



Independent Interim Evaluation

– *ECLIC Project* –
Eliminating Child Labor in Cocoa Growing
Communities in CÔTE D'IVOIRE

Implemented by:
International Cocoa Initiative

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ACRONYMS

ANADER	Ministry of Agriculture and Rural Development’s National Agency to Support Rural Development
ATEC	<i>Agent Technique</i> (Technical Officer)
AFD	<i>Agence Française de Développement</i> (French Development Agency)
BLD	Baseline Data
CAP	Community Action Plan
CAP-CCPC	Community Action Plan-Community Child Protection Committee
CCPC	Community Child Protection Committee
CESI	Office of Statistics and Computer Studies
CFA	West African Franc
CIM	<i>Comité Interministériel</i> (Interministerial Committee to Fight Child Trafficking, Exploitation and Child Labor)
CL	Child Labor
CLMRS	Child Labor Monitoring and Remediation System
CMEP	Comprehensive Monitoring and Evaluation Plan
CNMCI	<i>Chambre Nationale des Métiers de Côte d’Ivoire</i> (Chamber of Skilled Trades and Vocational Training)
CNS	<i>Conseil National de Surveillance</i> (National Oversight Committee of Actions against Child Trafficking, Exploitation and Child Labor)
DREN	Regional Direction for National Education
ECLIC	Eliminating Child Labor in Cocoa Producing Communities in Côte d’Ivoire
FOA	Funding Opportunity Announcement
FGD	Focus Group Discussion
FP	<i>Formation Professionnelle</i> (Vocational Training)
HCL	Hazardous Child Labor
ICI	International Cocoa Initiative
IGA	Income Generating Activity
KAP	Knowledge, Attitudes and Practices
ILAB	USDOL International Labor Affairs Bureau
ILO	International Labor Organization
M&E	Monitoring and Evaluation
NGO	Nongovernmental Organization

NORC	National Opinion Research Center at the University of Chicago
OCFT	USDOL Office of Child Labor, Forced Labor and Human Trafficking
OIPR	<i>l'Office Ivoirien des Parcs Et Réserves</i> (Ivorian Parks and Reserves Office)
PCCF	ICI Protective Cocoa Community Framework
PMP	Performance Monitoring Plan
SODEFOR	<i>Services des Eaux et Forêts, Société De Développement des Forêts</i> (Water and Forest Development Service)
SOSTECI	System of Observation and Monitoring of Child Labor in Côte d'Ivoire
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
USD	United State Dollar
USDOL	United States Department of Labor

EXECUTIVE SUMMARY

Introduction

In November 2015, the International Cocoa Initiative (ICI) began “Eliminating Child Labor in Cocoa [Growing Communities],” or ECLIC, a four-year project to reduce child labor and improve access to educational opportunities in fifty communities in Côte d’Ivoire’s cocoa belt. The Cooperative Agreement grant of USD \$4.5 million from the United States Department of Labor (USDOL) began November 16, 2015 and will end November 15, 2019. The International Cocoa Initiative is an independent representative organization of nongovernmental organizations (NGOs), trade unions, and global cocoa/chocolate companies, committed to combat the worst forms of child labor and forced labor in the cocoa industry. The project design emerged from ICI’s response to USDOL’s Funding Opportunity Announcements (FOA) requesting proposals to reduce child labor in Côte d’Ivoire’s Cocoa Growing Areas in August 2015.

With more than a decade of work in child protection among the cocoa producers, the organization combined its experience with the requirements to create the project. Using complex, targeted criteria and a multi-step process to ensure the project would be helping the neediest, ICI selected project beneficiaries from fifty communities located in the most productive part of Côte d’Ivoire’s cocoa belt in Montagnes, Goh- Djiboua and Bas-Sassandra districts. The ECLIC project sites are geographically dispersed across three districts, which extend over roughly 90,000 square miles, an area of land roughly the size of the US state of Oregon. The project technical officers, called ATECs from their job title *Agent Technique*, work out of field offices in six zones (Duékoué, Gagnoa, Kouibly, San Pedro, Sassandra and Soubré).

Evaluation Overview

This report presents the findings and analysis of the interim evaluation which was conducted by an independent evaluator starting in January 2018, with a field visit to the country in February 2018. The purpose of the evaluation was to assess ongoing progress at mid-point in the project and offer conclusions on effectiveness, relevance, and efficiency. The project design and program management were evaluated with special attention to achievements and challenges. The evaluation consisted of document review; open community meetings; individual and group interviews with project staff, beneficiaries, and other stakeholders; and site visits. The evaluator visited communities in all zones, and met with government officials and other stakeholders in the project zones and in the capital city of Abidjan. At the end of the field site visits, ECLIC stakeholders participated in a debriefing workshop on February 22, 2018 to discuss preliminary findings, solicit clarification and gain additional information regarding the project at mid-term.

Project Description

The project design is based on the theory of change (ToC) that “child labor will be reduced if children’s families and communities are reinforced to engage in the struggle against child labor and

[if] they have increased access to quality basic education and alternative sources of household income.”¹ There is no question that the ToC is well-understood by the entire ECLIC staff. The project objective is to reduce child labor in fifty cocoa growing communities in Côte d’Ivoire through an integrated area-based approach.

Project activities are organized according to three primary outcomes:

- **Outcome One:** increase community mobilization in the fight against child labor;
- **Outcome Two:** increase the income of households with children engaged in, or at risk of, child labor; and
- **Outcome Three:** improve the access to quality educational opportunities for children engaged in or at risk of child labor.

ECLIC targets 5,450 children engaged in, or at risk of becoming involved in, child labor whose families are located in areas of cocoa production. Of that number, 450 are children aged 14-17 who will enroll in vocational training or apprenticeships. In addition, 1,500 households in fifty communities are targeted to receive assistance that will help them to increase their income. The project is designed to reduce child labor through a clearly-defined package of activities and inputs. The priority inputs include helping children enroll and stay in school; establishing and training Community Child Protection Committees (CAP-CCPC), who lead their communities in developing a Community Action Plan (CAP); and supporting the implementation of some planned activities. Other important features of the project include support to schools through construction, or repair and provision of supplies and equipment. Local volunteers are trained and work with beneficiaries to organize savings and credit groups and gain literacy skills. Other inputs, such as school safety, obtaining birth certificates, and accelerated learning tutoring (“bridging classes”), are activities which improve and promote education services in the communities. An impressive array of training and refresher courses keep the community committees engaged and active.

Summary of Findings and Conclusions

The evaluation found that ECLIC project activities to raise awareness are extremely relevant, as well as critical. Through the monitoring done by local project-trained volunteers, there is solid documentation of child labor at the target sites. In addition, child labor was observable during the evaluation field site visits. The poverty and paucity of services in the target communities were observed and described by interviewed beneficiaries and stakeholders. Overall, the project activities address the theory of change, with a process-oriented program and a systematic package of inputs to selected children, their families, and their communities in the cocoa belt of Côte d’Ivoire.

¹ CMEP. ECLIC Performance Monitoring Plan, p. 51 (Annex 5) Italics in the project document.

The interim evaluation observed Community Mobilization activities (Outcome 1) in progress under the guidance of fifty local CAP-CCPCs, organized and trained by ECLIC. Besides introducing community process-based planning, the CAP-CCPCs work on raising the awareness about child labor and child protection among their populations. Thirty six CAPs have been completed and validated by the local authorities, so that work can begin. At the time of the interim evaluation, ninety three classrooms were already in the process of being built or renovated in ECLIC communities. Construction had begun on thirteen open-air, thatched shelters for bridging classes.

Under Outcome 2, Income Generating Activities (IGA), the evaluation found significant progress towards improving beneficiaries' livelihoods. One thousand women and 500 young men, many of whom are single heads of households, have joined savings and credit groups in their communities and will begin income generating activities in the second half of the project. Functional literacy classes offer necessary tools to help 600 of the adult beneficiaries across the fifty target communities to advance in their income generating activities. The IGA groups and literacy programs are led by project-trained local facilitators. A project-commissioned market study has identified possible opportunities for the members when the IGA component gets underway in the second half of the project.

Within the scope of the project's major Education program (Outcome 3), the evaluation found that the project is likely to achieve its targets for number of beneficiary children served. The project targets 3,000 children to benefit from educational services. Thus far, ECLIC has benefitted 2,044 vulnerable children who were either engaged in, or at risk of entering, child labor in Côte d'Ivoire with school supplies, school fees, and other means to improve their access to education. Some 450 children are identified as eligible to receive skills training through a program being coordinated with the National Chamber of Skilled Trades and Vocational Training (CNMCI). The leadership of CNMCI and ECLIC face a challenge in placing the children with trade teachers because they live in remote areas.

The project is managed by a qualified and competent team comprising a Project Manager and a team of Sector Specialists (Education, Training and Awareness Raising, Community Action Plan Coordinator, and Monitoring and Evaluation Specialist), an Income Generation Assistant, and administrative support staff, based at ICI offices in Abidjan. At the time of the Interim Evaluation, the monitoring and evaluation (M&E) function was operating smoothly. ECLIC comprises multiple beneficiaries and many activities which require monitoring. At the conclusion of the interim evaluation field site visit, the M&E Specialist left for another post and the project was involved in hiring a replacement. The timely hiring of an M&E Specialist for the project is critical for project beneficiary monitoring.

The ATECs are responsible for project activities in each of the six zones. The project operates efficiently, meeting activity indicators while keeping costs down. There is evidence of strong, respectful relationships between government administrative officials, local chiefs, CAP-CCPC leadership, and the ECLIC project staff members, both Abidjan-based and Field Officers. The project leadership and staff in the field should be commended for the quality of relationships that have been established with government services.

The evaluation found that while the incidence of child labor is extensive and prevalent, ECLIC is making a difference in its target communities. The project design calls for appropriate activities, which are being implemented by a qualified and competent team working effectively in partnership with community committees, local government authorities, community leaders, educators, and volunteers. The efforts and inputs by the project are already making visible, positive differences in the lives of people living in marginal economies. Activities, especially the savings and credit groups and the projected IGAs, offer the potential of increased incomes. Overall, the visible deliverables coupled with the evidence of success of community mobilization and awareness-raising demonstrate an efficient use of funds.

The selected ECLIC communities are a mix of villages and encampments. Encampments are population clusters ranging from a few hundred to more than one thousand inhabitants which grew out of an original farmer's cocoa plantation. The project faced a challenge with two encampments that are located inside a government-protected forest, because the current government policy is to discourage the continued planting of cocoa in order to begin or continue a reforestation program where the plantations are located. The project worked with government officials in the districts, which has led to rational decisions to meet the challenge.

There is no doubt that the populations in all the communities are extremely needy, but to make a measurable impact, the staff and budget are not adequate. The obstacles of rough terrain and distance, especially during the rainy season, make the work of the staff field agents, who want to visit all their communities regularly, challenging and fatiguing. The inputs would likely be more robust if the project worked in fewer communities, or communities located in clusters.

Implementing ECLIC has provided useful lessons for ICI, USDOL and development practitioners. The project has demonstrated creativity and resourcefulness resulting in good practices. As described in the body of the report, lessons and good practices identified from the first half of the project's implementation are:

Lessons

1. The target number of communities should be considered after reviewing the geographic potential, topography, access, budget size, and the human resources available to the project.
2. Before selecting community sites, proceed with caution when working with marginalized groups, especially those occupying restricted or protected areas.
3. Choose consulting and research firms carefully.

Good Practices

1. Leveraging additional funding and building networks contribute to sustainability and expand the services ECLIC provides.
2. Operating as a team helps maintain a productive work environment.
3. Using smart technology keeps the team connected and empowers volunteers.
4. Frequent and transparent dialogue with the government is crucial to the project's successes.

5. A Comprehensive Market Study helps identify successful livelihood options.

Recommendations

In the remaining two years of ECLIC, there are areas that need attention as critical for successfully meeting project objectives. The evaluation has also generated recommendations for future programming related to reducing child labor in Côte d'Ivoire and elsewhere.

Recommendations for ECLIC Project Implementation

1. Write and implement an Exit Strategy.
2. The project must immediately identify specific steps to take according to the three objectives which prepare for the end of project. The CAP-CCPCs can participate with the ECLIC team in the planning process. The plan should be completed and shared widely by the end of May 2018.
3. Design a means to replicate IGA in the project communities, using the initial small group activities as a model.
4. Continue to build solid relationships with, and sensitize, government officials to ensure future assistance for the project communities.
5. Find ways to support the CAP-CCPC members with recognition and explore how savings and loan programs can be offered to them and other community members.
6. Create strategies for regular, continuous attention to mobilizing awareness-raising and child labor monitoring after the project ends.

Recommendations for ICI Future Projects

1. Expand and deepen elements of the community mapping exercise. For example, adding an overview of local human resources in the mapping might identify people qualified to teach vocational skills or help in creating microenterprises.
2. Continue to build relationships with the key government entities related to the encampments located on protected lands. The project should continue to work with the parks and forest service authorities so that policy refinements of classified forests are communicated to the communities involved.

Recommendations for USDOL

1. Streamline the Comprehensive Monitoring and Evaluation Plan (CMEP) process.
2. Consider programs addressing the supply chain for farm families as a means to curb child labor. USDOL and ICI should consider projects which improve cocoa production and promote streamlined conditions in the supply chain.

I. PROJECT CONTEXT AND DESCRIPTION

In November 2015, the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a Cooperative Agreement to the International Cocoa Initiative (ICI) to implement a project entitled “Eliminating Child Labor in Cocoa [Growing Communities],” or ECLIC. The four-year Cooperative Agreement for USD \$4.5 million began November 16, 2015 and will end November 15, 2019. The International Cocoa Initiative, a Geneva-based independent foundation, was founded in 2002. ICI is a representative body of nongovernmental organizations (NGOs), trade unions, and global cocoa/chocolate companies committed to combatting the worst forms of child labor and forced labor in the cocoa industry. The foundation cites its strategic objectives as “ensuring that cocoa-growing communities are more protective of children and their rights; that the cocoa supply-chain manages the risk of child labor responsibly; and that key stakeholders have improved awareness, knowledge, willingness and capacity to make appropriate and effective decisions that strengthen child protection and mitigate child labor in cocoa-growing communities.”²

1.1 Country Context

Located on the Atlantic coast of West Africa, the Republic of Côte d’Ivoire was a peaceful developing nation until the 1990s when economic crisis led to unrest and political turmoil, including two civil wars between 2002 and 2011. The most serious of the conflicts ended in 2011, but there continue to be some sporadic incidences of unrest.³ The country has made headway in addressing issues of poverty through installing rural electrification, building and rebuilding schools, training teachers, improving agriculture and promoting peace. Two thirds of the country is engaged in agriculture.⁴ School attendance is statistically increasing and more schools are being built.⁵ However, rural children are often found working on farms and engaged in other forms of child labor which compromise their ability to receive an education and pursue other opportunities.⁶ In 2015, Côte

² The International Cocoa Initiative Strategy 2015-2020, p. 1 (cited in most ICI documents)

³ Violent demonstrations by soldiers, some of whom were former rebels who had been reinserted into the national military, and ethnic clashes have occurred in the country, including in the ECLIC project zones from January 2017 – February 2018. See Garda World News Alerts for continuing updates.

⁴ International Fund for Agricultural Development, https://www.ifad.org/web/operations/country/id/cote_divoire, 2018. Sources used for statistics and data contained in this report are primarily from The World Bank, United Nations Food and Agriculture Organization, and the International Fund for Agricultural Development. Other sources are referenced throughout the document.

⁵ "Key Issues affecting Youth in Côte d'Ivoire," Organisation for Economic Co-operation and Development, 2018

⁶ "The reason for the high percentage of children aged 14-17 engaged in hazardous labor is in part due to the limited access to post-primary education. ICI's Protective Cocoa Community Framework (PCCF) data

d'Ivoire's Human Development Index rank was 171 out of 188 countries, putting the population among the poorest in the world.⁷

Côte d'Ivoire is at the center of the world's cocoa trade, supplying more than one third of the world's cocoa.⁸ It leads the rest of the world's cocoa producers by over half a million metric tons.⁹ The world's major chocolate firms receive much of their cocoa from the country. Cocoa alone is responsible for almost two thirds of the trade revenue coming into the nation. Most of the cocoa production is concentrated in the western part of the country in three of the country's fourteen administrative districts.

The distance between the small landholder producers with whom the ECLIC project works in Côte d'Ivoire and the international cocoa and chocolate market is vast. Cocoa production is carried out by small-scale producers, who typically cultivate 1-3 hectares using basic and labor-intensive methods.¹⁰ They depend on auxiliary labor, often relatives, and child labor is widespread.¹¹ These farmers are at the beginning of a multi-step supply chain. Unless they are part of a cooperative, they have little to do with the cocoa industry beyond growing the plantation tree crop, harvesting pods, and processing the beans, which entails bean extraction, fermentation, drying, and sorting dried beans. After that, the farmer packs the beans and sells them to a buyer.¹²

A study by the French Development Agency (*Agence Française de Développement*, or AFD) and Barry-Callebaut, a leading manufacturer of chocolate and cocoa products, estimates that cocoa farmers earn an estimated 568 West African Francs (CFA) per day, about one US dollar.¹³

indicates that none of the 64 ICI-assisted cocoa-growing communities in Côte d'Ivoire had a Junior High School, Senior School or access to vocational training opportunities in 2014. The average distance to the nearest junior high school was 21km and 29km to the nearest senior school." From 1L28093 ECLIC original project document, p.7

⁷ The United Nations Development Program (UNDP) Human Development Report, 2015. The United Nation Human Development Index measures, among other things, life expectancy, education, and per capita income indicators.

⁸ According to the Africa Union/European Union Energy Partnership, Côte d'Ivoire is the world's largest producer and exporter of cocoa beans and a significant producer and exporter of coffee, cotton, cashew and palm oil. See www.africa-eu-renewables.org/market-information/cote-divoire/

⁹ "Top Ten Cocoa Producing Countries in the World," article in World Atlas, 2018.

¹⁰ One hectare equals 2.46 acres.

¹¹ "From Cocoa Field to Classroom, in Côte d'Ivoire," UNICEF webpage, www.unicef.org January 16, 2015

¹² "Cocoa Value Chain: From Farmer to Consumer," World Cocoa Foundation, 2018. See also "Chocolate: From Cacao to Cocoa," by Dr. Leonard Perry, Professor Horticulture, Department of Plant and Soil Science, University of Vermont. *The Green Mountain Gardener*, Winter, 2017.

¹³ Notes Techniques, No. 24A. « Cocoa Farmers' Agricultural Practices and in Côte D'Ivoire, » *Agence Française de Développement* (AFD). See also http://www.cocoainitiative.org/wp-content/uploads/2017/06/Cocoa-Price-and-CL-Risk_FINAL-004.pdf

Meanwhile, the worldwide market price for cocoa has dropped, and a plant pathogenic virus called swollen shoot, transmitted by mealybugs, is reemerging in the country, which ultimately results in the death of the plant. The best management of the disease is removal and replantation. Combined with the generally steep prices for agricultural inputs like seeds and fertilizers, the small producers need intense extension services and support.¹⁴

In September 2010, the Governments of Côte d'Ivoire and Ghana, USDOL, and the International Chocolate and Cocoa Industry formed a partnership in signing the Declaration of Joint Action to Support Implementation of the Harkin-Engel Protocol as a means to address child labor. The Declaration commits all partners to work to reduce the worst forms of child labor in the production of cocoa in Côte d'Ivoire and Ghana by 70 percent in aggregate by 2020.¹⁵ The Framework of Action to Support the Implementation of the Harkin-Engel Protocol specifies activities needed to achieve the goals of the Declaration, including, among other things, USDOL-funded projects to address child labor in the cocoa sectors of Côte d'Ivoire.

ICI, USDOL's implementing organization for the ECLIC project, was founded in 2002 as a response to the framework and began working in Côte d'Ivoire in 2007.¹⁶ USDOL financed two research projects with Tulane University, including the four and a half year project entitled "Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Côte d'Ivoire and Ghana," which is a longitudinal study by the Payson Centre for International Development at Tulane University. This research substantiated any progress made in addressing the original Framework.¹⁷ More recently, since December 2015, USDOL has supported the National Opinion Research Center at the University of Chicago (NORC) in a four-year project to assess the incidence of child labor in cocoa production areas in Côte d'Ivoire. The project, "Assessing Progress in Reducing Child Labor in Cocoa-Growing Areas of Côte d'Ivoire and Ghana," will involve Ivoirian researchers and produce an interactive web-based mapping/analytical platform; carry out and present an assessment of the effectiveness of interventions to address child labor in the country; and conduct a sector-representative survey on child labor in cocoa growing areas of Côte d'Ivoire and Ghana during the 2018-2019 harvest seasons.¹⁸

¹⁴ Radio Français broadcast text « *La Côte d'Ivoire s'inquiète du swollen shoot, Maladie du cacaoyer* », [http://www.rfi.fr/emission/20170919-Côte-ivoire-s-inquiete-swollen-shoot](http://www.rfi.fr/emission/20170919-Cote-ivoire-s-inquiete-swollen-shoot). September 19, 2017.

¹⁵ Declaration of Joint Action to Support Implementation of the Harkin Engel Protocol, 2010

¹⁶ ICI web page, www.cocoainitiative.org

¹⁷ Tulane University, Final Report: 2013/14. Survey research on Child Labor in West African Cocoa Growing Areas, July 30, 2015

¹⁸ See <https://www.dol.gov/agencies/ilab/assessing-progress-reducing-child-labor-cocoa-growing-areas-cote-divoire-and-ghana> and Partner News, February 16, 2018 on International Cocoa Initiative web page www.cocoainitiative.org/news-media-post/cns-and-norc-sign-a-memorandum-of-understanding

Legal Framework

Côte d’Ivoire has been involved in the fight against child labor and child trafficking for almost two decades. The country has signed on to some of the most important conventions concerning child labor and trafficking. Besides the Harkin-Engel Protocol, the country demonstrated leadership in West Africa by fighting child trafficking and the worst forms of child labor through various bilateral programs in the late 1990s up to 2002. Policy development and awareness-raising has been moderately successful, but civil unrest, a protracted armed rebellion, and electoral violence seriously hampered efforts to enforce and expand legal instruments to protect working children. The war killed thousands of people and displaced a million, disrupting the cocoa industry.¹⁹ Despite intermittent disturbances, the country is becoming more stable, experiencing slow national economic growth, and restoring rule of law. There are seasoned government officials and NGOs who bring knowledge and value to efforts to reduce child labor as the country rebuilds.

The Republic of Côte d’Ivoire approved a new Constitution by referendum in October 2016. It was officially adopted November 8, 2016.²⁰ The Constitution explicitly provides for the rights of vulnerable groups, especially children. Article 5 prohibits human trafficking and Articles 9 and 10 support the right to education, including vocational training. Article 16 states that child labor is illegal and punishable by law, and Article 34 prohibits exploitation and abandonment of children.

Besides the rights enshrined in the new constitution, some laws and ministerial orders have been passed to support child protection. The Education Law of 2016 provides for primary and lower-secondary education. The country offers free education to children from age 6 to 16, but schools and teachers are in high demand. The Prohibition of Trafficking and the Worst Forms of Child Labor Law (December 2016) underscores the constitutional promises and carries penalties for offenders. The table below summarizes key legal instruments pertaining to child labor.

Table 1. Overview of Child Labor Legal and Policy Framework in Côte d’Ivoire	
Minimum Age for Work, 16	Revised Labor Code (2015)
List of Hazardous Work for Children (HCL) <i>(Arrêté Portant Liste des Travaux Dangereux)</i>	HCL enacted January 30, 2012. Ministerial order June 2, 2017
List of Light Work for Children, Age 13-15 <i>(Arrêté Portant Liste des Travaux Légers)</i>	June 2, 2017
Minimum Age for Hazardous Work, Age 18	Revised January 30, 2012
Prohibitions against use of children in forced labor, trafficking, commercial sexual	Prohibition of Trafficking and the Worst Forms of Child Labor Law 2016-1111,

¹⁹ Schrage and Ewing, *The Cocoa Industry and Child Labor*, p. 108

²⁰ Law Library of Congress, *Côte d’Ivoire: la nouvelle Constitution créant la 3e République adoptée* [Côte d’Ivoire: Adoption of New Constitution Establishing the 3rd Republic], RFI, November 2, 2016.

Table 1. Overview of Child Labor Legal and Policy Framework in Côte d'Ivoire	
exploitation, for illicit purposes, soldiering	enacted December 8, 2016.
Minimum age for Compulsory/Voluntary Military Recruitment, Age 18	Armed Forces Code ²¹
Universal (free) Public Education, Age 6	Education Law
Compulsory Age for Education, Age 6-16	Education Law, Ed. Sector Plan, 2016-2025
The System of Observation and Monitoring of Child Labor in Côte d'Ivoire (SOSTECI)	Launched 2013, multi-sectoral system to collect data on child labor, Phase II 2017. ICI involved.

Since 2011, two committees work at the national level to coordinate efforts to fight child labor: (i) the National Oversight Committee of Actions against Child Trafficking, Exploitation and Child Labor (*Comité National de Surveillance des Actions de Lutte Contre la Traite, l'Exploitation et le Travail des Enfants*, or CNS); and (ii) the Inter-ministerial Committee to Fight Child Trafficking, Exploitation and Child Labor (*Comité Interministériel de Lutte Contre la Traite, l'Exploitation et le Travail des Enfants*, or CIM). The two bodies work together and separately on mandates to end child labor. Together they announced the revised list of hazardous work for children in June 2017. The CIM comprises about twelve line ministries charged with government activities on child labor and trafficking, while the CNS coordinates a broad range of activities and provides supervision, monitoring and evaluation of activities working with fourteen organizations.²² It is worth noting that in October 2017, the First Lady of Côte d'Ivoire and CNS Chair Dominique Ouattara hosted a conference of First Ladies of West Africa and Sahel on child labor. The delegates signed a joint statement pledging to work on prevention, protection and care of victims and survivors of violence, trafficking, exploitation and child labor.

1.2 Project Description

The project targets 5,450 children and 1,500 households located in fifty communities in Côte d'Ivoire's cocoa belt. ECLIC provides tangible inputs to promote formal and non-formal education for children working in cocoa-growing communities, as well as those who are at risk of entering the labor force. Further, it introduces strategies to improve incomes for destitute families living in cocoa-producing communities. The project has raised awareness about child labor and child rights in target communities and schools. It has successfully created and trained local committees to

²¹ UN Committee on the Rights of the Child, CRC/C/8/Add.41: Consideration of Reports Submitted by States Parties under Article 44 of the Constitution; 2000. April 27, 2000. Article 82 Military Code

²² O'Keefe, Brian. Fortune Magazine, "First Lady First Lady of Ivory Coast: We Are on Track to Eliminate Child Labor." March 1, 2016.

mobilize for basic development activities, such as building or renovating classrooms. In addition, ECLIC staff persons have helped to guide these communities through processes of better understanding their own communities, identifying needs and resources, and monitoring child labor.

The project works in collaboration with the National Oversight Committee of Actions against Child Trafficking, Exploitation and Child Labor, CIM, and local government authorities and services. Besides the institutional partners, ECLIC Specialists and Technical Officers, called ATECs from their French job title *Agent Technique*, work with community chiefs and leaders, schools, and NGOs. ATECs work out of field offices in six zones: Duékoué, Gagnoa, Kouibly, San Pedro, Sassandra and Soubré.

1.2.1 ECLIC Objectives

The ECLIC project is designed to achieve its primary objective of **reducing child labor and improving access to educational opportunities in fifty target communities** through the following three major outcomes and six sub-outcomes, as expressed in its Comprehensive Monitoring and Evaluation Plan (CMEP):²³

1. COMMUNITY MOBILIZATION:

Community Mobilization in the fight against child labor is increased

- 1.1: Communities' awareness on child labor issues and the importance of school is amplified
- 1.2: Community-centered approach to combat child labor is developed

2. LIVELIHOODS (Income Generating Activities):

The income of households with children engaged in or at risk of child labor is increased

- 2.1: Community members implementing Income Generating Activities (IGA) have increased
- 2.2: Community-based organizations have acquired technical skills in the management of IGAs

3. EDUCATIONAL OPPORTUNITIES:

Children engaged in or at risk of child labor have an improved access to quality educational opportunities

- 3.1: Educational resources are improved
- 3.2: Child protection in the school environment is reinforced

²³ CMEP, p. 10

1.2.2 Geographic Coverage

The ECLIC project is implemented in the Montagnes, Goh- Djiboua and Bas-Sassandra districts of Côte d'Ivoire. ICI selected fifty communities located in the most productive part of Côte d'Ivoire's cocoa belt using complex, targeted criteria and a multi-step process to ensure the project would be helping those who are most in need.²⁴ The project intervenes in nine departments: Duékoué, Divo, Gagnoa, Kouibly, Méagui, Oumé, San Pedro, Sassandra and Soubré.²⁵ Consequently, the coverage is vast, extending over roughly 90,000 square miles, an area of land roughly the size of Oregon.

The area is divided into six zones, so that each of the six ATECs serves about nine or ten communities. Although many of the communities are somewhat contiguous, it may take up to two hours for an ATEC to reach a community by motorcycle.

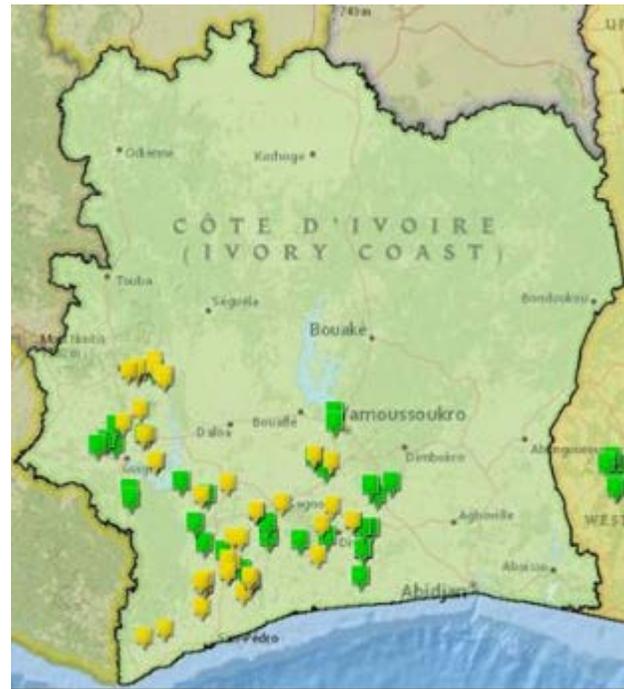


Figure 1: Map of ICI communities. ECLIC communities are in yellow.

It was the choice of ICI to work in fifty communities. Of the fifty, twenty two are villages where cocoa producers and their families live. They typically have a primary school and water, but no electricity. The other twenty eight target sites are “encampments,” which are informal settlements of population clusters which developed as coffee and cocoa farmers established small plantations. Although most of the encampments emerged in the early 1970s, some have been in existence since 1945. Encampments are not recognized as official administrative units in the country, and consequently, many of them do not receive most basic services. Some encampments are located close to communes or on the outskirts of towns and villages, while others are isolated in the midst of forests at the end of rudimentary dirt roads. At least one of ECLIC’s project sites, an encampment named Assahorekro, is inaccessible by car most of the time, especially during the rainy season when the road is impassable.

²⁴ ICI used its data collection tool, called Protective Cocoa Community framework (PCCF), to survey community profiles in choosing target sites.

²⁵ Côte d'Ivoire is divided into 14 districts, 31 regions and 108 departments. Each of the regions is divided into two or more departments. Each department is divided into two or more sub-prefectures, which are the fourth-level subdivisions. Communes are fifth-level with towns and villages.

II. EVALUATION OBJECTIVES AND METHODOLOGY

2.1 Purpose of the Interim Evaluation

The project Performance Monitoring Plan (PMP) and the CMEP call for external evaluations to be held at mid-point and at the project end. This Interim Evaluation assesses and analyzes the progress of the project against objectives, and determines which interventions appear to be having an impact on improving the living conditions of households while reducing child labor. The report covers activities from the project's beginning date of November 16, 2015 up until March 1, 2018.²⁶ The Interim Evaluation makes recommendations and notes if project adjustments are required.

2.2 Evaluation Methodology

The Interim Evaluation was carried out by an independent evaluator, with project staff present only to provide introductions to key stakeholders and beneficiaries (See Annex C for People Interviewed).²⁷ Two translators assisted at various field sites when needed. The methodology used was both qualitative and quantitative. Substantive qualitative information was collected, while tangible deliverables were also visibly verified. Methods of data collection included:

- Visits to project sites in all of the districts where the project operates;
- Meetings at a sample of participating communities, schools, ICI regional offices, and ECLIC office in Abidjan;
- Interviews and focus group discussions (FGD) with beneficiaries (parents, youth, and teachers, among others), USDOL, ECLIC project staff, ICI representatives, partners, and as many stakeholders as possible;
- Review of Technical Progress Reports (TPRs), the various project documents, files in ECLIC offices, and contextual research and publications; and
- Examination of the monitoring and evaluation (M&E) systems set up to calculate the impact of helping individual beneficiaries (Quantitative data was obtained from the project's M&E Specialist).

Specific evaluation questions were posed by OCFT and ICI in the evaluation Terms of Reference (TOR, found in Annex E), which were reviewed together by the evaluator and ECLIC project

²⁶ Where additional information was supplied by the project after March 1, during the writing of the report, reference is made to those updates.

²⁷ Key stakeholders include ICI, ECLIC project staff, major players in the national fight to combat child labor, including relevant ministry officials at all levels (including local government), educators, employers, volunteers, US Embassy representative, USDOL DC-based staff, and other contextual informants, as well as project beneficiaries, including youth and members of income generating groups.

implementers. The data matrix in Annex A contains these questions, the location where the answers may be found in this report, and some added information.

During the field site visits, it became clear that it was unnecessary to visit all of the communities listed in the original itinerary, so the list of sites was reassessed. There emerged noticeable commonalities across certain communities, so it was possible to reduce the number of communities visited, thereby maximizing time spent with community stakeholders and beneficiaries. Two villages are situated next to one another, and the interviews were divided, but time was saved by holding the meetings in a central place. Also, Community Action Plan-Community Child Protection Committee (CAP-CCPC) representatives from two nearby encampments came to a meeting at one of the larger communities and were afforded individual time for meeting with the evaluator. A total of twelve communities were visited, and representatives from sixteen CAP-CCPCs were interviewed (See Annex B for Itinerary).²⁸ At the end of the field site visits, ECLIC organized a Stakeholder Meeting where the evaluator gave a PowerPoint presentation showing preliminary observations and findings (See Annex D for Stakeholder Meeting Program and Participants).

2.3 Limitations to Evaluation Implementation

The Interim Evaluation encountered no serious problems. Given the distances covered and the severity of the roads, having enough time for substantive meetings was always a consideration. Despite the evaluator's insistence that interviews and focus group discussions were not to be considered official, the initial evaluation meetings in communities involved community-wide meetings, greetings to the traditional chiefs, and an element of formality. The project used the evaluator's visit as an opportunity to deliver the metal cash boxes and paraphernalia of the savings and credit groups and this added to the formality. Once this became clear, the ATECs were able to refine the meetings and helped to control the focus groups so that meetings were held on time and in locations where discussions were held in an atmosphere of transparency, confidence and trust. The cash box presentations were held separate from the evaluation.

2.4 Evaluation Scope

The field site visits were conducted over a period of nineteen days. In the course of the field visits, the evaluator met with a wide range of stakeholders in the six zones and in Abidjan. Interviews were conducted in government offices at sub-prefecture, regional and national levels; educational facilities, particularly primary and upper schools; town meeting plazas; private homes; and agricultural venues.

²⁸ The communities are: Sakua, Kondonkro, Akromiabila, Ayaoukro, Cite, Kokomo-Yaokro, Kouassibakro, Ouyably, Gnondrou, Koulayare, Sinikosson, Bakarydougou, Glibeuadji, Jeannotkro, Ichakakro, and Kouadiokro.

III. EVALUATION FINDINGS

3.1 Relevance and Project Design

3.1.1 Relevance

Child labor in Côte d'Ivoire is visible in the cities and towns, on the roads, in fields and on small plantations, and at the ports. This was confirmed by many interviewees, although sometimes off the record. The prevalence of child labor remains a source of some contention. During the field site visits, officials in the target areas demonstrated concern and commitment to resolving the problem of child labor in their respective areas and suggested that projects fighting child labor should also address cashew farming, street vendors, and rubber plantations. The strongest proponents in the fight against child labor at the national level, the National Oversight Committee (CNS), and the Inter-ministerial Committee (CIM), are vocal supporters of ECLIC, and concur that much of the child labor is a product of the structural poverty characteristic of the cocoa farms.

ECLIC conducted two studies in order to gain a deeper understanding of the prevalence and nature of child labor in the project areas and the factors that drive it. As planned in the CMEP and required by USDOL, the project contracted with Synergie Expertise to collect baseline data (BLD). The process was started in 2016, but due to various constraints, it is still unavailable. Each version has required translation to be shared with USDOL. The current English version is nearly ready. According to the project manager, the research took longer than expected due to the “complexity of the context and the subject... Indeed, the number of companies able to provide such service are limited; some companies were already working on other projects at the time we looked for a consultant’s firm and therefore were not available. The budget constraint was also an element we had to take into account.”²⁹

The delay in producing the BLD might have seriously slowed project implementation, as it was supposed to inform the selection of beneficiaries and help “Refine the project design and activities, including the identification and development of relevant services to direct beneficiaries.”³⁰ However, the ECLIC team adapted other data collection tools and enlisted the help of community leaders to achieve those tasks so that project activities were able to move forward according to schedule.

The project also contracted with the independent organization Office of Statistics and Computer Studies (CESI) to produce a comprehensive data study to understand the educational and child labor situation of children living in the encampments and gain insight on appropriate, potential

²⁹ Email regarding the BLD from the Project Manager to the Evaluator, March 14, 2018.

³⁰ CMEP, p. 25

interventions to increase child protection.³¹ The report provides reliable statistics and gives a clear picture of the reality of life in encampments. These studies, funded by ECLIC and others, indicate how family poverty and low school attendance rates are closely linked to child labor.

Cocoa producers continue to be poor because of low yields and a long trail of middle men between harvest and market. Farmers depend on family members to keep costs down. Much of the work done by children on cocoa farms is considered very dangerous.³² The ECLIC project goals, therefore, are extremely relevant, as well as critical. Child labor was observed during the field site visits, including, but not limited to, children burning fields, helping with herbicide (though not actually wearing the equipment), carrying heavy loads, and cutting brush with machetes. The poverty and paucity of services in the target communities were observed and described by interviewed beneficiaries and stakeholders.

3.1.2 Project Design

The ECLIC Interim Evaluation found a coherent and logical project design which addresses the need and the theory of change with a process-oriented program and a systematic package of inputs for needy children, their families, and their communities in the cocoa belt of Côte d'Ivoire. The project is designed to reduce child labor through a clearly-defined package of activities and inputs, *typically* consisting of, but not limited to:

- The organization, training and equipping of Community Action Plan-Community Child Protection Committees (CAP-CCPC), who direct awareness raising and community process-based planning;
- Implementation of the first priority of the Community Action Plan (CAP), usually school construction (building or renovation of classrooms, toilets or latrines, and sometimes auxiliary buildings), as well as other priorities in some communities;
- Identification and selection of children and families to benefit from specific services, based on need, using local trained volunteers and specific and transparent criteria;
- Distribution of school supplies and school fees to identified beneficiaries;

³¹ Study on the Situation of Children Living in the Camps, October 2017, CESI (Office of Statistics and Computer Studies). The encampments studied were Léonkro, Zoba, Amanikro, Teoura N'Guessankro, Kôrokôbougou, Kouakoukonankro, Akakro, Theophilikro, and Camp Jeunesse

³² "Child Labor in the Production of Cocoa," The U.S. Department of Labor's Bureau of International Labor Affairs website, www.dol.gov/agencies/ilab/child-labor-cocoa, describes the dangers of child labor in cocoa in a graphic: "Over 2.1 million children work on cocoa farms in Côte d'Ivoire and Ghana. More than half report being injured by their work. Dangerous conditions on these farms that may impact children's health, access to education and future livelihood include: working long hours, spraying pesticides, lifting heavy loads, burning fields, and using sharp tools."

- Identification of young people to enroll in a vocational training or apprenticeship program;
- Selection of a group of twenty women and a group of ten youth (young men) to participate in Income Generating Activities (IGA);
- Identification of and training of a community-based, volunteer group facilitator for the IGA program, called a *Relais*; and
- Training of a literacy facilitator and the formation a group of twelve from within the thirty IGA beneficiaries to receive functional literacy training.

These inputs are consistent across each of the benefitting communities, with some exceptions. The project budget does not provide for every community to benefit equally or to receive each input. The project design has many other inputs, such as school canteens, school safety, and provision of school furnishings, obtaining birth certificates, and an impressive array of training and refresher courses to keep the community committees engaged and active. In some target communities, beneficiaries who need special support on entering formal schooling will receive accelerated learning tutoring, called “bridging classes,” by teachers who have been trained by the project in collaboration with the Regional Education Department.

The project design emerged from ICI’s response to USDOL’s Funding Opportunity Announcement (FOA) requesting proposals for projects to reduce child labor in Côte d’Ivoire’s cocoa growing areas in August 2015.³³ With more than a decade of work on child protection among the cocoa producers, the organization combined its experience with the requirements to create the project.

Theory of Change

As a guiding theory of change (ToC), the project states in the CMEP that “Child labor will be reduced *if children's families and communities are reinforced to engage in the struggle against child labor and [if] they have increased access to quality basic education and alternative sources of household income.*” Recognizing that families in the target areas often lack disposable income for necessary services such as food and health care, and choose child labor over sending their children to school because of costs that are associated with schooling, the project posits that providing specific education and livelihood project inputs will create less dependence on child labor.³⁴ There is no question that the ToC is well-understood by the entire ECLIC staff, and is backed up by ICI as well.

³³ U.S. Department of Labor Bureau of International Labor Affairs: Notice of Availability of Funds and Funding Opportunity Announcement for Project to Reduce Child Labor in Côte d’Ivoire’s Cocoa Growing Areas. Funding Opportunity Number: FOA-ILAB-15-08, hereinafter called FOA

³⁴ See CMEP ECLIC Performance Monitoring Plan, p. 51 (Annex 5). The ICI Program Manager added, “The lack of available and affordable adult labor[er]s also impacts on the use of children in cocoa growing.”

Comprehensive Monitoring and Evaluation Plan and Planning Tools

ECLIC staff and stakeholders participated in two workshops where the CMEP and supplementary planning and measuring tools were devised. The first CMEP Workshop took place from May 23-26, 2016 in Abidjan and the second was held five months later, from October 17-19 in Grand Bassam. The CMEP participatory process and the development of the specific tools such as the Performance Monitoring Plan (PMP), Results Framework, and data collection tools are the cornerstone of USDOL's monitoring and evaluation procedures. These tools are well-designed and articulate the project outcomes and outputs and set targets for all project indicators. In interviews, participants of the process unanimously agreed to its utility and described it as "useful," "extraordinary," and "in-depth." Most interviewees believed that the process took too long. While the details of the final plan are appreciated, many felt that the process did not require two separate workshops spread over several months. For participants, the beginning was too academic and appeared to them that the process underrated their own planning abilities. Several participants raised questions as to the capability of the consultant hired by USDOL to facilitate the CMEP.

3.2 Project Management

3.2.1 Organizational Structure and Human Resources

The staff is comprised of a Project Manager and a team of Sector Specialists (Education, Training and Awareness Raising, Community Action Plan Coordinator, and Monitoring and Evaluation), an Income Generation Assistant, and administrative support staff, based at ICI offices in Abidjan.³⁵ At the time of the Interim Evaluation, the project had one driver for one vehicle, but expected to hire an additional driver. The ICI country office appears to provide significant backstopping in administration and finance, human resources, communication, information technology, and logistics.

The program specialists are all very qualified, with several years' experience in their fields, mostly working for NGOs in Côte d'Ivoire. The Education Specialist and the Assistant for Income Generating were both recently hired, but due to their previous experience they have been able to rapidly move ahead in implementing their sectors. Since coming in October 2017, the IGA Assistant had already held sessions in several communities and made use of the marketing study to identify appropriate livelihood activities for the beneficiaries.

Despite the culture of mutual respect, unified commitment to the project goals, the cachet of working within the respected ICI organization, and a "sense of family," which were reported by nearly every ECLIC team member, *turnover* by ECLIC staff members is likely to continue when

³⁵ ICI adds: "ECLIC staff is also supported by ICI staff Geneva (e.g. Program Manager, Program Officer, and Financial Director, which devote part of their time to the project) as well as staff in Abidjan."

other, more lucrative, positions open in their professional field. The health and medical benefits were reported as a major incentive to stay with the organization. Although the ECLIC team is physically divided between Abidjan-based staff of management and specialists and field-based staff who work in the six project site zones, it is apparent that they all feel connected and mutually motivated to help one another. There is a strong work ethic to maintain communication. There have been several opportunities for sharing ideas and responsibilities, including the CMEP exercise.

At the time of the Interim Evaluation, the M&E Specialist was preparing to leave the project to take a post in the Democratic Republic of Congo, where he had worked previously. ECLIC and ICI management were concerned about his replacement, citing the standards set by the FOA for the position as more demanding than the salary offered by the project.³⁶ Most of the final candidates demanded salaries higher than what the project was able to provide. USDOL granted a budgetary modification which included an increase in the salary for the M&E Officer position to a more competitive rate. At the conclusion of the Interim Evaluation field site visit, the project was still in the process of replacing the officer.³⁷

Technical Officers, called ATECs (*Agent Technique*), are responsible for project activities in each of the six zones. All six brought relevant education and professional background to the project. Most had worked in the field of child protection. They received orientation from ICI about the organization, project specifics, and child labor. They have necessary office equipment and most operate out of ECLIC regional offices, but one works out of his rented lodging and another works in an office of the Ministry of Agriculture and Rural Development's National Agency to Support Rural Development (ANADER). The ATECs use project-issued mobile phones and tablets extensively and efficiently, and travel on motorcycles between project sites. The ATECs are easily recognizable as they wear ECLIC caps, vests, and carry black ECLIC/ICI backpacks, as well as protective gear when riding their motorcycles. As mobile as they are, they manage to fulfill reporting requirements and seem to accomplish other office responsibilities. During the Interim Evaluation, there was observable evidence of strong, respectful relationships between government administrative officials, local chiefs, CAP-CCPC leadership, and ECLIC staff members, both management and program. The ECLIC specialists, particularly the Training and Awareness Raising Specialist, Community Action Plan Coordinator, and the IGA Assistant, were also well-known, trusted and respected by community members who were interviewed, including beneficiaries.

The project encountered problems initially with two drivers, who misappropriated funds using fraudulent hotel receipts and the company fuel card. They were quickly discovered, dismissed and the funds were repaid to the project. ICI and ECLIC have systems in place in the administration and finance sectors to review all expenses and receipts, and it was due to these systems that the

³⁶ FOA, foa-ilab-15-08, p 18

³⁷ Email from ECLIC Project Manager: "The [hiring for the new M&E Specialist] process is ongoing." March 29, 2018.

perpetrators were discovered. All members of the ECLIC staff are obligated to follow procedures which safeguard the project finances. Unfortunately, Côte d'Ivoire has had a recent history of corruption and lax procedures in businesses and NGOs, so it is not unusual that some hired personnel try to get away with something illegal. Corruption is not condoned by ICI. The use of ICI's procedures was in evidence during the Interim Evaluation with vehicle use, purchases of gas, and the transport and transfer of deliverables to project sites.

3.2.2 Monitoring and Evaluation Functions

Monitoring and evaluation is crucial to the project as it merges the theory of change with outcomes to achieve an impact. ECLIC includes multiple beneficiaries and many activities which require monitoring. The Technical Progress Reports (TPR) and the project's direct beneficiary monitoring system, called the Child Labor Monitoring and Remediation System (CLMRS), are important mechanisms for measuring results. The Project Manager supervises the project's monitoring and evaluation and depends on the M&E Specialist to run reports, collect, organize, verify and analyze data. At the time of the Interim Evaluation, the M&E function was operating smoothly. However, as noted, the M&E Specialist left at the time of the Interim Evaluation and the project was seeking a replacement. The project was poised to hire a replacement as the evaluation field site visit was ending, but as of March 29, the post is still vacant. The transition in the M&E staff has presented challenges, but the ICI head of M&E provides expert backup to the Project Manager, and the ECLIC project M&E files are well organized. The timely hiring of an M&E Specialist for the project is critical for project beneficiary monitoring.

Field staff and the M&E Specialist are good at reviewing files and noting issues that challenge the accuracy of data. There is an effort to ensure accuracy in child and household monitoring, but the fluidity of the community populations presents a challenge to field staff, who are otherwise involved in programmatic implementation. According to ATECs and the M&E Specialist, delays in the project, particularly in implementing the vocational education track, meant some children who had been chosen to be beneficiaries left the village or encampment to pursue work or schooling in towns or villages, or the families had moved, so that new beneficiaries will need to be identified.

In each target community, two volunteers (members of the CAP-CCPC) were trained to use electronic tablets to input information about children from families who were identified by the chief and local leaders as highly impoverished and posing high risks for child labor. The project then considered the answers to weigh the extent of child/family vulnerability in order to identify the beneficiaries. All beneficiaries were children aged 5-17 years old who worked or were at risk of engaging in child labor. The volunteers entered information into their tablets about children and households including, but not limited to, names, sex, age, names of parents/guardians, physical disabilities, and education status of the child (e.g. enrollment in formal school and attendance record). Circumstances of the household were also entered, such as single heads of households (one parent, elder guardian, child-headed) or existence of a sibling or peer in child labor living in the household. The nature of the child labor activity, such as type of work and hours worked, was also documented. Using the inputted data, the project synthesized the various elements and determined

direct beneficiaries and selected the most appropriate relevant services for them. Beneficiaries are entered into the overall system through the child intake form.

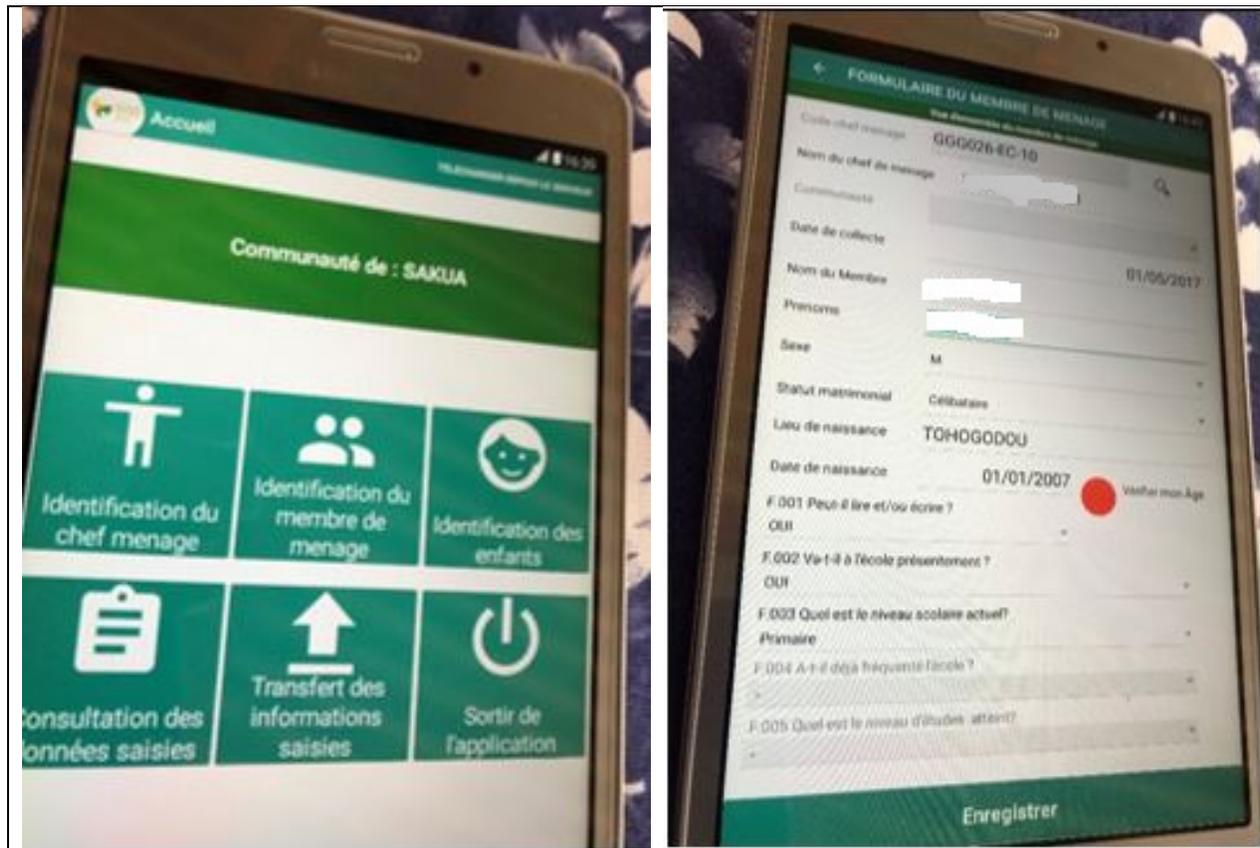


Figure 2: Tablets used by volunteers to capture data about beneficiaries

All families and child beneficiaries are inputted in the project database and being monitored. The ICI Information Technology Specialist and ECLIC technical staff have been working together to adapt ICI's already existing ICI-Nestlé Child Labor Monitoring and Remediation System to the needs and requirements of USDOL. The CLMRS system is deemed effective because information is gathered, reported, and analyzed punctually.

Reporting

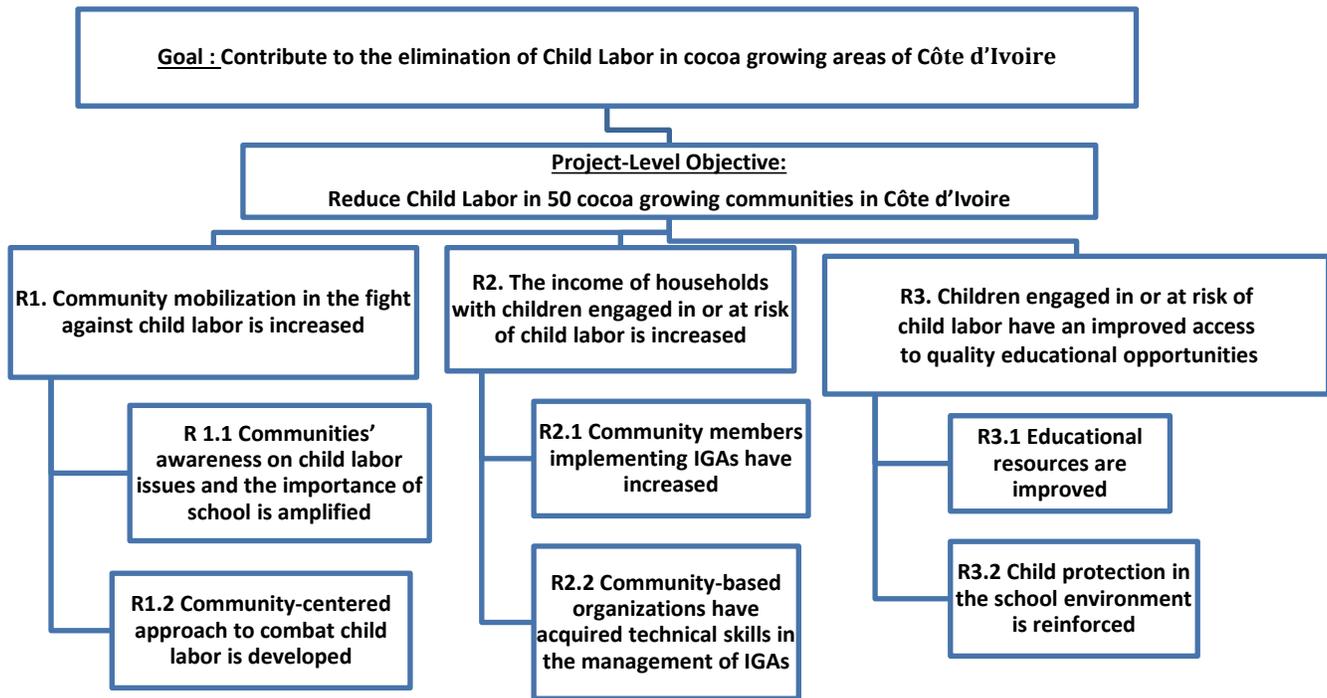
The ECLIC project has numerous reporting and monitoring functions besides the data collected on beneficiaries. CCPC members and the ATECs meet regularly in the field to review project progress and impacts, and discuss needed adjustments. The ATECs are in touch with one another almost on a daily basis. The ATECs and the Project Manager use an electronic communication application (somewhat like WhatsApp) to exchange information, resolve problems and share observations daily. Reports are submitted electronically for the Technical Progress Reports.

3.3 Project Achievements and Results

Information in this section was obtained through project reports at the time of the Interim Evaluation (ending with the October 2017 TPR, Annex C Status of Project Against Indicators); data gathered during the Interim Evaluation field visits (including information provided by the M&E Specialist on February 20 and "ECLIC Generic Overview Presentation" made by the Project Manager at the evaluation Stakeholder Meeting on February 22); and follow-up with the ECLIC Project Manager. The organization of this section relies on the Results Framework and the format of the Status of Project Against Indicators.

If the project continues at its current pace, the groundwork that has been laid in developing functional community committees and infrastructures, including the Community Action Plans, combined with the project team's demonstrated ability to implement their individual responsibilities, should be solid enough for the project to meet its programmed targets by the project's end. As noted, ECLIC is designed to achieve its primary objective of reducing child labor and improving access to educational opportunities in 50 target communities through the three major outcomes and results expressed through the Results Framework found in its CMEP (below).

Figure 3. Results Framework



3.3.1 ECLIC Project Beneficiary Targets

At the time of the interim evaluation, most, but not all, beneficiaries have been identified and entered into the project database. The planned services have not yet been extended to all beneficiaries, which is consistent with the CMEP and the timing planned in the PMP. Overall, 5,450 vulnerable children engaged in or at risk of child labor were targeted to receive services. To date, 2,044 children have received educational services and 450 children have been identified to receive vocational training. These children were identified as beneficiaries using ICI data collection tools. The Protective Cocoa Community Framework (PCCF) surveyed community profiles in choosing target sites. The child intake form was used to collect data on children. 1,500 vulnerable households were also targeted to benefit from project activities. Of these, 1,000 were to be vulnerable head[s] of households and 500 to be vulnerable youth.³⁸ As of March 1, 2018, 1,000 women and 500 youth are enrolled in newly-formed IGA savings and credit groups.

3.3.2 COMMUNITY MOBILIZATION AND AWARENESS-RAISING

The first desired outcome for the ECLIC project is that community mobilization in the fight against child labor is increased.

ECLIC staff members began their activities with initial awareness-raising presentations in the communities on topics related to child labor, child rights and child protection along with an orientation to the community development process. The project also administered a Knowledge, Attitudes, and Practices (KAP) survey on child labor to 200 households in thirty five communities. The results of the survey showed the level of understanding (and practices) that community members had about child labor, and the findings were utilized in designing awareness-raising messages.

Once communities displayed an interest, Community Child Protection Committees (CCPCs) were created. The seven-person membership of the CCPCs was established through a transparent process, with clearly identified criteria for the qualifications desired in the makeup of the volunteer committees. People were nominated by others or nominated themselves, and were elected by the communities or representatives of the communities. Since these individuals are responsible for community planning as well as child protection, the project calls them Community Action Plan-Community Child Protection Committees, or CAP-CCPC.

Following several intensive workshops for the new members, CAP-CCPCs proved ready and capable of discussing in depth the issues surrounding child labor, community development principles, and community planning. With the help of the ATECs and ECLIC specialists, all fifty communities participated in community-wide planning meetings and developed Community Action Plans (CAPs) which identify the needs and resources of their own communities. The CAP-CCPCs led work

³⁸ CMEP, p. 28

sessions where the population was encouraged to express concerns and problems related to their communities. Out of these community-wide sessions, specific needs were identified and prioritized which led to the formation of an action plan. As reported by citizens in FGD and interviews, this was the first time that many had participated in such a process and it was empowering to be able to articulate their needs. For many it created a much broader understanding about the dynamics of their surroundings.

The development of the CAPs by local community populations was a cornerstone of the project. The process is textbook community development, a proven methodology of ICI that involves community members in meetings and dialogue that results in a situation where people feel heard, are invested, engage in tangible activities, and remain motivated. As described by interviewed community participants and ECLIC staff members, the community began with awareness-raising and building a groundswell of community-based stakeholders. Next they identified needs and generated solutions, including identifying potential resources, and finally they designed a plan of action. The Interim Evaluation observed that ECLIC staff provided a great deal of support and guidance through this process that was obviously needed, given the newness of the exercise to the villagers.

Large brown paper sheets with Community Action Plans, evidence of genuine community development processing, are put forth as cherished reference guides by CAP-CPCC members and participating community members. The columns on the Plan itemize, among other things, Desired Changes, Concrete Actions, Resources, Costs, and sets the dates for actions and milestones.



Figure 4: Community Action Plan

The communities are all very similar in that many do not have the essential resources such as a school, wells, or health stations. However, every village and encampment has its own unique history and needs, so it seemed odd to the evaluator that all of the CAPs were so similar, with few outliers. For example, it was surprising that no village identified an improved road or better access to markets and schools as a priority problem. In one target community, Sinikosso, a community member related that community members had worked to repair the road. It was his opinion that the ECLIC-facilitated community development process was a major impetus for this activity. Considering the newness of the community development planning exercise for most participants, it is acceptable that the project pointed them in the direction to get started with activities (such as building three classrooms) where ECLIC could help.

Table 2. Summary of Objective 1 (Community Mobilization) Results at Interim Evaluation	
Outcomes/Results³⁹	Results to date: March 2018
Outcome/Results 1: Community mobilization in the fight against child labor is increased	<p>Indicator: <i>Community Action Plan activities have been implemented</i></p> <p>Results:</p> <ul style="list-style-type: none"> • 50 Community Action Plans developed in all communities • 36 Plans completed and validated by the local authorities • 31 already in process, receiving ECLIC support • 3 awaiting authorization <p>At the time of the Interim Evaluation, implementation of the CAP was ongoing in 5 locations (Gligbeuadji, Kamiadji, Ipouba, Sinikosso and Kouadiobakro).</p>
	<p>Indicator: <i>Functional Community Committees of Child Protection established</i></p> <p>Results:</p> <ul style="list-style-type: none"> • 50 CCPCs composed of seven volunteer activists in each committee have been organized, equipped and trained. <p>Each CCPC received: two bikes, five raincoats, five pairs of boots, two tablets and a solar charger, a projector, a megaphone, two backpacks and an information packet on children’s rights.</p>
Outcome/Result 1.1: Communities’ awareness on child labor issues and the	<p>Indicator: <i>Community members demonstrate knowledge on child labor and the importance of schooling</i></p> <p>Results: 200 households in 35 communities that took the KAP pre-test</p>

³⁹ The terms “outcomes” and “results” are used interchangeably between the CMEP and the Results Framework.

Table 2. Summary of Objective 1 (Community Mobilization) Results at Interim Evaluation	
Outcomes/Results³⁹	Results to date: March 2018
importance of school is amplified	in the context of training and awareness-raising demonstrated knowledge on child labor and the importance of schooling ⁴⁰ The post-test will happen in 2019.
Outcome/Result 1.2: Community-centered approach to combat child labor is developed	<p>Indicator: <i>Completed community initiatives (contributions) supported per type of stakeholders</i></p> <p>Results: At the time of the Interim Evaluation, no contributions (financial or in-kind) were recorded in the project documents or by the project.</p>

3.3.3 INCOME GENERATING ACTIVITIES

The second major outcome for ECLIC is that the income of households with children engaged in or at risk of child labor is increased.

The parents of the ECLIC beneficiaries are impoverished. Although some parents have cocoa, rice or manioc fields, and some are intact families, many are widows, do not have many assets, and suffer from economic and social misfortunes. They have no history of saving money. Using the results from the beneficiary identification tools designed by ICI and the project, the community leaders and ECLIC staff have little doubt that the beneficiaries are needy.

Through the Income Generating Activities (IGA) unit, the project identified twenty women and ten young men in each community to participate in a savings and loan program, with the promise of providing support to start revenue-earning microenterprises in the future. The groups are organized, and some have received the equipment to begin their savings. More than one group with which the evaluator met had family members in their group, while others were strangers before the groups were established. The project brings expertise and support in addition to the basic equipment of metal cash boxes, locks, and enrollment booklets. The project inputs are tangible vehicles that also offer a hopeful future. Participants have given their groups aspirant names such as “Moving Forward,” “Evolution,” and “God Helps Us.”

⁴⁰ Trained Participants were tested on their ability to: (1) distinguish between child labor and acceptable work; (2) recognize the seven child hazardous works in agriculture, defined by the law in Côte d’Ivoire and OSH (notably concerning sharp tools); (3) recognize the consequences of child labor on child health and security; (4) explain the causes of child labor in their context or milieu; (5) list integrated (contextualized) solutions that can respond to the underlying factors that lead to child labor; and (6) understand the importance of schooling for children. From the ECLIC Results Framework.

For a dozen members of the two IGA cohorts in each community, the first phase of the IGA program consists of taking classes in literacy. The participants have not attended school or dropped out, so they lack basic skills in reading, writing, and arithmetic. Fifty local volunteer facilitators, called *animateurs*, were selected and received ten days of training in functional literacy from the Regional Direction of National Education's (DREN) Department of Functional Literacy. The DREN Coordinators visit the *animateurs* regularly, providing technical and moral support. The *animateurs* earn 35,000 CFA (about USD \$66) per month. Classes are held three times a week. Literacy students received satchels with the ECLIC logo, books and writing utensils. One group of men and women has even created uniforms for their adult education class.⁴¹ During the Interim Evaluation, students demonstrated their newly acquired reading and writing abilities, which are very basic but consistent with the class level thus far.

The "Identification of Socio-Economic Opportunities for the Creation of Income Generating Activities: Market Study," was produced in May 2017 as an important research output for the project. The study looked at the feasibility, strengths, weaknesses, good practices and constraints of economic sectors according to the nine departments where the project operates: Duékoué, Divo, Gagnoa, Kouibly, Méagui, Oumé, San Pedro, Sassandra and Soubré.

Table 3. Summary of Objective 2 (Income Generation Activities) Results at Interim Evaluation	
Outcomes/Results⁴²	Results to Date: March 2018
Outcome/Result 2: The income of households with children engaged in or at risk of child labor is increased	<p>Indicator: <i>Beneficiary households receiving livelihoods services</i></p> <p>Results: At the time of the interim evaluation, 1,000 women heads of households and 500 youth were enrolled to receive services.</p> <p><u>Savings groups to carry out IGA:</u></p> <ul style="list-style-type: none"> • 1,000 women: 50 groups of 20 women organized into savings groups • 500 Youth: 50 groups of 10 young men (youth) organized into savings groups to carry out IGA • 60 savings and loan groups established in project communities, most equipped with cash boxes and supplies⁴³

⁴¹ The project has photographs of the male and female class members dressed in their brightly colored African cloth dresses and shirts.

⁴² The terms "outcomes" and "results" are used interchangeably between the CMEP and the Results Framework.

⁴³ Most of the data for the tables in this report came from ECLIC Technical Progress Reports and information provided by the ECLIC M&E Specialist. Other data, including these figures, came from a PowerPoint presented

Table 3. Summary of Objective 2 (Income Generation Activities) Results at Interim Evaluation	
Outcomes/Results⁴²	Results to Date: March 2018
	<p>Indicator: <i>Beneficiary households reporting a perceived increase in income as a result of the project livelihoods services</i></p> <p>Results: No incomes have been affected at the time of the Interim Evaluation, as no income generating activities have begun (although savings and credit groups are organized).</p>
Outcome/Result 2.1: Community members implementing IGAs have increased	<p>Indicator: <i>Community members implementing planned IGAs</i></p> <p>Results: No IGAs have begun at the time of the Interim Evaluation (although savings and credit groups are organized and training is beginning).</p>
Outcome/Result 2.2: Community-based organizations have acquired technical skills in the management of IGAs	<p>Indicator: <i>Community-based organizations (IGA groups) with improved knowledge on IGA skills</i></p> <p>Results:</p> <ul style="list-style-type: none"> • 50 local facilitators (47 men, 3 women), called <i>relais communautaires</i>, are trained by the project and supervise/help ECLIC savings and credit and IGA programs to acquire technical skills in the management of IGAs in their communities. • 50 (1 per community) literacy adult education groups have been formed with 12 individuals in each class. The total enrollment in literacy classes is 600 adult women and youth students. Literacy kits have been distributed to most of the participants.

3.3.4 EDUCATION

The third major outcome for ECLIC is that children engaged in or at risk of child labor have an improved access to quality educational opportunities.

At the time of the Interim Evaluation, ECLIC is mostly in line with its CMEP and PMP, and meeting its targets to provide educational services to children. There is observable and clear evidence of deliverables. School supplies and backpacks, metal strong boxes for savings groups, literacy satchels, and bicycles and raincoats are in evidence. Some schools will receive wooden benches and desks from the project. Classrooms are in the process of being built at other schools. Other evidence

by the project at the February 22, 2018 stakeholder meeting. PowerPoint: 3_ECLIC 2015 2019 Generic Overview 23.10.

of support to educational infrastructure included mounds of sand and gravel collected by villagers at school sites in preparation for classroom construction or renovation; nearly completed classroom walls; and earnest discussions between CAP-CCPC members, School Directors and the ECLIC ATEC about building construction contractors and pro forma estimates.

Among ECLIC beneficiary children interviewed, a sizable number reported having worked in fields, especially carrying heavy loads, burning fields, and cutting grasses with machetes before ECLIC came and introduced concepts about child labor. Now, these children are enrolled in primary school. All the children who were interviewed individually, as well as some who joined larger focus groups, were able to explain the rights of the child in Côte d'Ivoire and discuss child labor issues, including the difference between light work, family work and hazardous child labor, especially as it pertains to cocoa production. They learned this through project training provided to teachers. Although all the children interviewed said that they no longer do any field work, some parents said their children still helped out in the cocoa fields but did not engage in dangerous work.

Formal Education

Despite the existence of free primary education in Côte d'Ivoire, supplemental fees and necessity items such as uniforms constitute outside costs, which may otherwise prevent children from poor households from attending school. Primary school children and some older students have received scholastic kits from ECLIC, which contain the necessary materials for them to function in school. Most of the beneficiary children received bright green back packs with yellow trim and a yellow ECLIC logo. Not all children received the bags as ordered because they were found to be of such poor quality that some were not fit to distribute.⁴⁴ The project terminated the contract with the vendor and is seeking an alternative. The contents of the school kits are double line booklets, exercise books, reading books, calculators, rulers, pencil erasers, pencils, pens, unbreakable slates, and white chalk. Some children received uniforms. The field staff distributed the kits. School fees for students in upper level schools were paid directly by the project to the school committee.

The Interim Evaluation found evidence of school infrastructural improvements in progress. Some classrooms have been renovated or are in the process of being rebuilt. In other ECLIC villages, CAP-CCPC members are collecting estimates and bids from contractors to build classrooms. The construction improves the conditions in which teaching and learning take place and it improves the stature of the school as a respected institution in the community.

During the Interim Evaluation, a training workshop in teaching accelerated learning programs, called "*bridging classes*" by the project, was held for thirteen teachers by the regional education department in Duékoué. The bridging program is useful for children who need to reach an academic

⁴⁴ According to the Project Manager, when necessary, bags were replaced [so that all identified beneficiaries received the scholastic materials package]. Project Manager, email March 29, 2018.

level quickly. Representatives of the DREN and teachers who were interviewed by the evaluator appreciated the new skills provided to the teachers.

The FOA also called for developing or strengthening awareness around School Safety.⁴⁵ This has become a factor as the project tries to facilitate access to schools for children from the encampments where schools do not exist and are not authorized. The ATECs in areas where this is occurring are working with parents and teachers to design a program where children would be escorted to and from schools in the nearest village or town. Teachers, School Directors and ATECs across the project also reported seeking ways to support school canteens to provide food for children who must stay at school for long hours.

Vocational Education

The project has set a target of 450 young people to receive vocational training. The beneficiary children, aged 14-17 years old, have been identified but are scattered across the fifty target communities. They are waiting to enroll in a program, and according to Interim Evaluation interviews, already dreaming about their new vocations in fields such as hairdressers, drivers, and tailors. The National Chamber of Skilled Trades and Vocational Training (*Chambre Nationale des Métiers de Côte d'Ivoire*, or CNMCI), a parastatal organization, is charged to place the trainees in programs.⁴⁶ The CNMCI has satellite centers throughout the country, but there are no major residential vocational or technical training schools in Côte d'Ivoire.

The leadership of CNMCI and ECLIC face a collective problem of how and where to insert the 450 identified children into vocational training situations. They are exploring establishing hostels or asking parents to pay lodging costs in nearby towns. The CNMCI is looking for master teachers who might live in the communities but believe that will be unlikely in the case of remote encampments. The ATECs reported that some of the selected beneficiaries have left the area in search of work as the planning proceeds. A strategy meeting was planned to take place the week following the Interim Evaluation field site visit so that the CNMCI team and the ECLIC team can move forward on this project activity. The vocational training activities may require budget adjustment, depending on the strategies developed in the second half of the project.

⁴⁵ From the FOA, foa-ilab-15-08, p. 14. "The project must develop or strengthen the awareness... on school safety and how it impacts child labor. Applicants may consider using a model similar to the UN's Safe Schools model... propose strategies to help reduce abuse of students in school through training of teachers, school administrators, students, parents, and local and district enforcement authorities... There should also be a focus on the safety of children travelling to and from school due to various risks, including abduction."

⁴⁶ The *Chambre Nationale des Métiers de Côte d'Ivoire* is normally translated as the National Chamber of Skilled Trades and Vocational Training.

Table 4. Summary of Objective 3 (Education) Results at Interim Evaluation	
Outcomes/Results⁴⁷	Results to Date: March 2018
Outcome/Result 3: Children engaged in or at risk of child labor have an improved access to quality educational opportunities	<p>Indicator: <i>Beneficiary children who regularly attended any form of education during the past six months</i></p> <p>Results: According to the project, 2,195 beneficiary children regularly attended formal educational school at the time of the midterm evaluation.⁴⁸</p>
	<p>Indicator: <i>Livelihood beneficiary households with all children of compulsory school age attending school regularly⁴⁹</i></p> <p>Results: No data required until October 2018 household data</p>
	<p>Indicator: <i>Number of children engaged in or at high risk of entering child labor provided education or vocational training services⁵⁰</i></p> <p>This indicator measures the total number of individual beneficiary children who receive an educational service or vocational training. A service is considered provided the first day the child receives the service.</p> <p>Results: On April 2, the project reported that 2,195 children were beneficiaries.</p> <ul style="list-style-type: none"> • Bridging Classes: 13 teachers have received training and pedagogical materials for teaching bridging classes, but classes have not begun. • Vocational training for 450 beneficiaries: The project identified, but had not yet enrolled 450 beneficiaries, aged 14-17 years, into apprenticeships or other type of vocational training. • Birth certificates for 3,000 beneficiaries: None issued yet. In the schools, UNICEF is facilitating this for ECLIC as part of its birth registration program in primary schools. ECLIC is working directly with beneficiaries to provide this service for those who are out of school. • School kits: 2,044 children received school kits (out of targeted 1,000 per year, or 3,000 total)

⁴⁷ The terms “outcomes” and “results” are used interchangeably between the CMEP and the Results Framework.

⁴⁸ These figures were updated and provided to the evaluator on April 2, 2018.

⁴⁹ Attending school regularly is defined as attending 85% of the total number of school days. CMEP, p57

⁵⁰ No data is required for this indicator until April 2018, when the target is 5,000 in formal education and 450 vocational training.

Table 4. Summary of Objective 3 (Education) Results at Interim Evaluation	
Outcomes/Results⁴⁷	Results to Date: March 2018
	<ul style="list-style-type: none"> • <u>School fees paid</u>: 151 school fees paid (out of targeted 1,000 children per year or 3,000 total)
Outcomes/Result 3.1: Educational resources are improved	<p>Indicator: <i>Project communities benefitting from improved educational infrastructure or equipment/materials</i></p> <p>Results:</p> <p><u>Infrastructure:</u></p> <ul style="list-style-type: none"> • 93 classes in the process of being built or renovated • Construction begun on 13 open-air, thatched shelters for bridging classes • Evaluation observed school latrines being constructed in one or more communities • Production of benches and desks are in progress in some communities <p><u>Educational equipment, books and materials provided:</u></p> <ul style="list-style-type: none"> • 13 teachers have received training and pedagogical materials for teaching Accelerated Learning Program (bridging classes) • 43 trunks of more than 5,000 books provided to schools
Outcome/Result 3.2: Child protection in the school environment is reinforced	<p>Indicator: <i>Communities with child travel safety measures (including organized travel supervised by an adult) to remote schools in place</i></p> <p>Results: Planning for developing school safety programs is underway for children walking to school in San Pedro, Sassandra</p> <p>Indicator: <i>Students that have received training on child rights, the existing laws and policies related to child protection</i></p> <p>Results: According to project reporting, 40% have received training.⁵¹</p> <p>Indicator: <i>Students (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection</i></p> <p>Results: Project reports no data on pre-test in schools. In interviews with evaluator, children displayed knowledge about child rights, existing laws and policies related to child protection, crediting the project for</p>

⁵¹ The ECLIC TPR Annex C, Status of Project against Indicators, October 2017.

Table 4. Summary of Objective 3 (Education) Results at Interim Evaluation	
Outcomes/Results ⁴⁷	Results to Date: March 2018
	child labor training.
	Indicator: <i>Teachers have received training on child rights, the existing laws and policies related to child protection</i>
	Results: At the time of the Interim Evaluation, 27 teachers had received training on child rights, the existing laws and policies related to child protection. ⁵²
	Indicator: <i>Teachers (who took pre-and post-test) demonstrate increased knowledge on child rights, existing laws, policies related to child protection</i>
	Results: Project reports that 69% demonstrate knowledge, which means that their score increased by at least 20% on the post-test.
	Indicator: <i>Teachers trained indicating that they are using the knowledge acquired at the training</i>
	Results: The project will begin measuring this indicator in April 2018 (after the Interim Evaluation is completed). However, interviewed teachers and School Directors stated that they use knowledge and techniques acquired at the training.

3.4 Challenges and Assumptions

The project has faced some difficult challenges, not fully deconstructed in the formulation of assumptions (see text box).⁵³

The communities selected for inclusion in the ECLIC project are a mix of villages and encampments. Encampments are population clusters which grew out of an original farmer's cocoa plantation. Some are small (e.g. Akromiambla, est. population 254) while others are substantial (e.g. Sinikosson has over 1,000

CRITICAL ASSUMPTIONS

- Good social cohesion within communities
- Cocoa prices remain stable
- Enabling climatic environment for cocoa production
- A peaceful school environment (no strikes in schools)
- Favorable security environment

⁵² The ECLIC TPR4 Annex C Status of Project against Indicators, October 2017, shows this indicator as Actual: 94%.

⁵³ CMEP, p. 17

inhabitants). Some encampments are situated on the fringe of villages and almost fit seamlessly into the village activities, while others are perceived as spontaneous clusters of migrants. Two of the encampments that were chosen by ECLIC are situated inside of areas that are officially restricted as forest and parkland. Another one is in an enclave within the protected forest.

An issue for the encampments that are located inside the protected forest is that the current government policy is to discourage the continued planting of cocoa in order to begin or continue a reforestation program where the plantations are located.⁵⁴ Those encampments located on government forest land are not entitled to receive government services, specifically infrastructural support such as school buildings, as they are not recognized as administrative units. The one encampment located within the enclave is eligible for some government support.

Some of the settlements have been in existence since 1945, but the plantations within the country's national parks and forest reserves date from the 1970s. The Water and Forest Development Service (*Services des Eaux et Forêts, Société De Développement des Forêts*, or SODEFOR) and the Ivorian Parks and Reserves Office (*l'Office Ivoirien des Parcs Et Réserves*, or OIPR), entities which manage protected land, estimate that up to 40% of Ivorian cocoa production comes from illegal plantations.⁵⁵

One step taken by the project was to work closely with government officials in the districts and regions. Open, transparent sharing of positions and interests has led to rational decisions. In the case of ECLIC, the project will continue to follow ICI's mandate and work with the beneficiaries, as they represent some of the country's neediest cocoa-producing families. However, to be consistent with government policies, infrastructural improvements will not be made on those lands. Children from those specific encampments are encouraged to attend nearby schools, and the project and the government authorities are trying to ensure access for those in this situation.

An equally serious issue, and ongoing challenge for the project, is the uneasy tension between some villages and encampments.⁵⁶ Often interpreted or presented as ethnic differences, it is a complex situation as residents are a mixture of people who have migrated either across borders or from within Côte d'Ivoire. In some encampments and villages, the communities live in a heterogeneous harmony, while in others, jealousies and longtime offenses fuel discord.

⁵⁴ See the online presentation which addresses the policies and describes some of the challenges faced by the cocoa producers: "PPT Joint-Framework-of-Action-of-the-Cocoa-and-Forests-Initiative-in-Côte-d'Ivoire," www.worldcocoafoundation.org/cocoa-forests-initiative.

⁵⁵ "Ethnic land dispute forces thousands to flee in Ivory Coast Cocoa Belt," Reuters, WORLD NEWS, October 9, 2017

⁵⁶ For example, in Dioulabougoudjan, ECLIC withdrew their intervention over irreconcilable problems. Local authorities assisted ECLIC in resolving similar problems in Kouadiokro and Yankadi so that the project can continue there.

These have presented the largest challenges to ECLIC and the project has addressed these issues admirably and diplomatically. ECLIC leadership and the ATECs have established good relationships with the government officials who are responsible for the lands and for the administration of government policies in the areas, notably the sub-prefects. They pose interesting challenges for programming of development projects.

A lesser problem, but challenging nonetheless, has been that many of the most vulnerable families are itinerant, especially the older children and youth. With nothing for them to do to earn money or contribute to the household income in the communities, they leave in search of employment. ATECs were concerned that some of those who have been selected to benefit from vocational training may have left their communities. As has been mentioned, the vast geographic scope poses a problem with regard to linking vocational students to teachers.

IV. MAIN CONCLUSIONS

The project matches the aims and priorities of USDOL and ICI. It has clearly defined, realistic objectives based on genuine needs analysis conducted by ICI and ECLIC, with supporting data collected by other groups and researchers, such as UNICEF and ILO/IPEC. The project's Theory of Change (ToC), as presented in ECLIC's CMEP, is relevant to the issue of child labor in Côte d'Ivoire. The objectives and corresponding activities complement ICI's efforts to protect children in the cocoa-growing areas.

Activities and services are appropriate and consistent with the objectives. The field agents and specialists implement them competently. Those inputs that have already been delivered were done efficiently, especially considering the challenges of distance.

4.1.1 Community Mobilization

The project's awareness raising has been effective. According to the sample populations and stakeholders surveyed during the Interim Evaluation, there have been changes in attitudes and behaviors, mostly because of the information gained in awareness raising sessions and community discussions. The fact that community leaders, parents, teachers, and children are now conversant about the complex concepts related to child labor is testimony to the effectiveness and depth of the awareness raising. During FGD, traditional chiefs, community leaders, parents, teachers, youth and children demonstrated knowledge and gave evidentiary testimonies of attitudinal and behavioral changes among the target populations that were directly attributable to ECLIC interventions.

Communities are working according to an organized plan, which is something they have never experienced before. No community is alike, and some of the target communities are quite different from one another in population, proximity to services, and age. However, it is reasonable to believe that most of the fifty communities are experiencing positive change in attitudes and practices due to the strength of the training that CAP-CCPC members received.

4.1.2 Income Generating Activities

At the time of the Interim Evaluation, there was no evidence that project inputs have had an influence on increasing household incomes in families where children were engaged in or at risk of child labor. However, with savings and credit programs started, there is little doubt that the families will see some increase in income. The high degree of momentum and enthusiasm will carry the savings and loans groups for several months, but they will need ongoing support.

According to most livelihood experts, participants in savings and credit programs typically need three years before they can function problem-free, and at least that long before their children begin

ECLIC THEORY OF CHANGE

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"Child labor will be reduced if children's families and communities are reinforced to engage in the struggle against child labor and [if] they have increased access to quality basic education and alternative sources of household income."

to benefit.⁵⁷ The model for savings and credit being introduced by ECLIC is simple to understand, highly regulated by the group, and very transparent. These factors offer a promise that the efforts of the IGA groups will be both successful and sustainable.

The results of the market study, along with the planning and energy of the ATECs and IGA Assistant, suggest that practical IGAs will be introduced according to schedule. In addition, the community-based organizations have acquired some technical skills in running the savings and loan component.

4.1.3 Education

The project has had an impact on those communities visited during the Interim Evaluation in terms of raising the awareness of the local populations, and in providing access to education for children who had been eclipsed from the school system. Benefitting parents are genuinely pleased to have their children in school, even if some of them work on weekends. There is a high degree of momentum built among the participants of the IGA groups and the literacy students. According to teachers and School Directors, beneficiary children are progressively improving, but at this time it is difficult to assess increased educational abilities among the pupils. Similarly, with the literacy program, adults self-report improved competencies in literacy.

It is anticipated that all of the proposed school construction projects (a minimum of three classrooms) will be implemented, except those in the encampments where infrastructural improvements have been halted due to government prohibitions.

4.1.4 ECLIC Program Management

Community members interviewed during the evaluation respect and trust the project and the staff. Most of the communities visited have had little if any interaction with NGOs or government services. After extolling the work of the CAP-CCPC in his community, a community chief said, "Other organizations come and promise things and then go and we never see them again. We feel that ECLIC is here for us."

Staffing of the project is sufficient, given the budget. If the budget were larger, it would be recommended to have administrative assistants in the field to help with multiple tasks, including support functions to the technical agents and data verification. Project staff persons in both regions work tirelessly. They visit households and are visible and accessible to communities and stakeholders. Overall, they are very capable and work well together as a team in each of the regions and in the capital city.

⁵⁷ For example, according to CARE International, most (about 93%) of the women's village savings and loan groups that were started in Niger in 1992 continue to operate. ECLIC uses a similar approach as the CARE groups. See, www.careinternational.org.

The budget is adequate for a child labor project spanning four years in Côte d'Ivoire, but resources are stretched because of the broad geographic scope, the number of participating communities, and the trend in high salaries requested by M&E. The inputs would likely be more robust if the project worked in fewer communities, or communities located in clusters. As previously noted, the deliverables, ranging from community mobilization, access to education, and livelihood support, are appropriate.

4.1.5 Sustainability and Impact

Over the life of the project, \$4.5 million will have been spent on the project's work, which focuses on serving fifty communities. This works out to \$90,000 per community, which includes the staffing costs, equipment, program costs and administrative costs. If activity costs are calculated alone, each community receives the equivalent of \$37,526 per community.⁵⁸ These costs will lead to anticipated increased productivity and incomes over the next several years for the families who participate.

The increased short-term economic impact accrues to the communities in terms of increased production and consumption of local goods and services. The long-term impact will accrue to communities who follow through on their skills, their ability to plan for their own development, and their ability to govern themselves to regulate the exploitation of children, as they and their families may be tempted to engage in child labor.

These impacts can have a cumulative effect if other communities feel obliged to follow the lead of those who have participated in the program and who have demonstrated positive results. In the opinion of stakeholders at the community and regional levels, the increased awareness about child labor and child rights among the children, parents and communities is the most sustainable effect.

The concept of measuring impact through value for money, as is introduced here, is only one tool with which to view a development project. It can add to the discussion of sustainability, the effectiveness of the project design, and the validity of the Theory of Change.

4.1.6 Next Steps

In the last two years of this four-year project, the focus for ECLIC staff should be the following:

1. Meet the targets for the provision of inputs to direct beneficiaries identified in the communities, and monitor them regularly;
2. Secure suitable vocational training for 450 selected young people;
3. Retain and guarantee the completion of students in high quality formal education;

⁵⁸ This is a broad overview of the total project cost and does not mean to imply that every community receives the same amount of money; they do not.

4. Oversee implementation of the Community Action Plans, including classroom and other building construction and the installation of pumps;
5. Ensure accompaniment to households navigating themselves through new savings and loans programs, income generating activities, and behavior change regarding child labor;⁵⁹ and
6. Devise and implement ways to ensure continuity of the project's impact through building continued relationships with government entities.

59 Accompaniment is a development term used to describe capacity building which involves empowering people and local institutions to master skills and formalize organizational changes through activities such as coaching and mentoring. It is nothing beyond the capability or scope of the ECLIC project.

See, for example, "Overview of CRS' Comprehensive Approach Partnership And Capacity Strengthening," Catholic Relief Services, 2017. As described in *The Handbook of Global Health Policy*, "From Aid to Accompaniment: Rules of the Road for Development," Paul Farmer, Vanessa Kerry, et al. Chapter 26. Accompaniment is an approach that bolsters local and national capacity through long-term partnerships. John Wiley & Sons, Ltd. April 2014.

V. LESSONS LEARNED AND GOOD PRACTICES

5.1 Lessons Learned

Implementing ECLIC has furnished instructive lessons for ICI, USDOL and development practitioners. It was ICI's first experience with receiving a grant from USDOL. ICI has been working in many communities in Côte d'Ivoire for several years in similar ways, but the activities and financial resources have been different. While ECLIC began project activities in the first two years, much of their efforts concentrated on start-up, selecting communities, and developing plans and M&E systems.

- 1. The target number of communities should be considered after reviewing the geographic potential, topography, access, budget size, and the human resources available to the project.***

As has been noted, the ECLIC project sites are geographically dispersed across three districts. There is no doubt that the populations in all of the communities are extremely needy, but for a measurable impact, the ECLIC staff and budget are not sufficient. Staff field agents want to visit all of their communities regularly, but for some, it may take an hour or two on a motorcycle over rough terrain, especially during the rainy season. Once there, they need to concentrate on maintaining progress on multiple activities and not be in a rush to leave. One ATEC with responsibilities for nine villages is not excessive, but the obstacles of terrain and distance make their work disproportionately challenging and fatiguing.

- 2. Before selecting community sites, proceed with caution when working with marginalized groups.***

USDOL's initial announcement requesting proposals for the project stated:

"At a minimum, applicants must incorporate the targeted activities listed below to assist in expanding educational opportunities and increasing student attendance and retention in cocoa growing areas:

Pilot Program to reach children in encampments: Applicants must propose a strategy(-ies) to provide children in remote areas, such as encampments, with educational opportunities, at least as a pilot activity.⁶⁰"

It was appropriate for USDOL to request that encampments be recipients of some benefits, considering the large populations of cocoa growers who live there, and the isolation that children

⁶⁰ FOA, foa-ilab-15-08, p. 14

especially experience. The lack of basic services, particularly education, constitutes a major need. Using the Protective Cocoa Community Framework, the project chose twenty eight encampments out of its fifty communities.

Issues related to land use and ownership, settlement, forced displacement and encampments, ethnic clashes, and migration have been at the center of volatile disputes for decades. These are contentious and complex issues, and local authorities should be commended for their dispassionate approach in trying to resolve problems legally.

USDOL has an important role to play in Côte d'Ivoire with regard to focusing on ending child labor in the country, especially in its role to lay a foundation with the Harkin-Engel Protocol. However, the issues concerning the preservation and reforestation of forest land collide with ECLIC's program where communities live illegally in the protected lands. There may be solid criticism of the manner in which policy is being applied, but more importantly, these issues are beyond the purview of both USDOL and the implementing partner.

It is common sense to identify all ministries which are involved in a project's primary activity. Here, the project worked with the most obvious ministries, mostly through the CIM, which represents the key ministries related to child protection and child labor.

In planning a project, it is worth the extra effort to think expansively about potential stakeholders, beyond just the traditional ones. Due to the particular issues related to the location of ECLIC communities in protected forests, other players had an interest not considered originally. These included the Ministry of Environment, Urban Health and Sustainable Development, Water and Forest Services, the Water and Forest Development Services, and the Ivoirian Parks and Reserves Office.⁶¹ Since the project began, these offices have become interested stakeholders.

While it is not possible to know all the complications which might arise during the implementation of a project, ECLIC has learned that working in areas designated as classified forest zones should be a signal for caution. Given reports of exploitation of forest areas in Côte d'Ivoire, NGOs should normally acknowledge and accept the conditions needed to rebuild these critical natural resources. From now on, it should be a consideration for ICI and other NGOs wishing to work with encampment populations.

3. Choose consulting and research firms carefully.

The firm hired to conduct the baseline data (BLD) survey proved somewhat unprepared to handle the complexity of the contract and required a lot of input from the project and USDOL. As a result,

⁶¹ Official Titles: *Ministère de l'Environnement, de la Salubrité Urbaine et du Développement Durable, Services des Eaux et Forêts, Société De Développement des Forêts (SODEFOR), l'Office Ivoirien des Parcs Et Réserves (OIPR).*

the final report is still pending. Another firm, CESI, which was hired to do a study on children in the encampments, proved more reliable and professional. The project will conduct an end line study. In the words of the Project Manager, “we should invest more money and time during the end line survey to hire a well specialized firm enable[d] to do the right work in due time.”⁶²

5.2 Good Practices

1. Expanding funding and networks contributes to sustainability.

The project has been very successful in leveraging funds beyond the USDOL budget to support planned activities and to expand the services that ECLIC provides. ECLIC received help from The World’s Children’s Prize for The Rights of the Child, an annual event where children receive awards for child rights activism.⁶³ The program provides teachers with materials consisting of structured exercises to introduce children from participating schools to concepts of democracy, child and human rights, environmental protection, and news reportage. Children learn to become Child Right Ambassadors. An Ivorian child was featured in the organization’s internationally-circulated newspaper, *The Globe*, which is supplied to the schools. Before the project, the children involved had been working or at risk of working. The NGO provides “*The Globe*” as reading material to serve as an impetus for increased studying. The activity has brought previously isolated ECLIC villages into a greatly-expanded network.

The Embassy of Switzerland also made a small grant to the project. The book donation group, *Bibliodef*, provided forty three trunks of more than 5,000 books to the project as well.⁶⁴ *Walking for Water*, another NGO, is raising money to provide a borehole and hand pump to be installed in *Sinikosso*, one of the project’s most remote communities. These inputs should be recognized as important links to building sustainability for the project communities.

2. Operating as a team helps maintain a productive work environment.

The work environment among the ECLIC team should be recognized as a best practice. There is a commitment to high standards and mutual respect, fostered by the Project Manager and by ICI. The team of fifteen is small enough to be able to support one another and communicate easily. Following the lead of the Project Manager, the team reacts and addresses unanticipated problems thoughtfully and deliberately. Faced with challenges and difficulties, the team maintains a culture of positivity.

⁶² Email regarding the BLD from the Project Manager to the evaluator, March 14, 2018.

⁶³ See www.worldschildrenprize.org. The program is based in Sweden and supported by Nobel Laureates.

⁶⁴ See biblioneef.fr/tag/Côte-d’Ivoire/ which describes the participation of the Children of Africa Foundation as well as ECLIC in encouraging reading and distributing books in Côte d’Ivoire.

3. Frequent and transparent dialogue with the government is crucial.

The project leadership and staff in the field should be commended for the quality of relationships that have been established with government services. By holding regular meetings and keeping open lines of communication, the project keeps the government aware of routine project activities. As a result, local authorities are willing to help when problems surface. Besides good relations with government administration (particularly in the sub-prefectures), the project works with the Regional Education services for formal education, literacy and bridging class preparations. It also communicates regularly with agents of ANADER and the Ministry of Agriculture and Rural Development.

ICI provides backbone support to ECLIC. In its government relations on the national level, ICI merges the fight against child labor in the cocoa fields with policy advocacy. For example, ICI is working with CNS to expand the National Child Labor Monitoring System (SOSTECI) into its nine target departments.

4. A comprehensive Market Study helps identify successful livelihood options.

It was a good practice to produce a Market Study in the communities and surrounding commercial centers before starting income generating activities. The Market Study identified livelihood ideas that increase revenue and improve chances for success through diversification. The efforts of the CNMCI to identify practical vocations and try to accommodate the special needs of potential beneficiaries are also a good practice. Both of these activities are features in the CMEP. They ensure success in reaching the project objectives and help build sustainability in the communities. The program is a challenge because of the geographic scattering of the potential enrollees, but the project and CNMCI are determined to make it possible for children to learn vocational skills.

5. Using smart technology keeps the team connected and empowers volunteers.

The project makes efficient use of tablets and smart phones to resolve problems. Fifty tablets continue to be used by the one hundred volunteers monitoring beneficiaries. Staff persons have portable modems to access the internet easily. As noted, the ATECs and the Project Manager exchange information daily on a chat app, with the result that there is complete transparency and few unexpected crises. This has helped the ATECs, who operate alone, to unify and communicate with each other, share solutions, and keep the Project Manager abreast of potential problems. ATECS were all furnished with a complete set of protective riding gear for motorcycling, which has proved essential for those who confront reckless traffic, potholes, and muddy ravines.

VI. RECOMMENDATIONS

6.1 Time-Sensitive Exit Strategy Recommendations

1. Write and implement an Exit Strategy.

ECLIC (and ICI) should begin discussing and implementing a vision of potentially sustainable aspects of the project immediately. As the program has shown viable results at the mid-point, it now needs to produce an exit strategy. This will provide a foundation for assuring that the vulnerable groups it has been supporting will be able to continue their work to reduce child labor and improve the education of their children. The project must identify specific steps to take according to each of the three project outcomes which prepare for the end of project. The last six months should be looking towards optimizing the results. Thanks to the project's emphasis on mobilization and development of localized governance, the CAP-CCPCs are positioned to lead the planning process with the help of the ECLIC team. The plan should be completed and shared widely by the end of May 2018.

The following recommendations are activities which should receive attention within the Exit Strategy.

2. Design a means to replicate IGA in the project communities, using the initial small group activity as a model.

The IGA activities touch a core group of thirty people (twenty women, ten youth/young men) in each of the fifty communities. Other community members are aware of the activities and some even expressed jealousy or a sense of wishing to belong to a similar group. The budget is limited and the accoutrements of the IGA project as furnished to ECLIC beneficiaries are not available to a wider group. In the last six months before ECLIC terminates, work should be done with the CCPCs and the IGA community facilitators (*relais communautaires*) to explore how the savings and loan programs can be replicated. The facilitators and the IGA members may be able to provide guidance to other groups without great expense of time and effort to ECLIC project staff. ICI or another NGO may be able to step forward if there are expenses. The Market Study can be useful in designing microenterprises.

3. Continue to build solid relationships with, and sensitize, government officials to ensure future assistance for the project communities.

The project has invested in building solid relationships with traditional chiefs, local leaders of community-based organizations, and the local authorities and representatives of government agencies. In their efforts to empower community members, the ATECs and specialists should remember to provide opportunities for project constituents to meet with authorities and government agencies as much as possible. This recommendation supports and underscores this

important role of accompaniment, as it was mentioned by ECLIC staff frequently as a means to ensure continuity to all three objectives.

To build on these relationships, exit strategy workshops should be held at local levels, involving several communities at once with attendance from local officials and key members of the community. The project reviews results, communities share experience, and statements of commitment are made by the officials that key activities will continue into the future.

4. Find ways to support CAP-CCPC membership.

The CAP-CCPC members should have distinguishing identification badges or caps. In Interim Evaluation focus group discussions, CAP-CCPC members were scrupulous about maintaining a distinction between themselves and ECLIC beneficiaries. According to the members of the committees, no committee member is eligible to be a beneficiary. Most of them struggle with their own family economies, but their interest in their communities takes priority. It would be good if they could be introduced to microcredit programs or begin small enterprises through another channel or NGO. Starting a savings and loan is not beyond their ability if they watch how they are run and get help from the volunteer *relais communautaires*. The Exit Strategy Plan (or an updated CAP) should include training for those interested.

5. Create strategies for regular, continuous attention to mobilization awareness raising and child labor monitoring after the project ends.

The project plan calls for continued and regular awareness-raising for the life of the project. Within the Exit Strategy, a plan should be made with CCPCs to program the coming two years after ECLIC ends. The plan can identify topics for future community-wide discussions and schedule activities into the future, such as World Day Against Child Labor which is held every year on June 12. The project can empower the child monitoring volunteers to collect and record data on accidents related to children working, reports of abuse and violence against children, and incidents of child trafficking which can be discussed in community-wide meetings. These activities help retain enthusiasm and build consensus in the communities to keep fighting child labor after the project has ended.

6.2 Other Project-Level Recommendations

1. Consider reclassifying the IGA Assistant as a Specialist.

The staff member responsible for supervising, monitoring, training and nurturing the IGA groups with their savings and loan, functional literacy, and livelihood improvement microenterprise programs seems to have a high degree of responsibility commensurate with the specialists, but is called an assistant. It is recommended that the organizational staffing scheme be consistent and call her a specialist as well. If the issue is budgetary, that may be a problem to be solved by the project.

2. Continue to verify the quality of deliverables.

Among verifiable deliverables, the backpacks were the only example of the project providing sub-standard quality to its beneficiaries, and that aspect is being remedied. The building construction and school furnishings appear to be of excellent quality so far, but the ATECs and CAP-CCPC members should be watchful that buildings are safe. Similarly, the specialists and IGA Assistant want to choose quality over quantity in their work.

3. Encourage the School Directors in target schools to monitor student attendance and performance, especially those of beneficiaries.

School Directors and teachers in the ECLIC target communities have large class sizes. While managing the classroom and discipline problems, they sometimes forget the child protection principles that they learned in project awareness raising, and resort to corporal punishment and lax teaching. ECLIC staff should work with the Regional Direction of National Education, school leadership and school management committees to ensure that the trainings on child rights and other topics that were provided to teachers become institutionalized. Through regular visits to schools to track school improvements, ECLIC staff should use the visits as an opportunity to reinforce child rights values. CCPC volunteers who monitor beneficiaries for the project should be encouraged to visit the children in the schools to confirm their attendance. Their data may be useful in the end line study.

4. Small fixes that would have meaningful impact:

- The ATECs and CCPCs need cases and screen protectors that protect tablets from dust, splashing and shocks.
- The ECLIC literacy students, particularly older women, need magnifying eyeglasses to read. Some may need corrective lenses. Lions International, which has branches in the country, is one organization which donates eyeglasses. Magnifiers are not expensive and could probably be ordered in bulk at less than \$1 per pair. If donations are not available, the project should determine if a budget modification is needed to allow the cost. It is pointless for people to learn to read if they cannot see the words.
- The ECLIC literacy program needs additional reading materials. The project seems aware of the need to have reading materials, but it is recommended that ATECs carry magazine and newspapers to the communities.
- There is no question that school materials are essential for beneficiaries to make the most of their experience in school. The pens, notebooks, calculators and other supplies are vital. In general, backpacks can serve as important attraction to keep children in school. In the case of ECLIC's first distribution, the bags were of inferior quality, so they were not all distributed. It may be that the contents are more important to the children than the cheap bags. Among stakeholders, there are disparate perspectives and opinions about the necessity of the bags. Children need bags to carry their books, but simpler ones with

handles might be stronger and last for more than one semester. They could be manufactured by tailors in nearby towns.

6.3 Recommendations for ICI Future Projects

With its specialized focus on fighting child labor through service, monitoring and working with the cocoa industry, and building awareness and capacity, ICI has an impressive track record. It apparently continues to build its reputation as an agency which strengthens child protection and mitigates child labor in cocoa-growing communities. It seems to be a dynamic foundation, willing to address difficult issues while staying true to its mission. While recognizing that ICI has its own strategy, the Interim Evaluation suggests areas where ICI might reflect on programming and policy.

1. *Expand elements of community mapping.*

It is obvious that the community development process of citing problems, generating alternatives, and planning activities is new to most of the people living in ECLIC communities. It is recommended that the community mapping exercise be strengthened. In community mapping, participants record different types of resources already existing in their locality as well as what might be lacking. It goes beyond simply counting the number of wells in the village, for example, and looks at their location and analyzes how the location affects the whole community. It might include an analysis about the heterogeneity (or homogeneity) of the community. Human resources are also studied in community mapping. In the case of ECLIC, adding an overview of local human resources in the mapping might identify people qualified to teach vocational skills or help in creating microenterprises.

2. *Continue to build relationships with the key government entities related to the encampments located on protected lands.*

The situation of encampments and government environmental services represents an evolving and dynamic policy arena. The project should continue to work with the parks and forest service authorities so that policy refinements regarding classified forests are communicated to the communities involved. The problems that have been raised due to ethnic differences and the displacement of encroaching settlements will escalate if they are not addressed. The general population needs to feel safe and respected by law enforcement, rather than the target of arbitrary, sometimes forceful raids. ICI will certainly want to continue to help these vulnerable communities where the protection of children is concerned even after ECLIC ends. This may mean also adding the Ministry of Justice to their contacts and strengthening strategies to help the cocoa producers on land rights issues.

The cocoa industry is cognizant and concerned about the impact of climate change and the problems connected to small producers. Reforestation is becoming a watchword for the cocoa industries.⁶⁵ At the 2017 United Nations Climate Change Conference (COP23) in Germany, Côte d'Ivoire, Ghana, and chocolate and cocoa companies announced the Frameworks for Action to End Deforestation and Restore Forest Areas, known as the Forest Investment Plan.⁶⁶ The first follow-up meeting was hosted by the government of Côte d'Ivoire in Abidjan on January 17-18, 2018. The two days were spent in technical workshops which raised issues related to the displacement of the cocoa farmers. If possible, ICI should be a part of these evolving discussions to remain aware of the issues facing the families that they serve.

6.4 Recommendations for USDOL

1. Streamline the Comprehensive Monitoring and Evaluation Plan (CMEP) Process.

Most of the participants appreciated the CMEP process, which required stakeholders and staff from both ICI and ECLIC to contribute to the project plan in detail. However, according to those participants interviewed during the Interim Evaluation, the time period between CMEP 1 and CMEP 2 workshops was not seen as contributing to the planning process as much as it was viewed as a bureaucratic exercise between the field and USDOL. Three participants reported email exchanges over terminology as excessive. Two informants suggested that, in addition to the materials supplied, having CMEPs from similar, previous USDOL projects would have helped them in creating their own CMEP.⁶⁷ They felt with samples they would have been able to reach agreement more quickly on language for the indicators, results framework, and PMP, and thus, begin operations sooner.

USDOL has reasonable expectations that the final planning documents are useful and conform to the ILAB/OCFT requirements. A staff member specifically charged with the CMEP process should go to the project country, implement the CMEP workshop and finish the plan before returning to Washington. The USDOL staff member would serve as the final arbiter of language, theory, and

⁶⁵ "Ahead of UN Climate Conference, Chocolate and Cocoa Companies Drive Momentum to End Tropical Deforestation," World Cocoa Foundation. September 11, 2017; "Cocoa and chocolate industry join forces with West African governments for deforestation-free initiative," Food Industry News. September 13, 2017.

⁶⁶ "At the 2017 climate conference in Bonn (COP23), 22 companies [and the governments of Côte d'Ivoire and Ghana] signed Frameworks for Action to support cocoa productivity... in both countries, restore forests, and end deforestation related to cocoa production." World Bank: Jul 25, 2017.

See also the joint report, "Forest- and Climate-Smart Cocoa in Côte D'Ivoire and Ghana," by Program on Forests, World Bank Group, Forest Carbon, World Cocoa Foundation and Climate Focus, 2018 in which the Frameworks are described in detail. Available online at www.worldcocoafoundation.org

⁶⁷ For example, Appendix E of the FOA, ILAB/OCFT Common Indicators, p.49

practices. The planning time would be reduced, so that the project activities would start sooner. If possible, USDOL should recognize those who complete the CMEP training with a certificate.

2. Consider programs addressing the supply chain for farm families as a means to curb child labor.

USDOL's prominent role in fighting child labor in the cocoa producing industry is to be commended. USDOL and ICI understand the complexity of the issue. ICI's primary focus is on child protection and child labor as it relates to the cocoa industry, but the ECLIC project theory and the IGA development suggests alternative income streams which might move present-day ICI constituents out of the cocoa sector in the future. ECLIC does not have an explicit agriculture objective, and therefore its activities do not address improving cocoa production or diversification.

The length of the supply chain is a major obstacle to cocoa producers who want to increase their income. Higher yields and better access to markets would help increase incomes so that children would be less likely to enter child labor or be involved in hazardous work. According to its website, ICI already works in several ways to address this subject area in projects. USDOL and ICI should consider projects which improve cocoa production and promote streamlined conditions in the supply chain.

ANNEX A: Data Collection Matrix

Evaluation Questions for ECLIC Mid-Term Evaluation		
Relevance	Inputs/Evidence	Desired Features
<p>1. To what degree is the project design appropriate and adequate to address the key causes of child labor among beneficiary children and households? How are these perceived in terms of their potential impact on children’s work, child labor, school attendance, and school retention? What are the challenges?</p>	<p>INTERVIEWS and FGD: All interviewees</p> <ul style="list-style-type: none"> Project Director and staff local authorities, particularly educators: review of children’s work, child labor, school attendance, and school retention Focus Group Discussions (FGD) with parents and community members <p><u>SITE VISITS - observation</u> DOCUMENTS: ProDocs and CMEP Technical Progress Reports (TPR), Status Reports Work Plan Key national stakeholders and Stakeholder Meeting</p>	<p>Child labor in cocoa sector observable, documented supports relevance Responds to relevant needs from perspective of direct beneficiaries Assumptions are correct as to key causes of child labor High perception of impact Child laborers withdrawn/prevented Educational opportunities available and being utilized Challenges are clearly identified and being addressed pragmatically</p>
<p>2. Are the types of education services provided/to be provided to project beneficiaries relevant and sufficient for each individual?</p>	<p>INTERVIEWS and FGD: All interviewees, especially children, parents, educators, project staff, local authorities SITE VISITS – Services, Materials and facilities observed</p>	<p>Educational Services available and being utilized, or in progress are sufficient Deemed relevant Recommendations</p>
Effectiveness	Inputs/Evidence	Desired Features
<p>3. Will the project likely achieve its planned goals and objectives by the end of the project? How could the implementation of project activities be improved?</p>	<p>Solicited opinions from all interviewees Project Director and staff Local authorities Relevant key national stakeholders, Community participants and beneficiaries</p>	<p>CMEP, ProDoc, Technical Progress Reports (TPR), Status Reports, are in place and submitted according to timetable Cohesive and coherent Work Plan</p>
<p>4. Have there been any contextual factors that have impacted the implementation of the project activities (positively or negatively) or unexpected challenges that have hindered the achievement of the project objectives thus far? What strategies/measures were undertaken to mitigate any challenges?</p>	<p>Specific evidence of explicit factors influencing the achievement or non-achievement of objectives DOCUMENTS INTERVIEWS and FGD</p>	<p>Challenges mitigated, or clear, transparent steps in place Networking, training to meet challenges</p>

Evaluation Questions for ECLIC Mid-Term Evaluation		
5. In what way are the challenges around the encampment communities being addressed; e.g. animosity from main villages and those located within national forests?	INTERVIEWS and FGD Clearly articulated and rational identification of challenges and root causes, possible approaches Project, local authorities supports approaches with available human and material resources	A program being followed that promotes means to address challenges; e.g. animosity being tackled, if not reduced
6. Are the project beneficiaries and local authorities satisfied with the implemented project activities to date? Is the target population responding positively to the project's activities? If not, how could this be improved?	INTERVIEWS and FGD with project beneficiaries and local authorities SITE VISIT – observations, questions to general public	Project beneficiaries and local authorities satisfied with the implemented project activities; no complaints Remedies for complaints in progress Visible servicing
7. What have been the results of the establishment of Community Action Plan-Community Child Protection Committees (CAP-CCPC) in project communities? To what extent are the CAP committees functioning? Do they have stakeholder buy-in (i.e. Are the committees being used to raise issues)? To what extent has the project been successful in integrating communally representative members into the CAP-CCPCs and the CAP development process? What challenges and successes has the project experienced in developing CAPs?	Project Director and staff Observation, frank interview and FGD with Community participants, local authorities, Community Action Plan-Community Child Protection Committees (CAP-CCPC) Beneficiaries (Children and Adults) Relevant national stakeholders Assess understanding and commitment , challenges and successes Technical Progress Reports (TPR), Status Reports Work Plan TPRs, Status Reports, Training materials SITE VISITS - observation	Obvious and articulated understanding and commitment Transparency
Efficiency	Inputs/Evidence	Desired Features
8. What project activities have experienced delays? How have the delays in project start-up and activity implementation impacted the overall timeline of the project? How has the project adapted to the challenges that have arisen from these delays?	DOCUMENT review: CMEP, Technical Progress Reports (TPR), Status Reports, Work Plan Training materials SITE VISITS - observation INTERVIEWS with Project staff, USDOL Evidence of and impact of any delays examined; and plans to adapt	Delays have been addressed with new plans, adaptations or modifications Creativity, flexibility, rational approaches
9. How has turnover of staff personnel impacted implementation?	Exploration of evidence, frequency and causes of staff turnover. (Does it reflect project issues or exterior issues?) DOCUMENTS and materials review	Strong, cohesive staff Problems addressed or being addressed within a time frame

Evaluation Questions for ECLIC Mid-Term Evaluation		
10. How are beneficiaries selected and how are the types of services for each beneficiary determined?	Examination of criteria for beneficiary selection, method of recruitment, and service determination DOCUMENTS: DBMS, Observations/Examination of files at project offices School inspection reports, Observations in classrooms N.B. Evaluator will do spot checks on data quality and accuracy, notably as concerns the work and educational status of children.	Beneficiary selection reflects neediest and most appropriate choices, transparent and accountable recruitment, and logical and intelligent service determination
11. Is the available budget perceived to be adequate to achieve the stated output and outcome? Why? If not, should the budget be readjusted and how?	Assessment of budget, DOCUMENTS reviewed, files and equipment observed INTERVIEWS with project staff and USDOL Clearly identified and itemized issues	If warranted, changes made or planned in timely manner
12. Does ICI have mechanisms in place to mitigate risks of fraud or other forms of financial mismanagement or crime?	Evidence or lack thereof of mechanisms and procedures; reports where mechanisms have been itemized	Installation of stringent mechanisms in place or in progress Coordination with pertinent agency/network, training
13. What is the effectiveness of the project's monitoring system? Are the tools useful and appropriate? What are the strengths and weaknesses? How can this be strengthened?	DOCUMENTS review: CMEP TPRs, Status Reports, Data Collection Instruments INTERVIEWS with Project Director and staff (especially M&E) USDOL M&E materials, Data collection protocols DBMS, Observations/Examination of files at project offices Strengths and weaknesses documented with reasons why	Deemed effective because information is gathered punctually, reported, analyzed Tools considered useful and appropriate, or modifications planned Recommendations, networking, training if warranted
Coordination and Sustainability	Inputs/Evidence	Desired Features
14. What challenges or successes has the project encountered in engaging with key stakeholders (government, private sector and non-governmental partners) to combat child labor long term (beyond life of project)?	All interviewees will display a perspective on challenges, particularly project staff, government, private sector and non-governmental partners. INTERVIEWS and FGD Deep exploration of possibility for sustainability	Evidence of adherence and commitment by key stakeholders
15. How can ECLIC further build the support of stakeholders to promote sustainability? What additional activities or efforts should be made in order to further promote sustainability for each of the ECLIC project's components?	Examination of policies, legal instruments, child labor materials Stakeholder meeting FGD and INTERVIEWS with relevant key village/town, district, and national stakeholders Line ministry representatives, CNS, UNICEF, CIM, CCC <i>Chambre Nationale des Métiers</i> Stakeholder meeting	Action plans in place to build sustainability Practical Recommendations

ANNEX B: Itinerary

SCHEDULE (INTERVIEWS, VISITS TO COMMUNITIES) FOR THE INTERIM EVALUATION OF THE ECLIC PROJECT

February 3-23, 2018

Date/Place	Site/Activity
FEBRUARY	
Saturday 03 Abj	Arrival - Abidjan
Sunday 04 Abidjan	Meeting/dinner with ECLIC Project Manager, IBIS Plateau
Monday 05 Abidjan	Briefing with ICI Meeting with ECLIC Core Staff (Project Manager and 5 sector specialists) ICI Office
Tuesday 06 Abidjan	Chambre Nationale des Métiers CNS CIM ILO/IPEC
Wednesday 07 Gagnoa	Travel Abidjan-Gagnoa (5h) (Picked up 2 Interpreters) Lunch/Meeting ATEC Community #1 Sakua CAP-CCPC members, School Director, Community leaders Separate FGD meetings with beneficiaries: AGR/Literacy (5 Women, 2 Men), 4 school children (2 girls, 2 boys) Tour of Community 1 Interpreter Malinké
Thursday 08 Gagnoa	Community #2 Kondokro Meeting with Chief, Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR/Literacy (4 Women, 4 men), 4 school children (2 girls, 2 boys) Visited school 1 interpreter Baoulé Back to Gagnoa Community #3 Akromiabra Meeting with Chief, CAP-CCPC members, Community leaders Separate FGD meetings with beneficiaries: AGR, 1 Relais Communautaire, Literacy, school children 1 interpreter Baoulé
Friday 09 Gagnoa	Community #4 Ayaoukro Meetings with Chief (Village and Encampment), Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR/Literacy (2 Women), AGR (2 women), AGR/Community Service (3 men), Literacy facilitator, 4 school children (2 boys, 2 girl) 1 interpreter Baoulé Community #5 Kocumbo-Yaokro Meeting with Chief, Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR, Literacy, school children 1 interpreter Baoulé
Saturday 10 Duékoué	Travel Gagnoa-Duékoué (4h) Lunch Meeting with ATEC

Date/Place	Site/Activity
	Travel-Duékoué- Kouadiobakro Community #6 Kouassibakro Meeting with Chief, Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR, Literacy, school children
Sunday 11 Man	Travel Duékoué-Man (3h)
Monday 12 Man	Communities #7 Ouyably/ #8 Gnondrou (2h) Meeting with Chief Head of local NGO Merged meetings with Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR, Literacy, school children Visit to 2 Schools 1 interpreter Baoulé Community #9 Koulayere Meeting with Chief, Community leaders, CAP-CCPC members, 1 Alternate member of the CAP-CCPC Separate FGD meetings with beneficiaries: AGR (Women, Literacy, school children Visit community building 1 interpreter Baoulé
Tuesday 13 Man	Meet with ATEC Community#10 Sinikosson (3h) Meeting with Chief, Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR, Literacy, school children Visit School buildings in construction 1 interpreter Baoulé Working Lunch with Tahouto at Kouibly African Restaurant Sinikosson-Man (3h)
Wednesday 14 Soubré	Man-Duékoué (1h) Meeting with DREN (Regional Education, Duékoué) Duékoué-Bakarydougou Community # 11 Bakarydougou Meeting with Chief, Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR (4 Women), AGR (3 men), 1 Relais Communautaires, Literacy facilitator, Visit School, Director Sileu Domingo, 2 teachers, school children Classroom construction materials, Bridging Shelter 1 interpreter Baoulé Bakarydougou- Soubré Meeting with ATEC Meeting with SOSTECI, MFPEs, Soubré
Thursday 15 San Pedro	Community # 12 Gligbeuadji Meeting with Chief, Community leaders, CAP-CCPC members Separate FGD meetings with beneficiaries: AGR/Literacy (12 Women), AGR (10 women), AGR (5 men), 2 Relais Communautaires, 2 Vocational Ed beneficiaries (women), 1 child laborer School director and teachers, school children Separate meetings with 2 CAP-CCPC presidents Visit to school, meet with Director and teachers 1 interpreter Baoulé SODEFOR, San Pedro
Friday 16 San Pedro	Meeting in Sous Préfet, Doba Interview with ATEC
Saturday 17	Interview with ATEC

Date/Place	Site/Activity
San Pedro	
Sunday 18 Abj	Travel from San Pedro to Abidjan (9h)
Monday 19 Abj	Prepare for Stakeholders Meeting
Tuesday 20 Abj	Individual interviews with ECLIC specialists Joint Meeting
Wednesday 21 Abidjan	Change Hotels
	Meeting with CESI
	Stakeholders' meeting preparation
Thursday 22 Abidjan	Stakeholders' meeting
	Follow-up Meetings
	Abidjan/ABJ- Paris/CDG
Friday 23	Paris/CDG – NY/JFK

ANNEX C: Interviewees, Informants and Related Contacts

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ANNEX D: Stakeholder Meeting Program and Participants



PROGRAM OF THE ECLIC STAKEHOLDER MEETING Interim Evaluation Briefing for Stakeholders

Novotel Hotel, Abidjan
22 February 2018

Time	Activities	Resource People
8h00 - 8h30	Reception and registration of participants	
9h00	Words of Welcome	ICI Côte d'Ivoire
9h15	Presentation of participants	Participants
9h30	Brief explanation of the objectives of the workshop and introduction of the consultant PowerPoint	ECLIC Project Manager / Consultant
10h - 10h15	Coffee Break	
10h15 - 10h30	Review of the ECLIC project, its objectives and activities and its areas of work PowerPoint	ECLIC Project Manager
10h30 - 11h30	Presentation of the mission report by the consultant Preliminary Observations and Results PowerPoint	Consultant/ Evaluator
11h30 - 12h45	Discussion : Questions – Areas of clarification - opinions	Consultant
12h45 - 13h45	Lunch Break	
13h45 - 14h15	Recommendations: What more needs to be done and by whom?	Consultant
14h15 - 14h30	Words by Sub-Prefects Synthesis and Acknowledgments	ECLIC / Consultant / CN

The names of participants have been removed in accordance with the Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.

Independent Interim Evaluation

Eliminating Child Labor in Cocoa Growing Communities

(ECLIC)

in

Côte d'Ivoire

Cooperative Agreement Number: IL-28093-15-75-K-1
Financing Agency: U.S. Department of Labor
Grantee Organization: International Cocoa Initiative
Dates of Project Implementation: Nov 2015 - Nov 2019
Type of Evaluation: Independent Interim Evaluation
Evaluation Field Work Dates: February 5-23, 2018
Preparation Date of TOR: January 2018
**Total Project Funds from USDOL
Based on Cooperative Agreement:** US \$4,500,000

Vendor for the Evaluation Contract:



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I. 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 exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 90 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

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

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

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 addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

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

Project Context⁶⁸

Child labor in cocoa-growing areas is caused by a complex interplay of social, economic and cultural factors which span across the individual, household, community, national and international levels. According to the Tulane 2013/14 survey, 1.9 million children were engaged in child labor in agriculture in the cocoa-growing areas of Côte d'Ivoire, with 1.2 million of these child laborers working in cocoa production.⁶⁹ This represents a 41% increase in the number of child laborers working in cocoa production since 2008/9, with 49.9% of children living in cocoa-growing areas presently engaged in child labor in agriculture.⁷⁰

While the Government of Côte d'Ivoire has made significant progress in implementing the National Action Plan against Trafficking, Exploitation and Child Labor, progress is often hindered in cocoa-growing areas due to a number of factors. The project has identified the following main problems contributing to child labor in the cocoa sector in Côte d'Ivoire:

1. Insufficient community sensitization and commitment in the fight against child labor

Cocoa growing communities are not adequately aware of the negative impacts of child labor. In cocoa growing communities, traditional beliefs and practices related to children, especially girl's, leads to engagement in child labor. Girls face a significant barrier in access to education, school retention and completion in cocoa-growing areas. The Tulane 2013/14 survey reported that 67.3% of girls aged 5-17 were working in cocoa-growing areas and attending school as compared to 72.5% of boys.⁷¹ These gender gaps in access to education are compounded by socio-cultural attitudes towards women and girls in society (such as the greater responsibility for household chores placed upon girls, early marriage, and childbearing), a lack of appropriate infrastructure and long distances to travel to the nearest schools. There is often risk of gender-based violence for girls travelling to/from remote schools, as well as within school. In Côte d'Ivoire, 16% of girl's report

⁶⁸ Adapted from Project CMEP

⁶⁹ Tulane report. 2013/2014

⁷⁰ Idem.

⁷¹ Ibid, p. 36

being sexually abused by a teacher and 50% by another pupil.⁷² These gender disparities in safe access to school increases the likelihood of girls' engagement in child labor and can have a negative impact on school learning outcomes and their future earning potential. This also has a negative impact on child labor risk in the long-term, due to the correlation between women's economic empowerment and children's wellbeing.⁷³

2. Insufficient household incomes to ensure prioritization of children's education

Most cocoa farmers in Côte d'Ivoire live in extreme poverty due to their small land-holdings, low agricultural productivity, lack of infrastructure and poor access to market information, amongst other factors. Their average \$0.50-1.00 daily earnings can constrain cocoa farmers in their labor choices in the context of high labor costs, fees for school and other basic needs, and poor access to institutional credit.⁷⁴ Using child labor on the farm can thus be viewed as the most viable option for poor cocoa farmers' family survival. Children's participation in farming has also been viewed as a socialization process as well as a tradition whereby parents can pass on farming livelihood and skills to their children. This socio-economic dynamic highlights the need to tackle the poverty and socio-cultural determinants of child labor together in an integrated area-based approach, which provides farmers with alternatives to using child labor while avoiding children's displacement into other sectors.

3. Low access to educational opportunities for children engaged in or at risk of child labor

Evidence shows that poverty and child labor rates are lower where the head of household has completed primary school and these rates continue to decline with longer school enrolment.⁷⁵ In Côte d'Ivoire, the average number of child laborers where their head of household is uneducated is 1.08, as compared to 0.73 where the head of household has completed primary school. Nevertheless, many children do not complete primary school in cocoa-growing areas of Côte d'Ivoire due to issues of distance, school costs (which can reach up to 34% of household expenditures⁷⁶), low quality of education, perceived low returns to schooling, and lack of birth certificates (which are sometimes required to enroll a child in school as well as compulsory to be able to sit the national primary school exams). In 2014, the average national primary school completion rate across Côte d'Ivoire was 61%, the average drop-out rate was 5.1% and the grade

⁷² CERFODES, ROCARE (2014). *Etude sur le bien-être et la sécurité des élèves de Côte d'Ivoire*

⁷³ World Bank/FAO/IFAD (2008) "Executive Summary: Investing in women as drivers of economic growth." In: Gender in agriculture sourcebook. World Bank: Washington D.C

⁷⁴ Fountain, A.C. and Hütz-Adams, F. (2015). *Cocoa Barometer 2015*, p.39

⁷⁵ World Bank. (2015). Côte d'Ivoire - From crisis to sustained growth: priorities for ending poverty and boosting shared prosperity - systematic country diagnostic. Washington, D.C.: World Bank Group

⁷⁶ Ibid, p. 104

repetition rate was 22%.⁷⁷ This translates into children leaving school without sufficient skills which contributes to youth unemployment and poverty, and perpetuates the child labor risk. For instance, only 44.2% of children living in agricultural households in cocoa-growing areas reported that they were able to read a short simple statement.⁷⁸ In addition, 29% of children do not attend school, increasing their likelihood to be engaged in child labor and hazardous activities.⁷⁹ At the same time, a high proportion of children attending school are also engaged in child labor, underscoring the necessity to combine the promotion of school attendance with awareness raising activities about what constitutes safe-age appropriate work for children as well as strengthened economic opportunities for their parents.

Project Specific Information⁸⁰

In November 2015, the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a cooperative agreement to the International Cocoa Initiative (ICI) to implement a project entitled “Eliminating Child Labor in Cocoa [Growing Communities]” (ECLIC). The project is implemented in Côte d’Ivoire, working in collaboration with various institutional partners, including the National Oversight Committee of Actions against Child Trafficking, Exploitation and Child Labor (Conseil National de Surveillance, CNS), Comité Interministériel (CIM), decentralized State Services, and community leaders as well as international non-governmental organizations (NGOs) and communities.

The ECLIC project aims to reduce child labor in 50 cocoa-growing communities in Côte d’Ivoire. This objective will be achieved through an integrated area-based approach, focusing on child labor in cocoa growing areas, including Montagnes, Goh-Djiboua and Bas-Sassandra. Direct beneficiaries include children and vulnerable households. The project aims to provide various forms of remediation, social or education assistance to an estimated total of 5,450 vulnerable children engaged in child labor or at risk of engaging in child labor (children 5-17 years old having dropped-out from school; children 5-17 year old lacking basic literacy/numeracy skills; children 5-17 years old not attending or non-regularly attending school; children 14-17 years old out-of-school that do not want to be reintegrated in formal schooling and who need support to gain appropriate skills; children 5-17 years old without birth certificate). One thousand five hundred (1,500) vulnerable households (child orphans or child / female headed households; children with disabilities) will be

⁷⁷ UNESCO Institute for Statistics (UIS), 2012 and World Bank *Côte d’Ivoire - From crisis to sustained growth: priorities for ending poverty and boosting shared prosperity - systematic country diagnostic*. Washington, D.C.: World Bank Group, 2015

⁷⁸ Tulane University, Payson Center for International Development (2015). *2013/14 Survey Research on Child Labor in West African Cocoa-Growing Areas*, p.80

⁷⁹ Ibid, p. 61

⁸⁰ Adapted from Project CMEP and Cooperative Agreement

supported in creating and managing Income Generating Activities (IGA).

With child protection strengthened through the ECLIC project in 50 cocoa-growing communities, ICI anticipates that the project will impact an estimated 150,000 indirect beneficiaries, including 90,000 children, who will live in a more protective environment. ICI's experience in Côte d'Ivoire shows that a stronger protective environment can increase primary school enrolment by up to 20%. Based on this, the project estimates that it will reach an additional 6,000 primary-aged children in school. The project's community-based awareness-raising activities are expected to reach 20% of the targeted community population, thus ICI expects this project to increase understanding of child labor, and its causes, consequences and solutions, among approximately 30,000 community members. Infrastructural interventions to enhance schooling facilities and safety are expected to ensure improved access to higher quality, safer education for an estimated 7,500 school children.

In order to achieve this goal, the project has established three major outcomes and six sub-outcomes, as follows:

Project-level Objective: Reduce child labor in 50 cocoa growing communities in Côte d'Ivoire
COMMUNITY MOBILIZATION
01: Community mobilization in the fight against child labor is increased
01.1 Communities' awareness on child labor issues and the importance of school is amplified
01.2 Community-centered approach to combat child labor is developed
LIVELIHOODS
02. The income of households with children engaged in or at risk of child labor is increased
02.1 Community members implementing IGAs have increased
02.2 Community-based organizations have acquired technical skills in the management of IGAs
EDUCATIONAL OPPORTUNITIES
03. Children engaged in or at risk of child labor have an improved access to quality educational opportunities
03.1 Educational resources are improved
03.2 Child protection in the school environment is reinforced

II. PURPOSE AND SCOPE OF EVALUATION

Evaluation Purpose

The main purposes of the interim evaluation are:

1. To review the on-going progress and performance of the Project (extent to which immediate objectives and outputs are being achieved)

2. To examine the likelihood of the Project achieving its objectives and targets
3. To identify ways to improve delivery and enhance coordination with key stakeholders
4. To identify promising practices and ways to promote their sustainability

The evaluation should also describe how the project worked to build the capacity of the government, and identify successes, challenges and lessons learned for working with existing government programs in Côte d'Ivoire. The interim evaluation should provide OCFT, ICI project staff, partners and key stakeholders with information to assess and revise, as needed, the relevant work plans, strategies, objectives, partnership arrangements and resources in order to maximize the potential impact of the project and increase the likelihood that intended targets and objectives will be achieved.

Intended Users

The evaluation will provide OCFT, ICI, other project stakeholders, and stakeholders working to combat child labor more broadly, an assessment of the project's experience in implementation, its effects on project beneficiaries, and an understanding of the factors driving the project results. The evaluation findings, conclusions and recommendations will serve to inform any project adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate. The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

Evaluation Questions

Relevance

1. To what degree is the project design appropriate and adequate to address the key causes of child labor among beneficiary children and households? How are these perceived in term of their potential impact on children's work, child labor, school attendance, and school retention? What are the challenges?
2. Are the types of education services provided/to be provided to project beneficiaries relevant and sufficient for each individual?

Effectiveness

3. Will the project be likely to achieve its planned goals and objectives by the end of the project? How could the implementation of project activities be improved?
4. Have there been any contextual factors that have impacted the implementation of the project activities (positively or negatively) or unexpected challenges that have hindered the achievement of the project objectives thus far? What strategies/measures were undertaken to mitigate any challenges?
5. In what way are the challenges around the encampment communities being addressed (e.g. animosity from main villages and those located within national forests)?

6. Are the project beneficiaries and local authorities satisfied with the implemented project activities to date? Is the target population responding positively to the project's activities? If not, how could this be improved?
7. What have been the results of the establishment of Community Action Plan-Community Child Protection Committees (CAP-CCPC) in project communities? To what extent are the CAP committees functioning? Do they have stakeholder buy-in (i.e. are the committees being used to raise issues)? To what extent has the project been successful in integrating communally representative members into the CAP-CCPCs and the CAP development process? What challenges and successes has the project experienced in developing CAPs?

Efficiency

8. What project activities have experienced delays? How have the delays in project start-up and activity implementation impacted the overall timeline of the project? How has the project adapted to the challenges that have arisen from these delays?
9. How has turnover of staff personnel impacted implementation?
10. How are beneficiaries selected and how are the types of services for each beneficiary determined?
11. Is the available budget perceived to be adequate to achieve the stated outputs and outcomes? Why? If not, should the budget be readjusted and how?
12. Does ICI have mechanisms in place to mitigate risks of fraud or other forms of financial mismanagement or crime?
13. What is the effectiveness of the project's monitoring system? Are the tools useful and appropriate? What are the strengths and weaknesses? How can this be strengthened?

Coordination and Sustainability

14. What challenges or successes has the project encountered in engaging with key stakeholders (government, private sector and non-governmental partners) to combat child labor long term (beyond life of project)?
15. How can ECLIC further build the support of stakeholders to promote sustainability?
What additional activities or efforts should be made in order to further promote sustainability for each of the ECLIC project's components?

III. EVALUATION METHODOLOGY AND TIMEFRAME

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

A. Approach

The evaluation approach will be qualitative and participatory in nature. Qualitative information will

be obtained through field visits, interviews and focus groups as appropriate. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis (please see TOR Annex 1 for a list of quantitative project indicators to be included in the evaluation). Quantitative data will be drawn from the CMEP and project reports to the extent that it is available and incorporated in the analysis.

The evaluation will be conducted by an independent evaluator. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Gender and cultural sensitivity will be integrated in the evaluation approach.
3. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.

As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

B. Evaluation Team

The evaluation team will consist of:

1. The international evaluator: Louise Witherite
2. As appropriate an interpreter fluent in necessary languages will travel with the evaluator

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

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

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

C. Data Collection Methodology

1. Document Review

- Pre-field visit preparation includes extensive review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents may include:
 - CMEP documents and data
 - Baseline report
 - Project document and revisions,
 - Cooperative Agreement,
 - Technical Progress and Status Reports,
 - Project Results Frameworks and Monitoring Plans,
 - Work plans,
 - Correspondence related to Technical Progress Reports,
 - Management Procedures and Guidelines,
 - Research or other reports undertaken (baseline studies, encampments research, IGA market study research, etc.), and
 - Project files (including school records) as appropriate.

2. Question Matrix

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

3. Interviews with stakeholders

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

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

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work
- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations

- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Government Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (children withdrawn and prevented and their parents)
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- U.S. Embassy staff member

4. Field Visits

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

D. Site Sampling, Data Collection Protocols, and Data Analysis Methods

As noted, qualitative and quantitative data collection method will be used. The thrust of the evaluation is to collect evidence for the interim evaluation across a reasonable sample, through in-depth interviews and observations in the field, and analyze the information.

Site Sampling: During the planned February 2018, field site visit, the evaluator will travel to at least four project target communities in each of the three Administrative districts targeted by the project (Goh-Djiboua District, Des Montagnes and Bas-Sassandra) to assess a reasonable sample of activities, engagement and participation of stakeholders, and recognize contextual aspects for each district. Also, key stakeholders based in Abidjan will be interviewed.

Data Collection Protocols: Evidence of the project's progress will be collected through observation of project activities; examination of project records; review of relevant project documents, scholarly, and media reports; and interviews and focus group discussions (FGD) where strategically designed questions and open-ended discussion will be used to collect data.

Interviews, FGD and open meetings will be conducted with the broadest range of project stakeholders as possible, including direct beneficiaries. These discussions are expected to be flexible enough that rich discussions can take place and, if applicable, observable project outcomes

seen. In addition, informants may be assured of confidentiality in the evaluator-informant relationship.⁸¹ The evaluator will use semi-structured questions designed to elicit desired information related to (1) project activities and outcomes, especially addressing each of the project three components (e.g. Implementation of Community Action Plans on Child Labor and Children's Rights, Community awareness on CL and OSH, Education strategy); and (2) contextual (e.g. economic, social, political) factors affecting project implementation.

As referred to in Section III. C. above, stakeholders and beneficiaries include: ECLIC project staff; institutional partners (CNS, CCC and CIM),⁸² RCI government representatives at national and regional levels, including Ministère d'Éducation Nationale and other relevant ministries, Child Protection Committee members; community leaders; Technical Assistant/community facilitator/ATEC; School Management Committee members; educators and service providers linked to participating schools, learning sites, or other educational institutions; women and youth groups; project related CBOs; and farmers and employers. Representatives with relevant UN agencies or NGOS operating in country may be interviewed to expand an understanding of the project context, as appropriate and if time permits, as will pertinent representatives from the US Embassy.

Further, the data collection protocol requires (1) that individuals benefiting from educational and other project services, notably parents, children and youth, will be met and interviewed at each community visited; and (2) informants from each separate type of activity supported (e.g., formal school, vocational education, teachers, pupils, cocoa farms, cooperatives, clubs, community centers) will be met. It is not necessary to visit each and every project target site; an example in each of the geographic/administrative districts will suffice.

Data Analysis Methods: In order to ensure the credibility and validity of results, information provided by stakeholders will be triangulated using multiple sources. The evaluator will assess the stakeholders' and beneficiaries' satisfaction with the project, contrast the validity of project strategies used in the field, appraise the quality of services delivered, identify key strengths and weaknesses in project implementation and identify unexpected effects of project activities as well as other relevant features of project implementation. The evaluation will assess the project's progress towards its intended outputs.

While the evaluation will address the project's performance to date with regards to all CMEP indicators, special attention will be given to identify and clarify results among "lead indicators" (or combination of these), that may play a special role regarding the viability of the project's Theory of

⁸¹ As noted elsewhere, the evaluator will follow the child-sensitive approaches to interviewing children expressed in ILO-IPEC and UNICEF guidelines on research with children.

⁸² Comité Interministériel (Inter-ministerial Committee), Conseil National de Surveillance (National Oversight Committee of Actions against Child Trafficking, Exploitation and Child labor), Conseil Café (Coffee Council)

Change, such as:

- number of communities which effectively implement a Community Action Plan
- number of children withdrawn or prevented from Child Labor
- number/% of children attending school, formal or informal education
- number of children receiving vocational training
- number/% of HH receiving livelihoods support
- number of community members reached by awareness-raising activities

Since project implementers will provide Monitoring and Evaluation data in the context of data collection, DBMS statistics on beneficiaries at the time of their entry to the program up to the interim evaluation period will be analyzed.

The evaluation interim report will provide support to USDOL accountability and learning objectives. It will assess the quality of the project's monitoring system, and ascertain if monitoring information provided in the TPR is being used periodically for decision making and programmatic adjustments by the grantee. The evaluation report will contain an annex with updated information on the status of project CMEP indicators by the time of the interim evaluation.

E. Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will 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.

Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children (http://www.unicef.org/media/media_tools_guidelines.html).

F. Stakeholder Meeting

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

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

the discussion and possibly a brief written feedback form.

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

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

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

G. Limitations

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

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

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

H. Timetable

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

Task	2018 Dates
Evaluator submits Methodology and Sampling Plan for TOR	Fri, Jan 5
SFS sends Draft TOR to USDOL and ICI	Wed, Jan 10
USDOL submits Evaluation purpose and questions to Contractor	Tues, Jan 16
ICI submits Evaluation questions, list of stakeholders and list of suggested projects sites for field visits to Contractor	Tues, Jan 16
Evaluator submits Draft itinerary	Thurs, Jan 18
Logistics call - Discuss logistics and field itinerary	Fri, Jan 19

Task	2018 Dates
Cable clearance information submitted to USDOL	Fri, Jan 19
Finalize TOR	Fri, Jan 19
Finalize field itinerary and stakeholder list for workshop	Wed, Jan 24
Evaluator submits Question Matrix to Contractor	Thurs, Jan 25
SFS submits Question Matrix to USDOL and ICI	Fri, Jan 26
Interview call with USDOL	Mon, Jan 29
Fieldwork	Feb 5-21
Stakeholder Meeting	Thurs, Feb 22
Post-fieldwork debrief call	Mon, Mar 5
Draft report to Contractor for quality review	Mon, Mar 12
Draft report to USDOL & Grantee for 48 hour review	Mon, Mar 19
48 hr Comments due to Contractor	Wed, Mar 21
Revised report sent to Contractor	Thurs, Mar 22
Revised report sent to USDOL and ICI for full 2-week review	Fri, Mar 23
USDOL and ICI stakeholder comments due	Fri, Apr 6
Revised report to Contractor for quality review	Thurs, Apr 12
Revised report to USDOL	Mon, Apr 16
Final approval of report	Mon, Apr 30
Final copy edited & 508 compliant report submitted to COR	Mon, May 14
Final edited report to grantee and stakeholders	Tues, May 15

IV. EXPECTED OUTPUTS/DELIVERABLES

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

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (no more than five pages providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Findings, Conclusions and Recommendations
 - A. Findings – the facts, with supporting evidence. This should include answers to each of the evaluation questions, with supporting evidence included
 - B. Conclusions – interpretation of the facts, including criteria for judgments

- C. Lessons Learned and Good Practices
- D. Key Recommendations - critical for successfully meeting project objectives
 - judgments on what changes need to be made for future programming

- VII. Annexes - including list of project indicators (see TOR Annex 1); documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

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

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

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

V. EVALUATION MANAGEMENT AND SUPPORT

Sistemas, Familias y Sociedad (SFS), the Contractor, will be responsible for Evaluation Management and Support.

SFS has contracted with Louise Witherite to conduct this evaluation. She is a Juris Doctor based in Vermont and has worked as a consultant for more than 20 years in the areas of project design, evaluation, policy analysis and formulation, strategic planning and organizational development, research, writing and editing for international and local NGOs. Her geographical experience has spanned the African region (35 years), Asia (10 years), Caribbean (10 years) and Central America (5 years). Since 1980 she has been serving as a University Instructor or Guest Lecturer on topics such as child labor, trafficking, women's studies, policy and program design. She has performed 14 consultancies for USDOL and ILO-IPEC since 2004. Lou will work with OCFT, SFS and relevant ECLIC staff to evaluate this project.

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