2014 in Mafraq that was attended by 500 families. Only 67 persons applied for jobs. Following this, the project conducted a small survey to better understand the reasons for the refusal. The survey revealed that the main reasons that women are unable to attend the financial literacy training are:

- Mothers do not have anyone to care for their children during the financial literacy training.
- Women have personal issues that prevent them from attending (i.e. sickness, travel outside the city, caring for a family member, inconvenient training times).
- Women are not interested in the training.
- Women do not have time because they have work commitments.
- Husbands do not want their wives to participate in the training.

The survey also demonstrated that men refuse the available jobs because of the salary offered by the employer is not satisfactory. It is worth noting that the minimum wage in Jordan is 190 JOD and the salaries offered by the project were in the range of 210-220 JOD. According to the livelihood specialist, the main reasons for refusal are not related only to the salary. Rather, cultural reasons such as a general disdain for manual labor and factory employment made it hard for men to accept the available job placements. In addition, many of the Jordanian families receive in-kind donations from various charities and, therefore, do not feel the need to work and jeopardize access to these services. The livelihood specialist noted that most men are likely to be involved in the informal sector and making more money than what these jobs provide.

The project took the correct steps to identify the reasons for the delays in the provision of livelihood services. Although the mini-survey was a good opportunity for the project to re-align its strategies to the needs of the target beneficiaries, this was not possible. According to the livelihood specialist, there were insufficient human resources to develop new strategies and approaches. The project focused on increased oversight and support to those willing to attend the financial literacy programs. Furthermore, the TPRs provide examples of successful initiatives taking place within the livelihood component. However, no follow-up on these initiatives was carried out. For example,

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<sup>8</sup> For further information about Irada please see: <http://www.irada.org.jo/>

little or no follow-up was carried out with saving and lending groups established before 2013. Accordingly, changes in livelihood status were not closely monitored by the project.

Another sub-component of livelihood services focuses on workplace preparation for children aged 14-16 and education services. The project provides children with knowledge about economic opportunities mainly in VTC and factories. The school-to-career program involves many steps and lectures to help children understand that they have various career options. According to the livelihood specialist, the project has provided about 1,300 children with workplace preparation services using the School-to-Career methodology.

The project's work with the VTCs is also carried out through the livelihood component. The project worked with five VTC centers on improving the learning environment through rehabilitation of the centers as well as improving the internship and training processes of the VTCs. This component was supposed to be implemented by SCI partner Youth Build International. Following the withdrawal of YBI from project activities, SCI started to directly implement the activities with the VTCs.

The project worked with the VTCs on improving their training/internship procedures. According project staff, before the project's interventions, most VTC students were receiving practical training in workshops. Some were informal workshops that only took on the VTC students as a form of "access to cheap labor". Students were not receiving sufficient on-the-job training. The project worked on identifying companies willing to offer training and training contracts to VTC students. The project worked on improving the internship program in general and did not prioritize Promising Futures beneficiaries specifically.

According to information provided by project staff, the project worked with 382 VTC students of which 65 fit within the criteria of Promising Futures (working or at-risk). There were no details available regarding how many of these 65 are considered at-risk and how many are already working. This distinction is important because if the children are aged 16, they can be engaged in labor but in safe occupations. Furthermore, the project reports that of the 502 students who received internship opportunities through the project, only 29% are from within the project's target group. It is clear that the project did not specifically target working children and at-risk children attending the VTCs.

Students were also given the opportunity to identify their own internship opportunities. However, this was not successful as they lacked the necessary skills. The internship process worked well when students were choosing from the companies identified by the project. However, students on their own were unable to find appropriate internship opportunities.

The project's indicators are formulated in a way that counts students attending the VTCs and receiving internships as beneficiaries of livelihood services. The evaluator takes an issue with this strategy because the VTC is a type of formal education. The program is composed of theoretical and practical components. Improvement in one aspect cannot mean that a livelihood service has been offered. Even if the logic is that these internships can provide safe future employment to students, this hypothesis should be first tested.

The evaluator met with eight students who have completed VTC training. Three have started their education path in the SSC in Marka. Students who started with the project in the SSC in Marka

viewed their experience in the VTC negatively. They explained that the teachers in the VTCs were rough. They reported that when they started their internships they realized that what they learned theoretically was not relevant to their work. They further stated that the environment in the VTC is different than the SSC and that a rehabilitation program is needed before students are referred to the VTC. The five students from Mafraq viewed their experience more positively. They explained that they enjoyed learning their vocations in a more organized way. However, all eight stated that they were unable to find regular safe employment after completing their trainings.

The overlap between the provision of education services and livelihood services is adding an additional layer of complexity to the livelihood component. The evaluator noted that the 1,300 school students who applied the School-to-Career methodology would be reported as receiving “livelihood services” in the October 2014 TPR. There are several issues with this categorization. First, the livelihood services are supposed to be provided to families of children receiving educational services. Second, the School-to-Career methodology is supposed to be one of the methodologies used in the schools with working and at-risk children to empower them with the necessary skills to keep them in school. Lastly, the introduction of job opportunities could act as a factor to encourage 14-16 year olds to join the labor market early if not monitored carefully. The evaluator recognizes that the methodology in no way encourages or promotes child labor. However, it should be approached carefully with this target group.

The effectiveness of the livelihood strategies is hard to establish for many reasons. On the one hand, data are not being systematically collected to assess whether the livelihood services help reduce child labor or keep children in school. There are no indicators to monitor this important aspect. Second, the activities of this component are not coherent. The project works with families of children by providing financial literacy training and job opportunities. However, the project focus is on internships and improving the environment inside the VTCs. The linkages between these two are not clear.

The evaluator believes that the project is overstretched and works on many unrelated activities within the same component. A more effective strategy, for example, would be to focus on financial literacy and provide the necessary linkages to service providers to improve the livelihood of families of working children. The project could have developed a market survey or provided additional support to the financial literacy component through more advanced vocational training or support in marketing to be able to develop a holistic model.

The theory of providing sustainable livelihood options to families of children engaged or at-risk of ECL is a sound approach. However, further analysis and testing hypothesis are required to identify the best and most sustainable models. Women who received the financial literacy training commented that the training was difficult and that trainers spent a long time explaining the various components to them. The training does not include, for example, reference to marketing of products. In short, the livelihood services are the biggest challenge of the project. It requires further research and analysis to understand what type of services are required to withdraw children from WFCL.

Despite, the above challenges, the project should be commended for attempting to create pilot

models for effective livelihood services. Experience from the Homebound Girls project shows that financial literacy training coupled with coaching and mentoring to create a market niche could be a successful and relevant model for Jordanian communities. The project is commended for increasing support during the last year for recipients of financial literacy training. Currently, volunteers follow up on the recipients of financial literacy training by phone calls. Lastly, the project is commended for creating linkages with Irada. Further monitoring of this component is necessary to continue to develop the necessary strategies to withdraw children from WFCL.

The project did not change the internship program. Rather, the project re-focused its effort on identifying beneficiaries for the financial literacy training and supporting the creation of saving and lending groups. The financial literacy training is a good starting point for improving livelihoods. However, it is not a complete “service”. Additional steps are required to ensure that it yields the required results.

### **3.3 EFFECTIVENESS OF MONITORING SYSTEMS**

*Based on the provisions included in the CMEP, how effective was the project’s monitoring system, including the processes for monitoring and recording information on the provision of services; its timeliness; the completeness and consistency of the data generated by the system; and its usefulness for management and field staff? Are there any indicators that have not been reported? Why?*

Although the project’s CMEP, as a concept, was an excellent attempt to create the necessary linkages between the various components of the project, Promising Futures faced a variety of challenges in implementing its CMEP. For starters, the completion of the CMEP was a long process. The project developed a monitoring system that it used to systematically follow up on children. However, it was not as rigorous as a formal database management system (DBMS). The project developed three different and unlinked databases to monitor children. One was housed at Save the Children (SCI) and included information about school children and Vocational Training Centers (VTC) children; another was located in the Marka SSC for Marka and Zarqa children; and the third database existed in Mafraq. During the life of the project, and due to some partnership issues, SCI did not have access to data concerning children attending the SSC in Marqa. According to project staff access to the data is only available upon request. This complicates monitoring and follow-up processes.

The project also faced numerous delays in the development of an integrated DBMS. At the time of the final evaluation, the project was working with three un-linked databases to monitor its performance. The online DBMS was being tested and about to be launched. However, it only includes data concerning children attending the SSCs and not of all beneficiaries. SCI does not have direct access all the time to the DBMS as it is housed in SSC Marka.

One of the key issues with the existing databases is that information is not regularly analyzed to support management decisions. For example, the information regarding LV beneficiaries is available but it is not used effectively to influence strategic directions of the project. During the course of this evaluation, access to accurate and up-to-date numbers was not an easy process. For example, the evaluator managed to get an overview of the overall number of beneficiaries. However, the last record of the work status of children is April 2014. This was discussed at length with the project’s current and former staff. It was noted that work status information is collected every six months for

reporting purposes. It was also noted that the M&E functions of the project are extremely under-resourced. There are not enough staff assigned to follow-up on M&E functions.

Data are not accessible if the three databases are not connected and shared. For example, the SSCs do not have access to schools and VTC children although they may be able to assist them. Likewise, SCI has access to SSC databases on a need to know bases. Even the new database only has information regarding SSC kids and not school kids. The sharp division between the various components of the project (i.e E1 and LV) is a hindrance in project implementation.

Although the project is reporting on indicators as described in the CMEP, the evaluator is of the opinion that the CMEP is used only for reporting purposes. The tools are useful because they facilitate the reporting process. The grantee and the sub-grantee understand what they need to report and have effective plans for data collection for the reports. However, whether this is also useful for project implementation and management is questionable. This could be improved by constantly analyzing data generated through the database and complimenting it with qualitative methods such as focus group discussions and in-depth interviews. This can help fine tune project strategies and align it with the needs of beneficiaries.

There are likely a variety of reasons to explain why the CMEP is not an effective management tool such as challenges with the sub-grantee, absence of constant data analysis, lack of an accessible and user-friendly DBMS, shortage of M&E staff and time to analyze data. The project is particularly understaffed when it comes to M&E functions.

As previously discussed, the evaluator discovered that the project is not collecting reliable data. The project conducted a needs assessment with for school children but it was not complimented by a needs assessment for families. Work status, on the other hand, is collected through a simple question *have you worked during the last six months?* This is not sufficient to determine the work status of children in schools. The situation in the SCCs is different because the number of children attending the centers is smaller and the oversight and coaching is greater. Moreover, work status is checked by volunteers in schools and not by project staff that could make the distinction between ECL and light work, which could be permissible. This at times affects the reliability of data collected. Not all volunteers understand the main objectives and targets of the project.

The attendance of both target groups is monitored daily and collected monthly by the project. The SSCs have clear guidelines on how to intervene when a child has missed three days of classes. However, the same is not true for the schools. For example, one important indicator is school performance. This is not checked or monitored by project-supported staff inside the schools. Teachers and counselors involved with the project only focus on school attendance and not performance.

Improving the monitoring and evaluation process of the project requires the completion of the CMEP and the DBMS early in the life of the project. In addition, indicators should be developed that assess outcome and not only measure process and implementation. This can be achieved by selecting indicators that constantly monitor the impact of project interventions. For example, although available data can show how many children are enrolled and how many families have received livelihood services, the data cannot provide information about the change in the work status of children of families receiving livelihood services. Furthermore, while the project monitors school attendance it does not have indicators that measure education performance. Finally, the monitoring system should include regular collection of qualitative data through in-depth interviews

and focus group discussions to enable the project to understand its strengths and challenges.

### 3.4 EFFICIENCY

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

#### 3.4.1. Allocation of Resources and Expenditure Rate

Table 5 shows the allocation of resources to the different line items as reported in the project budget. The total budget is \$3,989,881 that includes the direct grant of \$3,503,884 and ICR of \$494,997. In addition, SCI was supposed to raise a match fund of \$363,211. SCI has successfully raised \$315,961 covering mainly the use of vehicles and computers. Table 6 shows the progress to raise matching funds to date.

**Table 5: Allocated Resources and Expenditure Rate**

| Item               | Total Budget*    | Total Expenditures* | Expenditure Rate |
|--------------------|------------------|---------------------|------------------|
| Direct Labor       | 1,286,123        | 1,228,910           | 96%              |
| Other Direct Costs | 161,429          | 180,520             | 112%             |
| Output 1           | 124,751          | 92,832              | 74%              |
| Output 2           | 307,054          | 267,955             | 87%              |
| Output 3           | 53,407           | 64,128              | 120%             |
| Output 4           | 27,633           | 25,871              | 94%              |
| M&E                | 211,292          | 46,215              | 22%              |
| Sub – JOHUD        | 1,223,682        | 820,248             | 67%              |
| Sub - Youth Build  | 108,513          | 108,513             | 100%             |
| ICR                | 494,997          | 451,434             | 91%              |
| <b>Totals</b>      | <b>3,998,881</b> | <b>3,286,626</b>    | <b>82%</b>       |

\*Note: Amount are reported in US Dollars

Table 5 also provides an overview of expenditure rate per budget line. As of August 30, 2014, SCI spent \$3,286,626 of the total budget amount of \$3,998,881. This translates into an expenditure rate of 82%. The burn rate of M&E activities is alarmingly low at only 21% as of September 2014. This is an indication that the project did not implement many activities within this function. However, it is noted that the project was asked to allocate USD 45,000 for the final evaluation. On the one hand, the project activities related to the establishment and training of CPCs have not been completed. On the other hand, the project does not conduct constant M&E activities to ensure effective implementation. M&E activities are only conducted twice a year for reporting to the donor. The burn rate of JOHUD is also relatively low at 67%. According to SCI management, JOHUD has been slow in hiring staff members that it will not be able to sustain once the project ends. Furthermore, the activities in the SSC in Maa'an have not yet started, which could help explain the low burn rate for JOHUD.

Table 6 shows the status of the SCI contribution. As noted previously, SCI agreed to raise \$363,211 or approximately 9% of the USDOL contribution. To date, SCI has contributed \$315,961 or about 87% of its target amount. SCI has exceeded its target contribution for JOHUD staff by 21% and met its target for computers. It is close to meeting its targets for vehicles and JOHUD other direct costs (ODC). However, SCI has only managed to raise \$631 or about 2% of its targeted contribution for JOHUD equipment.

**Table 6: SCI Contribution Status**

| Source          | Target*        | Raised*        | Percent    |
|-----------------|----------------|----------------|------------|
| JOHUD Staff     | 154,202        | 187,353        | 121%       |
| JOHUD Equipment | 31,705         | 631            | 2%         |
| JOHUD ODC       | 107,813        | 84,240         | 78%        |
| SCI Vehicles    | 29,400         | 25,725         | 88%        |
| SCI Computers   | 700            | 700            | 100%       |
| YBI and ICR     | 39,391         | 17,312         | 44%        |
| <b>Total</b>    | <b>363,211</b> | <b>315,961</b> | <b>87%</b> |

\*Note: Amount are reported in US Dollars

In light of the implementation delays, partnership challenges, and shortage of staff, the project has managed to achieve many of its targets within a relatively short period.

### 3.4.2 Human Resource Management

Until June 2014, the project had a project director, an M&E officer, one education manager and one field coordinator, one livelihood specialist and one field coordinator. SCI partner, JOHUD had one project manager in addition to 3 field coordinators and 2 staff members in the SSCs in Marka, Mafrq and Maa'an. In addition, the project enjoyed the service of many volunteers. The project works with close to 8,000 beneficiary children and 1,200 families. In addition, the project implements activities in 48 schools in four different governorates.

Based on comments made during interviews with project staff and partner staff, the project has been understaffed. The staffing issue was discussed with the project director during the project's mid-term evaluation. The project director explained that the project was designed assuming that JOHUD and YBI would take the lead in implementing the project and that SCI would provide the technical assistance. However, the capacities of the partners proved inadequate and eventually YBI's partnership with the project was terminated. In response, SCI was required to assume a greater role in project implementation but lacked adequate resources to hire more staff.

The project would have benefited from additional staff to be able to effectively and efficiently implement its activities. In particular, more field coordinators should have been hired to oversee the work of the project in schools and VTC centers. Follow-up on many initiatives was never conducted because of the shortage of staff. For example, the limited number of staff affected follow-up on the

beneficiaries of financial training and their start-up activities. In terms of school activities, little or no follow-up was conducted inside the schools to ensure the effective implementation of the project's methodologies. Three persons were in charge of 48 schools making it very difficult for them to regularly visit the schools, meet with administration, and provide the necessary technical support and monitoring of outcomes. According to project staff, the project visited each school once a month, which is not sufficient to follow-up on all activities and to ensure coherence, quality and consistency of activities. In addition, the project enjoyed 3 people to monitor the schools for one month only. For the vast majority of the project 2 persons were in charge of the 48 schools.

The staffing within the SSCs is generally better than other project components. Based on the mid-term evaluation recommendations, the project hired a project manager to oversee the project's activities in the SSC Marka and support the replication of the model in Mafraq and Maa'an. Each center has a field coordinator and two staff members in addition to a large number of volunteers for various functions. This enables the centers to effectively and efficiently follow-up on the activities of the project.

To compensate for the shortage in staff, the project relied on volunteers to help identify beneficiaries and for some M&E functions such as collecting information related to the work status of children. In Mafraq, the project has taken advantage of youth committees in the Community Development Center (CDC) where the SSC is located. The CDC promotes the formation and activation of volunteer youth committees. These committees play an active role within the community. Some of the project volunteers came from the youth committees in addition some members of the youth committees help with the support classes offered at the SSC to school children every Saturday.

The achievements of the project, despite all the challenges that it has faced, should be credited to the dedication and commitment of the staff. Project staff members work long hours and are committed to providing quality services to children and their families.

## **3.5 IMPACT**

This section addresses the question *Are the beneficiaries' lives better now than they were at the beginning of the project?* It assesses the positive and negative changes produced by the project, intended and unintended, direct and indirect, as reported by respondents during the field visit and observed by the evaluator.

The evaluator had the chance to meet with almost all stakeholders involved in project activities directly and indirectly. All stakeholders spoke very highly of the project and believed that it has had a positive impact on their lives. Government officials, children, parents and teachers believe that project activities were highly needed and positively contributed to improving the situation for many children and their families. Below is a discussion of the changes that the project produced according to feedback ascertained during the course of this evaluation from stakeholders.

### **3.5.1 Children and Parents**

The project offered educational opportunities to over 9,000 children (September 2014 figures). The evaluator got a chance to meet with 140 students (1.5%) of the project's target group. All provided positive feedback regarding the project's activities. School children were particularly pleased with

the school renovation work that was conducted inside their schools. They explained that the improvement in the infrastructure made them like school better and enjoy coming daily. In addition, some of the activities carried out in some schools directly touched the lives of the students and affected them positively.

In one school in Mafraq, the students spoke highly of the activities targeting increased hygiene inside the school. This particular school works double shifts. The evening shift serves Syrians. The girls explained that after being engaged in the activities of the project they developed higher tolerance for Syrians and better understanding towards their needs. In another girls-school, the students explained that through the activities the school became more attractive. One of the girls explained that she used to miss many days of school because she was bored. Following the project, she hardly misses any days. One boys' school in Marka decided to implement a literacy program to improve the performance of the students. Boys who attended this program explained that attending this program helped them improve their performance in school and make them more eager to attend school regularly. School children were further involved in the preparation of School-Open days that helped bridge the gap between the communities and the schools. The role that the students themselves played in these open days helped promote their self-worth and image and encouraged them to continue their education.

A big change could also be observed with the former homebound girls that the project has managed to bring out of their homes. The girls explained that project activities helped them find a voice and increase their confidence. They explained that being involved in project activities helped improve their psychological well-being.

The change in the life of the children attending the SSC classes is perhaps the biggest compared to children in schools. Girls and boys spoke highly of the importance of education and could carefully articulate the disadvantages of child labor. In Mafraq where the student body is predominantly Syrian, girls spoke about how access to education and counseling has helped them improve and increased their confidence to spend more time outside of their homes.

Parents also spoke about the benefits of the project. Many parents explained that their children are more keen on attending the classes whether in SSC or in formal education. They explained that their children have become more engaged and involved in their studies and their personalities have developed. Mothers explained that attending SSC classes helped their daughters develop friendships with children of their own age and improve their psychological well-being. They also explained that the girls were acquiring new skills that can help them in the future.

It is evident that the increase in extra-curricular activities and improvements in the schools' infrastructure had a positive impact on improving the learning environment available to children. In addition, the project is commended for offering educational services to Syrians and other nationalities that would have otherwise not have access to education. The counseling work conducted in the centers has had a significant impact in improving the well-being of children.

The evaluator had an opportunity to witness how project activities helped children develop the necessary confidence to express their needs. During the stakeholders meeting, Promising Futures' children spoke confidently about their problems and managed to express their opinions to a room full of strangers in a confident and consistent manner. Children spoke about school-based violence

and the need to support education through an increase in extra-curricular activities and improving educational quality.

### **3.5.2 Financial Literacy: A Woman Empowerment Tool**

The provision of livelihood services through training of mothers on financial literacy had a positive outcome on the lives of mothers and children. The ability of women to come out of their houses and attend trainings gradually empowered them and provided them with increased mobility. For example, in one school in Marka, the school administration explained that mothers were hardly coming to the school to check on the performance of their children. After the school organized a financial training for mothers, a closer relationship developed. The school principle explained that mothers were coming more often to the school to inquire about their sons' school performance. The principle explained that the renovation and the trainings helped the school develop the necessary linkages with the community.

In Abu Sayah, a conservative region east of Amman, the women explained that the financial literacy was the first step towards their empowerment. This region benefited from interventions from Promising Futures and Homebound Girls project. They explained that the positive experience they had with the project encouraged them to participate in other activities in the community. They explained that their husbands and male relatives gradually approved the opening-up of the community and allowed their wives to participate in community activities. The women in Abu Sayah were the first to receive the training from the project and have established their own Community Based Organization (CBO), which provides support to other women in the community. One of the saving and lending groups in the community does not implement projects. Rather they provide small loans to needy students in the community to encourage them to continue their education. The women explained that they lent the board of the CBO money to pay rent.

It is difficult to determine whether the financial literacy training has improved the livelihood of families of working children. However, it is evident from discussions with recipients that this training has changed the way the mothers perceive their role within the family. In one case, a mother of a working child explained that through the training she received, her son is working fewer hours because of the income she is generating. She admitted that she still relies on the income generated by her son for survival. The students attending the SSC and schools in Mafraq explained that the trainings have helped their families. The girls explained that even if the mothers have not started their own business, they have received vocational training that help them produce things like soap and hair clips that they can use at home. The evaluator recognizes that these items were supposed to be sold from home. However, the fact that the women can save money on these items means they have some additional money for other necessities.

### **3.5.3 Change in Perceptions of Education Personnel**

Many education personnel, whether school principals, teachers, or SSC facilitators, explained that the project helped them reconsider the position of the child in the education system. Project beneficiaries interviewed during the course of this evaluation explained that poor school performance and school based violence is, at times, the main reason that would make them miss days of school. Students attending the SSC, particularly boys, explained that they dropped out of school due to harsh treatment from teachers in formal schools. Discussions with schools'

administration revealed that some of concepts about discipline and classroom management have started to change.

In Maa'an, out of 15 school administrators and teachers interviewed, only one continued to believe that using violence is an adequate way to discipline students inside the school. Teachers explained that they have a newfound understanding to their role in the classroom. They stated that they have a better understanding of why some children may perform poorly in class. They also mentioned that they attempt to talk to children first before resorting to punishment. Many explained that the training they received with the project helped them change the way they deal with their own children at home. They stated that they give children a wider space to express themselves and choose for themselves, which has improved their relationship with their children and with their students. SSC facilitators in Mafraq explained that the training has helped them work with the target group. One facilitator explained that the training helped her gain more confidence and enabled her to play an active role in providing guidance to students. One of the facilitators is also a formal schoolteacher and explained that he is using classroom management tools in the formal school to help him build the necessary relationship with his students.

Although Promising Futures did not have a large capacity building component, it managed to improve the change in the perceptions of teachers and facilitators, which should be considered an important achievement. This was done through the trainings on SCI methodologies such as child to child. Progress towards improving the quality of education starts with small changes in the mind-set of teachers and administrators, which the project has accomplished.

## **3.6 SUSTAINABILITY**

This section examines 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. This section also identifies areas where sustainability can be strengthened and lessons learned for the future.

### **3.6.1 Sustainability of Project Services**

Promising Futures was designed with sustainability in mind. For example, the project chose to offer livelihood services through networking and creating linkages with service providers to ensure that the interventions can be sustainable. Another example is the selection of JOHUD as a strategic partner due to its relationship with the MOL that could help sustain some of the project activities in the SSCs.

The project was successful in leveraging resources to complement its activities. Table 7 shows the project's efforts in leveraging additional resources. In addition, the project received donations of JOD 5,000 and EUR 7,000 for establishing a gymnastics hall and a creativity room in Marka SSC. The project also received JOD 2,320 to cover the fees for students in the VTC in Mafraq as well as JOD 750 from Queen Zain Al Sharaf, which contributed to the transportation of girls attending VTC Mafraq.

**Table 7: Resources Leveraged by Source and Impact on the Project**

| Source                     | Impact on Project   |
|----------------------------|---|
| Dutch Embassy              | Home-Bound Girls Project                                  |
| Overall NGO (Dutch NGO)    | Recreation space and shade                                |
| Pro-bono work              | Class room rehabilitation                                 |
| Right to Play              | Life Skills Through Sport                                 |
| Action Aid                 | Music and Art extra-curricular activities                 |
| Save the Children - Sweden | Collaborate on training of CPCs                           |
| Mercy Corps International  | Football pitch and play ground on Mafraq SSC              |
| IYF                        | Paid students fees in Mafraq VTC                          |
| Queen Zain Al Sharaf       | Contribution to transportation for VTC students in Mafraq |

During the stakeholders meeting in Amman on September 25, 2014, government and project stakeholders were asked to identify the activities that are likely to continue once the project ends. They noted that education and counseling activities within Mafraq and Marka SSC would likely continue. They also noted that the infrastructure and learning environment improvements in schools and VTCs would continue to benefit a large number of students in the future.

Representatives from MOE and VTC explained that the education activities in schools, SSCs, and VTCs would continue. Project stakeholders also explained that the DBMS would continue to function once it is launched and tested. However, the same stakeholders noted that some training and capacity building for staff, such as financial literacy trainings offered by VTC trainers to parents of children engaged or at risk of ECL, would likely decrease depending on the financial resources available to each institution. In other words, the continuation of the financial literacy training to parents of children is dependent on availability of financial resources.

On the other hand, Promising Futures project staff were skeptical about the ability of VTCs to continue to implement the internship program in the same manner as it was implemented last year. Project staff explained that this was due to financial and human resource constraints.

### 3.6.2 Priorities for Project to Ensure Sustainability

*What additional steps need to be taken in order to promote the sustainability of project components?*

This main objective of the project is to reduce child labor in Jordan. It is imperative that the project refocuses its sustainability efforts on ensuring that this overall objective is clear to all stakeholders. This can be done first by developing a sustainability plan. Output 5 of the project focuses on

strengthening the long-term efforts to combat WFCL. There is a clear need to focus the activities of the project during the remaining months on creating the necessary linkages to ensure sustainability.

The key areas that the project needs to work on include merging the three databases into one and linking it or handing it over to both MOE and MOL. This will ensure that both ministries can include Promising Futures beneficiaries in future efforts to combat child labor in Jordan. Although the project did not totally succeed in establishing CPCs, it developed some successful models. For example, according to MOL officials, the CPC in Russaifeh is functioning and is in contact with the labor inspector. The project needs to exert more effort in creating the necessary linkages between the various stakeholders to promote sustainability.

It is not clear to the evaluator why the concept of school child labor committees was never implemented. However, the project might work with student councils to establish committees inside the schools to continue to monitor the work status of school children. It would also be important to find out the status of the ILO implemented project and attempt to create the necessary linkages to the project and to MOL.

Finally, the evaluator believes it is important for the project to develop a sustainability matrix and /or an exit strategy through which clear roles and responsibilities of the various stakeholders can be discussed and agreed upon.

## IV CONCLUSIONS

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The following conclusions represent what the evaluator has “concluded” from the analysis of the findings and are organized according to six evaluation sections: relevance, effectiveness, monitoring and evaluation, efficiency, impact, and sustainability.

### 4.1 RELEVANCE

- Promising Futures is a carefully designed project that attempted to respond to root causes of child labor by providing education and livelihood services.
- The project design is well suited to the political, economic and cultural context in which it operates.
- Provision of transportation is key to ensuring children are committed to attending education classes. This is particularly the case for Syrian nationals attending the SSC in Mafraq.
- The project’s Theory of Change is sound and could have yielded the required results. However, the implementation of project activities did not always adhere to the theory. At times, the overall objective of the project was not clear to all those involved. The project could have increased its relevance by systematically analyzing the data generated and collected and re-aligning its strategies to the needs of the communities.
- Project effectiveness could have been increased by developing a variety of interventions to address the different target groups in schools and not address them all as a unified unit. Children at-risk and working children required different strategies to ensure that the “risk” of child labor was removed. The project in schools focused mainly on reducing schools dropout rates and not so much on academic performance or other important underlying factors such as early marriage for girls and school based violence for boys.

### 4.2 EFFECTIVENESS

- The project faced many implementation challenges due to the context in which it was operating. This resulted in delays in project implementation and required a revision of project targets to ensure effectiveness.
- The project developed effective strategies for the withdrawal and prevention of WFCL. The project was for the most part successful in identifying children who are engaged in ECL. More attention could have been paid to conducting needs assessment of parents of school children to validate information and correctly establish the target group. The project was successful in identifying pockets of poverty and working as deep as possible within these communities.
- The livelihood services provided by the project are perhaps the most problematic component. The theory of improving livelihoods could potentially lead to a reduction in child labor is logical. The rationale for the provision of livelihood services was to withdraw/remove children from WFCL. However, the key concern with Promising Futures is the implementation of this intervention and not the theory itself. The project expanded on many levels in livelihood provision mixing work with families and upgrading VTCs at the same time. This led to a loss of focus and targeting. In addition, the project did not develop the necessary monitoring mechanisms to test the hypothesis proposed.

### **4.3 EFFECTIVENESS OF MONITORING SYSTEMS**

- The project's CMEP is a good example of a monitoring system. However, the process for developing the CMEP was long and complicated. The project did not start using the CMEP until year three of the project.
- Promising futures is the first project to be implemented in Jordan that offers livelihood services as a tool to withdraw children from exploitive child labor. Unfortunately, indicators for this component focused solely on performance and not on outcome. The project can trace how many services it provided but cannot attest to the validity of the intervention in reducing ECL.
- Shortage of staff and partnership issues at the beginning of the project caused serious delays and affected the overall monitoring and implementation of project activities.
- The project shortage of staff was most prominent in M&E functions. The project could have increased the effectiveness of its monitoring systems by developing qualitative tools in addition to the quantitative indicators to constantly check the quality of services and develop a good base for sound management decisions. The project used the CMEP only as a tool to facilitate and harmonize reporting on indicators. Constant and regular analysis generated by the database and the CMEP would improve management decisions and help the project align its strategies to respond to the needs of beneficiaries when possible thus increasing relevance and effectiveness.

### **4.4 EFFICIENCY**

- Promising Futures is an efficient project. It has developed good financial monitoring systems. The project was audited by USDOL and comments were taken in consideration in future budgeting and allocation of resources. The project has also successfully raised the required amounts to match USDOL resources.
- The project possesses dedicated, committed and competent staff. The project is generally understaffed particularly in M&E functions. The project relied on volunteers for many functions such as identifying of potential beneficiaries, following-up inside schools, organizing students' files and monitoring the work status of children. Whereas this is a commended strategy to overcome the shortage of staff, monitoring and evaluation are core functions of projects and should be carried out by project staff. The evaluator recognizes that volunteers were trained nonetheless, M&E requires a holistic understanding of all project interventions and the linkages amongst them. This was not always found in all volunteers.

### **4.5 IMPACT**

- The project helped change the perception of teachers and school administrators regarding the role that students play in the education process.
- Students' lives have changed positively because of the project's interventions. The project helped the schools build a positive and enabling environment for children. Extra-curricular activities helped empower children and develop their character and personality.
- Concerning homebound girls, the project brought a positive change as it successfully worked on withdrawing them from their homes. Homebound girls were almost a taboo topic in Jordan. Promising Futures research and advocacy work helped shed light of this target group and encouraged discussions about ways to remove girls from being homebound. Despite the fact

that there remains resistance to accepting the concept of homebound girls as a form of child labor the wider awareness of the existence of homebound girls is a positive step towards formulating policies and programs to address them.

- Project interventions helped empower women and provide them with wider spaces for mobility and interaction within their community.

## **4.6 SUSTAINABILITY**

- The project was designed with sustainability in mind. As such, many of the core activities of the project are likely to continue. This is particularly the case for education services that are already offered in schools and in the SSCs. The project, however, needs to support JOHUD to allocate funds for the continuation of activities in Mafraq and Maa'an.
- A sustainability plan and exit strategy should be developed. The plan should clearly specify the various roles and responsibilities of the various stakeholders; determine ownership of the DBMS; and describe the process of linking community structures such as the CPCs with national structures such as MOL or the national committee to combat child labor.

## V RECOMMENDATIONS

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The following **recommendations** are based upon the findings and conclusions of the final evaluation. They are intended to provide project staff and donor with actions that can further strengthen Promising Futures and similar child labor projects.

### 5.1 RECOMMENDATIONS FOR THE PROJECT

Promising Futures project received a no-cost extension towards the end of December 2014. The project has made positive strides towards improving the lives of working children, children at risk of ECL and their families. The project should focus its efforts in the coming months on the following key strategies to increase the sustainability of its efforts as follows.

#### 5.1.1 Increasing Sustainability

The project has started to take some steps to ensure the sustainability of its interventions by signing an agreement with Irada initiative. However, there are still many linkages that need to be created to support the project's sustainability efforts. For example, the project could continue to build the capacity of local institutions, particularly VTCs, to continue the internship program in the same model as introduced by the project. This could be achieved by facilitating partnership agreements between the VTCs and private businesses. According to project staff, the project is already facilitating this partnership process.

In addition, the project should focus its efforts during the remaining period on supporting existing community and school-based structures to monitor the work status of children. This can be achieved by facilitating the creation of linkage between CPCs and other local CBOs and national structures such as MOL and/or the National Technical Committee to Combat Child Labor. Furthermore, the project can concentrate its efforts in a small number of schools to activate, through training, the role of schools' student councils or parliaments in monitoring child labor in schools and creating the necessary linkages between the schools' counselors and labor inspectors.

#### 5.1.2 Clarifying Information Management

The project's DBMS is almost ready to be launched. It is important for the DBMS to include all project beneficiaries enrolled in the different components. The project should develop the necessary protocols with the service provider to ensure that school and VTC students are part of the DBMS. In addition, it is important to engage relevant stakeholders in a discussion related to the future of the DBMS.

Due to ownership issues, Promising Futures was unable to access data of children at-risk and working children generated through a previous USDOL funded project in Jordan. The resources and effort exerted in creating Promising Futures DBMS should not be wasted. As such, clarity of ownership of information should be established before the end of the project. The DBMS should be handed over to more than one entity or be housed centrally with the Technical Committee to Combat Child Labor.

Protocols for access to information by future NGOs or INGOs working on child labor in issues should also be developed.

### **5.1.3 Provision of Education Services**

The project has successfully completed the establishment of the Maa'an SSC. Some delays in purchasing buses made it impossible for the project to begin operating the center. Activating the services in Maa'an should be a priority during the remaining time. The evaluator recognizes that the project has already met its numerical targets for withdrawal and prevention of children from ECL. However, the resources invested in Maa'an should not be compromised especially since there is a need for the center's activities. The project should, if possible, support JOHUD's efforts in leveraging resources to continue providing services in Mafraq and Maa'an. This could be achieved by advocating with the MOL for the allocation of resources for these two centers.

The project needs to work with the schools' management and counselors to ensure that there is a common understanding and knowledge regarding working children and at-risk children. In addition to activating the school-based child labor committees, concrete plans with school management could be developed to ensure that the identified children will continue to benefit from additional support and oversight until the end of the school year. SCI should, if feasible, ensure that the majority of the project's target children are benefiting from the activities offered. Plans to continue to monitor students that have moved from SCI supported schools should also be developed with the new schools. Project staff have pointed out that the project has worked with schools' management and counselors in schools in Marka, Zarqa, Mafraq and Ma'an through training and follow-up visits.

### **5.1.4 Documentation and Dissemination**

Promising Futures developed many good practices that should be collected, analyzed and shared with other stakeholders working on combating child labor. Particularly, the project should document best practices in providing livelihood services. Although the project generally faced difficulty in delivering this intervention, lessons learned from the process should be collected and shared with other organizations. The documentation exercise should go deeper into analyzing the change that can be seen in the lives of beneficiaries because of the livelihood interventions and provide recommendations on how to improve these services in the future. Ideally, this should entail both quantitative and qualitative documentation.

The project also conducted several needs assessments and mappings of service providers. Most of these research activities have not been fully developed into reports or disseminated. Since the project has remaining funds in the M&E budget line, it would be beneficial to analyze available data and complement it with qualitative research with the target group. This will strengthen the projects' outcomes focusing on awareness and research (Outcomes 3 and 4).

## **5.2 RECOMMENDATIONS FOR USDOL**

USDOL provides funding to many organizations to combat exploitive child labor including worst forms of child labor. The following recommendations are intended to strengthen the processes of CL projects' implementation.

### **5.2.1 Management Support**

Promising Futures should be commended for its achievements in light of all the challenges that the project faced. Some of these challenges could have been avoided by the development of clear partnership agreements and MOUs before the start of actual implementation. USDOL should, when possible, allow grantees six months of preparation before the effective start date of the project. This would allow projects to review partnership strategies, engage partners in dialogue, and modify the strategies based on a real understanding of the context. In return, grantees should commit to concluding comprehensive partnership agreement and MOUs clearly defining the roles and responsibilities of each partner.

### **5.2.2 Monitoring and Evaluation Systems**

The CMEP is a conceptually solid and useful approach to M&E. However, it is very complex and complicated for grantees to implement. In addition, CMEPs are developed in English while implementing partners in Jordan (and in many other countries) work predominantly in their native language. This adds a second layer of complexity to the M&E process. USDOL should, when possible, ensure that the development of projects' logical frameworks, CMEPs, and indicators is not carried out solely by the grantee. USDOL should encourage a wider involvement of sub-grantees and other relevant stakeholders in the development of M&E tools and instruments. This will increase understanding of the reporting requirements and facilitate the establishment of good work relationship amongst partners.

Most projects rely mainly on quantitative data. The collection of quantitative data is very useful but experience shows that it is mainly collected for reporting purposes. USDOL can encourage grantees to systematically use monitoring systems to support management decisions and project management. This can be accomplished by demanding that a percentage of project's budget is allocated to regular collection of qualitative as well as quantitative data. This will help projects re-align strategies and approaches to the needs of communities in a timely fashion. It would also help create better understanding of ECL and WFCL and facilitate comparisons between different cultural contexts.

### **5.2.3 Education and Livelihood Interventions**

USDOL provides grants to combat child labor in many parts of the world. USDOL should, when possible, facilitate access to best practices and lessons learnt regarding the provision of these services within similar contexts. It is noted that USDOL advises all organizations responding to Solicitations for Cooperative Agreements to talk with and read materials produced by earlier projects in similar region. USDOL can consider, if possible, the development of an online platform where this data can be easily accessible. Grantees can be encouraged to constantly provide lessons learned and success stories that can be shared in this platform.

In addition, at a time USDOL was providing funding for three child labor projects in Jordan. However, Promising Futures was unable to build on the work already done by Combating Child Labor through Education (CECLE)<sup>9</sup> due to lack of clarity regarding ownership of the DBMS. It is important for USDOL to demand that grantees develop concrete steps to handover key project outcomes to national partners to ensure access to other parties interested in complimenting or continuing work on the same topic.

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<sup>9</sup> CECLE was a USDOL funded project implemented by CHF International in Jordan from 2008 to 2012.

The experience of Promising Futures shows that there is a strong need to work on education reform in general. Poverty is not the only reason why children engage in child labor. It is important to understand these reasons and develop programs to address them. School-based-violence and poor educational performance are only two reasons that were listed by stakeholders. USDOL should encourage future grantees to work on these root causes.



# VI ANNEXES

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## **Annex A: Terms of Reference**

### **TERMS OF REFERENCE AN EXTERNAL FINAL EVALUATION OF THE PROMISING FUTURES: REDUCING CHILD LABOR IN JORDAN THROUGH EDUCATION AND SUSTAINABLE LIVELIHOODS**

#### **Introduction**

The U.S. Department of Labor (USDOL) has retained O'Brien & Associates, Inc. to undertake an external final evaluation of the Promising Futures: Reducing Child Labor in Jordan through Education and Sustainable Livelihoods Project (Promising Futures). This is 4-year, \$4 million project that is funded by USDOL and implemented by Save the Children and its implementing partners. This final evaluation is intended to assess the achievement of the project's objectives as well as capture important lessons that USDOL can apply to other child labor projects.

The following Terms of Reference (TOR) serves as the framework and guidelines for the evaluation. It is organized according to the following sections.

1. Background of the Project
2. Purpose, Scope, and Audience of Evaluation
3. Evaluation Questions
4. Evaluation Management and Support
5. Roles and Responsibilities
6. Evaluation Methodology
7. Evaluation Milestones and Timeline
8. Deliverables and Deliverable Schedule
9. Evaluation Report

#### **Background and Justification**

##### **USDOL - OCFT**

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

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitative child labor internationally. This funding has been used to support technical cooperation projects to combat exploitative child labor in more than 91 countries around the world. The majority of these projects provide direct services to children and families to decrease the prevalence of child labor. These projects often target specific sectors of child labor and geographical areas. USDOL also funds separate research and capacity projects to build the knowledge base on child labor as well as the capacity of governments to address the issue. The primary approach of USDOL-funded projects that

provide direct beneficiary interventions is to decrease the prevalence of exploitative child labor through increased access to education, improved livelihoods of vulnerable families, raised awareness of the dangers of child labor and benefits of education, and increased institutional capacity to address the issue.

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

## **Background of the Project**

In 2010, USDOL awarded a four-year cooperative agreement to Save the Children to combat exploitative child labor in Jordan, through the Promising Futures project. The project aimed to provide 7,000 children with direct educational services to reduce their vulnerability to child labor as well as livelihood services to 3,500 families. Save the Children implemented the project with its partners. The Jordanian Heshemite Fund for Human Development (JOHUD) and YouthBuild International (YBI) helped Save the Children address child labor in construction, small workshops, manufacturing, transport and storage, and domestic servitude. The specific project objectives are as follows:

- *Reducing exploitative child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;*
- *Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;*
- *Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;*
- *Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and*
- *Ensuring the long-term sustainability of these efforts.*

## **Purpose, Scope, and Audience of Evaluation**

### **Purpose**

OCFT-funded projects are subject to external interim and final evaluations. The final evaluation of the Promising Futures project is due at this time. The overall **purpose** of this final evaluation is to assess program design, results, and to what extent the project met its stated objectives. The evaluation will also identify key lessons learned (i.e. what worked well, what didn't work and why) that can be applied to other child labor projects in Jordan and elsewhere. In addition to the overall purpose, this final evaluation will address the following points:

1. Describe what results the project and project services may have contributed to improvements in the lives of the participants.
2. Assess whether the topic of child labor is consistently woven into the provision of livelihood and education services, i.e., that these services are not just implemented in a way that raises family's incomes or improves school outcomes, but that there is a consistent effort to link these services to reducing child labor.
3. Examine the sustainability plans and realities of this project.
4. Assess to what extent the project attempted to make suggested changes recommended from the final evaluation.
5. Assess the political, economic, and cultural context of the country and determine their effect on the implementation and results of the project.

### **Scope**

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

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

### **Audience**

This final evaluation should provide USDOL, Save the Children, and other project stakeholders an assessment of the project's experience in implementation and, to a limited extent, its impact on project beneficiaries. USDOL/OCFT and Save the Children management will use the evaluation results as a learning tool regarding the relevance of the approaches and strategies used by the project. Save the Children, the Government of Jordan, and other current or potential partners should use the evaluation results to enhance effectiveness in the implementation of similar child labor projects. Therefore, the evaluation should provide information, supported by project and evaluation data, in order to suggest how similar projects might increase their impact and achieve sustainability of the benefits that have been generated.

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**

To serve these purposes, this external final evaluation will focus on the purpose outlined above and the relevance of the project's services to the target groups' needs, validity of the project's design, the project's efficiency and effectiveness, the impact of the results, and the potential for sustainability. These criteria are explained in detail below by addressing their associated questions.

Additional questions may also be analyzed as determined by the stakeholders and evaluator before the fieldwork begins. The evaluator may also identify further points of importance during the mission that may be included in the analysis as appropriate.

### **Relevance**

1. Is the project design appropriate for the cultural, economic, and political context in which it works?
2. How has the Syrian refugee crisis influenced the project? For example, have the make-up and needs of the beneficiaries changed? Has the cooperation of the government and non-government organizations been effected by the influx of Syrian refugees?

### **Validity and Project Design**

3. Is the project's overall Theory of Change consistent with the data/findings obtained from project implementation to date?

### **Project Effectiveness**

4. How deep into targeted regions did the program actually reach? (Note: If possible, it would be helpful to have a visual representation showing the location of the center and distances that beneficiaries traveled).
5. How appropriate and effective were the methodologies used to select beneficiaries?
6. The project shifted L1 livelihood strategies when they realized they were not reaching targets (i.e. changing the internship program). Did these changes improve the livelihood services offered by the project?
7. What was the overall reach of program services, especially those offered at the center?
8. What other services did the E1 education beneficiaries receive from other organizations (please identify these organization and programs). If so, was there a duplication of services or were different services provided?
9. Why would a family would allow or not allow their daughter to attend training, such as home bound girls? What factors makes it more likely that a girl would be allowed to attend training?
10. To what extent is transportation an issue in reaching beneficiaries? Would it be better to have many small workshops in villages, rather than require beneficiaries to travel to a centrally located facility?
11. Was the project able to reach the most vulnerable households or did they only reach households that were close to the services location or the center location?

### **Effectiveness of Project Management**

12. Based on the provisions included in the CMEP, how effective was the project's monitoring system, including the processes for monitoring and recording information on the provision of services; its timeliness; the completeness and consistency of the data generated by the system; and its usefulness for management and field staff? Are there any indicators that have not been reported? Why?
13. How accessible is the data that has been collected? How was the data used to assist in project implementation?
14. Is the grantee and the sub-grantees using the CMEP tools? Are these useful for project management? Why or why not? To what extent do management decisions take into account monitoring-based information?

15. Did the project collect reliable data on the work and educational status of beneficiary children?  
How can this be improved?

### **Efficiency**

16. Are project strategies/activities efficient in terms of financial and human resources in relation to their outputs and outcomes?

### **Impact**

17. Are the beneficiaries' lives better now than they were at the beginning of the project? Please explain. If possible, please describe what role the project may have played in bringing about any improvements in beneficiaries' lives.

### **Sustainability**

18. Are there services that will be continued once the project funding has ended?  
19. What additional steps need to be taken in order to promote the sustainability of project components?

### **Evaluation Management and Support**

O'Brien and Associates International has contracted Nahla Hassan to conduct this evaluation. **Ms. Nahla Hassan is a** socio-economic development consultant, specializing in research, capacity building, monitoring and evaluation and media relations. Strong understanding of Egyptian political and socio-economic contexts and good exposure to regional issues including gender, youth, children and refugees. Possess sectoral experience in education, child labor, livelihoods, communication and media relations. Country experiences include Egypt, Jordan, Lebanon and Australia. Experience conducting mid-term and final project evaluations both in Egypt and Jordan Ability to work on a multitude of complex issues and work well with people from various background including children and refugees.

O'Brien and Associates will provide logistical, and administrative support to the evaluator, including travel arrangements and all materials needed to provide the deliverables specified in the Terms of Reference. O'Brien and Associates International will also be responsible for providing technical oversight necessary to ensure consistency of methods and technical standards.

### **Roles and Responsibilities**

The evaluator is responsible for conducting the evaluation according to the terms of reference (TOR). She will:

- Finalize and submit the TOR.
- Review project background documents.
- Review the evaluation questions and refine the questions, as necessary.
- Develop and implement an evaluation methodology (i.e., conduct interviews, review documents) to answer the evaluation questions, including a detailed discussion of constraints generated by the retrospective nature of this evaluation methodology and data collection and how those constraints could be avoided in future projects. Utilize any available CMEP data to

triangulate evaluation findings. The CMEP data is collected on a regular basis and is not quite as retrospective as the evaluation data is.

- Conduct planning meetings/calls, as necessary, with USDOL and Save the Children.
- Decide composition of itinerary, field visits, and interviews to ensure objectivity of the evaluation.
- Present verbally preliminary findings to project field staff and other stakeholders as determined in consultation with USDOL and Save the Children.
- Prepare an initial drafts (48 hour and 2 week reviews) of the evaluation report and share with USDOL and the grantee.
- Prepare and submit final report.
- 

USDOL is responsible for:

- Providing project background documents to the evaluator
- Obtaining country clearance
- Briefing Save the Children on evaluation to ensure coordination and preparation for evaluator
- Reviewing and providing comments of the draft evaluation reports
- Approving the final draft of the evaluation report
- Participating in the post-trip debriefin
- 

Save the Children is responsible for:

- Reviewing and providing input to the TOR
- Providing project background materials to the evaluator
- Providing information on all project sites for evaluator to choose from in deciding the evaluation itinerary
- Preparing a list of recommended interviewees
- Scheduling meetings for field visit and coordinating all logistical arrangements
- Reviewing and providing comments on the draft evaluation reports
- Participating in the post-fieldwork stakeholder debrief to review and discuss preliminary findings
- Organizing and participating in the stakeholder debrief

## Evaluation Methodology

Performance shall be assessed in terms of six criteria: relevance and strategic fit; validity of project design; project progress and effectiveness; efficiency of resource use; impact orientation and sustainability of the project; and effectiveness of management arrangements.

The evaluation shall draw on six methods: 1) review of documents, 2) review of operating and financial data, 3) face-to-face and telephone interviews with key informants, 4) field visits, 5) a stakeholder debriefs in Jordan, and 6) a post-trip conference calls. As appropriate and available, please utilize the Comprehensive Monitoring and Evaluation Data to triangulate the findings for the evaluation.

**Document Review:** The evaluator will review the following documents before conducting any interviews or trips in the region.

- The project document
- Cooperative agreement
- Technical progress reports and comments
- Reports on specific project activities
- Training materials
- Trip reports, field visits, meetings, needs assessments and other reports
- Strategic framework, PMP, and performance indicators
- Project evaluations and available data
- Work plans
- Any other relevant documents
- Review of operating and financial data

**Interviews with key informants:** Interviews are to be conducted with key program stakeholders (by phone or in-person) including (but not limited to):

- USDOL-OCFT project and management and evaluation unit team
- Project director and implementation team
- Direct and indirect beneficiaries as appropriate and feasible (teachers, households, children, parents)
- Key government representatives and stakeholders
- Project partners
- ILO-IPEC officials
- US Embassy labor officer
- Other donor representatives who have been involved with the project
- Other stakeholders

**Fieldwork in Jordan:** The evaluator should meet and interview the project director and her team in Jordan. The evaluator should also plan to meet and interview a wide range of project stakeholders. The evaluator will base her evaluation primarily on information obtained through these field visits and interviews. The evaluator should note how key informants were selected and how the selection may influence findings.

The exact itinerary will be determined by the evaluator, which may be influenced by availability of interviewees. Meetings will be scheduled in advance of the field visits by the project staff, coordinated by the designated project staff, in accordance with the evaluator's requests and consistent with these terms of reference. The evaluator will be responsible for making the final decisions regarding the interview schedule. In addition, the evaluator should conduct interviews with beneficiaries and stakeholders without the participation of any project staff. The evaluator will ensure visits take place to sites where the project was successful and where the project faced challenges.

**Stakeholder debriefings:** Before departure from Jordan, the evaluator will conduct a debriefing meeting with project staff and key stakeholders to present and discuss initial findings.

**Post Trip Debriefing:** Upon return from Jordan, the evaluator will provide a post-trip debrief by phone to relevant USDOL staff to share initial findings and seek any clarifying guidance needed to prepare the report. Upon completion of the report, the evaluator will provide a debriefing to relevant USDOL staff on the evaluation findings, conclusions, and recommendations, as well as the evaluation process. In discussing the evaluation process, the evaluator will clearly describe the constraints generated by the

retrospective nature of this evaluation methodology and data collection and how those constraints could be avoided in future projects.

**Ethical Considerations:** The evaluator 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.

**Limitations:** The scope of the evaluation specifies two weeks of fieldwork, which is only enough time to travel to Jordan to interview the project team, key stakeholders and a sample of direct and indirect beneficiaries in each of the target regions. Every effort will be made to include a diverse set of site visits in both the sierra and jungle regions. The evaluator will not have enough time to visit all project sites or undertake other data collection activities such as surveys. As a result, the evaluator will not be able to consider all sites when formulating the findings.

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

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

### Evaluation Milestones and Timeline

| Activity   | Date        | Products/Comments  |
|--|-------------|--|
| Prepare and submit TOR                                     | Aug. 18     | Draft TOR  |
| Doc reviews, methodology, data collection instruments      | Sept. 8-12  | Final evaluation questions<br><br>Methodology section<br><br>Instruments |
| Call with USDOL project manager and evaluation coordinator | TBD         | N/A  |
| Fieldwork Jordan including debrief meeting                 | Sept. 15-31 | Debrief presentation   |
| USDOL debrief call   | Sept. 15-26 | Debrief notes  |

|   |                  |                |
|---|------------------|----------------|
| Analysis and report writing                           | Sept. 29-Oct. 17 | N/A            |
| Send first draft report for 48 hour review            | Oct. 17          | Draft Report 1 |
| Revise and send second draft report for 2 week review | Oct. 22*         | Draft Report 2 |
| Finalize and send final report                        | Nov. 10*         | Final Report   |

\* These dates depend on when USDOL and Save the Children provide comments to evaluator

## Deliverables and Deliverable Schedule

- A. Finalized TOR with USDOL and grantee input, August 18, 2014
- B. Method to be used during field visit, including itinerary, September 10, 2014.
- C. Debriefing meetings/presentations in Jordan; September 25, 2014
- D. USDOL debrief call, September 30, 2014 (date to be finalized later)
- E. Draft Report 1 to USDOL and grantee October 17, 2014 (48-hour review).
- F. Draft Report 2 to USDOL and grantee by October 22, 2014 (2 week review).
- H. Final Report to USDOL and grantee by November 10, 2014.

## Evaluation Report

The evaluator will complete a draft report of the evaluation following the outline below and will share it with the USDOL and Save the Children for an initial 48-hour review. Once the evaluator receives comments, she will make the necessary changes and submit a revised report. USDOL and Save the Children will have two weeks (ten business days) to provide comments on the revised draft report. The evaluator will produce a re-draft incorporating the USDOL and grantee comments where appropriate, and provide a final version within three days of having received final comments.

The final version of the report will follow the format below (page lengths by section illustrative only) and be no more than 30 pages in length, excluding the annexes:

### Report

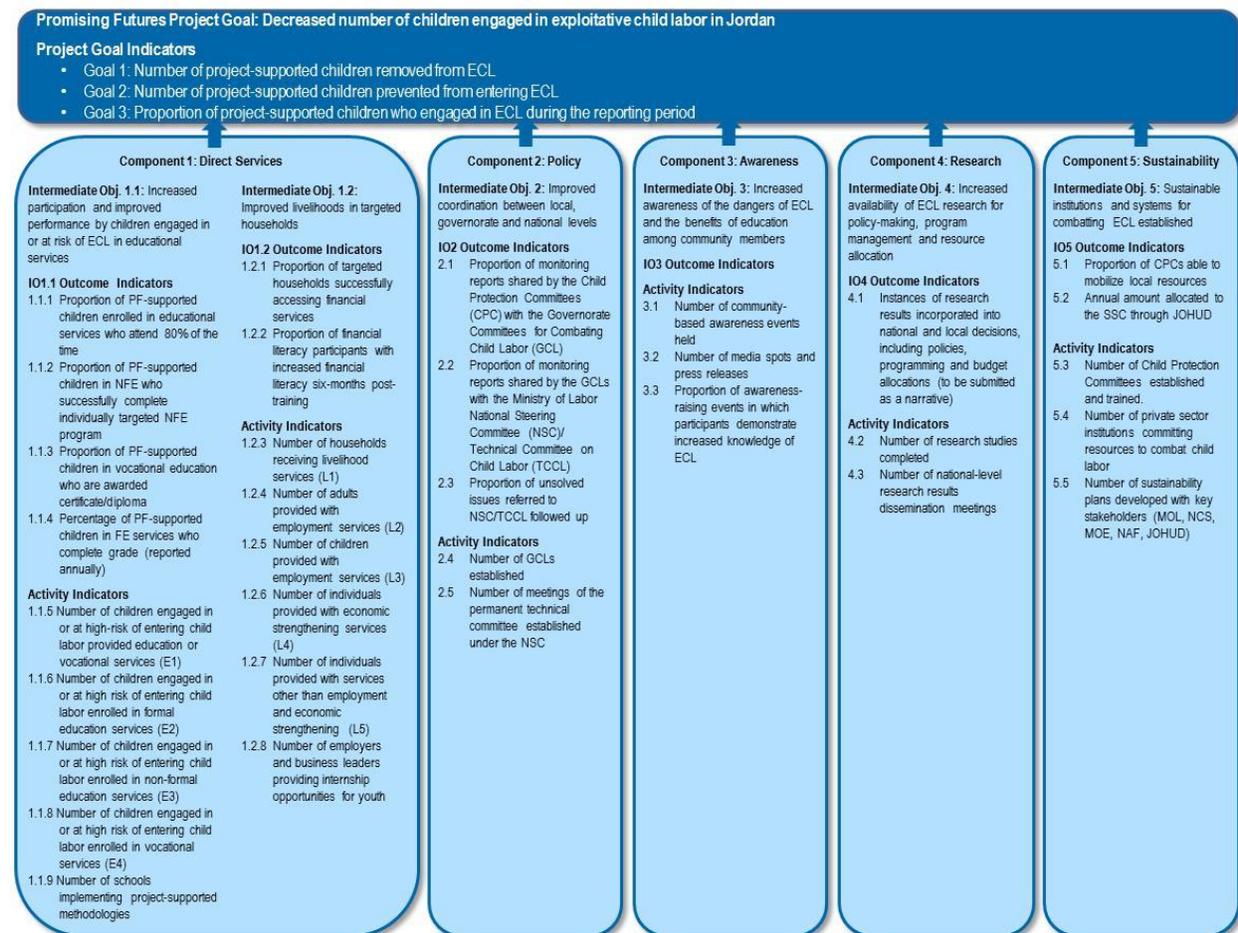
1. Title page (1)
2. Table of Contents (1)
3. Acronyms (1)
4. Executive Summary (5)
5. Background and Project Description (1-2)
6. Purpose of Evaluation (2)
7. Evaluation Methodology (1)\*
8. Findings, Conclusions and Lessons Learned, and Recommendations (no more than 20 pages).

*\*This section should be organized around the TOR key issues and include findings, conclusions and recommendations for each*

#### Annexes

1. Terms of reference
2. Results framework
3. Project M&E plan
4. Project work plan
5. List of meetings and interviews
6. Any other relevant documents

## Project Results Framework



## Promising Futures M&E Plan

| Indicator No.  | Name  | Definition  | Indicator Level | Data Collection Instrument/Data Source                       | Reporting Frequency | Data Analysis/Use  |
|--|---|---|-----------------|--|---------------------|--|
| Goal1  | Number of PF-supported children removed from ECL  | See Appendix B.   | Goal            | Project Direct Beneficiary Monitoring System (DBMS) database | Semi-Annual         | Review semi-annually to measure progress. If progress is not happening at targeted rates, adjust project activities accordingly. Review progress by sex. Target activities as needed to respond to any gaps. |
| Goal2  | Number of PF-supported children prevented from entering ECL                                     | See Appendix B.   | Goal            | Project DBMS database  | Semi-Annual         | Review semi-annually to measure progress. If progress is not happening at targeted rates, adjust project activities accordingly. Review progress by sex. Target activities as needed to respond to any gaps. |
| Goal3  | Proportion of PF-supported children who engaged in ECL during the reporting period              | See Appendix B  | Goal            | Project DBMS database  | Semi-Annual         | Review semi-annually to understand trends in ECL among beneficiary children. Review data by sex. Target activities as needed to respond to any gaps.   |
| <p><b>Intermediate Objective 1.1: Increased participation and improved performance by children engaged in or at risk of exploitative child labor in educational services</b></p> |   |   |                 |  |                     |  |
| 1.1.1  | Proportion of PF-supported children enrolled in educational services who attend 80% of the time | <p>Number of PF-supported children enrolled in educational services who attend 80% of the time (numerator)</p> <p>Total number of PF-supported children enrolled in educational</p> | Outcome         | Attendance records   | Annual (Oct)        | Review annually and if students are not meeting the minimum threshold for attendance, identify barriers and adjust project activities.   |

| Indicator No. | Name  | Definition  | Indicator Level | Data Collection Instrument/Data Source        | Reporting Frequency | Data Analysis/Use   |
|---------------|---|---|-----------------|---|---------------------|---|
|               |   | services (denominator)  |                 |   |                     |   |
| 1.1.2         | Proportion of PF-supported children in non-formal education (NFE) who successfully complete individually-targeted NFE program | <p>Number of PF-supported children in non-formal education who successfully complete individually-targeted NFE program (numerator)</p> <p>Total number of PF-supported children enrolled in non-formal educational services (denominator)</p> | Outcome         | Project DBMS database                         | Semi-Annual         | Review semi-annually to measure progress. If progress is not happening at targeted rates, explore barriers and adjust project activities accordingly. Review progress by sex group. Target activities as needed to respond to any gaps. |
| 1.1.3         | Proportion of PF-supported children in vocational education who are awarded certificate/diploma                               | <p>Number of PF-supported children in vocational education who are awarded certificate/diploma (numerator)</p> <p>Total number of PF-supported children enrolled in vocational education services (denominator)</p>                           | Outcome         | Vocational training corporation (VTC) records | Annual (Oct)        | Review annually to measure progress. If progress is not happening at targeted rates, explore barriers and adjust project activities accordingly. Review progress by sex group. Target activities as needed to respond to any gaps.      |
| 1.1.4         | Proportion of PF-supported children in formal educational services who complete grade   | Number of PF-supported children in formal educational services who complete grade (numerator)   | Outcome         | School records                                | Annual (Oct)        | Review annually to ensure progress towards targets is acceptable. Review data by sex to ensure that services are being targeted equitably.  |

| Indicator No. | Name   | Definition  | Indicator Level | Data Collection Instrument/Data Source       | Reporting Frequency | Data Analysis/Use   |
|---------------|--|---|-----------------|--|---------------------|---|
|               |  | Total number of PF-supported children enrolled in formal education services (denominator)                             |                 |  |                     |   |
| 1.1.5         | Number of children engaged in or at high-risk of entering child labor provided education or vocational services (E1) | Total number of children engaged in or at high-risk of entering child labor provided education or vocational services | Activity        | School records, project records and database | Semi-Annual         | Review semi-annually to ensure progress towards targets is acceptable. Review data by sex to ensure that services are being targeted equitably. |
| 1.1.6         | Number of children engaged in or at high-risk of entering child labor enrolled in formal education services (E2)     | Total number of children enrolled in formal education services  | Activity        | Project and school records                   | Semi-Annual         | Review semi-annually to ensure progress towards targets is acceptable. Review data by sex to ensure that services are being targeted equitably. |
| 1.1.7         | Number of children engaged in or at high-risk of entering child labor enrolled in non-formal education services (E3) | Total number of children enrolled in non-formal education services  | Activity        | Social Support Centers (SSC) NFE records     | Semi-Annual         | Review semi-annually to ensure progress towards targets is acceptable. Review data by sex to ensure that services are being targeted equitably. |

| Indicator No.  | Name   | Definition  | Indicator Level | Data Collection Instrument/Data Source | Reporting Frequency | Data Analysis/Use  |
|--|--|---|-----------------|--|---------------------|--|
| 1.1.8  | Number of children engaged in or at high-risk of entering child labor enrolled in vocational services (E4) | Total number of children enrolled in vocational services  | Activity        | VTC records                            | Semi-Annual         | Review semi-annually to ensure progress towards targets is acceptable. Review data by sex to ensure that services are being targeted equitably.  |
| 1.1.9  | Number of schools implementing project-supported methodologies   | Total number of schools/ implementing project-support methodologies (as defined under additional notes)   | Activity        | STC project records                    | Annual (Oct)        | Review annually to track progress. If progress is not on target, the project will meet with school officials to identify barriers to implementation and revise project activities as needed. |
| <b>Intermediate Objective 1.2: Improved livelihoods in targeted households</b> |  |   |                 |  |                     |  |
| 1.2.1  | Proportion of project-supported households successfully accessing financial services                       | Number of project-supported households successfully accessing financial services (numerator)<br><br>Total number of project-supported households (livelihoods component only) (denominator) | Outcome         | SSC interviews with households         | Annual (April)      | Review annually to assess whether the project's efforts are leading to an uptake in household's use of financial services.   |

| Indicator No. | Name   | Definition  | Indicator Level | Data Collection Instrument/Data Source                    | Reporting Frequency        | Data Analysis/Use   |
|---------------|--|---|-----------------|---|----------------------------|---|
| 1.2.2         | Proportion of financial literacy participants with increased financial literacy six months post-training | Number of financial literacy participants with increased financial literacy at six months post-training (numerator)<br><br>Number of financial literacy participants completing post-training assessment form at six months post-training (denominator) | Outcome         | Household financial literacy tracking sheet (excel-based) | Annual (starting Oct 2013) | Review dependent on the collection/analysis/reporting timeline which is still under determination by the project              |
| 1.2.3         | Number of households receiving livelihoods services (L1)   | Total number of households receiving livelihoods services   | Activity        | Project DBMS database                                     | Semi-Annual                | Review semi-annually to ensure progress towards targets is acceptable. Review progress by sex and target activities as needed |
| 1.2.4         | Number of adults provided with employment services (L2)  | Total number of adults provided with employment services  | Activity        | Project DBMS database                                     | Semi-Annual                | Review semi-annually to measure progress to targets is acceptable. Review progress by sex. Target activities as needed.       |
| 1.2.5         | Number of children provided with employment services (L3)  | Total number of children provided with employment services  | Activity        | Project DBMS database                                     | Semi-Annual                | Review semi-annually to measure progress to targets is acceptable. Review progress by sex. Target activities as needed.       |
| 1.2.6         | Number of individuals provided with economic   | Total number of individuals provided with   | Activity        | Project DBMS  | Semi-Annual                | Review semi-annually to ensure progress towards targets is  |

| Indicator No.  | Name   | Definition   | Indicator Level | Data Collection Instrument/Data Source | Reporting Frequency | Data Analysis/Use  |
|--|--|--|-----------------|--|---------------------|--|
|  | strengthening services (L4)  | economic strengthening services  |                 | database                               |                     | acceptable. Review data by sex to ensure that services are being targeted equitably.   |
| 1.2.7  | Number of individuals provided with services other than employment and economic strengthening (L5) | Total number of individuals provided with services other than employment and economic strengthening  | Activity        | Project DBMS database                  | Semi-Annual         | Review semi-annually to ensure progress towards targets is acceptable. Review data by sex to ensure that services are being targeted equitably.                          |
| 1.2.8  | Number of employers and business leaders providing internship opportunities for youth              | Total number of employers and business leaders providing internship opportunities for youth  | Activity        | Written agreements                     | Annual (Oct)        | Review annually to ensure that employers/business leaders are providing opportunities as planned. If opportunities are lacking, staff will work to increase internships. |
| <b>Intermediate Objective 2: Improved coordination between local, governorate, and national levels</b> |  |  |                 |  |                     |  |
| 2.1  | Proportion of monitoring reports shared by the CPCs with GCLs                                      | Number of monitoring reports shared by the Child Protection Committees (CPCs) with the Governorate Committees for Combating Child Labor (GCLs) (numerator)<br><br>Total number of monitoring reports | Outcome         | CPCs-binder of reports                 | Annual (Oct)        | Review annually to ensure progress against targets. If reporting is not shared as planned, the project will intensify technical assistance to lagging CPCs.              |

| Indicator No. | Name  | Definition  | Indicator Level | Data Collection Instrument/Data Source | Reporting Frequency | Data Analysis/Use   |
|---------------|---|---|-----------------|--|---------------------|---|
|               |   | produced by the CPCs (denominator)  |                 |  |                     |   |
| 2.2           | Proportion of monitoring reports shared by the GCLs with the National Steering Committee/Technical Committee on Child Labor ( NSC/TCCL) | Number of monitoring reports shared by the GCLs with the NSC/TCCL (numerator)<br><br>Total number of monitoring reports by the GCLs (denominator) | Outcome         | NCS                                    | Annual (April)      | Review annually to ensure progress against targets. If reporting is not shared as planned, the project will intensify technical assistance to the lagging GCLs. |
| 2.3           | Proportion of unsolved issues referred to NSC/TCCL followed up  | Number of unsolved issues referred to NSC/TCCL followed up (numerator)<br><br>Total number of unsolved issues referred to NSC/TCCL (denominator)  | Outcome         | NSC                                    | Annual (Oct)        | Review annually to assess progress and if issues are not being followed up, the project will provide intensified technical assistance to the NSC/TCCL.          |
| 2.4           | Number of GCLs established  | Total number of established GCLs  | Activity        | GCL documents, STC training records    | Annual (Oct)        | Review annually to determine whether GCLs are being established as planned. Review in dialogue with ILO to ensure complementary efforts in establishing GCLs.   |
| 2.5           | Number of meetings of the NSC/TCCL  | Total number of meetings of the NSC/TCCL (see additional notes)   | Activity        | NSC/TCCL meeting minutes               | Semi-Annual         | Review semi-annually to track progress.   |

| Indicator No.   | Name  | Definition  | Indicator Level | Data Collection Instrument/Data Source   | Reporting Frequency | Data Analysis/Use   |
|---|---|---|-----------------|--|---------------------|---|
| <b>Intermediate Objective 3: Increased awareness of the dangers of ECL and the benefits of education among community members</b>      |   |   |                 |  |                     |   |
| 3.1   | Number of community-based awareness events held   | Total number of community-based awareness events held   | Activity        | CPC event reports, SSC DBMS database (primary)   | Semi-Annual         | Review semi-annually to track progress.   |
| 3.2   | Number of released media spots and press releases   | Total number of released media spots and press releases   | Activity        | Pictures and photos with photo releases, media spots on radio and TV-related to developed media messages, press releases | Semi-Annual         | Review semi-annually to determine that mass media activities are taking plan as planned.  |
| 3.3   | Proportion of awareness-raising events in which participants demonstrate increased knowledge of ECL | Number of awareness-raising events in which participants demonstrate increased knowledge of ECL<br>(numerator)<br><br>Total number of awareness raising events<br>(denominator) | Activity        | Tallying of questions and responses by project staff   | Semi-Annual         | Review semi-annually to inform development of messages and design of awareness-raising events. In the event that participants are not demonstrating increased knowledge, the project will seek to understand the reasons and adjust the project's awareness activities. |
| <b>Intermediate Objective 4: Increased availability of ECL research for policy-making, program management and resource allocation</b> |   |   |                 |  |                     |   |

| Indicator No.   | Name  | Definition   | Indicator Level | Data Collection Instrument/Data Source                  | Reporting Frequency | Data Analysis/Use   |
|---|---|--|-----------------|---|---------------------|---|
| 4.1   | Instances of research results incorporated into national and local decisions, including policies, programming and budget allocations<br>(contributes to C1) | Total number of instances of research results incorporated into national and local decisions, including policies, programming and budget allocations         | Outcome         | Will differ based on the specific result being reported | Annual (Oct)        | Review annually to track progress and ensure results are captured. Use information to plan advocacy efforts.  |
| 4.2   | Number of research studies completed  | Total number of research studies completed   | Activity        | Project research study reports                          | Annual (April)      | Review annually to track progress and ensure targets are met.   |
| 4.3   | Number of national-level research results dissemination meetings  | Total number of national-level research results dissemination meetings   | Activity        | Meeting reports   | Annual (April)      | Review annually to track progress and ensure targets are met. Determine whether research results are being disseminated as planned or if not, additional dissemination meetings can be organized. |
| <b>Intermediate Objective 5: Sustainable institutions and systems for combating ECL established</b> |   |  |                 |   |                     |   |
| 5.1   | Proportion of CPCs able to mobilize local resources   | Number of project-supported CPCs able to mobilize local resources (as defined in additional notes) (numerator)<br><br>Total number of project-supported CPCs | Outcome         | Commitment letter/budgets; CPC quarterly reports        | Annual (April)      | Review annually in dialogue with CPCs and if local investment lags, the project will work with the CPCs to identify activities to attract local resources.  |

| Indicator No. | Name  | Definition   | Indicator Level | Data Collection Instrument/Data Source                                    | Reporting Frequency | Data Analysis/Use   |
|---------------|---|--|-----------------|---|---------------------|---|
|               |   | (denominator)  |                 |   |                     |   |
| 5.2           | Annual amount allocated to the SSC through the Jordanian Hashemite Fund for Human Development (JOHUD) | Total number of dinars allocated to SSC through JOHUD  | Outcome         | JOHUD memorandum stating SSC budget                                       | Annual (Oct)        | Review annually in dialogue with JOHUD and if national investment lags, STC will work with JOHUD/SSC to identify additional advocacy activities for increased budget allocations. |
| 5.3           | Number of Child Protection Committees established and trained   | Total number of Child Protection Committees established and trained (as defined under additional notes)                    | Activity        | CPC quarterly reports and STC training records                            | Annual (April)      | Review annually to determine whether CPCs are being established as planned and if not, project will adjust activities.  |
| 5.4           | Number of private sector institutions committing resources to combat child labor                      | Total number of private sector institutions committing resources to combat child labor (as defined under additional notes) | Activity        | Private sector institution records (documents, email correspondence etc.) | Annual (Oct)        | Review annually to assess progress. If progress lags, work with VTCs to identify additional advocacy efforts aimed at private sector institutions.                                |
| 5.5           | Number of sustainability plans developed with key stakeholders  | Total number of sustainability plans developed with key stakeholders (as defined under additional notes)                   | Activity        | Sustainability plans  | Annual (Oct)        | Review annually for planning purposes and to monitor whether plans are being developed as planned.  |

**Annex B: Evaluation Schedule**

| Day                   | Proposed Time | Visit  |
|-----------------------|---------------|--|
| <b>Sunday 14-9</b>    | 9:00-11:00    | Debrief with the DOL team                                  |
|                       | 12:00-2:00    | JOUHD meeting  |
|                       | 3:00-5:00     | Open   |
| <b>Monday 15-9</b>    | 9:00-11:00    | MOL meeting  |
|                       | 12:00-2:00    | MOE meeting  |
|                       | 3:00-5:00     | Open   |
| <b>Tuesday 16-9</b>   | 10:00-10:30   | Marka+Yajoz VTC management meeting                         |
|                       | 10:40:11:40   | Marka+Yajoz VTC instructors FGD                            |
|                       | 12:00-1:30    | Marka +Yajoz VTC graduates FGD                             |
|                       | 2:00-5:00     | Saving /lending group FGD and CBO meeting                  |
| <b>Wednesday 17-9</b> | 10:00-10:30   | Mafarq SSC management Meeting                              |
|                       | 10:40-12:00   | Mafarq SSC Female student                                  |
|                       | 12:10-1:00    | Mafarq SSC facilitators meeting                            |
|                       | 1:15-2:15     | Volunteers meeting   |
|                       | 3:00-4:00     | FL beneficiary meeting (suggested Thagrot aljoub)          |
| <b>Thursday 18-9</b>  | 9:00-9:30     | Marka SSC management meeting                               |
|                       | 9:40-10:40    | Marka SSC admin meeting                                    |
|                       | 10:50-11:50   | Marka SSC graduates FGD OR parents FGD                     |
|                       | 1:30-2:30     | Marka SSC male students FGD                                |
|                       | 3:00-5:00     | HBG Visits (2 cases)                                       |
| <b>Sunday 21-9</b>    | 8:00-12:00    | Schools visits (principle, teachers and students meetings) |
|                       | 1:00-5:00     | HBG Visits (3 cases)                                       |
| <b>Monday 22-9</b>    | 8:00-12:00    | Schools visits (principle, teachers and students meetings) |
|                       | 1:00-5:00     | Open   |
| <b>Tuesday 23-9</b>   | 8:30-11:00    | Mafarq school (one school)                                 |
|                       | 11:30-12:00   | Mafarq VTC management meeting                              |
|                       | 12:10:-1:50   | Mafarq VTC instructors meeting                             |
|                       | 2:00-3:00     | Mafarq VTC Graduates FGD                                   |
| <b>Wednesday 24-9</b> | 8:00-12:00    | Ma'aen School/SSC visits                                   |
| <b>Thursday 25-9</b>  |               | Stakeholders meeting                                       |



## **Annex C: List of Documents Reviewed**

- Signed Save the Children Cooperative Agreement
- Jordan CMEP Final 2012
- Indicator Sheets 2012
- Technical Progress Reports
- Comments/questions on TPRs
- Mid-term evaluation
- Revised Targets
- Training materials used
- Videos and script of Video “Living on Scrap”

## **Annex D: List of Interviews/Stakeholders Meeting Attendees**

## Annex E: Theory of Change

The project is employing a combination of direct educational services and livelihoods approaches to achieve the **project goal** of decreasing the number of children engaged in exploitative child labor among targeted children and beneficiaries. Additional strategies include raising awareness; improving coordination of government organizations at the national, governorate and local levels; increasing the availability of research; and, establishing sustainable institutions. This multi-faceted approach is designed to address many of the root causes of child labor in Jordan, such as the lack of formative and attractive educational programs, family poverty, and the absence of community and governorate-level structures to address child labor.

The project offers children access to formal, non-formal, and vocational educational programs in order to increase school attendance and student performance. The project views regular school attendance and strong student performance as critical preventatives for children at risk of engaging in exploitative child labor, as well as supports for the reduction and ultimate withdrawal of children already engaged in exploitative child labor (ECL). The project considers the quality of education, particularly the use of pedagogical methodologies appropriate for children engaged in or at high-risk of ECL, as a central element in whether students stay in education programs and whether they achieve academically. Therefore, the project supports schools and vocational training centers in implementing project-supported methodologies. The assumption is that if schools and vocational training corporations (VTCs) provide a learning environment that is supportive of the needs of children engaged in or at risk of ECL, children will be more likely to enroll, attend, and complete the educational programs.

By providing livelihoods services to targeted households, the project expects to improve household's economic status, leading to a decrease in child labor. This causal pathway is supported with evidence that shows that "improvements in the livelihoods of vulnerable households are strongly associated with decreased levels of child labor".<sup>10</sup> Project livelihoods activities are designed with the belief that improvements in household access to credit and vocational training, as well as basic financial literacy can improve the households overall livelihoods/economic status. Additionally, the projects livelihoods activities work in combination with the educational activities through the development of safe internships with employers and business owners. These safe internships are intended to provide safe and appropriate work environments for youth graduating from the project's educational services.

Promising Future's (PF's) project awareness-raising activities are designed to shift community members' knowledge and attitude practices regarding the importance of education, the impact of hazardous workplaces on education and health outcomes, and the dangers associated with ECL. The project anticipates that changes in knowledge and attitudes, in combination with the other components of the project, will result in parents, educators, and community members withdrawing or preventing children from engaging in ECL. The project utilizes a variety of channels, including mass-media and community events in order to increase the reach of its awareness-raising efforts.

At the foundation of the PF project design is the understanding that project services operate within a broader context. The project's livelihoods and educational services are most effective when these services are supported by government institutions at the local, governorate, and national levels that

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<sup>10</sup> Dehejia, Rajeev H. and Roberta Gatti. 2003. Child Labor: The Role of Income Variability and Credit Constraints across Countries. *Revision of NBER Working Paper No. 9018 (June 2002)*, as cited in project technical narrative

create an enabling environment. The project works to ensure a coordinated, approach to addressing child or forced labor, by establishing and training CPCs and GCLs and providing technical assistance in the development and sharing of monitoring reports between levels. The project also provides direct technical assistance to the Ministry of Labor’s NSC/TCCL, at the national level. By providing these technical inputs, the project intends child labor interventions to be institutionalized over the long term within government of Jordan structures. These activities are essential to sustaining the impacts of the project.



## Annex F: Overview of Places of Residence of Beneficiaries

