

Independent Interim Evaluation

Mobilizing Community Action and Promoting Opportunities For Youth in Ghana's Cocoa Growing Communities

- MOCA -

Implemented by:
Winrock International

Evaluator:
Rafael Muñoz Sevilla

Cooperative Agreement Number: IL-28095-15-75-K-5

Financing Agency: U.S. Department of Labor

Dates of Project Implementation: Nov 2015 – Nov 2019

Evaluation Fieldwork Dates: February 12-23, 2018

Total Project Funds from USDOL: USD \$4,500,000



Sistemas, Familia y Sociedad
Consultores Asociados

TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF TABLES.....	ii
ACKNOWLEDGEMENTS.....	iii
ACRONYMS.....	iv
EXECUTIVE SUMMARY	v
I. PROJECT CONTEXT AND DESCRIPTION	1
1.1 Project Context.....	1
1.2 Project Description.....	2
II. EVALUATION PURPOSE AND METHODOLOGY	4
2.1 Evaluation Purpose.....	4
2.2 Methodology.....	4
III. FINDINGS	6
3.1 Relevance.....	6
3.2 Effectiveness.....	11
3.3 Efficiency.....	25
3.4 Sustainability.....	28
IV. LESSONS LEARNED AND GOOD PRACTICES.....	30
V. CONCLUSIONS.....	32
VI. RECOMMENDATIONS	36

ANNEXES

ANNEX A: Overview of Project Progress.....	39
ANNEX B: Evaluation Terms of Reference.....	26
ANNEX C: Master List of Interview Questions.....	41
ANNEX D: List of Documents Reviewed.....	43
ANNEX E: List of Persons Interviewed.....	44
ANNEX F: Fieldwork Itinerary	45

LIST OF TABLES

Table 1: Skills Training Dropouts (October 2017)	10
Table 2: Number of Youth Dropouts in CVET and MFS	11
Table 3: CAP Design Outcome Level Indicators	13
Table 4: CAP Implementation SO Level Indicators	14
Table 5: CAP Implementation Outcome Level Indicators	14
Table 6: CAP SO Level Indicators	15
Table 7: Outcome Level Indicators: Youth equipped with skills and education for labor market needs / Increased acceptable work opportunities	17
Table 8: SO level Indicators: Youth equipped with skills and education for labor market needs	18
Table 9: Semi-Annual Targets for E.1	21
Table 10: Outcome Level Indicators: Increased Income in Beneficiary Households	22
Table 11: SO 4.3 Increased Access to Microloans and Savings	23
Table 12: SO 4.2 Improved Skills and Knowledge in Livelihoods Activities	23
Table 13: SO 4.1 Increased Agricultural Production or Other Income-Generating Production by Adult Women Beneficiaries	24
Table 14: Semi-Annual Targets for L.1	25

ACKNOWLEDGEMENTS

This report describes in detail the interim evaluation of the MOCA project that was conducted between February 5 and March 16, 2018. Rafael Muñoz Sevilla, independent evaluator, conducted the evaluation in collaboration with the project team and stakeholders and prepared the evaluation report according to the terms in the contract with the United States Department of Labor. Mr. Muñoz would like to express sincere thanks to all parties involved in this evaluation for their support and valuable contributions.



Sistemas, Familia y Sociedad
Consultores Asociados

Funding for this evaluation was provided by the United States Department of Labor under Cooperative Agreement Number IL-28095-15-75-K--5. Points of view or opinions in this evaluation report do not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

ACRONYMS

CAP	Community Action Plan
CAPC	CAP Committee
CBT	Competency-Based Training
CL	Child Labor
CMEP	Comprehensive Monitoring and Evaluation Plan
COCOBOD	Cocoa Board of Ghana
CODESULT	Community Development Consult Network
COTVET	Council for Technical and Vocational Education and Training
CVET	Community-based Vocational Education Training
DA	District Assembly
DPMS	Direct Participant Monitoring System
FGD	Focus Group Discussion
GAWU	General Agricultural Workers Union
HH	Household
HQ	Head Quarters
IGA	Income Generating Activity
JHS	Junior High School
M&E	Monitoring and Evaluation
MCP	Master Craft Person
MELR	Ministry of Employment and Labor Relations
MFS	Model Farm School
MOCA	Mobilizing Community Action and Promoting Opportunities for Youth in Ghana's Cocoa-Growing Communities
MoFA	Ministry of Food and Agriculture
NBSSI	National Board for Small Scale Industries
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OIC	Opportunities Industrialization Centers
OSH	Occupational Safety and Health
SHS	Senior High School
TOR	Terms of Reference
TOT	Training Of Trainers
TPR	Technical Progress Report
TVET	Technical and Vocational Education and Training
USDOL	U.S. Department of Labor
VET	Vocational Education and Training
VSLA	Village Savings and Loan Associations
WI	Winrock International

EXECUTIVE SUMMARY

Project Context

Cocoa is Ghana's third most important commodity after oil and gold, but the industry faces numerous challenges. Economically stressed cocoa growing families often resort to the use of child labor to increase production and reduce the cost of production.

Children in Ghana engage in the worst forms of child labor, including in forced labor in fishing and cocoa harvesting. According to a report by Tulane University that assessed data collected during the 2013–2014 harvest season, there were an estimated 918,543 child laborers ages 5 to 17 in the cocoa sector.¹ It also indicated that many youth have left school already and do not have the skills needed for other, less hazardous work. The Ashanti and Western regions of Ghana have particularly high levels of cocoa production, pervasive child labor, hazardous labor practices and widespread poverty.

Project Description

In November 2015, the United States Department of Labor's (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a USD \$4.5 million Cooperative Agreement to Winrock International to implement a project entitled, "Mobilizing Community Action and Promoting Opportunities for Youth in Ghana's Cocoa-Growing Communities" (MOCA). The MOCA project began on November 6, 2015 and will end on November 5, 2019.

The overall project objective is to reduce the incidence of child and hazardous labor in the project's 40 target cocoa-growing communities. The MOCA project is designed to address child labor (CL) by implementing interrelated activities, in which communities in two regions of Ghana design and implement Community Action Plans (CAPs) to address child labor. Also, the MOCA project will provide skills training and education directly related to labor market needs for youth at risk or engaged in CL, assist youth of legal working age to transition to acceptable work, assist households' access to livelihood services, and increase youth, household and community leaders' knowledge on Occupational Safety and Health (OSH) standards. Four districts have been identified in the Western and Ashanti regions to receive project services.

Evaluation Overview

The main purposes of the interim evaluation are: (1) To review the ongoing 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; and (4) To identify

¹ 2016 Findings on the Worst Forms of Child Labor, Child Labor and Forced Labor Reports-Ghana, Bureau of International Labor Affairs, United States Department of Labor

promising practices and ways to promote their sustainability.

The evaluation was conducted between February 5 and March 16, 2018. The evaluation methodology and timeframe are detailed in the Terms of Reference (TOR, see Annex B).

Findings and Conclusions

Relevance

The MOCA project adequately managed community expectations from its various engagement strategies and is delivering as expected. MOCA has ensured that women benefit from the project and promotes women's empowerment. Using onsite job training and apprenticeships models was highly relevant, although some challenges still remain (e.g. the trainings' duration, the lack of and/or poor quality of materials and equipment, and trainings not including soft skills). The impact of Ghana's new Secondary Education Policy will likely be less pronounced than initially expected.

Effectiveness

A number of factors affected project implementation, especially during the first year of operation. Nevertheless, the project is making important efforts to overcome the delays in implementation and in meeting the planned targets.

CAP design and implementation

The project has been able to develop, validate and approve Community Action Plans (CAPs) on Child Labor in 30 of the 40 targeted communities. 30 communities have started CAP implementation and resource mobilization. However, so far these communities have not reached the interim target of implementing 80% of their planned annual CAP CL-related activities. In terms of CAP development, the likelihood of achieving the target by the end of the project life-cycle is very high. Apropos CAP implementation, judging by the results shown so far, it does not seem realistic to think that the project will fully reach the set target regarding the number/percent of communities that implement 80% of their planned annual CAP CL-related activities.

Youth equipped with skills and education / Increased acceptable work opportunities for labor market needs

Currently, 681 youth are participating in Community-based Vocational Education Training (CVET) and 485 in Model Farm Schools (MFS), amounting to a total of 1,166 youth being provided with skills training. Regarding the likelihood of achieving the planned goals and objectives by the end of the project, it is likely that the project will reach 80% of its target for the OCFT-required service E.1 indicator: "Number of children engaged in or at high risk of entering child labor provided education or vocational training services" (set at 3,200 participants). However, it does not seem realistic that the project will reach the end of project target, which is set at "90% (of the targeted 3,200 trained youth) participating in acceptable work opportunities (formal jobs/internships/apprenticeships/self-employment)."

Households receiving livelihoods services and OSH training

By the end of January 2018, the Village Savings and Loan Associations (VSLA) activities had started in 28 communities, and 917 women had joined VSLA groups. Agriculture-based alternative livelihood options were launched by October 2017 in 12 communities. Regarding VSLAs, it is highly likely for the project to meet the targets set by end of project. However, it would be premature to gauge VSLA and livelihoods trainings' contribution to increased household income.

Regarding the livelihoods training for adult female participants, activities are ongoing and harvesting and bee-keeping is expected to start by March 2018.

Efficiency

Strategies and measures adopted by the project address the problems or delays encountered, and are likely to contribute to achieving most of the project's immediate objectives. Staff turnover had negative effects on the timely execution of project activities, and on the project's ability to meet planned targets. Nevertheless, the evaluator verified that the MOCA project is now fully staffed and observed that it is currently reaching cruise speed.

With regards to data entry into the Direct Participant Monitoring System (DPMS), this has been stalled due to delays in the development of the pilot-DPMS and web-based data input platform developed by IMPAQ. Moreover, the system does not produce the expected information and its utility is limited in terms of producing data and reports for project management to use in making informed decisions.

Sustainability

In general, the project is establishing a basis for future sustainability. However, the consolidation and continuation of the results that have already been obtained will greatly depend on continuous awareness among communities in order to improve the populations' ownership and support to CAPs, as well as to reinforce District Assemblies' (DAs) support to CAP implementation, improved access to quality training for youth, and enhanced sustainable livelihoods.

Lessons Learned

1. The availability of skilled staff is a key aspect of project start-up and implementation. Better due diligence at the proposal stage will result in higher quality staff being identified and approved at the time of award, reducing delays in receiving approvals for key positions post-award and avoiding gaps in staffing of key positions due to turnover of poor performing staff during project implementation. Competitive salaries and incentives are also important in order to avoid staff turnover and instability.
2. Although communities display considerable interest and enthusiasm regarding the livelihood activities that are being introduced by the project, these can complement the income generated by cocoa farming but they will most likely not be a substitute for them.
3. Short-term interventions (6 months onsite job training plus 6 months apprenticeship) in skills-training are not likely to generate a significant impact. The full cycle of training-insertion-tracking should also be taken into account and should therefore be adjusted accordingly.

4. Certification in skills training is very important, as they prove that trainees have followed an instruction process to learn a trade. They can also provide future employers the guarantee that apprentices have the required abilities to take on a job, and will improve trainees' chances of obtaining better jobs.
5. It is important to reinforce the involvement of the Ministry of Employment and Labour Relations' (MELR) at both central and regional levels, and also District Officers, in the follow-up monitoring of the project in order to ensure participation of relevant authorities in the implementation and monitoring of project activities, influence policy-making, and reinforce sustainability prospects.

Good Practices

1. The CAP design and execution, as well as the foundation of the CAP Committees (CAPCs) are having a noteworthy effect on community empowerment. In turn, these offer prospects of transforming into enhanced political participation and, consequently, further increasing the communities' ability to engage and advocate with District authorities in community development and CAP implementation.
2. Conducting thorough labor market studies is essential for skills and vocational training programs. These studies are indispensable for linking the trainings offered with actual livelihood opportunities.
3. The Training of Trainers (TOT) dispensed to the Master Craft Persons (MCP) and MFS Facilitators is also considered a good practice as it provides trainers with necessary pedagogical skills, complementing their technical knowledge and improving their teaching abilities.
4. CVET and MFS allow for youth training to take place in their own villages and have the potential to increase their chances of developing an income generating activity (IGA) in their communities.
5. Through the livelihood component, the project aims to increase household incomes. This is considered a good practice, as addressing poverty is a valuable approach in combating child labor.
6. VSLAs are creating a culture of savings and have a strong potential to facilitate access to credit. In turn, this could increase women's opportunities for investing in IGAs, and therefore contribute to increasing their household income.

Recommendations

1. **Reinforce awareness-raising activities:** In order to strengthen awareness regarding: community participation in CAP implementation; women's participation in CAPCs; the importance of youth contribution to CAPCs' decision making; parents' support to youth participants; benefits and opportunities of participating in skills-training and/or in cocoa nursing.
2. **Enhance CAP implementation:** MOCA must provide continuous technical support to enhance CAP implementation, management, and sustainability.

3. **Promote further support from the District Assemblies:** Continuous awareness is needed from the MOCA project in order to secure and increase this support. Furthermore, MOCA, along with the CAPCs, could advocate for dedicated funding from the District Assembly's budget to secure financing for social projects.
4. **Prepare sustainability strategies for CAPs:** Sustainability strategies for CAPs must be developed with the CAPCs before the end of the project.
5. **On E.1 target achievement:** The evaluation recommends that Winrock and USDOL undertake a consultative process to decide jointly on how best to achieve the project's service provision goals.
6. **Focus on quality of skills trainings:** MOCA must ensure that the CVET training programs provide sufficient and relevant hard and soft skills. Also, the project should further diversify (increase) the CVET specialties offered. By the start of the 2018/19 academic year, the project should have revised its projections regarding the number of skills training beneficiaries.
7. **Provide certification to trainees:** MOCA and the DAs should provide certifications of completion for skills training to ensure recognition of the training received.
8. **Start-up Kits:** The MOCA project must prioritize the distribution of the installation kits to young trainees, and communities must be informed on what elements the MOCA project can provide participants.
9. **Put in place strategies to support the trainees' transition into the labor-market:** MOCA should explore and define how the project, along with the National Board for Small Scale Industries (NBSSI) and the Cocoa Board of Ghana (COCOBOD) could support young trainees in facilitating their transition into the labor market.
10. **Management of Cocoa Nurseries:** Precise rules and procedures on how to manage cocoa nurseries in a sustainable manner must be defined and established between MOCA and CAPCs.
11. **Foresee follow-up procedures of trainees for at least 1 year after the project finishes:** CAPCs should provide follow up on the start-up kits and youth career development. Furthermore, MOCA could agree with the Community Development Consult Network (CODESULT) to follow up on trainees after the project ends.
12. **Ensure that the VSLA members have the proper skills to engage in IGA/business management:** MOCA must ensure that VSLA members have the proper skills (e.g. preparation of feasible business plans; market-access/marketing; management; book-keeping) to engage in IGA/business management before they begin such activities.
13. **Support livelihood participants in developing and managing their IGAs:** MOCA should further engage with the Ministry of Agriculture, NBSSI and COCOBOD so they can provide support to the livelihood participants in the management of the IGA as well as in monitoring their progress.
14. **Online-based DPMS system:** USDOL, IMPAQ, and Winrock will need to continue to work together to address the remaining technical issues, as well as to offer MOCA staff the necessary capacity to fully operate and utilize the system.

I. PROJECT CONTEXT AND DESCRIPTION

1.1 Project Context

Cocoa is Ghana's third most important commodity after oil and gold, but the industry faces numerous challenges including: aging cocoa farmers (over 50 years of age); increased competition from countries with lower production costs; shrinking farm size as land is divided through inheritance; declining soil fertility due to poor farming practices; and persistent poverty, as the average cocoa farmer's income is \$1 a day despite long hours of work. Economically stressed cocoa growing families therefore often resort to the use of child labor to increase production and reduce the cost of production. In addition to perpetuating the cycle of poverty among cocoa-growing families, the consequence of not addressing child labor could potentially destabilize a population of uneducated, unskilled youth. In 2014, some 246,400 youth aged 15-17 worked in cocoa production in Ghana, many facing one or more hazards such as clearing forest and felling trees, exposure to agro chemicals, weeding with machetes, using harvesting hooks to reach overhead cocoa pods, breaking cocoa pods with knives, carrying and carting heavy loads, and working without protective gear.

Children in Ghana engage in the worst forms of child labor, including forced labor in fishing and cocoa harvesting. According to a report by Tulane University that assessed data collected during the 2013–2014 harvest season, there were an estimated 918,543 child laborers ages 5 to 17 in the cocoa sector.² It also indicated that many youth have already left school and do not have the skills needed for other, less hazardous work opportunities. The study also indicated that fewer girls work in cocoa production than boys (36.8% girls compared to 45% boys). This gender margin narrows when assessing child laborers in the entire agricultural sector in cocoa growing areas (62.3% girls compared to 70.9% boys). Because education is typically considered as less important for girls, girls' school attendance is lower than boys (94% for girls compared with 97.3% for boys).

MOCA works in two regions in Ghana: Ashanti and Western. These regions have particularly high levels of cocoa production, pervasive child and hazardous labor practices, and widespread poverty. According to the 2014 Ghana Living Standard Survey on child labor, the Ashanti Region has the highest level of children involved in hazardous activities (35.3%), and the Western Region is the third highest with 34.5%, after the Brong Ahafo Region. The Western and Ashanti regions in Ghana have the highest levels of children involved in at least one cocoa specific hazardous activity—23% and 22%, respectively. The two regions are centers for agriculture and other economic activities and are among the three largest producers of cocoa.

² 2016 Findings on the Worst Forms of Child Labor, Child Labor and Forced Labor Reports-Ghana, Bureau of International Labor Affairs, United States Department of Labor

Of the many contributing factors that cause child labor in Ghana's cocoa growing communities, the MOCA project has identified four key factors contributing to child labor in the areas where MOCA is implemented:

1. Lack of community and stakeholder mobilization to prevent child labor in Ghana's cocoa growing areas;
2. Lack of access to acceptable work opportunities for youth (15-17 years);
3. Youth do not have marketable technical, numeracy, literacy or soft skills needed for acceptable jobs; and
4. Poor households' dependence on income from child labor.

1.2 Project Description

In November 2015, the United States Department of Labor's (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a USD \$4.5 million Cooperative Agreement to Winrock International to implement a project entitled, "Mobilizing Community Action and Promoting Opportunities for Youth in Ghana's Cocoa-Growing Communities" (MOCA). The MOCA project began on November 6, 2015 and will end on November 5, 2019.

The overall project objective is to reduce the incidence of child and hazardous labor in the project's 40 target cocoa-growing communities. The MOCA project is designed to address child labor (CL) by implementing interrelated activities, in which communities in two regions of Ghana design and implement Community Action Plans (CAPs) to address child labor. Also, the MOCA project will provide skills training and education directly related to labor market needs for youth at risk or engaged in CL, assist youth of legal working age to transition to acceptable work, assist households' access to livelihood services, and increase youth, household and community leaders' knowledge of Occupational Safety and Health (OSH) standards. Four districts have been identified in the Western and Ashanti regions to receive project services.

Over the period of performance of the MOCA project, a total of 40 communities will benefit directly from project services. Across the 40 communities, a total of 5,080 participants (50% female) will be reached, including 3,200 youth aged 15-17 years (approximately 80 from each of the 40 communities), 1,600 households (approximately 40 households per community), and 280 community leaders (approximately 7 per community).

The project will work with CAP Committees (CAPCs) in the 40 selected communities to develop or refine CAPs that prioritize child labor and acceptable work and that are vetted and approved by community members. The project will support the CAPs by offering 3,200 beneficiary youth the option of choosing from two tracks of six-month Technical and Vocational skills training: Model Farm School (MFS), which is agriculture focused, or Community-based Vocational Education Training (CVET), which is non-agriculture focused. Both tracks will teach relevant technical, business management, and life skills and provide participants with appropriate start-up tools/kits and protective gear after the trainings in order to increase their employability. Some of the graduates will be matched with appropriate internship or apprenticeship opportunities with

agricultural, technical, or vocational employers, while other graduates will pursue self-employment with project support for start-up inputs and to form or join youth cooperatives.

The project also aims to provide 1,600 beneficiary households (female household representatives) with support to increase their income, keep youth out of hazardous labor, and adopt occupational safety and health (OSH) practices. They will benefit from MOCA’s adult MFS to increase their chances of self-employment in the agricultural sector as well as from select non-agricultural trainings. They will receive practical training in livelihoods activities, capacity building in OSH, and assistance in organizing Village Savings and Loan Associations (VSLA) groups. Also, MOCA will provide MFS graduates start-up kits for their new enterprises. The kits may include seedlings, fertilizers, tools, and reference materials. Kits can be provided to individual graduates or to a producer group.

The project aims to achieve its overall objective through the following outcomes and supporting outcomes:

OUTCOME 1: INCREASED PRIORITIZATION OF CHILD LABOR BY COMMUNITY AND EXTERNAL STAKEHOLDERS
SO 1.1 Increased community resources to address CL issues
SO 1.2 Increased awareness of CL/OSH
SO 1.3 Increased involvement of youth in CAP
SO 1.4 Increased advocacy with District Government Authorities
SO 1.5 Increased community capacity to design CAPs that are approved by communities
OUTCOME 2: INCREASED ACCEPTABLE WORK OPPORTUNITIES AMONG BENEFICIARY YOUTH 15-17 YEARS OF AGE
SO 2.1 Increased partner support for acceptable work opportunities for youth
SO 2.2 Increased financial support for business start-up (start-up kits, community grants)
SO 2.3 Increased community advocacy for acceptable work/OSH
SO 2.4 Increased awareness of acceptable work conditions/OSH
SO 2.5 Increased peer support to youth workers/entrepreneurs
OUTCOME 3: BENEFICIARY YOUTH KNOWLEDGE, ATTITUDES AND SKILLS INCREASED TO IMPROVE EMPLOYABILITY
SO 3.1 Improved youth access to vocational training (CVET/MFS)
SO 3.2 Improved quality of CVET/MFS training delivery
SO 3.2.1 Improved alignment of CVET/MFS curriculum to market needs/OSH standards
SO 3.2.2 Increased skills of CVET/MFS facilitators
SO 3.2.3 Improved CVET/MFS materials and equipment for training
SO 3.3 Increased community awareness of the benefits of CVET/MFS
OUTCOME 4: INCREASED INCOME IN BENEFICIARY HOUSEHOLDS
SO 4.1 Increased agricultural production or other income-generating production by women beneficiaries
SO 4.2 Improved skills and knowledge in livelihoods activities
SO 4.3 Increased access to microloans and savings

II. EVALUATION PURPOSE AND METHODOLOGY

2.1 Evaluation Purpose

The main purposes of the interim evaluation are:

1. To review the ongoing 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; and
4. To identify promising practices and ways to promote their sustainability.

The evaluation identified successes, challenges and lessons learned for working with existing programs in Ghana. The interim evaluation aims at providing OCFT, Winrock 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.

The evaluation questions appear in the Terms of Reference (TOR), which is included in Annex B.

2.2 Methodology

The evaluation used primarily qualitative data collection methods. Quantitative data were also obtained from the project's database and reports and incorporated into the analysis. Data collection methods and stakeholder perspectives were triangulated, where possible, to increase the credibility and validity of the results. The interview process incorporated flexibility to allow for additional questions, ensuring that key information was obtained. A consistent protocol was followed during each interview.

Evaluation Schedule

The evaluation was conducted between February 5 and March 16, 2018. The evaluator reviewed project documents, developed data collection instruments, and prepared for the fieldwork during the week of February 5. Fieldwork was conducted in Ghana from February 12 to 23. The fieldwork culminated with a presentation and discussion of the preliminary findings with key project stakeholders on February 23. The bulk of the data analysis and report writing occurred between February 26 and March 16. The complete schedule of evaluation activities appears in the TOR (Annex B). A list of interviewed stakeholders is included in Annex E, and the fieldwork itinerary can be found in Annex F. The selection criteria for the field visit locations can be found in the TOR.

Data Collection and Analysis

The TOR contained a list of evaluation questions that served as the basis for the evaluation. The questions were used to develop guides and protocols for the key informant interviews, focus group discussions (FGDs), and document review. The master key informant interview guide is contained in Annex C.

The following methods were employed to gather primary and secondary data:

Document Review: The evaluator read a variety of project documents and other reference publications. These documents included the Cooperative Agreement, Project Document, Comprehensive Monitoring and Evaluation Plan (CMEP), Technical Progress Reports (TPRs), work plans, Baseline Survey Report, etc. Annex D shows the complete list of documents that were reviewed.

Key Informant Interviews: The evaluator conducted individual and group interviews with USDOL managers, project staff, partners, government officials, participants, CAPCs, community VSLA groups, etc. A complete list of interviews appears in Annex E.

The document reviews and key informant interviews generated a substantial volume of raw qualitative data. The evaluator used qualitative data analysis methods, including matrix analysis, to categorize, triangulate, synthesize, and summarize the raw data captured from the interview notes. The results of the data analysis provided tangible blocks of information which the evaluator used to write the evaluation report. The data analysis was consistent with the evaluation questions in the TOR.

Limitations

The scope of the evaluation specifies two weeks of fieldwork, which limited the evaluation to a small range of stakeholders participating in the project, as well as the time allocated to interview and to interact with the project team. However, the evaluator believes that the sample of sites visited, interviews, and FGDs conducted accurately represent the views and experiences of key stakeholders and project beneficiaries. Furthermore, since this was a random, purposive sample, the findings cannot be generalized to the total population.

The findings for the evaluation were based on information collected from background documents and key informant interviews. The accuracy of the evaluation findings are predicated on the integrity of information provided to the evaluator from these sources and the ability of the evaluator to triangulate this information.

III. FINDINGS

The following findings are based on the review of key project documents and interviews conducted during the fieldwork phase of the evaluation. The findings provide a global view of the project's main achievements and challenges, and address the key questions listed in the TOR. They are presented according to the major evaluation categories: Relevance; Effectiveness; Efficiency; and Sustainability.

3.1 Relevance

In this section, the evaluation assesses the extent to which the project managed community expectations; addressed gender empowerment; fulfilled the needs of the youth through the vocational trainings; and, also, how the change in Ghana's education policy has impacted youth recruitment and retention in vocational training (CVET and MFS) programs offered by the project.

3.1.1 Management of Community Expectations

Through interviews with CAPC members, VSLA group representatives, and beneficiary youth, the evaluation concluded that the MOCA project adequately managed community expectations regarding its various engagement strategies.

Through document review and interviews, the evaluator found that the selection of target communities and participants (children and adults) was based on a thorough assessment and process. As per the CMEP, the MOCA project conducted community assessment/entry processes to identify assets, leaders, leverage opportunities and secure community buy-in; and conducted household intake surveys to identify and register participants. The selection was carried out in consultation with the Ministry Employment and Labour Relations (MELR), both at the central and regional levels, and the District Assemblies (DAs). Also, the selection of beneficiaries followed a well-laid pattern, in consultation with the DAs and communities (elders and chiefs).

It was confirmed, however, that at the outset of the project some communities had high expectations in terms of what the project could support; in others, the buy-in was difficult because of negative experiences with previous projects/donors. Nevertheless, the evaluator could confirm that the MOCA project engaged with communities' leadership to try and explain MOCA's objectives and strategies, along with the project's key activities.

Through interviews with CAPC members, VSLA groups, trainees and DA representatives, the evaluator can confirm that communities are, overall, aware of and understand what the MOCA project can and cannot do. In some communities in the Western Region, however, several young trainees reported that they had not received allowances for participating in training programs in

the last three months.³ This is indicative of some miscommunication that the MOCA project still needs to address to adequately manage the expectations of all trainees.

Moreover, the evaluator ascertained that all parties involved have a good understanding of what the MOCA project expects from the different stakeholders in order to successfully implement the project.

The MOCA project made efforts to clarify the project's funding to the CAPCs, as some of them are very ambitious. The evaluator found that, despite initial misperceptions about the project, CAPC members in all villages visited are fully aware of the eligible expenses covered by the project's grants, as well as those not covered by MOCA. In this regard, project staff stressed the need for the CAPCs to reach out to the District Assemblies and for partners to share their CAPs with them. The project also supports CAPCs in the undertaking of resource mobilization strategies. So far, CAPCs in the villages visited by the evaluator have displayed a certain degree of success in mobilizing community and DA's resources to support CAP implementation.

Furthermore, the evaluation concluded that there is widespread agreement among interviewees at community and district level that the MOCA project is delivering as expected.

3.1.2 Gender Empowerment

MOCA has ensured that women benefit from the project, and the project promotes women's empowerment by encouraging their participation in CAP design and implementation, as well as in CAPCs. Through the project, women have also gained access to training, VSLA groups and livelihood activities. These factors contribute to reinforcing the project's relevance.

The evaluation found that the project applied participatory approaches to involve women in CAP design, in order to ensure their needs were met and that their constraints were addressed. According to the information provided by the project, 92 females (44% of the total CAPC members) are represented in CAPCs and, of these, 24 (27%) hold executive positions. Although this is a very positive feature, women's presence in CAPC executive positions could be improved.

Through interviews with CAPC and VSLA representatives, the evaluator also witnessed that training and capacity building is helping women to become active members of their communities and to increase their representation by promoting their presence and voice in community decision-making processes and bodies (notably CAPCs).

³ In some communities, the project started paying allowances to skills-training apprentices. Winrock HQ informed the MOCA team that per U.S. government regulations, stipends paid directly to youth are unallowable costs and therefore not billable to the project. In Nov 2017, the project stopped paying them.

Furthermore, the provision of VSLA and livelihood services is facilitating women's access to resources and means of production. This, in turn, has the potential to reinforce their social and economic empowerment.

Finally, MOCA guaranteed gender equity among youth beneficiaries participating in skills-training programs (15-17 years of age), among which 66% of the beneficiaries are girls.

3.1.3 Extent to which Vocational Trainings have Fulfilled the Needs of Youth

In order to act upon the core causes of child labor, the MOCA project put forward an integrated approach that combines vocational training for adolescents with community awareness-raising, mobilization and livelihood support to families.

Due to its short implementation timeline, it is difficult to draw any definitive conclusions on the extent to which the vocational trainings have fulfilled the needs of youth. However, key project stakeholders did stress that the project is developing skills training programs that are appropriate for youth's needs. The MOCA project developed context-relevant skills training programs (based on a marketable skills assessment) for at-risk, at-work and out-of-school children, who are eager to acquire competencies that can improve their employability and/or provide additional livelihood possibilities.

According to testimonies gathered among CAP and VSLA representatives, MOCA's support to families and youth is helping the latter to attend to skills training programs and is resulting in the withdrawal of adolescents from work in cocoa. All trainees interviewed by the evaluator, as well as the parents present during the CAPC/VSLA meetings, expressed a high level of satisfaction with the training they are receiving.

Youth in vocational training expressed that they are very satisfied and appreciated learning skills that they would otherwise not acquire. Also, both trainees and their parents are confident that the trainings will widen the youth's prospects to set up a business or find employment after the completion of the training. A considerable number of mothers participating in the VSLAs expressed that they are now able to save money and will ask for a loan in order to help their children start their own business when they finish their training.

The evaluator found that in communities where Vocational Education and Training (VET) facilities are not available or are far away, using onsite job training and apprenticeship models with Master Craft Persons (MCPs) who are skilled in a specific trade is highly relevant.

The cocoa nursery was also found to be greatly pertinent. Furthermore, according to community stakeholders and the Ghana Cocoa Board (COCOBOD) representatives, the cocoa nursery holds a large potential to generate income.

However, some important challenges still remain:

Youth, parents, MCPs and other relevant stakeholders expressed that the trainings' duration (6 months of training + 6 months of apprenticeships) is too short. Based on a long experience in VET

interventions in similar contexts, the evaluator presumes that such short trainings will most likely provide very basic competencies, and might not be sufficient to provide the youth with the necessary hard and soft skills needed to substantially improve their employability and livelihood prospects.

Trainees, CAPC members and VSLA members underlined that the lack of and/or poor quality of materials and equipment across all specialties (e.g. the lack of/broken sewing machines in dress making was mentioned repeatedly) negatively impacts the quality of the trainings.

Also, through interviews, beneficiaries and their families expressed that it is unclear whether all trainees will receive start-up kits and what their contents will be. Concerns were expressed especially about the availability of ovens and sewing machines, as they are expensive and essential to the dress-making and baking specialties.

The evaluation also noted that trainings are focused on hard (technical) skills and do not include soft skills (entrepreneurism, marketing, book-keeping, etc.) although project representatives explained that MOCA is liaising with the National Board for Small Scale Industries (NBSSI) in order to include soft skills in training programs.

Moreover, the number of CVET specialties (5) is minimal, while the number of targeted trainees (3,200) is quite large. On average, the number of specialties offered in each community is 3 or 4, at most. This means that the skills trainings will produce around 20 bakers, hair-dressers, carpenters or tailors in each village. In small communities, such as those where the project is executed, it is unclear whether the local market will have the capacity to absorb such high numbers of new tradespersons.

Regarding training certification, project staff explained that the Council for Technical and Vocational Education and Training (COTVET) does not issue certificates and the MOCA project is considering the possibility of either contacting the National Vocational & Technical Institute to request that it issue the certificates (which would involve a test/examination for a fee), or issue Certificates of Participation from the project to be signed by District Authorities.

Although career guidance is part of the orientation provided to participants, the evaluator found that explicit and systematized strategies to help youth transition from training to work have not been designed by the project.

As explained by project staff, monitoring of participants and peer-to-peer mentoring is planned to continue for 6 months after the completion of training, when participants will still be serving as apprentices. Also, before the project ends, MOCA will monitor beneficiaries in order to assess which beneficiaries were able to set up a business or find employment. This, however, might be insufficient since a significant number of youth will end the trainings near the end of the project and their transition to work might take some time. In this regard, it must be noted that no tracking of future employment mechanisms is foreseen once the project finishes.

Finally, the evaluator found that the precise procedures for managing cocoa nurseries and making them sustainable once the project is finished have not yet been defined with the CAPCs. It is also unclear how much youth will be paid for their work in the nurseries.

3.1.4 Impact of the Change in Ghana’s Education Policy on Youth Recruitment and Retention in the Project’s Vocational Training (CVET and MFS) Programs

In order to increase enrollment and cut the dropout rate in secondary education, in September 2017 the Ghanaian government began implementing the *Free Senior High School Education Policy*. Students entering into Senior High Schools (SHS) are no longer required to pay tuition, admission, library, science center, computer laboratory, examination or utility fees. Additionally, textbooks, boarding and day students’ meals will also be free. The free SHS also covers agricultural, vocational and technical institutions.

Removing these fees is considered a big step toward helping students to access and stay in secondary education. However, initially, the change in Ghana’s education policy impacted youth recruitment and retention in the vocational training programs offered by the project, as can be seen in the table below on the drop-out rate for the project’s first cohort to receive vocational training:

Table 1: Skills Training Dropouts (October 2017)		
Reason for Dropout	# of Youth who Dropped Out	% of Dropouts
To enroll in free SHS policy	58	33%
To migrate out of community	47	27%
Lack of interest	70	40%
TOTAL	175	100%

Source: MOCA Project

According to the information provided by the project, 175 youth among the first cohort who were selected to participate in the vocational skills trainings dropped out. Of these, 58 (33%) did so either to enroll in SHS and agricultural, vocational and technical institutions, or to go back to Junior High Schools (JHS) to continue their schooling so that they will be eligible to access SHS the following year. However, the main reason for dropping out was lack of interest in the trainings (40%). This could possibly be due to the fact that, quite often, parents decide the specialty for their children. Lastly, migration out of the communities represented a significant 27%.

According to the MOCA project, several initiatives were put in place in order to reduce the number of dropouts. At the time of youth beneficiary selection, CAP Committees, with support from Local Coordinators, now play a stronger role in overseeing the selection and in ensuring that youth understand the expectations for participation in the training programs and meet selection criteria.

Also, as part of the validation process, youth and their parents are now required to attend a counselling session so that they receive guidance on their education and vocational training options, including the advantages and disadvantages, so they can make an informed decision and commit to the 6-month training program. Youth are guided to make choices based on their own interests, rather than relying on their parents to make the decision for them. Moreover, MOCA Local

Coordinators are also playing a more active role monitoring ongoing CVET and MFS trainings to motivate youth, support MCPs and MFS facilitators, and more quickly identify and resolve issues that arise during trainings. Finally, the MOCA project is working with the Master Craft Persons to add weekend time to accommodate these participants.

Because of this, and as reflected in the table below, the number of dropouts among the second cohort of trainees was drastically reduced to 22. It is true, however, that 18 left to enroll in SHS.

Table 2: Number of Youth Dropouts in CVET and MFS		
	Cohort 1	Cohort 2
# of youth dropout due to free SHS	58	18
TOTAL	175	22

Source: MOCA Project

As the project cannot discourage children from enrolling in secondary education, MOCA is directing in-school youth to MFS training (which is delivered on the weekends). Also, the MOCA project is working with the Master Crafts Persons to add weekend time to accommodate these participants. Out-of-school youth are being directed to CVET (which is delivered on weekdays).

Altogether, stakeholders interviewed agreed that the impact of the new Secondary Education Policy will likely be less pronounced than initially expected. As they explained, SHSs are located far from most project communities, have inadequate boarding facilities and most parents in the MOCA communities cannot afford to have their sons and daughters commuting to school on a daily basis.

Nevertheless, project staff should pay special attention during the start of the 2018/19 academic year next September, and assess how things evolve regarding enrollment in SHS and dropouts in the MOCA skills-training programs.

3.2 Effectiveness

The TORs ask for the interim evaluation to address each of the project’s four components (e.g. Design and implementation of Community Action Plans on Child Labor; Youth with education and skills according to market needs; Youth of legal work age transition to acceptable work; and Households with livelihoods service and OSH training); and assess the project’s progress towards its intended outputs. This section aims to provide a global view of the main challenges experienced by the MOCA project along with the key results achieved to date, as well as the likelihood of meeting the planned goals and objectives by the end of the project. All evaluation questions reflected in the TORs are addressed in this chapter.

3.2.1 Main Challenges to Project Implementation

According to interviews with key stakeholders and the MOCA team, which was also reflected in the Technical Progress Reports (TPRs), a number of factors affected the project's implementation, especially during its first year of operation.

The project experienced challenges with staff turnover which impacted project start-up and implementation. The project also suffered delays in work planning and start-up, including: the development of the baseline study; the roll out of the marketable skills assessment; and the adaptation of community assessment tools, MFS and skills development training materials. Additionally, the timeline for the CMEP workshops was dependent on the external facilitator's agenda, which could only be scheduled for June 2016 for CMEP I workshop and October 2016 for the CMEP II workshop.

All of these factors combined resulted in challenges in the set-up of a functioning project office, and negatively affected the timely execution of project activities as well as the project's ability to meet planned targets.

Nevertheless, the evaluator verified that the MOCA project is now fully staffed. All of the previously mentioned products (baseline, marketable skills assessment, etc.) have been delivered and the project is making important efforts to overcome the delays in implementation and in meeting the planned targets. Additional information is provided in the relevant sections of this report.

3.2.2 External Factors that Hindered the Achievement of Project Results

A certain number of external factors or assumptions that comprised the project's design were not met and thus required adaptations from project design to implementation.

One assumption was that 2 youth (15 – 17 years) at-risk/engaged in CL would be identified per household. According to the MOCA Project, only about 15% of households (HHs) met this assumption. The implication is that the project will have to exceed the anticipated 40 HHs per community in order to reach the targeted 80 youth per community. This will require additional resources to reach out to the HH beneficiaries and, as explained by MOCA, not all households may be afforded the opportunity to participate in both VSLA and livelihoods activities given the resource constraints.

Another assumption was that the General Agricultural Workers Union of Ghana (GAWU) had the depth and breadth of expertise and human resources to deliver OSH training. As it turned out, GAWU did not have presence at the regional and district levels, only at the national level in Accra, with one individual whose availability is limited due to competing demands. This situation demanded a change in strategy and the MOCA project had to rely on the expertise of the Youth Employment and Livelihoods Specialist to integrate the OSH content into the CAP Committee and MFS trainings.

MOCA's design also included as an assumption that the project could benefit from the investments of cocoa companies in overlapping cocoa communities. However, MOCA staff explained that there

has been a change in funding priorities and levels from cocoa companies in the projects. So far, 5 Olam communities in Sefwi Wiawso district overlap with MOCA, and 7 Kuapa Kokoo communities overlap with MOCA project communities across the 4 districts.

Finally, the project assumed that a variety of vocational skills trainings could be delivered at CVET centers in the communities. As MOCA staff explained, findings from the marketable skills assessment and interactions with communities during the community entry exercise highlighted the challenges with this approach and the advantages of using an onsite job training and apprenticeship model with MCPs who are skilled in a specific trade. MOCA connects interested youth with MCPs in their skills areas for 6 months of training and 6 months of apprenticeship.

3.2.3 Main Results to Date and Likelihood of Achieving the Planned Objectives

A. Design and Implementation of Community Action Plans on Child Labor

1. CAP Design

The project has been able to develop, validate and approve CAPs on CL in 30 of the 40 targeted communities.

Table 3: CAP Design Outcome Level Indicators					
Indicator	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
1.1 # and % of communities who have established functional CAPs to address CL	30 100%	30 100%	30 100%	40 100%	75%

Source: MOCA Project

30 MOCA project partner communities carried out participatory Community Needs Assessments which guided the CAP design. 30 CAP committees were set up and 210 CAP committee members were trained on child labor-related issues; CAP development; OSH; resource mobilization, advocacy, lobbying, and the grant application process. Additionally, CAPC members were trained on team building; conflict management; and strategies for networking and building alliances with decentralized government departments and agencies, as well as other development partners.

2. CAP Implementation

The project is in the process of awarding grants, and MOCA communities have started CAP implementation and resource mobilization to implement CAP activities. So far, 30 communities have established CAPCs to implement CAPs and 10 communities have been awarded with MOCA community grants.

Table 4: CAP Implementation SO Level Indicators						
S.O.	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/ Jan '18/ End of Project)
SO1.1 Increased community resources to address CL issues	1.1.1 # and % of communities that are awarded MOCA community grant	10 100%	0	10	40	25%
	1.1.2 # and % of communities who have mobilized resources (community/district) to address CL issues	20 100%	10	N.A.	32 80%	31%
SO 1.2 Increased awareness of CL/OSH	1.2.1 # and % of CAP committees who have implemented CL/OSH awareness-raising activities in their community	10 100%	10	N.A.	40	25%

Source: MOCA Project

Additionally, through visits and interviews with CAPC members, the evaluator found that communities have started mobilizing resources through fundraising in the communities and/or with the support of the DAs to implement activities outlined in their CAPs.

Across 10 communities, these activities include community-level awareness-raising on child and hazardous labor, which were fully funded with internal community resources. Additionally, some communities have started/completed other activities, such as the construction of water tanks; the installation of mechanized water pumps; or the construction of computer classrooms for children. According to the project, other activities which will be supported with the MOCA grant funds and with the District/Municipal Assemblies funding have not yet been implemented.⁴ Thus, so far these communities have not reached the target of implementing 80% of their planned annual CAP CL-related activities.

Table 5: CAP Implementation Outcome Level Indicators					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
1.2 # and % of communities that implement 80% of their planned annual CAP CL-related activities	30 85%	0	N.A.	36 90%	0%
1.3 # of districts with CL activities reflected in their district annual action plans	4 100%	1 25%	4 100%	4	100%

Source: MOCA Project

N.A.: Not Available

⁴ New TPR Annex A, Data Reporting Form. MOCA Project. Submitted 11.30.17

In the 4 districts where the project is operating, CL activities included in the CAPs have been incorporated in the 4-year District Medium Term Plans. During the interviews conducted in the evaluation fieldwork, district representatives conveyed their interest in working together with the project and communities to address child labor issues and work together in CAP implementation.

All CAPCs have a youth representative and have introduced youth-focused activities: sports, educational activities on CL/OSH, youth-planned activities, and drama to create awareness raising in communities and schools. This was confirmed during the field visit interviews with CAPC members (where at least 1 young representative was present). According to data provided by the MOCA project, 33% of the activities included in the CAPs are youth-led activities, and at least 10 CAPCs have implemented a minimum of 2 youth-led activities per year (no updated information as of January 2018 was available).

However, participants in the evaluation workshop underlined that, due to current sociocultural practices in the MOCA implementation context, youth have a small role in decision making processes, and thus their contribution to the CAPCs is reduced.

Table 6: CAP SO Level Indicators

S.O.	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/ Jan '18/ End of Project)
SO 1.3 Increased involvement of youth in CAP	1.3.1 # and % of CAP committees that have selected at least one youth to serve as a committee member	10 100%	10	30	40 100%	83%
	1.3.2 # and % of CAP committees that have implemented at least two youth-led activities per year	10 100%	10	N.A.	36 90%	28%
SO 1.4 Increased advocacy with District Government Authorities	1.4.1 # and % of CAP committees who advocate for the inclusion of child labor issues or CAP activities in District Plans	10 100%	10	30	32 80%	94%
SO 1.5 Increased community capacity to design CAPS approved by community	1.5.1 # and % of community-approved CAPS	10 100%	10 100%	30 100%	40 100%	75%

Source: MOCA Project

From interviews with key stakeholders, it is clear that community capacity to design CAPs that are approved by the community has increased. Also, from interviews, the evaluation deduces that all 30

CAP committees are, to some extent, advocating for the inclusion of child labor issues or CAP activities in District Plans.

3. *Likelihood of Achieving the Planned Goals and Objectives by End of Project*

a. CAP Design and Implementation

In terms of CAP design, the project has reached 75% of the target for the end of project. According to the MOCA project, the last 10 CAPs should be completed by April 2018. The evaluation therefore concludes that the likelihood of achieving the target is very high.

Regarding CAP implementation, according to the information provided by MOCA project staff, currently 10 communities have grants disbursed and the remaining 20 CAP grants are currently under review and are expected to be allocated by the end of February/early March 2018. The last 10 community CAPs will be ready by April 2018, and their grants applications by May 2018. The project also informed the evaluator that communities will have the opportunity to go through at least 2 grant cycles, and that it is expected that by June 2019 all communities will have gone through at least 2 cycles.

The evaluation concludes that the likelihood of achieving the expected results is high for the following activities: number of communities that are awarded MOCA community grants; resources mobilized (community/district) to address CL issues and implement CL/OSH awareness-raising activities in their community; CAP committees that have selected at least 1 youth to serve as a committee member; CAP committees that have implemented at least 2 youth-led activities per year; and CAP committees who advocate for the inclusion of child labor issues or CAP activities in District Plans.

However, regarding the number/percent of communities that implement 80% of their planned annual CAP CL-related activities, judging by the results shown so far, it does not seem realistic to think that the project will fully reach the set target.

b. Extent to which CAPCs are Functioning and Have Stakeholder Buy-In

Through interviews with CAPCs and other project stakeholders (e.g. DA members) the evaluator found that committees are operating in a satisfactory way, although a certain degree of turn-over was noted by some stakeholders. Through interviews the evaluator witnessed an excellent level of participation and commitment in the CAPCs and all members met by the evaluator were found to be very responsive towards the project.

CAPCs are instrumental in project implementation and have played a critical role in awareness-raising on CL-related issues. Also, they play a role in monitoring skills training (MFS) and in managing cocoa nurseries.

While the CAPs and CAPCs have full support from the communities' leadership (chiefs and elders), testimonies from CAPC members and participants at the evaluation workshop pointed out that full

ownership among all community members has not been attained (e.g. community members are reluctant to participate in communal work related to CAP activities).

B. Youth Equipped with Skills and Education/Increased Acceptable Work Opportunities for Labor Market Needs

Currently, 681 youth are participating in CVET and 485 in MFS, amounting to a total of 1,166 youth being provided with skills training. However, none of them are yet participating in any form of acceptable work opportunity.

By October 2017, the number of children engaged in or at high risk of entering child labor provided with vocational training services was 896; by January 2018, the project had reached 1,166 beneficiaries, which is 36.5% of the end-of-project target.

Table 7: Outcome Level Indicators: Youth equipped with skills and education for labor market needs / Increased acceptable work opportunities					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/ End of Project)
Outcome 3: Increased acceptable work opportunities among beneficiary youth 15-17 years of age					
E1: # of children engaged in or at high risk of entering child labor provided education or vocational training services	1,050 100%	896	1,166	3,200	36.5%
Outcome 2: Increased acceptable work opportunities among beneficiary youth 15-17 years of age					
2.1 # and % of beneficiary youth (15-17) participating in acceptable work opportunities (formal jobs/internships/apprenticeships/self-employment)	1,450 100%	0	0	90%	0%

Source: MOCA Project

However, all beneficiaries are still in training, and hence, at the time the evaluation fieldwork was being conducted, none of them are yet participating in any form of acceptable work opportunities (apprenticeships are still part of their training).

1. Marketable Skills Assessment

The MOCA Project, through its partner OIC, conducted a Marketable Skills Assessment and, based on its findings, defined the training specialties offered by the CVET and MFS programs: tailoring/dressmaking, hairdressing, baking, carpentry, cocoa seedling production, welding/metal fabrication, and vegetable production.

2. Curricula Development

The Council for Technical and Vocational Education and Training (COTVET) and the Ministry of Food and Agriculture (MoFA) supported the MOCA project in adapting the curricula for the various marketable skills. In addition, a review of Winrock's existing curricula was undertaken and adapted by MOCA staff in consultation with the Education Department and the MCPs in order to update its contents and make them relevant for the local Ghanaian market.

3. Master Craft Persons (MCPs) Training

Furthermore, along with the COTVET, the MOCA project produced Competency-Based Training (CBT) Trainer's Manuals for the 5 non-agricultural based (CVET) skill areas (Dressmaking/Tailoring, Hairdressing, Carpentry, Welding/Metal fabrication and Bakery/Cookery).

Following the development of the Trainer's Manual, and in order to ensure effective delivery of the CVET trainings, the MCPs identified for delivering the CVET were assessed. The findings from the assessment led to the outline of topics for the Training of Trainers (TOT) for MCPs. The objective of the TOT was to strengthen their facilitation and practical skills to ensure effective delivery of the CVET trainings using the Trainer's Manual. 135 MCPs received TOT.

4. MFS Facilitators Training

MFS Facilitators were selected using criteria developed by the MOCA team in consultation with the MoFA in order to build their capacity to deliver MFS training to youth and to equip them with the skills to facilitate VSLA groups with adult female household beneficiaries. Across the 30 communities, 32 MFS facilitators participated in a TOT training delivered by the MOCA project with support from MoFA and NBSSI.

5. Occupational Safety and Health

In order to equip the MCPs and MFS facilitators with the relevant skills and knowledge necessary for the delivery of the OSH component for CVET/MFS, and for participants to learn safety measures, OSH training was included in the TOT for MCPs and MFS facilitators. All CVET and MFS participants have been provided with protective clothing as part of the start-up support.

Table 8: SO level Indicators: Youth equipped with skills and education for labor market needs

S.O.	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
SO 3.2 Improved quality of CVET training	3.2.1 # and % of CVET/MFS that meet project quality standards (curriculum, materials/equipment/facilitators)	120 100%	51	32 MFS 135 MCP	180 100%	93%

SO 3.2.1 Improved alignment of CVET curriculum to market needs/OSH standards	3.2.1.1 # of CVET/MFS that integrate OSH standards into training.	120 100%	51	32 MFS 135 MCP	180 100%	93%
	3.2.1.2 # of CVET/MFS trainings that revise programs based on market needs	120 100%	51	32 MFS 135 MCP	180 100%	93%
SO 3.2.2 Increased skills of CVET/MFS facilitators	3.2.2.1 # and % of CVET/MFS facilitators with improved skills to deliver competency based training (CBT)	120 80%	51	32 MFS 135 MCP	120 80%	115%
SO 3.2.3 Improved CVET/MFS materials and equipment for training	3.2.3.1 # and % of CVET/MFS provided with materials and equipment by MOCA	120 80%	51	N.A	80%	74%
SO 3.3 Increased community awareness of the benefits of CVET/MFS	3.3.1 # of community members (youth and parents) who can identify two benefits of CVET/MFS training	2,400	974	N.A	90%	45%

Source: MOCA Project

6. Youth Provided with Vocational Training Services

As already mentioned, currently 681 youth are participating in CVET and 485 in MFS, amounting to a total of 1,166 beneficiaries who have been provided with skills training.

a. MFA/Cocoa Seedling Production

The Ghana Cocoa Board (COCOBOD) supported the MOCA project with the supply of 1,740 hybrid cocoa pods (both disease resistant and high-yielding), to be used with youth and female household members interested in receiving training on good agricultural practices in relation to cocoa seedling production and care for cocoa trees. Also, COCOBOD supported the project in procuring and distributing cocoa seedling production kits to 8 communities. Cocoa seedling production is currently in progress in 4 communities, and 485 youth are participating in MFS.

Key stakeholders conveyed that training in cocoa seedling holds a large potential to generate income, as there exists considerable demand for the seedlings. According to the information gathered during the field visits, some farmers have already placed orders and MOCA nurseries expect to start selling the seedlings to cocoa farmers in March 2018.

There is widespread agreement among interviewees that selling cocoa seedlings has the potential to complement cocoa farming and/or other agricultural activities. However, this is a seasonal activity, which means that it does not produce revenue/profit all year round; rather only during the cocoa sowing season.

According to MOCA, the income generated from the sale of the cocoa seedlings will be deposited in an account that will be opened for the youth group which will be managed by the CAP Committee. The remaining portion will be reinvested in the seedling nurseries for continued production and growth in future years, offering safe employment opportunities for youth managing the nurseries. However, concrete rules and procedures for managing and maintaining the cocoa nurseries in a sustainable manner, as well as measures on how to distribute the generated income (CAP funding, salaries to youth workers, re-investment, etc.) are yet to be developed and agreed upon with the different CAPCs.

b. Skills Training for Youth

The MOCA project developed and presented a set of criteria for choosing target youth to the CAPCs, locally elected officials and District Assemblies representatives. These criteria included youth in the 15 to 17 year old age bracket, youth at-risk of or engaged in hazardous labor per MOCA project definition, and youth interested in/able to commit to 6-month training in either the CVET or MFS training programs. The youth intake process was completed in 30 communities and 681 youth are participating in CVET.

7. Likelihood of Achieving the Planned Goals and Objectives by End of Project

a. Skills Training

The target for the E.1 indicator: “Number of children engaged in or at high risk of entering child labor provided education or vocational training services,” was set at 3,200 beneficiaries. By January 2018 the project had reached 1,166 beneficiaries (36% of the total). It is likely that the project will reach 80% of the target.

Challenges and opportunities in reaching targets: According to interviews held with the MOCA project staff, community representatives and other stakeholders, the main challenges (other than those already highlighted in previous sections) faced so far by the project with regard to reaching its educational targets are drop-outs due to migration to cities; children being attracted to illegal mining; parents trying to decide the skill areas for their sons, in which they might not be interested; early pregnancies; and the inability of some parents to meet their children’s basic needs.

Regarding the strengths and opportunities, the evaluation workshop participants identified: the availability of MCPs in communities; relevance of the trainings and work opportunities for the skill-training areas in the communities’ local context; the increased knowledge in best agricultural practices; the potential for creating cooperatives; the availability of farming lands; and the existence of a market for the cocoa seedlings.

Project strategies for reaching results by the end of the project: The MOCA team is expecting to reach 2,600 youth (81% of the end target) with CVET/MFS vocational training. The following table outlines the timeline for reaching E.1 targets (CVET/MFS) in each reporting period for the life of the project.

Table 9: Semi-Annual Targets for E.1				
E.1	October 2017 – March 2018	April 2018 – Sept 2018	October 2018 – March 2019	April 2019 – Sept 2019
# of children engaged in (CL) or at high-risk of entering CL (CAHR) provided education or vocational training services.	1,000 youth participate in CVET/MFS training	500 youth participate in CVET/MFS training	700 youth participate in CVET/MFS training	400 youth participate in CVET/MFS training

Source: Response to OCFT Comments on the October 2017 TPR

Project management and staff declared that they are confident they will come close to reaching the end of project target. As they explained, MOCA will soon enter 10 new communities. In total, the project aims at having 3 cohorts in each of the 40 communities. To this end, the M&E Officer is tracking 13-14 years old to enroll them in the project when they are 15 years old. As mentioned before, the project is considering those who are in-school (primary or JHS) for MFS; and those who are out-of-school for CVET training.

The evaluator believes that this is a credible projection. However, the project should revise it in 6 months, once it has a perspective on all 40 communities. At that time the project will be able to appraise the results achieved by the first cohort of trainees upon finishing the first 12-month training cycle (6 months of training + 6 months of apprenticeship), and can assess the dropout rates once the new academic year for SHS begins. This will give the project a better idea about what is realistically achievable.

b. Increased Acceptable Work Opportunities for Labor Market Needs

By offering skills training opportunities to youth that they would otherwise not acquire, the project is supporting them in widening their opportunities to access the labor market or initiate Income Generating Activities (IGAs).

Since most beneficiaries are still in their first 6-month training period, it is not possible for the evaluator to assess the likelihood of these youth achieving acceptable work opportunities. However, it does not seem realistic that the project will reach the end of project target set at 90% (of the 3,200 trained youth) participating in acceptable work opportunities (formal jobs/internships/apprenticeships/self-employment).

The number of youth entering the labor market will very much depend on the extent to which the project provides a diversified offer of training programs and, of course, that these same youth attend and complete these programs. Additionally, MOCA should ensure that they acquire hard and soft competencies, along with a good understanding of the labor market. The project should also provide certificates of completion, career advice, guidance support, and long-term follow-up (at least 1 year after the project ends).

C. Households with Livelihoods Services and OSH Training

The Household (HH) selection process was delayed and the project has not been able to reach 600 HH by October 2017. However, by the end of January 2018, the VSLA activities had started in all 30

communities and 917 women had joined VSLA groups. Agriculture-based alternative livelihood options were launched by October 2017 in 12 communities.

1. Challenges and Opportunities in Reaching Targets

At the outset of project implementation, the HH selection could not be completed because the beneficiary selection exercise was delayed. With 15- 17 year old youth at risk of or engaged in hazardous labor being the point of entry for the project, the youth beneficiary selection had to take place prior to selection of the adult female beneficiaries. Additionally, women from the first VSLA group cohorts were hesitant to join due to prior negative experiences with microfinance institutions. Because of this, by October 2017 the project had reached 431 HH, far from its original target of 1,200 HH. Nevertheless, the evaluation observed that the project has made important strides since the last reporting period, and as of January 2018 has been able to reach 917 HH members. The end of project target for the number of HHs receiving livelihood services is 1,600.

The evaluation workshop participants identified the following strengths and opportunities of the livelihood component: Social acceptance of the project and the presence of MFS Facilitators at community level; Low percentage of interest on loans which is encouraging more women to apply for them; and an improved savings culture amongst women, which is contributing to the availability of funds at community-level to help improve livelihoods. Participants also concluded that the VSLAs are making it possible for women to support their HHs and youth, which is translating into reducing the incidence/encouragement of child labor.

2. Project Strategies for Reaching End-of-Project Targets

The project did not meet its original target of 600 HH by October 2017, as the household selection process was delayed because youth beneficiary selection had to take place prior to selection of the adult female beneficiaries, and this was deferred due to the challenges pointed out earlier on in this chapter.

Table 10: Outcome Level Indicators: Increased Income in Beneficiary Households					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
L1: # of households receiving livelihood services	800	431	917	1,600	57%
4.1 # and % of beneficiary adult women who report increased income	600	0	N.A	60%	N.A.

Source: MOCA Project

However, by January 2018 the project reached 917 HH members across 30 communities with livelihood services. According to MOCA, the project expects to reach a total of 40 HHs per community. Although there is no updated data on the number of women reporting increased income, in interviews during the fieldwork phase of the evaluation, several women declared to have started IGAs and that this was having a positive result on their HH income.

As reported by the project, awareness was raised among all 40 selected communities on VSLAs through community meetings/durbars. An average of 70 individuals per community participated in these awareness sessions. MOCA also held meetings with the Business Advisory Centre of the NBSSI and Department of Community Development to discuss their expected role in training, formation, and monitoring of the VSLA groups in the various communities. Existing VSLA manuals were reviewed and adapted to be used for the VSLA Facilitators training. A total of 20 VSLA Facilitators from the communities were identified and attended the district-based training.

VSLA activities have started in 30 communities, while 917 women have joined 30 VSLA groups.

Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
4.3.1 # of VSLAs formed	10 100%	10 100%	30 100%	40 100%	75%
4.3.2 % of VSLA members who repaid loans	400 90%	0	N.A.	90%	N.A.
4.3.3 Volume of savings by VSLA group members	--	GHS 21,092	GHS 53,386.10	GHS 48,000	111%

Source: MOCA Project

Through interviews, women declared having started and repaid loans, although precise data on repayment was not available at the time the evaluation was being conducted. By January 2018, VSLA group members had saved GHS 53,386, which surpassed the target set for the end of the project (GHS 48,000).

Following VSLA group formation, women were taken through training on group dynamics and financial literacy, which were jointly led by trained MFS Facilitators and the National Board for Small Scale Industries (NBSSI). Additionally, by October 2017 the project provided training on OSH to female household representatives and supplied OSH kits to 369 adult female HH members.

Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
4.2.1 # and % of adult beneficiary women with increased knowledge of livelihoods (oral pre- and post -test)	600 80%	N.A.	N.A.	80%	N.A.
4.2.2 # and % of adult beneficiary women practicing a new or expanding an existing livelihoods activity	600 75%	0	N.A.	75%	N.A.

Source: MOCA Project

It is not possible to assess the number and percentage of adult beneficiary women with increased knowledge of livelihoods (oral pre- and post -test), as the post-test results were not available at the time the evaluation was conducted. However, women interviewed declared to having acquired an increased knowledge of livelihoods. Likewise, the evaluator could not gauge the number and percentage of adult beneficiary women practicing a new or expanding an existing livelihoods activity, although several women interviewed declared having initiated IGAs.

Agriculture-based alternative livelihood options were identified through the Market Assessment. These include beekeeping, mushroom production and dry season vegetable production. By October 2017, beekeeping and dry season vegetable farming preparation were launched in 12 communities.

Table 13: SO 4.1 Increased Agricultural Production or Other Income-Generating Production by Adult Women Beneficiaries					
Indicator	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Jan '18/End of Project)
4.1.1 # and % of beneficiary women who report increased production (using simple volume measures – bags, etc.)	600	0	0	80%	0

Source: MOCA Project

Regarding the increased agricultural production or other income-generating production by adult women beneficiaries, the project reports that harvesting and beekeeping is expected to start by March 2018; thus it is still not possible to report on increased production.

3. Likelihood of Achieving the Planned Goals and Objectives by End of Project

As explained by MOCA project staff to the evaluator and as reflected in the response to the OCFT Comments to the Technical Progress Report of October 2017, the project expects a total of 40 HHs per community to be targeted. As the project increases the number of communities reached, and once community entry is complete, the project forms and trains VSLA groups in each community. The VSLA activity is then the entry point after which livelihoods activities are introduced to the women participating in the VSLA groups.

The MOCA project stated that it does not anticipate any challenges in reaching the end-of-project target, but has adjusted the annual targets to more accurately reflect the timing and sequencing of activities with HHs related to this indicator, as community members are now more aware of the benefits of being part of VSLA activities and are requesting to be part of them.

One strategy MOCA is employing to reach the targets is to undertake activities in tandem, such as VSLA and the identified livelihoods options (beekeeping, mushroom production, and dry season vegetable production). The project expects that by accelerating the introduction of livelihoods activities to the VSLA groups, the timeline for implementation and achievement of targets will be shortened.

Regarding the livelihoods training for adult female beneficiaries, activities are ongoing and, according to the MOCA team, harvesting and beekeeping is expected to start by March 2018. So far, this component has not yet assisted households in diversifying and expanding their sources of household income, although it has good potential to do so.

The following table provides a timeline for reaching the L.1 target for each semi-annual reporting period.

Table 14: Semi-Annual Targets for L.1				
L.1	October 2017 - March 2018	April 2018 - Sept 2018	October 2018 - March 2019	April 2019 - Sept 2019
# of households receiving livelihood services	600 women receive livelihood services	200 women receive livelihood services	600 women receive livelihood services	200 women receive livelihood services

Source: Response to OCFT Comments on the October 2017 TPR

Taking into account the number of VSLAs set-up and households that are receiving livelihood services so far in the life of the project, and assuming that project projections for reaching targets are credible, the evaluator concludes that it is highly likely for the project to meet the targets set by end of project.

However, it would be premature to gauge VSLA and livelihoods trainings' contribution to increased household income. Key stakeholders' opinions were that VSLA groups have the potential to increase savings and facilitate access to credit among their members. In turn, this has the potential to provide the means to initiate or reinvest in IGA, and thus improve economic activities and income.

Through interviews, the evaluator discovered that in some MOCA communities women have already asked for and invested in loans for ongoing business. In other communities, VSLA members have started small businesses. These women are confident that this will help them in increasing their HH incomes. However, initiating a small business and making it profitable takes some time, and it is likely that the impact in terms of increased revenues will most likely not be visible until well after the project life.

3.3 Efficiency

In this section, the evaluation assesses the strategies and measures adopted by the project management team to address the problems or delays encountered and to achieve the project's immediate objectives; the impact of staff turn-over on project implementation; and to what extent has the piloting of the DPMS with IMPAQ addressed the M&E needs of the project.

3.3.1 Strategies and Measures Adopted by Project Management to Address Challenges or Delays Encountered and Achieve Objectives

This evaluation question has already been discussed in previous sections of the report (relevance and effectiveness). Through document review, interviews, observations, FGDs and field visits, the evaluator found that strategies and measures adopted by the project's management address the problems or delays encountered and are likely to contribute to achieving most of the project's immediate objectives.

The following is a summary of the strategies and measures adopted by the project's management to address the problems or delays encountered.

CAP design and implementation: Despite initial delays, the project has been able to develop, validate and approve CAPs on Child Labor in 30 of the 40 targeted communities. Additionally, 10 communities have been awarded MOCA community grants and the remaining 20 CAP grants are expected to be allocated by February/ March 2018.

Increased acceptable work opportunities / youth equipped with skills and education for labor market needs: By January 2018, the project had reached 1,166 beneficiaries of the 3,200 set by the E.1 indicator (36% of the total). There are currently 681 youth participating in CVET and 485 in MFS. However, the MOCA team expects to reach a total of 2,600 youth with CVET/MFS vocational training, which is 20% less than the set target.

Households with livelihoods services and OSH training: Due to delays in the selection process, the project was unable to reach 600 HH by October 2017. By January 2018, however, the number of HH had more than doubled, from 431 in October to 917 in January.

The project expects to target 40 HHs per community. Once the number of communities increases and community entry is complete, the project will start VSLA groups, making this activity the entry point after which livelihoods activities are introduced to women participating in VSLA.

The MOCA project does not anticipate any challenges in reaching the LOP target. It has, however, adjusted annual targets to more accurately reflect timing and sequencing of activities with HHs with regards to this indicator.

In order to better reach targets, the project is undertaking activities in tandem such as VSLA and the identified livelihoods options (beekeeping, mushroom production, and dry season vegetable production), in hopes that by accelerating the introduction of livelihoods activities to VSLA groups, the timeline for implementation and achievement of targets will be shortened.

3.3.2 Impact of Staff Turnover on Project Implementation

As highlighted earlier on in this report, the project experienced challenges in finding and hiring staff. Details are as follows:

- The Livelihood Specialist left by mid-2016 and a new one was hired by the end of 2016. Since the Livelihood Specialist was supposed to collaborate with the Education Specialist in developing the market assessment and livelihood options for adults, his departure resulted in delaying such activities.
- In 2016, the Project Director left MOCA and an Interim Project Director was appointed. The current Project Director was hired in December 2016. This situation had an impact on the implementation of all project activities.
- The CAP Coordinator left MOCA in September 2016, when the communities' selection was in progress, which delayed the process.
- In October 2017, the Education and VET Specialist was terminated due to low performance. Job advert and interviews were conducted in November. Only by mid-January 2018 did the project manage to have a replacement.

As mentioned before, staff turnover negatively affected the set-up of a functioning project office and impacted project implementation, having negative effects in the timely execution of project activities, such as the development of the baseline study; CMEP workshop; the roll out of the marketable skills assessment; the adaptation of community assessment tools, MFS and skills development training materials; and the project's ability to meet planned targets.

Nevertheless, the evaluator verified that the MOCA project is now fully staffed and observed that it is currently reaching cruise speed.

3.3.3 Piloting of the DPMS with IMPAQ and the Project's M&E Needs

Data entry into the Direct Participant Monitoring System (DPMS) has been stalled due to delays with the development of the pilot DPMS and web-based data input platform developed by IMPAQ. This has resulted in the MOCA project not being able to input their CMEP data into the system.

IMPAQ has provided support to help MOCA resolve data quality issues and import the data into the DPMS. However, to cope with the above mentioned situation, the MOCA team developed an excel spreadsheet for inputting data, which is sent to IMPAQ to upload into the DPMS. Thus, the MOCA team cannot upload data into the platform on their own.

The MOCA project staff also reported that using an online platform poses a challenge, as internet connectivity is unreliable in Kumasi. Limited server capacity is also a challenge related to the DPMS. Additionally, currently, multiple users cannot enter data simultaneously on the DPMS platform. According to some key stakeholders, piloting the system is extremely time consuming and demands a high level of time and effort both at project and HQ levels.

Moreover, the team informed the evaluator that the system experiences challenges in cross-analyzing data (e.g. data per ages, district, community, etc.). The system does not produce the

expected information and its utility is limited in terms of producing data and reports that the project management can use to take informed decisions.

3.4 Sustainability

This section briefly introduces the project's sustainability strategy and explores some of the factors that might affect the consolidation and continuation of the results that have already been obtained.

The MOCA project applies an integrated area-based approach and its sustainability strategy includes: building partnerships and capacities with local communities; promoting economic empowerment in beneficiary households; improving and increasing community and district capacity on child labor issues; and building collaborative relationships with ongoing initiatives and key actors in the cocoa sector.

In general, the evaluation found that the project is establishing a basis for future sustainability through capacity building; awareness raising; CAP development and mainstreaming into District Plans; relevant skills-training programs; and livelihood alternatives. However, the consolidation and continuation of the results that have already been obtained will greatly depend on the following factors: continuous awareness among communities to improve the populations' ownership and support to CAPs, as well as to reinforce DAs support to CAP implementation; improved access to quality training for youth; and enhanced sustainable livelihoods.

3.4.1 Awareness Raising

Continuous awareness-raising is still greatly needed in several areas, including: community participation in CAP implementation; the importance of youth contribution to decision making in CAPCs; parents' support to youth participants; the benefit and opportunities of participating in skills-training and/or in cocoa nursing; the risks of youth migrating to cities or participating in illegal mining; and early pregnancies. At the district level, continuous awareness is needed in order to secure and increase funds and resources to implement CAP activities.

3.4.2 CAP Implementation

Some CAPCs have been successful in mobilizing local resources to support implementation and/or mobilize some funding from the DAs: e.g. construction of water pumps, water tanks, or IT classrooms. Furthermore, some CAPCs have exhibited a certain degree of empowerment and are now able to address the District Assemblies and appeal the district representatives/authorities in order to advocate for their communities and CAPs, and to gain access to some resources. According to several testimonies (specially, CAP committee and VSLA group members), this was unthinkable a year ago.

However, the evaluator underscores the need expressed by several stakeholders for continuous technical support to enhance CAP ownership, implementation, management, and sustainability, including efforts to advocate and attract more internal (communities) and external (DAs) support for their implementation. Sustainability strategies for CAPs must be developed with the CAPCs.

3.4.3 Improved Access to Quality Skills Training

Despite the remarkable efforts made and the progress achieved by MOCA, there is an expressed need for quality assurance with regard to skills training. It is very important that trainings provide sufficient and relevant hard and soft skills; and strategies to be in place for trainees to receive certification, guidance and support to access employment upon completion. Also, precise rules and procedures on how to manage the cocoa nurseries in a sustainable manner need to be defined and established with the CAPCs.

3.4.4 Enhanced Sustainable Livelihoods

The livelihood component is central to the project and a significant element in tackling poverty, which is helping communities implement CAPs and helping families provide for their children and keeping them out of work. Constant support and follow-up is needed to support beneficiaries in managing the VSLAs; to develop/build on income generating activities; and to assist them in developing business plans, marketing their products, and reinvesting their profits.

IV. LESSONS LEARNED AND GOOD PRACTICES

4.1 Lessons Learned

1. The availability of skilled staff is a key aspect of project start-up and implementation. Better due diligence at the proposal stage will result in higher quality staff being identified and approved at the time of award, thereby reducing delays in post-award approvals for key positions and avoiding gaps in staffing of key positions due to turnover of poor performing staff during project implementation.
2. Although communities display considerable interest and enthusiasm regarding the livelihood activities that are being introduced by the project, the evaluator thinks it important to mention that these are not a replacement for cocoa farming for adults. These livelihood alternatives should therefore not be seen as a solution for solving all poverty-related problems within the communities. Livelihood options can complement the income generated by cocoa farming, but they will most likely not be a substitute for them.
3. Short-term interventions in skills-training (6 months onsite job training plus 6 months apprenticeship) are not likely to generate a significant impact, given that acquiring relevant and solid hard and soft competencies require long processes. The full cycle of training-insertion-tracking should also be taken into account and should therefore be adjusted accordingly.
4. Certification in skills training is very important as they prove that trainees have followed an instruction process to learn a trade. Certifications can also give future employers the guarantee that apprentices have the required abilities to take on a job. Finally, certified workers will improve their chances of obtaining better jobs.
5. It is important to reinforce MELR (central and regional levels) involvement and also District Officers in the follow-up monitoring of the project in order to ensure participation of relevant authorities in the implementation and monitoring of project activities; to influence policy-making; and to reinforce sustainability prospects.

4.2 Good Practices

1. The CAP design and execution, as well as the foundation of the CAPCs, are having a noteworthy effect in community empowerment. In turn, these offer prospects and enhance political participation which, consequently, further increases the communities' ability to engage and advocate with district authorities regarding community development and CAP implementation.
2. Conducting thorough labor market studies is essential for skills and vocational training programs. These studies are indispensable for linking the trainings offered with actual livelihood opportunities.

3. The TOT dispensed to the MCP and MFS facilitators is considered a good practice as it provides trainers with the necessary pedagogical skills, complementing their technical knowledge and improving their teaching abilities.
4. CVET and MFS allow for youth training to take place in their own villages, which has the potential to increase their chances of developing an income generating activity in their communities.
5. Through the livelihood component, the project aims to increase household incomes. MOCA is facilitating adult MFS to female household representatives for self-employment in the agricultural sector, as well as providing assistance to organize VSLA groups in order to promote savings and issue micro loans. The livelihood component is considered a good practice, as addressing poverty is a valuable approach in combating child labor.
6. VSLAs are creating a culture of savings and have a strong potential to facilitate access to credit. In turn, this could increase women's opportunities for investing in IGAs, and therefore contribute to increasing their household income.

V. CONCLUSIONS

5.1 Relevance

The evaluation concluded that the MOCA project adequately managed community expectations for its various engagement strategies. Although at the outset of the project, expectations were high in some communities in terms of what the project could support, the evaluator can confirm that communities are, overall, aware of and understand what the MOCA project can and cannot do. Moreover, all parties involved have a good understanding of what the MOCA project expects from the different stakeholders in order to successfully implement the project.

Furthermore, the evaluation concluded that there is widespread agreement among interviewees at the community and district level that the MOCA project is delivering as expected.

MOCA has ensured that women benefit from the project and promotes women's empowerment by ensuring their participation in CAP design and implementation, as well as in CAP Committees. Women have become active members of their communities and increased their representation in community decision-making processes and bodies. Furthermore, the provision of VSLA and livelihood services has the potential to reinforce their social and economic empowerment.

Using onsite job training and apprenticeships models with MCPs skilled in a specific trade was found to be highly relevant. Also, MFS and cocoa nursery were found to be greatly pertinent. All trainees interviewed by the evaluator, as well as the parents present during the CAPs/VSLA meetings, expressed a high level of satisfaction with the training they are receiving.

However, some important challenges still remain, including: the trainings' duration might not be sufficient to provide children with the necessary skills to substantially improve their employability and livelihood prospects. The lack of and/or poor quality of materials negatively impacts the quality of the trainings. It is unclear to families and beneficiaries whether all trainees will receive start-up kits and what their contents will be. Trainings do not include soft skills. It is also unclear how the project will issue training certifications. Explicit and systematized strategies to help transition from training to work have not been designed and no tracking of future employment mechanisms are foreseen once the project finishes. It is unclear whether the local market will have the capacity to absorb all trainees upon completion. Precise procedures for managing cocoa nurseries and making them sustainable have not yet been defined with the CAPCs.

The impact of the new Secondary Education Policy will likely be less pronounced than initially expected. The number of drop-outs among the second cohort of trainees was drastically reduced. Also, SHSs are far from most project communities, have inadequate boarding facilities and most parents in the MOCA communities cannot afford to have their children commuting daily to school. Nevertheless, project staff should pay special attention during the start of the 2018/19 academic year next September, and assess how the situation evolves regarding enrollment in SHS and drop-out in the MOCA skills-training programs.

5.2 Effectiveness

A number of factors affected the project's implementation, especially during its first year of operation. Staff turnover impacted project implementation. The project also suffered delays in work planning and start-up. All these factors combined to result in adversities in setting up a functioning project office, and had negative effects in the timely execution of project activities and in the project's ability to meet planned targets.

Nevertheless, the evaluator verified that the MOCA project is now fully staffed; and the baseline, marketable skills study, etc. has been delivered. The project is making important efforts to overcome the delays in implementation and in meeting the planned targets.

A. CAP Design and Implementation

The project has been able to develop, validate and approve CAPs on Child Labor in 30 of the 40 targeted communities; and is in the process of awarding grants. MOCA communities have started CAP implementation and resource mobilization to implement CAP activities. However, so far these communities have not reached the target of implementing 80% of their planned annual CAP CL-related activities.

In terms of CAP design, the evaluation concludes that the likelihood of achieving the target is very high. Regarding CAP implementation, judging by the results shown so far, it does not seem realistic to think that the project will fully reach the set target regarding the number/percentage of communities that implement 80% of their planned annual CAP CL-related activities.

B. Youth equipped with skills and education / Increased acceptable work opportunities for labor market needs

Currently, 681 youth are participating in CVET and 485 in MFS; amounting to a total of 1,166 youth being provided with skills training. However, none of them are yet participating in any form of acceptable work opportunity, as all beneficiaries are still in training.

Regarding the likelihood of achieving the planned goals and objectives by the end of the project, it is likely that the project will reach 80% of the target for the E.1 indicator: "Number of children engaged in or at high risk of entering child labor provided education or vocational training services" (3,200 beneficiaries). However, it does not seem realistic that the project will reach the end of project target set at "90% (of the 3,200 trained youth) participating in acceptable work opportunities (formal jobs/internships/apprenticeships/self-employment)."

C. Households with livelihood services and OSH training

The Household selection process was delayed and the project was not able to reach 600 HH by October 2017. However, by the end of January 2018, VSLA activities had started in all 30 communities and 917

women had joined VSLA groups. Agriculture-based alternative livelihood options were launched by October 2017 in 12 communities.

Taking into account the number of VSLAs set-up and households receiving livelihood services so far in the life of the project, and assuming that project projections for reaching targets are credible, the evaluator concludes that it is highly likely for the project to meet the targets set by end of project. However, it would be premature to gauge VSLA and livelihoods trainings' contribution to increased household income.

Regarding the livelihoods training for adult female beneficiaries, activities are ongoing and both harvesting and beekeeping are expected to start by March 2018. So far, this component has not yet assisted households in diversifying and expanding their sources of household income, although it has good potential to do so.

5.3 Efficiency

The evaluator found that strategies and measures adopted by the project's management address the problems or delays encountered and are likely to contribute to achieving most of the project's immediate objectives.

Despite initial delays, the project has been able to develop, validate and approve CAPs on Child Labor in 30 of the 40 targeted communities. Additionally, 10 communities have been awarded MOCA community grants and the remaining 20 CAP grants are expected to be allocated by February/March 2018.

By January 2018, the project had reached 1,166 beneficiaries, out of the 3,200 set by the E.1 indicator (36% of the total). There are currently 681 youth participating in CVET and 485 in MFS. However, the MOCA team expects to reach a total of 2,600 youth with CVET/MFS vocational training, which is 20% less than the set target.

By January 2018, the number of households with livelihoods services and OSH training (917) had more than doubled from those reached in October 2017 (431). The MOCA project does not anticipate any challenges in reaching the LOP target.

In order to better reach targets, the project is undertaking activities in tandem such as VSLA and the identified livelihoods options (beekeeping, mushroom production, and dry season vegetable production), in hopes that by accelerating the introduction of livelihoods activities to VSLA groups, the timeline for implementation and achievement of targets will be shortened.

The evaluation found that staff turnover had negative effects on the timely execution of project activities, and the project's ability to meet planned targets. Nevertheless, the evaluator verified that the MOCA project is now fully staffed and observed that it is currently reaching cruise speed.

MOCA project staff also reported that using an online platform poses a challenge, as internet connectivity is unreliable in Kumasi. Additionally, the limited server capacity of the DPMS platform doesn't allow multiple people to enter data simultaneously. Furthermore, according to some key stakeholders, piloting the system is demanding an exorbitant amount of time and effort both at project and HQ levels. Moreover, the system is unable to generate reports for some indicators, and there are problems in cross-analyzing data (e.g. data per ages, district, community, etc.). The system does not produce the expected information, which limits its utility in terms of producing data and reports that project management can use to take informed decisions.

5.4 Sustainability

In general, the evaluation found that the project is establishing a basis for future sustainability through capacity building; awareness raising; CAP development and mainstreaming into District Plans; relevant skills-training programs; and livelihood alternatives. However, the consolidation and continuation of the results that have already been obtained will greatly depend on: continuous awareness among communities to improve the populations' ownership and support to CAPs, as well as to reinforce DAs support to CAP implementation; improved access to quality training for youth; and enhanced sustainable livelihoods.

VI. RECOMMENDATIONS

The recommendations are based on the findings made in this evaluation and ensue from the lessons learned and conclusions. The recommendations may be useful for OCFT, Winrock 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 results of the project and increase the likelihood that intended targets and objectives will be achieved.

1. Reinforce awareness rising activities.

The MOCA project must reinforce awareness raising activities in order to strengthen awareness in: women's participation in CAPCs; community participation in CAP implementation; the importance of youth contribution to CAPCs' decision making; parents' support to youth participants; benefits and opportunities of participating in skills-training and/or in cocoa nursing; risks of youth migrating to cities or participating in illegal mining; and early pregnancies.

2. Enhance CAP implementation.

MOCA must provide continuous technical support to enhance CAP implementation, management, and sustainability, including efforts to advocate and attract more internal (communities) and external (DAs) support for their implementation. Reinforced technical support must be provided to CAPCs in order to enhance their capacities in managing, monitoring and updating CAPs.

3. Promote further support from the District Assemblies.

At the district level, continuous awareness is needed from the MOCA project in order to secure and increase support, funds and resources to implement CAP activities. Regular briefings on the project's activities should be handed out among the relevant DA Officers; also, these officers (along with MELR representatives) could be invited to join some of WI's monitoring missions (at no cost for the project). Furthermore, MOCA, along with the CAPCs, could advocate for the creation of dedicated funding from the District Assembly's budget level to secure funding for social projects. MOCA communities (CAPCs) could then present and, eventually, fund some initiatives contained in their CAPs.

4. Prepare sustainability strategies for CAPs.

Sustainability strategies for CAPs must be developed with the CAPCs before the end of the project. Also, the project should insure the presence of communities' leadership representatives along with DA Officers in the pending 10 CAP design processes.

5. On E.1 target achievement:

The evaluation recommends that Winrock and USDOL undertake a consultative process to decide jointly on how best to achieve the service provision goals of the project.

6. Focus on the quality of skills trainings.

MOCA must ensure that the CVET training programs provide sufficient and relevant hard and soft skills. It is suggested that the project introduce soft skills (e.g. entrepreneurship; management; marketing; book-keeping; reinvestment) and career guidance-related subjects during the last 6 months of training, while the trainees are in apprenticeships. The project should explore possibilities, with the NBSSI, of developing the curricula and teaching its contents. Also, the project should further increase and diversify the CVET specialties offered. Furthermore, with the objective of facilitating a swift implementation of technical training, MOCA must guarantee that project materials supplied to MCPs and project beneficiaries are of good quality and supplied in a timely manner. Broken down sewing machines (and other equipment, as relevant) must be repaired immediately.

By the start of the 2018/19 academic year in September/October 2018, the project should revise its projections regarding the number of skills training beneficiaries, once it has a perspective on all 40 communities. At that point the project will be able to assess the results achieved by the first cohort of trainees and the drop-out rates once the new academic year for SHS starts.

7. Provide certification to trainees.

MOCA and the DAs should provide certification of completion for skills training to ensure recognition of the training received and the competences acquired by participants in the skills training.

8. Distribute start-up kits.

The MOCA project must prioritize the distribution of the installation kits to young trainees so they can start their business/trades as soon as they finish their training. Communities must be informed about what elements the MOCA project can provide beneficiaries with upon completion of the skills trainings, so that parents can prepare and supply the remaining items to support their children's businesses.

9. Put in place strategies to support the trainees' transition to the labor market.

The project should put in place strategies to provide guidance and support for trainees to access employment upon completion. In this regard, MOCA should explore and define how the project, along with the NBSSI and COCOBOD, could support young trainees in facilitating their transition into the labor market.

10. Define management arrangements for cocoa nurseries.

Precise rules and procedures must be defined and established between MOCA and the CAPCs, including how to manage the cocoa nurseries in a sustainable manner and how to distribute the generated income (e.g. CAP funding, salaries to youth workers, re-investment, etc.). Furthermore, COCOBOD should continue facilitating access to new hybrid cocoa pods.

11. Foresee follow-up procedures of trainees for at least 1 year after the project finishes.

To this end, MOCA could bring on board the MCPs so they can mentor trainees after receiving their start-up kits and provide supervision and counsel for the start-up of their businesses. Also, CAPCs should provide follow up on the start-up kits and youth career development. Furthermore, MOCA could agree with the Community Development Consult Network (CODESULT) to follow up on trainees after the project ends.

12. Ensure that the VSLA members have the proper skills to engage in IGA/business management.

Constant support and follow-up is needed to support beneficiaries in managing the VSLAs and developing/building on income generating activities. MOCA must ensure that VSLA members have the proper skills (e.g. preparation of feasible business plans; market-access/marketing; management; book-keeping) to engage in IGA/business management before they begin such activities.

13. Support livelihood beneficiaries in developing and managing their IGAs.

MOCA should assist livelihood beneficiaries in developing business plans, marketing their products, and reinvesting their profits. MOCA should further engage with the Ministry of Agriculture, NBSSI and COCOBOD so they can provide support to the livelihood beneficiaries in the management of the IGA, as well as in monitoring their progress.

14. Provide an online-based DPMS system and related training.

USDOL, IMPAQ, and Winrock will need to continue to work together to address the remaining technical issues, as well as to offer MOCA staff the necessary capacity to fully operate and utilize the system.

ANNEX A: Overview of Project Progress

MOCA INDICATORS

Outcome 1: Increased prioritization of CL by community and external stakeholders					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
1.1 Number and percent of communities who have established functional CAPs to address CL	30	30	30	40	75%
	100%	100%	100%	100%	--
1.2 Number and percent of communities that implement 80% of their planned annual CAP CL-related activities	30	0	N.A.	--	0%
	85%	0%	N.A.	90%	
1.3 Number of districts with CL activities reflected in their district annual action plans	4	1	4	4	100%
	100%	25%	100%	100%	--

Source: MOCA Project

N.A.: Not available

S.O.	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
SO1.1 Increased community resources to address CL issues	1.1.1 Number and percent of communities that are awarded MOCA community grant	10 (100%)	0	10	40	25%
	1.1.2 Number and percent of communities who have mobilized resources (community/district) to address CL issues	20 (100%)	10	N.A.	80% 32	31%
SO 1.2 Increased awareness of CL/OSH	1.2.1 Number and percent of CAP committees who have implemented CL/OSH awareness-raising activities in their community	10 (100%)	10	N.A.	40	25%
SO 1.3 Increased involvement of youth in CAP	1.3.1 Number and percent of CAP committees that have selected at least one youth to serve as a committee member	10 (100%)	10	30	100%	83%

	1.3.2 Number and percent of CAP committees that have implemented at least two youth-led activities per year	10 (100%)	10	N.A.	90% 36	28%
SO 1.4 Increased advocacy with District Government Authorities	1.4.1 Number and percent of CAP committees who advocate for the inclusion of child labor issues or CAP activities in District Plans	10 (100%)	10	30	80%	94%
SO 1.5 Increased community capacity to design CAPS approved by community	1.5.1 Number and percent of community-approved CAPs	10 (100%)	10 (100%)	30 (100%)	40(100%)	75%

Source: MOCA Project

N.A.: Not available

Outcome 2: Increased acceptable work opportunities among beneficiary youth 15-17 years of age					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
2.1 Number and percent of beneficiary youth (15-17) participating in acceptable work opportunities (formal jobs/internships/apprenticeships/self-employment)	1450 100%	0	0	90%	0%

Source: MOCA Project

S.O.	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
SO 2.1 Increased partner support for acceptable work opportunities for youth	2.1.1. Number and percent of partners who offer youth safe, acceptable work opportunities jobs/internships/mentorships/apprenticeships through partnerships.	102	165	N.A.	202 100%	162%
SO 2.2 Increased financial support for business	2.2.1. Number of beneficiary youth who have received project start-up kits/tools/inputs/fun	1050 100%	0	0	50%	0

S.O.	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
start-up (start-up kits, community grants)	ding					
SO 2.3 Increased community advocacy for acceptable work/OSH	2.3.1. Number and percent of communities that have carried out advocacy meetings with employers for acceptable work/OSH	80%	10	30	80% 32	94%
SO 2.4 Increased awareness of acceptable work conditions/OSH	2.4.1. Number and percent of community members with an increased knowledge of OSH (pre- and post-test)	500 90%	334	N.A.	2000 90%	17%
SO 2.5 Increased peer support to youth workers/entrepreneurs	2.5.1 Number and percent of youth graduates joining youth associations or cooperatives	1050 20%	0	0	20%	0
	2.5.2 Number and percent of communities who select at least 2 young adult advocates who regularly engage in peer-to-peer mentoring	20 80%	10	30	80% 32	94%

Source: MOCA Project

N.A.: Not available

Outcome 3: Beneficiary Youth Knowledge, Attitudes and Skills Increased to Improve Employability					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
E1: Number of children engaged in or at high risk of entering child labor provided education or vocational training services	1050 100%	896	1166	3200	36.5%
3.1. Number and percent of beneficiary youth 15-17 years of age who are certified after completion of MOCA CVET/MFS training	1050	0	0	80%	0

POC4: Percent of beneficiary children who regularly attended any form of education during the past six months	1050	N.A.	N.A	75%	N.A.
---	------	------	-----	-----	------

Source: MOCA Project

N.A.: Not available

Objectives	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
Outcome 3: Beneficiary Youth Knowledge, Attitudes and Skills Increased to Improve Employability	3.1 Number and percent of beneficiary youth 15-17 years of age who are certified after completion of MOCA CVET/MFS training	0	0	0	80%	0
SO 3.2 Improved quality of CVET training	3.2.1 Number and percent of CVET/MFS that meet project quality standards (curriculum, materials/equipment/facilitators)	120	51	32 MFS 135 MCP	180 (100%)	93%
SO 3.2.1 Improved alignment of CVET curriculum to market needs/OSH standards	3.2.1.1 Number of CVET/MFS that integrate OSH standards into training.	120	51	32 MFS 135 MCP	180 (100%)	93%
	3.2.1.2 Number of CVET/MFS trainings that revise programs based on market needs	120	51	32 MFS 135 MCP	180 (100%)	93%
SO 3.2.2 Increased skills of CVET/MFS facilitators	3.2.2.1 Number and percent of CVET/MFS facilitators with improved skills to deliver competency based training (CBT)	120	51	32 MFS 135 MCP	80%	115%
SO 3.2.3 Improved CVET/MFS materials and equipment for training	3.2.3.1 Number and percent of CVET/MFS provided with materials and equipment by MOCA	120	51	N.A	80%	35%

SO 3.3 Increased community awareness of the benefits of CVET/MFS	3.3.1 Number of community members (youth and parents) who can identify two benefits of CVET/MFS training	2400	974	N.A	90%	45%
---	--	------	-----	-----	-----	-----

Source: MOCA Project
N.A.: Not available

Outcome 4 Increased income in beneficiary households					
Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
4.1 Number and percent of beneficiary adult women who report increased income	600	0	N.A	60% 480	N,A
L1: Number of households receiving livelihood services	800	431	917	1,600	57%

Source: MOCA Project
N.A.: Not available

Objectives	Indicators	Target (End of FY '17)	Actual (End of FY '17)	Actual (End of Jan '18)	Target (End of Project)	% Actuals (Oct '17/Jan '18/End of Project)
Outcome 4 Increased income in beneficiary households	4.1 Number and percent of beneficiary adult women who report increased income	600	0	N.A	60%	N,A
	L1: Number of households receiving livelihood services	800	431	917	1,600	57%
SO 4.1 Increased agricultural production or other income-generating production by adult women beneficiaries	4.1.1 Number and percent of beneficiary women who report increased production (using simple volume measures - bags, etc.)	600	0	N.A	80%	N.A.
SO 4.2 Improved skills and knowledge in livelihoods activities	4.2.1 Number and percent of adult beneficiary women with increased knowledge of livelihoods (oral pre- and post -test)	600	N.A.	N.A.	80%	N.A.

	4.2.2 Number and percent of adult beneficiary women practicing a new or expanding an existing livelihoods activity	600	0	N.A.	80%	N.A.
SO 4.3 Increased access to microloans and savings	4.3.1 Number of VSLAs formed	10	10	30	40	75%
	4.3.2 Percent of VSLA members who repaid loans	400	0	N.A.	90%	N.A.
	4.3.3 Volume of savings by VSLA group members	--	GHS21,092	GHS53,386.1 0	GHS48,000	111%

Source: MOCA Project

N.A.: Not available

TERMS OF REFERENCE

Independent Interim Evaluation

Mobilizing Community Action and Promoting Opportunities for Youth in Ghana's Cocoa Growing Communities

- MOCA -

in

GHANA

Cooperative Agreement Number: IL-28095-15-75-K--5
Financing Agency: U.S. Department of Labor
Grantee Organization: Winrock International
Dates of Project Implementation: Nov 2015 - Nov 2019
Type of Evaluation: Independent Interim Evaluation
Evaluation Field Work Dates: February 12-23, 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:



Sistemas, Familia y Sociedad
Consultores Asociados

Dwight Ordoñez: [dwightor@gmail.com](mailto:dwrightor@gmail.com)
Azure Maset: azure.maset@gmail.com

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 Context⁵

Cocoa is Ghana's third most important commodity after oil and gold, but the industry faces numerous challenges: Aging cocoa farmers (over 50 years), increased competition from countries with lower production costs, shrinking farm size as land is divided through inheritance, declining soil fertility due to poor farming practices and persistent poverty as the average cocoa farmer's income is \$1 a day, despite long hours of work.⁶ Economically stressed cocoa growing families therefore often resort to the use of child labor to increase production and reduce cost of production. In addition to perpetuating the cycle of poverty among cocoa growing families, the consequence of not addressing child labor could potentially destabilize a population of uneducated, unskilled youth⁷. In 2014, some 246,400 youth aged 15-17 worked in cocoa production in Ghana, many facing one or more hazards such as clearing forest and felling trees, exposure to agro chemicals, weeding with machetes, using harvesting hooks to reach overhead cocoa pods, breaking cocoa pods with knives, carrying and carting heavy loads, and working without protective gear.

Findings from the Tulane Survey (2015) indicate that about 286,600 youth, aged 14-15 were moving into the age bracket 15-17, when the risk of hazardous labor increases. It also indicates that many youth have left school already and do not have the skills needed for other, less hazardous work. The study also indicates that fewer girls work in cocoa production than boys (36.8% girls compared to 45% boys). This gender margin narrows when assessing child laborers in the entire agricultural sector in cocoa growing areas (62.3% girls compared to 70.9% boys). Because education is typically considered as less important for girls, girls' school attendance is lower than boys (94% for girls compared with 97.3% for boys).⁸

MOCA will work in two regions in Ghana—Ashanti and Western. These regions have particularly high levels of cocoa production, pervasive child and hazardous labor practices, and widespread poverty. According to the 2014 Ghana Living Standard Survey on child labor, the Ashanti Region has the highest level of children involved in hazardous activities (35.3%); the Western Region is the third with 34.5% after Brong Ahafo Region. Western and Ashanti regions have the highest levels of children involved in at least one cocoa specific hazardous activity—23% and 22% respectively. The

⁵ Adapted from Project CMEP

⁶ Ghana Statistical Service, 2014

⁷ Tulane University of Public Health and Tropical Medicine, July 2015) and 2013/14 Survey Research on Child Labor in West African Cocoa Growing Areas

⁸ All statistics in this paragraph are from Tulane 2015 Survey

two regions are centers for agriculture and other economic activities and are among the three largest producers of cocoa.

Of the many contributing factors that cause child labor in Ghana's cocoa growing communities the MOCA project has identified four key factors contributing to child labor in the areas where MOCA will be implemented:

1. Lack of community and stakeholder mobilization to prevent child labor in Ghana's cocoa growing areas;
2. Lack of access to acceptable work opportunities for the youth (15-17 years);
3. Youth do not have marketable technical, numeracy, literacy or soft skills needed for acceptable jobs;
4. Poor households' dependence on income from child labor.

Project Specific Information⁹

In November 2015 the United States Department of Labor's (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a \$4.5 million cooperative agreement to Winrock International to implement a project entitled, "Mobilizing Community Action and Promoting Opportunities for Youth in Ghana's Cocoa-Growing Communities" (MOCA). The MOCA project began on November 6, 2015 and will end on November 5, 2019.

The overall project objective is to reduce the incidence of child and hazardous labor in the project's 40 target cocoa-growing communities. The MOCA project is designed to address child labor (CL) by implementing interrelated activities in which communities in two regions of Ghana design and implement Community Action Plans (CAPs) to address child labor. Also, the MOCA project will provide skills training and education directly related to labor market needs for youth at risk or engaged in CL, assist youth of legal working age to transition to acceptable work, assist households' access to livelihood services, and increase youth, household and community leaders' knowledge of Occupational Safety and Health (OSH) standards. Four districts have been identified in the Western and Ashanti regions to receive project services.

Over the period of performance of the MOCA project, a total of 40 communities will benefit directly from project services. Across the 40 communities, a total of 5,080 beneficiaries (50% female) will be reached, including 3,200 youth aged 15-17 years (approximately 80 from each of the 40 communities); 1,600 households (approximately 40 households per community) and 280 community leaders (approximately 7 per community).

The project will work with CAP committees in the 40 selected communities to develop or refine CAPs that prioritize child labor and acceptable work and that are vetted and approved by community members. The project will support the CAPs by offering 3,200 beneficiary youth the option of two tracks of six-month Technical and Vocational skills training - Model Farm School

⁹ Adapted from Project CMEP and Cooperative Agreement

(MFS) (agriculture focused) or Community-based Vocational Education Training (CVET) (non-agriculture focused). Both tracks will teach relevant technical, business management, and life skills and will provide beneficiaries with appropriate start-up tools/kit and protective gear after the trainings to increase their employability. Some of the graduates will be matched with appropriate internship or apprenticeship opportunities with agricultural, technical, or vocational employers, while other graduates will pursue self-employment with project support for start-up inputs and to form or join youth cooperatives.

The project will also provide 1,600 beneficiary households (female household representatives) support to increase their income, keep youth out of hazardous labor, and adopt OSH practices. They will benefit from MOCA adult MFS to increase their chances of self-employment in the agricultural sector as well as select non-agricultural trainings. They will receive start-up support, capacity building in OSH, and assistance in organizing VSLA groups.

The project aims to achieve its overall objective through the following outcomes and supporting outcomes:

OUTCOME 1 INCREASED PRIORITIZATION OF CHILD LABOR BY COMMUNITY AND EXTERNAL STAKEHOLDERS
SO 1.1 Increased community resources to address CL issues
SO 1.2 Increased awareness of CL/OSH
SO 1.3 Increased involvement of youth in CAP
SO 1.4 Increased advocacy with District Government Authorities
SO 1.5 Increased community capacity to design CAPs that are approved by communities
OUTCOME 2: INCREASED ACCEPTABLE WORK OPPORTUNITIES AMONG BENEFICIARY YOUTH 15-17 YEARS OF AGE
SO 2.1 Increased partner support for acceptable work opportunities for youth
SO 2.2 Increased financial support for business start-up (start-up kits, community grants)
SO 2.3 Increased community advocacy for acceptable work/OSH
SO 2.4 Increased awareness of acceptable work conditions/OSH
SO 2.5 Increased peer support to youth workers/entrepreneurs
OUTCOME 3: BENEFICIARY YOUTH KNOWLEDGE, ATTITUDES AND SKILLS INCREASED TO IMPROVE EMPLOYABILITY
SO 3.1 Improved youth access to vocational training (CVET/MFS)
SO 3.2 Improved quality of CVET/MFS training delivery
SO 3.2.1 Improved alignment of CVET/MFS curriculum to market needs/OSH standards
SO 3.2.2 Increased skills of CVET/MFS facilitators
SO 3.2.3 Improved CVET/MFS materials and equipment for training
SO 3.3 Increased community awareness of the benefits of CVET/MFS
OUTCOME 4: INCREASED INCOME IN BENEFICIARY HOUSEHOLDS
SO 4.1 Increased agricultural production or other income-generating production by women beneficiaries

SO 4.2 Improved skills and knowledge in livelihoods activities
SO 4.3 Increased access to microloans and savings

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 programs in Ghana. The interim evaluation should provide OCFT, Winrock 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, Winrock, 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 extent does the project manage community expectation from its various engagement strategies?
2. To what extent has the project addressed gender empowerment?
3. To what extent has the vocational trainings fulfilled the needs of the youth?

4. How has the change in Ghana education policy (implemented in September 2017) which abolished Senior High School fees for tuition, books, accommodation, impacted youth recruitment and retention in the vocational training (CVET and MFS) programs offered by the project and what recommendations does the evaluator have on how the project can adapt its implementation approach to respond to the new education policy?

Effectiveness

5. Will the project be likely to achieve its planned goals and objectives by the end of the project?
6. Has the project encountered any obstacles to implementing its planned strategies? Are there any external factors that hindered or facilitated achievement of the project?
7. What are the project's challenges and opportunities with reaching its educational and livelihood beneficiary targets? What are the project's strategies for reaching its results by the end of the project?
8. How has the project's VSLA activities with adult female beneficiaries contributed to increased household income? How has the livelihoods training for adult female beneficiaries assisted households to diversify and expand their sources of household income?
9. To what extent has the training in cocoa seedling nursery establishment/management offered youth a new opportunity in the Cocoa sector?
10. To what extent are the CAP committees functioning? Do they have stakeholder buy-in (ie. Are the committees being used to raise issues)?
11. To what extent has the project been successful in integrating youth members into the CAP? What progress has been made in the area of the youth-led activities in the CAP?

Efficiency

12. To what extent did the strategies and measures adopted by the project's management address the problems or delays encountered and/or can be attributed to achieving the immediate objectives of the project?
13. How has turnover of staff personnel impacted implementation?
14. Has the piloting of the DPMS with IMPAQ addressed the M&E needs of the project?

Sustainability

15. What is the sustainability of the project's implementation model?
16. To what extent are the CAP Committees able to mobilize resources (internal/external) to implement activities to address child labor and what steps does the evaluator recommend the project take to increase the CAP Committees' sustainability?

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 (CAP Committee members, parents/adult female household members and youth) 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: Rafael Muñoz Sevilla
2. As appropriate an interpreter fluent in necessary languages will travel with the evaluator, who will also serve as a national consultant if possible

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 the national consultant and interpreter for the field work; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

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

C. 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 and endline survey reports
 - 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, market assessment), and
 - Project files as appropriate.
 - MOCA project training manuals (VSLA, MFS, CAP & CVET)

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 and Winrock.

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

The evaluation will use qualitative and quantitative data collection methods. These will combine the following methods: Apart from interviewing key stakeholders in Accra, Kumasi and possibly Sekondi-Takoradi, field visits will be done to a relevant sample of project target communities (at least four per region) in the two Regions targeted by the project: Ashanti Region (Kumasi) and Western Region (Sekondi-Takoradi)

Individual interviews and focus group discussions (FGD) will be developed on a sample of stakeholders and beneficiaries (WI representatives; USDOL staff; US Embassy representatives; MOCA project staff; Ghanaian government representatives at national (Ministry of Education -MOE, Ministry of Food and Agriculture -MOFA, other) and regional level; community leaders; members of community action plan (CAP) committees' members; trainers; employers supporting project's vocational training initiatives, youth and women benefiting from vocational and livelihoods services). Observation of project activities will be carried out where possible; analysis of project records on services to various stakeholders will be performed as needed; and a review of relevant project documents will be duly completed (e.g. community action plans, awareness raising materials, training courses for CAPs, training courses on OSH, curriculum and learning materials for model farm schools -MFS-, community assessments, market assessments, etc.). In order to ensure the credibility and validity of results, the 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 evaluator will collect

diverse information using a varied set of qualitative and quantitative methods. S/h will use semi-structured question guidelines prepared in advance for individual interviews and focus group discussions. However, s/he will remain flexible enough so that s/he may address unanticipated issues if these arise. In addition to questions related to project activities and outcomes, the evaluator will ask questions addressed to assess contextual (e.g. economic, social, political) factors that may affect project implementation, such as price of cocoa, youth migration and other.

The interim evaluation will address each of the project four components (e.g. Design and implementation of Community Action Plans on Child Labor; Youth with education and skills according to market needs; Youth of legal work age transition to acceptable work; and Households with livelihoods service and OSH training). The evaluation will assess project's progress towards its intended outputs. Is implementation timely and on track to produce the expected outputs by end of LOP? Is the project using the "right" strategies, that is, aiming for outputs that may lead to a desired outcome within the local cultural context? Is the target population responding positively to the project's proposed strategy? If not, what else (or what more) should be done, or done in a different or increased way?

While the evaluation will address the project's performance to date with regards to all CMEP indicators, it will give special attention to the evolution of results in some "lead indicators" (or combination of these), that may play a special role regarding the viability of the project's Theory of Change, such as: the number of communities which effectively implement a Community Action Plan, the number of children withdrawn or prevented from Child Labor, the number/ % of children attending vocational training, MFS, or any other form of formal or informal education, the number of children and adults receiving OSH training and the number/ % of HH receiving livelihoods support. To collect part of the information above, the evaluator will request the Grantee to provide updated DPMS information on beneficiaries at time of their entry to the program and around the interim evaluation period.

The evaluation will provide support to USDOL accountability and learning objectives. It will assess the quality of the project's monitoring system and the way in which the project has incorporated modules from the new Direct Participant Monitoring System (DPMS) piloted by USDOL/ IMPAQ in to their Management Information System. The evaluator will also assess if the 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 at the time of the interim evaluation.

The Evaluator will decide on the composition of field visit interviews and will develop a methodology that will answer the evaluation questions. Apart of a list of key institutions to be interviewed in Accra, Kumasi (and possibly Sekondi-Takoradi), the evaluator will select, in coordination with the Grantee, a relevant sample of project sites (up to four target communities per each of the two target regions (Western and Ashanti). The Evaluator will also develop an agenda for field visit interviews.

The average distance between capital cities of each target region and Accra is estimated at more than four hours. Due that most roads in rural zones are unpaved, the communities to be visited will be clustered so to minimize as much as possible travel time among the same.

Field visits to Regions/communities	
District	Communities
Wiawso	Aboanidua
	Penakrom
Wassa Amenfi West	Benda Nkwanta
	Kwasi Larbi
	Kokoase
Atwima Mponua	Kansakrom
	Bayerebom No. 5
Atwima Nwabiagya	Kobeng
	Worapong

The selection of the field visits locations will, in consultation with the MOCA team, be based on the following criteria:

- Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than average cases for understanding how process worked and which results have been obtained.
- Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions.
- Areas known to have high prevalence of child labor.
- Accessibility to the locations

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 two 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 his 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
SFS sends Draft TOR to USDOL and WI	Tues, Jan 2
USDOL submits Evaluation purpose and questions to Contractor	Tues, Jan 9
WI submits Evaluation questions, list of stakeholders and list of suggested	Tues, Jan 9

Task	2018 Dates
projects sites for field visits to Contractor	
Evaluator submits Methodology and Sampling Plan for TOR	Thurs, Jan 11
Evaluator submits Draft itinerary	Mon, Jan 15
Logistics call - Discuss logistics and field itinerary	Thurs, Jan 18
Cable clearance information submitted to USDOL	Fri, Jan 19
Finalize TOR	Mon, Jan 22
Finalize field itinerary and stakeholder list for workshop	Wed, Jan 24
Evaluator submits Question Matrix to Contractor	Mon, Jan 29
SFS submits Question Matrix to USDOL and WI	Tues, Jan 30
Interview call with USDOL	Mon, Feb 5
Fieldwork	Feb 12-26
Stakeholder Meeting	Fri, Feb 23
Post-fieldwork debrief call	Wed, Mar 7
Draft report to Contractor for quality review	Fri, Mar 16
Draft report to USDOL & WI for 48 hour review	Thurs, Mar 22
48 hr Comments due to Contractor	Mon, Mar 26
Revised report sent to Contractor	Wed, Mar 28
Revised report sent to USDOL and WI for full 2-week review	Fri, Mar 30
USDOL and WI stakeholder comments due	Fri, Apr 13
Revised report to Contractor for quality review	Thurs, Apr 19
Revised report to USDOL	Mon, Apr 23
Final approval of report	Mon, May 7
Final copy edited & 508 compliant report submitted to COR	Mon, May 21
Final edited report to WI and stakeholders	Tues, May 22

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; 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 Rafael Muñoz to conduct this evaluation. He is an evaluator with more than 15 years of experience in international development. He has wide experience in carrying out evaluations in Africa, including Ghana, and the Americas and has completed three evaluations of USDOL-funded projects, as well several evaluations on ILO child labor projects. Mr. Muñoz is fluent in English, Spanish, French and Portuguese.

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. SFS will also be responsible for providing the management and technical oversight necessary, including quality reviews of all deliverables, to ensure completion of the evaluation milestones and adherence to technical standards as well as the clarity and comprehensiveness of the evaluation report.

ANNEX C: Master List of Interview Questions

Relevance

1. To what extent does the project manage community expectation from its various engagement strategies?
2. To what extent has the project addressed gender empowerment?
3. To what extent has the vocational trainings fulfilled the needs of the youth?
4. How has the change in Ghana education policy (implemented in September 2017) which abolished Senior High School fees for tuition, books, accommodation, impacted youth recruitment and retention in the vocational training (CVET and MFS) programs offered by the project and what recommendations does the evaluator have on how the project can adapt its implementation approach to respond to the new education policy?

Effectiveness

5. Will the project be likely to achieve its planned goals and objectives by the end of the project?
6. Has the project encountered any obstacles to implementing its planned strategies? Are there any external factors that hindered or facilitated achievement of the project?
7. What are the project's challenges and opportunities with reaching its educational and livelihood beneficiary targets? What are the project's strategies for reaching its results by the end of the project?
8. How has the project's VSLA activities with adult female beneficiaries contributed to increased household income? How has the livelihoods training for adult female beneficiaries assisted households to diversify and expand their sources of household income?
9. To what extent has the training in cocoa seedling nursery establishment/management offered youth a new opportunity in the Cocoa sector?
10. To what extent are the CAP committees functioning? Do they have stakeholder buy-in (ie. Are the committees being used to raise issues)?
11. To what extent has the project been successful in integrating youth members into the CAP? What progress has been made in the area of the youth-led activities in the CAP?

Efficiency

12. To what extent did the strategies and measures adopted by the project's management address the problems or delays encountered and/or can be attributed to achieving the immediate objectives of the project?
13. How has turnover of staff personnel impacted implementation?
14. Has the piloting of the DPMS with IMPAQ addressed the M&E needs of the project?

Sustainability

15. What is the sustainability of the project's implementation model?
16. To what extent are the CAP Committees able to mobilize resources (internal/external) to implement activities to address child labor and what steps does the evaluator recommend the project take to increase the CAP Committees' sustainability?

Are there any other issues you would like to address/discuss?

ANNEX D: List of Documents Reviewed

- Cooperative Agreement
- Project Document
- Project Modifications
- Comprehensive Monitoring and Evaluation Plan
- Technical Progress Reports
- Common Indicator Spreadsheet Ghana Moca TPR October 2017
- MOCA PMP Indicators for October 2017 TPR
- Baseline Report
- Project Results Frameworks and Monitoring Plans,
- Work plans,
- Correspondence related to Technical Progress Reports
- Research and other reports undertaken (baseline studies, market assessment)

ANNEX E: List of Persons Interviewed

This page is intentionally left blank in accordance with the Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.

ANNEX F: Fieldwork Itinerary

This page is intentionally left blank in accordance with the Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.