Final Performance Evaluation

Eliminating Child Labor in Cocoa Growing Communities (ECLIC)

United States Department of Labor

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Final Performance Evaluation of *Eliminating Child Labor in Cocoa Growing Communities* (ECLIC)
Evaluation Report (Final)

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LIST OF ACRONYMS

ATEC	Agent Technique (Technical Officer)
CAP	Community Action Plan
CAP-CCPC	Community Action Plan-Community Child Protection Committee
CCPC	Community Child Protection Committee
CESI	Cabinet d'Etudes Statistiques et Informatique
CL	Child Labor
CMEP	Comprehensive Monitoring and Evaluation Plan
CNM	Chambre Nationale de Métiers (National Artisans' Chamber)
CNS	Conseil National de Surveillance (National Oversight Committee of Actions against Child Trafficking, Exploitation and Child Labor)
COR	Contracting Officer's Representative
ECLIC	Eliminating Child Labor in Cocoa Growing Communities
FGD	Focus Group Discussion
GEC	Groupement d'Epargne et de Crédit (Loan and Saving Group)
GoCI	Government of Côte d'Ivoire
HCL	Hazardous Child Labor
ICI	International Cocoa Initiative
IGA	Income Generating Activity (Activité Génératrice de Revenues – AGR)
ILAB	Bureau of International Labor Affairs
ILO	International Labour Organization
IMPAQ	IMPAQ International, LLC
KAP	Knowledge, Attitudes, and Practices
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MPG	Management Procedures and Guidelines
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OSH	Occupational Safety and Health
SCREAM	Supporting Children's Rights through Education, the Arts, and the Media
SMC	School Management Committee (Comité de Gestion des Etablissements Scolaires – COGES)
SO	Sub-Outcome
SODEFOR	Services des Eaux et Forêts, Société de Développement des Forêts (Water and Forest Development Service)
SOSTECI	System of Observation and Monitoring of Child Labor in Côte d'Ivoire
ToC	Theory of Change
TPR	Technical Progress Report
UNICEF	United Nations Children's Fund
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor

EXECUTIVE SUMMARY

Child labor (CL) in cocoa production has been a long-standing concern in Côte d'Ivoire. There has also been increasing awareness in the country and around the world of the hazardous conditions under which children contribute to the cocoa value chain. According to data collected during the 2013–2014 cocoa harvest season, the cocoa sector employed an estimated 1,203,473 child laborers ages 5 to 17, of which 95.9 percent were engaged in hazardous work in cocoa production.[1] In 2015, the United States Department of Labor (USDOL) provided $4.5 million in financing for the *Eliminating Child Labor in Cocoa Growing Communities* (ECLIC) project. The Government of Côte d'Ivoire (GoCI), the International Cocoa Initiative (ICI), and other partners committed significant institutional input in the form of technical support and logistics to the ECLIC project.[2] The project was launched on November 15, 2015 and ended on November 15, 2019. Fieldwork for the independent final evaluation of the ECLIC project took place from October 14-28, 2019. The current report covers the findings of the evaluation.

Project Description

The project was designed to achieve its primary objective, reducing CL and improving access to educational opportunities in 50 target communities in the Montagnes, Goh-Djiboua, and Bas-Sassandra districts of Côte d'Ivoire, through the accomplishment of three major outcomes and six sub-outcomes (SOs), listed in the table below.

Outcome 1: Community mobilization in the fight against CL is increased	
SO 1.1.	Communities' awareness on the CL issues and the importance of school is amplified
SO 1.2.	Community-centered approach to combat CL is developed
Outcome 2: The income of households with children engaged in or at risk of CL is increased	
SO 2.1.	Community members implementing IGAs have increased
SO 2.2.	Community-based organizations have acquired technical skills in the management of IGAs
Outcome 3: Children engaged in or at risk of CL have an improved access to quality educational opportunities	
SO 3.1.	Educational resources are improved
SO 3.2.	Child protection in the school environment is reinforced

ECLIC aimed to provide educational and other services to 5,450 children who are engaged in CL, or at risk of becoming involved in CL. Of these, 450 are children aged 14 through 17 who would be enrolled in apprenticeship-based vocational skills training. In addition, the project targeted 1,500 households to receive assistance to help increase their income. ECLIC established and trained community child protection committees (CCPCs) to lead their communities in developing a community action plan (CAP) to address CL, among other tasks. The CAPs consist of a report based on a participative community analysis with a prioritized needs description to support

[1] Tulane University (2015) Final Report: 2013/14 Survey Research on Child Labor in West African Cocoa-Growing Areas. New Orleans: Payson Center for International Development and Technology Transfer.

[2] Côte d'Ivoire established a joint ministerial committee to conduct activities to combat the Worst Forms of Child Labor (WFCL).

communities' development and decrease poverty. The CAPs were used to guide the choice of project interventions in different communities.

Evaluation Purpose, Objectives, Scope, and Methodology

This final performance evaluation assessed the extent to which ECLIC achieved its stated goal as described in its theory of change (ToC), progress against outcomes and sub-outcomes, and the effectiveness of the project's implementation and management. It further aims to report and inform stakeholders on the project's effect on participants and provide an understanding of the factors driving these results. The evaluation makes recommendations to USDOL, ICI, and other project stakeholders on best practices and lessons learned for the design and implementation of subsequent CL elimination projects. The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with ICI.

The evaluation approach was primarily qualitative and participatory in nature. The evaluation team reviewed reports, surveys, and other written materials, as well as gathered qualitative information was through field visits, key informant interviews, and focus group discussions. The evaluation team also carried out field observations of community members' interactions with staff and community leaders involved with the project. The quality of infrastructure built with project support, income generating projects, and general community conditions were also observed.

Overall Findings

Based on the findings, the evaluation concludes that the project has completed or exceeded almost all targeted outputs, but medium and long-term impacts remain uncertain. The principal reason for this uncertainty is the lack of a supportive, enabling environment at the community-level. The project is well-aligned with government strategies, such as improving access to quality education, increased provision of birth certificates, child rights awareness training, poverty reduction measures, and infrastructure improvement. However, lack of access to and follow up by social services pose major challenges. The almost complete absence of these elements in the project communities make it very difficult to ensure that projects such as ECLIC attain the full potential of their efforts. Although the project did implement actions to address poverty, infrastructure, and other issues, it was not able to meet all of the structural needs, especially regarding the lack of government social services. The evaluation notes, however, that it is difficult to balance the limitations of the available budget, which was not sufficient to achieve the depth and breadth of activities needed for effectiveness, impact, and sustainability in project communities.

Relevance. The evaluation determined that the project's holistic design and approach was relevant and responded to the needs of the target groups. Though the project was holistic, ideally similar projects should address an even wider range of needs using well-targeted and varied approaches, some of which were not included in the ECLIC project. These could include traceability and certification support that CL was not used, access to social protection, and greater emphasis on police and labor inspectorate training.

The evaluation found that the project's theory of change (ToC) did not conform to the preferred format that takes the various possible pathways, connections, and their relevance into account. It should be noted that ECLIC's ToC had been discussed and approved during the project inception period. While the evaluation does not dispute the choices made for the ECLIC design, a ToC approach should conform to a standard that also makes them comparable for evaluations across USDOL financed projects.

Effectiveness. The evaluation concludes that the project activities were well and flexibly implemented overall within the challenging and continually changing context. The mobility of local people in and out of local areas, as well as unforeseen issues regarding the types of activities that can be implemented in encampments in classified forests, required creativity when making suitable adjustments.

The staff undertook major efforts to inform and involve regional and community-level actors and the project maintained a high degree of visibility. The practical challenges of the poorly functioning child protection referral system do, however, form key obstacles to achieving impact at outcome level and ensuring sustainability. While the project did train the CCPCs on how and where to refer cases needing child protection–including of children in hazardous child labor (HCL)–in practice a functioning referral system to resources outside the communities does not exist.

CCPCs were functional to a good degree overall, though long-term support and adequate anchorage in existing government social service systems was not yet possible. While more than half of the committees were officially recognized, they need follow up support and monitoring. In the CCPCs, and in most of the other community groups, gender balance was not achieved due to socio/cultural and education selection criteria.

The project was effective in raising awareness regarding CL and education issues in communities. It was, however, less effective with regard to raising awareness of certain other child rights, even though the latter are all inter-related and important to achieving sustainable reductions in CL and child well-being overall. This includes children's rights not to be trafficked, right to health and health care, right to play, and others. Although awareness was increased on CL and education, behavioral changes were less robust than desired.

The CAPs–developed by communities with project support–were found to be excellent, participative initiatives. They resulted in high expectations for necessary, albeit costly, education and other infrastructure spending. The evaluation identified quite a range of challenges in CAP implementation, especially with regard to the infrastructure component. Of particular concern was the high reliance on community participation to obtain building materials and participation in construction. While such participation contributes to community ownership and helps stretch the budget to provide more communities with such support, the evaluation did conclude that in practice the required input was excessive given the population's level of poverty.

Income generating activities (IGAs) and micro-finance activities were highly appreciated and useful. However, it was too early to determine the full extent to which they will verifiably and sufficiently increase incomes to decrease CL. Although initially IGAs for CCPC groups were not

included in the project design, adapting the project to provide them to 26 of the 50 groups was a useful motivational and practical step to enable coverage of running CCPC costs.

Bridging classes were highly successful overall and resulted in a valued return to schooling outcomes for children. Various other education efforts were useful, including material support with supplies and fees, libraries, and participation in the international World Children's Prize. Likewise, support for obtaining birth certificates was a highly appreciated project activity, though it was not possible to meet all the demands for timing and budgetary reasons. The duration of the vocational skills training and literacy components were too short to achieve full effectiveness, though they were well targeted and well implemented.

Efficiency. The project was well-managed with an integrated team that continually identified and implemented solutions to field realities. Some challenges with staff changes, especially in the area of M&E, were problematic. Some cases of fraud among staff were well handled. The evaluation also concluded that reasonable mechanisms in the form of written regulations on the handling of cash and other fraud reduction steps, such as greater care in monitoring staff, were put in place to prevent future incidents.

Coordination and Sustainability. The project informed and continued to interact with government and civil society stakeholders throughout the project period. Coordination with key national, regional, and local stakeholders was very good, though there were clear limitations regarding the extent to which they could contribute to the project's sustainability into the future. This is largely due to the inadequacy of social services at the community-level. Coordination initiated during the project may not continue at the same rate if the government (and others from the private sector and civil society) do not invest the financial means to continue coordination and engage in follow up services in the communities.

Children who returned to school with project support are most likely to continue for several years. Monitoring systems at the community-level were functional, though the degree to which they will continue into the long term is questionable. Effective integration into the national CL monitoring system (SOSTECI) will require continued follow up and support from the relevant local authorities.

Lessons Learned

1) **Implementing a project in many widely-dispersed, difficult-to-access localities is not advisable** for reasons of efficiency and impact. The communities could have been supported more efficiently and effectively if they were closer together.

2) **Careful consideration of the challenges of working in encampments is necessary**, especially those in classified forests. In such a situation, an analysis of the context in each encampment community is needed.

3) **Ensuring that project supported committees are directly anchored** in *functioning* local social, child protection, and national CL monitoring systems is key to ensuring sustainability. Similar projects should have one component related to empowering local social services to contribute to increase sustainability.

Good Practices

1) **Project flexibility** to find solutions to practical realities that affected implementation is a promising practice. Escaping from strict project planning is important, acknowledging that the actual situation and challenges cannot always be predicted.

2) **Persistence in awareness raising,** even where there is strong initial resistance, has led to success. Using a range of means, including involving traditional leaders, relying on active CCPC, field staff, and visits from senior staff are useful in this regard. This is particularly true when accompanied by evidence of concrete and visible inputs to support communities in meeting their needs.

Recommendations

1) **Improved theory of change approach –** ToCs should be standardized to make them comparable across USDOL financed projects. ToCs should further use commonly recommended technical methodologies, including conforming to the preferred format that takes the various possible pathways, connections, and their relevance into account.

2) **Project management and design –** Similar projects should:

    a. Allow sufficient time for the project inception period, followed by a sufficiently long period for implementation. This includes (1) ensuring that staff is aware that they can start implementation of activities as soon as the baseline fieldwork in a particular community has been completed; and (2) ensuring that project staff is in place from the earliest project launch as well as other streamlining actions.
    b. Cover a less widely dispersed geographic area to allow for greater efficiency, as well as deeper and more intensive focus.
    c. Ensure that project activities can be launched as soon as possible in the communities.
    d. To the extent that it is feasible and does not interfere with the achievement physical infrastructure building results, take local seasonal farming work and the climatic calendar into account. This aspect should be considered from the project design stage.
    e. Consider increasing focus and funding for literacy and vocational skills training so that participants can achieve a sufficiently functional level.

3) **Awareness raising**

    a. Strengthen outreach communications about all children's rights and their relationship to child rights regarding CL. This may include certificates and prizes for communities that met CL reduction targets; community card games/collection with messages; and implementation of Supporting Children's Rights through Education, the Arts and the Media (SCREAM) modules with community members. [3]

[3] E.g. ILO SCREAM and others. Footnote: ILO (2019) SCREAM: Supporting Children's Rights through Education, the Arts and the Media. Available at https://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang--en/index.htm . Also available in French."

b. Support the development of peer awareness raising and support groups in schools.[4]
c. Ensure that behavior change materials are suitably adapted for presentation in mass community sessions.

4) Supporting Community Child Protection Committees

a. Identify means to support CCPC members with recognition and motivational means. Examples include providing CCPC members who meet identified success criteria with certificates in public events, such as on Day of the African Child and World Day Against Child Labor, and increasing IGA and microfinance programming for CCPCs.
b. Provide advocacy with government to ensure that a properly functioning child protection referral system is implemented, with competent and available service providers and a component on CL, and provide training to service providers on CL issues to increase their competence on the subject matter.
c. Actively work towards obtaining a good gender balance between male and female CCPC members. Ensure that the project clarifies when holding initial meetings with village chiefs or leaders that there is a project-required quota. In community meetings, when developing the CAP, emphasize the importance of women's role in the community as mothers, contributors to household income, ability to raise awareness of other women and children, etc. In community follow-up and monitoring visits, continually emphasize the GoCI and civil society organizations' recognition of the role of women and girls in the country's development. Include references in awareness materials to women's useful contributions using case studies and examples from similar projects, preferably from within the country.
d. Allow for flexibility of the literacy requirement if necessary and include women without sufficient literacy skills, primarily for activities such as awareness raising that rely less on literacy.

5) Advocacy for implementation of functioning government social and child protection systems, Decent Work Country Program implementation in cocoa production areas. Ensure anchoring of projects in such systems, including a sustainability plan in project communities with agreed upon follow-up program by authorities at project inception.

6) Physical Infrastructure – Continue support for infrastructure activities as per CAPs, but prioritize the start of building structures to allow for sufficient time and better ensure quality work. Decrease but do not eliminate the amount of labor and material inputs required from community members for infrastructure construction so that it does have an undue impact on household production levels and, consequently, their poverty. Ensure that there is absolute agreement on the expected time and other resources that communities will need to provide.

7) Follow-up Evaluation – Approximately 12 months after the ECLIC project concluded, implement a follow-up evaluation focused on IGA beneficiaries to calculate the project's impact on CL reduction and to identify lessons learned and good practices for similar projects. Verify after approximately six months the extent to which vocational training graduates are

[4] Ibid

using their skills and benefit from the support, and capture stories and lessons learned to inform future similar project in Côte d'Ivoire.

8) ICI to follow up verification and support for ECLIC supported activities regarding:

a. Official recognition of the CCPC groups that still await recognition.
b. Pending birth certificates of children whose applications are still being processed.
c. Effective integration into the national CL monitoring system (SOSTECI) with continued follow up and support from the relevant local authorities.

1. INTRODUCTION AND PROJECT BACKGROUND

Child labor (CL) in cocoa production has been a long-standing concern in Côte d'Ivoire. There has also been increasing awareness in the country and around the world of the hazardous conditions under which children contribute to the cocoa value chain. While Côte d'Ivoire produces 40 percent of the world's cocoa, it is estimated that 55 percent of Ivorian cocoa producers and their families currently live below the poverty line.[5] According to data collected during the 2013–2014 cocoa harvest season, the cocoa sector employed an estimated 1,203,473 child laborers ages 5 to 17, of which 95.9 percent were engaged in hazardous work in cocoa production.[6] Within this context, in 2015, the United States Department of Labor (USDOL) provided $4.5 million in financing for the *Eliminating Child Labor in Cocoa Growing Communities* (ECLIC) project. The Government of Côte d'Ivoire (GoCI), the International Cocoa Initiative (ICI) and other partners committed significant institutional input in the form of technical support and logistics to the ECLIC project.[7] The project was launched on November 15, 2015 and ended on November 15, 2019.

Fieldwork for the independent final evaluation of the ECLIC project was conducted from October 14-28, 2019. This report covers the findings of the evaluation.

1.1 Background

In 2001, due to heightened awareness of the plight of children employed in hazardous cocoa growing activities in West Africa, representatives of the global cocoa industry signed the Harkin-Engel Protocol.[8] The Protocol is a voluntary agreement to eliminate the worst forms of child labor (WFCL).[9] In September 2010, the Ministers of Labor from Côte d'Ivoire and Ghana, USDOL, and the cocoa industry came together to reaffirm their commitment to eradicating the WFCL by signing the Declaration of Joint Action to Support the Implementation of the Protocol ("Declaration"). A Framework of Action accompanied the Declaration. As part of the framework, the signatory partners committed to taking action to reduce CL and the WFCL in the cocoa sectors in Côte d'Ivoire and Ghana, with the specific goal of reducing the WFCL by 70 percent in aggregate by 2020. The ECLIC project was designed as part of the actions to address the challenges of CL in the cocoa value chain.

[5] World Bank (June 2019), Côte d'Ivoire Economic Outlook: Why the Time Has Come to Produce Cocoa in a Fully Inclusive and Responsible Manner. Available from https://www.worldbank.org/en/country/cotedivoire/publication/cote-divoire-economic-outlook-why-the-time-has-come-to-produce-cocoa-in-a-responsible-manner. Website accessed September 9, 2019.

[6] Tulane University (2015) Final Report: 2013/14 Survey Research on Child Labor in West African Cocoa-Growing Areas. New Orleans: Payson Center for International Development and Technology Transfer.

[7] Côte d'Ivoire established a joint ministerial committee to conduct activities to combat the Worst Forms of Child Labor (WFCL).

[8] Chocolate Manufacturers Association (2001), Protocol for the Growing and Processing of Cocoa Beans and their Derivative Products in a Manner that Complies with ILO Convention 182 Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labor. Vienna, Virginia: Chocolate Manufacturers Association (note: also referred to as the Harkin-Engel Protocol.)

[9] These guidelines include formation of an advisory group to provide guidance ion appropriate remedies, and establishment of a joint foundation to verse intervention efforts, among other articles of the six-step chapter.

ICI was the implementing organization of the ECLIC project. ICI is a foundation uniting the cocoa and chocolate industry, civil society, and multi-lateral organizations (International Labour Organization [ILO], United Nations Children's Fund [UNICEF]). In collaboration with farming communities and national governments in cocoa-producing countries, ICI aims to ensure a better future for children and advance the elimination of CL.[10] ICI was established as one of the key action items under the Harkin-Engel Protocol.[11]

1.2 Project Description

The ECLIC project aimed to reduce CL and improve access to educational opportunities in 50 communities in the Montagnes, Goh-Djiboua, and Bas-Sassandra districts of Côte d'Ivoire. Of the 50 communities, 22 are villages where cocoa producers and their families live and 28 are encampments–informal settlements where coffee and cocoa farmers have established small, mostly household-managed plantations. Project activities are organized around three outcomes and several sub-outcomes (SO):

Exhibit 1. ECLIC Project Outcomes and Sub-Outcomes

Outcome 1: Community mobilization in the fight against CL is increased	
SO 1.1.	Communities' awareness on the CL issues and the importance of school is amplified
SO 1.2.	Community-centered approach to combat CL is developed
Outcome 2: The income of households with children engaged in or at risk of CL is increased	
SO 2.1.	Community members implementing IGAs have increased
SO 2.2.	Community-based organizations have acquired technical skills in the management of IGAs
Outcome 3: Children engaged in or at risk of CL have an improved access to quality educational opportunities	
SO 3.1.	Educational resources are improved
SO 3.2.	Child protection in the school environment is reinforced

ECLIC aimed to provide educational and other services to 5,450 children who are engaged in CL, or at risk of becoming involved in CL. Of these, 450 are children aged 14 through 17 who would be enrolled in apprenticeship-based vocational skills training. In addition, 1,500 households were targeted to receive assistance to help increase their income. ECLIC also established and trained community child protection committees (CCPCs) to lead their communities in developing a community action plan (CAP) to address CL, among other tasks. The CAPs consist of a report based on a participative community analysis with a prioritized needs description to support communities' development and decrease poverty. The CAPs were used to guide the choice of project interventions in different communities. Further details of the project outcomes and sub-outcomes are included in Exhibit 4. Additional information on project activities is also integrated throughout the discussions of the evaluation findings (see Section 3).

[10] International Cocoa Initiative (2019) About the International Cocoa Initiative. Available from https://cocoainitiative.org/about-ici/about-us/ Website consulted November 5, 2019

[11] Please refer to Harkin-Engel Protocol; Key Action Plan and Steps to Eliminate the Worst Forms of Child Labor #5 "Establishment of Joint Foundation" https://cocoainitiative.org/wp-content/uploads/2016/10/Harkin_Engel_Protocol.pdf

2. EVALUATION PURPOSE, OBJECTIVES, SCOPE, AND METHODOLOGY

This final performance evaluation assessed the extent to which ECLIC achieved its stated goal as described in its theory of change (ToC), progress against outcomes and sub-outcomes, and the effectiveness of the project's implementation and management. It further aims to report and inform stakeholders on the project's effect on participants and provide an understanding of the factors driving these results. The evaluation makes recommendations to USDOL, ICI, and other project stakeholders on good practices and lessons learned for the design and implementation of subsequent CL elimination projects.

The evaluation team was composed of an independent international consultant and a national consultant who provided important context and technical support to the evaluation. The evaluation team gathered information from a diverse range of project stakeholders who participated as beneficiaries and/or implementers in the project implementation areas. In addition, project staff and key partners were also interviewed.

The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Bureau of International Labor Affairs (ILAB) Cooperative Agreement with ICI. All project activities conducted since the project's inception in 2015 were considered, with specific focus on the period after the interim evaluation (February 2018) until the end of the project.

Following discussions with ILAB and ICI, the evaluation team developed key questions for this evaluation in accordance with the Organisation for Economic Co-operation and Development (OECD) Development Assistance Committee (DAC) criteria: Relevance, Effectiveness, Efficiency, Impact, and Sustainability.[12]

This final evaluation analyzed the relevance of project services to target groups' needs, the effectiveness of the project in reaching its goals, and its efficiency throughout the implementation period. It also captured good practices, lessons learned, and emerging trends. The evaluation considered any evidence of longer-term impact of the project actions on the target groups and the potential for sustainability

2.1 Evaluation Questions

These evaluation questions provide the structure for the evaluation and were tailored to the specific outcomes, outputs, and stakeholders of the project.

Relevance

1. To what degree is the project design appropriate and adequate to address the key causes of CL among participant children and households?

[12] The OECD/DAC criteria were revised as of January 2020. However, since the project and evaluation were designed before then, the older criteria were applied. https://www.oecd.org/dac/evaluation/revised-evaluation-criteria-dec-2019.pdf.

2. How is the project design perceived in terms of its potential impact on children's work, CL, school attendance, and school retention? What are the challenges?
3. Are the types of education services provided to project beneficiaries relevant and sufficient for each individual? Has the project resulted in a significant increase in the number of children receiving education services vis-a-vis the target?

Effectiveness

4. Has the project achieved its planned goals and objectives? How could the implementation of project activities have been improved?
5. Have there been any contextual factors that have impacted the implementation of the project activities (positively or negatively) or unexpected challenges (i.e. staff changes, school strikes, etc.) that have hindered the achievement of the project objectives? What strategies/measures were undertaken to mitigate any challenges?
6. What challenges and successes has the project experienced in encampment project activities? How were the challenges identified in the encampment communities addressed (e.g. animosity from main villages and those located within national forests)?
7. What have been the results of the establishment of CAP-CCPCs in project communities? To what extent are the CAP committees functioning? Do they have stakeholder buy-in (i.e. are the committees being used to raise issues)? To what extent has the project been successful in integrating communally representative members into the CAP-CCPCs and the CAP development process? What challenges and successes has the project experienced in developing CAPs?
8. To what extent were the recommendations from the midterm evaluation implemented, and what were the results?

Efficiency

9. Were all planned project activities carried out according to the implementation schedule? Was the timing of activities appropriate for the implementation of the project?
10. Were the project activities efficient in terms of financial and human resources in relation to its results and outputs? What factors, if any, affected efficiency? Does ICI have mechanisms in place to mitigate risks of fraud or other forms of financial mismanagement or crime?

Coordination and Sustainability

11. What challenges or successes has the project encountered in engaging with key stakeholders (government, private sector, and NGO partners) to combat CL long term (beyond life of project)? How can ECLIC further build the support of stakeholders to promote sustainability?
12. Which project activities are the most likely to be sustained after the project ends? What additional activities or efforts should be made in order to further promote sustainability of

the outcomes linked to the most sustainable project components?

13. Are the project beneficiaries and local authorities satisfied with the implemented project activities to date? Is the target population responding positively to the project's activities? If not, how could this be improved?
14. What is the sustainability of the project's monitoring system? Specifically:
    a. Are the tools useful and appropriate?
    b. What are the systems' strengths and weaknesses?
    c. How can the system be strengthened?
    d. To what extent have CCPCs been trained, and what is their ability to monitor activities in the future?

2.2 Evaluation Design and Methodology

The evaluation approach is primarily qualitative and participatory in nature. Qualitative information was obtained through field visits, key informant interviews (KIIs), and focus group discussions (FGDs). Field observations of community members' interactions with staff, with other community leaders involved with the project, and with the evaluation team were also carried out. The quality of infrastructures built with project support, income generating project and general community conditions were also observed.

The evaluation used the Comprehensive Monitoring and Evaluation Plan (CMEP) data and the baseline survey and other research to triangulate with the qualitative data collected. It should be noted that the endline survey was still being revised at the time of the evaluation and the results could not be analyzed in the current report.

KIIs and FGDs incorporated a degree of flexibility to maintain a sense of ownership of the stakeholders and project participants, allowing additional questions to be posed that were not included in the data collection instruments while ensuring that relevant information is collected.

Document Review

To assess the five evaluation criteria, the evaluation team reviewed the following documents before and again after conducting field visits:

- CMEP documents and data
- Project document and revisions
- Project budget and revisions
- Cooperative Agreement and project modifications
- Technical progress reports (TPRs) and status reports
- Project Results Frameworks and Monitoring Plans
- Work plans
- Correspondence related to TPRs
- Management Procedures and Guidelines (MPG)
- Baseline and other surveys, including Knowledge, Attitudes, and Practices (KAP) data

2.3 Fieldwork in Côte d'Ivoire

Prior to arriving in Côte d'Ivoire, the evaluation team held a logistics call with the ILAB evaluation Contracting Officer's Representative (COR), the ILAB Project Manager, and the ECLIC project staff to plan the field visit and data collection. The evaluation team shared the selection criteria to identify KII and FGD participants with ILAB and ICI. For KII, the main criterion was that representatives from all key stakeholder groups be included.

Criteria for the selection of communities to visit included a representation of those with implementation success, mixed results, and those where there were more challenges to reaching project objectives. Geographical representation, a mix of those that were met at midterm and those that were not, were additional criteria. The project provided a list of the communities together with key observations on the level of success of each community which the evaluation team reviewed and then made a final selection. Several iterations of the proposed itinerary were made to ensure that representation and duration of FGDs and KIIs were sufficient for in-depth information collection.

The field visit itinerary was determined based on scheduling and the availability of KII and FGD participants. The meetings were scheduled in advance of the field visit and coordinated by ICI project staff, in accordance with the evaluation team's requests. ICI assisted the evaluation team with local transportation, scheduling KIIs and FGDs, and organizing the primary results stakeholder workshop.

The cocoa communities where the program operated are commonly constituted of local people as well as international and internal migrants from diverse backgrounds, resulting in a diverse population composed of different ethnic groups who use different languages and/or dialects. There were always persons in the FGDs who could speak French whenever interpretation was needed, including among children. Such persons would translate for their community members. Using local people, rather than a formal interpreter, helped ensure that participants could understand the specific language and/or pronunciation. The communities usually have a common language to communicate among themselves, but the language spoken during FGDs depended on which community members attended. In two instances, translation to more than one language was needed to ensure that all participants could understand.

The evaluation team conducted 15 in-person KIIs with a total of 19 persons concentrating on their respective areas of expertise. KIIs were conducted with experts on CL issues, project staff in Abidjan, and with local authorities.[13]

A total of 36 FGDs with 236 persons (177 males and 82 females) were held with ECLIC project participants. Site visits were made to 10 communities in two of the three project districts. Within the districts, communities in 8 different sub-prefectures were covered.[14]

[13] At community-level only FGDs were conducted because, including with village leaders, several persons came to meet the evaluators and the FGD method was more appropriate than conducting structured interviews.
[14] Sub-prefectures are the smallest administrative entities within districts.

There were three FGDs with primary school children. In two cases, the evaluation team selected discussion participants directly in their classes from a larger group of project beneficiaries. In one community the school was not holding classes, so the project had asked beneficiary children to come meet with the evaluators. One vocational training graduate was interviewed, but the others were not easily available as they had already dispersed to different locations. Another four FGDs were conducted with children/youth IGA groups. Three of these groups were composed of women and youth IGA members. Though the FGD participants had come together, they were questioned separately on the situation in their specific groups. [15] This was done so as to not confuse the discussions between the different types of groups.

In total, members of 7 women's IGA groups were met in FGDs. The remainder of the FGDs were composed of village leaders/chiefs, school management committees (SMC), and CCPC members.

The KII and FGD participants provided information about services, successes and challenges during implementation, perceived outcomes, sustainability, and recommendations for similar projects.

Stakeholder Meeting and Post-Trip Debriefing

Before leaving Côte d'Ivoire, the evaluators conducted a preliminary results workshop with project staff and key stakeholders to present and discuss initial findings of the evaluation. The participants contributed additional comments and prioritized their main concerns and recommendations.

The evaluation team held a post-trip debriefing with relevant ILAB staff to share initial findings and seek clarifying guidance needed to prepare the report.

Ethical Considerations

The evaluation team observed utmost confidentiality related to sensitive information and feedback elicited during the KIIs and FGDs. To mitigate bias during the data collection process and give informants maximum freedom of expression, only the lead evaluator and local evaluation specialist were present during KIIs. However, ICI staff accompanied the evaluation team to make introductions, facilitate the evaluation process, and make respondents feel comfortable. This also allowed the evaluators to observe the interaction between ICI staff and the KII/FGD participants.

The evaluation team respected the rights of beneficiaries who participated in this evaluation, with special attention paid to protecting children. The evaluation team used child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the WFCL[16] and UNICEF Principles for Ethical Reporting on Children.[17]

[15] Some of the children had reached 18 years of age during the project.
[16] http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026
[17] http://www.unicef.org/media/media_tools_guidelines.html

Qualitative Analysis of Secondary Data

All KIIs and FGDs were transcribed and analyzed using the qualitative software Atlas.ti. The lead evaluator designed an analysis format based on the evaluation questions in Atlas.ti, which ensured a thorough and clear interpretation of the collected primary data.

Secondary data consisted of available baseline and monitoring data. The evaluation team's analysis of these data helped inform the correlation and validation of findings from the qualitative data collection, minimizing any bias in the data.

In addition to the Atlas.ti analysis, the evaluation team's analysis relied on review of available descriptive statistics such as counts, tabulated proportions, and means to identify common trends, patterns, and any changes in behavior from before the project implementation.

2.4 Limitations

Difficult road conditions affected the number of communities that could be visited and the number of FGDs that could be held. The evaluation team did, however, meet with a substantial number of persons—see description in preceding sub-section—and found similar responses in the different locations. Consequently, the evaluators believe that the results would not necessarily have been different if more communities had been visited. Directly witnessing the fieldwork challenges that the project staff faced on a daily basis and personally visiting remote locations also provided the evaluation team additional insights and context.

This evaluation included secondary performance information in quarterly and annual reports and in available monitoring databases. The quality of such data can affect the accuracy of the statistical analysis. Some of the data was not yet finalized and approved at the conclusion of fieldwork. The evaluation team could not verify the validity and reliability of performance data given limited time and resources.

The evaluators believe that they have high confidence in almost all of the findings despite some of the logistical challenges. However, there was a limitation in determining the extent to which CL in cocoa growing was actually reduced due to challenges with the methodology and analysis of the endline survey that was available at the time of the evaluation fieldwork.

3. FINDINGS

3.1 Relevance

The final evaluation found that ICI correctly identified the key drivers of CL in Côte d'Ivoire's cocoa-growing communities in their project document.[18] As one government official noted, "*The project really targets the people's needs. This includes in really remote locations where no development projects have ever been implemented.*"

The project identified poverty, lack of knowledge of CL laws and policies, unsupportive socio-cultural attitudes and practices, and limited access to quality formal and non-formal education opportunities for children aged 5-17 as the primary drivers of CL. In addition, government capacities to provide social services—such as in the areas of child and social protection—were limited.[19] Girls in particular face significant barriers to accessing education, school retention and completion in cocoa-growing areas.[20] Especially low levels of investment in improving the educational status of older children was seen as another notable issue because children aged 14-17 years were found to be most at risk of hazardous child labor (HCL). Children living in informal settlements have even lower access to various services and face a comparatively higher CL risk. These CL drivers were reconfirmed during the project baseline survey, during the interim evaluation, in the CAPs that were participatively designed in the communities, and other monitoring activities.

According to interviewed government officials, the project is well-aligned with government strategies such as improving access to quality education, increased provision of birth certificates, child rights awareness training, and poverty reduction.

3.1.1 Design Process

The initial project design was prepared based on ICI's extensive experience in Côte d'Ivoire regarding CL in the cocoa value chain. The design and implementation processes were further refined during the initial implementation period. Various methods were used to ensure that the project would meet the needs of the households and their communities. This included meeting with expert stakeholders in the country, including national and regional authorities, the private sector, and national and international development entities. Stakeholders' voices were visible in the development of the project's CMEP, which reflected increased clarity and refinement of how project objectives could best be reached. The purpose of a project CMEP normally goes well beyond monitoring and evaluation (M&E). Preparing a CMEP requires a thorough participative process with key stakeholders. It includes an in-depth review of activities cited in the project

[18] International Cocoa Initiative (2015, revised version 2016), Eliminating Child Labor on Cocoa Project (ECLIC) Project Proposal. Geneva: International Cocoa Initiative.
[19] Social services usually include health, education, policing/access to justice, facilitation of birth certificates, community development and management, and other local level support.
[20] Ibid

document and detailed planning of activities, taking contextual factors into account. While detailed and time consuming, the project staff did appreciate the usefulness of the CMEP.

A baseline survey was used to further inform the details of implementation at the community-level as well as the selection of participants. The baseline included an assessment of needs, but also explored community KAP related to CL in the project target areas. As discussed in the independent interim evaluation,[21] ensuring high-quality research was time consuming and required much support from ECLIC and USDOL. Consequently, there were delays in finalizing the study and the immediate usefulness of the baseline was not as evident as was to be expected. Nevertheless, the needs analysis and KAP component of the survey were still practically useful for ECLIC staff to understand the issues in the project communities.

3.1.2 Appropriateness and Adequacy of Project Design

The project design is highly appropriate overall but is not fully adequate to address all of the key causes of CL among participant children and households, as the causes are related to a complex structural context. That is, while the project design used a sound, holistic approach and addressed a wide range of needs among the beneficiaries, the fundamental challenges of poverty and road infrastructure cannot be sufficiently addressed by a project of this scale and scope. As one community member stated during the evaluation, *"If the price for cocoa paid in our communities is sufficient, we will all send our children to school*." This comment reflects the oft-repeated statement among evaluation respondents[22] that poverty is the main driver of CL in cocoa.

The project design did include various useful means to strengthen the economic empowerment of beneficiary households but increases in income remained small at the time of the evaluation. As will be seen in the Effectiveness Section, income increases from project supported activities, while helpful, have not resulted in the anticipated reduction in CL. As will also be discussed, this may be due in part because it takes time for income generation and other economic empowerment activities to bring about higher earnings.

An important driver of CL is the inaccessibility of many of the cocoa-producing areas. Very poor roads affect the cost of cocoa production and post-harvest transport. Poor roads also limit access[23] to social services such as schools and health clinics. The cost of sufficient infrastructure development around project communities goes well beyond what a project such as ECLIC can sponsor, however. This explains why—while communities commonly cited quality roads as a priority—they often opted for the project to provide other forms of support. Examples include building schools, provision of non-formal education, and/or income generating activities.

[21] Witherite, L. (2018), Independent Interim Evaluation: Eliminating Child Labor in Cocoa Growing Communities in Côte d'Ivoire project (ECLIC). Lima: Sistemas, Familia y Sociedad.
[22] Interviewees and Focus Group Discussion members
[23] Even where services may be available

One aspect that was continually more problematic during the project period is the increases in the prevalence of swollen cocoa shoot disease.[24] This external factor was unforeseen and could have been a factor that threatened the ToC. The incidence of the disease had income ramifications for cocoa-producing households. They were affected by cocoa production setbacks and the need to pivot to crops that are not immediately productive.[25] In some FGDs, participants stated that the community households needed to change and/or diversify their agricultural products away from cocoa to rice, cassava or other crops. Although the project was oriented towards eliminating all kinds of CL, this situation did affect the needs of the population due to their increased vulnerability.

3.1.3 Perceptions of Stakeholders on Design Potential

Stakeholders perceived the project's design as having the potential to have an impact on CL, children's work, school attendance, and school retention at project inception. Such perceptions continued to be high at the time of the final evaluation. The evaluation found that the holistic approach was seen as a very important and useful method. The development of CAPs in the project communities was also perceived as a very positive method given its participative approach.

The perceptions of community members[26] on the project's design potential did differ from project implementers and local authorities on some subjects. Although the holistic project design was appreciated, KIIs revealed the design was too ambitious for the available budget. That is, the budget was seen as too small to truly work holistically in each of the 50 target communities. So, while overall the project approach was viewed as holistic, the project could not completely implement the holistic approach in all areas at the community-level. As one government official noted, "The biggest problem is budget."

KIIs remarked positively on the project's flexibility in ensuring that its design remained relevant to the actual realities encountered during implementation. The evaluation team concurs that the project responded to practical field realities regarding education needs, including infrastructure, and specific types of IGA and other elements that were added to maximize results.

During the evaluation, FGDs with community members often cited the still unmet needs identified in their CAP. They stated that these also must be addressed to eliminate CL. Community members had high expectations of the project's ability to identify solutions to the challenges facing their communities. As a result, village Chiefs and Sub-Chiefs as well as the CCPC members

[24] World Agroforestry Centre (undated), Minimizing the Risk of Spreading Swollen Shoot Virus Disease. Cocoa Cultivation Series. Nairobi: World Agroforestry Centre. TIME, Cocoa Trees in West Africa Are Being Ravaged By a Disease With No Known Cure. Available from https://time.com/5671166/ghana-cocoa-trees-swollen-shoot-disease/ Website accessed Website accessed November 10, 2019.

[25] They needed to learn and/or use different agricultural methods, find different types and/or locations for suitable land, and shift their marketing clients and logistics.

[26] In communities only focus group discussions were conducted while interviews were conducted with stakeholders outside the communities.

commented that the project design[27] was not adequate to address their fundamental needs. That is, roads, potable water, more school infrastructure, and bridges. It should be added, however, that while expectations of some FGD participants were high and they grumbled about the communities' unmet needs, others present would often indicate that the ECLIC project had never promised to address "all" of the activities proposed in the CAP. One of those who responded to the comments of other community members noted for example, "The result is positive. All they said they would do, they did."

While ECLIC had planned and did try to help communities identify other income sources to realize all of the proposed CAP projects, this was ultimately much more difficult than expected. KIIs recognized the impossibility of the ECLIC project to meet all community needs to eliminate CL. As the project pointed out, meeting *all* of communities' needs was not part of the project objective. The project did reach out and try to identify other potential donors to help fund more of the CAP project, but there was not much interest among potential donors to fund such small community projects.

The evaluation did identify a lack of attention to peer support among children in the project design. Although the project did engage with some groups of children, "clubs"—or similar peer groups—on children's rights remained limited as compared to other CL projects. If the activities in these communities are replicated or extended, such groups should be included. It is also important to ensure that government education specialists are engaged in their implementation for sustainability reasons.

ECLIC Theory of Change

As the ECLIC interim evaluation[28] noted, the final evaluation also found that stakeholders understand the vision behind the project ToC. The project document stated the ToC as: *"Families and communities' capacity building (technical, financial and cognitive) and children access to basic quality education will help reduce of child labor in cocoa producing communities."* [29] The ECLIC vision was stated as: *"Each child has access to a basic quality education within a strengthened family and a community free of child labor and engaged in the protection of child's rights."*[30] The ToC had been discussed and approved as part of the CMEP.

While the vision described in the ToC is correct, the ECLIC ToC does not however, actually conform to the usual format of a ToC. As shown in Exhibit 1, the ECLIC ToC is expressed in one sentence and then interpreted as a visual representation of a logical framework. There is a short

[27] The FGD participants did not use the term "project design" but discussed the way the project was organized when discussing issues on their expectations.
[28] Witherite, L. (2018), Independent Interim Evaluation: Eliminating Child Labor in Cocoa Growing Communities in Côte d'Ivoire project (ECLIC). Lima: Sistemas, Familia y Sociedad.
[29] International Cocoa Initiative (2015, revised version 2016), Eliminating Child Labor on Cocoa Project (ECLIC) Project Proposal. Geneva: International Cocoa Initiative.
[30] Ibid

narrative that does include some critical assumptions.[31] A ToC normally considers the overall context, the inter-relationships between the different aspects and how they may influence the expected overall goal.

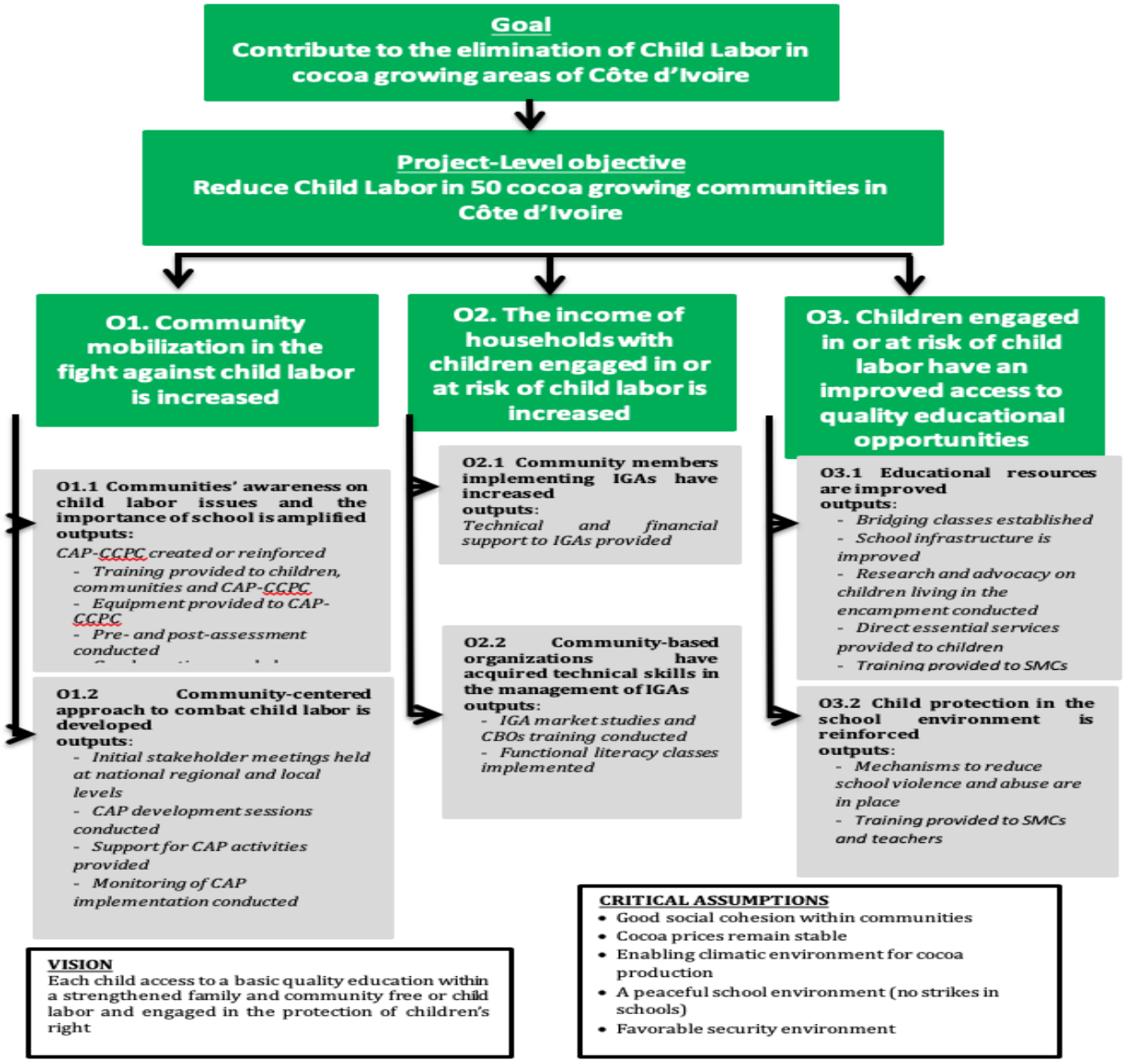
A ToC should thus show an outcome pathway with the different routes that might lead to change, and not exclusively, as in this logical framework linked case, show the pathway that is directly connected to the ECLIC project. The three expected outcomes identified (community mobilization, increased household income, improved access to quality education) are not necessarily the only means to achieve the overall goal.

It is useful to note that a ToC is usually highly related to using a systems approach in development. Systems approaches help to more adequately consider the complex social, economic, political and institutional processes that underlie addressing an issue such as CL in cocoa-growing areas. Applying a systems approach[32]—i.e. also common in organization development approaches and in UNICEF's[33] child protection programming guidelines—considers the interrelationships between the components and influences.

A systems approach—and usually a ToC—also includes feedback loops during and at the end of an intervention period. System feedback loops highlight how the shifting contexts, priorities and actors all affect and act upon each other during the course of a project such as ECLIC. Feedback loops at the end of an implementation period also contribute to learning from a project/program or action, which is then used to inform future programming.

[31] Brown, A. M.- AMB Consultancy (2016), Differences between the Theory of Change and the Logic Model. Available from https://www.annmurraybrown.com/single-post/2016/03/20/Theory-of-Change-vsThe-Logic-Model-Never-Be-Confused-Again. Website consulted November 7, 2019.
Note: To obtain a second opinion that the Lead Evaluator was correct on her analysis of the ToC, she requested the ToC expert and trainer, Anne Murray, to provide also review the ECLIC ToC. Ms Murray's responses were aligned with the evaluator's view.
[32] Williams, B.; Hummelbrunner, R. Systems Concepts in Action. Stanford: Stanford Business Book, 2010; Williams, B. Systemic Evaluation Design A Workbook. 2nd Edition. Available from https://gum.co/evaldesign Online Publishing, 2019.
[32]Social partners including workers' and employers' organizations and other civil society groups composed of or linked to the informal economy.
[33] See particularly page 3: UNICEF (2019), Strengthening Child Protection Systems: Evaluation of UNICEF strategies and programme performance. New York: UNICEF. Available from https://www.unicef.org/evaldatabase/index_103557.html

Exhibit 2. ECLIC Theory of Change



Relevance of Types of Education Services

The types of education services provided to project beneficiaries are relevant overall and also for each individual.[34] Community members expressed a high level of satisfaction with the organization of the types of education support that ECLIC offered overall during community FGDs. This sentiment was reiterated by participants during the stakeholder workshop. FGD participants noted points such as the importance of not trying to insert older children into general education where they may feel out of place and vocational skills training.

[34] The second part of Evaluation Question 3 on the sufficiency and increases in number of children receiving education is discussed in the Effectiveness Section.

3.2 Effectiveness

The project was able to achieve its planned goals and objectives to a large extent and accomplished the majority of the many planned project activities (see Exhibit 4) in even the most remote locations. Evaluation interviewees and community members consistently stated that there had been a positive change in the village due to the ECLIC project, including its development and aspects like the number of teachers in the targeted communities. Though there was progress in CL reduction among beneficiary households, there was not as much progress as was desired by project stakeholders.

3.2.1 Outcome Results

The project resulted in a significant increase in the number of children receiving education services, but this did not meet the project's target.

Exhibit 3. Results on Outcome Indicators

Key Outcome Indicators	Project Baseline	Project Objective	Achieved
POC2: Percentage of beneficiary children engaged in HCL (withdrawn or prevented) Note that the number is the same for children in CL and in HCL.			15.75% boys/ 11.33% girls
POH1: Percentage of households benefiting from livelihoods having at least one child engaged in CL	100% households	37% households	42%
POH2: Percentage of households benefiting from livelihoods having at least one child engaged in hazardous work	46% households	25% households	33.4%
POC4: Percentage of beneficiary children who have regularly attended some form of education in the last 6 months	65% children	78% children	77.03% of which 42.80% boys 34.23% girls
POH4: Percentage of livelihood households with all school-aged children in school	30% households	65% households	59.56%
(12) of CBO members demonstrating increased knowledge on IGA related skills increased by 20% of IGA skills		85%	100% members
(10) Percentage of beneficiary households reporting a perceived increase in income as a result of the project livelihoods services.		63%	63%
(7) Percentage of community members demonstrating knowledge with at least 80% correct answers on CL and the importance of schooling	0.49%		45.1%
(19) Percentage of students (that have undertaken the pre-and post-test) demonstrating 40% increased knowledge on child rights, existing laws and policies related to child protection		60%	62%
(20) Percentage of teachers who have undertaken the pre-and post-test) demonstrating 20% increased			100%

knowledge on child rights, existing laws and policies related to child protection			
(22) Percentage of teachers indicating that they are using the knowledge acquired from training			71.1%

An important measure of project success is the decrease in the prevalence of CL among households benefitting from livelihoods support. Such support was provided through several means with the most direct a combination of a grant for a group IGA and the establishment of micro-credit groups.

At project end, among households benefitting from livelihoods support, 33.4 percent of children were in HCL.[35] This is a reduction of 12.6 percent from the project baseline of 46 percent and about half of the expected target. The achievement of the target was more positive with regard to decreases in all kinds of CL[36] among livelihood beneficiary households. At the time of the evaluation, there was a decrease in CL among livelihoods beneficiary households, with over half having abandoned CL.

However, the time period of implementation was too short for the IGAs and micro-credit activities to show positive effects. In most cases, the livelihoods activities were launched less than 18 months prior to project end with many of the IGA groups only receiving the actual materials/equipment support within the final project year. This is due to the lengthy start-up process, the need to conduct awareness raising, various types of training, and identification of suitable IGAs. Past experience in other CL projects and many livelihoods projects[37] indicates that it takes a minimum of 18 months, and usually two years, from full activity launch—including materials and equipment—to obtain and be able to measure the real results of IGA's level of income success.

In the communities visited for the evaluation, it was found that, in most cases, a few individual IGA group members had borrowed from their micro-credit scheme to start or expand individual economic activities or used the funds to pay for their children's school needs. Income from the group IGAs was mostly being reinvested into the activity or used for diversification instead of being used to augment individual incomes.

It should be noted that research has shown that micro-credit alone does not necessarily substantially decrease poverty or CL.[38] This does not, however, negate the importance of micro-

[35] Hazardous child labor is when children aged 5 to 17 work 43 hours or more per week and/or do work that is performed in conditions in which it is likely to affect the health, safety and morals of the child.

[36] Children are considered to be in "child labor" if they are aged 13-16 years and work 14 hours or more per week in non-hazardous activities.

[37] The lead evaluator has been studying and evaluated such activities since 1982 with most recently a review of 202 selected projects, case studies, and situation analyses, international agencies' reviews of strategies, and research reports. Research, Network and Support Facility, Zegers, Mei, (2016), Learning from Experience: Recommendations of other Development Organizations. Learning from Experience, Part 2. Available from https://europa.eu/capacity4dev/file/88953/download?token=6eoK4j2X

[38] See for example 1) Wykstra, Stephanie (2019), Microcredit was a hugely hyped solution to global poverty. What happened? In Future Perfect. Available from https://www.vox.com/future-perfect/2019/1/15/18182167/microcredit-

credit schemes as they provide other benefits, such as helping households access a financial cushion in times of emergency.

The project came closer to achieving its education targets. Of all participant children, over 77 percent had regularly attended some form of education over the previous six months, only 1 percent short of the target.

Among the households supported with livelihoods, there was a 30 percent increase over baseline with regard to having *all* school-aged children in the household in school. This was just 5 percent short of the expected target.

These results can be interpreted in several ways. While children have returned to school, there are still those who work in hazardous and other CL on a part-time basis.

It should be noted that the results reporting for the different types of economic activities in the TPRs was somewhat confusing. The TPRs cite small business, microenterprise, processing and conservation, and agriculture as types of livelihoods services.[39] On asking for clarification, the project staff stated that "small business" refers to professional training such as in mechanics, sewing and others. "Microenterprise" means trade such as the sale of dry fish, eggs, and soap. Processing and conservation refer to soap making, red oil milling, and shelling. Agricultural activities denote the production of rice, maize, cassava, and market gardening. The issue is that microenterprises and small enterprises are terms that national statistics bureaus—including in Côte d'Ivoire—use to refer to the *size* of an economic activity, not to the type of activity. The ILO uses the same terminology for tracking international statistics on the types of enterprises for analysis and development planning purposes. It is preferable for projects to use standard language when reporting results.

3.2.2 Overview of Achievement of Project Sub-Objectives

As indicated in Exhibit 4, the project has achieved or exceeded almost all of its sub-objectives. Overall, community members were very happy with the entire project implementation process, despite the desire for much more support to meet continuing community needs as described in the CAP documents. As one CCPC member stated, "We have noted that there are now fewer children who work in cocoa." KII stakeholders were likewise generally positive about project implementation. KIIs did sometimes note that implementation was occasionally slow, which they primarily attributed to the difficult practical logistics required to carry out the activities.

microfinance-poverty-grameen-bank-yunus . Website accessed November 9, 2019. 2) A review of five micro-finance projects states, "The finding suggests that targeting microfinance on the poorest households may not be the most appropriate way to help them escape poverty." Asian Development Bank (2007), Effect of Microfinance Operations on Poor Rural Households and the Status of Women. Reference Number: SST: REG 2007-19
Special Evaluation Study. Manila: ADB Operations Evaluation Department. 3) Abdul Latif Jameel Poverty Action Lab (2015), Where Credit is Due: Seven Randomised Evaluations. Policy Bulletin, February 2015.

[39] There is also a reference to Groupement d'Epargne et de Crédit (GEC), which refers to micro-credit and savings schemes.

Exhibit 4. Achievement of Sub-Outcomes

Outcome 1. Community mobilization in the fight against CL is increased	
Outcome 1.1. Community mobilization in the fight against CL is increased	50 out of a targeted 50 Child Protection Committees (CCPCs) were created in 50 project communities with 7 members each. At the time of the evaluation 32 CCPCs had obtained official recognition from the prefectural authorities, applications were filed signature of recognition for the remainder
	The 350 of the target 350 CCPC members were trained on CL causes, consequences and solutions with emphasis on education, vocational/skills training and occupational safety and health (OSH)
	All 50/50 CCPCs were equipped with basic equipment: 2 bikes, 2 megaphones, 5 pairs of boots, 5 raincoats, 7 jumpers, 500 leaflets, 1 set of 12 awareness posters and 1 image box
	The 350 members of the CCPCs were trained on the development and implementation of CAPs.
	Two Knowledge Attitudes and Practices surveys were completed
	Agent Techniques (ATECs)[40] and CCPC carried out awareness raising of 11,868 community members on CL, CL laws, and CL elimination solutions.
	Training of trainers with 240 teachers was conducted on CL and child rights. Teachers trained 6539 students.
	100 CCPC members, 2 per community, were trained to collect data on child laborers and children at risk of CL.
	Awareness raising was conducted with 100 percent of CCPC members on referral of child protection cases in accordance with existing official protection mechanisms.
	Two regional good practice sharing workshops for the CEP to learn from other communities were conducted.
Outcome 1.2. Community-centered approach to combat CL is developed	A national and six regional workshop were conducted with CL elimination stakeholders to present ECLIC project concepts, objectives and methodologies.
	As part of the project exit strategy, four regional exit workshops were organized in project regions to present the results of the project to local authorities and technical partners (for one location two regions were combined).
	50 out of a planned 50 community project launch meetings were held to present the scope and objectives of the project.
	50 out of the planned 50 CCPCs were supported to hold community meetings for the discussion, development, and adoption of CAPs.
	All 50 out of 50 CCPCs were supported in organizing community meetings to discuss and adopt CAPs.
	Five regional workshops for sharing and for local authorities to validate the CAPs were organized.

[40] ECLIC project field staff. Agent Techniques = Technical Agents

	All 50 communities were supported with the implementation of CAP priority activities. 29 communities (56 percent of the communities) benefited from support for the construction, equipment and/or rehabilitation of school infrastructure. (Others benefited mostly from awareness raising, IGAs, literacy, equipment for teachers in all the schools, bridging classes and other activities)
	ATEC and CCPC organized monthly implementation planning meetings on the planned actions and to track action progress.
	To address challenges in mobilizing community resources, additional regular meetings were held in communities receiving support for school infrastructure
	Regular progress reports on the implementation of CAPs were made to prefectural authorities.
Outcome 2: The income of households with children engaged in or at risk of CL is increased	
Outcome 2.1. Community members implementing IGAs has increased	99 Community Based Organizations (CBOs) were established and are functional.
	99 organizations and 26 CCPCs were supported with 125 Income Generating Activities for 1488 project beneficiaries.
Outcome 2.2. Community-based organizations have acquired technical skills in the management of IGAs	Market studies were conducted and available to identify opportunities for income-generating activities in each project region
	A target of 100 community groups was exceeded through training 124 groups (98 CBO and 26 CCPC) on income-generating opportunities.
	493 Women and 133 men participated in functional literacy courses
Outcome 3: Children engaged in or at risk of CL have an improved access to quality educational opportunities	
Outcome 3.1. Educational resources are improved	19 bridging classes were held with 584 enrolled children. 496 completed the program, with 52 dropping out, and subsequently joined the formal school.
	Of a target of 450 children, 193 children were trained and 59 young adults. The latter were mostly children who had passed the age of 18 by the time that training commenced.
	A school canteen was created in the community of Assahorekro. Thirteen completed Bridge Class structures are intended to become school canteens.
	10541 kits (2043 kits in 2017-2018 and 8,498 kits 2018-2019) consisting of textbooks and school kits were distributed in schools and bridging classes, of which 6577 were new beneficiaries from included from April-September 2019.
	Biblionef activity: 5000 books (encyclopedias, dictionaries, comics, textbooks, newspapers ...) are available with the project of which 4300 were distributed to 43 schools for about 13000 children at the time of the evaluation
	The "World's Children's Prize" initiative for the training of pupils and teachers on the child rights and protection activities on democracy and voting for child rights heroes.
	161 children benefited financial support for various school related costs.

	Support was provided for the registration campaign and attendance of CAP-CCPC and School Management Committee (SMC).
	Support through: Awareness raising and mobilization of communities for education including for general education community schools and bridging classes.
	Provision of support for the issuance of a birth certificate for children in or at-risk of CL. Out of a target of 3000, 1847 supplementary judgments were distributed at the time of the evaluation and an additional 1000 requests remain for review at the sub-prefectural level.
	Research on the situation of children in camps was carried out and disseminated.
	A pilot program to improve access to educational opportunities for children living in camps was implemented.
Outcome 3.2. Child protection in the school environment is reinforced	240 teachers including 31 women were trained on rights, child protection, humiliating and corporal punishment, CL and teachers' code of conduct.
	6539 students, including 2890 girls and 3649 boys benefited through the training of teachers on the rights and protection of the child in 2017.
	Identification and training of focal points on first aid issues, installation of sign boards, 33 equipment in first aid kits were provided to communities and schools.

Contextual factors that impacted the implementation of the project activities (positively or negatively) and unexpected challenges (i.e. staff changes, school strikes, etc.) that hindered the achievement of the project objectives are discussed in the remainder of the report. Likewise, the strategies/measures that were undertaken to mitigate any challenges are examined in the remaining sections.

Mobilization of Project Stakeholders

The project was well organized to participatively mobilize stakeholders at all levels, from project inception to its conclusion. The evaluation found this to be noteworthy at almost all levels and in all project areas visited.

Project visibility, and of ICI as an implementing organization, was generally good throughout the project period. Visibility efforts included workshops, meetings, the sharing of project overviews and other materials, and some field visits. ICI's visibility and that of its staff is important for many reasons, including to obtain support and so that stakeholders know who is responsible and whom to contact regarding any implementation issues. The need for more field presence of local authorities and government service providers does remain an issue and will be discussed in Section 3.2.3 in the subsection on CCPCs.

National level stakeholders, including the *Conseil National de Surveillance* (CNS - National Oversight Committee of Actions against Child Trafficking, Exploitation and Child Labor) were associated from the initial stage. As Exhibit 4. SO2.1 indicates, the project carried out substantial national and six regional workshops to present ECLIC project concepts, objectives and methodologies. This workshop approach goes beyond the usual meetings held with official

stakeholders at project inception and helped ensure the commitment of key stakeholders. Some of these stakeholders eventually provided support to the project to address some of the challenges it encountered. This included the participation of administrative authorities in the resolution of a community conflict in a classified forest area and the mobilization of communities to participate in infrastructure construction.

Stakeholders at community-level, the Village Chiefs and Sub-Chiefs, and community members were likewise well aware of the project. The project team had made substantial effort to ensure that community leaders were well informed at project inception and throughout implementation. Field staff had the habit of stopping by to see the Chief during their visits to the communities.

Several community-level stakeholders noted that the project had strengthened cohesion in villages and in CBOs. During the Stakeholder Preliminary Results Workshop, participants also commented on increased social cohesion. This was especially true in encampment areas. Village chiefs and sub-chiefs noted that the joint activities organized with project support were one of the factors that contributed to strengthened cohesion despite the wide range of ethnic groups in the encampment villages.

Project beneficiaries and local authorities were satisfied with the implemented project activities at project end.[41] As will be discussed, however, there was still much demand for further support. The target population responded positively to the project's activities despite initial reticence and lack of trust in some locations. The project was able to address and overcome this reticence with intensive awareness raising and the provision of much of the requested support to the communities.

3.2.3 Outcome 1: Community mobilization against child labor increased

Communities' Awareness on Child Labor Issues and the Importance of education

Communities reported substantial change in their attitudes towards CL during the evaluation even if, in practice, there remains much to be done to eliminate the practice. Community members made comments such as, "*We participated in a lot of awareness raising and we see the change in attitudes towards child labor*." Another remarked, "*Really thanks so much to the project. We were in the dark and now our eyes are open*."

It should, however, be noted that people were generally already aware of the importance of education. As in the project initial assessment of needs, the main reasons given to the evaluators for children not being in education were poverty and the lack of access to quality education. The main result of awareness raising was thus cited as the increased recognition of the negative impact of CL on children's development. A direct relationship between lack of awareness of the importance of education and CL was found to be not as clear as may have been expected.[42]

[41] This question had been placed under the Sustainability evaluation component but was moved here for clarity.

[42] E.g. see the comment in Section 3.1 for example, where a community member had noted, "As one of the community members stated during the evaluation, *"If the price for cocoa paid in our communities is sufficient, we will all send our children to school*."

The results are variable by locality, with some communities having more positive results early on for awareness than others. In some places, it was harder to convince people than in others. CCPC members were responsible for most of the direct work in their communities.

In several of the communities visited, the CCPC mentioned to the evaluators that it took a great deal of time for people to understand the project and become involved with its activities. This included awareness raising activities with Village Chiefs. The Village Chiefs did become supportive of the project, though their support was not immediate. According to project staff, in some communities the Chief was personally more active and supportive than in others. Eventually, once the project started to implement concrete activities, chiefs and their sub-chiefs became more helpful.

In two of the communities visited, CCPC members pointed out that "*sometimes people just did not believe the project would actually do anything for them"*, primarily because no project had ever actually done anything in their community. The time left for actual implementation of the activities was very short due to the amount of time it took to gain trust and involve community members in the project activities. This had an impact on mobilizing infrastructure construction because community members were expected to contribute labor to building schools and other structures. In another instance, a CCPC reported that the youth did not have any interest in having a group IGA. When they saw that a women's group in their community had received support for an IGA, however, they changed their minds. At that time, it was too late in the project period to provide the youth with the support they desired.

Awareness Raising Materials

The project benefitted from the high-quality awareness raising materials that ICI had previously developed for their work in Côte d'Ivoire. The evaluation found that the texts and images were generally good, a point that the CCPC members also noted.

However, CCPC members often commented to the evaluators that the visual flip chart toolboxes were only useful when speaking with small groups of people. That is, they are not adapted for the sensitization of large groups. This complaint derives from the large number of people who attend these presentations, which CCPC members pointed out that when they organize meetings quite a few people attend. They stated that in such cases, the flip chart toolboxes are not sufficiently visible for people who are sitting farther away. The CCPC trainers note that they then have to physically pass in front of the different participants with the small flipchart so that they can see properly. Consequently, several CCPC Community Based Organizations (CBOs) requested that larger flipcharts be provided to facilitate the awareness raising sessions.

The evaluation team asked the children in the three groups met, and several of the FGDs IGA groups, what they believed children's rights and responsibilities to be. The FGD participants were able to explain what CL is and generally describe the types and risks of (hazardous) CL. Importantly, they were able to generally describe the difference between child work and CL. However, only one group was able to mention any other children's rights though several could mention some children's responsibilities. Even the group that knew some other rights could only mention two such rights. With regard to responsibilities, they could only mention that children

should go to school and respect their elders. When prompted with examples, some children were able to recognize a few other children's rights from the Convention on the Rights of the Child.[43]

When asked who had told them about CL, the children said that it was their teachers who had explained it to them. This is in line with the project activity that trained teachers to integrate the subject in their lesson materials. One teacher who was interviewed did point out that the subject is already part of the curriculum that they are expected to teach. Nevertheless, he stated that it was with ECLIC that he had properly learned and understood the subject.

The evaluation notes that the project did not include a component on the creation of children's peer groups to support and raise awareness about children's rights. Methods such as the Supporting Children's Rights through Education, the Arts and the Media (SCREAM)[44] set of modules and other peer awareness raising methods were found to be effective in other projects to ensure that children well understand their rights, including those other than on CL. The SCREAM methodology, developed by the ILO, uses the arts–drama, creative writing, music and the visual arts–and public media. Through the arts, children and young people themselves drive the message to their wider community. SCREAM also seeks to channel the creative energies of children and youth in positive and constructive ways and encourages "peer-to-peer" education.[45]

Community Child Protection Committees

The core of the ECLIC project community-level partners are the CCPCs. They are the project's main contact point for project implementation in the communities. The CCPC help identify CL and potential beneficiaries[46], provide awareness raising, monitor the beneficiaries, provided support for the development of CAP and organize of all other ECLIC community activities.

Many of the communities there had never been part of a development project of any kind, so only one community had an established CCPC or similar committee prior to ECLIC. Consequently, the ECLIC project helped establish new groups. The target number of members was seven per CCPC, but the evaluation team learned that in most cases at least one or two persons had dropped out of the committee, mostly due to lack of time and financial problems. In two instances, a new person had replaced those who left but they were not yet fully trained.

The village chiefs, ECLIC IGA groups, and SMCs fully recognize the importance and role of the CCPC in addressing CL issues. The CCPCs thus have stakeholder buy-in, though after the

[43] The following site includes a child friendly version of the Convention with a resources kit. UNICEF, Convention on the Rights of the Child, Children's version. Available from https://www.unicef.org/child-rights-convention/convention-text-childrens-version Website accessed September 10, 2019.

[44] E.g. ILO SCREAM and others. Footnote: ILO (2019) SCREAM: Supporting Children's Rights through Education, the Arts and the Media. Available at https://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang--en/index.htm . Also available in French."

[45] Partially quoted from ILO (2019) SCREAM: Supporting Children's Rights through Education, the Arts and the Media. Available at https://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang--en/index.htm . Also available in French.

[46] The identification and monitoring processes are discussed in Section 4 on Coordination and Sustainability.

development of the CAP, they are not being consistently used to raise other issues.[47] This is for several reasons. The primary reason is that the village chief system exists for the purpose of raising community issues. With regard to child protection, the CCPC is mostly seen as responsible for issues related to education/literacy/vocational training and CL and not for other child protection issues. At this time, this is a contextually realistic approach.

The evaluation found that the CCPCs in the communities visited were functioning in practical terms at the time of the visit. This was confirmed in the meetings with the Village Chiefs, with other community members, and with the CCPC themselves. This observation is in line with the results reported in the final TPR.[48] Of course there was variation across communities, but all CCPC met reported having at least 5 members, meeting regularly and engaging in community activities related to their tasks.

The project had identified three levels of CCPC functioning to measure the performance of the CCPC. The project reported that all 50 CCPC meet the first two criteria levels. The first two levels include the clear identification and recognition of the CCPC by the community and their ability to carry out and document approved plans. To achieve level three, the GoCI needs to officially recognize the CCPC which has, so far, occurred for 32 of the 50 CCPCs. ECLIC staff reported that paperwork for the registration of all of the groups that have been created with project support has been filed. In one community, however, the CCPC reported that they had been assessed over one year before the evaluation and had still not been recognized.[49] ICI did state that it will provide follow up to verify the official recognition of the CCPC groups even after the end of the ECLIC project.

Being officially recognized is important for several reasons. First and foremost, recognition provides the members with social status, which is important for them to be able to convince community members of the importance of their message. However, it also provides CCPCs with practical benefits. In the cocoa growing areas, formal and informal security barriers[50] exist which stop and verify passersby. Often passersby must pay a small fee, to the informal security managers. Where the CCPC members have to travel to do their work raising awareness, mobilizing people and other work, they find it difficult to justify their movements if they are not officially recognized. As one group related, "*There was a government representative that came to evaluate us so we can be officially recognized but that was a year ago. We still have not received our recognition and this gives us difficulties when we arrive at the barrier where we are told that we are not recognized. We do not have a paper justifying our movements and our work*."

[47] See Evaluation Question 7, "Do they have stakeholder buy-in (i.e. are the committees being used to raise issues)?"
[48] International Cocoa Initiative (November 2019), ECLIC Technical Progress Report 8. Geneva and Abidjan: International Cocoa Initiative.
[49] Note that this process depends on the administration, and is beyond the project control.
[50] With formal security barriers managed by police/gendarmes and informal security barriers managed by community dwellers.

Social Inclusion in Community Child Protection Committees

The evaluators further noted that the CCPC were generally well created with the inclusion of some highly motivated and well-functioning people. As in any similar situation, some CCPCs were substantially more active than others, with some members involved in multiple ECLIC activities. That is, they may be a member of the CCPC but also an ECLIC supported literacy teacher, a bridging class teacher, and/or act as a relay (technical support) person for the IGA groups. This situation is not uncommon in other countries and projects, but it does mean that such persons are often over-extended and state that they find it very challenging to do everything as a volunteer. In most cases, the CCPC members said that they are farmers themselves and they find it difficult to leave their work to do all of their volunteer activities.

The extent to which communally representative members were integrated in the CCPC was difficult to ascertain. Certainly, women were under-represented and only one person with a visible disability was identified in the evaluation FGDs. The project reports that 103 out of 350 (29 percent) CCPC members are women.[51] It should be stated, however, that of the total of 21 CCPC members met during the evaluation[52], there were only 3 women. Of course, the sample of CCPCs met was small and not necessarily representative of all CCPCs. It was not clear why so few female CCPC members came to meet the evaluation team. When questioned, two CCPC groups stated that some female members had dropped out due to other responsibilities, but this still does not fully explain the low number who joined the evaluation discussions.

The project pointed out that women had specifically been encouraged to join the CCPCs, but becoming a member was a voluntary process, so there was no obligation to join.

According to the CCPC and the ECLIC staff, the gender disparity in the CCPC overall is at least partially due to the literacy/numeracy selection criteria, as women tend to be less educated and for social-cultural reasons. Information on whether persons affected by HIV or with disabilities were included was not available, though it would be useful to include such persons to promote inclusion. The selection criteria for CCPC membership, such as basic literacy and numeracy skills and being highly respected persons with leadership skills in the community, automatically excluded persons from some of the most vulnerable households. The CCPC did appear to include representatives of different ethnic groups represented in the communities.[53] The evaluation notes, however, that having community leadership skills, an interest in the subject matter, and the time and willingness to carry out CCPC responsibilities is key. The evaluation team did learn that the project had undertaken efforts to avoid CAP-CCPCs being dominated by village chiefs and their family members by indicating that members from the wider community would be prioritized. So while having fully representative CCPC is theoretically good, the selection criteria are primordial. It should be stated, however, that the evaluation notes that ratio of female CCPC to male members is low.

[51] Data provided by ECLIC staff based on project monitoring system.
[52] From all the different communities visited
[53] As evidenced from their use of different languages and self-identification.

Material Support for Community Child Protection Committees

CCPC members received equipment such as two bicycles per group, megaphones, computer tablets, and vests that identify them as members of the CCPC. CCPC members travel to identify, monitor, and conduct awareness raising and training. All CCPC groups commented that, while the bicycles provided for this purpose are useful, they are not of the type that they needed for the difficult terrain that they need to cover. Some also said they need more than two bicycles. The project staff noted, however, that the cost of special bicycles such as mountain bikes is prohibitive given the available budget. Megaphones were said to be very helpful for communications during large meetings, but they needed batteries or solar cells for sustainable use. While the vests are appreciated, CCPC members still stressed that having official recognition for the CBO from the GoCI is more important. The computer tablets were considered especially useful for data entry, information storage and other purposes, though charging them was also said to be difficult in locations without electricity.

The 26 CCPCs that received the IGAs greatly appreciated them and felt that these would help them sustain their activities. Almost half of the CCPCs did not receive IGAs, however, so interviewees and CCPCs noted that it would be important for all such groups to be supported with IGAs if project budgets were sufficient.

Anchoring Community Child Protection Committees in Local Social Services

It should be noted that CCPCs are eventually intended to function as groups that address the whole range child protection issues—including violence against children, neglect, juvenile justice, and other subjects—and not simply CL. In line with ECLIC's vision, the primary focus is, however, on the elimination of CL and increases in education. The CCPC are thus expected to eventually expand their activities, be integrated and supported through national child protection programming. The project did already provide training on case referral methods, which are integral to the functioning of a comprehensive child protection system. The challenge is, however, that a properly functioning child protection referral system does not yet exist in the ECLIC project communities. So, while the CCPC may know how, in practice, they cannot implement case referrals that need special attention from service providers.

A very key issue thus remains the lack of a functioning government child protection service system in the ECLIC project areas. As the CCPC members indicated, no government social worker or community development worker had visited them other than to evaluate them for their registration application for their CCPC. According to local authorities, the budget and logistics for the transport of social service providers to the communities is extremely limited. This is further complicated by the very difficult roads to most of the project sites. This situation is highly critical and makes it very difficult for CCPC members to properly carry out their work unless the matter can be handled internally in the community. Consequently, only the most seriously abused and/or neglected children are likely to be referred to a health or other service unit because there are no available funds for transport in such cases. Given that families themselves may be the perpetrators of the abuse, funds for such transport are difficult for the CCPC members to find.

Community Action Plans

CAPs were developed in all 50 ECLIC project supported communities. Many interesting and well-connected activities were identified, decided upon and prioritized for implementation in a participatory way. There were no complaints about any of the CAP not being accurate or representative of the real needs of the communities. The evaluation found that the CAP approach was much appreciated even if, as noted in the Relevance section, FGD participants often commented that there were so many other needs that ECLIC had not been able to meet.

For the discussions on the CAP, large meetings with community members were reportedly held and evaluation FGD participants felt represented in the process.[54]

Exhibit 5. CAP Services Provided by ECLIC

Types of Services Provided	Number of Communities
Birth certificates	13
Bridging classes	19
Bridging classes (construction of class)	13
IGA CCPC	26
IGA with youth groups	48
IGAs with women's groups	50
Literacy classes	50
Other construction	2
Renovation of existing school	2
School 3 classrooms built	24
School canteen	1
School supplies (children)	48
Secure trips to school	11
Vocational training	46
Water supply system	2

Of the 24 schools where classes were constructed, 18 were completed, 1 is approximately 50 percent completed, 4 are 50-70 percent completed, and one school was over 70 percent completed.

Infrastructure and Community Action Plans

The evaluation team noted that in all communities the physical infrastructure and provision of school kits emerged as prime topics in the discussions.[55] For this reason, the evaluation covers these activities in detail. Other services were also all mentioned at various points during FGDs, including the IGAs, literacy and bridging classes, vocational training, and birth certificate support. Infrastructure support attracted much more of the community member's attention than CL,

[54] Note that this finding is in response to Evaluation Question 7 on the CCPC representativeness which was covered in the previous sub-section.

[55] Note that the FDGs were conducted using general questions on the provision of project support to the community without prompting for specific types of support.

although they understand that both are linked. This focus on infrastructure and other material support is logical given the lack of schools and/or classrooms of adequate quality. While building new classes had not been part of the original project planning, this level of focus does confirm the importance of this subject to the communities.

Village chiefs and sub-chiefs consistently reported that provision of education infrastructure and other support resulted in changes in the community population. They reported that there was notable expansion of the village area and increase in the population as people from surrounding areas moved to their village. In the case of the village of Bakarydougou there was, for example, an increase from 100 pupils before the project to 216 pupils at the end of the project period. This number was said to include both children who are beneficiaries and those from households that were attracted to the locality for better conditions.[56]

In several of the communities visited, the evaluation team noted that the buildings were either still under general construction and/or needed finishing. In one instance, the blackboard and floor were not of adequate quality and the location of the classrooms meant that they are flooded during the rains. The community had proposed that a small holding wall be constructed just before the classrooms to retain the water run-off. When the evaluation team reported these issues to the ECLIC staff, they took immediate action to remedy this with the responsible persons. The staff also noted that ICI would provide follow up to ensure that any construction work that was not completed after project end would be finalized.

Infrastructure building is complicated for many reasons. Due to the long period needed to identify CAPs, infrastructure planning was launched well into the project period, resulting in rushed scheduling for building and renovations. Other factors included the remoteness of the sites, the lack of an adequate budget to meet all infrastructure needs, and that construction quality must meet government requirements. Identifying suitable entrepreneurs also proved very challenging precisely because of the remoteness of the locations and low expected profit margins. Such difficulties with contractors contributed to dramatic delays in starting infrastructure work.

In some encampments in classified forests[57] no sustainable investment, such as building a brick structure for bridging classes, was possible. This is because the government does not allow building such structures in these environmentally protected areas. Project activities thus had to be limited to awareness raising for children's schooling, IGA activities, and supporting communities to build non-permanent structures to house bridging and literacy classes. The evaluation team found that, in communities where this situation occurred, there were complaints from community members about the lack of support for good infrastructure.

[56] The village leaders were not able to say how many of the additional students were beneficiaries and how many were additional non-beneficiaries, but they were certain that non-beneficiary students had been added.
[57] State owned forested land that is considered private and is state managed. National parks and reserves are considered separate from the classified forests.

Stretching the Infrastructure Budget and Community Ownership

A main challenge to school construction and other permanent infrastructure[58] was cost and the need to obtain input from the communities for construction. The request for infrastructure was a leading need cited in many of the CAPs. Budget allocations for infrastructure were not large. They were constrained by the total available budget but also particularly by the fact that, as per the MPG, only a defined percentage of the project budget (usually not more than 10 percent) can be used for infrastructure construction or repair. Communities stressed that new classrooms were a major need and significant pressure was placed on the project to respond to the communities' identified needs. The general feeling can be summed up as, "you asked us for our needs, and these are our priorities, so please address them accordingly." Consequently, the project requested an increase and the budget line was augmented to 13.5 percent of the total budget in May 2018.

The amount of funding that was available was, however, still insufficient given the level of demand. To increase ownership and ensure that more classrooms could be built, discussions were held with the communities that they would be expected to provide sand, water, and other locally available materials for the construction. In addition, it was agreed that communities would also provide their labor to transport the materials and to support the contractors during the construction.

Therefore, the project addressed these constraints by stretching the infrastructure budget so as to provide more classrooms and other structures in response to community needs combined with the benefit of community participation to strengthen ownership. However, in practice, the heavy reliance on communities to provide such inputs was very problematic. While participation in developing infrastructure is important for ownership, it can easily become excessive. Community members complained about the high reliance on local labor in all visited communities that had received infrastructure support. Resistance to providing support slowed down construction in several places and local authorities needed to be called to help motivate community members to participate in line with their previous agreement.

Bringing sand, gravel, and other materials to the building sites was seen as particularly problematic, though it should be added that, in the majority of cases the communities did manage to provide such support. The project staff noted that the main problem was organizing the communities to furnish the needed materials. They also added that the contribution of communities had been part of the discussion with community leaders, local authorities and the project team. The project added that there even several exemplary cases of community participation. Nevertheless, in the FGDs, participants in several communities complained quite vocally about the high level of effort that had been required with regard to supplying materials.

In one location, it was unfortunate to learn that several children had also been involved in helping carry the materials because of the pressure to provide the labor.[59] Some community members in

[58] That is infrastructure in cement or other relatively permanent materials.

[59] For ethical reasons and to protect the anonymity of those who (unanimously) reported this issue, the evaluators cannot report where this situation was found.

one FGD stated that the children only helped to "*amuse themselves*" but other disputed this. Likewise, in another FGD the participants stated spontaneously that children had to help carry the materials even while the children themselves are aware that, as a result of ECLIC awareness raising, that they should not carry heavy loads.

Project staff noted that many community members had provided input to the development of the CAP and that they had made agreements with them about the need for their labor to realize the activities. The evaluators could not ascertain the exact number of people whose voice was actively heard in the CAP development, though most of the communities and their nearby satellite hamlets have several hundred inhabitants. Though village chiefs and CCPCs did say that they had been involved in the CAP development process, a large number of people was needed to provide the needed labor. Community members reported that the amount of work that they needed to provide was much higher than they had expected. They complained that the work was taking them away from their already low-income work. As one community member stated, "*It is good to help us with the building the classes, but we had to leave our farms for two months for this. It is true that these are our children, but we also need to work to feed them."*

The logistics for transporting the materials were also challenging in several places as, once the sand and gravel had been gathered, they needed to be transported to the building site. An environmental impact study that could include assessment of locations for sand and gravel was not conducted. This was often too far to transport with human power. The project was, however, able to make some arrangements with local cocoa cooperatives to help transport the materials after community members reported that they had no money to pay for vehicle transport.

In general, however, the project had not linked its activities substantially to cocoa cooperatives. Various development actors in Côte d'Ivoire, including ICI, and the private cocoa industry do engage in supportive activities. The project's focus was on the most vulnerable community members who were not already receiving other support. Accordingly, linkages with cooperatives were not made to any large extent. Together with the limited linkages, functioning of road infrastructure, and social and child protection service provision, project activities were not as well anchored in local structures as they could have been. It would have been useful to determine if, in addition to some support for transport of materials, there were other ways to improve linkages with cooperatives in similar projects and/or find other sources of support.

Community members reported two other challenges related to infrastructure construction. The first was their own lack of skills to help the contractors and masons with construction. Secondly, and more importantly, they noted that they had to provide lodging and also usually provide food to the outside laborers. According to the project staff, the contractors were supposed to provide their workers with financing to pay for food. In reality, as project staff pointed out, there are no restaurants nor rooms are there rooms for rent in remote project areas. The construction teams thus depended on community members for lodging and food. In fact, there was supposed to be an agreement between the contractors and communities or workers to cover such costs. According to the KII/FGD participants, however, the community members provided the food voluntarily. In several instances, community members reported that the construction took much

longer than the expected three months, so they complained that they had to feed and lodge the masons intermittently for a long period.

The evaluation team also had some other concerns about the OSH conditions of all the workers on the building site, including of community helpers. They were, however, unable to ascertain whether this was an issue in practice because construction was not on-going during the visits. Construction training for community members was not integrated in the infrastructure project due to cost and monitoring challenges. Such training is sometimes provided in similar projects to help motivate and provide community members with useful skills.

3.2.4 Outcome 2: Households' income of children engaged in/at risk child labor increased

Outcome 2 services included support with micro-credit and IGA group management training, equipment, OSH materials as literacy training and other support as relevant. As indicated in Section 3.1.1, 99 women's and youth groups[60] as well as 24 of the CCPC had received IGA support.[61]

It is important to note that the project carried out a market study[62] to help identify the most suitable types of IGA activities and other economic empowerment issues within each of the project regions. The study was more detailed and considered a broader range of types of activities than is often the case in such studies. Interestingly, the study also analyzed the types of local financing resources that are available to finance new and expand existing economic activities. Gender aspects were well covered in the study, including topics such as how issues regarding women's land ownership affects their economic activities.

The challenge with the ECLIC Indicator Definition and Unit of Measurement is that it relies on *perceived* income increase. This means that this measure is very subjective. It is difficult for households to measure increases in income resulting from IGAs or other new income sources, especially in the first 1-2 years, because of low literacy rates and lack of knowledge on how to measure income. In addition, households that rely at least in part on seasonal income sources and/or do not separate their personal from their business expenses find it challenging to report. Income measurement techniques often use proxy measures and accuracy is famously difficult to achieve.[63] To measure beneficiary households' income at project start and end thus means that many factors have to be taken into account for each household which is time consuming—and therefore expensive—for projects to measure. In the case of ECLIC, the type of in-depth income

[60] The project refers to the IGA supported groups as Community Based Organizations (CBOs). To ensure clarity and differentiate the groups from other CBOs, the evaluation report refers to these ECLIC supported groups as IGA groups.

[61] One youth group had dissolved due to poor functioning.

[62] International Cocoa Initiative- ECLIC (2017), Identification des Opportunités Socio-Économiques pour la Création d'Activités Génératrices de Revenus: Étude de Marche. Abidjan: ICI.

[63] See Section 2.4. Objective 4. Indicators 10, 11. Increase and/or Diversification of Incomes Livelihoods Resource Centre (LRC), Livelihoods Toolbox Indicators. Available from http://www.livelihoodstoolbox.org/?q=indicators . For details on Livelihoods Toolbox and other practical guidelines see http://www.livelihoodscentre.org/. Websites accessed November 1, 2019.

analysis needed to make reliable and valid assessments of increases in income were not conducted.

It should be noted that during FGDs, IGA group members did also state that they feel that household income improvements are beginning to materialize. Nevertheless, very little of the proceeds from the ECLIC supported IGAs have been widely shared at the time of the evaluation. The groups mostly stated that their business was too young, like in the case of a manioc (cassava) field that was not yet yielding income. In other cases, like for food processing, groups said they had received the equipment too recently to gain sufficient income to share. In a few cases, such as in a soap making group, members preferred to reinvest their profit into diversifying their IGA. Reinvestment into the sale of dried fish or beef hides activities was common. In such cases women noted that their family's nutrition had improved as they could also eat some of their own products.[64]

The project did adapt their approaches to address some of these issues. One group reported, for example, that the project had provided their group with a tricycle to tide them over until their manioc field would be ready to yield. Such tricycles are often locally hired to transport products. Unfortunately, the person whom the group had hired to operate the tricycle had broken it. The group said that they did have sufficient funds in their savings cash box to repair it.

While there had thus not been much sharing of income from the IGAs, the FGDs members stated that, thanks to their IGA group micro-credit component, they were able to individually save and borrow. Individual group members were saving in two amounts, individual weekly savings amounts and a smaller contribution to a group solidarity fund. The latter was intended for members to receive support when they face financial difficulties. Women IGA groups reported that they used money from their microcredit group to help pay for their children's enrolment in school and to meet needs during the lean season.[65]

All groups that had received equipment reported having difficulties learning how to use the machines even though initial training for some group members had been provided. The project did eventually provide additional support for groups to better learn how to use the machines. Two groups reported that their equipment was not functioning properly and needed repairs. Likewise, obtaining fuel to operate machinery was problematic. The project had found that buying solar panels for energy was still too expensive in Côte d'Ivoire's rural setting, so diesel or similar inputs were needed.

Structure and Organization of the IGA Groups

The evaluation team noted that the IGA Groups are well organized overall. That is, they had a clear structure with division of tasks, kept records, and had a savings fund for borrowing and the solidarity fund. Distribution of the savings from the microcredit/savings fund was done according to the participation level of the members. The groups also reported that they had set a fine if a

[64] Beef hides are used to make soup and in sauces and help provide some protein.

[65] The lean season is usually the period just before harvest when incomes tend to be particularly low.

member did not participate in one or more meetings. As one group stated, "*We are strict with that*." Another group stated that they had only needed to enforce the penalty once so far.

There was a change in the size of some of the IGA groups over time; this was the case in the women's groups as well as in the youth groups. Sometimes groups had grown as more people joined while in others some members had left. Several reasons were provided, including that it was because—in the case of women's groups—of pressure from their husband, who was not supportive. In such situations it is mostly because the husband does not want his wife to contribute savings to the group. In one case, a group member related that there were two men who had not wanted their wives to be in the group but that they had gone to talk to the husbands who had then relented. There were also some situations where women had left the group because they had travelled elsewhere or because they were too busy working in the fields to participate actively in the group.

Accessing Social Protection[66]

It should be noted that the functioning of the cocoa value chain, and ensuring that cocoa producer community members obtain the benefits that should accrue to them, is complex and operationally challenging. This context has influenced the project's ability to maximize its overall effectiveness. That is, without well-organized access to social protection coverage for groups, households, and individuals, it is difficult to obtain full short and long-term impact.

For informal economy workers to access social protection, they need to have their activities registered in some format, with the exception of cash transfer schemes, which usually do not require formal registration. There is a current push for formalizing informal economic activities internationally to ensure that people involved in even small-scale economic activities can receive the same social protection rights and benefits that are also due to formal workers. Countries—including Côte d'Ivoire—and their workers' and employers' representatives, almost unanimously adopted ILO Recommendation 204 on formalizing the informal economy for during the International Labour Conference of 2015.[67]

In Côte d'Ivoire, organizing cocoa industry value chain workers into cooperatives is one of the primary methods used for formalization. However, only 20 percent of farmers are members of farmer's cooperatives and the extent to which even cooperative members can access social protection services is variable.[68] The vast majority of actors all along the value chain, including its many intermediaries, are not registered. The functioning of such cooperatives has sometimes

[66] "Social protection includes nine main areas: child and family benefits, maternity protection, unemployment support, employment injury benefits, sickness benefits, health protection, old-age benefits, disability benefits and survivors' benefits. Social protection systems address all these policy areas by a mix of contributory schemes (social insurance) and non-contributory tax financed social assistance. "ILO (2017) World Social Protection Report 2017–19: Universal social protection to achieve the Sustainable Development Goals. Geneva: ILO, 2017. P.2.

[67] ILO EVAL, Zegers, M., Bove, S., Carlini, P., Palmieri, N., Independent High-level Evaluation: ILO's Strategy and Actions towards Formalization of the Informal Economy 2014–18. Geneva: ILO.

[68] Kapoor, A. (2016) Children at the Heart: Assessment of child labour and child slavery in Côte d'Ivoire's cocoa sector and recommendations to Mondelēz International. Hong Kong: Embode.

been criticized for their disorganization and instability[69] as well as the lack of confidence of their membership. However, the cooperatives also have potential to improve productivity, income and better work conditions if well run, and they can also form a channel to organize CL reduction activities.[70] Note that cooperatives are comprised of producers (farmers) but they may sometimes also engage others who work to help sell their products.

Including community-level IGAs and encouraging diversification in the ECLIC project was intended to help address the root cause of CL: poverty. The evaluation does find that the economic empowerment activities were a useful project activity even if it will take more time for concrete benefits to become visible. Nevertheless, adding economic empowerment activities in communities does add another layer of informality to an already largely informal cocoa producing community. The project pointed out that at project end, 20 IGA groups had already been registered formally with their prefecture. Another 10 were awaiting approval of their registration, while others were aware of the needed application processes.

In future projects, however, integrating cocoa workers and IGA groups as formally registered economic activities should be considered at the design level, especially as governments of countries such as Côte d'Ivoire continue to focus on formalization.[71]

Literacy Training

According to FGD participants, literacy training was a popular activity. While some people had dropped out, over 600 persons had completed the first level of the training, which took about nine months. To achieve functional literacy, however, participants need to pass three levels. The participants stated that they were able to sign their name and read a little while also able to do some basic numeracy. Participants expressed interest in continuing their literacy classes and complained that the training had been much too short. The funding to continue the training was deemed insufficient, however. While the trainers had been trained to teach all three levels, participants would have needed to pay the trainers to attend the next two levels. In the communities visited where literacy training had been provided, no further training has yet taken place. It is thus uncertain if it will continue because of the low-income level of the participants.

3.2.5 Outcome 3: Children in/at risk child labor have improved access quality education

The stakeholders were very appreciative of the education project component overall. For youth general education and bridging class beneficiaries, the types of services provided were relevant

[69] Among others: Fair Labor Association (2012), Sustainable Management of Nestlé's Cocoa Supply Chian the Ivory Coast—Focus on Labor Standards. Fair Labor Association: Washington DC.

[70] Ingram, V., van Rijn, F., Waarts, Y., Dekkers, M., de Vos, B., Koster, T., Tanoh R., Galo A. 2017. Towards Sustainable Cocoa in Côte d'Ivoire. The Impacts and Contribution of UTZ Certification Combined with Services Provided by Companies. Wageningen, Wageningen Economic Research, Report. Kapoor, A. (2016) Children at the Heart: Assessment of child labour and child slavery in Côte d'Ivoire's cocoa sector and recommendations to Mondelēz International. Hong Kong: Embode.

[71] Result area R1.4, page 21 in the country Decent Work Program 2017-2020. Government of Côte d'Ivoire, BIT/ILO (2017), Programme de promotion du travail décent en Côte d'Ivoire 2017-2020. Abidjan: Government of Côte d'Ivoire, BIT/ILO

and sufficient for each individual. Naturally, children and their families always state that they still need more support, but there was much recognition of the value of the material support that was received. The support included school kits—in general education and bridging classes—and support with school fees, in proportion to the household's need. In a school where school kits were no longer being distributed, teachers reported that they were reusing the textbooks with new classes. Children, their parents, SMC members, and others repeatedly mentioned the usefulness of this type of support. In some locations the project was able to provide additional school kit support beyond what had originally been planned.

There were comments about the quality of the bags in a few localities, though the project did report that once this had been reported to them, they improved the types of bags that were being distributed. Some evaluation community stakeholders also reported that there was some jealousy between those who had received the school kits and others who had not.

The project had been able to establish a link with some other sources of education support which teachers and students also mentioned. This included the 4300 reading books obtained through Biblionef[72] and distributed to the schools. Children liked the books so much that, according to one teacher, they take them home and sometimes do not return them. An education specialist did state that teachers are not yet sufficiently trained to maximize the effects of the library. The World Children's Prize program–which helps children learn about democracy, child rights, protection, and vote for international heroes–involved a total of 2,643 children in 2018. Several teachers and students expressed appreciation for this program.

Access to education had increased in the communities overall due to the construction of classes and, in line with CAP, support for children to travel safely to school. Parents in one group stressed that they felt reassured regarding the safety of their young children because they do not have to go as far to go to school as before. Please note that the school infrastructure issues were already discussed in Section 3.2.2. Teachers and children's awareness on child rights, including on CL were already discussed in the same section.

There was a reported concurrent increase in the number of teachers in the locations where classes had been built, although in one case the expected new teacher had not yet arrived. The newly assigned teachers had been added because of the increased enrolment in the communities. The SMCs, and some CCPCs did point out the challenges in finding qualified teachers to come to the remote areas where the project schools are located. This is also, at least in part, because there are no, or very limited, living quarters allocated for the teachers. However, the team did visit and observe one small building that was being finished for new teachers to reside in. In one community, the CCPC did point out that, in line with the CAP, the village leaders had asked each community member to contribute 200 bricks to build teachers' quarters.

[72] https://en.wikipedia.org/wiki/Biblionef

In the case of general education, teacher strikes that occurred in 2018 and into 2019 had a major impact on the consistency of children's school attendance and the project education component overall. However, once the strike had ended, children resumed attending and stakeholders reported that there did not appear to be a major impact in terms of decreased student attendance.

Bridging Classes

Bridging classes were consistently praised. Stakeholders, including teachers and others met in the SMC, stressed the substantial improvement of children who had attended the bridging classes and the extent to which they had been able to integrate well back into school. Some teachers also cited a few cases where children had been able to skip a class when reintegrating back in school. It was, however, lamented that in protected forest areas permanent structures for the bridging classes were not allowed to be built.

Community-level evaluation respondents also commented regularly on the fact that the bridging classes, like the literacy classes, were not going to continue. Though the project staff pointed out that the teachers had been trained and had the materials to run the bridging classes, in practice it was evident from the FGDs that this was quite unlikely to happen. In fact, even in the project planning, the locations for the bridging classes were expected to be used as school canteens. In some locations this was possible, while most communities were not yet able to obtain the government support intended for this purpose.[73] CCPC and SMC members in several locations noted that this was an important community need.

Teachers' Code of Conduct

The GoCI has an official Teachers' Code of Conduct, so the project's original plan to develop Rules of Living could not be implemented as originally planned. Instead, project staff worked on a strategy to raise awareness of the government's Code of Conduct. Children also have a code of conduct in their schools, which the evaluation team was told that the children had developed themselves with the support of their teachers. The children's Code of Conduct covered issues such as the type of discipline that is applied if a child comes late to school. One schoolteacher mentioned that corporal punishment was not at all allowed anymore and that "*hitting the children does not help them to learn more*". Nevertheless, children did report that corporal punishment still happens in their schools. Usually because "*we had not learned our lesson or came late."* This is unfortunate, not just because of the ramifications of such punishment in general but also because of differences in children's learning abilities. Future projects will need to emphasize this aspect to a greater extent, including ensuring that teachers recognize children's learning challenges.

Birth Certificates

The project's initiatives to provide support with obtaining birth certificates proved so popular that it could not meet the demand in its final project implementation year. The GoCI provides birth

[73] The Côte d'Ivoire has a programme for this purpose, but communities need to meet certain requirements to be able to obtain the support to operate the school canteens. See Direction des Cantines Scolaires (2019) available at http://cantinesscolaires.ci/home0/ Website accessed 10 11 2019.

certificates for free during the first 6 months of life. After this time, a penalty must be paid, ostensibly because processing is more complicated at that stage. Aside from obtaining the necessary paperwork, which can be complicated depending on the case, paying the “late” fee was said to be very difficult for many parents. Although a large number of children that have received their birth certificates through project support, there are still some that are being processed or pending approval. The project pointed out that this was because some of the needed paperwork was still missing or processing was slower than expected. According to some CCPCs, however, households’ expectations were raised which, for some households, were not met.

Vocational Training for Older Children and Youth

The project had opted for an apprenticeship system for vocational skills training. This was largely because of the absence of organized vocational training centers. Where they did exist, they were not accessible to children without at least formal middle school education.

The number of children who attended vocational skills training was about one half of the targeted number. This was because it was difficult to identify potential beneficiaries to participate in the program, the complicated logistics to find suitable master trainers, difficulties to find lodging, children who moved away from the area and other reasons. This project component also had dropouts, largely due to families’ difficulties to cover some of the costs that they were expected to contribute to, such as lodging for their child at the training site. There were also time and cost challenges for the children to travel to and from their communities to the training site and with regard to feeding them at the training location.

A relatively good labor market study had been implemented to identify the most appropriate skills for the local context and the most suitable vocational master trainers. The students noted that the course that they attended was relevant for them. There was still a sizable portion of children engaged in the typical hairdressing, sewing, and hairdressing courses, but there were also other trades, such as masonry and electrical repair work. The vocational component was implemented in partnership with the Chambre Nationale de Métiers (CNM - National Artisans’ Chamber) which had a well-structured organization, including in the project areas.

Master trainers, organizers, and children all stressed that the courses of nine months were much too short. The CNM told the evaluators that such training normally takes three years to be effective, in part because it is not only to learn skills but also ensure that children gain the needed maturity to manage their activity. However, the project budget was not sufficient to allow for longer training.

The project provided the needed equipment, such as sewing machines, which were deemed very useful and important for the children to be successful. A master trainer supervisor reported that some of the trainers were quite frustrated that the children obtained such equipment, and clothes, while their own were dilapidated.

The evaluators were told that some children categorically refused to return to their community at the end of the nine-month period and instead wanted to finish learning their trade. Some parents

subsequently continued their child contract with the master craftsperson while others say they do not know what to do back in the village.

3.2.6 Encampment Area Project Activity Challenges

About two-thirds of the project communities are in areas labelled as encampments. These are informal settlements that are usually quite close to cocoa growing sites and are devoid of social, health, and other services. Such encampments may also be in or very near to protected forest areas where the inhabitants grow cocoa illegally. Specifically, two project supported encampments were fully located within a protected forest, while one additional community was partially located within the boundaries of the classified forest. As stated in Section 3.2.4, the GoCI does not allow permanent structures to be built in protected areas and wishes to discourage such settlements.

The government has installed a three-tier system of assessment[74] that determines what is, or is not, allowed in such areas. If forest degradation is less than 25 percent, people are asked to leave the forested area. If degradation is between 26-75 percent, reforestation is attempted in partnership with the local population and the private sector. If over 75 percent is degraded, agro-forestry activities are planned. This system is, however, still not very developed. In the meantime, encampment dwellers feel frustrated and note what seems to them to be the arbitrary nature of what is and what is not allowed. FGD participants in an encampment expressed their exasperation that they could not have a school while a location just a kilometer away was allowed to have one.

The project carried out a study to try to better understand the situation and find solutions to the challenges regarding the encampments.[75] It should be noted that the study was not approved because it was submitted months after the project already decided not to continue with particular permanent infrastructure activities in the encampments. However, it is still useful to note that the study reported that the solutions varied greatly according to the individual situation in each encampment. Much depended on the level of deforestation, distance and road quality, size of the encampment community, and other factors.

Conflicts between the encampments and village centers occur for many reasons. These include comments from those living in the villages that they are also poor and lack services while the project provides some support to those in the camps (IGA, literacy training, bridging classes…).

The project addressed these issues by increasing their focus on the village centers instead of the encampments. This was initially difficult because the original project document included a strong focus on the encampments, but this did not sufficiently take the realities into account. Adjustments in the programming had to be made and were subsequently approved. Orienting to village centers resulted in other issues, such as children needing to walk securely and far to village centers from their encampments. Older children and adults were then organized to accompany the children

[74] As explained by the staff of the Services des Eaux et Forêts, Société De Développement des Forêts (Water and Forest Development Service) whom the evaluation team had met. The forest code law, adopted in July 2019, clarifies this concept: http://www.droit-afrique.com/uploads/RCI-Code-2019-forestier.pdf

[75] Cabinet d'Etudes Statistiques et Informatique (CESI) (2017), Etude sur la Situation des Enfants Vivant dans les Campements. Abidjan: CESI.

where possible. In one formal village visited the Village Chief reported that people were moving from nearby encampment areas to their village because of the services that the project had been bringing them.

Exhibit 6. Implementation of Interim Evaluation Recommendations

#	Recommendation	Project Response
1, 2[76]	Write and implement an Exit Strategy. Immediately identify specific steps to take according to the three objectives which prepare for the end of project.	The project developed and implemented an exit strategy, identificaiton of specific steps. The strategy included holding, four regional workshops and community-level meetings to remind stakeholders about the project closing.. The workshops were also used to share and discuss the main project results, lessons learned and best practices with regional authorities and technical partners. The evaluation found that in all communities the stakeholders were well aware of the project end though all expressed the desire that it should continue.
3	Design a means to replicate [income generating activities] IGA in the project communities, using the initial small group activities as a model.	The project had responded that they were not able to implement this recommendation, but the evaluators believe that there may be a misunderstanding of what was meant in the recommendation. The recommendation was intended to make a design and explore with the CCPC and IGA community facilitators (relais communautaires) *how* replication could be done. The intention was not to actually replicate during the project period but to determine whether and how it could occur and identify possible sources of income to cover the costs of implementation.
4	Continue to build solid relationships with, and sensitize, government officials to ensure future assistance for the project communities.	The evaluation found that this had been done through workshops and meetings though there were several challenges. First, most meetings were to discuss progress and exchange ideas. Actual future assistance for the project communities (aside from ICI and other donors) is likely limited due to low local government budget for follow up and service provision and challenging road infrastructure as discussed in the current report.
5	Find ways to support the CAP-CCPC members with recognition and explore how savings and loan programs can be offered to them and other community members	Identifying vests and other supplies were provided. 26 of the CCPC received IGA support though only 6 could be supported with a microcredit program.
6	Create strategies for regular, continuous attention to mobilizing awareness-raising and CL monitoring after the project ends.	CCPC, SMC, and teachers were trained on child rights. CCPC members were trained on CL monitoring. Follow up strategies were adopted in communities as part of the end of project meetings

[76] Numbering in accordance with the evaluation Terms of Reference.

3.3 Efficiency

Overall, the project activities were efficient in balancing financial and human resource inputs constraints in relation to achieved results and outputs. This is largely due to the adaptations that the project made during implementation. Project staff mitigated the operational challenges encountered, as feasible. The project also sought opportunities to maximize reach and flexibly address the scope and type of identified needs from the CAPs. As discussed in Section 3.2.2, this included the request for new educational infrastructure (classrooms), which was costlier than the rehabilitation in the original budget.

The project team members form a well-integrated, high-functioning team with a flexible management style. Regarding infrastructure, the project extended the types and means of organizing infrastructure activities. Staff reported they felt listened to and considered in project decision making. Of particular note was the project leadership's ability to "to think out of the box" to address implementation challenges. Illustrative examples of the project's flexibility during implementation include 1) the development of a method of less formal skills training in collaboration with the Chambre des Métiers after it found that there was a lack of vocational training centers, and 2) In agreement with ILAB, the project made adjustments to its selection criteria after some children who were under 18 during the project inception period were found to be too old when the project implementation actually started. These revisions allowed the youth to still participate in project activities.

The evaluation identified a notable persistent, positive attitude to keep trying to mitigate and solve problems despite various setbacks. Thus, the project team consistently advocated for the application of solutions with generally constructive results.

Staff changes, especially of the M&E specialist, were quite problematic and influenced efficiency. The very challenging physical terrain and lack of existing services in the communities further made it difficult to build achieve exponentially good results. In addition, the communities were too dispersed from one area to another, affecting efficient implementation in terms of time and transport costs. As some staff members noted, "*We spend more time travelling from one place to another than we can spend in the communities*."[77] It should be added, however, that the selection of the communities had been discussed with national authorities at project inception. The selection of communities was consequently done based on the reasoning that it was advisable to include a wide range of different contexts in the project actions.

Nevertheless, despite some delays, the project achieved or exceeded almost all of the activities that it had set out to do within the planned project period. Community members did report that the project staff regularly visited them for the implementation of activities and follow-up despite the challenging terrain.

[77] For security reasons, staff also have to return to their base before sundown so they cannot extend their time in the field to make up for time lost travelling.

The very long start-up period, due to the need to develop the CMEP, wait for the baseline survey results[78] and other start up activities, meant that the project spend the entire first year before it could start with actual work in the communities. Many persons, from staff to other stakeholders, noted that activities in the communities should have started much earlier. A long start-up delay after first community contact can have an impact on attitudes towards the project.

It should be stated that all except one field staff member were highly appreciated in the communities. The staff member in this case was caught committing fraud with project funds. This included inflating bills and purchasing poor quality equipment for IGAs instead of the expected quality. Community members met during the evaluation reported that they were quite aware of this situation at an early stage but had been too afraid to report it. FGD participants stated that they felt cheated but that they had no previous experience with a development project. They thusly believed that the project might withdraw altogether if they reported it. There were also a few other cases of fraud, including among two staff drivers and a finance assistant.

Importantly, the project undertook a very careful and transparent set of steps to investigate the case of the field worker's fraud. Once doubts about the field agent had been identified, he was suspended while the investigation took place. When the fraud was confirmed, he was fired from his position and left the project. Community members reported being happy to see how the project undertook its investigation and the steps that had been undertaken. They also noted that the person who was assigned to take his place was more effective and responsive to them in other ways so were pleased with the change.

The project undertook steps and drafted policies and procedures to prevent such fraud in the future, including by avoiding the use of cash to pay for fuel, providing materials and equipment directly instead of providing staff cash to purchase them, and other practical methods. Accompanying written rules were also developed.

Aside from some unexpected challenges, the timing of activities was generally appropriate for project implementation. The building for the infrastructure did not, however, take the seasonal and climatic calendar and interfered with ability to carry out construction as planned. This was particularly challenging because community members' fieldwork was affected by their need to be available to support obtaining building materials and participating in construction.

3.4 Coordination and Sustainability

The project informed and continued to interact with government and civil society stakeholders throughout the project period. Coordination with key national, regional, and local stakeholders was very good, though there were clear limitations regarding the extent to which they could contribute to the project's sustainability into the future. This is largely due to the inadequacy of social services at community-level. Coordination initiated during the project may not continue at the same rate if the GoCI (and other stakeholders from the private sector and civil society) do not

[78] The project staff indicated that they believed that the project baseline needed to be completed before they could start activities while ILAB indicated that they only had to wait until data collection was completed.

invest the financial means to continue coordination and engage in follow up services in the communities.

The sustainability of project-initiated activities within the communities is plausible, though without regular visits of government or other service providers to the communities, the momentum may be diminished. The CCPC and other IGA groups are mostly expected to continue, particularly where CCPCs also have IGA activities. The training of the CCPC and IGA groups is sufficient to continue the implementation of their activities and address minor challenges that they may encounter. The project had conducted refresher training over the last few months to remind CCPC members of what they were taught. During the evaluation, CCPC representatives related spontaneously that two members of their group had attended such refresher training and had appreciated it. However, without motivational and advisory support from outside the community, it will be difficult, particularly for the CCPC, to continue at the current rate. Such support would normally be provided through government social and community development workers. School inspectors and their colleagues do tend to visit communities at least annually, but such visits are also infrequent due to low budgets for transport and other resources.

As indicated in Exhibit 6, the project held regional exit workshops with local authorities and other key stakeholders to discuss lessons learned and planning for the post-project period. In project communities, likewise, meetings were held with a similar purpose. Communities visited were well aware of the project end. CCPC members insisted that they would continue their activities even though it would be difficult.

The project activities that are the most likely to be sustained after the project ends are the IGA activities and the general education component. The evaluation estimates that the child beneficiaries are mostly likely to remain in school. As is already sometimes the case, children may nevertheless work on weekends and during holidays, particularly during seasonally intensive farm work periods. Teachers have integrated the CL rights issues into their teaching program, and this is likely to continue. This is, at least in part, as teachers pointed out that child rights are already in the government curriculum and, because of the project, they are more equipped to teach the subject. Children who benefited from vocational skills training may continue in their economic activities, but this would need to be verified at least one year after project end.

The principal additional activity or effort that need to be made to further promote sustainability of the outcomes is post-project follow up. The extent to which this can be done to the extent needed is uncertain. Whereas ICI has indicated that they will engage in follow up, this will mostly apply to registration of remaining CCPCs and finalizing the processing of birth certificates that are already being processed. At the time of the evaluation, ICI did not have funds to engage in regular community follow up visits in all 50 project locations. More importantly, as already stated, follow up on the part of government service providers in the communities is essential but is currently not expected to the high degree necessary.

This situation is unfortunate as the project did engage in many interactions with key stakeholders from government and the private sector and local authorities who were satisfied with implemented activities. Such interactions started at project inception and continued in the form of well

appreciated training workshops and additional exchanges. There were few if any locally based NGO partners to combat CL over the long term. As ECLIC is now ending, it cannot contribute further to increasing sustainability. ICI can, however, further build the support of stakeholders to promote sustainability through engaging in advocacy in partnership with community representatives and regional stakeholders. The principal aim of such advocacy would need to focus on investing in strengthening social service provision—including monitoring and follow up visits—and infrastructure construction, particularly roads. With improvements in these areas, referrals of child protection cases and the functioning of the CCPC will be more likely and efficient.

The project monitoring system exists at two levels; in communities and at the project-level. The project monitoring system, used to inform the donor and other stakeholders about progress, was implemented in line with USDOL requirements. While time consuming, the project was able to fulfil the requirements with the support of ICI and USDOL itself.

The community-level monitoring system was well received and, despite the need for close support to learn and implement, it was operational. The project had introduced a system for the CCPC to identify, register, and monitor beneficiaries using digital computer tablets. CCPC members who were responsible for data entry reported that there were no major difficulties to learn how to use it. E.g., in one case the person responsible for tablet data entry stated that "*it isn't that different from using my mobile phone.*" There were, however, some complaints that it was difficult to make changes in data that had already been entered into the software; this required a complete return to the start to make changes.

Only two CCPC members from each committee were trained and had explained to others how to use the tablets, but the data entry work was mostly done by those who had been trained. A major challenge is, however, the extent to which the system will continue into the future. Without direct follow up and support, it is not very likely that CCPCs will continue their monitoring system so that it can also contribute to the national System of Observation and Monitoring of Child Labor in Côte d'Ivoire (SOSTECI) system. It should be added that the ICI monitoring system was different from the SOSTECI system, but that problem has been addressed. That is, the ICI monitoring system has now been aligned with the SOSTECI but this had not yet been the case during the ECLIC most of the ECLIC implementation period. Thus, at the time of the evaluation, their data had not yet been permanently integrated into the SOSTECI.

4. CONCLUSIONS

Overall Findings

Based on the findings, the evaluation concludes that the project has completed or exceeded almost all targeted outputs, but medium and long-term impact remains uncertain. The principal reason for the uncertainty is the lack of a supportive enabling environment at the community-level. The project is well-aligned with government strategies, such as improving access to quality education, increased provision of birth certificates, child rights awareness training, poverty reduction measures, and poor infrastructure. However, lack of access to, and follow up by, social services pose major challenges. The almost complete absence of these social services in the project communities make it very difficult to ensure that projects such as ECLIC attain the full potential of their efforts. Although the project did implement actions to address poverty, infrastructure, and other issues, it was not able to meet all of the structural needs, especially regarding the lack of government social services. The evaluation notes, however, that it is difficult to balance the limitations of the available budget, which was not sufficient to achieve the depth and breadth of activities needed for effectiveness, impact, and sustainability in project communities.

Relevance

The evaluation determined that the project's holistic design and approach was relevant and responded to the needs of the target groups. That is, to the extent that such a project can feasibly address them within the difficult context. Though the project was holistic, ideally similar projects should address an even wider range of needs using well targeted and varied approaches, some of which were not included in the ECLIC project. The evaluation team developed a graphic that can be found in Annex C that provides an overview of all of the elements, including traceability and certification which were not part of the ECLIC project.

The evaluation found that the project ToC did not conform to the preferred format that takes the various possible pathways, connections, and their relevance into account. The evaluation thus concludes that this means that the reasons for the choice of specific project activities to achieve the outcomes are not fully justified. That is, why were certain approaches selected and not others. While the evaluation does not dispute the choices made for the ECLIC design, a ToC approach should conform to a standard that also makes them comparable for evaluations across USDOL financed projects.

Effectiveness

The evaluation concludes that the project activities were well and flexibly implemented overall within the challenging and continually changing context. The mobility of local people in and out of the project areas and unforeseen issues regarding the types of activities that can be implemented in encampments in classified forests required creativity to make suitable adjustments.

The staff undertook major efforts to inform and involve regional and community-level actors and project maintained a high degree of visibility. The practical challenges of the poorly functioning

child protection referral system does, however, form key obstacles to achieving impact at outcome level and ensuring sustainability as well as contributing to replication. While the project did train the CCPCs on how and where to refer cases needing child protection—including of children in hazardous CL—in practice, a functioning referral system to resources outside of communities does not exist.

The project was effective in awareness raising regarding CL and education issues in communities. It was, however, less effective with regard to awareness of other child rights, even though the latter are all inter-related and important to achieving sustainable reductions in CL and child wellbeing overall. Although awareness was increased on CL and education, behavioral changes were less robust than desired.

CCPCs were functional to a good degree overall, though long-term support and adequate anchorage in existing government social service systems was not yet possible. Referral systems exist theoretically but rely on community members to cover transport and other possible costs for case processing. While more than half of the committees were officially recognized, they need follow up support and monitoring. In the CCPCs, and in most of the other community groups, gender balance was not achieved due to socio/cultural and education selection criteria.

The CAPs that communities developed with the support of the project were found to be excellent participative initiatives. They did result in high expectations for necessary but costly education and other infrastructure. The evaluation identified quite a range of challenges in CAP implementation, particularly the infrastructure component. Of particular concern was the high reliance on community participation to obtain building materials and participation in construction. While such participation contributes to community ownership and helps stretch the budget to provide more communities with such support, the evaluation did conclude that in practice the required input was excessive given the population's poverty. While such contributions are useful and should continue in future projects, the amount of time that community members needed to invest was high given their need to work in their farms or other activities to feed their families.

Income generating activities (IGAs) and micro-finance activities were highly appreciated and useful. It was, however, too early to determine the full extent to which they will verifiably increase incomes sufficiently to decrease CL. Although initially IGAs for CCPC groups were not included in the project design, adapting the project to provide them to 26 of the 50 groups was a useful motivational and practical step to enable the covering of running CCPC costs.

Bridging classes were highly successful overall and resulted in a valued return to school for children. Various other education efforts including material support with school kits (supplies) and fees, libraries, and participation in the international World Children's Prize were useful. Likewise, support for obtaining birth certificates was a highly appreciated project activity though it was not possible to meet all of the demands for timing and budgetary reasons. The vocational skills training and literacy components were too short to achieve full effectiveness though they were well-targeted and well-implemented.

Efficiency

The project was well-managed with a well-integrated team that continually identified and implemented solutions to field realities. Some challenges with staff changes, especially in the area of M&E, were problematic. Some cases of fraud among staff were handled well. The evaluation also concluded that reasonable mechanisms in the form of written regulations on the handling of cash and other fraud reduction steps such as more careful monitoring of staff were put in place to prevent future incidents.

Coordination and Sustainability

Coordination with key national, regional, and local stakeholders was very good, though there were clear limitations regarding the extent to which they could contribute to the project's sustainability. This is largely due to the inadequacy of social services at community-level. Children who returned to school with project support are mostly likely to continue for several years. Monitoring systems at the community-level were functional, though the degree to which they will continue into the long term is questionable. Effective integration into the national CL monitoring system (SOSTECI) will require continued follow up and support from the relevant local authorities.

5. LESSONS LEARNED AND GOOD PRACTICES

The project had several good practices—such as stakeholder mobilization—but the comments here will focus on lessons learned and good practices that should be standard in any project.

Lessons Learned

1) **Implementing a project in many widely dispersed, difficult to access localities is not advisable** for reasons of efficiency and impact. The communities could have been supported more efficiently and effectively if they were closer together. If funding is available, replication can then gradually be carried out based on lessons learned and good practices in other areas.
2) **Careful consideration of the challenges of working in encampments is necessary**, especially those in classified forests. In such a situation an analysis of the context in each encampment community is needed as the size, challenges and opportunities vary a great deal between such communities.
3) **Ensuring that project supported committees are more and directly anchored** in *functioning* local social, child protection, and national CL monitoring system is key to ensuring sustainability. Similar projects should have one component related to empowering local social services to contribute to increase sustainability.

Good Practices

1) **Project flexibility** to find solutions to practical realities that affected implementation is a promising practice. Escaping from strict project planning is important, acknowledging that the actual situation and challenges cannot always be predicted.
2) **Persistence in awareness raising,** even where there is strong initial resistance has led to success. Using a range of means, including involving traditional leaders, relying on active CCPC, field staff, and visits from senior staff are useful in this regard. This is particularly true when accompanied by evidence of concrete and visible inputs to support communities in meeting their needs.

6. RECOMMENDATIONS

Note: key proposed implementers responsible for each recommendation, estimated priority level, resource implications are provided between parentheses after each recommendation.

1) **Improved theory of change approach –** ToCs should be standardized to make them comparable across USDOL financed projects. ToCs should further use commonly recommended technical methodologies including conforming to the preferred format that takes the various possible pathways, connections, and their relevance into account.

For: USDOL, implementing organizations; Priority: High; Resource Implications: Initially medium resource implication for development of standardized system, then low resource implications

2) **Project management design –** Similar projects should:

   a. Allow sufficient time for the project inception period followed by a sufficiently long period for implementation.
   b. Cover a less widely dispersed geographic area to allow for greater efficiency, as well as deeper and more intensive focus.
   c. Ensure that project activities can be launched as soon as possible in the communities. Start activities with CCPCs and develop participative CAPs as soon as data for baselines have been collected.
   d. To the extent that it is feasible and does not interfere with the achievement physical infrastructure building results, take local seasonal farming work and the climatic calendar into account. This aspect should be considered from the project design stage. This is of particular importance where community members are expected to contribute materials and/or labor for the building.
   e. Consider increasing focus and funding for literacy and vocational skills training so that participants can achieve a sufficiently functional level.

For: USDOL, implementing organizations; Priority: high priority when new projects are designed; Resource Implications: low

3) **Awareness raising**

   a. Strengthen outreach communications about all children's rights and their relationship to child rights regarding CL.
   b. Strengthen outreach communications about all children's rights and their relationship to child rights regarding CL. This may include certificates and prizes for communities that met CL reduction targets; community card games/collection with messages; and implementation of SCREAM modules with community members. [79]

[79] E.g. ILO SCREAM and others. Footnote: ILO (2019) SCREAM: Supporting Children's Rights through Education, the Arts and the Media. Available at https://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang--en/index.htm . Also available in French."

c. Support the development of peer awareness raising and support groups in schools.[80] Ensure that behavior change materials are suitably adapted for presentation in mass community sessions.

For: Implementing organizations; Priority: high priority when new projects are designed; Resource Implications: high

4) Supporting Community Child Protection Committees

a. Identify means to support CCPC members with recognition and motivational means. Examples include providing CCPC who meet identified success criteria with certificates in public events such as on the Day of the African Child, World Child Labor Day, increase IGA and microfinance programming for CCPC.
b. Provide advocacy with government to ensure that a properly functioning child protection referral system is implemented with competent and available service providers and that includes a component on child labor and provide training to service providers on child labor issues so as to increase their competence on the subject matter.
c. Actively work towards obtaining a good gender balance between male and female CCPC members. Ensure that the project makes it clear when holding initial meetings with village chiefs/ leaders that there is a quota to be obtained as the project requires it. In community meetings, when developing the CAP, stress the importance of women's role in the community as mothers, contributors to household income, ability to raise awareness of other women and children, etc. Continually emphasize in community follow-up and monitoring visits the GoCI and civil society organizations' recognition of the role of women and girls in the country's development. Include references in awareness materials to women's useful contributions using case studies and examples from similar projects, preferably from within the country.
d. Allow for flexibility of the literacy requirement if necessary and include women without sufficient literacy skills, primarily for activities such as awareness raising that rely less on literacy.

For: Implementing organizations including ICI; Priority: high priority when new projects are designed; Resource Implications: medium

5) Advocacy for implementation of functioning government social and child protection systems, Decent Work Country Program implementation in cocoa production areas. Ensure anchoring of projects in such systems, including a sustainability plan in project communities with agreed upon follow-up program by authorities at project inception.

For: Implementing organizations in Côte d'Ivoire including ICI and the GoCI; Priority: very high; Resource Implications: low for agencies, high for government

6) Physical Infrastructure – Continue support for infrastructure activities as per CAPs but prioritize the start of building structures to allow for sufficient time and better ensure quality

[80] Ibid

work. Decrease but do not eliminate the amount of labor and material inputs required from community members for infrastructure construction so that it does have an undue impact on household production levels and, consequently, their poverty. Ensure that there is absolute agreement on the expected time and other resources that communities will need to provide.

For: Implementing organizations; Priority: medium; Resource Implications: medium

7) **Follow-up Evaluation –** Approximately 12 months after the ECLIC project concluded, implement a follow-up evaluation focused on IGA beneficiaries to calculate the project's impact on CL reduction and to identify lessons learned and good practices for similar projects. Verify after approximately six months the extent to which vocational training graduates are using their skills and benefit from the support, and capture stories and lessons learned to inform future similar project in Côte d'Ivoire.

For: ICI, CCPC; Priority: medium; Resource Implications: low to medium as studies do not need to be extensive

8) **ICI to follow up verification and support for ECLIC supported activities regarding:**

   a. Official recognition of the CCPC groups that still await recognition.
   b. Pending birth certificates of children whose applications are still being processed
   c. Effective integration into the national CL monitoring system (SOSTECI) with continued follow up and support from the relevant local authorities.

For: ICI; Priority: medium; Resource Implications: low as study does not need to be extensive

ANNEX A. REFERENCES

Various project reports and documents were reviewed including the project document, studies, CMEP, Technical Progress Reports and project output documents.

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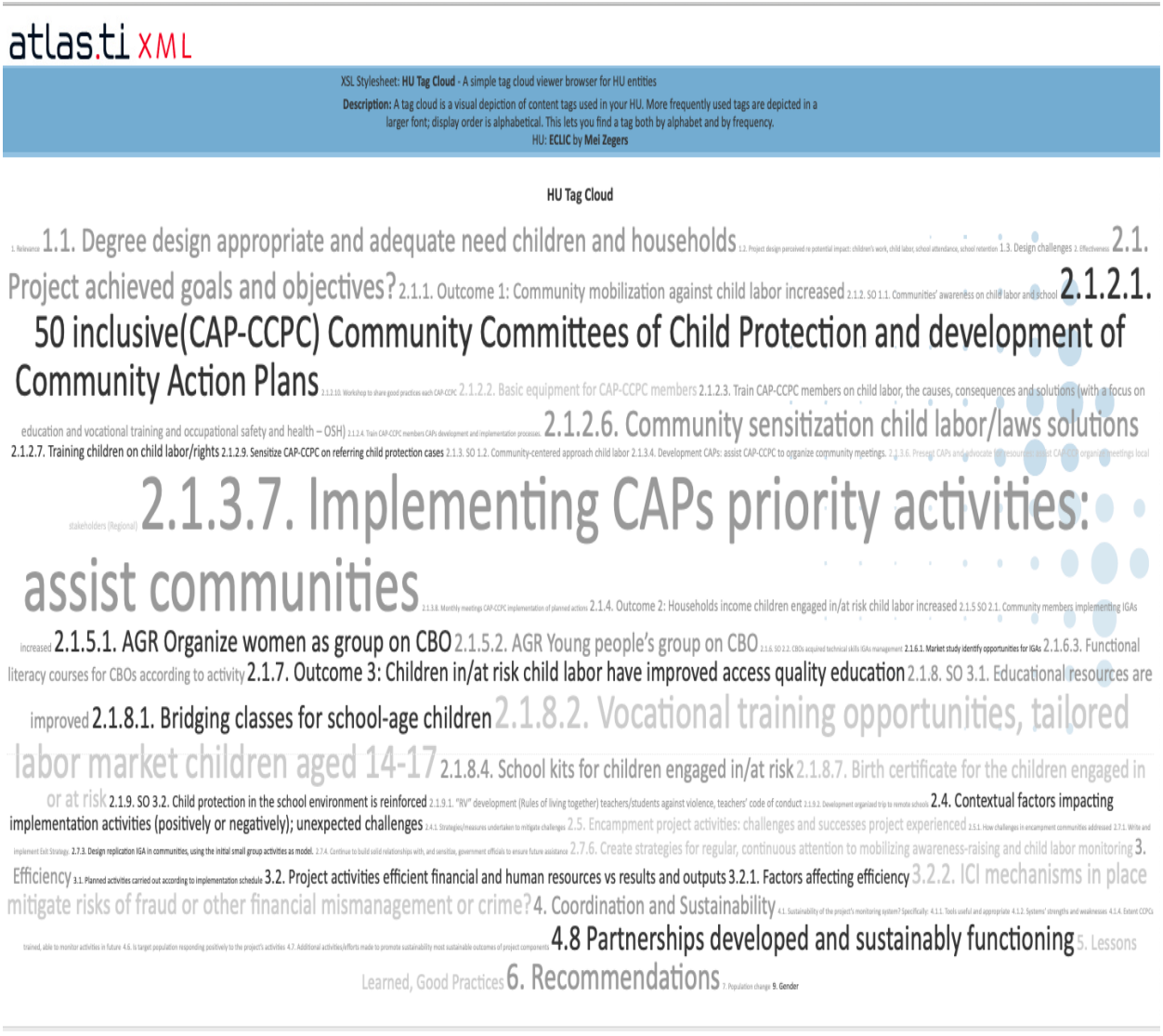
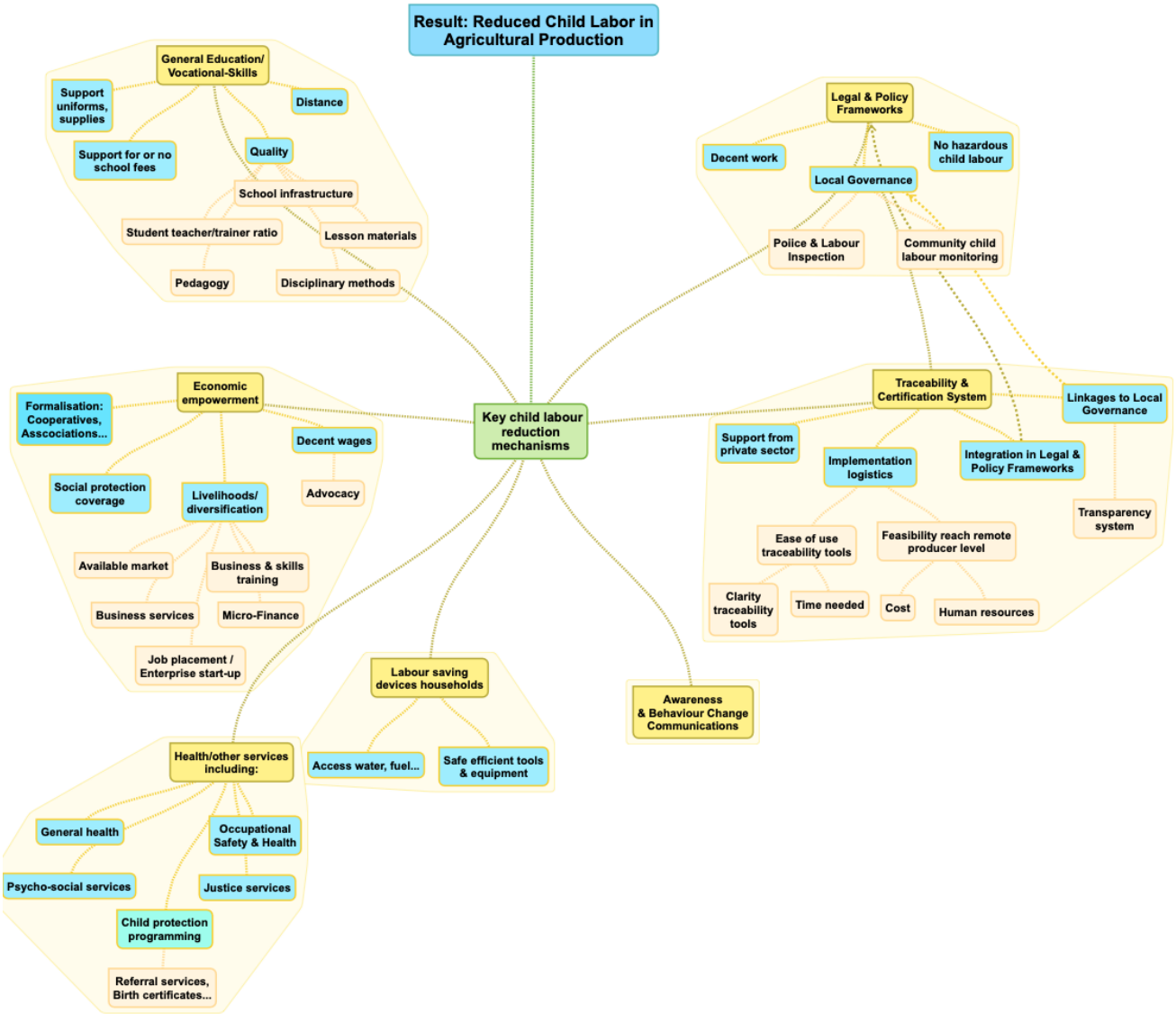
ANNEX B. TAG CLOUD OF MAIN TOPICS

Note: *The size of the text items in the Tag Cloud shows the frequency with which a topic was mentioned during KIIs and FGD discussions. While a qualitative impression the Tag Cloud, does provide some insight on which topics respondents focused the most.*



ANNEX C. KEY APPROACHES TO REDUCING CHILD LABOR IN AGRICULTURAL PRODUCTION VALUE CHAINS GRAPHIC



ANNEX D. ECLIC PERFORMANCE INDICATORS AND RESULTS

Project-level Performance Results

Indicator	Baseline Value (if applicable)	Disaggregation	Actual Oct '19	Target End of project	Comparison of actual Oct '19 with LOP target (CMEP)
Project Objective: Reduced incidence of child labor in 50 cocoa growing communities in Côte d'Ivoire					
POC.1 Percentage of project beneficiary children engaged in child labor		Total	31.07%	30%	Not Achieved
		Caseload	6463	N/A	
		Male	18.48%	N/A	
		Female	12.59%	N/A	
POC.2 Percentage of project beneficiary children engaged in Hazardous Child Labor		Total	27.08%	11%	Not Achieved
		Caseload	6463	N/A	
		Male	15.75%	N/A	
		Female	11.33%	N/A	
POH.1 % of livelihood beneficiary HHs with at least one child engaged in child labor		Total	45.42%	37%	Not Achieved
POH.2 % of livelihood beneficiary HHs with at least one child engaged in HCL		Total	33.39%	25%	Not Achieved

Outcome 1 Performance Results

Outcome	Indicator	Disaggregation	Actual Oct '19	Target End of Project	Comparison of actual Oct '19 with LOP target (CMEP)
Outcome 1: Community mobilization in the fight against child labor is increased					
1.1 Community mobilization in the fight against child labor is increased	5. Number of communities with ICI-supported CAP activities completed during the reporting period	Total	29	50	Not Achieved
	6. Number of functional CAP-CCPCs	Total	50	46	Achieved
	7. % of community members demonstrating knowledge on child labor and the importance of schooling	Total	45.1%	N/A	N/A
1.2 Community-centered		ICI	67%	51%	Achieved
		Communities	33%	33%	Achieved

Outcome	Indicator	Disaggregation	Actual Oct '19	Target End of Project	Comparison of actual Oct '19 with LOP target (CMEP)
approach to combat CL is developed	8. % of completed community initiatives supported per type of stakeholders	Local Authorities	0%	10%	Not Achieved
		Other	0%	6%	Not Achieved

Outcome 2 Performance Results

Outcome	Indicator	Disaggregation	Actual Oct '19	Target End of Project	Comparison of actual Oct '19 with LOP target (CMEP)
Outcome 2: The income of households with children in or at risk of child labor is increased					
	9. L1: Number of beneficiary households receiving livelihoods services	Total	1,547	1500	Achieved
		Youth	518	-	
		Female	1,029	-	
		Small Business	59	-	
		Micro enterprise	925	-	
		Processing and conservation	381	-	
		Agriculture	182	-	
		GEC	1,488	-	
	10. % of beneficiary households reporting a perceived increase in income as a result of the project livelihoods services	Total	63%	60%	Achieved
		Youth	19.3%	-	
		Female	43.7%	-	
2.1 Community members implementing IGAs has increased	11. Number of community members implementing planned IGAs	Total	1,488	1,275	Achieved
2.2 Community-based organizations have acquired technical skills in the management of IGAs	12. % of CBO members demonstrating increased knowledge on IGA related skills	Total	100%	85%	Achieved
		Youth	33%	-	
		Female	67%	-	

Outcome 3 Performance Results

Outcome	Indicator	Disaggregation	Actual Oct '19	Target End of Project	Comparison of actual Oct '19 with LOP target (CMEP)
Outcome 3: Children engaged in or at risk of child labor have an improved access to quality educational opportunities					
	13. POC4: % of beneficiary children who regularly attended any form of education during the past six months	Total	77.03%	78%	Not Achieved
		Caseload	6000	-	
		Male	42.8%	-	
		Female	34.23%	-	

Outcome	Indicator	Disaggregation	Actual Oct '19	Target End of Project	Comparison of actual Oct '19 with LOP target (CMEP)
	14. POH4: % of livelihood beneficiary households with all children of compulsory school age attending school regularly	Total	59.56%	65%	Not Achieved
		Caseload	1,041	-	
	15. E1: Number of children engaged in or at high risk of entering child labor provided education or vocational training services	Total	9509	5450	Achieved
		Male	4646	-	
		Female	4469	-	
		Bridging Classes	418	-	
		Vocational Training	169	-	
		Birth Certificates	1,897	-	
		School Kits	7,501	-	
		School Fees	125	-	
3.1 Educational resources are improved	16. Number of project communities provided with educational infrastructures or equipment/ materials	Total	29	50	Not Achieved
3.2 Child protection in the school environment is reinforced	17. Number of communities with child travel safety measures (including organized travel supervised by an adult) to remote schools in place	Total	11	10	Achieved
	18. % of students that have received training on child rights, the existing laws and policies related to child protection	Total	100%	80%	Achieved
		Caseload	11,642	-	
		Male	56.81%	-	
		Female	43.19%	-	
	19. % of students (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection	Total	87.24%	60%	Achieved
		Caseload	11,642	-	
		Male	49.22%	-	
		Female	38.02%	-	
	20. % of teachers that have received training on child rights, the existing laws and policies related to child protection	Total	100%	100%	Achieved
		Caseload	250	-	
		Male	87%	-	
		Female	13%	-	
	21. % of teachers (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection	Total	100%	80%	Achieved
		Caseload	30	-	
		Male	83%	-	
		Female	17%	-	
	22. % of teachers indicating that they are using the knowledge acquired at the training	Total	71%	80%	Not Achieved
		Caseload	45	-	
		Male	71%	-	
		Female	0%	-	