



Independent Interim Evaluation

ABK3 LEAP: Philippines

Livelihoods, Education, Advocacy and Protection
Against Exploitive Child Labor in Sugarcane

World Vision, Inc.

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Sistemas, Familia y Sociedad
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ACRONYMS AND TERMS

ABK3 LEAP	ABK3 Livelihoods, Education, Advocacy and Protection against Exploitative Child Labor in Sugarcane
ABK2	Combating Child Labor Through Education in the Philippines: The ABK Initiative Phase 2
ACLAT	Anti-Child Labor Award for Teachers
ALS	Alternative Learning System
ALSA	A Life Saving Aid
APIS	Annual Poverty Indicator Survey
ARB	Agrarian Reform Beneficiary
BCA	Barangay Children's Association
BCPC	Barangay Council for the Protection of Children
BESt	Barangay Educators and Storytellers (ERDA child peer educators)
BWSC	Bureau of Workers with Special Concerns (of DOLE)
CARP	Comprehensive Agrarian Reform Program
CF	ChildFund International
CHFS	Child and Household Folder System
CLETF	Child Labor Education Task Force
CLKKS	Child Labor Knowledge Sharing System
CLM	Child Labor Monitoring
CMEP	Comprehensive Monitoring and Evaluation Plan
COMSA	Community Managed Savings Association (children)
COMSCA	Community Managed Savings and Credit Association
CONFED	Confederation of Sugar Planters of the Philippines
CRA	Child Rights Advocate
CWC	Council for the Welfare of Children
CWG	Community Watch Group
DA	Department of Agriculture
DepEd	Department of Education
DILG	Department of Interior and Local Government
DO	Department Order
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
DTI	Department of Trade and Industry
DTC	District Tripartite Council
Ekkab	Mobile education van – education, training, livelihood and advocacy in the barangay (<i>edukasyon, kasanayan at adbokasiya sa barangay</i>)
ERDA	Educational Research and Development Assistance Foundation, Inc.
FAITH	Food Always in the Home
GEM	Global Evaluation and Monitoring Project
GoP	Government of the Philippines
GPRA	Government Performance and Results Act
HH	Households
ID	Income Diversification
ILO	International Labour Organization
ILO-IPEC	International Labour Organization's International Programme on the Elimination of Child Labour
KASAMA	<i>Kabuhayan para sa Magulang ng Batang Manggagawa</i> (Livelihood for the Parents of Child Laborers)
LCPC	Local Council for the Protection of Children (Provincial, municipal, city or barangay)
LGU	Local Government Unit
LRC	Learning Resource Center

M & E	Monitoring and Evaluation
MCPC/CCPC	Municipal/City Council for the Protection of Children
MFI	Microfinance Institution
NCLC	National Child Labor Committee
NGO	Nongovernment Organization
NPACL	National Program Against Child Labor
NSO	National Statistics Office
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OM	Operations Manager
PD	Project Director
PEO	Provincial Engagement Officer
Php	Philippine Peso
PMP	Project Monitoring Plan
PPACL	Philippine Program Against Child Labor
PSWD	Provincial Social Welfare and Development
SFS	Sistemas Familia y Sociedad Inc.
SIFI	Sugar Industry Foundation
SRA	Sugar Regulatory Administration
TESDA	Technical Education and Skills Development Authority
TOR	Terms of Reference
TPR	Technical Progress Report
TTS	Teacher Training Series
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UPCSWCD	University of the Philippines College of Social Work and Community Development
UPSARDF	University of the Philippines Social Action and Research for Development Foundation, Inc.
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WV	World Vision/World Vision Development Foundation

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This report describes the interim evaluation of the ABK3 LEAP project (Livelihoods, Education, Advocacy and Protection Against Exploitative Child Labor in Sugarcane) conducted between February and March 2014. The report was prepared by SFS, according to agreements specified in its contract with the United States Department of Labor (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of this project was conducted and documented by Ruth Bowen, an independent evaluator in collaboration with USDOL/OCFT staff, the ABK3 LEAP project team, and stakeholders in the Philippines.

SFS would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, World Vision, its partners, and USDOL.

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Thanks

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The evaluator would also like to thank all the stakeholders, including community members, children, parents, school principals, teachers, government representatives and representatives of the sugarcane industry, who generously shared their personal experience and perspectives with the evaluator.

EXECUTIVE SUMMARY

The interim evaluation of ABK3 LEAP (Livelihoods, Education, Advocacy and Protection to Reduce Child Labor in Sugarcane) project in the Philippines was carried out by an independent evaluator from February to April 2014. The project is being implemented by World Vision and partner agencies starting on September 30, 2011 and ending on September 29, 2015. Funding of US\$15,000,000 is provided by the United States Department of Labor (USDOL). The grantee provided match funds totaling US\$2,777,047.

The overall goal of ABK3 LEAP is to reduce exploitative child labor in sugarcane areas of the Philippines by:

- Providing target households with direct education, livelihood, youth employment and social protection services and linkages to support services;
- Strengthening policies and capacity on child labor, education, sustainable livelihoods and social protection;
- Raising awareness on exploitative child labor, its root causes, and the importance of education, social protection and decent work for children/youth of legal work age;
- Supporting research, evaluation and the collection and dissemination of reliable data on child labor, including its root causes and/or effective strategies;
- Promoting the long-term sustainability of efforts to combat exploitative child labor and improve livelihoods.

ABK3 provides direct assistance to children and households and builds institutional and societal capacity in order to sustainably reduce child labor in the sugarcane sector. The project aims to provide direct assistance to 52,000 children at high risk of or engaged in child labor in the sugarcane sector, as well as livelihoods and social protection services to their households, with a reach of 25,000 households. The project is carried out in 11 provinces of the Philippines, covering 94.3% of sugarcane production in the country. The project areas include 43 municipalities, among which 148 barangays (communities) have been targeted.

The interim evaluation addresses the relevance of the design, the effectiveness and efficiency of implementation, progress toward achieving the objectives, and the extent to which project initiatives are sustainable. The evaluation identifies lessons learned and emerging good practices to serve the project's ongoing implementation and to inform wider knowledge on the approaches that are proving particularly effective in addressing child labor in sugarcane and similar sectors. The scope of the evaluation encompasses all project activities from its start to the time of the evaluation. The evaluation was conducted through a consultative process of field observations and comprehensive stakeholder interviews as well as a review of relevant project literature.

Evaluation Findings

Relevance of the Design

ABK3 LEAP seeks to reduce child labor in sugarcane by addressing two sets of issues that are seen as contributing factors - vulnerability at the household level, and limitations within the institutional and societal environment. The project design comprises two main clusters of interventions: those directed at the household level in sugarcane areas to reduce the vulnerability of children to child labor; and those directed at increasing the capacity of the institutional environment to support a reduction in child labor. *An analysis of the theory of change finds that the project validly identified the main contributing factors in child labor in sugarcane, placing poverty as a key factor along with limited access to education and social protection. The key project interventions are found to be relevant to the context and needs of families and local government institutions, as borne out by the project's experience with implementation and the evaluation's consultations with stakeholders.*

Implementation and Coordination

The evaluation found that the project's human and financial resources are being used effectively and efficiently toward achieving the objectives, considering the scope of the interventions and the project's extensive reach to 52,000 assisted children. At senior management level, the division of responsibility (with overall strategic direction by the Project Director and operational management under the Operations Manager) is effective in aiding the management of the partner implementing agencies: ChildFund (CF), Educational Research and Development Foundation, Inc. (ERDA), Sugar Industry Foundation Inc. (SIFI) and University of the Philippines Social Action and Research for Development Foundation, Inc. (UPSARDF). The specialized project-wide expertise provided by the technical specialists is proving effective in providing technical guidance and ensuring that the approaches toward education, livelihoods communications and advocacy are relatively standard and technically sound. WV, CF, and ERDA Project Managers are generally managing field implementation well and locating the CF manager in Negros Occidental Province is particularly beneficial for providing close supervision to the field staff. The field implementation is well staffed; however, some of the Provincial Engagement Officers (PEOs) have found their multiple tasks challenging to manage, especially when they are responsible for up to five barangays. The project holds regular staff consultations to manage these issues and is looking at ways to help the PEOs manage their time as efficiently as possible.

The components of the Comprehensive Monitoring and Evaluation Plan (CMEP) have been well established and data gathering at the level of child and household beneficiaries is proceeding well. However, the project has identified the possible need to reassess its classification of hazardous child labor, especially for 15 to 17 year olds. This will depend on the final determination of the DOLE Department Order No. 4 on hazardous work, which is undergoing revision, and the final findings of the UPSARDF study on occupational safety and health among child workers in sugarcane, which is due for release.

Effectiveness and Progress toward Objectives

Overall, the project is on track to achieving its life of project objectives and targets. A major effort has been devoted to providing direct assistance to a large number of children and households, reaching approximately 30,000 children so far. Annex A provides a summary of project performance against indicators and targets as of October 2013.

The occurrence of Typhoon Haiyan, which devastated provinces in the Visayas region of central Philippines, has had a serious impact on progress. The assessment on the severity of damage to livelihoods and housing, as well as the immediate needs of the targeted households, in the affected areas of Leyte, Capiz, Cebu, Iloilo, and Negros Occidental provinces led the project to provide additional food security measures for re-establishing homes and communal gardens, as well as rice for consumption. Called "A Life Saving Aid (ALSA)," this approach is proving helpful to families who lost their livelihoods or, for some, their homes. Through discussion among the ABK3 project, the ILO Global Evaluation and Monitoring (GEM) project and USDOL, the Impact Evaluation (IE) study (which assigns some barangays to receive livelihoods services and some not to receive them until after the endline assessment) has been lifted in the provinces of Leyte and Capiz, as well as Banate municipality in Iloilo, in order to enable ALSA to proceed and to maintain the integrity of the impact evaluation design.

Education interventions: *The education interventions are proceeding well and are close to meeting targets for monitoring indicators, especially in the provision of services to children in formal elementary or high school. The package of school supplies provides an incentive for children to attend school and reduces the financial burden of parents at the start of the school year. However, the project has been challenged to meet its targets for children enrolled in vocational education and non-formal education, including Alternative Learning System (ALS) delivery. The vocational education options are limited for 15 to 17 year olds and the cost can be prohibitive; yet ALS has not proven to be attractive for some of the eligible beneficiaries. The project is working to identify further educational options and partnerships to support out-of-school youth. Some good practices have been identified in this regard: for example, beneficiaries are provided vocational courses through collaboration with the Municipal Department of Social Welfare and Development in Bago City, Negros Occidental.*

One highlight of the education interventions is the teacher training series, which engages teachers to become advocates on child labor and to help introduce creative teaching methods. Some of the teachers also mentor the project's child peer educators, who provide catch-up classes to any struggling learners in the community. The project is also providing much needed improvements to school environments and learning materials, as well as enriching educational resources in barangays through the learning resource centers.

Livelihoods and youth employment: *The livelihoods component is well structured and provides a range of tailored support to help vulnerable target households increase food security and develop enterprises. The formation of community savings and credit groups, as a starting point for practicing saving and accessing small loans, has proved very successful in terms of group membership and operation. Savings are helpful toward the purchase of school supplies, and some groups have planned or commenced group-based enterprises. Communal gardens for*

consumption and sale of organic produce are also proving effective for a small number of beneficiaries involved in each garden. Livestock dispersal is also rolling out, with varying degrees of progress. Non-agricultural enterprise development is flourishing in some areas, especially in areas outside of the impact evaluation. Enterprise groups are also beginning to access the DOLE KASAMA program inputs for their businesses, which include a diverse range of catering, food products, grocery and rice retailing stores, handicrafts and reflexology services. *Training young people in work readiness skills has also been progressing well and is an innovative contribution of ABK3 LEAP.* Effective skills training is a key approach in each of these components.

The IE focuses on assessing the impact of Income Diversification services (apart from COMSCA and MFI services) on the disposable incomes and assets among targeted families, through an experimental control and treatment group design. *The design and timing of the baseline and endline studies for the IE has significantly adjusted the original intended delivery schedule for the livelihoods interventions and has effectively delayed the delivery of livelihood services to approximately 50% of targeted households until after October 2014.* The project has requested a nine month costed extension in order to deliver the services fully to all targeted households. The evaluation found that the IE has been challenging to manage, especially for the field staff, in terms of community expectations regarding livelihoods assistance. Some adjustments had to be made in the grouping of assisted households for skills training.

Capacity building: *The project has been especially successful in forging partnerships with a diverse range of stakeholders, from national to municipal to community level, and with partners in the sugarcane industry.* Partnerships with national stakeholders such as DOLE, Department of Social Welfare and Development (DSWD) and the Sugar Regulatory Administration (SRA) have enabled ABK3 to contribute to dialogue at this level. At the local municipal level, government units on the whole have been highly engaged in the project and have collaborated to make municipal agricultural training and vocational education services available to assisted communities.

With regard to the sugar industry, SIFI, a foundation funded through a tax on the sugar industry and established under the Social Amelioration Act (RA 6982) to provide support services for sugar workers and their dependents, has been instrumental in fostering the engagement of the sugar industry players on child labor issues. Together with the ABK3 partners, it has worked through the District Tri-partite Councils, which are organized around milling districts, to engage the major planters' and millers' associations in consultative forums for drafting voluntary codes of conduct. These codes have been adopted in Bukidnon, Batangas and Negros Occidental provinces.

Advocacy and awareness-raising: Advocacy on the issue of child labor is a key strategy at the community level as well as the mass and institutional levels. *Advocacy is streamlined within all trainings and events, and there are also specific strategies at community and mass level.* SIFI leads the advocacy strategy in three provinces and has produced a wide range of effective banners and materials. Within SIFI-covered areas, volunteer child rights advocates have been trained in interactive awareness raising methods and conduct regular awareness raising activities in their communities. Among the three provinces visited, public communications materials are

prominent in some localities, especially Negros Occidental, but less visible in others. The Advocacy and Communications Specialist is supporting the project's online presence and hosting various ABK3 Facebook groups, with the active engagement of teachers. *The evaluation observed varied levels of awareness at community level – ranging from excellent awareness among the child leaders in the Barangay Children's Associations (BCAs), through to lower levels among some of the barangay councilors, especially those newly elected in October 2013, and among some farmer technicians.*

Knowledge base: *Three research studies on significant aspects of child labor in sugarcane are ongoing by the UPSARDF. The first study, dealing with hazardous work of children in sugarcane, is complete and due for release. The study on the impact that land reform has on child labor is expected to be completed in August 2014, and the research on child labor and migrant workers will be completed in 2015. A fourth study concerned with improved productivity in sugarcane was awarded to University of Saint La Salle in Bacolod in March 2014, and will commence in April 2014.*¹

Sustainability

Sustainability is well integrated in ABK 3 LEAP's approach at the community level as well as the structural level by addressing the capacity of local government and sugar industry stakeholders to address child labor. The evaluation identifies various project initiatives in communities, schools, barangays, local government and within the sugar industry that appear to have a good foundation for continuing beyond the project, or for replicating beyond target barangays and municipalities. These include the growing number of barangays with child labor ordinances, barangay councils for the protection of children, examples of strong collaboration and support as well as ownership of the issue at municipal level. The voluntary codes of conduct for provinces are also a highly sustainable achievement. There are also developments underway for the project to help establish ongoing systems for carrying out child labor monitoring in the project provinces, which will be developed in conjunction with barangay, municipal and provincial authorities.

Key Recommendations

The evaluation puts forward a number of recommendations in Section VIII of this report. Most of these involve suggestions to enhance the performance and achievements of the project. The key recommendations that are considered priorities for the project to successfully meet its objectives are listed here:

1. In principle, a cost extension of 6-9 months should be approved, depending on when the delivery to “control” households can commence following the Impact Evaluation endline survey. This will allow the project to deliver the full 18 months of planned livelihoods diversification services to all “control” households affected by the Impact Evaluation. The project should also provide an update on the scope and costs of the extension since the lifting of the Impact Evaluation on selected barangays and households affected by

¹ The research had not commenced at the time of the evaluator's visit, but was reported by the Project as due to commence in April, 2014.

typhoon Haiyan. During the extension phase, if approved, the project should continue to monitor and provide technical advice to the “treatment” households.

2. The project should focus immediate attention on increasing the provision of vocational training, non-formal education or Alternative Learning System services to targeted children aged 15-17 years. Collaborating with the municipal Department of Social Welfare and Development in Bago City, Negros Occidental is a promising strategy which could be expanded to other municipalities in order to provide youth with training. Other training options and sponsorships could also be explored to promote access to this type of training.
3. As a priority, the project should expedite the dissemination of the findings from the UPSARDF on occupational safety and health among child workers in sugarcane and provide DOLE the opportunity to review these findings in finalizing the Hazardous Worklist. In the light of DOLE’s determination, the project should decide as soon as possible whether to amend the definition of hazardous child labor in sugarcane in the project monitoring indicators (indicator WS2), and if necessary to reclassify the children recorded in the CHFS. Regardless of the outcome of this decision, in order to monitor in depth the improvements in child labor brought about by the project, the project should conduct a disaggregated analysis of the tasks and work conditions among assisted 15-17 year olds engaged in sugarcane.

Other Recommendations for the Project

1. The project should report against all Work Status Indicators, not only WS3, even if the number of cases is zero. This will enhance the completeness of the project performance indicators. For example, there may be cases of children who are, or should be, reported against WS2, such as those initially profiled as engaged in or at high risk of engaging in sugarcane who are also engaged in or become engaged either in hazardous child labor in other crops or in non-agricultural sectors, or in other WFCL such as commercial sexual exploitation. If such cases are identified, it would be useful for the M&E Specialist to conduct a disaggregated analysis of data available to date as well as at end of project, in order to distinguish between those in HCL and those in other WFCL.
2. The project should define the exit strategy in more detail, especially to include documentation of the identified good practices in engaging with the range of industry stakeholders to reduce child labor in sugarcane, which will provide guidance for replication to other agricultural sectors.
3. The main elements of the advocacy and awareness raising approach taken by SIFI, including the training of Child Rights Advocates, should be expanded to other project provinces, as far as resources permit.
4. Project Managers and relevant Officers should monitor the municipalities and barangays where progress is falling behind, giving additional support to the PEOs who have a higher number of barangays to manage.

5. The project should enhance its engagement and advocacy with sugar industry stakeholders, particularly through the District Tripartite Councils, with the aim of reaching advocacy and guidance to small and medium farmers.
6. Beginning with Negros Occidental, the project should work with the Social Welfare Department and key stakeholders at provincial and municipal levels to further elaborate how a community-based monitoring model, based on the Community Watch Groups, will operate beyond the project, and to identify a potential role for crop and labor inspectors within the overall model. The evaluation also suggests that the project consider how to support the development of a sustainable child labor monitoring system that can extend beyond sugarcane to children in other forms of child labor.
7. The project should consider ways of involving more boys in peer education, and more men as advocates against child labor. For example, this could be done through engaging farmer technicians, crop inspectors and farm managers as child labor monitors and advocates.
8. It is suggested that the project develop ways to expand the role of the Ekkab mobile education model to serve as a means of advocacy on child labor. This could use the advocacy approach and songs developed by the SIFI Child Rights Advocates.
9. The project could review the means of transportation available to PEOs covering remote and hilly barangays, and consider expanding the provision of motorcycles or petrol allowances to PEOs who are willing and able to use motorcycles.

1. INTRODUCTION

1.1 Context of Child Labor in the Sugarcane Sector

Sugarcane has been planted commercially in the Philippines since the 1850s when large plantations (haciendas) developed. The work was done by landless peasants and labor shortages during the harvest, while planting and milling season were covered by migrant workers (called sakadas). Today, most sugar production comes from large landholdings, although 79% of all sugarcane farms are less than five hectares. Large and medium farms tend to use landless families or migrant workers.²

Child labor in the Philippines is prevalent in agriculture, primarily in the production of sugarcane, as well as in coconuts, corn, rice, rubber, tobacco, bananas, and hogs. The 2011 national Survey on Children from the National Statistics Office (NSO) revealed that among the 29 million children aged 5-17 years old, there were about 5.5 million working children, of which almost 3 million were in hazardous child labor. Estimates of child labor in sugarcane have ranged from 60,000 to 200,000 children, but little concrete data is known about the total numbers and prevalence in large versus small farms. Much of the children's work includes long hours in hazardous tasks, including the use of dangerous machinery and tools, carrying heavy loads and putting fertilizer and pesticides on the fields.

The Philippines has developed a broad framework for policy and action to combat exploitative child labor. The Government has ratified International Labour Organization (ILO) Conventions No. 138 and No. 182, committing to a 75% reduction in the worst forms of child labor (WFCL) by 2015. The legal framework includes the Republic Act No. 9231 of 2003 (Act Providing for the Elimination of the WFCL and Affording Stronger Protection for the Working Child) and the Labor Code of 1993 that prohibits the employment of children under the age of 15, except when working directly for a parent and when the work does not interfere with schooling. The Labor Code sets the minimum age for hazardous work at 18.³ The Philippines hazardous work list for children under 18 years old dates from 1999. It does not specify sugarcane production as such, but it defines hazardous as work with dangerous machinery, equipment and tools, or which involves manual handling or transport of heavy loads.⁴

The Department of Labor and Employment (DOLE) is the primary government agency responsible for enforcing child labor laws and coordinates national efforts to combat child labor through the National Child Labor Committee (NCLC). In 2012, DOLE launched the national Child Labor-Free Philippines campaign and the Child Labor-Free Barangays program. That year they also developed a new national Convergence Plan to reduce hazardous child labor. However, there continues to be a lack of enforcement of child labor laws.

With the enactment of the Enhanced Basic Education Act (RA No. 10533, May 15, 2013), the

² Adapted from the ABK3 LEAP Technical Proposal.

³ ABK3 LEAP Technical Narrative Proposal; CMEP Document.

⁴ Department Order No.4 Series of 1999: Hazardous Work and Activities to Persons below 18 years of Age (Manila: Republic of the Philippines, Department of Labor and Employment, 1999).

basic education system has been expanded to include kindergarten and senior high school (grades 11 and 12). Completion of these grades is considered compulsory for secondary education. While the age for graduation is not specified, children would typically graduate at 17 to 18 years old. However, the expanded curriculum is still being rolled out. According to the Project Technical Narrative, the majority of children do not complete compulsory secondary education, leaving them vulnerable to entering potentially exploitative forms of labor, particularly in agriculture and domestic service.

1.2 Project Summary

The four year ABK3 LEAP project was awarded to WV on 30 September 2011, with an end date of 29 September 2015. Direct implementation is carried out by six agencies including WV, ChildFund International (CF), Educational Research Development Assistance Foundation, Inc. (ERDA), Sugarcane Industry Foundation Inc. (SIFI), Community Economic Ventures Inc. (CEVI) and the University of the Philippines Social Action and Research for Development Foundation (UPSARDF). WV, CF and ERDA are the primary implementing agencies.

The overall goal of ABK3 LEAP is to reduce exploitative child labor in sugarcane areas in the Philippines. It aims to do this by:⁵

- Providing direct education, livelihood, youth employment and social protection services - and linkages to support services - for target households;
- Strengthening policies and capacity on child labor, education, sustainable livelihoods and social protection;
- Raising awareness on exploitative child labor, its root causes, and the importance of education, social protection and decent work for children/youth of legal work age;
- Supporting research, evaluation and the collection and dissemination of reliable data on child labor, its root causes and/or effective strategies; and
- Promoting long-term sustainability of efforts to combat exploitative child labor and improve livelihoods.

The project targets 52,000 child beneficiaries who are at risk of or engaged in child labor in the sugarcane sector, as well as their households that will receive livelihoods services (25,000 households). The project is carried out in 11 provinces of the Philippines, which cover 94.3% of sugarcane production in the country. Project areas include 43 municipalities, among which 148 barangays (communities) have been selected as target.

⁵ The CMEP process helped to reformulate the objectives into a new frame comprising five Immediate Objectives and corresponding Outcomes and Outputs. The evaluation report follows this framework when presenting results in the following sections.

Table 1: ABK3 LEAP Areas of Operation

Implementing Agency	Implementation Provinces
CF	Negros Occidental, Negros Oriental, Davao del Sur, North Cotabato and Batangas
ERDA	Batangas, Camarines Sur, Iloilo , and Negros Occidental, Davao del Sur
WV	Cebu, Bukidnon, Leyte, Capiz , Negros Occidental, Negros Oriental and Iloilo
SIFI	Batangas, Negros Occidental and Bukidnon
CEVI	Negros Oriental and Negros Occidental

Note: Provinces where the lead agency coordinates with local authorities are marked in bold.

2. EVALUATION OBJECTIVES AND METHODOLOGY

2.1 Purpose and Scope

On September 30, 2011, World Vision, Inc. (WV) received a four year Cooperative Agreement from the US Department of Labor (USDOL) to implement the ABK3 Livelihoods, Education, Advocacy, and Protection Against Exploitative Child labor in Sugarcane (ABK3 LEAP) project in the Philippines, under the International Program on Child Labor administered by the Office of Child Labor, Forced labor and Human Trafficking (OCFT). All OCFT-funded projects are subject to externally conducted interim and final evaluations. Sistemas Familia y Sociedad Ltd. (SFS) managed the independent evaluation under its contract to provide monitoring and evaluation (M&E) services to USDOL. The Interim Evaluation was due in the autumn of 2013, following two years of implementation, but it was postponed due to the occurrence of typhoon Haiyan in November 2013. The timeframe of the evaluation was from February to May 2014, with field work conducted from March 10 to March 27, 2014.

The purposes of the Interim Evaluation are the following:

1. Assess implementation of the project to date, providing insight on what aspects of the project are effective, and determine whether the project is on track towards meeting objectives;
2. Assess the consistency of implementation with regard to the design;
3. Assess issues of the project's relevance to address the root causes of child labor, efficiency in the implementation of interventions, effectiveness of interventions and the sustainability of its efforts;
4. Identify lessons learned and emerging good practices; and
5. Make recommendations for enhancing achievements of project objectives and addressing limitations in order to improve attainment of results by the end of the project.

The evaluation is intended to identify any specific implementation areas that may benefit from adjustments to ensure the project can be as successful as possible during its remaining period of performance. The interim evaluation serves as an important accountability function for USDOL, WV and its partners.

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with WV from project launch through until the time of the evaluation fieldwork.

The evaluation is intended to assess the positive and negative changes produced by the project – intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country – as reported by respondents.

The Terms of Reference (**Annex B**) for the Interim Evaluation provides a list of specific questions to be addressed, according to four categories of issue: project design; project

implementation and coordination; project effectiveness; and sustainability and phase-out. The evaluation methodology matrix, including the questions and data sources for each question is included in **Annex C**.

2.2 Methodology

2.2.1 Process

The evaluation was undertaken by an external evaluator, with interpretation and translation assistance provided by a national assistant. WV and its implementing partners arranged meetings with its stakeholders and assisted communities, provided briefing materials for the site visits and assisted with logistics arrangements.

The evaluation was carried out through the following main steps:

1. Pre-fieldwork: Review of project documents, progress reports and other related literature; development of the methodology; development of field itinerary and logistics in consultation with the project management staff (January 26 to March 7, 2014). (See list of documents in **Annex D**)
2. Fieldwork: Data collection in the Philippines, through interviews, consultations and field visits to selected implementation sites (March 10 to March 27, 2014). (See detailed evaluation schedule in **Annex E** and list of persons met in **Annex F**)
3. Two Stakeholders Workshops: Provincial Stakeholders Workshop in Negros Occidental (March 19, 2014) and National Stakeholders Workshop (March 27, 2014). (See **Annex F** for a list of workshop participants and **Annex G** for National Stakeholders Workshop agenda and outputs)
4. Draft Report: Preparation of the draft report and circulation to USDOL, Grantee and key stakeholders for comment (March 29 to May 9, 2014).
5. Finalized Report: Completion of the final evaluation report, integrating response to comments provided by the key stakeholders. (May 10 to June 6, 2014)

2.2.2 Approach

The evaluation is intended to be a constructive process, providing an opportunity to learn from the past and study how efforts can be further improved in the ongoing project implementation or in similar future projects.

This is an implementation evaluation focused on assessing the project's achievements, as documented in the project monitoring data, and the effectiveness and challenges of its interventions, as judged from a variety of stakeholder perspectives. The data used in the evaluation are both quantitative and qualitative. Quantitative data are drawn from the project's reporting against the performance targets in the Comprehensive Monitoring and Evaluation Plan (CMEP). The evaluator gathered qualitative data through a series of consultations and interviews held with a diverse range of stakeholders, including implementers, partners and recipients.

The evaluator used participatory methods as often as possible. Efforts were made to include the voices of children, parents and community members. The evaluator also used child-friendly and child-sensitive approaches when children were interviewed, adhering to WV's Child Protection Policy. Interactions with children were facilitated by the use of interactive drawing exercises in order to elicit their responses. Gender responsiveness was integrated in the approach by enabling girls, boys, men and women to participate actively in focus group discussions, as well as through attention to gender issues in the analysis of the evaluation questions.

Interpretation and translation between English and Filipino, Cebuano and Hiligaynon was provided by an interpreter as required during the visits and the two stakeholders' workshops.

2.2.3 Data Collection Methodology

Given the geographic scope of the project and the timeframe available to the evaluation, it was not possible to visit all implementation provinces. The specific sites to be visited and the representation of stakeholders were selected according to a set of criteria established in consultation with WV and SFS. The following criteria were applied for selecting provinces, municipalities and barangays:

1. Inclusion of a province with a high concentration of project implementation.
2. Inclusion of municipalities, and the barangays and communities within them, which were both affected and not affected by typhoon Haiyan. Affected barangays represented about 20% of those visited, including at least one severely affected and one moderately affected barangay. This allowed for assessing progress and challenges in areas not affected, as well as the degree to which the typhoon has affected likely outcomes in affected areas.
3. Inclusion of municipalities and barangays where each of the three implementing partners operate.
4. Inclusion of a province that is relatively isolated.
5. Representation from a mix of treatment and control barangays with respect to livelihoods interventions under the Impact Evaluation.
6. A mix of barangays where the project has experienced successes and challenges.

Based on these criteria, the evaluation selected the provinces of Negros Occidental, Iloilo and Camarines Sur: Negros Occidental as the province with the highest concentration of project effort; Iloilo in order to gain an understanding of the impact and recovery process following typhoon Haiyan; and Camarines Sur as an area less visited and with smaller scale sugarcane farming. The municipalities per province comprised: Bago City and La Castellana in Negros Occidental; Banate and Anilao in Iloilo; and Pili in Camarines Sur. Two to three barangays were visited per municipality. The detailed itinerary is included at **Annex E**.

The evaluator met with the Project Management Team for an overall orientation and finalization of the itinerary, and held interviews with staff at all levels including the Technical Working Group (TWG), Specialists and Provincial Engagement Officers (PEOs). She also met representatives of the Executive Committee sub-grantees, other direct partners, SIFI, UPSARDF,

national stakeholder representatives, sugar industry representatives, local government unit (LGU) representatives at province, city and barangay level, and a cross-section of beneficiaries at community level, including community watch groups (CWG), parents, children and barangay officials. A Provincial Stakeholders Workshop was held in Negros Occidental province on March 19 2014, in order to cover the full range of municipalities in that province and the sugar industry stakeholders. The list of persons met is included at **Annex F**.

The qualitative data collection methods comprised a combination of individual interviews and focus group discussions. A set of question guides for individual interviews and focus group discussions were developed by the evaluator to address the specific evaluation questions. At the community level, small group meetings with child and family beneficiaries were arranged in community or school settings.

A National Stakeholders Workshop was held on March 27, 2014 in Manila to gather the perceptions of stakeholders from areas not visited, present the preliminary evaluation findings, and receive feedback and recommendations from stakeholders. It was attended by participants from the remaining ten provinces (stakeholders from Negros Occidental were not invited having conducted the earlier provincial workshop), as well as national level stakeholders represented on the project Advisory Committee. The workshop agenda and group discussion outputs are included in **Annex G**.

2.2.4 Strengths and Limitations

The evaluation methodology aimed to permit a balance between the perspectives of staff/implementers and those of recipients and partners. While individual and group interviews were held with many of the project staff (Project Director, Operations Manager, Education Specialist, Livelihoods Specialist, M&E Specialist & Associate, Advocacy & Communications Officer; Finance Manager, Project Managers, Education Officers, M&E Officers, Livelihoods Officers and PEOs in areas visited), ABK3 LEAP has a large number of staff and time was short for in-depth discussion with some of the key individuals. A one-day workshop or series of workshops may have been a more effective way to discuss staff perceptions on specific themes and issues than the small group and individual meetings held.

The number and representation of sites proved to be appropriate and manageable given the time and resources available to the evaluation. The selection of provinces and the municipalities within them necessarily meant that more in-depth information was available regarding the project experience in these locations. The interim evaluation was conducted by a single evaluator and the provision of an additional national or international evaluator may have enabled a wider coverage of sites. An expanded team approach could be considered for future evaluations of projects with a similar size.

The evaluator was not able to visit areas of Mindanao due to the United States (US) Embassy in the Philippines advising against travel to the region. Visiting sites in Mindanao may have been of strategic value, particularly North Cotabato province where outstanding progress in non-agricultural enterprise development was reported by a range of stakeholders.

3. EVALUATION FINDINGS

3.1. PROJECT DESIGN

3.1.1 Relevance of the Theory of Change

ABK3 LEAP's project design is based on an in-depth analysis of the root causes and factors contributing to child labor in the sugarcane sector. The project identified rural poverty as the main driving influence for child labor in sugarcane. Poverty is described as related to a complex of factors associated with poor incomes of farm laborers and the failure of the agrarian land reform agenda to produce viable farming models for its beneficiaries. These factors result in precarious living conditions for households and children, which in turn lead families to allow children to work in order to contribute to household income. Limited access to quality education and social protection for poor and disadvantaged households are also identified as key contributing factors at the household level.

Within the broader political and social environment, the project identified a set of institutional and societal capacity limitations that hamper the sustainable prevention and elimination of child labor, especially in sugarcane. At the institutional level, these include the limited allocation of local government budgets to child labor and other social development issues; the lack of functional child protection structures at provincial, municipal and barangay level; lack of political will and commitment to address the issue; lack of monitoring systems and enforcement of child labor regulations by government and the industry; lack of awareness on what constitutes hazardous child labor and a cultural acceptance of child labor as normal; and limited knowledge on the specific nature and extent of the dynamics of child labor in sugarcane and systematic sharing of experience on successful strategies.

The analysis of problems related to child labor in sugarcane and the series of linked proposed solutions are together known as the Theory of Change (ToC). ABK3's ToC is elaborated in the project technical proposal and was further articulated during the process of developing the Comprehensive Monitoring and Evaluation Plan (CMEP).

The ToC proposes that the sustained elimination of child labor in the Philippines' sugarcane sector depends on attaining change in the diverse causes and factors that contribute to the existence of child labor. Building on their experience under ABK1 and ABK2, ABK3 LEAP partners designed a set of strategies to bring about the needed social and institutional transformations. ABK3 designed a multipronged approach, comprising diverse parallel strategies that aim to address the various issues identified. The strategies fall into two broad categories:

- Those aimed to reduce households' and children's vulnerability to child labor, and
- Those aimed at improving the capacity of the institutional environment (e.g. ability of policy and institutional structures to address child labor, awareness of child labor and the knowledge base).

The evidence from the project's implementation so far and the observations made by the interim evaluation are broadly consistent with the ToC. The project design represents a balance

between the provision of direct assistance and increasing the capacity of the enabling environment to address the broader issues relating to sustainably reducing child labor in sugarcane.

At the level of the enabling environment, the project's three main sets of strategies are: (a) building strong policy and institutional structures for child labor; (b) raising awareness among actors at multiple levels; and (c) improving the knowledge base on child labor. These are relevant and justified based on the project's experience with implementation.

The identification of poverty as a driving factor in child labor is substantiated by the evaluation consultations. Numerous stakeholders (parents, children, teachers, barangay officials) confirmed that the primary reason why children work is due to a lack of sustainable household income. ABK3's effort to diversify income sources and provide sustainable livelihoods appears well justified. The logic is that once families have sufficient and stable sources of income, there will be no need for children to work in sugarcane or other forms of labor and households will have the economic capacity to support their children's education. A relevant question in the program's logic is how much incomes need to increase in order to make a difference and outweigh factors such as family size and attitudes to child labor. Evaluation interviews with parents suggested that a high value is placed on education as a means to escape poverty, and some children work in order to pay for high school or college education.

The effectiveness of ABK3's intervention - increasing incomes and assets in the medium term, resulting in a reduction of child labor in the longer term - is under investigation by the Global Evaluation and Monitoring (GEM) impact evaluation (IE). This study is expected to provide valuable insights into the contribution that livelihoods interventions make toward increasing disposable income and eventually reducing child labor. The design of the IE itself and its effect on the full implementation of the project's livelihoods intervention is discussed in **Section 3.3**.

The project's ToC could have provided greater clarity on whether the long term aim is for assisted households to continue working mainly as sugar laborers while augmenting their income during the off-season or "tiempo muerto," or to move into alternative areas of income generation and employment. The implicit assumption is that sugarcane work will continue to be the main source of income for beneficiary families, and combined with diversified off-season sources of income this will be sufficient to meet their needs; while those who find better opportunities outside of sugarcane are free to pursue those opportunities.

A wide range of government and industry stakeholders acknowledge that sugarcane laborers are poorly paid, especially within the piece rate payment system (known as "Pakyaw") which is based on an area of land worked. The Comprehensive Agrarian Reform Program (CARP), introduced in 1988, aimed to re-distribute land to landless and tenant farmers in order to address issues of poverty and inequality, but according to key observers it has not worked in practice because sugar farming requires economies of scale, as well as capital, which the majority of the Agrarian Reform Beneficiaries (ARBs) lack. The Sugar Regulatory Administration (SRA), which is the government body overseeing the sugar industry, is promoting block farming to address this, as well as agri-entrepreneurship by small-scale farmers. The latter approach is supported by the ABK3 strategy.

The SRA has developed a roadmap for supporting a more modern and diversified industry, especially given the imperative of the tariff reductions in the 2015 ASEAN Free Trade Agreement, which will put pressure on Philippines sugar industry to compete with foreign imports. The situation of sugarcane workers within the modernizing industry is of concern to the Government of Philippines (GoP), but the future of sugarcane workers is unclear.⁶ This national issue is relevant to the issue of child labor but is not within the scope of the project design, except with respect to the forthcoming study on sugarcane productivity.

Another important factor that stakeholders identified regarding poverty in sugarcane areas is large family sizes and traditional attitudes that view children as economic assets for income generation. Some of the families met during the evaluation had up to 12 children. This is a factor that the intervention does not explicitly taken into account in terms of a long term strategy to encourage family planning, as the project addresses poverty through its livelihoods strategy. The project reported that it has coordinated with local social welfare offices to promote Parent Effectiveness Seminars which may address the family planning issue. This linkage, including the promotion of awareness regarding family planning options, could be enhanced within the project's advocacy strategy.

The problem analysis suggests that there is a complex relationship between school attendance and child labor. For example, children drop out of school as a result of working in sugarcane, especially in the harvest and planting season. Furthermore, the education system itself is not sufficiently responsive to the needs of vulnerable children. The project's package of education interventions aim to prioritize the value placed on education and to swing practices around. These interventions include: providing school supplies to targeted children; improving the educational system's responsiveness to the needs of children at risk or engaged in child labor through catch-up classes, training and sensitizing teachers in this issue; and a range of initiatives to upgrade the learning environment through improving infrastructure. The findings of the evaluation suggest that these approaches are valid and justifiable contributions to reducing child labor.

3.1.2 Other Design Issues

Under the USDOL project solicitation, direct child recipients are required to be those engaged in exploitative labor in sugarcane producing areas or at high-risk of becoming engaged in exploitative labor in those areas. It allowed for an area-based approach within sugarcane growing areas, not restricting beneficiaries to those children engaged in sugarcane.⁷ The project's technical proposal acknowledges that other forms of child labor exist in sugarcane areas, and the project takes a broader approach to child labor within its child rights advocacy and institutional interventions. However it focuses direct assistance to children engaged in or at risk of entering sugarcane work.⁸ There is a risk that the specific focus of direct assistance may disregard the needs of children from sugarcane farming families who work in other crops or

⁶ Technical Progress Report, October 31, 2013.

⁷ Project to Combat Exploitative Child Labor in Sugarcane Growing Areas of the Philippines. SGA 11-04. US Department of Labor, July 14, 2011. Page 24.

⁸ Nevertheless, it should be noted that the project is responsible for delivering the design represented in its technical proposal as approved and awarded by USDOL.

sectors and that the children in sugarcane may transfer to other forms of child labor. In addition, the sectoral approach, which is a feature of the solicitation, does not lend itself to building monitoring expertise for identifying other forms of child labor. The evaluator would recommend that future sector-focused projects apply the area-based approach to selecting beneficiaries and establishing sustainable monitoring systems for child labor, even while prioritizing assistance to those engaged in the focus sector.

The project's technical narrative document identifies as many girls working in sugarcane as boys, however no gender-specific strategies were identified. Under implementation, part of building the capacity of teachers and communities for child protection and safe environments for children includes attention to gender-specific needs and responses. This may include the provision of separate facilities for girls and boys in schools and personal safety lessons. However, a gender imbalance is noted among the project's community-based advocates, the majority of whom are women.

3.2 PROJECT COORDINATION AND IMPLEMENTATION

3.2.1 Human Resource Effectiveness and Efficiency

The ABK3 LEAP management and staffing structure as a whole is considered an effective and efficient use of human resources in implementing a project of this scale and complexity. The organizational structure has several features to help ensure effective strategic technical direction, coordination and management of operations.

Strategic management and coordination among the implementation agencies is managed under the leadership of the Project Director, with management reporting by the Project Managers delegated to the Operations Manager. This has effectively shared the management load between the Project Director and the Operations Manager.

Technical direction for the areas of education, livelihoods, M&E, advocacy and communications is provided by the Specialists, who also form the Technical Working Group (TWG). An integrated technical approach has been enhanced by the TWG, consisting of the four specialists and the M&E Associate, which meets monthly or every other month to discuss technical issues. The Specialists' technical supervisory support to the implementing agency-based specialist Officers appears to be working well, with clear understandings of the approaches demonstrated during the evaluation. The placement of three technical officers (Education, Livelihoods and M&E) in each of the implementing agencies also appears to be an effective means of devolving technical support to the field staff in the delivery of these components. However, some concern was expressed to the evaluator by Project Managers regarding occasional communications between national specialists and the implementing agency teams that bypass the Project Managers.

The project appears to take a robust approach to information sharing and exchange among all staff. For example, an all-staff internal review meeting was held in November 2013 which systematically identified technical and management issues raised by all staff. The project also holds debrief sessions with staff after every major event such as the interim evaluation's provincial and national stakeholder workshops. Coordination with SIFI and CEVI staff as co-

implementing agencies is working effectively and their staff persons are included in all such events. This represents a thorough approach to resolving technical issues, workload issues, job satisfaction and staff well-being.

Technical direction for implementation is effectively provided through the national specialists in education, livelihoods and M&E (specialist and national officer), who provide supervision to the corresponding specialist officers within each agency. The specific arrangements and staff responsibilities for collecting and consolidating monitoring information are discussed under **Section 3.2.4.**

In terms of field implementation, the distribution of provinces and municipalities among WV, CF and ERDA is based on the areas where each works in its regular programs. As a result, some provinces are covered by more than one agency, with each agency solely responsible for particular cities/municipalities. Other provinces (Leyte, Cebu, Capiz, Bukidnon and North Cotabato) have smaller scale coverage and only one implementing agency was justified. In the interests of clarity of communications with stakeholders and direction-setting for the whole province, one agency is assigned as the lead per province. An assignment of one agency per province might have provided more efficiency in terms of operating costs, though the distribution is more streamlined than under ABK2.⁹

The Project Managers within each agency are responsible for coordinating all field implementation. The location of the CF Project Manager in Negros Occidental province has proved especially effective and efficient, as she is in daily contact with the field staff and both the specialist Officers. She is also centrally located to reach the provinces covered in the Visayas (Negros Occidental & Negros Oriental) and Mindanao (Davao del Sur & North Cotabato), with some coverage in Batangas province in Luzon as well. The WV Project Manager is based in Manila and has to travel to seven provinces: six in the Visayas and one in Mindanao (Negros Occidental, Negros Oriental, Capiz, Cebu, Iloilo, Leyte, & Bukidnon). Similarly, the ERDA Project Manager is Manila-based and covers two provinces in the Visayas (Negros Occidental and Iloilo), one in Mindanao (Davao del Sur) and two in Luzon (Camarines Sur and Batangas). The Project Managers based in Manila in particular face a challenge to supervise operations and liaise effectively with the project staff in all their covered areas. The project has assigned lead PEOs in some localities to assist in this coordination.

Provincial Engagement Officers are responsible for all aspects of field implementation at barangay and municipal level, including coordination with local government and non-government partners and beneficiary monitoring. Each PEO is assigned to two to five barangays, depending on the beneficiary concentration, to cover a child beneficiary caseload of around 1000 to 1,300. As expressed by the PEOs, as well as the Project Director and Project Managers, the PEO role is particularly demanding as they are required to be effective in a wide range of skills, including liaising with LGUs, community development, economic development, and education. Travel time is one of the challenges as some barangays are relatively remote and the PEOs met during the field visits did not have their own transport, requiring a reliance on public

⁹ Based on staff interviews undertaken by the evaluator and the Report of the Final Evaluation of ABK2.

transport (usually motorized tricycles) which is not always readily available. Provision of motorcycles to PEOs in some cases is suggested as a possible solution for these areas and for those that are willing and able to use them.

Based on interviews, observations and feedback, the PEOs appear to be managing the workload efficiently. However the demands on those managing up to five barangays regardless of a similar beneficiary caseload appears to have a negative impact on progress, based on evaluator observation in the limited sample of localities visited. This suggests the need for Project Managers to provide special attention and support to those PEOs who are struggling to manage the workload and where activities are falling behind schedule. At the National Stakeholders' Workshop, PEOs recommended additional administrative support to assist with the task.

3.2.2 Financial Efficiency

The project has a budget of US\$15 million USDOL funding and US\$2.78 million match funding, totaling US\$17.78 million. An assessment of cost-efficiency is not possible in the absence of impact data. However, the relative amounts of funding allocated to staffing and administration compared with implementation costs indicates a good degree of value for money. The project is considered efficient in terms of its staffing and overhead costs relative to implementation costs.

As presented in Table 2, 46% of the direct costs are allocated to implementation associated with the outcomes, outputs and M&E, whereas staffing and administration costs represent 44%. Among the four output areas, the largest proportion (79%) is spent on direct assistance, with 60% share devoted to education, 40% to livelihoods and other direct assistance, 12% to capacity building, 2% to awareness and advocacy and 2% to research. Considering that it reaches 52,000 children and 25,000 households, \$5.5 million in direct assistance cost is considered reasonable. However, given the importance of poverty reduction, a greater balance of livelihood with education might have been designed.

Table 2: Summary Budget Allocation to Expenditure Categories

Budget Line Item	Total Budget Costs (US\$)	% of Direct Costs	Output Areas as % of Implementation Costs
Direct Costs			
Direct Labor	5,167,725	35%	
Equipment	219,673	1%	
Office Expenses	1,160,325	8%	
Program Implementation	8,242,705	46%	
Output 1: Direct Assistance	Total: 5,551,436	38%	79%
	Education: 3,339,641 (60%)		
	Livelihoods & Social Protection: 2,221,795 (40%)		
Output 2: Capacity Building	858,666	6%	12%
Output 3: Advocacy	290,912	2%	4%
Output 4: Knowledge Base	323,329	2%	5%
Program M&E	1,218,362	8%	
Total Direct Costs	14,790,429	100%	
Negotiated Indirect Cost Rate	2,986,618		
Total Budget	17,777,048		

Cost efficiencies have been achieved through a counterparting approach within a diverse range of activities. For example, a 1:1 contribution by local community partners is generally required for the improvements to school infrastructure, although this has been relaxed to 1:2 in some areas where the local community is not able to meet the 1:1 condition. Learning Resource Center (LRC) buildings are provided by the barangay authorities, rather than the project, which provides the learning materials. Labor costs are reduced through a reliance on volunteers (CWG members) for collecting monitoring data, which also serves to establish sustainable structures for child labor monitoring. In addition, the project refers children in the 15-17 year old group to existing vocational training courses, rather than providing such courses, and provides allowances for transport and meals.

Costs for school supplies (600Php per child) have been kept at a minimum to reach 52,000 child beneficiaries. Start-up inputs provided to targeted households for livelihoods diversification have also been kept at modest levels, relying on revolving livestock dispersal methods for example, in order to provide for the large number of beneficiary children and households.

3.2.3 Effectiveness of Partnerships in Facilitating Implementation

The project has given a high priority to partnerships among a wide range of government actors at all levels, including sugar industry players and communities. Some of the key partnerships are discussed below. Further details on the project's efforts to build partner capacity are discussed in **Section 3.3.4**.

Government Partnerships

At the national level, the project has established effective partnerships with DOLE, SRA and the Department of Education (DepEd) through their representation on the project advisory committee. In particular, the DOLE Bureau of Workers with Special Concerns (BWSC) and the SRA appear especially engaged with the project. This engagement has enabled the ongoing involvement of ABK3 in dialogue on issues regarding national developments. This includes the DOLE "Convergence Program" on child labor where a cooperative approach has been taken to profiling beneficiaries, as well as the DOLE revision of the Hazardous Work List for children, which has been drafted and is under review.

The project made it a priority to forge strong links with local government at the provincial and city/municipality level early in the project, and has been successful in doing so in many target locations, based on the evaluation consultations with selected LGUs. At the provincial level, the partnership appears to be most successful in Negros Occidental where the project implementation is most concentrated. A key example of the collaboration is evident in the Child Labor Free Negros Occidental Planning Workshop funded by the project, held with DOLE and the members of the Provincial Council for the Rights and Welfare of Children (PCRWC). This resulted in closer coordination at the provincial level. A major output was the decision of the Provincial Social Welfare and Development Office to establish profiling of child laborers in the rest of the barangays within the cities/municipalities covered by ABK3, in order to identify other child laborers in barangays not covered by the project. Discussions are underway for the project to support this process.

The municipal mayors and LGU line agencies have been well informed about the project objectives and activities, and in some areas significant support has been given to project implementation. These efforts have resulted in support for particular activities, such as Department of Agriculture (DA) support to livelihoods development in Banate Municipality, Iloilo and access to Department of Social Welfare and Development sponsored vocational training for ABK3 beneficiaries in Bago City, Negros Occidental. The project has also been instrumental in forming Child Labor Education Task Forces as sub-committees to the Local Councils for the Protection of Children (LCPC). However, partnerships have been hampered at LGU level in some areas where the May 2013 municipal elections resulted in many changes in elected and staff positions, which has meant that the project staff, particularly PEOs, have to re-build relations with new incumbents.

At barangay level the project relies very much on the support of barangay captains and councils. As seen in the evaluation visits, it has generally garnered strong support at barangay level, with in-kind support for numerous activities, such as the LRC buildings, and support for catch-up classes. The barangay council elections in October 2013 have resulted in some changeover in barangay captains, which has slowed developments in areas such as councilor awareness and child labor policy development at barangay level. PEOs are making ongoing efforts to provide new incumbents with orientations to the project. However, the negative impact on implementation does not appear to be critical, as the core activities have continued.

Within the education sector, strong support from the teachers trained through the Teacher Training Series (TTS) is highly evident based on the evaluator's consultations with teachers and principals in each of the barangays visited. Teachers have also established an ABK3 Facebook group "ABK3 Teachers Against Child Labor," where teachers along with project staff can share and receive updates across ABK3 areas.

Sugar Industry Partnerships

The project has been successful in engaging with the sugar industry, especially through the major sugar planters and millers' confederations, in establishing three voluntary codes of conduct for the elimination of child labor, including the Bukidnon Code of Conduct, which was primarily supported by ILO and SIFI. The industry relationships have been greatly facilitated through the work of SIFI, which has the major sugar federations represented on its Board of Trustees and thus has a direct relationship with the industry. The SRA is also strongly engaged with the project and is supportive of efforts to promote diversified livelihoods among sugarcane laborers and small farmers. The remaining challenge, according to SIFI, is to reach the small farmers and to engage more closely with the milling based District Tri-partite Councils in preventing child labor.

Coordination with the ILO-IPEC Project on Child Labor

The ILO International Programme on the Elimination of Child Labour (ILO-IPEC) project on child labor, which ran from September 2009 to December 2013, was already underway when the ABK3 LEAP commenced in September 2011. At the national level both projects participated in supporting activities under the Philippine Program Against Child Labor (PPACL) framework. At the provincial level, ABK3 deliberately avoided working in provinces where ILO-IPEC was

operating except in the case of Bukidnon province where it selected complementary municipalities. ABK3 and ILO-IPEC were both members of Bukidnon Provincial Child Labor Committee, and ABK3 continues to play a role on the committee. According to SIFI representatives and project staff, the project was able to benefit directly from the achievements of the ILO-IPEC project, especially with regard to the model provided by the Bukidnon Voluntary Code of Conduct which was developed together with the District Tripartite Council. ABK3 also contributed to the process in Bukidnon, especially in reviewing the code in its finalization. The approach to developing the Bukidnon code was followed by the subsequent industry codes of conduct that have been facilitated by ABK3 and SIFI (in Batangas and Negros Occidental).

The evaluator observed that the sharing of models between the two projects could have been stronger, however. For example, the project could benefit from the lessons learned from ILO experience on linking with local economic development planning for strategic community livelihoods development. In this regard, in the future USDOL might play a stronger role in helping to ensure that lessons are shared between parallel projects, especially those operating in the same country, possibly through facilitating online or other forums for grantees.

3.2.4 Project Monitoring and Evaluation

A. Baseline Studies

The project's Baseline Study was conducted through two phases. During the first phase, a Preliminary Baseline Study was carried out from February to March 2012 to select the priority areas for the project to work in and to provide information on the main characteristics of children working in sugarcane and their households. It used a multi-stage systematic sampling of households in sugarcane areas with children aged 5 to 17 years that lived within municipalities and barangays that were prioritized according to a set of criteria related to reported prevalence of child labor. The municipalities and barangays included in the survey were selected based on a scan of existing research and locally available information. Out of 252 barangays surveyed, 105 were selected for the Year 1 intervention. The Preliminary Baseline Study also provided information for the selection of probable program recipients.

An In-depth Baseline Study then followed to provide more comprehensive and focused information on the situation of households and children and to serve as a basis for measuring the change in the outcomes and impact of the project. A stratified random sample of approximately 20% of the 5,815 households with children working in sugarcane from the Preliminary Baseline Study was surveyed in the In-depth Baseline Study. Data collection was carried out between July and August 2012.

The In-depth Baseline Study provided comprehensive information on the status of working children and their households, including: household composition; livelihood means; access to social protection services; information on awareness level and regulatory framework on child labor at barangay, municipal and province levels; community level information on livelihood and employment opportunities; and on the features of education services.

The methodology of the two studies is considered sound in terms of rationale and sampling methods and adequate for the intended purposes. The main limitation of the In-depth Baseline study is that it was designed and conducted prior to the completion of the CMEP in October 2012. This was because the project needed to obtain the necessary situation analysis prior to commencing implementation and service provision to beneficiaries for the June 2012 school year. As a result, the CMEP did not inform the baseline survey and some of the outcome indicators in the Outcome Measurement Framework do not have baseline data from the In-depth Baseline Study. A subsequent survey on the levels of household awareness of child labor was undertaken in March to April 2013 in order to meet the need for baseline data on this outcome area. The CMEP should ideally have been mobilized and largely completed in the first months of project implementation so as to inform the baseline study and to avoid delays in implementation.

B. Monitoring Project Performance

The CMEP was designed through the support of a USDOL consultant and completed in October 2012 as noted above. It clarified the immediate objectives, outcomes and outputs of the project according to the ToC, using a problem and solutions analysis based on the project design rationale. The CMEP incorporates the list of USDOL core indicators and project-specific indicators relating to education, work status, livelihoods, social protection, awareness and institutional framework that comprise the Project Performance Indicators. The CMEP also established the targets for each indicator for the life of the project and at six-monthly intervals and defines the frequency of data collection for each indicator (quarterly, six monthly, annual or baseline and endline).

The project manages a comprehensive data collection system to monitor the project performance indicators. The system is managed by the M&E Specialist who is assisted by the M&E Associate, as well as M&E Officers per implementing agency. The M&E Officers per agency are responsible for guiding the data collection, checking data, and compiling quarterly data per agency for submission to the Project Manager and to the M&E Specialist.

Child and household beneficiary data is managed by the PEOs and collected by the volunteer CWG members. It is then entered into the Child and Household Folder System (CHFS) by the PEOs for consolidation and analysis, first at agency level by the M&E Officers and then at national level. The M&E Officers per agency consolidate the data for the agency and check that the data collection process is on track, as well as provide updates to staff on the progress on the performance indicators.

The M&E Specialist and M&E Officers per agency designed streamlined data collection forms, which are usually completed per child and household on a handwritten register based on visits to homes, worksites and schools. The beneficiary data is then transferred to PEOs. Initially data was gathered by a mobile phone based method and transferred using a Nokia Data Gathering application installed on Nokia mobile phones. This innovative method was time-saving and was adopted by the CWGs reasonably well, but software problems emerged in the entry and transfer of data and the method was halted in October 2013, when the CWGs reverted to physically transferring the registers to the PEOs. This has made the PEOs' task of entering the quarterly

data much more time consuming, currently taking up to 4-5 days for their caseload. When Cohort 3 beneficiaries are profiled and enrolled in June 2014, the caseload per PEO will be 750 to 1,300 child beneficiaries. The use of the phones is expected to resume by June 2014, following corrections to the system. This is expected to reduce input time considerably as the PEOs will only be required to check the data rather than enter it.

In terms of CWG recording, the CWG members, who are almost all women, appear diligent in performing this voluntary task. Various area-based allocations have been made for beneficiary monitoring, but the volunteers generally have to travel up to several kilometers to visit households. They report having to defend themselves against dog attacks and even snake bites en-route. PEOs are under pressure to submit data by the end of the quarter and some have had issue of lateness. This in turn has caused some delays in compiling quarterly reports. Although work site visits are included in the monitoring method, the CWGs interviewed in the evaluation do not appear to frequently visit work sites, and instead make their observations based on home-based interviews with parents and children.

In terms of accuracy, some duplication of child records has been identified by the M&E team and through the USDOL audit conducted in March 2014. The M&E team is considering ways for the M&E Officers to spot check data more frequently. The annual data validation done in September of each year through the Lot Quality Assurance Sampling method assists in checking the accuracy of data on a location/PEO basis. This method of data validation was proposed in the project technical proposal and accepted by USDOL, but it is expensive to randomly visit selected beneficiaries. With only annual validation it also might be difficult to make timely adjustments and responses when CWGs or PEOs make frequent errors. It might be valuable for the M&E staff to supplement the Lot Quality Assurance method with checking the PEO assessments more frequently and checking purposively selected beneficiary data recorded by CWGs.

The evaluation observed that the data consolidation system is working well as a whole and that national level data on specific indicators can be produced readily at request from the CHFS database. The evaluator also observed that the M&E Officers are assisting the IAs and staff to use the data through charts showing the project performance per indicator, with color coding according to three categories of performance. In terms of the use of the data by the CWGs, presently they do not hold the child monitoring data during the quarter after submitting but keep only the beneficiary master list. It is suggested that it would be useful for them to keep a copy in order to monitor the children's situation informally throughout the quarter. School teachers confirmed that the CWGs visit to check on the child's attendance, and teachers met indicated support for the process. CWGs also reported that parents and children are reasonably receptive to the monitoring and that it motivates children to attend school, though occasionally households do not welcome the monitoring visits.

Issues in the Measurement of Work Status

The evaluation identified several issues regarding the definitions and assessment of work status and hazardous child labor, which cause some lack of clarity in understanding the progress on children's work status.

The first point relates to the project definitions of the indicators, particularly WS2 and WS3. The USDOL guidelines require five indicators to be collected: WS1 (all forms of child labor, including under legal age); WS2 (children in WFCL, excluding hazardous child labor); WS3 (hazardous child labor); WS4 (trafficked); and WS5 (commercial sexual exploitation).¹⁰

Technically, hazardous child labor is one of the WFCL according to Convention 182, Article 3 (d). However, USDOL has divided the work status indicators so that hazardous child labor (HCL) can be identified separately from other forms of the WFCL. The project is using WS3, the HCL indicator, to report on hazardous child labor in sugarcane only. They report under WS2 any HCL among direct beneficiaries found to be working in: other crops such as rice, pineapple, or coconuts; non-agricultural HCL such as working in dumpsites or portering; or any other less likely cases of WFCL such as slavery, child prostitution, or illicit activities as defined under Convention 182 Article 3 (a) (b) (c). This is not a major issue, but in the future the project could disaggregate WS2 data to show what other types of HCL children may be engaged in (in addition to sugarcane, or other than sugarcane in the case of children “at high risk” of engagement in sugarcane).

A more important question for the project is the definition and assessment of HCL in sugarcane recorded under WS3. Work status for children in sugarcane is assessed by the PEOs using a detailed hazards matrix developed by the project, which is based on the classification of risks (biological, chemical and physical) used by the government, combined with an analysis together with their partners and with reference to DOLE Department Order (DO) 4, which does not specify hazardous conditions for sugarcane. The hazards matrix is used along with a guideline for assessing the work status for each of the five indicators. The CHFS records tasks, work hours, conditions, and age of the children, but by assessing and applying the definition effectively all children engaged in sugarcane work are currently classified as engaged in HCL regardless of age, task (weeding, hauling cutting, peeling etc.) or use of protective gear. The project’s approach is to be consistent with the current definition of HCL under DOLE DO 4. Depending on DOLE’s final determination on hazardous work in sugarcane and the final conclusions of the UPSARDF study on hazards in sugarcane, the M&E Specialist and Technical Progress Reports (TPR) indicate that the project may decide to revise the classification to allow work in sugarcane under certain conditions (e.g. weeding for limited hours using protective clothing) for 15 to 17 year olds. This would result in a definition more aligned with the current advocacy of the project. Improvements would also be seen more readily, but would need to be weighed against the time needed to reclassify all 15-17 year olds. The aggregated data under WS3 does not currently enable specific improvements to be demonstrated in terms of the reduction in hazardous tasks among children of legal work age. Whether or not the definition of hazardous task is revised, it would be useful for the project to disaggregate this data for a deeper understanding. Further comment on the wider question of the project’s advocacy messages regarding the distinction between child work and child labor for 15-17 year olds is made in **Section 3.3.2**.

¹⁰ USDOL Common Indicator Spreadsheet; Companion to the USDOL Common Indicator Spreadsheet

Since the April 2013 TPR, the project is at present only reporting data against HCL in sugarcane (WS3). Data are not reported yet for the other indicators and the explanation for trafficking and CSEC is that no cases have been found. It would be useful for the project to begin reporting against all work status indicators for completeness of the project monitoring reports, even if the number of cases reported is zero.

3.2.5 Other Implementation Issues

An impact evaluation (IE) of ABK3 LEAP is required under the WV cooperative agreement with USDOL. The IE is undertaken by ILO-IPEC Global Monitoring and Evaluation (GEM) project funded by USDOL. The IE is on a selected project intervention, income diversification (ID). The selection of this set of services was agreed among the implementing partners and the GEM project after long discussion as to the benefits and disadvantages of focusing on this particular project intervention. The goal of the IE is to provide tangible evidence of the effect of the set of services known as “income diversification” on child labor and education outcomes in the project’s intervention areas. The specific IE questions include the medium term impact on household assets and/or disposable income, as well as the longer term impact of income diversification on reductions in child labor and on school retention. The results are intended to provide useful insights on the concrete impact of a specific livelihood approach in reducing child labor, in order to communicate to stakeholders and decision makers about approaches that are worth supporting, replicating and scaling up.

Given that the IE requires significant adjustment to the project implementation processes in order to measure the difference between whether or not an intervention is delivered to beneficiaries, the project, GEM and USDOL held prolonged discussion before agreeing on the final selection of income diversification as the IE subject. The agreement was reached by October 2012. The research design of the IE requires allocating barangays to control and treatment groups, and assigning households in treatment barangays to control and treatment conditions. In terms of implementation, this has been extremely challenging for the Project Managers and field staff to manage, given community expectations that the project would support livelihoods development in all communities. It has resulted in some disappointment among the communities about the supports offered. Since the conduct of IE has influenced the effectiveness of project’s progress toward its objectives and potentially its outcomes, especially in achieving its livelihoods strategy, this issue is discussed in detail in the assessment of progress toward objectives under **Section 3.3.1**.

3.3 PROJECT EFFECTIVENESS

3.3.1 Overall Progress in Service Delivery and Outcomes

As of the October 2013 TPR, the project was, for the most part, on track toward meeting its life of project targets. **Annex A** provides a summary of project performance indicators as of October 2013. At that time 30,386 child beneficiaries had been profiled and provided with educational or vocational services, compared with a cumulative target of 31,660. The details of progress in delivery and outcomes are presented in subsequent sections – **3.3.2** Effectiveness in reducing child labor, **3.3.3** Direct assistance, **3.3.4** Capacity building, **3.3.5** Advocacy and awareness, and **3.3.6** Knowledge building.

Specific areas that are behind schedule are the provision of non-formal Alternative Learning System (ALS) education services and vocational education services, as discussed in **Section 3.3.3**. The delivery of some elements of agricultural and non-agricultural services is slower than expected in some provinces and municipalities. In addition, the completion of the UPSARDF study on occupational health and safety and hazardous tasks for children in sugarcane was due to be completed in December 2013, but was still under finalization at the time of the evaluation. The progress of delivery and outcomes has been seriously affected by two major issues: namely the occurrence of Typhoon Haiyan in November 2013 and the effect of the impact evaluation on full implementation of the livelihoods component. These two issues are discussed below.

A. Effect of Typhoon Haiyan on Project Implementation and Outcomes

In November 2013, Typhoon Haiyan (locally known as Typhoon Yolanda) struck the central Philippines, causing loss of life and severe damage to livelihoods and infrastructure in the Visayas islands. Four project provinces - Leyte, Capiz, Iloilo and Cebu - experienced severe damage to livelihoods and housing. Areas of Negros Occidental were also affected, though serious damage was less extensive. The project conducted a rapid assessment of damage in covered areas as soon after the typhoon as possible in November/December 2013, based on assessments by CWG volunteers of the severity of damage (severe or mild) and the extent of damage to housing and livelihoods of targeted households. The overall assessment was that 27 project barangays were seriously affected, accounting for 4,486 beneficiary families.¹¹ The proportion of project barangays severely affected were varied, including all four barangays in Leyte, all seven barangays in Capiz, seven of ten barangays in Iloilo, and all six barangays in Cebu.¹²

According to evaluation interviews with the Project Managers, progress in the affected areas was halted for at least two months during the recovery effort, as field staff from both the affected areas and other areas were mobilized in the relief effort. Based on the rapid assessment it was proposed that special assistance for recovery of food sources and livelihoods damaged by the typhoon be given to selected households in Iloilo, Capiz, Leyte, Cebu, and Negros Occidental in the form of a package known as "A Life Saving Aid" (ALSA). The package focuses on re-establishing or establishing communal and backyard gardens and consists of vegetable seeds, garden tools and rice. To date, 723 households have been provided with this assistance under the proposal that was formally approved in early April 2014, and other assistance is ongoing.

At the same time, the project proposed to lift the IE in the most seriously affected areas in order to help the target families recover. Upon discussion with the GEM project and USDOL in early February 2014, it was agreed that the IE would be lifted in Capiz, Leyte and Iloilo (apart from Anilao Municipality) to allow full support to be given to the recovery effort, since the ALSA provision would remove the distinction between the control and intervention groups. The IE is not being carried out in Cebu.

¹¹ ABK3. A Life Saving Aid Proposal, December 2013.

¹² Based on summary data provided by ABK3 LEAP.

With the provision of these supports, project reports and the evaluation observations suggest that the communal gardens have been re-established and are now able to provide vegetables for consumption. The evaluator visited sites in Banate and Anilao municipalities in Iloilo. In Libertad barangay in Banate, Iloilo the recovery appeared to be progressing well with a communal garden re-established, along with piglets for raising hogs. However, time did not permit for household visits to see individual gardens. Education interventions in the schools in another barangay in Banate appeared to be on track. In Anilao, a lesser affected municipality, the LRC had been damaged but the barangay has mobilized funds to reconstruct the building. In a neighboring barangay, community support had also been provided to re-build infrastructure provided by ABK3. Overall, based on interviews with the relevant PEOs, Livelihoods Specialist and Project Managers, the project lost implementation time across all interventions in these areas, but final outcomes are not expected to be affected, given the extra support provided.

B. Effect of the Impact Evaluation on Achieving Livelihoods Targets

As noted above, the livelihoods services component was agreed to be the subject of the IE carried out by the GEM project. Based on the evaluator's assessment, this has had a major impact on progress towards the life of project objectives and the extent to which intended implementation has been achieved. The effects of the IE are three-fold, relating to the time available for all households to receive the services, the effect on the quality of implementation itself in treatment barangays, and on perceptions about the project.

Time Available for Delivery of Services to Target Households

The major challenge for the project is that the IE requires a sufficient period of time for the ID to be applied for treatment households, during which the control households cannot receive services. Baseline and endline surveys are also conducted prior to and after the intervention for households selected for the IE. After lengthy discussion between the project, GEM and USDOL, it was agreed that following the baseline and endline survey of the IE, all target households could receive livelihoods services in keeping with the intention of the project design. The minimum time for service delivery to show increase in assets was agreed by GEM and ABK3 to be 18 months, as a compromise between the overall project timeframe and the time needed to demonstrate possible improvements in livelihoods and assets. The IE baseline survey was completed in March 2013, so ID activities were delayed until April 2013.

Under the design of the IE and the requirement to compare control and treatment groups, services cannot be provided to the control households until after the completion of the IE endline, currently scheduled for October 2014. In practical terms, the project estimates that this will mean the delivery of livelihoods services for 'control' households cannot commence until around November 2014, leaving approximately 8 to 9 months for services to be delivered to the control households prior to phase out activities from July to September 2015. This is not considered by the project staff or the evaluator to be a long enough period to rollout the livelihoods services. At present, given the cohort phasing, ABK3 can only deliver services to the Cohort 1 households that came online in June 2012. Cohort 2 households (June 2013) cannot yet receive services, other than in the IE-free areas of Cebu, Mindanao and expansion areas under this cohort. There may be some additional households in Cohort 3 child beneficiary intake, but many will be drawn from Cohort 2. Time to train and develop livelihoods and to provide

assistance in product development and access to markets takes considerable time, as has been demonstrated extensively elsewhere. The final evaluations of ABK2 and the USDOL-funded ILO-IPEC project both concluded that time for the livelihoods intervention was not sufficient and that at least two years was needed for the intervention.¹³ Livelihoods and enterprise development interventions require considerable time to implement and come to fruition in terms of sustainable benefits to household assets or income. The effect of the IE has been to significantly limit the likely effectiveness of one of the key elements in the project design for a large proportion of its beneficiaries.

Regarding the proportion of households eligible to receive livelihoods services at present, the design of the IE, combined with the staggered project implementation and now the lifting of the IE in certain Haiyan-affected provinces and barangays, means that approximately 50% of the 25,000 project target households will fall within the treatment or IE-free categories, while approximately 12,500 or 50% are in the control category. This represents a major proportion of assisted households that will receive the limited benefits of 9 months of services. Therefore the evaluation would support the project's request for a costed extension to provide the full intended services to the control households. At the same time, it would help in expediting delivery of this intervention if the household needs assessments are permitted to be carried out prior to the planned October 2014 endline survey, in order to enable service delivery to start immediately after it.

Quality of Implementation

The assignment of households in the same barangay to treatment or control conditions has affected the quality of the implementation in treatment barangays. For example, all members of a COMSCA cannot be treated equally regarding support for livelihoods development, where some members can receive training in non-agricultural or agricultural enterprise development and inputs and others cannot. Also the allocation of households for participation in communal gardens or group-based non-agricultural enterprises cannot readily run alongside neighborhood and household interest groupings because of the random assignment to the treatment and control categories.

In terms of the project monitoring of IE conditions, it should be noted that some municipal partners, such as the Child Labor Education Task Force (CLETF) in Pili Municipality in Camarines Sur, have initiated their own non-agricultural skills training, albeit small scale. The Department of Education in collaboration with the Central Bicol State University of Agriculture provided training for parents and youth in one treatment and one control barangay, with a total of 180 participants, among whom 135 were ABK3 households. The training included short sessions in making candles and fabric conditioner, flower arrangements, and food processing skills. At the request of the CLETF, the project contributed food and training supplies. This is an example of ownership and a positive initiative taken by the partners, in which the selection of

¹³ ICF. Independent Final Evaluation of Combating Child Labor Through Education in the Philippines. The ABK Initiative Phase II; ILO-IPEC Independent Mid-term Evaluation of ILO-IPEC Project Towards a Child Labor-Free Philippines: Supporting the Philippine Program Against Child Labor in Building on Past Gains and Addressing Challenges. August, 2012.

barangays and participants was not under the control of the project, but it is one of the external factors that the IE needs to take into account.

Perceptions about the Project

Livelihood development support is one of the most commonly expressed needs of households and communities met by the evaluation, especially in the control barangays. One barangay official participating in an evaluation meeting asked why the project title includes “livelihoods” and yet no livelihoods support has been given. Participants in control barangays also ask why their neighboring barangay already has support. The PEOs provide the rationale to communities and households that the project is piloting the livelihoods assistance and that is why some households cannot receive it at present. This is little consolation to people in a situation of poverty. The PEOs are at pains to explain the rationale to municipal and barangay partners and communities.

3.3.2 Effectiveness in Reducing Child Labor in Sugarcane

The project has established targets for gradually reduced rates of child labor in sugarcane for the life of the project, with a final target of 15%. The CMEP Work Status (WS3) reporting of October 2013 shows that engagement in hazardous child labor among target beneficiaries in sugarcane has been reduced from 100% to 74% of the number engaged in child labor at intake. This result is well above the target set of 96% at that time. This is based on a reported caseload (denominator) of 28,700 children (Annex C TPR October 2013). This represents the status for child Cohorts 1 and 2. Cohort 3, representing a further 20% of total beneficiaries, is due to be introduced in the June 2014 school year, when the project will then face a great challenge to bring about a reduction in the remaining year.

As discussed in **Section 3.2.4**, all children working in sugarcane are effectively assessed as engaged in hazardous child labor under the current monitoring definition. At the same time, the project and its partners are advocating what they consider a realistic approach to the communities and the sugar industry wherein some forms of work in sugarcane are allowable for children of 15 to 17 years old, for tasks such as weeding and running errands, provided protective gear is worn and the hours are within allowable limits. Under this definition, the level of children’s engagement in HCL could be lower than presently recorded. Thus, to provide evidence of more subtle changes in child labor engagement it would be useful for the project to conduct disaggregated analysis of the tasks, use of protective gear and times of work among 15-17 year olds in particular.

Even if certain less hazardous tasks such as weeding were to be allowed for 15-17 year olds, the project still faces a major challenge to significantly reduce child labor, based on the evaluation interviews with key informants. The interviews with children, parents, CWGs and PEOs confirmed that the majority of child beneficiaries are still working in sugarcane, at least on weekends and during vacations, both among children under 15 and those 15 to 17 years old. This was demonstrated through drawing exercises with groups of children asked to draw what their activities are outside of school hours. Many of them drew household chores as well as engagement in tasks in sugarcane fields. In fact, a number of children reported that they work in order to help pay for their school expenses. However, as a result of awareness raising and

advocacy as well as the education scholarships, many children appear to have reduced the days on which they work and the number of hours in given day, according to the interviews. For example, most reported attending school on weekdays and working only on weekends or on vacations.

3.3.3 Direct Assistance Interventions

Immediate Objective 1: By the end of the project, child labor will have been reduced through the provision of direct education, livelihood, social protection and youth employment services and linkages to support services

A. Education Interventions

The education interventions are intended to increase the enrolment and retention of children in formal school at elementary and high school level, and to provide access to non-formal education and vocational training for those who have dropped out of school. Direct assistance is provided in the form of scholarships (school supplies and allowances) for recipient children, training to improve teachers' responsiveness to children in child labor, and associated catch up tutoring for struggling learners. Improvements to the quality of the education and school environment focus on the provision of LRCs, mobile education activities and infrastructure improvements which promote a safe and healthy learning environment.

School Supplies for Children in Formal Education

Support to children in formal school (elementary or high school) is targeted at 91% of assisted children. The current delivery number of 30,090 has surpassed the October 2013 target of 29,530 children. School supplies for direct beneficiaries enrolled in formal education have been provided at the start of each school year to Cohort 1 and Cohort 2 beneficiaries. The package is a value of 600Php per child at elementary level, and comprises varying items such as uniform, notebooks and pens, umbrella, raincoat, and miscellaneous fees under ERDA. The packages are reported by community members and project staff as varied and responsive to children's needs.

School supplies were the education intervention most often report by assisted children and parents met during the evaluation. Interviews with parents, children and teachers commonly reported that this support is having a positive impact on children's attendance at school. Teachers and CWG members report that children do not take absences because they know they are being assisted and monitored. Performance data on enrolments and retention is not available yet, partly because the project needs to determine how the enrolment indicator should be collected when the local education system records enrolment by school clusters. In general, the project rationale is that school supplies are an incentive to children and parents, rather than an intervention that can be sustained. However, parents express that the supplies make a difference in reducing schooling costs at the start of the school year. Children are proud and happy to receive the supplies and CWG volunteers say the children are encouraged to stay in school because they know the community is concerned about them.

As reported in consultations with barangay representatives and child beneficiaries, there are some negative impacts on community perceptions where non-targeted children, who are also from poor farming families but engaged in other agricultural sectors such as rice farming, are

aware of the support and would also like to receive school supplies. Also, because of the specific targeting of children engaged in or at risk of engaging in sugarcane, there may be cases of children in the beneficiary families who are in other forms of child labor, such as domestic work, who were not eligible for assistance. This was directly observed in one case where an assisted child (in barangay Dela Paz, Banate in Iloilo) was visibly upset that her 17 year-old sister was engaged in domestic work to help support the education of her younger siblings. In the next cohort, the needs of such children may be addressed as the project is prioritizing the inclusion of children's siblings in the currently assisted households who may be at risk or engaged in child labor, in order to prevent these children from engaging in sugarcane or other forms of child labor.

Support to Vocational Training and Non-formal Education

The project targets a small portion of its assisted children for receiving vocational training support (4.5% of assisted children) or non-formal education, including ALS delivery, for those who have dropped out of school and wish to re-enter formal school or gain grade equivalency (4.5% of assisted children). Even given the modest target, the project was significantly behind in October 2013, when only 165 had taken up ALS or non-formal options and 131 had received vocational education services, which is less than 1% combined. Far less children than planned have taken up ALS, according to the project partly because their preference is for formal school, and also due to limited availability of ALS teachers.¹⁴ The project has therefore broadened this indicator to include any non-formal education service, not only ALS. A contributing explanation could also be the nature of the intake and profiling process, but it was not possible for the evaluator to ascertain this depth of information.

The challenges for enrolling children in vocational training according to staff are related to the lack of accessible courses in rural areas, insufficient trainers for technical and vocational education and training (TVET), TVET course requirements for a minimum age of 18 years for high school graduation, as well as high cost. However, there are some good practice examples, particularly evidenced in CF areas such as Bago City in Negros Occidental. Here the project has been able to link up with the municipal Department of Social Welfare and Development which sponsors vocational training to enroll children aged 15-17 in Technical Education and Skills Development Authority (TESDA) accredited courses on information technology (IT) and food and beverage services. The students met were very satisfied with the assistance provided and are awaiting their work experience placements with local businesses. Having higher numbers in formal school is not necessarily as problem as long as the children are receiving services; however there is insufficient evidence that all children targeted for ALS have transferred to formal school. For vocational education and training, the project is continuing to seek partnerships with TVET institutions in reaching out to rural areas or sharing costs for accommodation/allowances for youth to take training in urban areas.

¹⁴ Numbers of children enrolled in TVET and ALS may have increased by April 2014 reporting, however the project staff continue to regard it as a challenge to meet the targets.

Teacher Training and Catch up Classes

The Teacher Training Series (TTS) seeks to help teachers gain an understanding of child labor in sugarcane areas and inspire them to play a role in reducing and preventing it. The TTS was implemented through two episodes providing orientation on the issue of child labor, training in creative teaching methodologies and development of learning materials. It aims to inspire teachers to become advocates on the issue of child labor, respond to the needs of children at risk and help keep working children in school. Training for a group of core teachers and principals was completed in July and August 2013. The roll-out by trained teachers to another 30% of teachers in each school is now underway.

The trained teachers met during the evaluation exhibit strong commitment to integrating child labor concerns in teaching and monitoring children's attendance. The practice of trained teachers varies somewhat between the implementing agencies, but for WV and CF at least, the trained teachers link up with the peer educators (Little Teachers and Barangay Educators and Storytellers in ERDA) in identifying the struggling learners and mentoring the peer educators who provide catch-up classes for struggling learners. The catch up tutors are well trained in providing educational storytelling and in preparing lesson plans that match the school curriculum. Educational storytelling is a method developed by the ABK3 agencies where peer teachers lead an interactive session using storybooks and puppets to foster children's interest in reading and to impart life lessons (e.g. kindness to others, be careful on the roads) through messages integrated in the various stories.

Varying models of delivery are used by the implementing agencies: in CF areas the catch up classes are provided in the village cluster ('purok'), whereas WV provides catch up in schools. The ERDA catch up sessions are implemented primarily through the 'Ekkab' mobile school, a van which travels to the schools and has a teacher who facilitates the sessions in schools on weekdays during non-class hours. ERDA also has peer educators known as Barangay Educators and Storytellers (BESTs) who provide classes on weekends. Catch up classes are open to assisted and non-assisted children alike. In the WV catch up class observed by the evaluation, child labor concepts were also integrated into a lesson on syllables. The children provide tutoring on Saturdays and Sundays or in the school-based model after school hours. The progress of implementation is varied across the implementing agencies and areas, based on evaluation observations. For example, catch up classes are underway by Little Teachers in WV and CF areas, but in not yet running in some ERDA areas visited.

The Little Teachers are very skilled in using puppetry and storytelling and some of those met have been inspired to become teachers in the future. It is too early in implementation to say if there is any impact on retention and performance in school, since catch up classes have not yet begun in all areas, especially as TTS just completed in recent months. It would be worth having the trained teachers and Little Teachers monitor progress in school for children attending catch up classes, noting how regularly children attend catch-up classes. Given that ABK has used variants of these approaches over three phases it would be valuable to identify which approach is the most effective in reaching and assisting struggling learners.

Improvements to the Learning Environment

LRCs aiming to enrich educational facilities for the whole community have been established and equipped in 20 barangays, and additional materials provided to 72 schools. Through a counter parting arrangement the barangay provides the venue and ABK3 provides the equipment and materials. LRCs are established either in schools or in the barangay and are open to all. Some peer educators also provide their tutoring in the LRC. Schools and barangays are very appreciative of the support, and the LRCs also serve as a venue for child labor advocacy through the posting of banners on child rights, child labor and child work.

Project support to improving school infrastructure is also progressing well, with improved supports in 60 schools as of October 2013, surpassing the target of 40 schools. New and renovated classrooms and other improvements were observed through visits to selected schools. Through the Safe and Healthy Learning Environment assessment process, the project is helping school authorities focus on healthy and safe environments for children, including water and sanitation facilities that meet the needs of girls and boys.

B. Livelihoods Interventions

Income Diversification

Led by the Livelihoods Specialist, the project has developed a systematic approach to providing income diversification and livelihoods support. The approach is to adjust the support services to the needs of households, to help them improve their economic position along a pathway through situations described as “most vulnerable poor,” “least vulnerable poor,” “entrepreneurial poor” and “enterprising households.” The approach recognizes that many of the assisted families are starting from the “most vulnerable poor” level and require support to increase their food security throughout the year.

The menu of livelihoods supports includes:

- **Community savings and loans products:** targeted at women to generate loans for livelihoods and emergency family needs.
- **Agricultural diversification and food security:** improving the production of other crops in household and communal gardens, for increased food consumption and income through sale of products. Also includes livestock start-ups and non-agricultural enterprise development.
- **Non-agricultural livelihoods and income diversification:** Adult livelihood skills training, inputs, and enterprise training. This provision is based on individual capacity and interest.
- **Microfinance Institutions (MFI) products:** subsidized loans for agriculture and alternative livelihoods, social protection and education.

All assisted households are eligible to join the Community Managed Savings and Credit Associations (COMSCA) regardless of IE category. This activity appears to be highly successful. The COMSCAs are widely established and have well organized structures: multiple COMSCAs are formed in some barangays, such as Nato in La Castellana, Negros Occidental. Non-ABK3

recipients are also able to join. Village agents have been trained to mobilize and train other COMSCA members. Several groups interviewed during the field visit have already been operating for one year. There is good evidence that COMSCA participants are utilizing their savings and dividends to purchase education needs for their children and to respond to emergencies. COMSCAs can often be the starting point for group enterprises or cooperatives. Some groups are ready to begin running group-based enterprises in catering and other Sari-Sari stores. The challenge they mention is capital. Some COMSCAs, particularly in CF areas, have been accredited as people's organizations which will eventually allow them to access government funds.

Savings groups for children and youth, called Community Managed Savings Associations (COMSA), have also been established and are proving attractive for children, who reported that they can use their savings for school projects.

Within treatment barangays, progress has evidently varied across provinces and municipalities as well as across the different forms of livelihoods support. In terms of agricultural livelihoods, communal gardens appear to be especially well established in the areas visited. The members are supported with small tools and seeds along with other inputs for organic farming. Livestock such as piglets are also being raised as seen in barangay Libertad in Banate, Iloilo. The ABK3 Livelihoods Facebook group (April 15, 2014) notes that an innovative seed bartering system has been introduced among the members in barangay Prenza in Batangas province, where seeds are exchanged for diversified production. Backyard gardens have also been established by many recipients, but the evaluation was only able to visit a couple of individual households. As of October 2013, the project reported 72 communal gardens. The communal gardens and their members are supported well by the trained farmer technicians, some of whom met had been well chosen for their experience. The participating households have been trained to employ natural farming techniques for the production of organic fertilizer through vermi-culture (African night crawler worm) and natural composting. The gardens are also beginning to produce vegetables and compost for sale as well as consumption. Profits are generally reinvested in the garden production at this stage. According to the Livelihoods Specialist, the communal gardens and backyard gardens (known as FAITH - Food Always in the Home) proved especially helpful in typhoon hit areas, as the families were able to have food right after the typhoon when food supplies were short in the stores.

With regard to diversification through livestock, a dispersal method is applied, providing a small number of animals such as pigs, goats or chickens for breeding. This model involves modest investment costs, and enables a wider number of households to benefit. In the areas visited, the start-up livestock had just been provided or were about to be provided, so the evaluation raised some concern that the full benefits of the livestock provision will not be seen for a few months yet.

Non-agricultural enterprise development is provided to interested individuals and groups through skills training, business start-up equipment and product development. It has varied in progress, according to the reports and observations of the evaluation. In the IE "free" areas in particular, such as North Cotabato in Mindanao, progress appears to be excellent based on project reports and posters presented at the National Workshop. A diverse range of products

and services were developed including food products, grocery stores, rice retailing, reflexology, craft products such as bamboo and a variety of other products using local natural resources.

In “treatment” areas, varied progress is observed. For example, in Manjuyod municipality in Negros Oriental, there has been strong progress with livelihood groups producing banana chips, taro chips and other food products. CF in particular has negotiated priority access to DOLE *Kabuhayan para sa Magulang ng Batang Manggagawa* (KASAMA) child labor program investments for ABK3 group enterprises. However, in some municipalities visited, non-agricultural development was at a more fledgling stage, limited to catering in barangay Bacong in Bago City and candle making in Anilao, Iloilo province. In other areas it was very limited. In Pili in Camarines Sur, for example, non-agricultural training has only been initiated by the municipal CLETF so far, providing a ‘taster’ type of training to ABK3 and other households from two barangays, as discussed earlier, but this was not a project initiative. According to the ERDA Project Manager, the emphasis in Pili has been on agricultural development such as organic vegetable production, since Camarines Sur is a major agricultural hub in Southern Luzon and ERDA was able to establish a good partnership with Central Bicol State University of Agriculture. Non-agricultural training has not been rolled out in Pili yet due to the low numbers of treatment households (only 40 households across four barangays). Non-agricultural training is reported as needing bigger economies of scale due to budget constraints. The project intends to provide such training once COMSCA groups have completed their business planning. The evaluation interviews indicated strong interest among the target families in support for skills and enterprise development.

The emphasis of the ABK3 approach is to support sustainable enterprises through an extended provision of business development support and access to markets following the initial provision of training and inputs. The project provides follow-up to the skills training and start-up support by assisting in product development and marketing through trade fairs and exhibits.

While the project assists in identifying markets and value chain opportunities, the evaluation considered that a more strategic approach might be applied: linking enterprise development to value chains beyond the barangay and linking with local economic development plans as pursued in the recently completed ILO-IPEC project on child labor. The approach of diversifying income, especially to support farm workers’ livelihoods during the off-season or “tiempo muerto” is considered important and valuable. On the other hand, the efforts might also take into account any waged employment options that might exist in sugarcane areas, as well as promoting opportunities for training for better paid positions within the sugar industry.

Youth and Adult Employment Skills

Training on life skills and soft skills for youth is ongoing. Manuals are being developed with assistance from a Peace Corps Volunteer based in Negros Occidental, comprising a training package covering career planning, youth entrepreneurship, financial literacy and self-awareness. The initial Market Study in June-July 2013 was actually a needs or interest assessment, identifying areas of interest among youth and adults. Following this, ABK3 focused on providing training on life skills, pre-employment skills such as career planning, preparing a curriculum vitae, interview skills and skills such as handicrafts and cosmetics, along with

entrepreneurship training. Life skills training has been held for over 1,000 youth aged 15-17 years as reported in October 2013 (although Annex C reports 640 compared with a target of 600 cumulative for this date). However, as noted earlier, access to TESDA accredited vocational training courses is limited as students are generally required to be 18 years old. A small number of out-of-school youth haven been trained in computer applications and agriculture. The evaluation met with several youth that had attended life skills training who were very positive about the benefits and their improved job prospects. However, the challenge for the project is that there appear to be limited accessible training and pre-employment options available. Entrepreneurship training for youth has also been provided but it was not possible for the evaluation to determine how effective it has been.

C. Social Protection

The project aims to facilitate household access in sugarcane areas to available government and other social protection services. The strategy is to build barangay capacity for making referrals to social protection. Up until October 2013, the project focused on mapping social protection services at barangay level and exploring partnerships with government program providers. These include access to health services under Philhealth; the Comprehensive and Integrated Delivery of Social Services (KALAHI-CIDSS) program under DOLE which is the principal poverty reduction program in the Philippines; and the Conditional Cash Transfer program of the Department of Social Welfare and Development's (DSWD), known as "the 4P's" which offers integrated benefits to beneficiaries across government departments such as health, employment and education.

ABK3's plan for the project year that runs from September 2013 to September 2014 is to train barangays through Barangay Councils for the Protection of Children (BCPC) to set up social protection referral systems. Since the barangay is the main source of referrals, it was difficult for the evaluation to identify and attribute any specific referrals as a result of the project. However, the project has reportedly facilitated access for ABK3 households to the Sugar Amelioration Fund, which assists with life events such as maternity and health costs. The performance indicator target for social protection, relating to barangays with established referral systems, begins in September 2014 with a target of 57. The evaluation suggests that this aspect needs to be given increased attention in the coming twelve months in order to maximize the benefits for assisted households together with the ongoing capacity building of barangay BCPCs.

3.3.4 Capacity Building

***Immediate Objective 2:** By the end of the project, there will be strengthened policies and capacity in place in target areas and at national level, in order to address the issues of child labor, education, sustainable livelihoods and social protection.*

A. Barangay and Community

ABK3 is beginning to demonstrate success in influencing policies and structures for child labor at the barangay level. Training is being rolled out across the project for the formation or activation of BCPCs, also in cooperation with the Department of Interior and Local Government (DILG) which is the department mandating this structure. This assists the barangays in their

mandated child protection governance function and importantly provides a structure within which child labor can be addressed. The October 2013 TPR reports an exceeded target of 148 barangays trained to implement child labor activities. Several barangay councils met during the evaluation expressed the value of this contribution to their child protection role. However, some BCPCs are not yet active, as observed in barangay Del Rosario in Pili municipality of Camarines Sur, where there has been a changeover in the barangay captain and councilors following the October 2013 election. The PEO is in the process of re-orienting the council.

In addition, ordinances on child labor have been passed in at least 27 barangays as a result of the project advocacy. The group-based process of policy “Writesops” in Negros Occidental province was ongoing at the time of the evaluation and seems to be a particularly effective method through which ordinance policy drafts are produced as a workshop output.

An impressive feature of ABK3’s achievements to date is the degree of empowerment expressed by community members. The Barangay Children’s Association (BCA) representatives met in various locations and those who attended the national and provincial evaluation workshops expressed the profound impact that ABK3 has had on their personal confidence and capacity to speak on behalf of children’s rights and against child labor:

“Even if we are still children we can help our community and other children”

“Improve and believe in myself”

“Enhanced confidence to help slow learners and child laborers”

(BCA members, Negros Occidental Provincial Workshop, 19 March 2014)

The Child Rights Advocates (CRA) group members met also expressed empowerment to be able to advocate and to speak in public, and appreciated the benefits for them to travel to the cities for training. Some of the female members emphasized that they went to ABK3 training even when their husband did not approve. This raises a related gender issue that few men or boys are seen to be involved as advocates on child labor in the CWGs or CRAs, with the exception of BCAs. It would be beneficial for the PEOs/Managers to consider how to address this issue through designing more activities to attract men in the community to child labor activities.

B. Province, Municipality and City Government

Much of the project’s effort towards building government capacity has focused on the municipality or city level. The project has provided training and directed advocacy toward the city and municipal LGUs in order to re-activate the mandated LCPCs under the directive of the DILG and to include child labor in the LCPC agenda, with associated plans and budgets. 1% of IRA (Internal Revenue Allotment) is available to LGUs for LCPC programs, as per DILG directive MC 2012-120. The project’s efforts have proven successful among many LGUs to the extent that some now have formulated plans and policies on child labor and some have a child labor committee, such as a CLETF as a sub-committee. In Bago City in particular, the efforts of the CF PEO have gained him a formal place on the LCPC. The DILG representatives play a prominent role at city level in promoting municipal child labor program development in collaboration with ABK3. As noted, LGU collaboration has been successful in forging partnerships for the provision of vocational education through DSWD.

At province level, capacity building efforts are particularly evident in Negros Occidental. Here the project supported a workshop in 2013 (in the October 2013 reporting period) to re-activate the Provincial Child Labor Committee under the PCRWC and to assist the province in developing strategies on child labor based on the national PPACL. This resulted in a multi-sectoral provincial plan to achieve child labor free barangays.

Further, the Provincial Social Welfare and Development (PSWD) office decided to support the extension of child labor profiling and monitoring to all barangays in the 15 municipalities covered by ABK3. A plan is under discussion for the project to support this process, which would represent the basis of a sustainable child labor monitoring system at the municipal level and provincial level. The design will enable child labor cases to be reported from the barangay to the municipality and the province, such that the CWGs/BCPCs will report to the municipality through the Municipal Social Welfare Department. Data compiled at the municipality will be rolled up and stored at the provincial level under the PCRWC/PSWD. The project has held discussions with Nokia for technical support and Nokia has offered equipment and training for both the municipal level and provincial level to assist data transfer and storage.

C. Sugar Industry

As noted earlier, the project has been successful in engaging with diverse stakeholders in the sugar industry including sugar planters, millers, ARBs, and the SRA. The major thrust of the effort has been to bring the sugar federations, government line agencies and ARBs together in a consultative process, working through the sugar milling District Tri-partite Councils, in order to develop voluntary codes of conduct. Following the Bukidnon Code of Conduct, two such voluntary codes have been drafted. The Batangas Voluntary Code of Conduct for the Elimination of Child labor in the Mill Districts of CADP (Central Azucarera de Don Pedro, Inc.) and BSCI (Batangas Sugar Central, Inc.) was launched in February 2013. A voluntary Code of Conduct for Negros Occidental was completed in late 2013, initiated by and covering the three major sugar federations: National Federation of Sugarcane Planters Inc. (NFSP), United Sugarcane Producers Federation of the Philippines Inc. (UNIFED) and Confederation of Sugar Producers Associations Inc. (CONFED) National and Negros/Panay. These cover the majority of the sugar planters and millers in the country. The codes serve as a guide for industry stakeholders and communities on eliminating child labor, including the allowable and non-allowable tasks for children 15 to 17 years old. These are landmark achievements in setting sugar industry standards for hazardous child labor.

SIFI, an implementing partner of ABK3 and the major organization established to deliver the industry's social programs, has been instrumental in convening the code of conduct drafting forums and in popularizing the codes to sugar planters/farmers, farm managers, crop inspectors, educators, barangay councils/BCPCs, communities and children. According to SIFI, the large sugar planters are now largely preventing child labor and the remaining challenge is to reach the smaller farmers.

3.3.5 Advocacy and Awareness Raising

Immediate Objective 3: *By the end of the project, target communities and households will have increased awareness on exploitative child labor, its root causes, and the importance of education, social protection, and decent work for children/youth of legal work age.*

One of the central ABK3 strategies to eliminate and prevent child labor in sugarcane is to increase awareness on exploitative child labor, especially in sugarcane, among target communities and households. The Immediate Objective 3 (under the CMEP) is that by the end of the project, target communities and households will have increased awareness on exploitative child labor, its root causes, and the importance of education, social protection and decent work for children/youth of legal work age.

The project approach is to integrate awareness raising activities across all trainings and other activities. However, there are specific awareness raising efforts that can be categorized into community-based awareness-raising and mass awareness raising events and activities.

In target communities, awareness-raising is channeled through diverse means including the distribution of school supplies to assisted children, the creation of posters distinguishing child labor and child work and the training of CWG members, barangay councilors and child leaders (BCA officers and members) on child labor. SIFI is implementing an intensified advocacy and awareness raising strategy in the three provinces where it operates, especially through training Child Rights Advocates in each barangay who conduct regular community advocacy sessions on child labor (Tipon-tipon). Awareness raising materials in particular are strongly evidenced in the SIFI areas, through tarpaulin banners and posters posted outside LRCs and other barangay buildings.

The evaluation observed varying degrees of awareness of child labor during qualitative interviews with parents, children and community actors, such as teachers and farmer technicians. In barangay Nato in La Castellana municipality in Negros Occidental, for example, the Tipon-tipon demonstration and interviews with parents showed a high level of awareness of the difference between child labor and child work. However, in one barangay in Anilao municipality, Iloilo, the response was very varied. The Anilao municipality CLETF was very much aware of the issue, but community actors such as the trained farmer technician appeared to have a limited understanding of child labor; his children continue to work in hazardous child labor. The observations of the evaluation suggest that the intensive awareness raising approach taken by the Child Rights Advocates under SIFI's initiative should be extended to other provinces through training the CWG members in similar approaches.

Clearly, changing attitudes does not necessarily result in changing practices, especially when there are strong imperatives for children to voluntarily engage in child labor in order to save up for their education, or when families' circumstances push them to allow their children to work. The process of changing attitudes among communities, at the same time as their economic conditions for supporting the withdrawal of children from hazardous work are improved, is very gradual.

At the level of the wider public, numerous child labor advocacy events have been promoted. CF cooperated with Bago City to incorporate child labor in the annual Children's Day (October 13) events. This included launching the Child Labor Program in the city, registering ABK3 recipient children in the Local Civil Registrar, providing a medical mission to 200 ABK3 children and their parents and establishing the CLETF. World Day Against Child Labor and World Youth Day events have also been held annually. The project also intends to hold a nationwide award ceremony for teachers and other partners called "Anti Child Labor Advocates Tayo" in order to recognize outstanding efforts in combating child labor.

The project is making good use of online and social networking sites to advocate on child labor, including the ABK3 website, twitter, a Facebook page, a livelihoods Facebook group and a Teachers Against Child Labor Facebook group, with 373 members. These online groups are full of vibrant photos of the TTS interactive activities, school infrastructure improvements as well as creative new livelihood models. All these efforts are helping to promote the project's public profile and demonstrate active engagement of teachers and other partners in the issue.

3.3.6 Enhanced Knowledge Base on Child Labor in Sugarcane

***Immediate Objective 4:** By the end of the project there will be an increased knowledge base on child labor and a system to disseminate reliable data on child labor, its root causes, and on effective strategies to address this issue.*

In addition to the baseline surveys, research is either underway or planned regarding four topics: (1) A formal occupational safety and health (OSH) analysis of hazardous work in the sugarcane sector, broken down by age, gender and tasks across the production cycle; (2) Research on the relationship between migrant workers and child labor in the sugarcane sector; (3) the impact of the land reform program on child labor in sugarcane; and (4) Participatory action research on tools, methods and technologies to increase sugarcane productivity.

The UPSARDF has been commissioned to undertake three of the four studies. The first study, which commenced in October 2012, studied OSH related to child workers in sugarcane. While the draft report has been completed and a research presentation was made at a University of the Philippines conference in October 2013, the final report was just completed at the end of March (following the interim evaluation mission). There is an urgency to release and disseminate the final report as soon as possible so that the results are available to inform DOLE in the ongoing revision of DO No. 4 on hazardous work, which does not yet have a finalization date. The Occupational Safety and Health training modules are under development by UPSARDF and are expected to be finalized by June 2014. The two further UPSARDF research proposals on child labor among migrant sugarcane workers and the impact of land reform on child labor have also been developed and are due to commence shortly.

The study of productivity in sugarcane was awarded to Saint La Salle University, Bacolod, in March 2014 and implementation began in April. The University will collaborate with the SRA in this study, this being an issue of great interest to the government's sugar regulatory body.

Each study is expected to provide important insights into the root causes of child labor in sugarcane and will further inform strategies to eliminate child labor in the sugar industry. Once

the studies are completed, the key task for ABK3 in the remaining period is to ensure an effective dissemination system, reaching relevant stakeholders and decision-makers.

3.4 SUSTAINABILITY AND PHASE-OUT

ABK3 LEAP integrates strategies in the project design and implementation that sustain the efforts and approaches beyond the project. These strategies have been applied at the community level and structural level by building capacity and systems for addressing child labor.

The interim evaluation identifies various initiatives at the level of communities, schools, barangays, local government and within the sugar industry that appear to have a good foundation for continuing beyond the project, or for replicating beyond target barangays and municipalities. Many of these have been discussed earlier, but some key issues are highlighted below.

Community and Barangay Level

A strong commitment and community spirit (known as 'bayanihan') is evidently widespread among community partners – child rights advocates, CWGs, child leaders, and teachers – to continue their efforts to prevent child labor beyond the project. Their awareness and efforts are likely to continue informally at the least. In terms of more formal structures, there are good prospects that by the end of the project a significant proportion of barangays will have functional BCPCs and ordinances on child labor. While these efforts in terms of the BCPC trainings and the recently conducted policy “Writeshops” are ongoing, the results so far, as reported earlier, indicate strong prospects for sustainability. However, the project works in 148 barangays and faces a considerable challenge to foster active BCPCs in all of them. In some areas barangay, captains and councils have included budget and plans for child labor in their annual planning – a good practice that will sustain barangay level actions if expanded more widely.

Under the livelihoods interventions, the COMSCA groups show prospects of being self-sustaining. Those that can grow their savings may evolve into group based enterprises. Training of farmer-trainers in natural farming practices for community and backyard gardens is a further feature that shows good signs of being maintained beyond the project. It is too early to observe whether the agricultural and non-agricultural enterprises will be sustainable in the long term and the evaluation did not allow this depth of analysis. However, a key issue is whether the approach to poverty reduction (training households in diverse agricultural and non-agricultural skills, followed up by business training and marketing support) can be adopted by local government agencies, especially at the municipal level. This will be a critical element of the project's exit strategy in order to share the approaches of the livelihoods model with relevant municipal agencies, such as the line representatives of DA, DSWD, Department of Trade and Industry and DOLE.

Capacity within Local Government and the Sugar Industry

The level of progress in fostering functional and active LCPCs (city/municipality) has been discussed earlier in the report. It is not the sole responsibility of ABK3 to bring about sustainable mandated structures for child protection, but the project has assisted a considerable

number to function more effectively and to integrate child labor concerns in their plans. The threat to the sustainability of these efforts is the changeover in elected positions (mayors and councilors) and the associated staff turnover among line agency staff.

ABK3 proposes that a sustainable mechanism for a community-based CLM system may be developed based on the CWG structures established by the project for monitoring its child beneficiaries. Related to this, discussions have begun at provincial and municipal level and with DOLE Region VI to support a child labor database, incorporating with child labor monitoring data collected at barangay level. The transformation of a project based CLM system into an ongoing system for reporting cases of child labor poses a considerable challenge. Lessons from the recently completed ILO-IPEC child labor project may be useful for the project in this regard, and it would be helpful for the project to access the final evaluation of that project once it is released. Following an initial trial, the ILO-IPEC project in Bukidnon adopted a barangay-based monitoring strategy by using a farm-based approach through crop inspectors. However, further attention could be given to the potential role of the crop inspectors in child labor monitoring. Achievement of such a system will require political will, guidance by the barangay councils through the BCPCs, coordination with the municipal level LCPCs, and some provision of allowances to CWG members for monitoring. The evaluation also suggests that the project consider how to support the development of a sustainable CLM system that can extend to children in other forms of child labor as well as those in sugarcane.

Within the sugar industry, SIFI's ongoing programs augur well for continued advocacy within the industry at all levels for support and implementation of the voluntary codes of conduct. These already cover a very wide representation of the industry based on the membership of the major federations that have signed the codes. The challenge during the project timeframe and beyond is to ensure that the provisions continue to be shared and implemented.

In terms of the specific teacher training series, there is considerable interest within the DepEd, for example in Region VI, to see the TTS for child labor sustained through the handover of the training modules and methodologies to the district level. This is an issue for ABK3 to pursue with the relevant levels of DepEd if the TTS is to become institutionalized to provide refresher training to trained teachers and expand the core of trained teachers.

Exit Strategy and Documentation of Models

The project does not yet have clear phase-out strategies in terms of documenting good practices and models and handing over specific activities to identified institutions. In the coming period, it would be valuable for the project to review its exit strategy and identify any further actions that are needed to strengthen the sustainability of specific initiatives that can be taken in the final months of the project.

4. LESSONS LEARNED AND GOOD PRACTICES

The evaluation identified diverse lessons learned, both positive and negative. These lessons are based on the experience of the project stakeholders consulted as well as on observations of the evaluator. Secondly, a synthesis of emerging good practices is provided below.

4.1 Lessons Learned

Design and Scope

- Projects of this scale may require a longer duration, extending to five years, especially where impact evaluations are required

Implementation and Coordination

- The length of time for CMEP finalization resulted in some redundancy in the baseline surveys and some missing baseline data for final performance indicators. A further survey of household attitudes and awareness on child labor was required to meet the gaps.

Community Capacity

- Community volunteers, especially women, are willing to devote their time and efforts to advocacy and monitoring on child labor.
- Special effort is required to involve men and boys in child labor advocacy.
- Livelihoods interventions that lead to enterprise development require a considerable length of time for market and needs analysis, start-up skills training and ongoing support of business development. A minimum of 18 months to two years is needed in order to reach a sustainable level.

4.2 Emerging Good Practices

There are numerous examples of emerging good practices from the experience of ABK3 implementation to date, some of which are highlighted below.

- The teacher training series is proving effective in inspiring teachers to be advocates against child labor, and in promoting their role as mentors for the peer teachers of the catch-up program.
- The progressive livelihoods model, which builds from the provision of food security during the sugarcane off-season through to the development of sustainable agri-entrepreneurship and non-agricultural enterprise, linked well with business development support, market analysis and access.
- The COMSCA formation is proving especially effective in promoting savings which can be used to cover education expenses. It also provides a starting point for group based and individual enterprise formation.

- The formation of enterprise groups and COMSCAs into people’s organizations enabled them to access government investment sources.
- The City/Municipal DSWD provided effective linkages to vocational training for youth 15-17 years old.
- The model used for life skills training, career guidance, goal setting and employment readiness training provided young people with youth employment strategies.
- The coaching on drafting child labor ordinances, provided for barangays through policy “Writesshops,” culminated in draft barangay ordinances on eliminating child labor in sugarcane.
- Consultative engagement with the diverse stakeholders within the sugar industry, including the major federations, ARBs and the SRA, was positive.
- Effective use of online and social media such as Facebook and Twitter.
- ABK3 LEAP partners had a seasoned approach and found success in fostering leadership skills among children and in empowering communities to advocate on child labor.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

ABK3 LEAP has made significant progress during the last two and a half years in implementing a comprehensive range of strategies across a wide area of the country. The project has been proactive in responding to the major setback faced by communities affected by typhoon Haiyan. While a great part of its efforts have been devoted to providing direct assistance to a large number of assisted children and their families, this has been well balanced by the effort to build the capacity of local government structures to respond to the issue and to assist the industry to development practical and easily understood voluntary Codes of Conduct.

The WV ABK consortium is highly experienced in delivering education interventions and approaches, such as teacher training and catch up for children at risk of dropping out of school. These have been further refined under ABK3.

The project has been successful in implementing an innovative approach to livelihoods improvements among vulnerable sugarcane families. The full benefits of this approach will be seen as the intervention is rolled out to all intended recipients and the currently assisted households and group enterprises have time to develop their products and access markets.

Awareness about the issue of child labor in sugarcane is gaining considerable momentum, especially among the project's barangay council, community and school advocates. Sugar industry players are also growing in their level of engagement.

The experience of the project to date shows that the elimination of child labor in sugarcane remains a complex issue, where children's withdrawal from hazardous work is evidently a gradual process. The major challenge for the remaining period is to bring about significant reductions in children's engagement in hazardous work in the sector. A second critical imperative is to document the project's key success models to inform scale-up and replication across the sugarcane provinces.

5.2 Recommendations

The recommendations are divided into key recommendations that are considered critical for ABK3 LEAP to successfully meet its objectives; other recommendations to enhance the performance of the project, and recommendations for future projects. The recommendations are directed to the WV and the implementing partners and to USDOL where appropriate, as indicated in the text of each objective.

Key Recommendations

1. In principle, a cost extension of 6-9 months should be approved, depending on when the delivery to "control" households can commence following the Impact Evaluation endline survey. This will allow the project to deliver the full 18 months of planned livelihoods diversification services to all "control" households affected by the Impact Evaluation. The project should also provide an update on the scope and costs of the extension since

the lifting of the Impact Evaluation on selected barangays and households affected by typhoon Haiyan. During the extension phase, if approved, the project should continue to monitor and provide technical advice to the “treatment” households.

2. The project should focus immediate attention on increasing the provision of vocational training, non-formal education or ALS services to targeted children aged 15-17 years. Collaborating with the municipal Department of Social Welfare and Development in Bago City, Negros Occidental is a promising strategy which could be expanded to other municipalities in order to provide youth with training. Other training options and sponsorships could also be explored to promote access to this type of training.
3. As a priority, the project should expedite the dissemination of the findings from the UPSARDF on occupational safety and health among child workers in sugarcane and provide DOLE the opportunity to review these findings in finalizing the Hazardous Worklist. In the light of DOLE’s determination, the project should decide as soon as possible whether to amend the definition of hazardous child labor in sugarcane in the project monitoring indicators (indicator WS2), and if necessary to reclassify the children recorded in the CHFS. Regardless of the outcome of this decision, in order to monitor in depth the improvements in child labor brought about by the project, the project should conduct a disaggregated analysis of the tasks and work conditions among assisted 15-17 year olds engaged in sugarcane.

Other Recommendations for the Project

1. The project should report against all Work Status Indicators, not only WS3, even if the number of cases is zero. This will enhance the completeness of the project performance indicators. For example, there may be cases of children who are, or should be, reported against WS2, such as those initially profiled as engaged in or at high risk of engaging in sugarcane who are also engaged in or become engaged either in hazardous child labor in other crops or in non-agricultural sectors, or in other WFCL such as commercial sexual exploitation. If such cases are identified, it would be useful for the M&E Specialist to conduct a disaggregated analysis of data available to date as well as at end of project, in order to distinguish between those in HCL and those in other WFCL.
2. The project should define the exit strategy in more detail, especially to include documentation of the identified good practices in engaging with the range of industry stakeholders to reduce child labor in sugarcane, which will provide guidance for replication to other agricultural sectors.
3. The main elements of the advocacy and awareness raising approach taken by SIFI, including the training of Child Rights Advocates, should be expanded to other project provinces, as far as resources permit.
4. Project Managers and relevant Officers should monitor the municipalities and barangays where progress is falling behind, giving additional support to the PEOs who have a higher number of barangays to manage.

5. The project should enhance its engagement and advocacy with sugar industry stakeholders, particularly through the District Tripartite Councils, with the aim of reaching advocacy and guidance to small and medium farmers.
6. Beginning with Negros Occidental, the project should work with the Social Welfare Department and key stakeholders at provincial and municipal levels to further elaborate how a community-based monitoring model, based on the CWGs, will operate beyond the project, and to identify a potential role for crop and labor inspectors within the overall model. The evaluation also suggests that the project consider how to support the development of a sustainable child labor monitoring system that can extend beyond sugarcane to children in other forms of child labor.
7. The project should consider ways of involving more boys in peer education, and more men as advocates against child labor. For example, this could be done through engaging farmer technicians, crop inspectors and farm managers as child labor monitors and advocates.
8. It is suggested that the project develop ways to expand the role of the Ekkab mobile education model to serve as a means of advocacy on child labor. This could use the advocacy approach and songs developed by the SIFI Child Rights Advocates.
9. The project could review the means of transportation available to PEOs covering remote and hilly barangays, and consider expanding the provision of motorcycles or petrol allowances to PEOs who are willing and able to use motorcycles.

Recommendations for Future Projects

1. USDOL should ensure that CMEPs are developed in a timely enough manner to enable baseline surveys and implementation to commence. This would be assisted by starting the CMEP process in the first months following project startup as well as finalizing more of the CMEP during the first workshop and in the initial months of implementation.
2. For future sector-based child labor projects, USDOL should continue to promote an area-based approach for the provision of direct services and child labor monitoring, while prioritizing direct assistance to children engaged in the focus sector.
3. In future USDOL projects with an IE, it is recommended that the design of such studies should not significantly affect the scale of delivery for the intervention of interest. For example, smaller scale impact evaluations could be focused on particular locations rather than project wide evaluations. Project duration could also be extended where impact evaluations are planned in order to enable the full delivery of services to control and treatment groups.

ANNEX A: PROJECT PERFORMANCE INDICATORS

The targets and actual performance for each project performance indicator given below represent the latest performance reporting data available at the time of the interim evaluation.

*Targets for October 2013 are cumulative including the previous reporting periods.

Area	Outcome/ Output Indicator	LOP Target October 2013 Target Progress as of October 2013	
		LOP Target	Actual
Education: Common Indicators	<i>E.1 # Children engaged in or at high-risk of entering child labor provided education or vocational services</i>	LOP Target	52,000
		Target for October 2013)	31,661
		Actual October 2013	30,386
	<i>E.2 # Children engaged in or at high-risk of entering child labor enrolled in <u>formal</u> education services provided education or vocational services</i>	LOP Target	47,279
		Target at October 2013	29,530
		Actual October 2013	30,090
	<i>E.3 # Children engaged in or at high-risk of entering child labor enrolled in <u>non-formal</u> education services provided education or vocational services</i>	LOP Target	2,371
		Target for October 2013	1,109
		Actual October 2013	165
	<i>E.4 # Children engaged in or at high-risk of entering child labor enrolled in <u>vocational</u> services</i>	LOP Target	2,352
		Target for October 2013	1,023
		Actual October 2013	131
Education: Project Indicators	OTP 1. Number of covered schools with assisted children that received direct services in formal and alternative learning systems	LOP Target	232
		Target for October 2013	98
		Actual October 2013	192
	OTP 2. Number of covered barangays with assisted children that received direct services and alternative services in ALS	LOP Target	146
		Target for October 2013	146
		Actual October 2013	148
	OTP 3. Number of covered schools with education strengthening services for children aged 5-17	LOP Target	226
		Target for October 2013	119
		Actual October 2013	141
	OTP 4. Number of covered barangays with education strengthening services for children aged 5-17	LOP Target	104
		Target for October 2013	44
		Actual October 2013	50
	OTP 5. Number of covered schools with principals/teachers trained in interactive and innovative methods through the TTS	LOP Target	257
		Target for October 2013	128
		Actual October 2013	145
	OTP 6. Number of covered schools with improved learning environment to meet minimum safety and health requirements	LOP Target	116
		Target for October 2013	40
		Actual October 2013	60
Livelihood	<i>L.1 # of households receiving livelihood services</i>	LOP Target	25,000

Area	Outcome/ Output Indicator	LOP Target October 2013 Target Progress as of October 2013	
Common Indicators		Target for October 2013	9469
		Actual October 2013	8371
	<i>L.2 # of adults provided with employment services (per sex)</i>	LOP Target	1350
		Target for October 2013	400
		Actual October 2013	620
		Male/female	94/526
	<i>L.3 # of children of legal working age provided with employment services (other than vocational training) (per sex)</i>	LOP Target	2086
		Target for October 2013	600
		Actual October 2013	640
		Male/female	338/302
	<i>L.4 # of individuals provided with economic strengthening services (per sex)</i>	LOP Target	32040
		Target for October 2013	9612
		Actual October 2013	9507
Male/female		2670/6837	
<i>L.5 # of individuals provided with services other than employment and economic strengthening (per sex)</i>	LOP Target	No data	
	Target for October 2013	No data	
	Actual October 2013	No data	
Livelihoods: Project Indicators	OTP 7. Number of households with diversified agricultural production	LOP Target	6800
		Target for October 2013	2355
		Actual October 2013	3676
	OTP 8. Number of households with practices aimed to increase agricultural productivity	LOP Target	7600
		Target for October 2013	2267
		Actual October 2013	3519
	OTP 9. Number of households with sustainable alternative sources of income in agricultural and non-agriculture related activities	LOP Target	10350
		Target for October 2013	1379
		Actual October 2013	1316
Social Protection: Project Indicators	OTP 10. Number of covered barangays/communities with established and/or strengthened referral system to access social protection programs	LOP Target	115
		Target for October 2013	0
		Actual October 2013	0
Country capacity common indicators	OTP 11. Number of covered provinces with policies or regulations on CL enacted and/or amended	LOP Target	7
		Target for October 2013	0
		Actual October 2013	0
	OTP 12. Number of covered municipalities with policies or regulations on Child Labor enacted and/or amended	LOP Target	35
		Target for October 2013	0
		Actual October 2013	1
	OTP 13. Number of covered barangays with policies or regulations on Child Labor enacted and/or amended	LOP Target	115
Target for October 2013		0	

Area	Outcome/ Output Indicator	LOP Target October 2013 Target Progress as of October 2013	
	OTP 14. Number of covered municipalities with existing child labor monitoring system in place to reduce CL in the sugar cane	Actual October 2013	9
		LOP Target	22
		Target for October 2013	0
	OTP 15. Number of private institutions in the sugar industry with policies and regulations to prevent/eliminate child labor in the sugarcane sector	Actual October 2013	0
		LOP Target	30
		Target for October 2013	5
Capacity Building: Project Indicators	OTP 16. Number of covered barangays with organized structures (CWGs, BCPCs) that receive training and other support to implement CL prevention/elimination activities	Actual October 2013	23
		LOP Target	143
		Target for October 2013	71
	OTP 17. Number of covered municipalities with organized structures (MCPC, CLETF) that receive training and other support to implement CL prevention/elimination activities	Actual October 2013	148
		LOP Target	43
		Target for October 2013	21
	OTP 18. Number of provincial level structures (PCLC or other similar structures) that receive training and other support to implement CL prevention/elimination activities	Actual October 2013	12
		LOP Target	11
		Target for October 2013	0
Awareness Raising: Project Indicators	OTP 19. Number of covered barangays that include Child rights and CL as key issues to be addressed within their community development plans	Actual October 2013	0
		LOP Target	120
		Target for October 2013	0
Knowledge Base: Project Indicators	OTP 20. Number of studies on CL-related issues in the sugar cane sector completed	Actual October 2013	0
		LOP Target	4
		Target for October 2013	0

TERMS OF REFERENCE

for the
Independent Interim Evaluation
of
ABK3 LEAP
Livelihoods, Education, Advocacy and Protection
Against Exploitive Child Labor in Sugarcane
in
PHILIPPINES

Cooperative Agreement Number: IL-22508-11-75-K
Financing Agency: U.S. Department of Labor
Grantee Organization: World Vision, Inc.
Dates of Project Implementation: 30 September 2011 - 29 September 2015
Type of Evaluation: Independent Interim Evaluation
Evaluation Field Work Dates: March 10 - 25, 2014
Preparation Date of TOR: January 2014
Total Project Funds from USDOL
Based on Cooperative Agreement: US \$15,000,000

Vendor for the Evaluation Contract:



Sistemas, Familia y Sociedad
Consultores Asociados

ACRONYMS

Acronyms	Definitions
ALSA	A Life-Saving Approach
CEVI	Community Economic Ventures, Inc.
CF	ChildFund International
CL	Child Labor
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
DBMS	Direct Beneficiary Monitoring System
DOLE	Department of Labor and Employment
ERDA	Educational Research Development Assistance Group
GoP	Government of Philippines
HH	Households
IACAT	Inter-Agency Council Against Trafficking
ID	Income Diversification
IE	Impact Evaluation
ILAB	Bureau of International Labor Affairs
ILO-IPEC	International Labor Organization's International Program on the Elimination of Child Labor
LEAP	Livelihoods, Education, Advocacy and Protection Against Exploitive Child Labor in Sugarcane
MFI	Micro-Finance Institution
MOL	Ministry of Labor
NCLC	National Child Labor Committee
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
PPACL	Philippine Program Against Child Labor
SFS	Sistemas, Familias y Sociedad – Consultores Asociados
SIFI	Sugarcane Industry Foundation, Inc.
SWOT	Strengths, Weaknesses, Opportunities and Threats
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
UP-SARDF	University of Philippines Social Action and Research for Development Foundation, Inc.
USDOL	U.S. Department of Labor
WFCL	Worst Forms of Child Labor
WV	World Vision, Inc.

I. BACKGROUND AND JUSTIFICATION

USDOL - OCFT

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

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

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

Project Context^{15,16}

Children in the Philippines are engaged in the worst forms of child labor, primarily in the production of sugarcane, as well as in coconuts, corn, rice, rubber, tobacco, bananas, and hogs. Children may also be engaged in pornography, pyrotechnics, fashion accessories, fish and gold. In 2012, the Government released and widely publicized the preliminary results of the national Survey on Children, which indicate that 3.21 million children are engaged in child labor, of which 2.99 million work in hazardous labor. Estimates of child labor in sugarcane have ranged from 60,000 to 200,000 children. In interviews for the World Vision (WV) Rapid Assessment, an industry official in Negros Oriental estimated at least 100,000 working children just in that one province. Many children in these types of agriculture work long hours in extreme weather, use dangerous machinery and tools, carry heavy loads, and apply harmful pesticides. The Sugarcane Alliance stated that cutting sugarcane is hazardous, but the ABK2 project's Hazard Analysis Research of sugarcane, which was reinforced by the Rapid Assessment, found that hazards for

¹⁵ Adapted from: World Vision, *ABK3 LEAP Project Document*. August 31, 2011.

¹⁶ Also adapted from: USDOL-ILAB, *2012 Findings on the Worst Forms of Child Labor: Philippines*. Accessed at: <http://www.dol.gov/ilab/programs/ocft/2012TDA/philippines.pdf>

children are also in planting, weeding, and hauling. The hazardous list is in the process of being revised and will include more specifics on hazards in sugarcane. Child labor in sugarcane in the Philippines is a complex issue that is further compounded by politics, land reform, and a lack of clear data. Poverty is a major factor in the vulnerability of parents working in sugarcane and in the likelihood of sending their children to work.

In the Philippines, there is free public education and the compulsory education age is 11, yet basic education remains a big challenge. Trends show that for every 100 children, 99 will reach grade school, 68 will graduate in elementary, 40 will enter secondary school, only 28 of them will complete secondary education, and eventually four will complete vocational and college level education. Access is still a major problem, especially for indigent and disadvantaged children. Many children do not attend school because the costs of books, uniforms, meals, and transportation are prohibitive for many families. These gaps have the greatest impact on the poor and disadvantaged children, working children, and those who are marginalized, excluded and vulnerable. In addition, distant school locations are often not accessible for rural students, especially at the secondary school level. The poor performance of the education system is also greatly attributed to low allocation for education in the GDP of the country. Finally, schools experience difficulties in management and the provision of basic education facilities and materials, which affects the quality of education.

The Labor Code sets the minimum age for work at 15 and the minimum age for hazardous work at 18. The Government of Philippines (GoP) has made efforts to combat exploitative child labor through the ratifications of ILO Conventions 138 and 182, committing to a 75 percent reduction of the worst forms of child labor (WFCL) by 2015, as well as passing the Act Providing for the Elimination of the WFCL and Affording Stronger Protection for the Working Child, which provides for the protection from and removal of children working in the WFCL. In 2012, they launched the national Child Labor-Free Philippines campaign and the Child Labor-Free Barangays program. That year they also developed a new national Convergence Plan to reduce hazardous child labor. Department of Labor and Employment (DOLE) is the primary government agency responsible for enforcing child labor laws and coordinating national efforts to combat child labor through the National Child Labor Committee (NCLC). The Inter-Agency Council Against Trafficking (IACAT) coordinates, monitors, and oversees ongoing implementation of efforts to combat child trafficking. However, there continues to be a lack of enforcement of child labor laws. In addition, a gap between the minimum age for work and the age of compulsory education continues to leave children ages 12 through 14 particularly vulnerable to WFCL, particularly in hazardous activities in agriculture and domestic service.

The ABK3 LEAP Project¹⁷

On September 30, 2011, World Vision (WV) received a four year Cooperative Agreement worth US \$15 million from USDOL to implement a child labor elimination initiative in the Philippines. The purpose of the Cooperative Agreement is to support a reduction in child labor by increasing children's access to quality education and training opportunities, promoting sustainable livelihoods for their households, and increasing beneficiaries' access to national social protection programs that help households overcome

¹⁷ Adapted from: World Vision, *ABK3 LEAP Project Document*. August 31, 2011.

dependence on the labor of children to meet basic needs in the sugarcane growing areas of the Philippines. World Vision was awarded the project through a competitive bid process and works with five sub-grantees: ChildFund International (CF), Educational Research Development Assistance Group (ERDA), Sugarcane Industry Foundation, Inc. (SIFI), Community Economic Ventures, Inc. (CEVI), and the University of Philippines Social Action and Research for Development Foundation, Inc. (UP-SARDF).

ABK3 LEAP will reduce exploitative child labor in sugarcane areas in the Philippines by implementing a multi-sector approach through direct educational and livelihoods services and linkages for 52,000 children and 25,000 households, strengthening capacity of local and national institutions, policy advocacy, awareness raising, leveraging government and private sector partner commitment, and research to provide reliable data on child labor in sugarcane. ABK3 LEAP focuses on exploitative child labor in sugarcane areas at all levels of production and in all sizes of sugarcane farms. ABK3 LEAP's approach is based on good practices from WV's previous eight years of implementing child labor programs in the Philippines through ABK1 and ABK2, innovations from new partners and experiences, and breadth of existing geographical and sector coverage in the Philippines.

Project target areas include 11 provinces in the Philippines which cover 94.3% of sugarcane production in the country. In addition, the project provides awareness raising and policy advocacy at the national level supported by research to address the numerous information gaps. The 11 provinces were selected based on an analysis of sugarcane production, poverty levels, education statistics, and total rural population. ABK3 LEAP implementers have existing presence in all 11 provinces and have already prevented or withdrawn 28,916 children from working in sugarcane during the implementation of ABK1 and ABK2.

The project goal is to reduce exploitative child labor particularly in the sugarcane sector, by:

- Providing direct education, livelihood, youth employment and social protection services -and linkages to support services to target households;
- Strengthening policies and capacity on child labor, education, sustainable livelihoods and social protection;
- Raising awareness on exploitative child labor, its root causes, and the importance of education, social protection and decent work for children / youth of legal work age;
- Supporting research, evaluation and the collection and dissemination of reliable data on child labor, its root causes and/ or effective strategies;
- Promoting long-term sustainability of efforts to combat exploitative child labor and improve livelihoods.

A Comprehensive Monitoring and Evaluation Plan (CMEP) as well as a Child Labor Direct Beneficiary Monitoring System (DBMS) have been developed and in use by the project. The CMEP document includes a Theory of Change, Data Collection Plan, Outcome Measurement Framework and Codex, Baseline tools, and Performance Reporting Form, as well as an M&E Timetable and Budget.

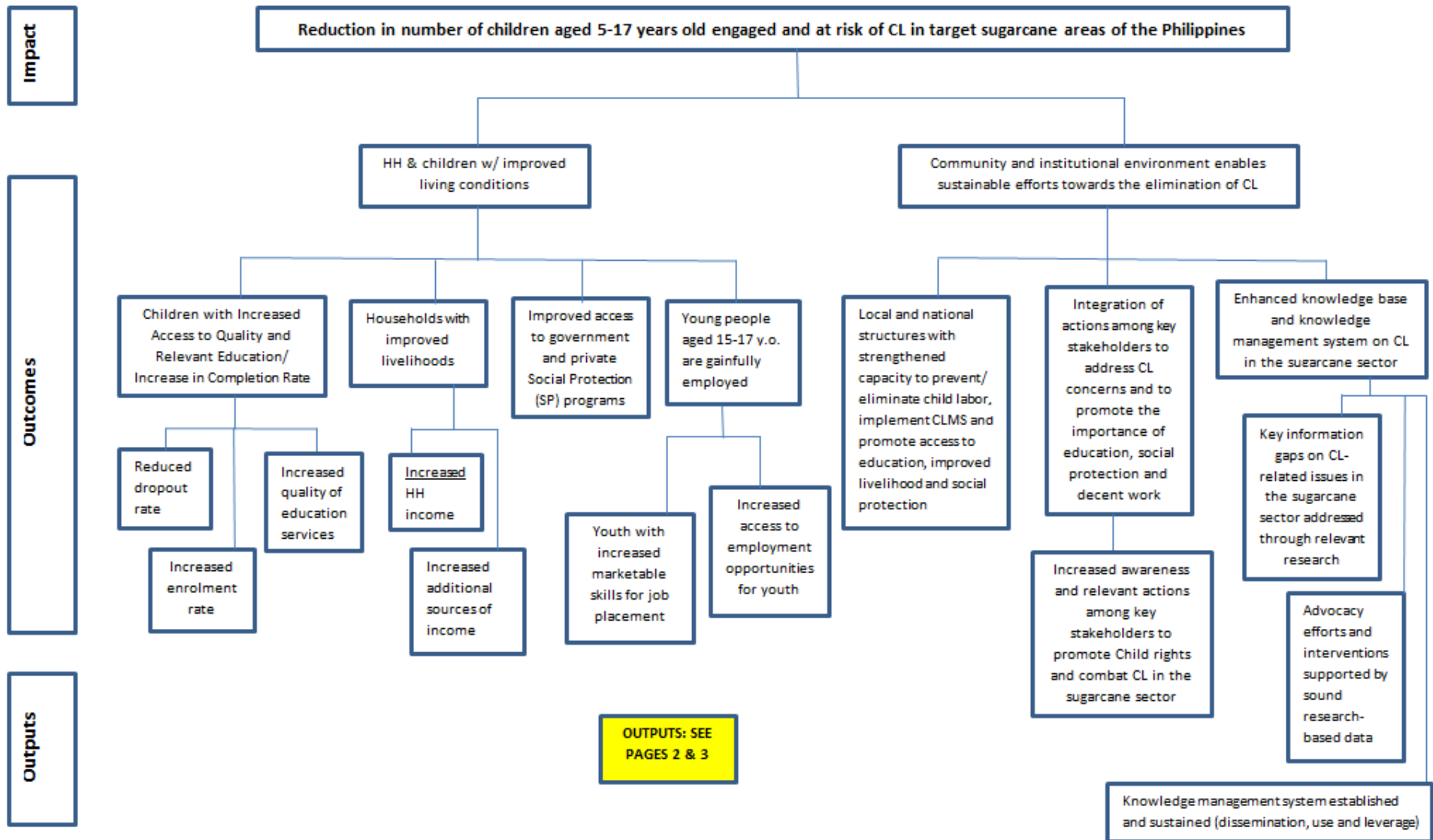
As of the 2013 Technical Progress Report (TPR), the overall status of the ABK3 LEAP project was on schedule. However, on November 8, 2013, Typhoon Haiyan, known in the Philippines as Yolanda, devastated portions of the Visayan Islands in south central Philippines. It is one of the most powerful storms on record, killing over 6,000 people and displacing roughly 4 million. Of those displaced, nearly

1.8 million are children.¹⁸ The project has been reformulating its strategies for those areas affected by the disaster.

The following diagram highlights the project's main expected outcomes according to its theory of change:

¹⁸ UNICEF, *Philippines Typhoon Haiyan*. Accessed at: <http://www.unicefusa.org/work/emergencies/hurricane-relief/2013-philippines-typhoon-haiyan.html>

ABK3 LEAP Outcome Tree: Outcomes and Outputs¹⁹



¹⁹ Source: Comprehensive Monitoring and Evaluation Plan: Philippines ABK3 LEAP

II. PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to external interim and final evaluations. The interim evaluation of the ABK3 LEAP project was due in autumn 2013 but postponed to March 2014 due to Typhoon Yolanda.

Scope of Evaluation

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

The evaluation should address issues of *project design, implementation, management, lessons learned, and replicability* and provide recommendations for current and future projects. The evaluation report will focus on the areas of project relevance, effectiveness, efficiency, impact and sustainability. Additional questions may also be analyzed as determined by the stakeholders and evaluator prior to the mission. The evaluator may also identify further points of importance during the mission that may be included in the analysis as appropriate.

The evaluation will assess the positive and negative changes produced by the project – intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country – as reported by respondents. It will provide recommendations for enhancing achievement of project objectives and addressing limitations in order to improve the project’s ability to achieve results by the end of project.

The evaluation will also assess whether the project has started to take steps to ensure the project’s approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations. This includes the direct project partners, i.e. CF, ERDA, SIFI, CEVI, and UP-SARDF.

Interim Evaluation Purpose

The Interim Evaluation will assess and evaluate the implementation of the project for the first two years, providing insight on what aspects of the project are effective, and to determine whether the project is on track towards meeting its goals and objectives. It will assess the consistency of project implementation with regard to project design, the relevance of the project’s interventions in addressing the root causes of child labor, the efficiency in the implementation of project interventions, use of resources, the effectiveness of project interventions and the sustainability of its efforts.

The evaluation will also identify any specific implementation areas that may benefit from adjustments to ensure the project can be as successful as possible during its remaining period of performance. Recommendations for changing course should be provided for those interventions that have posed challenges or failed to deliver results. In addition, USDOL would like the evaluation to evaluate how the livelihood components of the project are working.

The interim evaluation serves as an important accountability function for USDOL, World Vision and its partners. It should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project as the evaluation report will be published on the USDOL website.

An important component of the evaluation is to determine whether the project's Theory of Change, as stated in the ABK3 LEAP CMEP, is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way. In particular, this evaluation will assess the impact of the typhoon Haiyan on project implementation as it has had a major impact on the services provided and to identify any specific adjustments that may be needed as a result of this major disaster.

Intended Users

The intended users are OCFT, World Vision, its project partners CF, ERDA, SIFI, CEVI and UP-SARDF, as well as other stakeholders working to combat child labor more broadly. The evaluation will provide an assessment of the project's implementation and its effects on project beneficiaries. The evaluation findings, conclusions and recommendations will serve to inform any project adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate.

Evaluation Questions

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

Project Design

1. Is the project's overall Theory of Change consistent with the data /findings obtained from project implementation up to date? Please also comment specifically on the theory of change relating to the income diversification intervention being studied by the impact evaluation.

Implementation and Coordination

2. Has the project benefited from the progress made by the DOL-funded ILO-IPEC project that was recently completed?
3. Did the partnership of ABK3 LEAP with local government units and other stakeholders facilitate the effective implementation of project activities and its goal of reducing child labor?
4. What are the challenges and constraints that the project encountered in implementing the child labor project in the sugarcane areas? Have barangay elections affected project accomplishments? How did the project overcome these challenges?
5. To what extent has the impact evaluation affected perceptions of the project?
6. Are project strategies/activities efficient in terms of financial and human resources vis-à-vis outputs and outcomes?
7. Please provide an assessment on the soundness of the baseline study methodology and the quality of information obtained.
8. Based on the provisions included in ABK3's CMEP, assess the project's monitoring system

including: the processes, at management and field level, for monitoring and recording information on the provision of services; its timeliness; the completeness and consistency of the data generated by the system; and its usefulness for management and field staff. Are there any indicators that have not been reported? Why? Can data be obtained easily from the system at evaluator's request? (Suggested approach: Randomly sample a few indicators and look at the quality of the data, data collection systems, and processes.)

9. How successful has ABK3 been in collecting data through its innovative mobile data input system? Has this data been reliable (e.g. has the project completed sufficient data quality checks)? Are there lessons learned for other projects in terms of costs, efficiency, and effectiveness?

Effectiveness

10. Assess the effect that typhoon Haiyan has had on the progress of project implementation and outcomes. How has the typhoon impacted the likelihood of reaching the life-of-project targets? Please identify the varying degrees to which project areas have been affected and how the project has adjusted thus far, particularly as it relates to the "A Life-Saving Approach" (ALSA) services.
11. In the case of those areas not affected by the typhoon, assess the progress of service delivery, identifying any significant variations from the planned programme across the project area.

At a minimum, the following questions should be addressed for those areas that were not affected by the typhoon, focusing on the areas visited by the evaluator:

12. Is there evidence of a reduction of child labor in sugarcane among targeted children?
13. Is there evidence of an improvement in school enrolment and in the retention rate of targeted children related to project's interventions?
14. Is there evidence that the project's livelihoods interventions have contributed to an improvement in the living conditions of assisted households and children? Has the project contributed to an increase in households' disposable assets with which to sustain children's schooling?
15. Did the project improve the access of beneficiaries to government and private social protection programs? Did it contribute in the promotion and realization of children's rights?
16. Assess the main benefits provided by the project to the following local partners/key stakeholders: CWGs, schools, LGUs, Planters, Millers, DOLE, SRA, Sugar Federations.
17. How has the project's advocacy and awareness raising efforts at the community level contributed to the withdrawal and prevention of children engaged in child labor on sugarcane farms?

Sustainability and Phase-Out

18. Given that this is the third iteration of the ABK project with more than a decade of work in the Philippines, please assess whether any aspects of the ABK project activities have been

integrated into government or local programs, thus enhancing chances for future sustainability.

19. Which are those project activities/initiatives that are sustainable and can be transferred to the communities and relevant local institutions (local government authorities or non-government agencies) before the project ends?
20. Is the project able to leverage additional financial resources from the government and private sector?

III. EVALUATION METHODOLOGY AND TIMEFRAME

A. Approach

It is important to stress that the evaluation is not intended to criticize but to learn from the past and study how efforts can be further improved in the ongoing implementation of the project or in future or on-going similar projects. Specifically, this means that the evaluation will determine what should be avoided, what can be improved, and what can be added so that the elimination of the worst forms of child labor can be more effectively achieved.

The evaluation fieldwork will be qualitative and participatory in nature. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from project documents including the CMEP, TPRs and other reports to the extent that it is available. As an annex, the report will also include a table showing an overview of the project progress by listing indicators, targets and achievements to date (please see example of template for this table in Annex 1 of this TOR). For those indicators where the project is experiencing challenges, a brief analysis will be included in the results.

The following principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children (http://www.unicef.org/media/media_tools_guidelines.html).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Although a consistent approach will be followed in each project site to ensure grounds for a good qualitative analysis, the evaluation will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries. Additional questions may be posed that are not included in the TOR, while ensuring that key information requirements are met.

B. Interim Evaluation Team

The evaluation team will consist of:

1. The international evaluator: Ruth Bowen
2. Local interpreter(s), fluent in necessary languages, who will assist the evaluator during her work in different regions.
3. One member of the project staff may travel with the team to make introductions. This person will not be involved in the evaluation process and will not attend the evaluators' meetings with beneficiaries and stakeholders.

Ruth Bowen will be responsible for: Developing the methodology in consultation with SFS and the project staff; assigning field work-related tasks to interpreters; directly conducting interviews and facilitating other data collection processes; analyzing the information gathered from the evaluation process; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter in each region is to ensure that the evaluator's requests are clearly understood by the stakeholders, and that the information gathered is relayed accurately to the evaluator.

C. Data Collection Methodology

Criteria for selection of communities, beneficiaries and other sources:

The criteria for selection of project implementation sites to visit have been developed by the evaluator and SFS in consultation with World Vision. The following criteria apply at province, municipality and barangay level as follows:

7. Inclusion of a province with a high concentration of project implementation.
8. Inclusion of municipalities, and barangays and communities within them, not affected by typhoon Haiyan and affected by the typhoon, to assess progress and challenges in areas not affected, as well as the degree to which the typhoon has affected likely outcomes in affected areas. Inclusion of at least one severely affected and one moderately affected barangay, representing about 20% of barangays visited.
9. Inclusion of municipalities and barangays where each of the three implementing partners operate.
10. Representation of provinces in a minimum of two island regions.
11. Inclusion of a province that is relatively isolated.
12. Representation of a mix of treatment and control barangays and communities with respect to livelihoods interventions under the Impact Evaluation.
13. Inclusion of a mix of barangays where the project has experienced successes and challenges.

Criteria for sampling of interviewees/beneficiaries:

Beneficiaries:

1. A cross-section of children and family members who are the intended direct beneficiaries of the project will be selected for interview/group discussion.

2. Within a barangay, children and family members will be selected to represent a range of residential communities within a barangay.
3. Interviews with community members will focus on those who directly participate in project activities, including barangay councilors, community watch groups, CoMSCA members, teachers and child peer educators.

Local government, implementing partners and other stakeholders:

1. Representatives of provincial and local government selected for interview will be those with whom the project directly interacts or intends to interact as part of the implementation process.
2. Representatives of implementing partners will be selected who have key implementation responsibilities under the project.
3. Interviews with sugar industry representatives will prioritize those with which the project works and with individuals who are likely to be aware of the project and its objectives.
4. A representative of the ILO USDOL-funded child labor project will be interviewed by telephone or direct interview, subject to their availability.

Data collection methods:

The data collection methods will comprise a combination of individual interviews and focus group discussions with representatives of all key stakeholders, including direct and indirect beneficiaries and implementing partners. The evaluation instruments will comprise a set of question guides for individual interviews and focus group discussions per stakeholder group that will be developed by the evaluator prior to the field visit to address the evaluation questions. These guides will allow a degree of flexibility to respond to issues that arise during the field work. At the community level, meetings with child and family beneficiaries will be arranged in small groups in community settings or in school settings.

In interviews and conversations with children, small group methods will be used, using interactive methods that enable children to share their perspectives. Effort will be made to ensure that the confidentiality of child participants is protected in terms of adults in their communities (including teachers, CWG members, and parents) so that they can be encouraged to freely share their impressions of the project. Adequate time will be scheduled for focus groups with children to allow time for playful interactions before any actual focus group activities. Meetings with children will need to be scheduled ahead of time (including identifying the participating children) to avoid pulling them from classes and to secure permission from parents in keeping with the WV Child Protection Policy.

A provincial-level and a national level stakeholder workshops will be held with a wide range of stakeholder representatives as described below. Group discussion guides will be developed by the evaluator for the two stakeholder workshops and appropriate stakeholder groupings will be determined in consultation with World Vision which will be confirmed during the first week of the evaluation.

Data will also be collected from the TPRs, CMEP database and other project documents including any internal review reports made available to the evaluator as part of the document review to address the evaluation questions.

Other issues:

The evaluator will review of quality of baseline survey, review the effects/interference of impact evaluation on project implementation, and review the CMEP database, (including a spot check of data).

1. Document Review

- Pre-field visit preparation includes review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents for review may include:
 - Project document and revisions
 - Cooperative Agreement
 - CMEP-related documents
 - Baseline and endline survey reports
 - Technical Progress Reports
 - Work plans
 - Correspondence related to Technical Progress Reports
 - Management Procedures and Guidelines
 - Research or other reports undertaken, and
 - Project database and files (including children files and school records if available) as appropriate.

2. Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how he/she is going to allocate his/her time in the field. It will also help the evaluator to ensure that s/he is exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from. The question matrix shall be forwarded by the evaluator to SFS before start of field work.

3. Interviews with stakeholders

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

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

- *OCFT staff* responsible for this evaluation and project management prior to the commencement of the field work
- *Implementers* at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations
- Headquarters, Country Director, Project Managers, and *Field Staff of Grantee and Partner Organizations*
- *Government Ministry Officials and Local Government Officials* who have been involved in or are knowledgeable about the project
- *Community leaders, members, and volunteers*
- *Education personnel* including school teachers, assistants, school directors
- *Project beneficiaries* (children withdrawn and prevented and their parents)
- *International NGOs and multilateral agencies* working in the area
- *Others, e.g.* child protection and/or education organizations, committees and experts in the area
- *U.S. Embassy* staff member

After arriving in country, the evaluator will first meet with senior project staff in Manila to finalize the issues to address and obtain their further input into the evaluation process. After the initial interviews in project headquarters are completed, the evaluator will make field visits to meet with local stakeholders and observe actions. Locations for field visits will be identified in line with guidelines provided by the evaluator (please see list of selected communities in Annex 2).

4. Field Visits

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

D. Ethical Considerations and Confidentiality

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

E. Stakeholders Meeting

The stakeholder workshop will take place on the 27th of March, 2014. This meeting will be conducted by the evaluator to provide feedback on initial evaluation results. It will bring together a wide range of

stakeholders, including the implementing partners and other interested parties. The agenda of the meeting will be determined by the evaluator in consultation with project staff. The list of participants to be invited will be drafted prior to the evaluator’s visit and confirmed in consultation with project staff during fieldwork. The exact program for the workshop will be decided jointly with the senior project staff during the first week of the evaluation.

The stakeholder workshop will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The presentation will concentrate on good practices identified at the time of the evaluation, lessons learned and remaining gaps as identified by all the stakeholders. The role of the evaluator is to analyze and represent the viewpoints of the various individuals and documents consulted. The evaluator will use her experience from similar evaluations to share and enrich understanding of the information gathered during the evaluation. The presentation in the workshop will be constructive in format and will not dwell on personal or small project details.

F. Limitations

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

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

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

G. Timetable

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

Task	2014 Date(s)
Logistics call to discuss logistics and field itinerary	Thurs, Jan 9
Identify a list of stakeholders	Fri, Jan 17
Deadline for input from Grantee and DOL on TOR	Wed, Jan 29
Methodology for TOR due from Evaluator	Wed, Feb 5
Draft TOR submitted to USDOL	Thurs, Feb 6
Finalize TOR with USDOL and submit to Grantee	Wed, Feb 14
Contract signed with evaluator	Feb 15
Document review	Feb 15 - March 9
Cable clearance request submitted to USDOL	Mon, Feb 24
Finalize field itinerary and stakeholder list for workshop	Fri, Feb 28
Question Matrix due from Evaluator	Fri, Feb 28
Fieldwork	March 10-26

Stakeholders Meeting	Thurs, March 27
Post-fieldwork debrief call	TBD
Draft report to SFS for quality review	Fri, April 11
Draft report to USDOL and grantee for 48 hour review	Wed, April 16
Draft report sent to USDOL, Grantee and stakeholders for comments	Fri, April 18
Comments due to SFS	Wed, April 30
Revised report sent by evaluator to SFS	Mon, May 5
Revised report to USDOL	Tues, May 6
Optional: Second review round	Mon, May 12
Optional: Second revisions sent to USDOL	Wed, May 14
Approval to finalize from USDOL	Mon, May 19
Copy Editing and Formatting of Report	Thurs, May 22
Final report sent to COTR, grantee and stakeholders	Fri, May 23

IV. EXPECTED OUTPUTS/DELIVERABLES

Within one week of the evaluator’s return from fieldwork, a debrief call will be held to provide USDOL with preliminary findings and solicit feedback if necessary.

Ten working days following the evaluator’s return from fieldwork, a first draft evaluation report will be submitted to SFS. The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and three key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Findings, Recommendations and Conclusions
 - A. Findings – Answer to evaluation questions
 - B. Conclusions – interpretation of the facts
 - C. Lessons Learned and Best Practices
 - D. Key Recommendations - critical for successfully meeting project objectives
– judgments on what changes need to be made for future programming
 - E. Other Recommendations – as needed
- VII. Annexes - including overview of project progress (see template in Annex 1 below); list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The first draft of the report will be circulated to OCFT and the grantee for a 48 hour review. This review serves to identify potentially sensitive information and/or inaccuracies in the report. Then a draft of the report will be sent to OCFT, the grantee, and key stakeholders individually for a full two

week review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

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

V. EVALUATION MANAGEMENT AND SUPPORT

SFS has contracted with Ruth Bowen to conduct this evaluation. Ruth has 30 years of experience in research, program management, monitoring and evaluation. Her areas of specialty in international development contexts and resource-poor settings include: program and project design; monitoring and evaluation; design of monitoring and evaluation systems; policy review; training and capacity building. Ruth's research experience includes social research, gender analysis & social inclusion, and social impact assessment. She has also worked with various sectors related to the ABK3 LEAP project: employment and labor rights, child labor, human trafficking, educational access and vocational training, child protection, labor migration and rural livelihoods.

Ruth will work with OCFT, SFS and relevant WV staff to evaluate this project.

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

ANNEX C: EVALUATION METHODOLOGY MATRIX

Prepared March 2014

Question	Data sources	
	Stakeholder interviews	Desk review documents
Project Design		
1. Is the project Theory of Change consistent with the data/findings obtained from the project implementation up to date? Please also comment specifically on the theory of change relating to the income diversification intervention being studied by the impact evaluation	<ul style="list-style-type: none"> • Senior project staff • Cross-section of key stakeholders –national advisory committee members, local government, sugar industry reps, community partners, beneficiaries • GEM project representatives (email contact if necessary) 	<ul style="list-style-type: none"> • CMEP documents, especially Theory of Change. • CMEP data for outcome indicators (latest available) • Impact Evaluation Plan
Implementation and Coordination		
<p>2. Has the project benefited from the progress made by the DOL-funded ILO-IPEC project that was recently completed in terms of facilitating project implementation and coordination with other key actors?</p> <p><u>Evaluator note:</u> The question of the project’s benefit from progress made by the ILO-IPEC project relates both to questions of implementation and cooperation with other actors, (related to efficiency) and also to the issue of <i>sustainability and scale-up</i> of successful models. Under this category the question focuses on implementation and coordination and has been adjusted accordingly. A question is included under the Sustainability category below regarding the extent to which the WV and ILO projects have shared approaches and promoted consistent approaches towards sustainable reduction of child labor in sugarcane.</p>	<ul style="list-style-type: none"> • Project Director • Project Manager (s) responsible for Bukidnon province • Former ILO project director • DOLE representatives/other national partner members of Advisory Committee • Sugar industry reps/SIFI – if time permits. 	<ul style="list-style-type: none"> • Technical Progress Reports (TPRs) • Final evaluation of ILO-IPEC project if available.
3. Did the partnership of ABK3 LEAP with local government units and other stakeholders facilitate the effective implementation of project activities and its goal of reducing child labor?	<ul style="list-style-type: none"> • Local government representatives: Municipal/city level mayors, DILG, CLETF and barangay level mayors. • Sugar industry partners (SRA, SIFI etc.) • University of the Philippines • Project Managers per partner • PEOs 	<ul style="list-style-type: none"> • TPRs • Documents of agreements made with local government units or other stakeholders.

Question	Data sources	
	Stakeholder interviews	Desk review documents
	<ul style="list-style-type: none"> • Project Director 	
<p>4. What are the challenges and constraints that the project encountered in implementing the child labor project in the sugarcane areas? Have barangay elections affected project accomplishments? How did the project overcome these challenges?</p> <p><u>Evaluator note:</u> In the evaluation report, this question may be shifted under the category of effectiveness, sub-section on progress of service delivery and factors affecting progress, since like the effect of typhoon Haiyan on implementation progress, it is concerned with the impact of external factors on accomplishments.</p>	<ul style="list-style-type: none"> • Project director • Operations Manager • Provincial staff • Project managers 	<ul style="list-style-type: none"> • TPRs
<p>5. To what extent has the impact evaluation affected perceptions of the project?</p>	<ul style="list-style-type: none"> • Project director/ project managers • Local project staff • Livelihoods Specialist • Beneficiary families - to be asked about receipt or non-receipt of livelihood supports. • CEVI – on the time required for full implementation of livelihood services 	<ul style="list-style-type: none"> • Impact Evaluation Plan • Technical Progress Reports
<p>6. Are the project strategies/activities efficient in terms of financial and human resources vis- à-vis outputs and outcomes?</p>	<ul style="list-style-type: none"> • Project director • Operations Manager • Project managers per partner • Finance manager • Provincial staff 	<ul style="list-style-type: none"> • Budget breakdown per implementation/administration • Breakdown per outcome area • Organization structure
<p>7. Please provide an assessment on the soundness of the baseline study methodology and the quality of information obtained.</p>	<ul style="list-style-type: none"> • Project Director • Evaluation Specialist • Project Managers (per partner) • University of Philippines Social Action and Research for Development Foundation (UPSARD) 	<ul style="list-style-type: none"> • Baseline study report • TPRs
<p>8. Based on the provisions included in ABK3's CMEP, assess the project's monitoring system including: the processes, at management and field level, for monitoring and recording information on the provision of services; its timeliness; the completeness and consistency of the data generated by the system; and its usefulness</p>	<ul style="list-style-type: none"> • Evaluation Specialist • Project managers per partner • Project Director/Operations Manager • Provincial project staff (PEOs) 	<ul style="list-style-type: none"> • CMEP documents • Project CMEP database • Data generated by the system for a random selection of indicators • Local monitoring records of child beneficiary monitoring

Question	Data sources	
	Stakeholder interviews	Desk review documents
for management and field staff. Are there any indicators that have not been reported? Why? Can data be obtained easily at evaluator's request? (Suggested approach: randomly select a few indicators and look at the quality of the data, data collection systems, and processes.)	<ul style="list-style-type: none"> Community Watch Group members 	
9. How successful has ABK3 been in collecting data through its innovative mobile data input system? Has this data been reliable (e.g. has the project completed sufficient data quality checks?) Are there lessons learned for other projects in terms of costs, efficiency and effectiveness?	<ul style="list-style-type: none"> Evaluation Specialist Project managers per partner CWGs (responsible for sending data) PEOs (responsible for entering data) Project Director Operations Manager 	<ul style="list-style-type: none"> TPRs Project Technical Narrative Guidelines for the collection of data
Effectiveness		
10. Assess the effect that typhoon Haiyan has had on the progress of project implementation and outcomes. How has the typhoon impacted the likelihood of reaching the life-of-project targets? Please identify the varying degrees to which the project areas have been affected and how the project has adjusted thus far, particularly as it relates to the "A Life-Saving Approach" (ALSA) services.	<ul style="list-style-type: none"> Project Director Project managers Province staff in Iloilo, other typhoon affected areas Staff responsible for implementing ALSA approach Evaluation Specialist 	<ul style="list-style-type: none"> TPRs Data on number of affected provinces and severity of affect of the typhoon on livelihoods and housing provided by Evaluation Specialist
11. In the case of those areas not affected by the typhoon, assess the progress of service delivery, identifying any significant variations from the planned programme across the project area.	<ul style="list-style-type: none"> Project Director Project Managers 	<ul style="list-style-type: none"> TPRs
At a minimum, the following questions should be addressed for those areas that were not affected by the typhoon, focusing on the areas visited by the evaluator:		
12. Is there evidence of a reduction of child labor in sugarcane among targeted children?	<ul style="list-style-type: none"> Evaluation Specialist Project Director Local observers – CWGs, barangay officers 	<ul style="list-style-type: none"> TPR reporting on project-wide child labor incidence among beneficiaries, separating out the non-Haiyan affected areas Obtain more recent data than the October 2013 report if available.
13. Is there evidence of an improvement in school enrolment and in the retention rate of targeted children related to project's interventions?	<ul style="list-style-type: none"> In barangays visited: teachers, principals, parent and child beneficiaries, on the effectiveness of the interventions, especially the education interventions in 	<ul style="list-style-type: none"> CMEP indicator data for school enrolment and retention CWG child beneficiary monitoring reports

Question	Data sources	
	Stakeholder interviews	Desk review documents
	<p>improving school enrolment and retention</p> <ul style="list-style-type: none"> • Interviews with provincial staff • Regional DepEd representatives 	
14. Is there evidence that the project's livelihoods interventions have contributed to an improvement in the living conditions of assisted households and children? Has the project contributed to an increase in households' disposable assets with which to sustain children's schooling?	<ul style="list-style-type: none"> • Beneficiaries receiving livelihoods support – to the extent that the evaluator can identify those receiving such support under the conditions of the IE in the treatment barangays. • Barangay representatives • Local project staff - PEOS 	<ul style="list-style-type: none"> • CMEP indicator data for income and disposable assets
15. Did the project improve the access of beneficiaries to government and private social protection programs? Did it contribute in the promotion and realization of children's rights?	<ul style="list-style-type: none"> • Beneficiary families in areas visited • Project staff – senior and local • LGU representatives – barangay and city/municipality, especially line officers of DSWD 	<ul style="list-style-type: none"> • TPRs
16. Assess the main benefits provided by the project to the following local partners/key stakeholders: CWGs, schools, LGUs, Planters, Millers, DOLE, SRA, Sugar Federations.	<p>Stakeholders by level/group:</p> <ul style="list-style-type: none"> • CWGs, school principals, teachers • DepEd officials - regional Municipal LGUs, DILG - mun/city level • Planters, millers – at provincial workshop • DOLE, SRA in individual interviews in Manila • Sugar Federations – Manila or Negros Occidental provincial workshop - to be confirmed. 	<ul style="list-style-type: none"> • TPRs
17. How has the project's advocacy and awareness raising efforts at the community level contributed to the withdrawal and prevention of children engaged in child labor on sugar farms?	<ul style="list-style-type: none"> • Barangay LGU reps, captains etc. • Community Watch Groups • Schools 	<ul style="list-style-type: none"> • TPRs

Question	Data sources	
	Stakeholder interviews	Desk review documents
	<ul style="list-style-type: none"> • Beneficiary parents and children • Farmer technicians • Local project staff • Municipal/city LGUs, Child Labour Education Task Force • Provincial sugar industry reps – e.g. planters, millers. 	
Sustainability and Phase-Out		
<p>18. Assess the design of the project phase-out and sustainability strategy, and the progress of the strategy.</p> <p>Are any changes to the strategy recommended during the remaining implementation period to strengthen sustainability?</p> <p><u>Evaluator note:</u> Suggested as an additional question.</p>	<ul style="list-style-type: none"> • Senior Project staff • Implementing partner representatives • National stakeholders represented on the Advisory Committee • LGU staff 	<ul style="list-style-type: none"> • Project Technical Narrative • TPRs
<p>19. Given that this is the third iteration of the ABK project with more than a decade of work in the Philippines, please assess whether any aspects of the ABK project activities have been integrated into government or local programs, thus enhancing chances for future sustainability.</p> <p><u>Evaluator note:</u> The evaluation will aim to distinguish between aspects already integrated under previous ABK projects and those that show progressive signs of integration under ABK3.</p>	<ul style="list-style-type: none"> • Government reps at LGU level • National stakeholders represented on Advisory Committee • Sugar industry representatives – including employer and worker representatives • Senior project staff • Provincial project officers 	<ul style="list-style-type: none"> • TPRs
<p>20. Which are those project activities/initiatives that are sustainable and can be transferred to the communities and relevant local institutions (local government authorities or non-government agencies) before the project ends?</p>	<ul style="list-style-type: none"> • Senior project staff • Local project staff • Local partners including LGUs, barangay officials, sugar industry • National government institutions. 	<ul style="list-style-type: none"> • TPRs
<p>21. To what extent the extent did ABK3 cooperate with or benefit from the recently completed ILO-IPEC project towards the sustainable reduction of child labor in sugarcane?</p> <p><u>Evaluator note:</u> Additional question.</p>	<ul style="list-style-type: none"> • Project director • Former ILO Project director • Advisory committee - national stakeholders, government and private sector sugar industry 	<ul style="list-style-type: none"> • TPRs

Question	Data sources	
	Stakeholder interviews	Desk review documents
	representatives.	
22. Is the project able to leverage additional financial resources from the government and private sector?	<ul style="list-style-type: none"> • Project staff • Province, municipal, barangay government representatives • Sugar industry representatives, SIFI. 	<ul style="list-style-type: none"> • Local government ordinances, agreements or other documentary evidence of financial contribution • TPRs

ANNEX D: DESK REVIEW DOCUMENTS

Category	File name
Prodoc and Logic Model	Attachments-ATT3-1236-3_WV_ABK3_Phil Technical Narrative.Pdf
	3 WVABK3-Philippines Technical Narrative.pdf
	Cooperative Agreement Fully Executed.pdf
	Final 2011 Non-ILO MGP.Pdf Management Procedures and Guidelines
	ABK3 logic model (1).pdf (Annex A)
	Final Workplan
	Annex D. Project Mngement Organization chart
Budget	Philippines WV budget narrative.pdf
	Revised 424 & budget ABK3 Philippines 12.19.2012.xls
TPR April 2012	ABK3 TPR Oct-March 2012 final with annexes.pdf
	USDOL comments on ABK3 April 2012 TPR
TPR October 2012	ABK3 TPR Narrative October 2012.doc
	Annex A. ABK3 October 2012 with targets.xlsx (8/12/2012)
	Annex A. ABK3 Common Indicators TPR October 2012.xlsx (30/10/2012)
	TPR Annex B. Country capacity Targets.doc
	Annex G. VAT exemption.doc (30/10/12)
	Annex H1. EO DepEd Child Protection Policy.pdf
	Annex H2. NCLC MOA 2011 sgd.pdf
	Annex H3. DILG - WV memocircular_membership-1.pdf (31/10/2012)
	Annex H4. NGO coalition re Visayan.pdf
	Annex H5. Code of Conduct Bukidnon.pdf
	Annex H6. Barangay Resolution Support example.pdf
	Annex H7. ABK3 Media Articles.docx
	Annex I. List of ABK3 Acronyms Oct 12.doc
	Annex H3. DILG Memo_Circular-201275-70d3a46722.pdf (11.10.12)
	USDOL comments on ABK3 Oct 2012 TPR.docx
TPR April 2013	ABK3 TPR April 2013 Final Narrative.doc
	USDOL Comments on ABK3 April 2013 TPR.doc
	Annex A Common Indicators - April 2013TPR corrected.xlsx
	Annex A.xlsx
	Annex C. Xlsx
	Annex G. VAT exemption.doc
	Annex H.1.DSWD Memo Circular No. 21.pdf
	Annex H.2. DSWD_ MC 15 S.2012.pdf
Annex H3. Batangas Code of Conduct.pdf	
Annex H4. ILP Certification - Ormoc.pdf	

	Annex H5. CEVI Study on Product Compatability.pdf
	Annex H6. Brgy Vista Alegre Ordinance.pdf
	Annex H7. Moises Padilla MCPC reorganization.pdf
	Annex I. List of ABK3 Acronyms.doc
TPR October 2013	ABK3 October 2013 technical Narrative.doc
	Annex A. ABK3 Common Indicators_30 october 2013.xlsx
	Annex B. Country Capacity Targets
	Annex C. PRF_ABK3-Philippines_30 October 2013.xlsx
	Annex D. USDOL Comments .doc
	Annex F. ABK3 Workplan Final.xlsx
	Annex G. VAT exemption.doc
	Annex H1. Brgy Ordinance Brgy.pdf
	Annex H2. May 2013 Newsletter.pdf
	Annex H3. UP OSH Highlights.pdf
	Annex I. List of ABK3 Acronyms Oct 13.doc
Updated March GPRA targets March 2013	Email Updated GPRA targets.doc
	Annex A. ABK3 Common Indicators updated.xlsx
	Annex C. PRF_ABK3-Philippines Updated.xlsx
CMEP	Final CMEP PH1.docx
	Annex 1 - Theory of Change - Trees.docx
	Annex 2 - Theory of Change - Outcome trees.docx
	Annex 3 - Data Collection Plan.docx
	Annex 4 - Outcome Measurement Framework.
	Annex 5 - A - Codex of OMF.docx
	Annex 5 - B - Guidelines to SHLE for Children.docx
	Annexes 6,7,8
	Annex 9 - Performance Reporting Form.xlsx
Baseline Survey	ABK3 Report Volume 1 April 29 (1).pdf (3/5/2013)
	ABK3 Report Volume 2 April 29 (1).pdf (3/5/2013)
	Draft ABK3 Baseline Report December 31.docx (3/1/13)
Impact Evaluation	IE Design Document_Phil final 3.5.13.pdf
Award modification	IL-225008-11-75-K (World Vision) Mod 1 Award.pdf

ANNEX E: EVALUATION FIELD SCHEDULE

Date	Time	Venue	Activity
Sunday, 9 March 2014	8.30-19:30	Manila	Evaluator travel to Philippines
Monday, 10 March	9:00 -12:00	WV Office, Manila	Meeting with Project Management Team and TWG members - final itinerary and logistics
	13:00 -14:00		Interview with SIFI Project Coordinator
	14:00 -15:00		Interview with WVDF Project Manager
	15:00 -16:00		Interview with ABK3 Education Specialist & Advocacy & Communications Officer
	16:00 -17:00		Interview with ERDA Project Manager, Florence Pasos
Tuesday, 11 March	9:00 - 9:30	WV Office, Manila	Interview with WVDF Executive Director, Mr. Josaias Dela Cruz
	9:30 - 11:00		Interview with ABK3 M&E Specialist and M&E Associate
	11:00 -12:00		Interview with ChildFund National Director, Ms. Katharine Manik
	13:00 -14:00		Interview with UPSARDF Program Director, UP CSWCD Dean
	14:00 -15:00		Interview with Ms. Maribeth Casin, DOLE BWSC Young Workers Development Division Chief
	15:00 -16:00		Interview with ERDA Executive Director, Ms. Dolora Cardeno
	16:00 -17:00		Interview with ABK3 Operations Manager, Jason Befus
	17:00 -18:00		Interview with ABK3 Finance Manager
Negros Occidental Province			
Wednesday, 12 March	08:00 – 1:00		Travel Manila to Bacolod City via PR 905
	15:00 -17:00	SIFI Office	Interview with SIFI Staff
	18:00 -19:00	Hotel	Orientation with ChildFund Manager and PEO
Thursday, 13 March	8:30 - 10:00	Bago City	City Mayor, interview with Local Council for Protection of Children DILG and DSWDO
	10:30 -11:00	Brgy.Hall, Brgy. Bacong	Meeting with local government unit-Brgy. Bacong
	11:00 -12:00		Interview with TVET students & 5 Little Teachers- Assisted Children

Date	Time	Venue	Activity
	13:00 -14:30		FGD with Community Watch Group and Child Rights Advocate
	14:30 -16:00		FGD with Village Agents and CoMSCA
	17:00 -18:00	ChildFund Office	Interview with ChildFund PEO
Friday 14 March	Bago City		
	8:00 - 10:30	Brgy Bacong	J. Montilla Elementary School. Interview with Principal & TTs Teacher, Visit Infrastructure. support FGD with 12 ABK3 LEAP assisted children
	11:-12:00	Brgy Mailum	Courtesy Call & Interview Brgy Captain, Councillors on educ, agriculture, and focal person
	13:00 -14:30		Mailum Elementary school - Interview with Principal & TTS Teacher and visit to school garden
	14:30 -16:30		Interview assisted children – 5 Elem and 5 HS
	17:00-18:00	Bacolod	Interview with Sugar Regulatory Administrator, Ms. Gina Martin
	19:00 –21:00	Bacolod City	Interview Livelihoods Specialist
Saturday 15 March	8:30 – 10:00	Brgy Mailum	Interview with Assisted Children, TVET, BCA, Little Teachers
	10:00 –11:30		Interview Community Watch Group and Child Rights Advocates
	12:30-13:30		FGD with livelihood committee members
	1:30-14:30		Livestock group
	14:30 –15:30		COMSCA group
	16:00-17:00		Visit backyard garden (FAITH)
	18:00 PM	Avenue Hotel	Orientation meeting with WV PEOs (La Castellana Municipality)
Sunday, 16 March 2014	10:00 –14:00	Hotel	Interview with ChildFund Program Manager, Ms .Sonia Jequintos, prepare Negros Occidental Provincial workshop
Monday, 17 March	8:30 - 9:30AM	La Castellana Municipality Offices	Interview with DILG, Health and MSWD officials
	9:30 - 11:00	Brgy. Nato	Brgy. Nato, courtesy call to Brgy. Captain Visit LRC, interview with parents and CWGs,
	11:00 -12:30	Brgy Robles	Visit to Don Felix Robles Elementary School Demo of Catch Up and interview with ABK3 children (4 students) Interview with principal, TTS teachers

Date	Time	Venue	Activity
	13:30 -16:00		Visit to ComsCa Groups (some parents interviewed) CWG Tipon Tipon (popularization of Code of Conduct)
Tuesday, 18 March	6:00 - 11:00	Brgy Sag-Ang	Travel to Sag-Ang Elementary School, Brgy Sag-Ang
			Visit to completed classroom at Sag-Ang Elem School Learning Resource Center Interview with Brgy Captain & Council, CWGs, PTA Pres and Principal discussing counterparts to construct the classroom cum Learning Resource Center
			Interview with children (5 students)
	11:00 -12:00		Interview with CWGs, Village Agents, farmer technicians, HH beneficiaries
	1:00 - 15:30		Interview with CWGs, Village Agents, farmer technicians, HH beneficiaries
	15:30 -16:00	Brgy Robles	Visit Communal Garden with the Brgy Captain of Robles
Wednesday, 19 March	8:00 - 17:00	Business Inn, Bacolod City	Negros Occidental Stakeholders' Workshop
	5:00PM	Business Inn	Interview with ABK3 Project Director Daphne Culanag
	13:00		Interview with the SIFI President/COO
Thursday, 20 March	Iloilo Province		Travel from Bacolod to Iloilo via 2GO ferry
	10:00 -12:00	Smallville Hotel	Interview with ABK3 Provincial Engagement Officers (World Vision/ERDA)
	1:00 - 2:00	DOLE Regional Office, Iloilo	Interview DOLE Regional Director
	2:30 3:30	Regional DepEd Office	Interview with DepEd OIC-Assistant Regional Director Arnold Sienna
	15:30 -18:00	WV Office	Interview with Iloilo PEOs
Friday, March 21, 20	Banate Municipality		
	9:00 - 9:30	Municipal Hall	Courtesy call to Mayor Cabangal
	9:30 - 10:30	Municipal Hall	Interview with MCPC
	10:30- 11:00	Brgy Libertad	Visit to Communal Garden and Livestock (Libertad Group 1) and interview with Farmers Technician
	11:00 -12:00		Interview with community partners and Visit the Food Vending area
	12:00 -13:00		Interview with US Peace Corps Volunteer
	13:00- 14:00	Brgy Dela Paz	Field Interviews, Dela Paz National High School

Date	Time	Venue	Activity
	14:00 -15:00	Dela Paz	Dela Paz National High School Interview with Teachers
	15:00-16:30	Brgy Mostro	Mostro Elementary School visit and Interview with school heads, teachers and students
Saturday, March 22, 2014	Anilao Municipality		
	8:00 - 9:30	Anilao Municipality	Courtesy Visit to Mayor's Office and Interview with CLETF Members
	9:45 - 10:30	Brgy Mostro	Courtesy with Barangay Officials, at Mostro Elem. School
	10:30 -12:00	Brgy Mostro, Elementary School and Brgy plaza	Interview of High School Students, and elementary children Catch up Session with Mobile School
	13:00 -14:00	Brgy Mostro	Interview with CWG's (separate FGDs for parents and CWGs)
	14:00 -15:00	Brgy Mostro	Interview with parents, Comsca Group and VAs
	15:00- 16:00	Day care centre	Interview Farmer Technicians (Option: visit to communal garden)
Sunday, 23 March 2014	05:00 – 2:00	Camarines Sur	Travel from Iloilo to Manila via PR 930 Travel from Manila to Naga via PR265
Monday, March 24,2014	Pili Municipality		
	8:00 - 9:30AM	Pili Municipal Hall	Courtesy visit to Mayor's Office and interview with CLETF members
	10:00 -11:00	Brgy Curry	Courtesy with Barangay Officials, Interview with CWGs
	11:00 -12:00		FGD with parents
	13:00 -15:00		Altamarino Clasio High School. Interview with principal and teachers, Interview students
	15:00 -16:00		Visit to Communal Farms; Interview Livelihoods group, COMSCA
	16:00 -17:00		FGD with Farmer Technicians and village agents
Tuesday, March 25	8:15 - 9:00	Brgy del Rosario	Courtesy call and interview with Barangay Officials
	9:00 - 10:00	Brgy del Rosario	Interview/FGD with Parents
	10:00 -12:00	Brgy Curry	FGD with CWGs
	13:00 -14:00	Del Rosario	School visit and interview with principals and teachers

Date	Time	Venue	Activity
	14:00 -15:00	Elem. School	Interview students
	15:00 -16:00	Brgy Curry	Interview with Livelihoods Group (COMSCA, Farmer Technician, village agents)
Wednesday, 26 March	08:00 –13:30		Travel from Naga to Manila via 5J522 (ETD 10:45AM ETA 11:40AM)
Thursday, 27 March 2014	8:00 - 19:00	Sequoia Hotel, Quezon City, Manila	National Stakeholders' Workshop (Interview with Advisory Committee members) Meeting with Shelley Swendiman (USDOL), ABK3 Management team de-brief

ANNEX F: LIST OF PERSONS MET AND PARTICIPANTS AT NATIONAL & PROVINCIAL STAKEHOLDERS WORKSHOPS

Implementing Agency Staff

Name	Organization and Position	Date	Location
Josaias Dela Cruz	WV Philippines National Director	11/3/14	Manila
Xenia Legaspi	WV Non Sponsorship Manager	10/3/14	Manila
Katharine Manik	ChildFund Executive Director	11/3/14	Manila
Dolora Cardeno	ERDA Executive Director	11/3/14	Manila
Daphne Culanag	Project Director	10/3/14	Manila
Jason Befus	Operations Manager	11/3/14	Manila
Bella Eustaquio	WV Project Manager	10/3/14	Manila
Janet Montealegre	Finance Officer	11/3/14	Manila
Christopher Leones	M&E Specialist	11/3/14	Manila
Mark Santiago	Administration Officer	10/3/14	Manila
Loreto Mina	M&E Associate	11/3/14	Manila
Nicasio Arcilla	Education Specialist	10/3/14	Manila
Dorothy Mae Albiento	Communications & Advocacy Specialist	10/3/14	Manila
Bella Eustaquio	WV Project Manager	10/3/14	Manila
Danilo Braza	SIFI Coordinator	10/3/14	Manila
Florence Pasos	ERDA Project Manager	10/3/14	Manila
Joyce Caragay	UPSARDF	11/3/14	Manila
Felix (Jyun) Carual	Livelihoods Specialist	14/3/14	Bacolod City
Sonia Jequinto	ChildFund Project Manager	16/3/14	Bacolod City
Edith Villanueva	SIFI President	19/3/14	Bacolod City
Judy Ann Gongaza	SIFI Coordinator	12/3/14	Bacolod City
Nonoy Labayen	SIFI Officer	12/13/14	Bacolod City
Erlan Meneses	ChildFund PEO, Bago City	13/3/14	Bacolod City
Kristian Earl Alacantha	ChildFund PEO, Bago City	13/3/14	Bacolod City
Eric Tumpang	ChildFund M&E Officer	18/3/14	Bacolod City
Jay Renton	WV M & E Officer	18/3/14	Bacolod City
Jorge Sabina	ChildFund Education Officer	19/3/14	Bacolod City
Jessica Corado	ERDA Livelihoods Officer	27/3/14	Manila
Naira Villa	WV Education officer	18/3/14	La Castellana
Dexter Garcia	ChildFund Livelihoods Officer	27/3/14	Manila, Wkshop
Ronald Lim	WV Livelihoods Officer	27/3/14	Manila Workshop
Paul Solcorites	WV PEO, La Castellana Mun., Neg Occ	15/3/14	Bacolod City
Sheen Alexander Tato	WV PEO, La Castellana Mun. Neg Occ	15/3/14	Bacolod City
Nona Grace Flores	WV PEO, Banate Mun, Iloilo	20/3/14	Iloilo City
Jomelyn Sarda	ERDA PEO, Anilao Mun, Iloilo	20/3/14	Iloilo City
Mary Joy Clavera	ERDA PEO, Pili Mun, Camarines Sur	24/3/14	Camarines Sur

Name	Organization and Position	Date	Location
Allan Willis	Peace Corps Volunteer	22/3	Iloilo
Sandra Bowers	Peace Corps Volunteer	15/3	Bago City

National Advisory Committee

Name	Organization and Position/Stakeholder	Date	Location
Maribeth Casin	Bureau of Workers with Special Concerns	11/3	WV Office, Manila
Regina Martin	Sugar Regulatory Administration	14/3	Bacolod City

International Agencies

Name	Organization and Position/Stakeholder	Date	Location
Shelley Swendiman	US Department of Labor	27/3	Manila,
John Fazio	US Embassy, Human Rights Officer	27/3	Manila
Cesar Giovanni Soledad	Chief Technical Advisor, ILO Project Supporting the Philippine Program Against Child Labour	25/3	Telephone interview

Consultations in Negros Occidental

Name	Organization and Position	Date	Location
Bago City – ChildFund area			
Hon. Ramon D. Torres	Mayor, Bago City	13/3	Bago City LGU
Bernadette Somcio	Vice chair LCPC	13/3	Bago City LGU
Mia Asuncion O. Gatilogo	MLGOO Bago (DILG)	13/9	Bago City
Jessie Bautista	SWO III	13/9	Bago City
Ma. Elena Millevo	CSWDO	13/9	Bago City
Ma. Lourdes Dormido	LGU	13/9	Bago City
Andrea Gerona	SCALA Centre	13/9	Bago City
Barangay Bacong			
Hon. Federico Gayagas	Brgy Captain	13/9	Brgy Bacong
Hon. Imilda Tequio	Chair Education Committee	13/9	Brgy Bacong
Hon. Ofelia Villacorsa	Committee on Women and family	13/9	Brgy Bacong
Genevabe Gahonera	Focal person, Brgy Secretary	13/9	Brgy Bacong
Susana Salanap	Brgy Kagawag	13/9	Brgy Bacong
Lorna Bacaoco	Principal, J. Montilla Elementary school	14/9	Brgy Bacong
Juvelyn Edwin	Teacher, J. Montilla Elementary School	14/9	Brgy Bacong
Rona Abendan Galapin	Teacher	14/9	Brgy Bacong
Ma. Lea Frexima	Teacher	14/9	Brgy Bacong
Aileen Vinzon	Teacher	14/9	Brgy Bacong
Geneveive Tolmo	Teacher	14/9	Brgy bacong
3 TVET students, 2 male, 1 female	Assisted children	13/9	Brgy Bacong
5 female high school	Assisted children	13/9	Brgy Bacong

Name	Organization and Position	Date	Location
students, grade 7 & 8			
6 elementary school children	Assisted children	14/9	Brgy Bacong
5 CWG and 5 CRA members	ABK3 CWG and CRA	14/9	Brgy Bacong
Barangay Mailum			
Hon. Ruth Torres	Brgy Council	14/3	Mailum
Hon. Doming Bregabiel	Brgy Council	14/3	Mailum
Hon. Jaime Bandiola	Brgy Council	14/3	Mailum
Hon Johna Capunong	Brgy Council	14/3	Mailum
Richard Sayco and teachers	Principal, Mailum Elementary School	14/3	Mailum
4 high school students, 2 girls and 2 boys	Ma-ao High school	14/3	Mailum
8 elementary students, 6 girls and 2 boys	Mailum Elem school	14/3	Mailum
Raul Cayetano	Assisted household	15/3	Mailum
La Castellana Municipality – WV			
Rosalinda Naragdao	DILG	17/3	La Castellana
Emily Tan	MSWDO	17/3	La Castellana
Nenita Arcenal	MSWDO	17/3	La Castellana
Milagros Tenerife	PESO	17/3	La Castellana
Barangay Nato			
Hon. Macaria P. Andrico	Brgy Captain	17/3	Nato
Barangay Robles			
Barangay captain	Brgy Captain	17/3	Robles
Barangay Sag-Ang			
Barangay captain	Brgy Captain	18/3	Sag Ang
Principal	Sag-Ang Elementary school	18/3	Sag Ang
Teachers	TTS trained teachers Sag Ang Elementary School	18/3	Sag Ang

Consultations in Iloilo Province

Name	Organization and Position	Date	Location
Carmela Abellar	DOLE Region VI	20/3	Iloilo City
Mary Agnes Navarra-Capigon	DOLE Region VI		Iloilo City
Arnold Sienna	DepEd OIC – Assistant Regional Director	20/3	Iloilo City
Banate Municipality			
Mayor Carlos Cabangal	Banate Mayor	21/3	Banate
Ms. Isaramae	MSWD	21/3	Banate
Luz Ferrer	Mun. Agriculture Office	21/3	Banate
Ruby Paranga	MLGOO	21/3	Banate
Barangay Libertad			

Name	Organization and Position	Date	Location
Rey Casumpang	Farmer technician	21/3	Brgy Libertad
Gelna Iran	Parent	21/3	Libertad
Arcena Bagolcol	COMSCA	21/3	Libertad
Rena Cocjin	CWG	21/3	Libertad
Nalyn Bastan	Livelihoods group	21/3	Libertad
Leonicio Apachicha	Brgy official	21/3	Libertad
Barangay Dela Paz			
Jennia Diopenes	COMSA Pres	21/3	Dela Paz
Milalyn Banaria	Principal, Dela Paz National High School	21/3	Dela Paz
Rowena Gayongorsa	TTS, Dela Paz National High school	21/3	Dela Paz
Lilibeth Espinosa	Principal, Jose J. Bacaling Elem. School	21/3	Dela Paz
Norma Bagcal	Teacher, Jose J. Bacaling Elem. School	21/3	Dela Paz
Donna Cajurao	Teacher, Dela Paz National High school	21/3	Dela Paz
Anilao Municipality			
ERDA area			
Teresa F. Debuque	Mayor	22/3	Anilao
Suzette Capistrano	DepEd District supervisor, CLETF	22/3	Anilao
Rene Belgira	Principal, CLETF	22/3	Anilao
Remedios Araneta	CLETF member, SB	22/3	Anilao
Arnold Aniversario	Head teacher, Mostro High School	22/3	Anilao
Barangay Mostro			
Juvy Aculla	Brgy captain	22/3	Mostro
Brgy council	Barangay council members	22/3	Mostro
3 CWG members	CWG members	22/3	Mostro
4 COMSCA members	COMSCA and communal garden members	22/3	Mostro
Ramon Panes	Farmer technician	22/3	Mostro
Carmelino Divino	Farmer technician	22/3	Mostro

Consultations in Camarines Sur Province

Name	Organization and Position	Date	Location
Pili Municipality – ERDA area			
Alexis San Luis II	Mayor	24/3	Pili
Lerida Moreno	CLETF chair	24/3	Pili
Narcel Lopez	CLETF	24/3	Pili
Carlos Arejola	CLETF	24/3	Pili
Barangay Curry			
Nicheta Malate	Brgy Captain	24/3	Curry
Ninoy Caneso	Brgy Council	24/3	Curry
Ronnie L. Marmol	Brgy Council	24/3	Curry

Name	Organization and Position	Date	Location
Reynaldo T. Senido	Brgy Council	24/3	Curry
Editha Nazaria	COMSCA chair	24/3	Curry
Preciosa Fragata	Brgy Council	24/3	Curry
Larry Olayres	Brgy Council	24/3	Curry
Francia Regaspi	Brgy Council	24/3	Curry
Elmer Dato	Brgy Council	24/3	Curry
Josephine Nazaria	COMSCA member	24/3	Curry
Norma Olayres	COMSCA/village agent	24/3	Curry
Merry Cris Dacara	COMSCA	24/3	Curry
Barangay Del Rosario			
Ruben Huerno	Brgy Captain	25/3	Del Rosario
Lorna Mina	Principal, Del Rosario Elem School	25/3	Del Rosario
Marita Navales	TTS Teacher, Del Rosario Elem School	25/3	Del Rosario
Marissa Matos	Village agent	25/3	Del Rosario
Rosalie Magares	Village agent	25/3	Del Rosario

National Stakeholders Workshop Participants

Sequoia Hotel, Quezon City, Manila, March 27, 2014

Name	Agency	Role/Position
ABK3 Staff		
Liza Eyo	WV	Provincial Engagement Officer
Ronald Lim	WV	Livelihood Officer
Nicasio Arcilla	WV	Education Specialist
Isagani Busque	CF	Provincial Engagement Officer
Jason Befus	WV	Operations Manager
Dorothy Mae Albiento	WV	Advocacy & Communications Officer
Norie Lagunday	ERDA	Admin Assistant
Jessica Corador	ERDA	Livelihood Officer
Emelita Cala	WV	Provincial Engagement Officer
Chris Leones	WV	M&E Specialist
Jhun Carual	WV	Livelihood Specialist
Loreto Mina, Jr.	WV	M&E Associate
Florence Pasos	ERDA	Project Manager
Mark Santiago	WV	Technical Associate
Daphne Culanag	WV	Project Director
Dexter Garcia	CF	Livelihood Officer
Danilo Bruza	SIFI	Program Coordinator
Joseph Bryan Sermonia	SIFI	Project Officer
Ma. Kristinna Camasura	ERDA	PEO
Mary Joy Claveria	ERDA	PEO
Elsa Mae Imperial	ERDA	Provincial Engagement Officer
Jomalyn Sarda	ERDA	Provincial Engagement Officer
John Cena	SIFI	Provincial Engagement Officer
Glynn Del Mayor	WV	Provincial Engagement Officer
Steve Francis Samgumba	WV	Provincial Engagement Officer
Ma Vivian Navarro	ERDA	Provincial Engagement Officer
Eunice Cama	ERDA	Provincial Engagement Officer
Bella Eustaqio	WV	Project Manager
Cristine Billedo	ERDA	Education Officer
Federico Espin, Jr.	CF	Provincial Engagement Officer
Michael Mahinay	WV	PEO
Miriam Pascaran- Paulino	ERDA	M&E Officer
Marylou Marcos- Echavez	WV	PEO
Advisory Committee Members and Visitors		
Shelley Swendiman	USDOL	Grants Officer, Technical Representative
John Fazio	US Embassy	Human Rights Officer
Luis Daniel dela Cruz	DSWD	PDOIII
Lorena Baclagon	DSWD	PDOII
Dolora Cardeno	ERDA	Executive Director
Josaias dela Cruz	WV	National Director
Ma. Edna Estal	Council for the Welfare of Children	Information Officer III
Edna Tatel	Philippine Sugar Millers Association	Policy Officer

Name	Agency	Role/Position
Annalyn Aquino	DepEd	DepEd
Mely Lim	DepEd Bureau of ALS	EFS II
Rosemarie Gumera	Sugar Regulatory Administration	Policy Manager IIII
Yolanda Go	DILG	LGOOV
Maribeth Casin	DOLE	Bureau of Workers With Special Concerns
Edith Villanueva	SIFI	President and COO
Regina Martin	Sugar Regulatory Administration	Administrator
Dir. Cha Satumba	DOLE	Director, Bureau of Workers with Special Concerns
Provincial Representatives		
Myrlinda Picazo	DepEd	Kuya National High School - Teacher
Nancy Vilbar	DepEd	Dep Ed Bukidnon Division - Education Program Supervisor
Maria Fe Jayme	Bukidnon	Barangay Secretary, CWG, Village Agent
Arcena Bagalcal	Iloilo	CWG/Village Agent
John Chasmer Tupas	Iloilo	Provincial BCA Officer
Cherry Mino	Iloilo	CWG Chairman
Romeo Villote	Iloilo	CWG, Livelihood, communal garden
Miguelia Villaspin	Negros Oriental	CWG, Village Agent
Godiardo Codera, Jr.	Negros Oriental	Brgy Capt. - Brgy. Bagtic, Mabinay Mun.
Zharie Jul Gonzales	Capiz	Teacher II
Lorely Araque	Capiz, LGU-MSWDO	MSWDO
Isidro Obura	Capiz	Farmer Technician
Benjamin Degala	Capiz	Village Agent
Jocelyn Pocson	Ormoc	CWG, Barangay Kagawad
Lenith Puerte	Cebu	CWG
Agnes Yaun	LGU – Cebu	Barangay Captain
ERDA Partners		
Luzminda Baldevia	Matanao, Davao Del Sur	MSWDO/CLETF Chairman
Arnold Baring	Matanao, Davao Del Sur	CLETF Member
Rogelio Villamer, Jr.	Ocampo, Camarines Sur	Teacher/CLETF Vice Chairperson
Editha Nazaria	Pili, Camarines Sur	Barangay Counselor / CLETF Vice Chair
Gladys Banadera	Pili, Camarines Sur	Municipal Counselor / CLETF Member
Julius Celino	Ocampo, Cam Sur	Municipal Administrator
Suzette Capsitrano	Anilao, Iloilo	District Supervisor /CLETF Chairman
Ma. Liza Bosque	Anilao, Iloilo	MSWDO Head
Mark Guevarra	Brgy Prenza	ERDA Beneficiary, Lian Mun., Batangas
Monico Pelagio	Lian, Batangas	Barangay Chairman
Lorelyn Gonzales	Brgy Catandaan, Nasugbu, Batangas	CWG
Jacquiline Bautista	Brgy Catandaan, Nasugbu, Batangas	ERDA Beneficiary
Ma. Laarni Ambas	Lian, Batangas	DILG/ CLETF member
ChildFund Partners		
Sandra Delfin	Manjuyod, Negros	Senior Labor and Employment Officer

Name	Agency	Role/Position
	Oriental	
Buen Lagunero	Negros Oriental	Municipal Vet. Officer, Manjuyod Mun.
Floramie Cadalso	Negros Oriental	CWG, Manjuyod Mun.
Maricar Torres	Negros Oriental	Little Teacher, Manjuyod Mun.
Jasmin Cadalso	Negros Oriental	Little Teacher, Manjuyod Mun.
Mailynd Mendoza	North Cotabato	Village Agent, Livelihood Management Community Member
Cynthia Biag	North Cotabato	DSWDO
Edna Sales	North Cotabato DOLE	CHIEF LEO-NCPO
Joel Bolero	North Cotabato	DOLE-Province/V-CHAIR. BCPC
Evaluation team		
Agnes Mamparair	SFS	Interpreter
Ruth Bowen	SFS	Independent Evaluator

Negros Occidental Province Stakeholder Workshop Participants

March 19, 2014 - Business Inn, Bacolod City

Name	Agency	Role/Position
ABK3 Partners Staff		
Sonia Jequinto	ChildFund	Project Manager
Nehemiah Harold Mission	CF	PEO, San Carlos City
Carmela Gayat	CF	PEO, Bacolod City
Jennifer Lava	CF	PEO, Murcia Mun.
Maribel Talavera	CF	PEO, Talisay City
Jorge Sabina	CF	Education Officer
Eric Tumpang	CF	M&E officer
Marlon Matuguina	WV	PEO, Moises Padilla Munic.
Sheen Alexandre Tato	WV	PEO, La Castellana
Paul Solcorites	WV	PEO, La Castellana
Kenneth Reyes	WV	PEO, Escalante
Emeth Zachary Leonares	WV	PEO, Escalante
Jol Tresvalles	ERDA	PEO, Kabankalan
Leonard Aguiman	ERDA	PEO, Manapla
Leni Rose Renton	ERDA	PEO, Victorias
Jun-Jon Dublado	ERDA	PEO, Cauayan
Edith Villanueva	SIFI	COO and President
Norelyn Baclas	SIFI	Project Officer
Nonoy Labayen	SIFI	Project Officer
John Ledesma	SIFI	Project Officer
Judy Ann Gongaza	SIFI	Consultant
Retchie Garson	CEVI	Enterprise Development Officer
Reynadez Lim	CEVI	Enterprise Development Officer
Sugar Industry Representatives		
Nemy dela Cruz	Victorias Milling Company Planters Association	Secretary
Lindy de Leon	First Farmers Assoc.	Secretary

Name	Agency	Role/Position
Joey Gaston - Victorias Milling Company Planters Assoc.		Board of Directors
Rudy Benedicto	Murcia ARB Association	Chairman
Cresencio Abunda - National Federation of Sugar Planters		General Manager
Community and LGU Representatives		
Claire Obello	Talisay City, Efigenio	Little teacher
Bernalyn Remolleno	Talisay City, Efigenio	Little teacher
Isabelita Tupino	Talisay City, Efigenio	Child Rights Advocate
Gina Paulite	Talisay City, Efigenio	Child Rights Advocate
Matilde Obas	Talisay City, Efigenio	TTS teacher
Reynaldo Villamor	Talisay City, Efigenio	Brgy Captain
Lizziel Jade Chavez	Lopez Jaena, Murcia	COMSA chair
Mary Joy Jaudines	Lopez Jaena, Murcia	COMSA member
Daniel Arrey	Salvacion, Murcia	Head teacher, Smile Village Elem School
Teresita Reveche	Salvacion, Murcia	Child Rights Advocate
Helmie Parparan	Salvacion, Murcia	Community Watch Group
Lindy De Leon	Vista Alegre, Bacolod	Barangay Captain
Alfredo Talimodao Jr.	Granada, Bacolod City	Barangay Captain
Elen De La Cruz	Felisa, Bacolod City	OIC, Jovito Sayson National High School
Jocelyn Espinosa	Cabug, Bacolod City	Livelihoods Committee
Marilou Seraspi	Vista Alegre, Bacolod	Livelihoods Committee
Rizalve Ancajas	Felisa, Bacolod City	BCA Leader
Sheinelyn Solivio	Cabug, Bacolod City	BCA Leader
Cynthia Mirande	San Carlos City	City Social Welfare Officer
Felomina Cobra	Kabankalan	CWG member
Janet Femil Mayang	Kabankalan	Best, COMSCA chair
Cyril Ramos	Kabankalan	Social Welfare Officer 1
Michael Canlas	Manapla	District Supervisor, CLETF chair
Oscar Dobreo	Manapla	Head teacher, Mesde Maria ES.
Florence Alvarado	Manapla	CWG/Village agent
Marybenn Pescador	Victorias	Community rep
Angeles Novera	Victorias	Community rep.
Vincent Mae Roa	Victorias	Community rep.
Fe Catahay	Cauayan	Councillor
Albert Vacunawa	Cauayan	Parent
Peter Famatid	Cauayan	MSWDO
Jennifer Acosta	Moises Padilla	MCPC Representative
Imee Secuya	Moises Padilla	Brgy Council
Laleine Rodriquez	Moises Padilla	CWG member
Cherry Rose Auto	Moises Padilla	Little teacher
Katrina Regelado	La Castellana Mun	Brgy Sagang – BCA President
Mardy Valerio	La Castellana Mun	Brgy Sagang – CWG President
Assisted child	La Castellana Mun	Brgy Sagang – assisted child
Enelyn Cezar	La Castellana Mun	Teacher 1, Tipolo Cabandungga E.S.
Maria Nilda Tiongson	Escalante City	Mabini Escalante Village Agent
Andrea Perez Ohaylon	Escalante City	Mabini Escalante Village Agent
Emily Monteroso	Escalante City	Brgy Secretary, Brgy Jonob jonob
Desiree Miano	Escalante City	Records Officer, Brgy Balintawak

ANNEX 7: NATIONAL STAKEHOLDERS WORKSHOP AGENDA AND OUTPUTS

Independent Interim Evaluation of ABK3 LEAP Project: Livelihoods, Education, Advocacy and Protection to Reduce Child Labor in Sugarcane

**Sequoia Hotel, Quezon City, Manila
March 27, 2014**

Objectives of the workshop:

- 1) To provide an opportunity for stakeholders to contribute their views on the changes brought about by the ABK3 LEAP project, challenges, and recommendations for enhancement of efforts under the project.
- 2) To present the preliminary findings of the Interim Evaluation to stakeholders.

Time	Activity	Persons Responsible
8:00 - 8:30 a.m.	Registration	ABK3 Team
8:30 - 9:00	Opening Program <ul style="list-style-type: none"> • Welcome and opening remarks – Mr. Josaias Dela Cruz, WVDF Executive Director • Introduction of participants • Overview of the Program and objectives 	Facilitator: Ms. Daphne Culanag, Project Director, ABK3 LEAP
9:00 – 9:15	Introduction of the Interim Evaluation Overview of the program for the day	Ms. Ruth Bowen
9:15 – 10:15	Group Discussion: Achievements and challenges Participants will be grouped according to sectoral groups. Each group will be given questions to discuss. GROUPINGS: <ul style="list-style-type: none"> • National Advisory Committee • Community partners: children, parents, CWG, livelihood partners • Local Government Unit partners • Teachers • Project staff/Provincial Engagement Officers/SIFI 	Group facilitators and documentors from among the groups. Discussion results will be presented by each group after the break.
10:15 - 10:30	Refreshment break	
10:30 – 11:30	Presentations by the groups and plenary discussion	Facilitator: Ms. Ruth Bowen
11:30 – 12:00	Presentation of preliminary findings and recommendations of the Interim Evaluation Open Forum – plenary	Ms. Ruth Bowen
12:00 – 1:00	Lunch	

Afternoon session

Time	Activity	Persons Responsible
1:00 – 1:30	Plenary & Brief Open Forum	
1:30 – 2:30	<p>Group Discussion: Looking forward</p> <p>Guide question: What are your recommendations for the period ahead within the ABK3 program to help ensure the project reaches its objectives?</p> <p>Please consider what more needs to be done and by whom.</p> <p>GROUPINGS: As for the morning</p>	Facilitators and documentors to be chosen by each group.
2:30 – 3:30	Each group will present their recommendations. 5 – 10 minutes per group. Plenary discussion following each presentation.	Facilitator: Ms. Ruth Bowen
3:30 – 4:00	Conclusions	Facilitator: Ms. Ruth Bowen
4:00 - 4:15	Closing remarks	Ms. Daphne Culanag

Group Discussion Questions: Morning

National Advisory Committee

1. What positive changes has ABK3 brought to the national effort to end child labour in sugarcane? You may wish to consider from the point of view of your department or sector (Government departments, sugar industry, Council for the Welfare of Children, workers' organizations).
2. What are the biggest challenges faced by ABK3 and the national partners to eliminate child labour in sugar cane?

Community partners: Parents/CWGs/CRAs/Children

1. What positive changes has ABK3 helped to bring to you or your community?
2. What are the challenges you have faced in your role with the project? Are there other challenges to ensure that children stay in school and do not engage in child labour?

LGUs – Barangay and Municipal

1. How have the LGUs been involved in the project?
2. What are the positive results of the LGU-ABK3 partnership?
3. What are the challenges for ABK3 and its partners to stop child labour in sugar cane?

DepEd/Teachers

1. What are the positive changes achieved by ABK3 so far through education initiatives?
2. What have been the challenges or limitations of the efforts to date?

Project staff/PEOs:

1. What are the emerging good practices of ABK3 so far?
2. What have been your biggest challenges so far?
3. What are your recommendations to improve performance?

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Provincial Engagement Officers		
<p><u>Emerging Good practices of ABK3</u></p> <ul style="list-style-type: none"> • Strong partnership with LGU/community closer to brgy LGU • Commitment & dedication of volunteers & teachers • Strong support/relationships • Proper coordination • COMSCA 	<p><u>Biggest challenges so far</u></p> <ul style="list-style-type: none"> • Involvement of city level • Treatment households (Impact evaluation) • How to sustain livelihoods services • Repayment of loans/selection of clients (CEVI) • Workload of PEOs • Child protection policy • TVET – getting children to VOCTECH; expensive providers 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> • Hiring of additional administrative assistant • Sharing/linkage (Nofurther information) • Improve coordination among project staff at provincial level
Brgy Children’s Association/Little Teachers		
<p><u>Benefits</u></p> <ul style="list-style-type: none"> • Training for Little Teachers • COMSA • Training on BCPC <p><u>Results</u></p> <ul style="list-style-type: none"> • Children are now motivated to stay in school because they have new supplies • Children are happy because they gained knowledge & no longer have difficulties with their studies • COMSA – learned to save money • As a leader, able to teach other children what is OK and not OK for child labor 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> • Need to be patient with stubborn children 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> • To have a youth representative on barangay BCPC • Expand COMSCA/COMSA • Strengthen the guidance and support by CWGs and teachers to the Little Teachers
Community Watch Group/Village Agents		
<p><u>Benefits</u></p> <p>ABK3 helped a lot in our community: In terms of livelihood & education, as well as the attitudes of the parents</p> <ul style="list-style-type: none"> • Learned how to be more patient in dealing with the children & parents • Through COMSCA we shared a lot of problems, financial & also emotional • Through COMSCA we learned how to give and take, we prioritize & help the member who badly needed social fund for health reasons. 	<p><u>Challenges</u></p> <ul style="list-style-type: none"> • <i>CWG have to face a lot of challenges especially in profiling parents and children who did not qualify, they get mad with us and they all want all of them to be part of the project. On this point we want them to be more patient & we understand how they feel.</i> • Challenges resolving the problems in COMSCA since there are older members in the groups <p><u>Suggestions</u></p> <ul style="list-style-type: none"> • PEOs to continue what they 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> • We need the support of DOLE, LGUs, barangay council and all government agencies in order to continue the initiative of ABK3 in our communities. • Continuation of ABK3 with same or additional beneficiaries, same same implementers, same brgy, with the help of the LGU. • Provide implementing materials like COMSCA kits and gardening tools

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<ul style="list-style-type: none"> We encouraged parents to save and helped earn additional income from livelihood projects The children have learned positive attitudes and perspective in life because there are groups in the community that ensure their protection, rights and welfare 	<p>have started</p> <ul style="list-style-type: none"> Since there is no SK (youth council), BCA can be an alternative to represent children. Expand COMSCA/COMSA, since ABK is about to end, parents will have something to spend for school enrolment & educ. costs Strengthen CWGs and teachers to support catch-up sessions. Teachers give guidance to Little Teachers for lesson plans and CWG help support them. 	<p>for the households</p>
DepED		
<p><u>What are the positive changes achieved by ABK3 so far through education initiatives?</u></p> <ul style="list-style-type: none"> Decreased drop-out rate Decreased absenteeism rate Students' interest in attending classes improved Class participation improved School environment became more conducive to learning due to classroom construction, repair and other facilities Learners' attention shifted away from vices Learners' love for reading developed because of mobile school/libraries/LRC Children feel sense of equality & fairness with school supplies 	<p><u>Challenges or limitations of the efforts to date</u></p> <ul style="list-style-type: none"> Typhoon Yolanda caused destruction of livelihoods projects and delayed implementation of the TTS. Teachers challenged to make learning fun on a daily basis. Negative attitude of some planters/community people on the project Lifespan of the project is short There are other child laborers with more challenging situations not included in the project Teachers are not part of the profiling process. Roll-out of TTS to non-ABK3 recipients 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> Include the school in the profiling process (verification of beneficiaries) Consider TTS roll-out at the division level, financial support from ABK3 Strengthen the child protection policy in schools, form committee on child protection Strengthen the advocacy, localized advocacy materials; maximize the utilization of media (radio & TV).
Barangay LGU		
<p><u>Involvement of the barangay and benefits?</u></p> <ul style="list-style-type: none"> Brgy LGU involved since the project began Fully welcome WV project with open arms & help identify beneficiaries Always support the guidelines and the activities of the community organizers 	<p><u>Challenges for ABK3 & partners?</u></p> <ul style="list-style-type: none"> Continue to educate the community on the importance of the BCPC. Children are working for their family living, so it's difficult to stop child labor To strengthen the BCPC and implementation of the 	<p><u>Recommendations</u></p> <ul style="list-style-type: none"> Strengthen the livelihood program for the parents to fully support their children (additional capital, training & seminars). <i>Beneficiaries must not be limited to sugarcane workers, but all the</i>

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<ul style="list-style-type: none"> • Through LGU-ABK3 the children can now give importance to education rather than working in the farm/hacienda. • Children know their rights and how they can help the community. • Building school and other infrastructure, educating the whole community • Through training & seminars, barangay officials learned advocacy of moulding a child into a good citizen. 	<p>ordinances on child labor</p> <ul style="list-style-type: none"> • ABK3 must not stop their project until our barangay is child labor free. • Due to typhoon Yolanda, all the hardworking that we achieved were vanished. And so we would ask ABK3 not to stop in 2015 and continue to support us. 	<p><i>children in the barangay</i></p> <ul style="list-style-type: none"> • Need to extend/sustain the program • Strong implementation of the BCPC • ABK3 to help strengthen the MCPC/PCPC
Municipal LGU		
<p><u>How have the LGUs been involved in the project?</u></p> <ul style="list-style-type: none"> • Facilitate meetings with Barangay captains and stakeholders in the project areas • Advocacy/formulation of the BCPCs in different barangays • Logistics support/ transportation services • Financial support for school buildings construction (counterparting) • Formulation of youth and child welfare code • Provide technical assistance: social welfare services, engineering. • Facilitate linkages with partners (PESO [mun. Employment service] provincial & national agencies, district tripartite council, planters/millers). • Facilitate access for the livelihoods program (RWA & ACP registration, DILP grant and training) • Assist in project orientation <p><u>Positive results of LGU-ABK3 partnership</u></p> <ul style="list-style-type: none"> • Increase value of savings (COMSCA groups) • Gain more income (HH beneficiaries) • HH involved in entrepreneur 	<p><u>Challenges for ABK3 and partners to stop child labor in sugarcane?</u></p> <ul style="list-style-type: none"> • Negative attitudes still need to be addressed. • Laxity in the implementation of policies/ordinances • Implement more livelihoods for beneficiaries • More skills training 	<p><u>What are your recommendations for the period ahead within ABK3 to help ensure the project reaches objectives?</u></p> <ul style="list-style-type: none"> • Strong and functional BCPCs • Allocation of funds at brgy. and munic. level for child welfare concerns • Train CWGs and child groups and strengthen their capacity as volunteers in implementation of ABK3. • Avail DOLE's program and services, especially on livelihoods. • AIR/ATIP campaigns – Negros Oriental being a sending province of migrant sugar workers, domestic helpers and deep sea fishing workers. • Sign MOA/MOU among partners defining respective roles and responsibilities. • Local officials should commit support through passing legislation (memo of understanding); • Ensure fund allocation such as the Gender and Development fund and

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activities <ul style="list-style-type: none"> • Increase in awareness on child labor • Decreased number out of school youth 		the youth and child welfare fund.
National Advisory Committee		
<u>Positive changes ABK3 brought to the national effort to end CL in sugarcane</u> <ul style="list-style-type: none"> • Helped LGUs formulate ordinances – increased advocacy on CL • <i>Has profiled 30,800 children, providing data that can be used by government and private agencies for appropriate intervention</i> • Resulted in more BCPC engagement (eg. children’s month) • Income generating livelihoods for parents • Increased involvement of teachers • Increased access to education • <i>Provided a model for other industries or sectors with child labor</i> • <i>ABK3 has been active in national policy formulation as an advisor/partner.</i> 	<u>Challenges</u> <ul style="list-style-type: none"> • Sustainability after the ABK3 implementation 	<u>Recommendations</u> <ul style="list-style-type: none"> • Cover all members of HHs with at least one member in sugarcane. • <i>Cost-sharing with local chief executives for sustainability & scaling up of project through Memorandum of Agreement</i> • Documentation of good practices, models, success stories. • Data sharing to national gov agencies & LGUs on beneficiaries served and interventions. • Continue providing financial & technical support to strengthen LCPCs • Extend project to Yolanda areas • Prepare transfer of ownership to LGUs & community for sustainability • Continue working with sugar district tripartite councils. • Incentives & awards for brgys that have zero CL in sugar industry.