O'BRIEN & ASSOCIATES INTERNATIONAL

INDEPENDENT FINAL EVALUATION OF

ACTIONS TO REDUCE CHILD LABOR IN AREAS OF RUBBER PRODUCTION IN LIBERIA

ARCH

Funded by the United States Department of Labor

Cooperative Agreement No. IL-23978-13-75-K

FINAL REPORT

FEBRUARY 2017

Acknowledgements

This report describes in detail the final evaluation of the Actions to Reduce Child Labor (ARCH) project in Liberia that was conducted from 21 November to 2 December 2016. Mei Zegers, independent evaluator, conducted the evaluation in collaboration with the project team and stakeholders and prepared the evaluation report according to the Terms of Reference prepared by the United States Department of Labor.

Mei Zegers would like to express sincere thanks to all parties involved in this evaluation for their support and valuable contributions. Most particularly, the evaluator would like to express her appreciation to ARCH project staff and other staff members of Winrock and its key implementing partners; the African Network for the Prevention and Protection against Child Abuse and Neglect, the General Agricultural and Allied Workers Union of Liberia, Firestone Workers Union of Liberia, Nimba Rubber Incorporated, and the Morris American Rubber Company for their support during the evaluation. Thanks also to the Liberian government officials at the national, county, district and community levels. Staff in schools, volunteers, community workers and other local stakeholders actively contributed useful information to the evaluation as well as the interpreters. Most of all, the evaluator would like to thank children and families who openly shared their experiences with the evaluator.

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Funding for this evaluation was provided by the United States Department of Labor under Task Order DOL-OPS-16-T-00089. Points of view or opinions in this evaluation report do not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

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Executive Summary

Liberia is one of the world's poorest countries with a Human Development Index rating placing it at 177 out of 188 countries.[1] It is a small, democratic country on the west coast of Africa, which is emerging from fourteen years of brutal war followed by the world's deadliest recorded outbreak of Ebola Virus disease (EVD).[2] Its two major export commodities, rubber and iron ore, have been in an economic slump for several years due to low prices worldwide and competition with other countries. The Ebola crisis started in March 2014 and a state of emergency was announced in August 2014 that was lifted in November 2014. During the emergency schools were closed and many economic activities were halted.

In this context, the United States Department of Labor (USDOL) provided a US $6 million grant to Winrock International (WI) to implement the "Actions to Reduce Child Labor in Rubber Producing Areas of Liberia" (ARCH) project. The project works with national partners to reduce child labor in rubber-growing areas by reducing poverty through economic empowerment activities and increasing access to quality education.

The ARCH project is specifically aimed at the reduction of child labor among children 5-17 years old in four districts within Montserrado, Margibi and Nimba Counties. The project officially started on December 27, 2012 and was expected to end on July 31, 2016. The project received two no-cost extensions with a formal end to the project slated for April 30, 2017. In response to a rise in food insecurity as a result of the EVD outbreak, the project was granted an additional USD $200,000 to address food insecurities through school feeding programs in ARCH-supported schools.

WI project partners include several ministries in the Government of Liberia (GoL) at national, county and district levels. The government ministries involved in the project include (in alphabetical order) the Ministry of Agriculture (MOA), Ministry of Education (MOE), and Ministry of Labor (MOL). Other ministries that participate in the project include the Ministry of Health and Social Welfare (MOHSW), Ministry of Gender Children and Social Protection (MOCSP) and the Ministry of Internal Affairs (MIA). WI also partnered with five non-governmental Liberian entities to implement the ARCH project. These were the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), the General Agricultural and Allied Workers Union of Liberia (GAAWUL), Firestone Workers Union of Liberia (FAWUL), Nimba Rubber Incorporated (NRI), and the Morris American Rubber Company (MARCO).

[1] UNDP (2015), Human Development Report 2015, Work for human development. Briefing note for countries on the 2015 Human Development Report. Ney York: UNDP

[2] Note that the background is, in part, based on information that the project provided in the Terms of Reference for the evaluation. See Annex 8.

The ARCH project intermediate objectives (IO) are:

1. Children & adolescents with increased participation in quality education
2. Households (HH) with reduced need to use CL as a livelihood strategy
3. HH with increased protection from economic shocks
4. Young people 16-17 years old transitioned from unsafe working conditions or hazardous child labor to acceptable work and work training
5. Public sector, rubber industry and community structures address child labor
6. Target HH, rubber industry stakeholders and general public with attitude change toward CL and education (negative attitude toward child labor and positive valuation of education)
7. Knowledge base on CL in the rubber sector in Liberia enhanced

The overall purpose of the final evaluation was to assess and evaluate the project over the four years of implementation. The final evaluation specifically intended to:

1. Assess the progress the project has made in achieving its goal of supporting efforts to reduce child labor in rubber-growing areas.
2. Determine whether the project's outcomes were achieved and assess the factors that contributed to or hampered the achievement of the outcomes.
3. Identify the effectiveness of the project's interventions and assess the feasibility of replicating them in other areas and other contexts.
4. Assess the sustainability of the project including what interventions and results might be sustained once the project ends.
5. Identify key lessons learned or good practices that may be replicated in future projects.

The fieldwork for the final evaluation of the ARCH project was carried out from November 21 to December 2, 2016 in the four project districts of Todee, Kakata, and Saclepea I and II, which are located in the selected counties. The evaluator included the voices of parents and children by using child-sensitive approaches to interviewing children that followed the ILO-IPEC guidelines on research with children on the worst forms of child labor.[3] Further, the evaluation adhered to the United Nations Evaluation Group's Ethical Guidelines and Norms for Evaluation in the UN System.[4]

The evaluator used a combination of methods that included review of key documents including project related documents[5] and documents related to the current context in Liberia regarding education, child labor issues, and other important and related aspects. Key informant interviews, observations and focus group discussions with stakeholders including project staff, project

[3] www.ilo.org/ipecinfo/product/viewProduct.do?productid=3026; www.unicef.org/cecsis/media_1482.html

[4] www.unevaluation.org/document/detail/102

[5] This included CMEP-related documents; survey reports; project document and revisions; Cooperative Agreement; Technical Progress Reports; Project Results Frameworks and Monitoring Plans; work plans; correspondence related to Technical Progress Reports; Management Procedures and Guidelines; research or other reports undertaken; project files (including school records) as appropriate.

partners, government officials, and beneficiary children and their families. A total of 56 meetings or focus groups were held with different stakeholders over the course of the fieldwork.

Findings

The project design and Theory of Change (ToC) were valid at inception and continue to be valid though some adjustments were made in line with implementation realities, most particularly with regard to the impact of the Ebola crisis. The Results Framework is still appropriate as the project is coming to an end although, as will be discussed, some adjustments were needed as a consequence of the Ebola crisis and in line with field realities. The project achievements are in part[6] due to the holistic project design approach that is sensitive to the local and national context together with a flexibility that allowed the project to make adaptations in line with realities.

The project team found that the ToC—and later the Comprehensive Monitoring and Evaluation Plan (CMEP) that was developed during project inception—were useful tools to manage the project. The CMEP was initially found to be too long with too many indicators. The CMEP was thus determined not sufficiently efficient to be fully effective, particularly with regard to the long reporting forms. Fortunately, it was possible to make some adaptations thus contributing to a more streamlined and efficient CMEP.

The monitoring and evaluation (M&E) of the project were both well detailed and conducted on a continuous basis. The many different components were effectively tracked. An organized system to track and report on child labor on an on-going regular and formal basis in the project areas will still be needed in the future. The project currently uses the Child Labor Monitoring System (CLMS) at the community level, and is working with the MOL during the remaining project implementation months to institutionalize it. Although regular monitoring, especially at community level, was effective there were challenges with respect to the implementation of the planned mobile phone and website based data collection that took over two years to develop. In fact, testing and improvement of the system is still on-going.

Although the evaluation did not require an assessment of project efficiency, the evaluator found that the project was efficient in terms of balancing available resources with expected results. A factor that contributed to project efficiency was the good level of coordination of the complex project that included relationships with a multitude of partners and other stakeholders.

The project is on track to achieve its objectives, outputs, and other deliverables as planned. Outcomes on reductions in child labor and awareness of child labor—including the differences between child labor and child work with resulting changes in attitudes—have been achieved across the types of stakeholders. The overall impact of the project was to significantly contribute to changes in the lives of beneficiary families. Families, including the children themselves, communities, private and public sector stakeholders all attribute these changes to the project.

The main challenges that were identified during the evaluation include the very high level of poverty and the need for support at all levels as well as various gender related issues. Household

[6] Other factors contributing to success are discussed in the remainder of the report.

poverty levels are very high making it impossible for the project to provide sufficient economic empowerment to meet all of the needs to completely reduce poverty.

For Intermediate Objective (IO) 1, the project has reached its goal of withdrawing 6,100 children and youth from exploitive child labor in rubber plantations or similar hard labor in the surrounding areas, and preventing 4,000 children who are at-risk of becoming engaged such work early in 2016 and have provided livelihood services to 3700 households. All 10,126 children who have been withdrawn or prevented from child labor have received some type of educational service.

Project children are enrolled in the type of education that matches their personal needs, which means that there are 5,516 project children in formal primary and secondary school.[7] They may also be in special Accelerated Learning Programs (ALP) if they are older and unable to attend lower grades. A total of 161 children are in this category.[8]

With regard to IO2, reduced dependence of households on child labor as a livelihood strategy, the project's endline survey will confirm whether households actually were able to achieve an outcome of increases in their assets. The project achieved or exceeded the targets on training of laborers on plantations and integration of households in improved sources of income. Once the final batch of producer groups has completed training, the target for improved production and marketing strategies will also be attained.

With regard to IO3 on improved access of households to social protection services, the project has exceeded 2 of the 3 targets. It is expected to complete the results for the third target by the end of the project. For the establishment of community based social protection systems, the target was more than doubly achieved[9] while the target for households accepting referrals to social protection programs[10] was exceeded.

For IO3 on youth employment in safe work condition, the project achieved more than double the sub-target with 1,374 youth trained and using protective gear.[11] Likewise, the target on youth completing six months of Technical Vocational Education Training (TVET) or other skills training was exceeded by double the target at 688 youth.[12] The sub-target on youth self or employment by third parties is yet to be reached but is expected to be achieved once youth who are still enrolled in training complete and receive their business starter kits.

For IO5 on strengthening the extent to which the public sector, rubber industry and community structures address child labor, all except one target was achieved at the time of the evaluation. This IO is particularly important for sustainability so achieving it is a vital step to ensure continuing and replication of project efforts and results. The evaluator notes that the MoL,

[7] 2,906 boys and 2,610 girls

[8] 917 boys and 695 girls

[9] Target was 8, achievement 17 communities

[10] Government and non-government social protection services.

[11] 655 males and 719 females.

[12] 133 males and 555 females

National Commission on Child Labor (NACOMAL), and the International Labour Organization (ILO) as well as other stakeholders have been involved in providing capacity strengthening of different types. Once the National Sustainability Conference has been held, capacities will be further strengthened, as the conference will not only discuss means to increase sustainability but also provide participants with an even greater understanding of child labor issues. Although the project has done well in this area in line with the project design, there is still scope for further strengthening these structures.

The project has done particularly well with regard to IO6 on awareness raising and advocacy on child labor issues. The evaluation concludes that the self-reporting of the project in this area is highly reliable as evidence of good understanding of child labor and child work was evident across all stakeholders that were interviewed. Targets were met or exceeded on all sub-areas of this IO. The evaluator found similarities between the stakeholders with regard to comments on how attitudes had changed at the community level. Parents in particular were reported to have changed their attitudes but only after project supported persistent and consistent provision of messages through various means.

Several awareness messages included a strong focus on stimulating education so that children can become lawyers, nurses and teachers. While these are respectable professions that children often aspire to achieve, many cannot attain such white-collar positions for the foreseeable future due to the continuing economic challenges. It is thus advisable to also show images of people who are, for example, good farmers to indicate that with education one can also learn how to be more successful as a farmer. At the same time, depicting aspirational white collar jobs is still useful as they serve to stimulate and motivate young learners across a range of options.

For IO7, increasing the knowledge base and dissemination of acquired knowledge, the project has completed most of the work. It is finalizing several reports most of which the evaluator has seen in draft form. The project baseline was carried out under this IO. It should be stated that the evaluator found that the baseline was very useful to the project and local stakeholders. Unusually, members of community groups such as the parent teachers association (PTA), child labor monitoring committee (CLMC), and others at the local level mentioned the baseline as an important source of information, which they had actively been involved in and used. In most projects that the evaluator has assessed, the baseline is just used to measure a starting point, inform the planning for the project staff, and as a comparison point for an eventual endline survey. In this case, the community members described how the baseline was conducted and how they used the information to select and work with the children identified through the study.

A Public and Private Sector Coordination Survey and a Best Practices report are being finalized and an endline survey will be carried out. These studies are being disseminated in the country though the evaluator is of the opinion that some of these studies, especially the Best Practices and the endline survey, should be widely shared outside the country.

The project has identified a number of good practices that have been collected and are being finalized in a report.[13] The evaluator refers to the report as she agrees with the findings represented. It should be added, however, that many of the good practices that are listed, while definitely noteworthy, are typical of any good child labor project. Particularly noteworthy among more innovative approaches mentioned in the draft report are the following good practices:

- Involvement of children in peer education as tutors and not only as actors to raise awareness among their peers.
- Through strong relationships and engagement with the rubber industry, the private sector became actively involved in supporting occupational safety and health (OSH) training, awareness raising on child labor and education, collective bargaining agreement against child labor in plantations, and the establishment of additional private schools in rubber plantations.
- The focus on training in agriculture, including OSH, with older children is in line with the realistic economic context in project areas.
- School feeding, while not originally part of the project design and introduced due to the Ebola crisis, was a successful project component that had a substantial impact on the project beneficiaries and led to a general increase in enrollment in project areas.
- Identification of Champion Communities can be used as models for other communities due to their success in addressing child labor and access to education. The provision for grants for projects that such communities identified served as a special motivator for communities.
- Social protection access strengthening activities such as linking community leadership with social protection service providers and development of a referral booklet listing available services and contacts for communities to use.
- High focus was placed on teacher involvement in many project activities. While it is common to do so in child labor projects, in the ARCH project there was special emphasis on including teachers in community monitoring. Teachers proved to be effective monitors and have been especially stimulated in the project to participate in the CLMC and other project activities.

Lesson Learned

In countries with low levels of decentralization, strong focus is needed from an early stage on coordinating actions on child labor and related educational interventions among local authorities, private sector, and civil society at local administrative levels (lowest government administrative levels).

[13] Winrock International (2016), Best Practices in Preventing and Eliminating Child Labor Drawn from the ARCH project in Liberia and other Child Labor Projects in the Greater West Africa and Globally. Kakata, Liberia: ARCH Project/Winrock.

Recommendations

The government and development partners should continue and replicate ARCH project actions in other locations in Liberia. In addition to this overarching recommendation, the evaluator has some additional recommendations. The principal actors to whom the recommendations are addressed are indicated between parentheses after each recommendation.

Advocacy and awareness-raising

1) Place strong emphasis on communicating and strengthening the concept and the implementation of CLFZs in projects where it is implemented. (Implementing agencies- Winrock, other national and international agencies)

Economic empowerment and skills

2) Plan ahead during identification of potential skills for youth training to determine whether a broader range of skills may be taught to youth rather than the usual skills such as tailoring, cosmetology/hairdressing, and catering. Include consideration of subjects such as digital technologies, which are evolving rapidly with strong interest from youth while Internet and mobile phone coverage are also expanding exponentially. (Government including MoE, MoL, NACOMAL and other implementing agencies- Winrock, other national and international agencies)

3) Ensure that skills and other youth training include life skills with a focus on incorporating health issues such as HIV and family planning. Where these subjects are already included in the learning materials, projects need to ensure that trainers actually cover these materials or that associated local government experts are able to teach these subjects. (Government entities including MoE, MoL, NACOMAL, and other implementing agencies- Winrock, other national and international agencies)

4) Initiate VSLA at the start of economic empowerment activities. (Implementing agencies- Winrock, other national and international agencies)

5) Plan for marketing of products from economic empowerment activities from an early project stage to ensure sufficient income if activities are successful over the long term. (Government ministries, NACOMAL and other implementing agencies- Winrock, other national and international agencies)

Coordination and Sustainability

6) Develop a shorter more streamlined data collection system that focuses on the core monitoring points for government replication of the child labor database monitoring system in Liberia. Study available digital methods using text messaging on simple mobile or other types of mobile phones as implemented in the area of health and education in other countries. Developing a system using ordinary mobile phones can be helpful where Internet coverage is poor but mobile phone coverage is adequate. (ARCH project, MoL, NACOMAL, CLEAR II project, other national stakeholders)

7) Develop a system to continually update the social protection services referral guide. Address possible logistics issues as, if contacted, some service providers may be unable to follow up adequately in the communities. (NACOMAL and other implementing agencies)

8) Place focus on expanding linkages between communities and local government. Promote the formalizing and sustainability of such linkages between communities and local government. Create opportunities and sustainable systems for beneficiaries, especially community leaders, to interact with county and district government. (NACOMAL, Local Government and other implementing agencies)

9) Ensure coordination through joint committees across line ministries with private sector and civil society involvement at district and county level focusing specifically on child labor and related education, health and other subjects. Such committees may be sub-committees of child protection/child welfare committees if stakeholders consider this is an effective approach. (NACOMAL and other implementing agencies)

10) After the project ends, the local government should demonstrate interest and provide follow up at the community level. Special attention should be placed on M&E and capacity strengthening on economic empowerment and teacher training. (Local government and other implementing agencies)

11) Place emphasis on government budgetary allocation in terms of human and other resources to ensure ARCH project sustainability during the remaining project period and into the future. It is noted that replicability is challenging in the current situation. Without a strong enabling environment, resources similar to those provided by ARCH will need to be allocated to realize replication of the ARCH model. (Federal government, donors)

12) Place high focus on private sector engagement going forward including in terms of higher private sector-government coordination. The private sector may develop a well targeted implementation of a Code of Conduct for the Private Sector on child labor. (Private sector with support of NACOMAL)

General recommendations to strengthen child labor projects

13) Consider increasing focus in child labor projects and programs on the establishment of school feeding programs and school gardens where poverty is extreme and space for gardens is available. (USDOL, other donor and international agencies)

14) Promote greater exchange on good practices and lessons learned between actors working to address child labor. Consider the development of a social media platform with an experienced social media communications specialist as moderator. (USDOL, other donor and international agencies)

15) Carry out a post project impact study on the extent to which these skills training of youth has actually led to sufficient employment. Share acquired lessons to improve child labor initiatives on vocational and skills training for youth in child labor elimination projects and programs. (Government, USDOL, other donor and international agencies)

Abbreviations and Terms

ALP	Accelerated Learning Programs
ANPPCAN	African Network for Prevention and Protection against Child Abuse and Neglect
ARCH	Actions to Reduce Child Labor in Liberia
BCC	Behavior change communications
CA	Community Advocate
CBA	Collective Bargaining Agreement
CDA	Cooperative Development Agency
CEO	County Education Officer
CDC	Centers for Disease Control and Prevention
CL	Child Labor
CLMC	Child Labor Monitoring Committee
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CRC	UN Convention on the Rights of the Child
CSR	Corporate Social Responsibility
CST	Community Skills Training
DBMS	Direct Beneficiary Monitoring System
ECD	Early Childhood Education
EVD	Ebola Virus Disease
FAWUL	Firestone Agriculture Workers Union of Liberia
FGD	Focus Group Discussion
GAAWUL	General Agricultural and Allied Workers Union of Liberia
GoL	Government of Liberia
GSM	Global System for Mobile Communications
ILO	International Labor Organization
IO	Intermediate Objective
IPEC	International Programme on the Elimination of Child Labour
LIBCO	Liberia Company
MARCO	Morris American Rubber Company
MFS	Model Farm School
MIA	Ministry of Internal Affairs
MOA	Ministry of Agriculture
MOE	Ministry of Education
MOHSW	Ministry of Health and Social Welfare
MOGCSP	Ministry of Gender, Children and Social Protection
MOL	Ministry of Labor

M&E	Monitoring & Evaluation
NAP	National Action Plan for Child Labor
NACOMAL	National Commission on Child Labor
NRI	Liberia Rubber Company
NSC	National Steering Committee
NGO	Non-governmental Organization
OCFT USDOL	Office of Child Labor, Forced Labor and Human Trafficking United States Department of Labor
OSH	Occupational Safety and Health
PTA	Parent Teachers Association
ToC	Theory of Change
TPR	Technical Progress Report
TVET	Technical Vocational Education Training
USAID	United States Agency for International Development
UNICEF	United Nations Children Educational Fund
USDOL	United States Department of Labor
VSLA	Village Savings and Loan Association
WFCL	Worst Forms of Child Labor
WHO	World Health Organization
WI	Winrock International
YMFS	Youth Model Farm Schools

I. Project Description and Background

Liberia is one of the world's poorest countries with a Human Development Index rating placing it at 177 out of 188 countries.[14] It is a small, democratic country on the west coast of Africa, which is emerging from fourteen years of brutal war followed by the world's deadliest recorded outbreak of Ebola Virus disease (EVD).[15] Its two major export commodities, rubber and iron ore, have been in an economic slump for several years due to low prices worldwide and competition with other countries.

The conflicts that began in the 1980s and continued until 2003 resulted in massive destruction of basic systems and infrastructure, so that more than a decade later the country is still in the process of reconstruction. Many schools were completely destroyed and teaching staff were greatly depleted. Nearly half of the population is composed of children under age 15. Despite the fact that Liberia's Education Law provides for compulsory primary education, many children have dropped out or never attended school in recent years.

The Ebola crisis started in March 2014. A state of emergency was announced in August 2014 which was lifted in November 2014. During the emergency schools were closed and many economic activities were halted. It should be added, however, that there were still a **series of** small outbreaks between November, 2014 and January, 2016. The country was officially declared Ebola free in January 2016.

Given the socio-economic situation, for the general population, trying to create sound family economies and send children to school is a daily struggle. More than half of the population is engaged in farming, but despite the fertile soil and ample rainfall, it produces low yields and remains at a subsistence level.

Child labor is visibly prevalent, mostly in agricultural production, and much of it is highly hazardous. Some children are internally trafficked to perform various forms of child labor. The Government of Liberia has initiated some measures to correct the situation, either through establishing laws, signing onto international conventions and developing policies that should protect children. However, many policies regarding health, education, commerce and other areas do not include strategies for the elimination, reduction, or prevention of child labor. The Children's Law is notable, but there is still much work to be done for the country to conform to international standards of child protection.[16]

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[14] UNDP (2015), Human Development Report 2015, Work for human development. Briefing note for countries on the 2015 Human Development Report. Ney York: UNDP

[15] Note that the background is, in part, based on information that the project provided in the Terms of Reference for the evaluation. See Annex 8.

[16] https://www.dol.gov/ilab/projects/summaries/Liberia_ARCH_meval.pdf

The country also has a below average gender development index as compared to the rest of Sub-Saharan Africa.[17]

In this context, the United States Department of Labor (USDOL) provided a US $ 6 million grant to Winrock International to implement the "Actions to Reduce Child Labor in Rubber Producing Areas of Liberia" (ARCH) four-year and 4 month project. The project works with national partners to reduce child labor in rubber-growing areas, including by reducing poverty through economic empowerment activities and increasing access to quality education. The ARCH project is implemented in a particularly affected region of the country that is in the Liberian Rubber Belt where children are extensively engaged in rubber production.[18] Children in the area tap rubber trees with dangerous tools and carry heavy loads of buckets filled with latex. Other forms of child labor such as charcoal production, carriers of other types of heavy loads and child labor in domestic work as well as in commercial sexual exploitation are also found in the region.[19]

The ARCH project is aimed at the reduction of child labor among children 5-17 years old in four districts within Montserrado, Margibi and Nimba Counties. The project officially started December 27, 2012 and was expected to end on July 31, 2016. The project received two no-cost extensions with a formal end to the project slated for April 30, 2017. In response to a rise in food insecurity as a result of the Ebola virus disease (EVD) outbreak, the project was granted an additional USD $200,000 to address food insecurities through school feeding programs in ARCH-supported schools.

Winrock International (WI) project partners include several ministries in the Government of Liberia (GoL) at national, county and district levels. The government ministries involved in the project include (in alphabetical order) the Ministry of Agriculture (MOA), Ministry of Education (MOE), and Ministry of Labor (MOL). Other ministries that participate in the project include the Ministry of Health and Social Welfare (MOHSW), Ministry of Gender Children and Social Protection (MOCSP) and the Ministry of Internal Affairs (MIA). WI also partnered with five non-governmental Liberian entities to implement the ARCH project. These were the African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), the General Agricultural and Allied Workers Union of Liberia (GAAWUL), Firestone Workers Union of Liberia (FAWUL), Nimba Rubber Incorporated (NRI), and the Morris American Rubber Company (MARCO).

ARCH project outcome-related goals include:[20]

1) Education—Increase access to and retention in education, through provision of education services for the withdrawal or prevention of at least 10,100 children from child labor - 6,100 children to be withdrawn and 4,000 children to be prevented from child labor;

[17] Ibid.

[18] Rubber is also grown in other areas of Liberia.

[19] Winrock International (2013) Actions to Reduce Child Labor Baseline Survey. Kakata, Liberia: ARCH Project/Winrock

[20] USDOL (2012), Cooperative Agreement

2) Livelihoods—Increase household income through the provision of livelihood services to at least 3,700 households, as a strategy for reducing child labor in these households;

3) Social Protection—Increase household resiliency from economic shocks, through provision of access by 2,000 children or vulnerable households to social protection services;

4) Youth Employment—Increase opportunities for youth to secure decent and productive employment;

5) Policy and Institutional Strengthening—Increase capacity of stakeholders to develop, implement and evaluate policies and programs for child labor reduction, including through development of a "Business Case for Sustainable Labor" and establishment of over 30 functioning Child Welfare Committees and Child Labor Monitoring Committees;

6) Raise Awareness—Increase awareness of child labor through radio programs, newsletters and other means;

7) Research and Data Collection—Increase the availability of reliable data on child labor, including through development of Comprehensive Monitoring and Evaluation Plans (CMEP), Direct Beneficiary Monitoring System (DBMS), Government Performance Results Act data, Study on Occupational and Safety and Health (OSH) Hazards in Agriculture, Compilation of the "Best Practices Document" and Action Plans; and

8) Transparency and Accountability—improve public information on efforts relating to child labor reduction programs and employment conditions.

A Child Labor Free Zone (CFLZ) approach was used which, as indicated in the project CMEP,[21] is an approach that "engages public and private sector stakeholders within civil society and communities in order to reduce all types of child labor within a defined geographic area". Stated more fully, a CLFZ is an area where community members are convinced that children should not be in child labor but should be in education and where parents, children, teachers, local authorities, village leaders, employers, in these zones work together to achieve these goals.[22] The project design used a holistic and participative approach to create the CLFZ.

The fieldwork for the final evaluation of the ARCH project was carried out from November 21 to 2 December 2016 in the four project districts of Todee, Kakata, and Saclepea I and II, which are located in the selected counties. The project's CLFZ are referred to as CLFZ 1 and CLFZ 2.

The ARCH project intermediate objectives (IO) are summarized below:

1. Children and adolescents with increased participation in quality education

[21] Winrock International (2013), Comprehensive Monitoring and Evaluation Plan. Kakata, Liberia: ARCH Project/Winrock. P. 11
[22] Ibid

2. Households (HH) with reduced need to use child labor as a livelihood strategy
3. HH with increased protection from economic shocks
4. Young people 16-17 years old transitioned from unsafe working conditions or hazardous child labor to acceptable work and work training
5. Public sector, rubber industry and community structures address child labor
6. Target HH, rubber industry stakeholders and general public with attitude change toward child labor and education (negative attitude toward child labor and positive valuation of education)
7. Knowledge base on child labor in the rubber sector in Liberia enhanced

To achieve these objectives, the project implemented a holistic approach that included:

- Advocacy and awareness raising
- Institutional and capacity strengthening of stakeholders
- Community and household empowerment[23]
- Education material and other support to transition and/or keep children in education and/or skills training
- OSH support
- Actions to improve access to social protection
- Research on relevant issues to improve implementation of programming on child labor issues.

[23] Both economic and social empowerment to address child labor and education related issues.

II. Evaluation Purpose and Methodology

2.1 Evaluation Purpose

The overall purpose of the final evaluation was to assess and evaluate the project over the four years of implementation. The final evaluation specifically intended to:

1. Assess the progress the project has made in achieving its goal of supporting efforts to reduce child labor in rubber-growing areas.
2. Determine whether the project's outcomes were achieved and assess the factors that contributed to or hampered the achievement of the outcomes.
3. Identify the effectiveness of the project's interventions and assess the feasibility of replicating them in other areas and other contexts.
4. Assess the sustainability of the project including what interventions and results might be sustained once the project ends.
5. Identify key lessons learned or good practices that may be replicated in future projects.

See the data matrix in Annex 9 for the evaluation questions and how data were collected and analyzed to answer the evaluation questions.

2.2. Intended Users

This final evaluation provides USDOL, Winrock International (WI), the Government of Liberia, and other project stakeholders an assessment of the project's experience in implementation and, to a limited extent, its impact on project beneficiaries. USDOL/ Office of Child Labor, Forced Labor and Human Trafficking (OCFT) and WI management will use the evaluation results as a learning tool regarding the relevance of the approach and strategy used by the project. The evaluation results provide information, supported by project and evaluation data that suggest how important project achievements, interventions, and results might be sustained. The report will be published on the USDOL website, as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

2.3 Evaluation Methodology

The evaluation report addresses the evaluation questions and is organized according to the areas of project relevance, effectiveness, efficiency, impact and sustainability. This evaluation assesses 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. This evaluation also analyzes the extent to which recommendations from the midterm evaluation have been implemented.

Another important area that this evaluation addressed is whether the project has taken steps to ensure the project's approaches and benefits continue after the completion of the project. The evaluator included the voices of parents and children by using child-sensitive approaches to

interviewing children that follow the ILO-IPEC guidelines on research with children on the worst forms of child labor.[24] Further, the evaluation adhered to the United Nations Evaluation Group's Ethical Guidelines and Norms for Evaluation in the UN System.[25]

The evaluator adhered to confidentiality and other ethical considerations throughout the evaluation. Gender and cultural sensitivity was integrated in the evaluation approach.

The evaluator used a combination of methods that included the following:

- Preparation of a detailed methodology including a data matrix and guidelines for questioning.
- Review of key documents including project related documents[26] and documents related to the current context in Liberia regarding education, child labor issues, and other important and related aspects.
- Review of documents to help the evaluator understand the current socio-economic situation in Liberia and the impact it may have on the project and the evaluation process.
- Key informant interviews and focus group discussions with stakeholders including OCFT managers, project staff, project partners, government officials, and beneficiary children and their families.
- Observing the work and networking activities of key stakeholders.
- Stakeholder meeting where initial findings were presented, discussed, and enriched with additional input from the participants.

The following key individuals and groups were interviewed:

- OCFT staff responsible for the project and this evaluation.
- Project field management and staff in Liberia
- Implementers at all levels including child labor monitors in communities involved in assessing whether children have been effectively prevented or withdrawn from child labor situations.
- 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 schoolteachers, assistants, school directors.
- Private sector representatives including from employers and workers' organizations

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[24] www.ilo.org/ipecinfo/product/viewProduct.do?productid=3026; www.unicef.org/cecsis/media_1482.html

[25] www.unevaluation.org/document/detail/102

[26] This included CMEP-related documents; survey reports; project document and revisions; Cooperative Agreement; Technical Progress Reports; Project Results Frameworks and Monitoring Plans; work plans; correspondence related to Technical Progress Reports; Management Procedures and Guidelines; research or other reports undertaken; project files (including school records) as appropriate.

- Families and project beneficiaries (children withdrawn and prevented and their parents).

Preliminary discussions were also held with USDOL staff prior to the mission to obtain inputs on which key areas of focus need attention and observations about the project.

After arriving in the country, the evaluator met the US Embassy representative, senior project staff from Winrock, and project partners in Monrovia to finalize the evaluation schedule and to obtain an overview of the project since the midterm evaluation.

After the initial interviews in a meeting held in Monrovia with project staff and partners, the evaluator conducted field visits to interview stakeholders and observe their activities. The locations for field visits were identified based on the guidelines provided by the evaluator before arriving. These include the need to ensure that stakeholders from successful implementation sites as well as those from sites where the project faced more challenges were included.

A total of 56 meetings or focus group discussions were held with different stakeholders over the course of the fieldwork. Data from focus group discussions were entered into and analyzed using the qualitative data analysis tool (Atlas.ti).[27] Analysis codes were prepared based on the details of the evaluation questions as indicated in the Data Collection Matrix in Annex 9. Ultimately, 775 separate quotations from evaluation meetings and focus groups were coded. Results were generally quite consistent across locations and the evaluator is confident that, in addition to document analysis, the assessment is reliable.

The stakeholder workshop took place on the December 2, 2016. The purpose of the workshop was to present the preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders. The evaluator consulted project staff and worked closely with them to develop the workshop agenda and program during the first week of the evaluation.

The workshop presentation concentrated on good practices identified during the evaluation's fieldwork, lessons learned, and remaining gaps as identified by the stakeholders. The role of the evaluator was to analyze and represent the viewpoints of the various individuals and documents consulted. The evaluator used her experience from similar evaluations to share and enrich understanding of the information gathered during the evaluation.

Following the workshop, the evaluator conducted final meeting with senior project staff to discuss the overall conclusions of the workshop and the evaluation. After the fieldwork in Liberia, the evaluator drafted the first version of the evaluation report. The report was forwarded for comments and finalized after receiving feedback.

[27] See website www.Atlasti.com for details

2.4 Evaluation Limitations

Fieldwork for the evaluation lasted two weeks. The evaluator did not have sufficient time to visit all project sites but focused the visit on 15 sites as discussed with the project staff when planning the schedule. The evaluator also visited additional locations to interview project, government, private sector and civil society representatives. As a result, the evaluator was not able to take all sites into consideration when formulating her findings.

All efforts were, however, made to ensure that the evaluator visited a representative sample of sites, including some that have performed well and others that have experienced challenges. In practice the findings across the sites visited was quite consistent despite some differences with regard to types of economic empowerment and project supported school feeding in some locations (Montserrado and Margibi Counties) as opposed to WFP support school feeding (Nimba County).

III. Findings

3.1.Project Design and Theory of Change

The project design and Theory of Change (ToC) were valid at inception and continue to be valid though some adjustments were made in line with implementation realities, most particularly with regard to the impact of the Ebola crisis. The Results Framework is still appropriate as the project is coming to an end although, as will be discussed, some adjustments were needed as a consequence of the Ebola crisis and in line with field realities.

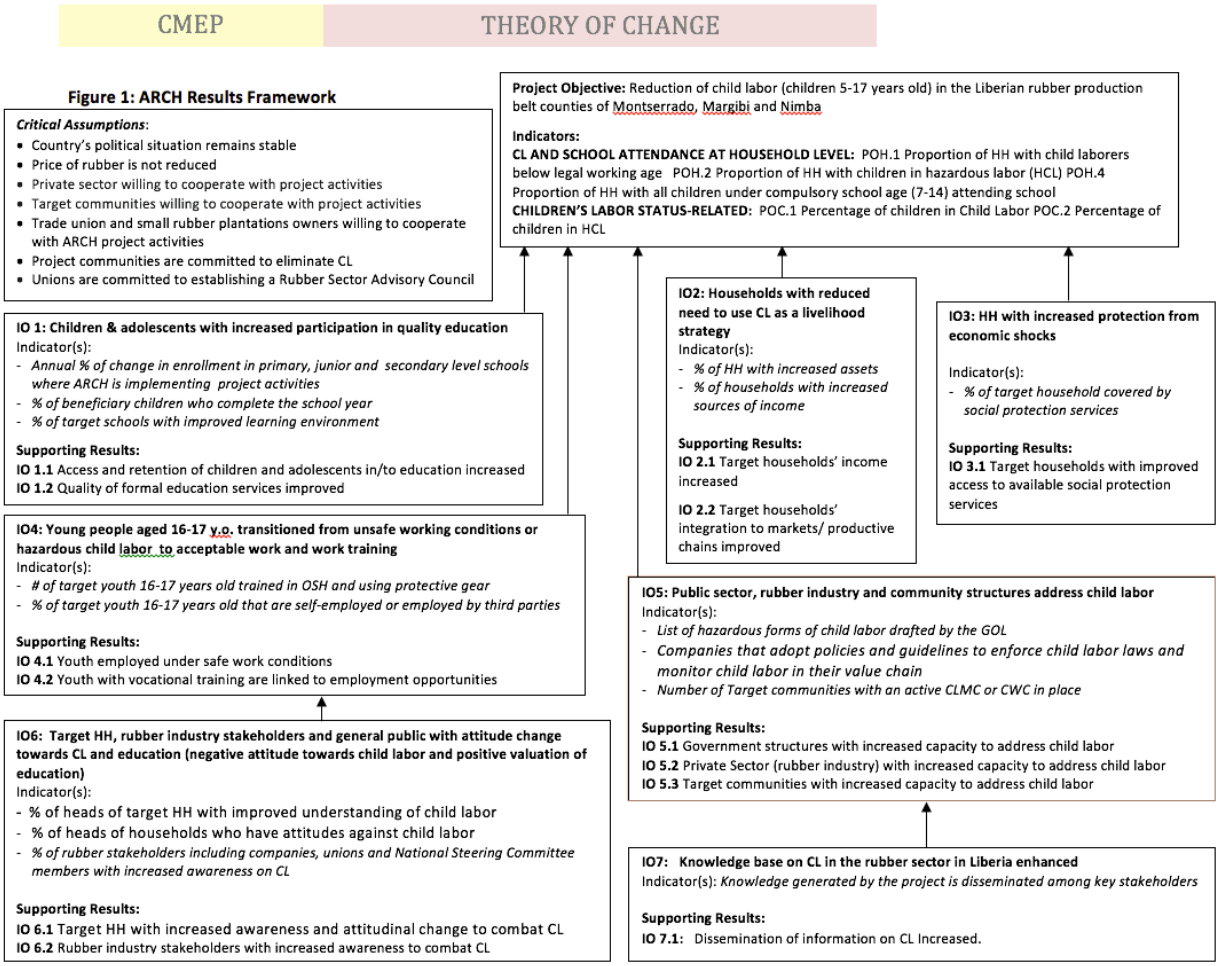
The project team found that the ToC—and later the CMEP that was developed during project inception—were useful tools to manage the project. As the project staff indicated, "The ToC and CMEP are like a blue print for the project that you follow so that is very helpful for our implementation. You also know exactly if you are not reaching your target and what that means so you can take actions to address any challenges."

The project staff appreciated the fact that USDOL involved them in the CMEP development so that all agreed on the contents. They stated that the CMEP is continually used to prepare the project work plan so it functions as a practical tool. Nevertheless, project staff initially found the CMEP to be too long with too many indicators. The CMEP was thus found not sufficiently efficient to be fully effective, particularly with regard to the long reporting forms. Fortunately, it was possible to make some adaptations thus contributing to a more streamlined and efficient CMEP. This included deleting the indicator regarding the development of activities around biomass production.

In fact, the staff commented that as long as they were able to provide a well-reasoned justification, USDOL was willing to make adjustments. In one other example staff noted that, though they were expected to recruit at least 650 youth for the Youth Model Farm Schools (MFS) only 591 youth could be identified in the project areas during the baseline study. The project thus needed to adapt and proposed school agriculture clubs to address the gap. This adjustment allowed the project to meet their target.

Figure 1 summarizes the ToC and the accompanying CMEP. The primary ARCH strategies and activities naturally emanated from the ToC.

Figure 1: Summary of the ToC and CMEP



3.2. Monitoring and Evaluation

The monitoring and evaluation (M&E) of the project were both well detailed and conducted on a continuous basis. The many different components were effectively tracked. The project found that teachers proved to be effective monitors at community level, even stating that the teachers are the most appropriate monitors as they are passionate "to see that the children attend school regularly".[28] Teachers live in the community and the project has trained them how to monitor the children. Some challenges were noted because the schools tend to have both official education system integrated teachers, whom the government pays, as well as "volunteers" who the communities pay or who receive a small stipend from different sources. Since the teachers frequently participate in the Child Labor Monitoring Committee (CLMC) and Parents and Teachers Association (PTA), it makes sense to include them in the intensive monitoring approach. Both regular and "volunteer" teachers were involved in project activities.

[28] According to a project staff member.

An organized system to track and report on child labor on an on-going regular and formal basis in the project areas will still be needed in the future. The project currently uses the Child Labor Monitoring System (CLMS) at the community level and is working with the MOL during the remaining project implementation months to institutionalize it. The project reported, for example, that they are working to establish a formal linkage between communities and the District Education Officer (DEO) and the County Education Officer (CEO) as they are responsible for school inspections.[29] It should be noted that the project did include CEOs and DEOs in awareness raising activities, teacher training, and other project actions (the evaluator met some of them). The project also aims to link labor inspectors to DEOs and CEOs.

Although regular monitoring, especially at community level, was effective there were challenges with respect to the implementation of the planned mobile and website based data collection that took over two years to develop. In fact, testing and improvement of the system is still on-going. In the meantime, to ensure that the project could carry out the necessary M&E reporting, it developed a simple Excel database. The Excel database has proven sufficient for the project to track and report project progress towards results on a regular basis.

The challenges to the development and implementation of the mobile and website based monitoring system were, in part, due to the fact that the manager of the database development was a contractor who did not work for the project had resigned. A new person had taken over who needed time to be integrated into the process. Development of the system was also hampered because of issues around the lack of consistent and quality mobile and Internet connections in the project areas. Given the problems with the system, it was challenging for the project's community level advocates (CA) despite being the trained.

The project reported that, though the Excel files existed, they eventually had a large backlog of data covering a two-year period that needed to be entered into the mobile/website database. Furthermore, there have been some data entry errors in the website-based system and cleaning of the data is still on-going.

The project reports that there continue to be some challenges with the mobile/website system but that, during the week prior to the evaluation fieldwork, they received the formal web link to the mobile and website database. This allows stakeholders, including government officials, to visit, view, and continue to use the system. As the project nears its completion, the delays have not negatively affected the implementation of the mobile/website system and the project team still plans to handover the system to the GoL. The project gained valuable experience that could contribute to the eventual sustainability of the system.[30]

According to project and government stakeholders, it is clear that it is necessary to develop a shorter more streamlined data collection system that focuses on the core monitoring points. The

[29] The CEO is the head of the education at the county level and the DEO at the district level.

[30] Note that, although this discussion is on sustainability, the evaluator believes it is more logical to include discussion on this issue in the current section.

current list includes more than 60 indicators, which need to be reduced to a practical level of perhaps 15 indicators covering aspects such as child age, work status, age, the type of work, whether enrolled in school and type of school and education.

The project indicates that it is working with the MoL to prepare a list of the key indicators that is to be included in a future systems that government will coordinate. Such a list of proposed key indicators could be quite useful to initiate the development of a national child labor database system since Liberia has been selected as one of the countries for the implementation of the "Country Level Engagement & Assistance To Reduce Child Labor II" (CLEAR II).[31] An additional aspect is the consideration of enabling data entry using simple text messages on mobile phones as some health projects have done in different countries. This will help decrease dependence on Internet while still allowing community workers to enter the data directly. It is also useful to verify digital survey methods designed and tested in developing countries.[32]

3.3. Efficiency

Although the evaluation did not require an assessment of project efficiency, the evaluator found that stakeholders felt that the project was efficient in terms of balancing available resources with expected results. As one stakeholder indicated, "The project staff is spending the funds in a good direction. They are using their expertise effectively to help our children." Wherever possible the project worked to combine different actions and field visits to consolidate work efficiently.

A factor that contributed to project efficiency was the good level of coordination of the complex project that included relationships with a multitude of implementing and other types of partners and stakeholders. Effective relationships were observed with communities, national and local government representatives, FAWUL, GAAWUL, MARCO, and the NRI. Internal relationships within the project team, including with implementing partner ANPPCAN, were effective. Project field management maintained an open management style while still providing clear guidance whenever needed.

3.4. Overall Effectiveness in Achieving Objectives

The project is, overall, on track to achieve its objectives, outputs, and other deliverables as planned. Outcomes on reductions in child labor and awareness of child labor—including the differences between child labor and child work with resulting changes in attitudes—have been

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[31] Also implemented by Winrock, CLEAR II is a four-year, USDOL funded project that works cooperatively with host governments on reduction in child labor. CLEAR II works on four main focus areas: legislation, monitoring and enforcement, national plans of action and policies and social programs.
Winrock (2016), Welcome to the CLEAR II Global Learning Platform! Available from http://www.winrock-clearii-glp.org/ (Website accessed December 9, 2016)

[32] See for example: for India: Socialcops (2016), Use Collect for Research, Monitoring, Tracking Change. Available from https://socialcops.com/collect (Website accessed December 3, 2016);
For a list of other countries and programmes using regular and smart mobile phones: Morteo, K (2016) Mobile phone applications. Rome: Information Technology Division (CIO), FAO. See especially from page 4.

achieved across the types of stakeholders. The overall impact of the project was to significantly contribute to changes in the lives of beneficiary families. Families, including the children themselves, communities, private and public sector stakeholders all attribute these changes to the project.

The achievements are in part[33] due to the holistic project design approach that is sensitive to the local and national context together with, as stated in Section 3.1, a flexibility that allowed the project to make adaptations in line with realities. As will be detailed, adaptations were made as a result the active use of baseline study findings together with continual qualitative and quantitative monitoring and steps taken to address the obvious impact of the Ebola virus on activities. Adjustments were made based on the needs and inputs from communities.

The main overall challenges that were identified during the evaluation include the very high level of poverty and the need for support at all levels as well as various gender related issues. These two main identified challenges are in line with overall country challenges as indicated in the first section of this report. Household poverty levels are very high making it impossible for the project to provide sufficient economic empowerment to meet the great economic needs to reduce poverty.

As will be discussed in the next sections, some aspects still need more attention during the remaining months to attain full achievement of targets. Nevertheless, the project should be commended for its achievements in a context where the Ebola crisis had major impacts and where the rubber industry has been facing a serious economic downturn. All three companies visited during the evaluation, Firestone, Morris American Rubber Company (MARCO) and NRI, indicated that they reduced workers by 50% or are in the process of doing so. In addition, the lingering effects of the civil war keep poverty levels high.

Annex 1 includes a detailed table of project achievements with comments to explain efforts that are being undertaken in the next few months to achieve all sub-targets by project end. In the following section, the evaluator will summarize the main results.

The project has reached its goal of withdrawing 6,100 children and youth from exploitive child labor in rubber plantations or similar hard labor in the surrounding areas, and preventing 4,000 children who are at-risk of becoming engaged such work early in 2016 and have provided livelihood services to 3,700 households. All 10,126 children who have been withdrawn or prevented from child labor have received some type of educational service.

Table 1: Overview of number of children engaged in or at high-risk of entering child labor provided education or vocational services

Type of Target	Target/Actual	Results
Number of children engaged in or at high-risk of entering child labor enrolled in formal	Target	Total 5108 Boys 2724 / Girls 2384

[33] Other factors contributing to success are discussed in the remainder of the report.

Type of Target	Target/Actual	Results
education services provided education services	Actual	Total 5516 Boys 2906 / Girls 2610
Number of children engaged in or at high-risk of entering child labor enrolled in non-formal education services provided education or (per sex and age)	Target	Total 3624 Boys 1923/ Girls 1701
	Actual	Total 3722 Boys 2002 / Girls 1720
Number of children engaged in or at high-risk of entering child labor enrolled in vocational services	Target	Total 688: Boys 344 / Girls 344
	Actual	Total 888 Boys 182 / Girls 706

Project children are enrolled in the type of education that matches their personal needs, which means that there are 5,516 project children in formal primary and secondary school.[34] They may also be in special Accelerated Learning Programs (ALP) if they are older and unable to attend lower grades. A total of 161 children are in this category.[35] Note that the ALP program enables children to complete primary school in three years instead of six years thus allowing them an opportunity to catch up with other children. Eventually ALP graduates would be eligible to attend secondary school if they wish. Children were also provided with MFS (955 children), Agri-Club (1,155 children) or Community Skills Development Training (888 children) services.

With regard to IO2, reduced dependence of households on child labor as a livelihood strategy, the project's endline survey will confirm whether households actually were able to achieve an outcome of increases in their assets. The project achieved or exceeded the targets on training of laborers on plantations and integration of households in improved sources of income. Once the final batch of producer groups has completed training, the target for improved production and marketing strategies will also be attained.

With regard to IO3 on improved access of households to social protection services, the project has exceeded two of the three targets. For the establishment of community based social protection systems, the target achievement was doubled[36] while the target for households accepting referrals to social protection programs[37] was also exceeded.

For IO3 on youth employment in safe work condition, the project achieved more than doubled the sub-target with 1,374 youth trained and using protective gear.[38] Likewise, the target on youth completing six months of Technical Vocational Education Training (TVET) or other skills training was exceeded by double the target at 688 youth.[39] The sub-target on youth self or

[34] 2,906 boys and 2,610 girls
[35] 917 boys and 695 girls
[36] Target was 8, achievement 17 communities
[37] Government and non-government social protection services.
[38] 655 males and 719 females.
[39] 133 males and 555 females

employment by thirds parties is yet to be reached but is expected to be achieved once youth who are still enrolled in training complete and receive their business starter kits. The kits are useful motivators for employers to hire workers as the applicants already come with their own tools and/or equipment.

For IO5 on strengthening the extent to which the public sector, rubber industry and community structures address child labor, all except one target was achieved at the time of the evaluation. This IO is particularly important for sustainability so achieving it is a vital step to ensure continuation and replication of project efforts and results. The evaluator notes that the MoL, NACOMAL, and the International Labour Organization (ILO) as well as other stakeholders have been involved in providing capacity strengthening of different types.

NACOMAL is charged with monitoring child labor issues and directing policies. The commission is headed by the MoL and includes representatives from the Ministries of Health Social Welfare, and Gender and Development, and Youth & Sports.[40] Once the National Sustainability Conference has been held, capacities will be further strengthened, as the conference will not only discuss means to increase sustainability but also provide participants with an even greater understanding of child labor issues. Although the project has done well in this area in line with the project design, as will be discussed in Section 3.14, there is still scope for strengthening these structures further.

The project has done particularly well with regard to IO6 on awareness raising and advocacy on child labor issues. The evaluation concludes that the self-reporting of the project in this area is highly reliable as evidence of good understanding of child labor and child work was evident across all stakeholders met. Targets were met or exceeded on all sub-areas of this IO.

For IO7, increasing the knowledge base and dissemination of acquired knowledge, the project has completed most of the work. It is finalizing several reports most of which the evaluator has seen in draft form. The project baseline was carried out under this IO. It should be stated that the evaluator found that the baseline was very useful to the project and local stakeholders. In most projects that the evaluator has assessed, the baseline is just used to measure a starting point, inform the planning for the project staff, and compare an eventual endline survey. In this case, the community members described how the baseline was conducted and how they used the information to select and work with the children identified through the study. Even children mentioned the study, as one stated, "We were all involved through the baseline study with the help of the community advocate" (CA). The baseline thus served as a working tool for stakeholders to use at local level.

It should be added that the accurate identification of direct beneficiary children/households that were included in the project contributed to a positive attitude towards project interventions in the communities, which provided a good base to bring about change. Though it should be added that

[40] "NACOMAL is charged with monitoring child labor issues and directing policies. The commission is headed by the Ministry of Labor and includes representatives from the Ministries of Health &
Social Welfare, Gender & Development, and Youth & Sports." In USDOL (2009), Liberia Country Profiles – 2009 Findings on the Worst Forms of Child Labor. Washington DC: USDOL.

there were still comments that many more children need support than were actually targeted, both within the project communities as well as in surrounding villages.

A Public and Private Sector Coordination Survey and a Best Practices report are being finalized and an endline survey will be carried out. These studies are being disseminated in the country though the evaluator is of the opinion that some of these studies, especially the Best Practices and the endline survey, should be widely shared outside the country. Increasing information shared between countries working on child labor through an active web-based system is advisable.

Please note that, for the remainder of the report, it is not possible to strictly follow the sequence of the IOs becasue there are inter-related aspects between all of the objectives. For example, teacher training is discussed under the formal education section (3.7) and issues on OSH are included in the section on vocational and skills training (3.8). The evaluation was unable to discuss all activities because there are too many to provide an in-depth assessment and discussion. Instead, the evaluator concentrated on key activities that include findings of special note.

3.5. Implementation of Midterm Evaluation Key Recommendations

Although in most evaluations, the section on how the project has addressed the midterm evaluation recommendations is fairly short, in this case the evaluator prefers to provide a bit more detail. Though the midterm evaluation was quite positive in its assessment of the project, it included important comprehensive recommendations that touch on areas across the project that still needed attention. Reviewing the recommendations, the steps that the project undertook to address them and, where applicable, comments from the final project evaluator are important to understand the final evaluation conclusions.

The project has made efforts to address the recommendations from the midterm evaluation. The details on the steps undertaken are available in Annex 1. Only the main steps taken to address the recommendations and the response of the evaluator to any remaining issues have been cited in the following table.

The recommendations highlighted in green indicate that the project has satisfactorily addressed the recommendation while those in orange indicate that more work is needed to fully implement the recommendation. In many cases where the recommendation is colored in orange, full implementation is not within the scope of the project but rather depends on the actions of other development actors and/or changes in the enabling environment.

Table 2: Implementation of the Midterm Evaluation Recommendations

Recommendation 1: USDOL should continue its efforts, placing more emphasis on support to government for sustainability (This recommendation was directed to USDOL).
Project response included: • Capacity building for labor commissioners and labor inspectors. • Supporting the government of Liberia to develop the National Action Plan for the elimination of the worst forms of child labor. • The ARCH project is sponsoring 4 regional consultative meetings for the development of the NAP in

collaboration with the ILO.

- Capacity strengthening of community structures including CLMCs, PTAs, teachers and Community Advocates.

Comment from evaluator: Emphasis on government inputs in terms of human and other resources to ensure the ARCH project sustainability will need substantial focus in the remaining project period. Fortunately, the project has planned for such focus and is actively developing activities. Given that the national steering committee is not yet fully functional and special local government level government (sub) committees on child labor are not yet functional, it is uncertain to which extent the aim will be fully achieved. As requested in the midterm (MT) evaluation recommendation, additional support from USDOL to help ensure sustainability would still be useful.

The CLEAR project is a partial answer to this MT recommendation. The timing of the CLEAR II project[41] is thus appropriate in this context as a clear model for downstream work has been developed while CLEAR II can strengthen the enabling environment, including with regard to the National Action Plan and capacity strengthening of implementers.

It is noted that replicability is challenging in the current situation. Without a strong enabling environment and equal financial and other resources as provided in ARCH, there will need to be additional resources allocated to realize replication of the ARCH model. Such large inputs will not be realistic over the short, medium and long term unless donors continue to provide large funding injections. At government level, the lack of human resources and other logistics realistically remain a challenge for the foreseeable future.

Recommendation 2: Begin now to help build necessary linkages for marketing income generating products (ARCH/Winrock).

Project response included:

- Coordination meetings with the Ministry of Agriculture where market opportunities were discussed for linkages of beneficiaries (MFS Adult producer groups) to general markets.
- Connecting beneficiaries to the Cooperative Development Agency (CDA) for potential market linkages. Provision of list of producer groups to the CDA for their follow-up for a possible transformation of the producer groups into cooperatives.
- Market research included in producer group management training workshop.
- Practical linkages established with Liberian Market Place, National Cassava Sector, World Food Program and Mary's Meals.
- Design sales promotion flyers/fact sheets and creating a directory for potential connectors both for the private and public sectors to be shared with the agriculture producer groups trained and supported.

Comment from evaluator:

The project has been aware of the marketing issues and has been proactive in trying to address them. The effect of these steps has not yet been felt in the locations that the evaluator visited. There continue to be concerns among community members about marketing issues; they state that they can sell their products on a small scale and ad hoc basis. They add, however, that there is still insufficient visible scope for the adequate marketing of products to meet household needs and keep children out of child labor.

Recommendation 3: Update and revise the Community Referral Directory (ARCH/Winrock and ANPPCAN).

Project Response:

In partnership with ANPPCAN, the project developed the "The Child Sensitive Social Protection Directory" is being used by CAs and community authorities to refer vulnerable household to access available social protection services.

[41] Adapted from Winrock Website: Winrock (2016), Welcome to the CLEAR II Global Learning Platform! Available from http://www.winrock-clearii-glp.org/ (Website accessed December 9, 2016)

This Community Referral Directory is updated yearly. The second version has been updated and a third final one should be updated before the project ends**.** During the reporting period, ANPPCAN facilitated three Social Protection Sensitization Workshops as a follow up to the Mid Term Evaluation Report.

Comment from evaluator: The referral system has been thoroughly updated and is in good form. There is, however, a need to develop a reliable system to update information well into the future. Available contacts may be replaced with new persons. While the project indicates that the directory will be automatically updated, this cannot be ascertained until the project is over and it is evident that the government will finance printing and dissemination of updated versions. There is also a need to address possible logistics issues. That is, if contacted, some service providers may be unable to follow up adequately in the communities due to lack of resources.

Recommendation 4: Strengthen the role and presence of CLMC members (ARCH/Winrock) Provide badges, caps or other identifying materials for CLMC members, not only to build self-esteem, but to move towards their institutionalization in communities.

Project Response:

CLMCs roles continued to be strengthened through training and provision of awareness raising materials. CLMCs contribution towards child labor monitoring was recognized during World Day Against Child Labor with certificates of appreciation. T-shirts and caps were distributed to solidify self-esteem. CLMC members have developed action plans with the involvement of the community as a whole to guide their work.

Recommendation 5: Monitor quality of instruction in Community Skills Training (ARCH/Winrock).

Project Response:

The ARCH team, in collaboration with Ministry of Education (MoE) field staff, monitor teaching of the Community Skills Training (CST) quality through monitoring sessions, review lesson plans, monitoring trainees' participation, hiring more qualified and experienced trainers. Small grants are provided for inputs and learning material to support youth participation. Selection of trainers is based on merit diploma and certificate holders and a teaching guideline was developed. These steps have led to improved results with regard to quality of training and motivation of students.

Recommendation 6: Ensure children keep learning and not working during school vacations (ARCH/Winrock).

Project Response:

The project implemented after school recreational activities (sports) and after study class and during long vacation period. Recreational activities were also provided. Children attended the vacation school 3 times a week throughout the day. To ensure that children did not get back to child labor, community members through their CAs and CLMC were involved in monitoring children after school hours and on the days they were not attending vacation school.

Recommendation 7: If ARCH is going to create CLFZ, do a serious campaign approach (ARCH/Winrock and ANPPCAN). Make billboards or signs at the entrance and exit of CLFZs and promote the concept more vigorously.

Project Response:

There are two billboards posted at the entrances of the free zones. Radio talk shows have been held, anti-child labor jingles have been composed, fliers and newsletters on child labor are frequently produced and distributed and, smaller billboards in all of project communities have been erected.

Comment from evaluator: Although signs have been posted and there are posters in schools, radio jingles and other behavior change communications (BCC) efforts have been undertaken, it is still not yet sufficient. Though awareness of child labor issues is good, many stakeholders do not yet understand the related concept of CFLZ. That is, that a CFLZ actually means the strict development and application of rules and regulations on child labor. This is complicated by the absence of the domestication of ILO Convention 182, lack of ratification of ILO Convention 138, and the fact that the National Action Plan is still under development so it is hard to achieve the CFLZs. Nevertheless, as the project indicates in its response to Recommendation 8 below, efforts have been underway to address these enabling environment challenges.

Recommendation 8: Continue to strengthen the Ministry of Labor's fight against child labor nationally and locally (Government of Liberia, ARCH/Winrock, USDOL).

Project Response:

The project is supporting the MoL through NACOMAL, including the development of the National Action Plan for the Elimination (NAP) of the Worst Forms of Child Labor in Liberia and the establishment of the National Steering

Committee (NSC). Capacity building training for Labor Commissioners and Labor Inspectors was provided. Linkages of CLMC system to district, county and national structure are being developed. Labor commissioners are engaged in full training of CLMC as facilitators. The project is working with the statistics division of the MoL to simplify the project monitoring forms that is user friendly by partners. There are plans to train government officials at district county and national level on the use of the DBMS after the forms have been simplified.

Comment from evaluator: The project has made major efforts but, as indicated under the responses to other recommendations above, there is still much work to be done in this area. It is uncertain if a fully functioning Child Labor Monitoring System (CLMS) can be established by project end.

Recommendation 9: Create opportunities for beneficiaries, especially community leaders, to interact with county and district government (ARCH/Winrock and Government of Liberia).

Project Response:

Community leaders and local government officials were brought together as a means of linking them through the Referral Pathway workshops that was organized and implemented by ANPPCAN and other stakeholders. The project organized a forum "sustainability dialogue" (Town Hall meeting) which brought together community leaders, PTAs, CAs, CLMCs, school principals, district and county officials including key stakeholders to review the ARCH activities and discuss sustainability. Community structures made sustainability commitments such as livelihood activities (training, technical support, monitoring support) and feeding programs for the benefit of children. This provided opportunities for community leaders to interact with county and district authorities through the public private coordination workshop. A matrix of coordination was developed delineating the responsibilities of private and public sector partners.

Comment from evaluator: Although the project created several opportunities as recommended, more effort is needed to extend this across the project zones and promote the formalizing and sustainability of such linkages between communities and local government.

Recommendation 10: Return to the emphasis on quality teaching (ARCH/Winrock, USDOL in all of its projects).

Project Response:

Teacher training in pedagogy, which includes classroom management, lesson planning, literacy and numeracy, psychosocial counseling and guidance has been provided. The project has also provided instructional and learning materials as well as furniture to improve the learning environment.

Trainers from the Ministry of Education Teacher Training Division facilitated training. Sufficient resources to provide additional teacher training to strengthen their knowledge on subject content are still lacking.

Recommendation 11: Consider biomass for other projects (ARCH/Winrock, USDOL in assessing proposals in other countries).

Project Response:

Observation well noted. The complex nature of this activity made it impossible to implement under the ARCH project. This activity may be implemented under future projects.

Recommendation 12: Consider the ODK/mobile technology for USDOL projects outside Liberia (USDOL).

Project Response:

The development of the Open Data Kits (ODK) mobile technology is being finalized by ILAB. The project is currently testing the system to ascertain the functionality effectiveness of the platform and the accuracy of the data. So far, the project team has identified some benefits: reduction of workload in data collection; improvement of data storage.

The Comment from fevaluator: While the project has tested the system, it has not been functional and data still have to be entered manually in the project offices as opposed to in the field. After the evaluation fieldwork, ARCH will hold a training on using the mobile data entry system and will further test it on a larger scale. It is uncertain to which extent this can be sustainable beyond the project period without adjustments to streamline and simplify data entry.

Recommendation 13: Document the knowledge base of core processes of the project (ARCH/Winrock).

Project Response:

The project has developed a manual and accompanying matrix to document activities. It has documented best

practices and lessons learned. The project has also developed practical materials including training manuals for MFS (business skill training, life skills and marketing), guidelines for CST trainers, VSLA manual, Grant manual, ALP, PTA, teacher training, peer mentor, M&E manual CLMC, and a code of conduct for school feeding and code of conduct of the teachers.
Comment from evaluator: The project has prepared a best practices document based on this method but it was still being finalized at the time of the field work for the evaluation. The evaluator was, however, able to view a draft of the report. It is important to fully disseminate the best practices and lessons learned and incorporate them into planning for the implementation of the National Action Plan.
Recommendation 14: Write out a concise Exit Plan and share it with stakeholders (ARCH/Winrock).
Project Response: The project has developed a concise exit strategy document, which has been shared with partners and stakeholders. The project intends to increase the number of meetings with partners and key stakeholders to provide continuous feedback. A sustainability conference will be held while a Public Private Sector Coordination workshop was held that included focus on the Exit Strategy.
Comment from evaluator: The evaluator noted that a suitable exit strategy was developed.

3.6. Awareness-Raising for Social Behavior Change

Given that awareness raising and advocacy is core to the entire project and plays a role in all of the project activities, the evaluator discusses this IO first even if it is technically called IO6.

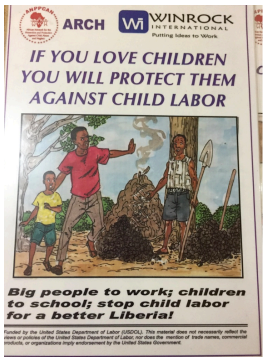
The project has had success with respect to reaching its target on attitude change toward child labor and education in households, among rubber industry stakeholders and the general public. Specifically, the persons whom the evaluator met individually and in focus group discussions throughout the evaluation noted an increased negative attitude toward child labor and positive valuation of education. The evaluator particularly identified a high level of understanding of the difference between child labor and child work across categories of stakeholders. Children were generally able to cite the rights of the child as included in the Convention of the Rights of the Child. Representatives of the private sector were well aware of the business case against child labor and fully accepted it.

It was interesting to hear the similarities between the stakeholders with regard to comments on how attitudes had changed at the community level. Parents in particular were reported to have changed their attitudes but only after persistent and consistent provision of messages through various means. CA and CLMC members and other community leaders as well as GAWUL, FAWUL, MARCO and NRI representatives reported how difficult it was to convince parents. It should be noted that all of these partners were involved in some way with awareness raising.

These partners stated that parents made points such as, “who are you to tell me what to do with my child?” Resistance was often forceful because of the important role children often play to make sure that workers (often times their parents) meet their production targets in rubber tapping. So the issue is not just that children help add income to livelihoods as is often the case but that they also contribute to relieving some of the actual physical burden on the parents.

Interviewees such as CA and CLMC members and peer educator children indicated that it was the combination of approaches that really made a difference. Peer educators, some of whom the evaluator met, worked to communicate with their friends about the importance of being in school and out of child labor. One could go so far as to say that community representatives and project partners basically inundated community members with information about the negative effects of child labor. Methods included, aside from the posters and signs, individual interactions, radio messages and jingles, and events such as World Day Against Child Labour. An important component was also the training that was provided to all the various stakeholders such as CA, CLMC members, staff of the project partners, PTAs, and others. Such training included attention to ensuring that the trainees learned the key messages on child labor and child work and how to best communicate them to others.

The messages included in the physical communications materials were mostly quite good and images were clear. The evaluator initially saw few posters and signs but after the first two days this improved and signs were commonly seen in schools and offices that were visited.



A particularly interesting and effective message that was seen was one where community members were motivated to protect children from child labor. While the concept is good, it might have been advisable to show villagers in typical village working dress since the image now seems to indicate that the task of protecting children is primarily to be done by people of somewhat higher socio-economic status. That is, the dress of the person who is protecting the child in the image indicates that he has somewhat higher status as compared to the very poor dress of the adult worker.

Several messages also included a high focus on stimulating education so that children can become lawyers, nurses and teachers. While these are respectable professions that children often aspire to achieve, many cannot attain such white-collar positions for the foreseeable future due to the continuing economic challenges in their context. It is thus advisable to also show images of people who are, for example, good farmers to indicate that with education one can also learn how to be more successful as a farmer. At the same time, depicting aspirational white collar jobs is still useful as they serve to stimulate and motivate young learners across a range of options.

3.7. Formal General Education Initiatives

The project education initiatives have been very successful and children who are enrolled in these efforts are quite happy with their education. DEOs who the evaluator interviewed during the evaluation, reported that they noticed a gradual increase in enrollment in the project areas.[42] Teachers in formal schools also noted that the children participating in the project are doing well. As usual, the inputs of uniforms, school materials, bags and shoes were often mentioned as important and useful. The next most frequently mentioned benefit with regard to formal

[42] Exact figures were, unfortunately, not available to the evaluator.

education was school feeding followed by teacher training. The school feeding aspect is discussed in the next section.

In addition to these types of support, PTA training and material support such as school benches and renovations were highly appreciated. In fact, all of the types of support offered were effective and appreciated. However, with regard to the material support of grants for school infrastructure, there was some dissatisfaction in about half of the schools visited. Children and teachers pointed out that the infrastructure is still very poor and that the provided funding was not sufficient to address all of the needs. .

Several stakeholders mentioned the high level of bureaucracy involved in the grant approval process. Some project staff stated that, in proportion to the relatively small budget allocated for the grants, the work involved in managing and implementing this aspect is disproportional. Staff also noted that communities have very high expectations so it is difficult to manage the grant allocation project component. There is some dissatisfaction in communities with the amount of available funding and the time frame within which the implementation can be realized.

Nevertheless, it should be noted that the ARCH team trained PTAs on proposal writing, small project management and helped them organize to manage funds and report on results among other aspects. The process for the grants implementation also involved continuous capacity building interventions to strengthen the structures, so that the PTAs would be ready to receive the grant funding.

Children were supported at all levels of regular primary and secondary education. Older children who were unable to go back to school because they never attended school or dropped out at an early age were either enrolled in an ALP or in skills training. Children in the ALP receive a concentrated course that enables them to complete primary school in half the usual time. Children in skills training attended either MFS or were enrolled in school agri-clubs or in CST.

Supply of School Uniforms and Materials

Children, parents, county and district education officials, teachers and other community members consistently mentioned the usefulness of the provision of school uniforms and school materials. CA and CLMC members frequently mentioned points such as, “In the beginning it was really hard to convince parents to take their children out of child labor and send them to school. They said they have nothing[43] to be able to send their child to school. After visiting many times, we manage to convince them, especially when they see that uniforms and copy books are given and this really helps.”

Distribution of the supplies was timely with few complaints. The only aspect that was commented on was that some children needed more notebooks than were distributed. The evaluator hesitates to criticize this, even constructively, since it is questionable for projects to provide unsustainable material support. It is always difficult to decide the appropriate level of

43 E.g, for money to pay for education associated costs such as uniforms, book bags, and notebooks.

material support as it should be sufficient to ensure children can go to school but also not so much that it creates a greater dependence on the project that interferes with sustainability.

Teacher Training

The effectiveness of the teacher training was particularly striking. Please see the table at the end of Annex 1 for details on the types of teacher training. The evaluator observed that the collaboration with government specialists from the MoE was well received and their expertise was appreciated. Although teacher training could rightfully be discussed under capacity strengthening of structures, integrating it here is more logical as it directly relates to the other subjects in the education section.

The evaluator found that the project decision to support teacher training was well founded, as there was a real need for such training. It should be added that many of the "volunteer" teachers in schools have little or no teacher training so such support is important to ensure quality education that will attract children. The project, in collaboration with the MoE, supported training for volunteer teachers and refresher training for the qualified teachers that have had some level of teacher training.

It should be added that the shortage of qualified teachers in the Liberian classrooms, including in project intervention schools, is the result of delays in the deployment of qualified teachers after the government provided them with formal training. Those who are deployed, however, do not received salaries regularly. Qualified teachers often leave the classroom as a result of the low salaries and irregular salary payments. In most cases, qualified teachers who have stopped teaching are replaced with volunteer teachers who have no teacher training. The issue of lack of qualified teachers and infusion of voluntary teachers existed in project intervention schools prior to Ebola.

When children and teachers mentioned that they appreciated the teacher training, the evaluator asked them to indicate the changes that they saw in how teachers taught. Both groups, independently from each other and in all the schools visited, commented in a similar manner. They indicated that teachers now work in a more participative manner, organize the children to work in small groups, and encourage them to think for themselves using games and exercises. One child in particular had a notable comment stating that, "Now we can ask questions!" When asked to detail this comment he said, "Well before we would just sit and listen and it was very hard to learn. Now it is different and more interesting." School principals and MoE officials in particular noted that teachers are now developing lesson plans, which they state helps the teachers to better organize their lessons. They further explained that the written lesson plans have the added benefit of making it easier to monitor what is being taught in classes.

It should be mentioned that, at the time of the evaluation, teachers had only completed the first two of three levels of the teacher training. The last level focuses on lesson content and some older children said they really feel their teachers need to learn more lesson content. In several focus group discussions children felt that teachers from the fifth grade and up cannot always answer their questions. Where the need for more teacher knowledge was not as evident before, now that children have become inquisitive it is clear that every effort should be made to provide support for teachers to complete all three levels of training. While the project hopes that more

training can be provided before the project ends, it is unlikely that all teachers will be able to complete the training due to resource and time limitations.

During school visits, the evaluator was able to select children from classrooms for inclusion in the focus group discussions with assistance of the interpreter. This process allowed them to briefly observe class situations. The evaluator and the interpreters noted that children were active and interested in classes. In several cases children were working in small groups.

In some classes, children did not have sufficient desks and there was little decoration on the walls to stimulate learning. This led the evaluator to remember situations in other countries where projects had purchased paint and teachers had decorated the interior and exterior walls with the alphabet, images of the human digestive system, and even the chemistry periodic table. It would be useful for agencies working on child labor and education issues to share more of their good practices using social media. While there are exchanges when project representatives that attend workshops and conferences, these are often limited and it would be advisable to scale up interaction between agencies working on child labor.

Finally, the MoE trainers shared their concern about the fact that they have the skills to provide good teacher training but that the MoE budget does not include sufficient funding beyond covering salaries. The lack of an adequate MoE budget for teacher training makes it difficult for them to provide training unless donors provide support. The DEOs who the evaluator interviewed stressed that there are many more schools where teacher training is needed in schools near the project sites. In the case of Margibi County, fortunately, the DEO indicated that there are other development partners who provide support for teacher training.

Accelerated Learning Program (ALP)

The ALP program is one of the main project supported activities for which teachers requested continued support beyond the project. As one CLMC focus group member stated, “One of the greatest things this project did is the ALP”. Another CLMC focus group member indicated that the ALP helped children learn simple things like sitting in class so that they can learn more easily and transition to regular classes. They stated that there are many more children who need ALP. The MoE representatives noted, however, that school principals were not sufficiently involved in monitoring the ALP courses so this is something that would require more attention in the future. They also noted that the training focused more on pedagogy and less on ALP content since teachers were assumed to have the necessary knowledge. Project staff also pointed out that the ALP program should have covered all three levels as (equivalent to six years of primary school) instead of only two levels as they felt that some children still needed support to finish the whole ALP course.

Other Types of Formal Education Support

Children received after school and summer school educational activities to ensure that they do not engage in child labor during non-school hours and to strengthen their subject knowledge. As one teacher stated, “The tutoring is very important because the children do not have people to help them at home. So they come here and do extra studies, including their homework assignments.” The benefits of the after school and vacation education were well appreciated in

general. Teachers noted that these extra learning sessions concretely benefitted children's knowledge levels.

Aside from tutoring, after school materials for sports and games such as Scrabble, Ludo[44] and Monopoly were provided. Children in the focus group discussions, as well as teachers and community groups, indicated the importance of these materials saying that the availability of these materials had an impact on keeping children out of child labor. Some teachers cited the usefulness of Scrabble in particular as they found that it helped the children improve their language skills.

Cultural Practices and Formal Education

Traditional initiation practices continue to be implemented in many communities in Liberia, which are often referred to as the "bush schooling". The project indicated that they still find that there are major challenges with regard to the bush schooling and interference of such activities with school attendance. According to laws and regulations, bush schools should be closed during the school months but community members do not always abide by the law. The project staff stated that, "We still see time conflicts of the bush school with the formal school sessions. We, as a project, have no way to ensure that these laws are applied and depend on the government for this." Nevertheless, several schools indicated that since a government official from the department of culture came to educate the community on this issue, bush schools have shortened in duration and only occur during school vacations. Unfortunately, the evaluator was unable to identify the real extent of the influence of bush schools on attendance. Given that initiation rights are a personal and sensitive socio-cultural issue for those involved, this would have required a more in-depth study. The general conclusion is that bush schools still influence school attendance but their impact may have decreased over the last few years.

3.8. Vocational and Skills Training, Occupational Health and Safety

In addition to ALP, the project provided older children other educational services including MFS or CST. It should be added that some younger children also benefited from skills training in the form of school-based agri-clubs. As the name indicates, children in MFS and in agri-clubs learned various agriculture related subjects. Children participating in MFS also learned about livestock and various life skills and health related subjects. Children in CST learned subjects such as tailoring, cosmetology, and pastry making.

Approximately 1,374 children (16-17 years of age) working on rubber plantations and/or who were enrolled in other types of skills training were also enrolled in OSH training that included the use of protective gear. The importance of OSH was a revelation to many as they had been unaware of some of the means that they could use to protect themselves before the project.

[44] Ludo is a board game that does include some practice on developing simple strategies.

Model Farm Schools (MFS) and Agri-Clubs

The MFS courses and the agri-clubs were highly successful and well appreciated. Many stakeholders mentioned their usefulness even if children in formal schools still preferred white-collar jobs instead of working in agriculture in the future.

The MFS courses were practical and the skills of the trainers were valued. Children in MFS and agri-clubs received, or were about to receive, starter kits to help them implement what they learned after training. Some children stated that they were participating in MFS and regular formal education at the same time.

The evaluator interviewed several children who had participated in MFS. These children were positive about the training. A particularly ambitious and interesting young woman, in the opinion of the evaluator, is a case study of a success. Her initiatives serve as an example of the potential usefulness of the MFS training. She indicated that her brother had told her she was too lazy to join the MFS training, which stimulated her to show him the contrary. She is now teaching her friends because, as she says, "I am smarter than them", a likely conclusion since she is the head of the piggery group in her area and is making her own vegetable garden. As a matter of fact, she reported that she wants to go back and finish secondary school and then attend the university and become an agronomist.

During an interview with one MFS graduate group, the children indicated that they felt that children who had participated in MFS or other skills training are less likely to drop out from formal general education because they are able to earn some money to buy the things they need to stay in school. Whereas some children attended only MFS, others attended both regular formal education and MFS. The evaluator noted, as in other countries, that even when children attend vocational or skills training, they also prefer to be enrolled in formal general education. Among the children interviewed in schools, several said that they had reintegrated into regular education while or after attending MFS. The fact that the project did not completely separate children in formal general education from those in vocational or skills training is thus a good step and in line with the wishes of the children. In fact, throughout the duration of the project, staff worked to ensure that those who were in formal school would stay in formal school. MFS lessons were also organized around the formal education schedule so that MFS participants would not miss regular formal school classes.

The MFS training includes some important information on life skills, including health issues like HIV and family planning. The extent to which the life skills component has been covered is unclear and it appeared to the evaluator that some of these training components were skipped in at least some places. There may be many reasons for this, including lack of confidence of trainers and challenges in linking to professional health workers to assist with this component. Given the very important aspects of these subjects to youth, however, inclusion and full coverage of this type of information in the MFS training is highly recommended. In future projects, it is important to include attention to these issues so that a holistic approach to adolescent's well-being is assured.

The children who attended the agri-club training and who were involved in school gardens were generally positive about the experience although they were aware that there were limits to what

they could produce. In fact, children stated that they should not work too much in the school gardens since it would change from child work to child labor. This point was reiterated by teachers when talking about whether the school gardens would provide sufficient food for the school-feeding program after the end of the project.

Community groups were also positive about the existence of this agri-clubs and MFS. One group emphasized that, "If another NGO comes we want them to do the same thing as what is done in ARCH with the Agri-clubs."

Community Skills Training

The CST was, likewise, well received. The project conducted an assessment of the interest of potential students and available trainers in project localities. Although the evaluator was initially skeptical of the usual choice of types of skills training in tailoring, cosmetology/hairdressing, pastry making, there seemed to be a relatively positive result. Children are already making clothes, baking goods, and braiding hair. Several children said it was not a problem if there were many children learning a skill such as tailoring as they tend to move around when they are older and can seek work elsewhere. At the same time, they did indicate that, at least for the next few years, they do not expect to earn enough from their new skill to earn a significant income to meet their needs. A post project impact study on the extent to which these skills have actually led to sufficient employment would be useful. It would also be useful to investigate the possibilities of including more innovative approaches and subjects for the CST.

Children expressed an obvious interest in digital technologies, mobile phone, and motorbike repair. Such subjects as well as others such as music DJ and event organizing should not be rejected out of hand simply because training in these subjects appear complicated to organize or are not yet feasible due to poor communications infrastructure. While there are currently challenges with mobile and Internet coverage, like elsewhere in Africa, this is rapidly changing and it is thus important to think ahead. Youth can also learn to become trainers in various subjects about which they have learned. To pass on their knowledge, knowing some pedagogy or adult education techniques would be useful. A youth with good skills in these areas may find a market as they would set themselves apart from their peers. Of course, a cost benefit analysis should be done since training in some of these subjects will be more expensive.

In most cases training lasted six months with thrice weekly training sessions that appears to be sufficient. Nevertheless, there was one case that surfaced during a focus group discussion where the training was only three months and should have been longer. It is not totally clear why this instance was reported as the evaluator had to protect the anonymity of the persons who had mentioned this point. The project indicated that the training is supposed to be longer than three months.

Youth Employment

The project is in the process of supporting youth who have completed training with self-employment or employment with other entities. For youth who are already employed in plantations, support is focused primarily on OSH and the use of protective gear so that they can remain employed but with better conditions. For graduates of MFS and CST, the main focus is

on provision of starter kits. The kits consist of basic materials to help them start their own business or use the kits if employed by another entity. Youth with kits who apply for jobs have a better chance that an employer will hire them. At the time of the evaluation, most of the youth interviewed were focused on self-employment although they were interested in eventually working for others. The project has started to make linkages in this regard but there is a need to take this further. Unfortunately, employment opportunities in the project locations are quite limited, in part because of the downturn in the rubber industry in Liberia. Studying in greater detail how youth may best be supported to find employment in the current context would be useful but may be impossible to achieve within the remaining project implementation period.

Occupational Safety and Health (OSH)

Children and adults of households of children enrolled in the project and who work in rubber plantations received OSH training with project support. Child participants in MFS and agri-clubs were also provided with OSH training as well as with rubber boots and rain coats, though some stated that they still needed more protective gear. Some children reported that they also received helmets and respiratory protection facemasks to use when applying pesticides. In an interesting aside, some of the CLMC members told the evaluator that after having seen the OSH materials, they also need rubber boots for their monitoring of child labor activities since they often have travel long distances on muddy roads.

Project partner GAAWUL developed and provided an OSH training program for youth on rubber tapping. The training, which was previously developed in collaboration between three trade unions, was adapted for the project. Project consultations were held with MARCO and the NRI to develop an OSH training program for youth employees. Corporate Social Responsibility (CSR) strategies, including monitoring of plantation workers and small holder farms outside plantations were developed.

The most important result of the work with the companies regarding OSH was in fact the collective bargaining agreement on the non-employment of children in rubber tapping except for older children (16-17) and under safe work conditions. All four employer and worker groups[45] that were interviewed during the evaluation stressed the significance of these agreements and their implementation. They added, however, that they still have concerns about the small holder farms around the plantations, which they feel are difficult to monitor. The downturn in the rubber industry in Liberia has had a significant impact on these surrounding communities.

3.9. Practices Implemented in Response to Ebola Crisis

The ARCH project received an additional USD 200,000 to increase the level of support to implement a school-feeding program in response to food insecurity caused by the Ebola outbreak in 2014. While the funds were used primarily to finance the school-feeding program that addressed food insecurity of 6,033 direct and indirect project beneficiaries, the project also engaged in other Ebola crisis related responses. The evaluator found that these efforts were very important and that stakeholders cited them frequently as positive benefits.

[45] GAAWWUL, FAWUL, NRI, and MARCO.

As the World Food Programme (WFP) provided school feeding in Nimba county, the project focused on school feeding in Montserrado and Margibi counties. It was evident that the school feeding was especially effective as compared to other material support. All local stakeholders were consistent in emphasizing that the school feeding had a huge impact on school enrollment as well as on non-beneficiary children since the support was provided to all children in a school. In fact, the school feeding was continuously mentioned as a main benefit of the project. A DEO mentioned that she had noticed that the children in the project supported school feeding sites were, "fatter than children in other places." If it were not for Ebola, however, school feeding would not have been provided through the project because it was not part of the original project design and planning. This makes for a very difficult evaluation context. One cannot possibly wish for a crisis like Ebola to occur but it is true that increased school enrollment due to school feeding as compared to before the crisis was a clear project benefit. The meaning and importance of the project school feeding component will, if possible, need to be further assessed to draw lessons for future interventions.

ARCH also provided support for other solutions to the challenges resulting from the Ebola crisis as children were unable to go to school during the period. These efforts, which included mobile teaching in homes three times a week through 117 trained tutors, contributed to project success and helped to overcome an inevitable slowdown in project implementation. Some peer educator children interviewed during the evaluation indicated that they provided tutoring to their fellow students. One ambitious young student indicated that, "We took a 3-day training on tutoring and then went around the community. I myself was in the ninth grade and went around and helped other students learn at home, especially primary children. Aside from me there were two other children who did this in my school. I still continue to give tutoring even now and want to be a medical doctor."

In addition to these activities, the project maintained regular mobile phone contact with CAs to follow up on the situation in the communities and pre-identification of beneficiaries to facilitate their eventual enrollment after the crisis.

3.10. Economic Empowerment

The project's economic household empowerment component was effective and its strong focus on agriculture and livestock production was an effective strategy. Stakeholders of all types noted that economic empowerment of households was central to ensuring that children were focused on education and not child labor. Stakeholders also noted that the choice of agriculture and livestock as the primary means to promote economic empowerment was wise as it is realistic and in line with interests of the population within the local context. The only concern raised was that cassava was not the preferred main food staple as rice is often preferred. This issue was also raised with respect to the school feeding as teachers noted that children often do not want to eat cassava every day although this is the main staple that is grown in the school gardens. The project noted that rice production had not been promoted because it is labor intensive and thus more likely to increase child labor.

The project worked with communities to form school feeding committees. These committees received school feeding management workshops to transfer and build skills related to daily food ration calculation, food ration management, and the adaptation of home-grown food production

for sustainability. The committees also participated on the MFS program so that they could contribute to the feeding program with food once the project ends. Participating schools were also linked with their community's existing adult MFS producer groups so that parents could contribute with food going forward. The MOE is highly involved in monitoring of the program.

Despite the many efforts in this area, however, it is evident that the level of poverty is so high that perfect outcomes with regard to creation of CLFZ cannot be fully achieved. Several stakeholders mentioned the problem of "0-0-1,". The first zero stands for "no breakfast", the second stands for "no lunch" and the number 1 stands for the single meal of the day. With the project and the school feeding program, food insecurity was being addressed but there is still much to be done to address all of the needs related to poverty.

Project activities included six months of MFS training for heads of vulnerable households. Areas of focus included training on piggery, goat or poultry husbandry, and vegetable and cassava production. Starter kits in the form of live animals, equipment such as a vegetable dryer, cassava grater, hammer mill and/or trader pump were provided to 166 project associated producer groups. The training participants reported that they had achieved a high level of acquired knowledge. In addition to the project they also appreciated the inputs of the government agriculture specialists. The MoA trainers had the needed knowledge to share on the agriculture subjects covered in the training.

Most of the participants had some previous basic knowledge about their chosen subject area. When the evaluator requested examples of what household members had learned that was new in their subject areas they were able to provide concrete points that had helped them to improve their production. This included in the case of piggery, for example, the importance of hygiene and not allowing pigs to roam freely thus protecting them and the community from possible diseases. In the case of cassava, they stated that they learned how to improve the way that they were planting cassava by making small raised mounds to plant each of seeds. For poultry they stated that they learned the importance of vaccinations.

Some household representatives expressed concerns that pigs or other animals that had been provided had died. In one village, households reported that their goats were not reproducing, which is often a challenge with livestock interventions. In such situations, it may be useful to look into options such as index-based livestock insurance, which is receiving an increasing amount of attention in development circles.[46] Members of the focus group discussions also indicated that they will still need help with accessing medicines and vaccinations for their livestock after the project ends. It is not certain if the government will be in a position to provide this type of support.

The provision of the starter kits, in particular the equipment for cassava processing, was seen as an important aspect to help households address their poverty. Regardless of this fact, stakeholders still raised several concerns. One aspect is the challenge of maintaining and repairing machines over the long term. During one of the site visits, a machine was not working

[46] Index-based Livestock Insurance (2016) available from: https://ibli.ilri.org (Website accessed December 16, 2016).

properly and it took some creativity of the operators to fix it so that they could demonstrate how it worked. While this only happened in one location, it highlighted the comments heard in several places about worries regarding the machines/equipment as they age. Households learned how to manage their funds and how to put money aside for repair and maintenance but they still had concerns about whether they would be able to meet the expenses.

Other challenges are related to concerns about the ability to market the products, in particular cassava. Although the financial risks associated with the raising livestock tend to be greater due required investments, the payout is often greater. Cassava can be used to feed the households and livestock but for real financial resources, the cassava also needs to be sold to relatively stable markets and not on an ad hoc basis. The project is in the process of assisting the producer groups to form cooperatives and provide links to markets. At the time of the evaluation, however, producer groups involved with cassava still have some concerns that this will not be sufficient.

The development of VSLAs was less successful. The original plan was to introduce the VSLAs at an earlier phase, just around the time that the Ebola crisis occurred. The VSLAs were ultimately initiated in mid-2016 and some are still being established. It was evident from discussions with stakeholders that the development of VSLAs is late. Experience in many countries indicates that it takes time for such groups to fully function because of two main factors. The first is the time to learn how to manage and implement a VSLA. Secondly, the time it takes to collect sufficient savings and distribute loans in the groups to ensure sustainability and real benefits to members. In the future it would be better to start to initiate the VSLA during the MFS or other skills training. There is now a clear need to focus strongly on the VSLAs until the project ends.

The evaluator concluded, based on observations and discussions with household representatives, CLMCs and others from different focus group discussions, that the households had acquired the necessary skills to substantially increase their incomes. As discussed previously, the extent to which this will be sufficient to ensure that project supported children stay in school and out of child labor is still uncertain. Many interviewees stated that while economic empowerment will help, it is not the full solution within the framework of a time bound project.

3.11. Households and Protection from Economic Shocks

The project has undertaken several very interesting and innovative initiatives with regard to linking vulnerable households, (i.e., not just beneficiary households) to social protection and other means to protect them from economic shocks. These include community grants for small-scale infrastructure and materials as well as improving linkages to safety nets and various social services.

Because the grants are inter-related, they are discussed together in this section. The project has five main types of grant provision systems. Some of these are linked to the education system while others are action oriented for communities, including special grants for communities that have been identified as “champions”. Champion communities have been selected for their success is in addressing issues on child labor and increasing access to education and reducing child labor in their areas. The champion communities model is also used as an awareness-raising

tool to motivate other communities and stakeholders. Examples of grants provided include latrine renovation and fabrication of school chairs.

Communities were trained on how to make grant proposals, which resulted in an action plan. The communities reported challenges with what they describe as a long and difficult to understand process. Project staff stated that, "It is hard for them to accept that it is so complicated. In the beginning it was especially hard, they kept calling every day but now they know it takes time and many steps have to be taken." Progress has been made. At the time of the evaluation fieldwork, implementation was 95% completed in targeted zones for the first phase. An additional 49 grants were about to be awarded at the time of the fieldwork.

Other challenges with regard to the grant process were the difficulties of communities to provide matching funds, the need for continual visits to the field to make assessments before proposals could be finalized, and the difficulties in transporting materials due to poor roads and bad weather conditions. Community members indicated that they felt that they could actually provide more materials locally, such as sand, which they felt should be counted as matching funds but according to their understanding it was not. There were communities who indicated that the funds were not sufficient to meet all of the requirements from their proposal and two indicated that they "did not get what we wanted". The project later explained to the evaluator that this was because what was proposed was not allowed according to the grant selection criteria. Nevertheless, this situation did cause some negative feelings among community members even if they were very happy with the project overall.

A useful project activity was the integration of traditional community structures and their existing safety net systems to formal social protection systems. The process clearly constituted a good practice in the project. The evaluator found that this linking is a beneficial means to recognize traditional systems and structures making the distance between community members and their government less daunting. In the case of Liberia, this is facilitated because, as in some other African countries, the system of chiefs is integrated into local government. The chiefs provide a network linkage between community groups and local government. Such community groups can be traditional or new, as in the case of the CLMC and the PTA. As such, they already provide a bridge between formal and informal systems, traditional and government entities. Although chiefs are usually men, the evaluator did meet one female chief who had been selected by her community to represent them.

The project worked on linking communities and formal social protection mechanisms through two main paths: strengthening coordination between community leaders and local service providers and provision of referral guides. [47] The community chief together with other community leaders, including women and youth leaders, are provided with capacity building and mentoring to coordinate and work with the formal sector. The formal sector consists mostly of government services although some local civil society and private enterprises provide social services. The coordination with government facilitates leaders to support the access of vulnerable

[47] Note that the evaluator relied and adapted some text that ANPPCAN provided to draft the text for the methodology that was used for social protection support in the ARCH project.

people to available social protection services. The coordination is not only focused from community leadership to government. The formal sector is also provided with information on the roles and services that the chiefs and their councils provide in their communities. This holistic approach where the local government is also informed is quite innovative. Even if it should be logical, recognizing local communities' role in providing social protection is rarely seen in projects.

For the referral system, the project mapped resources available to the community through a process called Community Asset Appraisal.[48] The method determines the community resources, strengths, weaknesses, opportunities, and threats and collected information is validated at a workshop. Information on types of available service providers and specific contact persons are documented and shared with stakeholders through a small printed guide. Communities and local service providers can use the referral guide to identify and access social services. While the project has been updating the guide since specific service providers and their contacts may change over time, a method to ensure that this continues over the longer term needs to be developed. Digital means using mobile phones to call or send a text message to a centrally updated information point may be a useful way to ensure that information is current.

3.12. Enhancement of Knowledge Base on Child Labor in the Rubber Sector in Liberia

During the project period, ARCH contributed to enhancing the knowledge base on CL in the rubber sector in Liberia. The project engaged in various efforts to enhance the knowledge base, some of which have already been discussed in previous sections. Aside from developing and improving various training materials for the different stakeholder groups, the project also conducted a baseline survey and designed and disseminated a database and M&E guidelines that can serve as a starting point for a national database on child labor. The project further prepared reports on various activities such as on public private sector coordination workshop. Research and writing of OSH guidelines for agriculture and the rubber sector have been completed and published. The preparation of a project "Best Practices" report is in draft form and was being finalized at the time that the fieldwork for the project was being conducted.

Some work remains to conduct the project endline survey, report on the sustainability conference, and finalizing some of the drafted reports. Of course, the final technical progress report will be prepared at the end of the implementation period.

Full dissemination of the key materials will be important and should be done internationally as well as nationally. As already stated, the baseline study was a very useful tool during the initial stages of work in communities. The process that was carried out should be shared to inform other projects that engage in similar work. The OSH materials can be useful for other projects working on child labor, and even adult work, in agriculture and rubber plantations. The sharing of the

[48] Winrock International, REACH, SNV (2013), Winrock Child Labor Community Engagement Toolkit. Best Practices and Resource Materials Drawn from the REACH Project. Kigali: Winrock, REACH, SNV.

Best Practices report[49] will also be useful for other projects. It would be most helpful to have an online site to continuously share experience on child labor. Such a site should enable sharing among all interested stakeholders and not only through donor-financed projects.

3.13. Gender, Child labor, and Education and Community Groups

Although the project tried to address gender imbalance with regard to women and girls in its various activities, this was not easy to accomplish. There is substantial community level gender imbalance in local committees such as the CLMC and in higher grades in schools. The project was successful in promoting gender balance in PTAs because there are government regulations that can be applied. The project was able to ensure that there was a good gender balance among the project beneficiaries. The project also contributed to ensuring that lesson materials in schools and in MFS were gender sensitive.

Nevertheless, for CST, activities were often organized in line with gender expectations with little deviation from the norms. For example, courses in hair dressing/cosmetology and baking goods were for girls. Boys may also participate in skills training such as baking goods if they wish while girls may also be encouraged to participate in training that is mostly oriented to boys. The project did not have many sectoral options for either girls or boys, in part due to lack of available trainers in diverse subject areas.

As stated earlier in the report, Liberia faces challenges with gender issues. While the evaluator met a female chief in one of the communities and some CLMC appeared to be comprised of at least 33% female members, most were composed of men. In one case, despite the fact that there were at least 30 participants, only men attended the focus group discussions.[50] At local government level, except in the education department, almost all of the officials are male. The schoolteachers are also predominantly male and, consequently, most of the interviews in the schools were with males.

3.14. Government, Employers and Workers, Community Capacity and Role Strengthening

The project has provided extensive capacity strengthening to government, employer and worker representatives and community members. The main focus for government, employers, and workers' representatives was on issues surrounding child labor and how to address it. Some technical capacity strengthening was also provided such as strategic planning for CSR related to child labor and education in the rubber industry. The evaluator noted the project's highest level of success was at community level where structures are working well and intensively. At national level, there has been progress but work still needs to be done on the National Action Plan and associated goals on legal and policy framework development. At the intermediate local level, there remains work on structuring sustainable response to child labor.

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[49] Winrock International (2016), Best Practices in Preventing and Eliminating Child Labor Drawn from the ARCH project in Liberia and other Child Labor Projects in the Greater West Africa and Globally. Kakata, Liberia: ARCH Project/Winrock.

[50] One woman arrived towards the last few minutes of the meeting but she sat to the side and never spoke.

Training was provided in workshops but also in practical ways in the field with the support of project staff. The staff provided close supportive accompaniment during all technical training that government education, agriculture as well as other trainers provided. The quality of the teacher training was already discussed previously. Relationships between project staff and district, county, and national level officials were effective.

At the national level, the project supported the functioning and strengthening of capacities that included providing resources for quarterly meetings. The project worked with the government to develop its monitoring and reporting mechanisms. The project also provided support for the development of the National Action Plan for the Elimination of Child Labour in Liberia, which is now in draft form.

At community level, establishing the CLMCs included training on how to manage such a group and on monitoring mechanisms. The CLMC were linked to existing Community Child Welfare Committees (CWC). Efforts such as identifying and disseminating the practices of champion communities were another method that helped to strengthen knowledge and skills on addressing child labor and increasing school attendance.

As the country is not decentralized, most coordination work is done either at national level or at community level. Most of the relationships at the district and county level were two-way between the respective line ministry offices and the project. There are some social protection and local development structures at the intermediate government levels but these were not highly active or activated to interact as a group on child labor.

When asked who the CLMCs report to, they stated the community chief. When requested to indicate to whom the chief would report to on child labor issues they said the zone chief. Next comes the clan chief who reports to the paramount chief who in turn reports to the district commissioner. It was evident, however, that the groups interviewed during the evaluation, which always included some chiefs, were surprised by the evaluator's questions because they had not thought about the higher levels of structures and how their work on child labor would be supported at these levels.

District and county officials as well as employers and workers' representatives noted that it would be useful to have more interaction at their level between their different offices. As a result, the evaluator concludes that second level structures between communities and district or county level would have been a plus and are still very much needed.

One of the challenges is that, the chiefs report to the Ministry of Internal Affairs while most child labor and education issues are linked to the MoL and MoE. CWC that are established in many of the counties fall under the MoGCSP. Organizing a county child labor committee under the CWC seems most logical as child labor normally falls under child protection. Given the different line ministries and their respective roles, however, it is not easy to ensure a well-balanced locally coordinated system in a continued centralized government structure.

The project has achieved a great deal towards reaching the goal of developing CLFZ. Without strong coordination, active monitoring and follow-up activities at local government level, it will

still be difficult to reach the full desired outcome of reaching beyond the direct project communities to cover more than just the associated schools and communities in an area.

3.15. Sustainability

Acquired knowledge at all levels is already being used and will be sustained. The vast majority of project supported children will remain in school after the project ends. Stakeholders indicated that if the economic empowerment component had not been included as much as 80-90% of the children would have dropped out after the project ended. Despite having done very effective work in almost all project areas, as the preceding sections indicate, efforts to ensure sustainability will still need a great deal of attention in the remaining project implementation period. The overall high poverty rates can affect sustainability because the economic empowerment component, while effective, cannot meet all of the needs of all of the beneficiary households. There is also a need to strengthen VSLAs. Coordination at district and county level needs focus and allocation of government resources to provide monitoring and follow up support in the project localities.

In fact, based on the focus group discussions, the CLMCs showed strong motivation to continue after the project. Nevertheless, to maintain momentum, they will need continuous support and follow up from local government on child labor and to continue capacity strengthening in economic empowerment and teacher training. As community stakeholders indicated, the organization of post-project monitoring support at community level is crucial. Local authorities that were interviewed indicated a readiness and willingness to provide support if resources are made available.

As indicated previously, the project has worked on transferring ownership to the communities and national government as well as to some line ministries at the district and community levels. In fact, the project has taken steps towards sustainability since the inception of the project. The project has focused on capacity strengthening, awareness-raising, advocacy, and supporting the development of structures at the community and national levels. The project has also conducted a workshop on public private partnerships that included an emphasis on sustainability and the project exit strategy. A "sustainability dialogue" meeting in a town hall format has been conducted where community leaders, PTAs, CAs, CLMCs, school principals, district and county officials met to review the child labor activities and discuss sustainability. Participants indicated that the project's exit strategy seemed comprehensive and inclusive.

During the sustainability dialogue, participants made commitments to sustain project activities, including school feeding. Commitments primarily covered provision of labor and in-kind support. Although the evaluation found that communities believe that most beneficiaries will stay in school, communities expect approximately 10-20 % of the beneficiary children to drop-out of school due to high levels of poverty. This finding was consistent across the focus group discussions with the different stakeholders with only small deviations from these estimates. Of course, it may be that the groups are somewhat pessimistic and, in reality, the dropout rate will be lower. A post project impact study would be able to empirically assess and determine the true dropout rate.

A larger more extensive sustainability conference will be held in early 2017, which will be a very useful event as all of the project experiences can be fully reviewed. The further development of the National Action Plan and expected government budget allocations to its implementation should help strengthen the enabling environment and lead to an improved legal and policy framework.

Teachers pointed out to the evaluator that there are some remaining issues that still affect their ability to teach adequately over the long term. They reported that the government does not provide basic items such as chalk to write on the blackboard or simple paper for preparing lessons when needed. As some stated, "If we had to wait we would not manage since no paper or chalk have been provided since the beginning of the school year and we are now at the end of November." ARCH has provided support for items such as chalk, which was very much appreciated.

In addition to the launching of the CLEAR II project in Liberia, the Unites States Agency for International Development's allocation of US $27 million in funding to support the Let Girls Learn program in the country is likely to contribute to additional increases in sustainability opportunities.[51] The Let Girls Learn program is separated into 4 different initiatives that are all related to girls' education.[52] Although the activities may not be implemented in the same localities as the ARCH project, they focus on similar topics, which include increasing enrolment in education through working with communities, strengthening PTAs, provision of teacher training, and other related activities. Activities for older youth include increased access to basic education and training in work readiness, technical skills and leadership development. Additionally, the Let Girls Learn program has a special focus on girls with disabilities. It will be important for the implementing partners to review the best practices and lessons learned from the ARCH project to strengthen the effectiveness of the Let Girls Learn program.

It is of utmost urgency that the country adopts the National Action Plan and integrates budget lines to implement activities outlined in National Action Plan. Priority will need to be placed on harmonizing regulatory and policy frameworks. There is a clear need for strong structures on child labor and related issues at district, county, national level with solid data collection system on child labor issues. Local level coordination of government, the private sector and civil society

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[51] The White House (2016), Fact Sheet: First Lady Announces New Let Girls Learn Commitment in Liberia. Available from: www.whitehouse.gov/the-press-office/2016/06/27/fact-sheet-first-lady-announces-new-let-girls-learn-committment-liberia (Website accessed December 1, 2016).

[52] The New Accelerated Quality Education (AQE) Activity; Launching the "Let Girls Learn Challenge" for Liberia; Increasing Support for Out-of-School Girls and Youth; Providing Support for the Education of Girls with Disabilities.

needs particular increased attention up to and after project closing so that project successes can be maintained and replicated. Clarity on replacing the ARCH project monitoring system with a streamlined system that the government can implement is also urgently needed.

The first administrative level above community is the district level that makes up the counties. Given the fact that there are insufficient labor inspectors and labor officers in the country to cover all of the administrative districts, other options to identify child labor to ensure full coverage need to be determined. On a practical level, local government authorities and project staff suggested that using district health areas as the geographical delimitation would be most practical. Several administrative districts together make up a health district. Given the linkage of health issues to child labor this approach makes sense.

There is a lack of available resources to cover the logistics of providing such trainings without donor inputs. The same also applies to labor commissioners and inspectors. Even labor commissioners do not have transport of any kind, including motorbikes. Labor inspectors mostly inspect the formal sector but by law they can also inspect informal economy work situations. Stakeholders indicated that labor commissioners and inspectors usually inspect cases that are brought forward to them about three times per year due largely to limited resources. The government and some project staff also indicated that continued support and monitoring of ALP teachers would need special attention from government. MoE representatives pointed out that school principals, for example, were not sufficiently involved in monitoring the ALP courses. Unfortunately, the lack of resources is a challenge in this case as well.

IV. Conclusions

The project successfully used a wide range of approaches at community level in collaboration with many stakeholders to decrease child labor and increase access to quality education. Innovative solutions were identified and implemented to address some of the project challenges, particularly during and after the Ebola crisis. Good relationships with project partners from government, workers' and employers' representatives, national NGOs, and community level civil society organizations were established. Stakeholders stressed their appreciation for the project staff's persistence to achieve project goals while the level of commitment of the project partners, including at community level, was also noteworthy. In fact, the close collaboration, with, commitment and leadership of MoL and NACOMAL contributed to the success of many of the project activities.

Awareness of the dangers of child labor and the difference with child work were excellent across the different stakeholders. The focus of the project on economic empowerment through agriculture was a good choice in the context of rural areas of Liberia. The inclusion of effective attention to occupational safety and health for both older children and adults was useful and shows potential for scaling up.

The prospects of sustaining child beneficiaries and their households are encouraging. Despite the strong focus on economic empowerment, evaluation stakeholders expected between a 10% to 20% drop out of children from educational services after the project closes. This is primarily because the level of poverty is so high that stakeholders feel that the economic empowerment will still not be sufficient to meet all household needs and keep all children in school.

Progress has been made with regard to strengthening the enabling environment at the national level, which is also important for overall sustainability. The government and other development entities will now need to focus intensively on taking the initiative to finalize, adopt, and implement the National Action Plan on the Elimination of Child Labor to the next level. At district and county levels, more focus is needed on coordinating activities to eliminate child labor and improve access to education to ensure sustainability and replicability. The continuation of the noteworthy support and commitment of private sector stakeholders will likewise be important for future sustainable impact.

Good Practices

The project has identified a number of good practices that have been collected and are being finalized in a report.[53] The evaluator refers to the report as she agrees with the findings represented. It should be added, however, that many of the good practices that are listed, while definitely noteworthy, are typical of any good child labor project. Particularly noteworthy among more innovative approaches mentioned in the draft report are the following good practices:

[53] Winrock International (2016), Best Practices in Preventing and Eliminating Child Labor Drawn from the ARCH project in Liberia and other Child Labor Projects in the Greater West Africa and Globally. Kakata, Liberia: ARCH Project/Winrock.

- Involvement of children in peer education as tutors and not only as actors to raise awareness among their peers.
- Through strong relationships and engagement with the rubber industry, the private sector became actively involved in supporting OSH training, awareness raising on child labor and education, collective bargaining agreement against child labor in plantations, and the establishment of additional private schools in rubber plantations.
- The focus on training in agriculture, including on OSH, with older children are in line with the realistic economic context in project areas.
- School feeding, while not originally part of the project design and introduced due to the Ebola crisis, was a successful project component that had a substantial impact on the project beneficiaries and led to a general increase in enrollment in project areas.
- Identification of champion communities can be used as models for other communities due to their success in addressing child labor and access to education. The provision for grants for projects that such communities identified served as a special motivator for communities.
- Social protection access strengthening activities such as linking community leadership with social protection service providers and development of a referral booklet listing available services and contacts for communities to use.
- An additional good practice that the evaluator identified was the focus on teacher involvement in many project activities. While it is common to do so in child labor projects, in the ARCH project there was special emphasis on including teachers in community monitoring. Teachers proved to be effective monitors at community level and have been especially stimulated in the project to participate in the CLMC and other project activities. The project found that, at community level, the teachers are the most appropriate monitors and are passionate "to see that the children attend school regularly".[54] The teachers, which the government pays, are formally integrated in the education system.[55] Furthermore, they live in the communities and the project has trained them on how to monitor the children. Since the teachers are frequently part of the child labor monitoring committee and the PTA, so it makes good sense to include them in monitoring activities.

Lessons Learned

- In countries with low levels of decentralization, strong focus is needed from an early stage on coordinating actions on child labor and related educational interventions among local authorities, private sector, and civil society at local administrative levels (lowest government administrative levels).
- Involving school principals in accelerated learning needs special focus to ensure sustainability over the long term. It is also important for teacher training in general education and accelerated learning courses to include more focus on learning content as

[54] According to a project staff member.

[55] Schools tend to have both officially education system integrated teachers as well as "volunteers" who are paid by communities or receive a small stipend from different sources.

opposed to pedagogy. While pedagogy is important, especially for older grades, teachers need more support to learn about subject matter content as it can too frequently be assumed that teachers have the necessary knowledge.

- To ensure replicability of projects such as ARCH, emphasis needs to be placed on the enabling environment at national level with regard to legal and policy frameworks as well as the allocation of financial and other resources. This is especially true for countries where the enabling environment is inadequate. It should also be clear that it is the project's holistic approach that has contributed to its overall success.

V. Recommendations

The government and development partners should continue and replicate ARCH project actions in other locations in Liberia. In addition to this overarching recommendation, the evaluator has some additional recommendations. The principal actors to whom the recommendations are addressed are indicated between parentheses after each recommendation.

Advocacy and awareness-raising

1) Place strong emphasis on communicating and strengthening the concept and the implementation of CLFZ in projects where it is implemented. (Implementing agencies- Winrock, other national and international agencies)

Economic empowerment and skills

2) Plan ahead during identification of potential skills for youth training to determine whether a broader range of skills may be taught to youth rather than the usual skills such as tailoring, cosmetology/hairdressing, and catering. Include consideration of subjects such as digital technologies, which are evolving rapidly with strong interest from youth while Internet and mobile phone coverage are also expanding exponentially. (Government including MoE, MoL, NACOMAL and other implementing agencies- Winrock, other national and international agencies)
3) Ensure that skills and other youth training include life skills with a focus on incorporating health issues such as HIV and family planning. Where these subjects are already included in the learning materials, projects need to ensure that trainers actually cover these materials or that associate local government experts are able to teach these subjects. (Government entities including MoE, MoL, NACOMAL, and other implementing agencies- Winrock, other national and international agencies)
4) Initiate VSLA at the start of economic empowerment activities. (Implementing agencies- Winrock, other national and international agencies)
5) Plan for marketing of products from economic empowerment activities from an early project stage to ensure sufficient income if activities are successful over the long term. (Government ministries, NACOMAL and other implementing agencies- Winrock, other national and international agencies)

Coordination and Sustainability

6) Develop a shorter more streamlined data collection system that focuses on the core monitoring points for government replication of the child labor database monitoring system in Liberia. Study available digital methods using text messaging on simple mobile or other types of mobile phones as implemented in the area of health and education in other countries. Developing a system using ordinary mobile phones can be helpful where Internet coverage is poor but mobile phone coverage is adequate. (ARCH project, MoL, NACOMAL, CLEAR II project, other national stakeholders)

7) Develop a system to continually update the social protection services referral guide. Address possible logistics issues whereas, if contacted, some service providers may be unable to follow up adequately in the communities. (NACOMAL and other implementing agencies)

8) Place focus on expanding linkages between communities and local government. Promote the formalizing and sustainability of such linkages between communities and local government. Create opportunities and sustainable systems for beneficiaries, especially community leaders, to interact with county and district government. (NACOMAL, Local Government and other implementing agencies)

9) Ensure coordination through joint committees across line ministries with private sector and civil society involvement at district and county level focusing specifically on child labor and related education, health and other subjects. Such committees may be sub-committees of child protection/child welfare committees if stakeholders consider this is an effective approach. (NACOMAL and other implementing agencies)

10) After the project ends, the local government should demonstrate interest and provide follow up at the community level. Special attention should be placed on M&E and capacity strengthening on economic empowerment and teacher training. (Local Government and other implementing agencies)

11) Place emphasis on government budgetary allocation in terms of human and other resources to ensure ARCH project sustainability during the remaining project period and into the future. It is noted that replicability is challenging in the current situation. Without a strong enabling environment, resources similar to those provided by ARCH will need to be allocated to realize replication of the ARCH model. (Federal Government, donors)

12) Place high focus on private sector engagement going forward including in terms of higher private sector-government coordination. The private sector may develop a well targeted implementation of a Code of Conduct for the Private Sector on child labor. (Private sector with support of NACOMAL)

General recommendations to strengthen child labor projects

13) Consider increasing focus in child labor projects and programs on the establishment of school feeding programs and school gardens where poverty is extreme and space for gardens is available. (USDOL, other donor and international agencies)

14) Promote greater exchange on good practices and lessons learned between actors working to address child labor. Consider the development of a social media platform with an experienced social media communications specialist as moderator. (USDOL, other donor and international agencies)

15) Carry out a post project impact study on the extent to which these skills training of youth has actually led to sufficient employment. Share acquired lessons to improve child labor initiatives on vocational and skills training for youth in child labor elimination projects and programs. (Government, USDOL, other donor and international agencies)

VI. Annexes

Country Maps and Project Areas

Source: Available from https://en.wikipedia.org/wiki/Liberia. Website accessed 10 November, 2016

Monsterrado County

Nimba County

Margibi County

Overview of county demographics:

11	Montserrado	Bensonville	1,144,806	1,909 km^2 (737 sq mi)	4	1839
12	Nimba	Sanniquellie	468,088	11,551 km^2 (4,460 sq mi)	6	1964
9	Margibi	Kakata	199,689	2,616 km^2 (1,010 sq mi)	4	1985

Annex 1: Detailed Overview of Selected Key Project Results

Color codes: Green = achieved or exceeded target. Gray = expect to be achieved by project

Area	**Indicators with April 2013 to Nov 2016 Targets, as Applicable**		
Project Objective: Reduction of child labor (children 5-17 years old) in the Liberian rubber production belt counties of Montserrado, Margibi and Nimba	POC.1#/% of children in child labor	Target	-
		Actual	Total 4670 2232 males / 2438 females
	POC.2 #/% of children in hazardous child labor	Target	-
		Actual	Total 1867 839 males / 1028 females
	POH.1 % of HH with child laborers below legal working age	Target	Note: POH.1 – OH.4 project will fill in details by last project period
		Actual	See above
	POH.2 % of HH with children in hazardous labor (HCL)	Target	See above
		Actual	See above
	OH.4 % of HH with all children of compulsory school age (6-14) attending school	Target	See above
		Actual	See above
IO 1.1 Access and retention of children and adolescents in/to	OTC.1 Annual % of change in enrollment in primary, junior	Target	-
		Actual	Males 6980/Females 5676 Primary School

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
education increased	and secondary level schools where ARCH is implementing project activities		Males 1556/ Females 992 Junior High School Males 189/ Females167 High School Note, project will provide updated data
	OTC. 2 % of beneficiary children who complete the school year	Target	-
		Actual	Total 7271: Males 6820 / Females 1412
Output 1.1.1 Material support to children's education improved	OTP.1 # of children provided with School Success Kits (SSK) in formal school	Target	Total 4058: Males 2179/ Females 1879
		Actual	6994 Males 3654/ Females 3340
Output 1.1.2 Children provided with alternative education services	OTP.2 # of children 9-15 y.o. enrolled in advancing youth program (AYP)	Target	1624
		Actual	Total 1612 Males 917/ Females 695 (close to target)
	OTP.3 # children 16-17 y.o. who complete model farm school (MFS)	Target	1000 540/460
		Actual	736 Males 397 / Females 348 Note: The last batch of MFS youth are ongoing training which the project is expected to reached her target
IO 1.2	OTC.3	Target	90 %

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
Quality of formal education services improved	% of target schools with improved learning environment	Actual	76% Note: AS grant PO was approved and agreement revised and submitted to HQ for final approval, this is to occur b/w 8-20 December 2016. Implementation to then start immediately and project is confident to reach the target before next reporting period.
Output 1.2.1 Teachers with improved pedagogic skills and understanding of CL	OTP. 4 # of teachers trained in pedagogy and child labor issues	Target	60
		Actual	60 42/ 18
Output 1.2.2 School Management Committees and other bodies strengthened to improve quality of education	OTP.5 # Target schools with School Management Committees (SMC) /parents -teachers associations (PTA) with increased capacity to support quality education.	Target	30
		Actual	44
IO 2.1 Target households' income increased	OTC.4 % of households with increased assets	Target	60%
		Actual	Note: End line survey report will produce this information
Output 2.1.1 Rubber	OTP.6	Target	300 240/ 60

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
plantation laborers with improved labor skills and employment opportunities	# of rubber laborers working in large commercial farms trained to improve their employability	Actual	350 Males 313/ Females 37
IO 2.2 Target households' integration to markets/productive chains improved	OTC.5% of households with increased sources of income	Target	60%
		Actual	89.8%
Output 2.2.1 Smallholder rubber producers with improved production and marketing skills	OTP.7 # of individuals (18 and older) in beneficiary households trained in improved production and marketing strategies	Target	3000: 1200 /1800
		Actual	2409: Males 1911 / Females 498 Note: final batch of the producer group still undergoing training
IO 3.1Target households with improved access to available social protection service	OTC.6% of target households covered by social protection services	Target	16%
		Actual	6.32% Note: Project is likely to pass target as ARCH itself has in recent months been involved in providing social protection services through hygiene items to vulnerable households headed by women in recent months. To date, over 900 have been reached. In next few weeks, female producer groups will also be targeted. ARCH will also report other social service received and report in the next reporting period.
Output 3.1.1Community-based Social Protection systems established at target	OTP.8# of communities using community challenge grants to improve social protection	Target	8
		Actual	17

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
communities	systems		
Output 3.1.2 HH with access to Social Protection programs	OTP.9# of target HH accepting services from referrals to government and non-government social protection programs	Target	370
		Actual	380
IO 4.1:Youth employed under safe work conditions	OTC. 7 # of target youth 16-17 years old trained in OSH and using protective gear	Target	680
		Actual	1374:655/ 719
Output 4.1.1 Management and workers in rubber industry support and comply with OSH standards/regulations	OTP. 10 # of rubber producers (smallholders and large scale commercial plantations) trained in OSH standards/ regulations	Target	256: 205/ 51
		Actual	303:255/48
IO 4.2 Youth with vocational training are linked to employment opportunities	OTC.8% of beneficiaries 16-17 years old that are self-employed or employed by third parties	Target	60%
		Actual	48 % Note: Training for youth enrolled in CST and MFS still on-going. On graduation will receiving starter kits. Youth will be self-employed or employed by third parties.
Output 4.2.1		Target	339:168 / 171

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
Youth with improved labor skills	OTP.11 # of youth completing six months of TVET or other technical skills training	Actual	688: Males 133 / Females 555
IO 5.1 Government structures with increased capacity to address child labor	OTC.9 List of hazards in child labor drafted by the GoL (C.1)	Target	Daft presentation to MOL
		Actual	NSC setup TWG to develop the NAP for development of the list of HCL
Output 5.1.1 Relevant government staff trained to combat CL	OTP. 12 # of staff in Ministry of Labor and NACOMAL participating in training on child labor related issues	Target	80
		Actual	73 Note: The planned National Sustainability Conference participants will ensure the target of the staff in Ministry of Labor and NACOMAL who have participated in training on child labor related issues
IO 5.2 Private Sector (rubber industry) with increased capacity to address child labor	OTC.10 Companies adopt policies and guidelines to enforce child labor laws and monitor child labor in their value chains.	Target	
		Actual	Collaboration and regular meetings with private sectors MARCO and NRI for the inclusion of child labor prohibition in their CBA. Collective Bargaining Agreements prohibiting child labor adopted
Output 5.2.1	OTP.13 Rubber companies	Target	

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
Action of private sector (rubber industry) to prevent CL increased	and trade unions that implement workplace monitoring on child labor in their zone of influence	Actual	OSH, rubber tapping trainings and awareness raising activities held in MARCO and NRI Monitoring being implemented within plantations
IO 5.3:Target communities with increased capacity to address child labor	OTC.11Number of target communities with active CLMC / CWC	Target	30
		Actual	44 The Project has 25 main communities with 44 active CLMC. The additional 19 CLMC comes from satellite communities surrounding the 25 main communities
Output 5.3.1 CWC/CLMC strengthened to monitor CL	OTP.14 # of members of local structures (CWC/CLMC and CAs) trained on CLMS	Target	240: 135/ 105
		Actual	505: Males 303/ Females 202
IO 6.1 Target HH with increased awareness and attitude change toward combating CL	OTC.12 % of heads of target HH with improved understanding of child labor	Target	70%
		Actual	100%
	OTC 13 % of heads of households who have attitudes	Target	
		Actual	65%

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
	against child labor		
Output 6.1.1 Target communities' awareness on the hazards of CL and the importance of education increased	OTP. 15 # awareness events organized and carried out by communities	Target	30
		Actual	76
Output 6.1.2 General public's awareness on CL being a problem that affects children's rights and development opportunities increased	OTP. 16# of National–level events to build awareness	Target	8
		Actual	8 Note: Expect to pass this target with the upcoming of National Sustainability Conference 2017
IO 6.2 Rubber industry stakeholders with increased awareness to combat CL	OTC. 14 % of rubber stakeholders, including companies, unions, and National Steering Committee members with increased awareness on CL	Target	65%
		Actual	74
Output 6.2.1	OTP.17	Target	38

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
Rubber industry enterprises' awareness of need for implementing policy and standards on CL and on children's access to education increased	# of rubber industry management and trade union leaders sensitized about the need to implement policies and standards on CL and access to education	Actual	80
IO 7.1: Dissemination of information on CL Increased	OTC.15 Knowledge generated by the project is disseminated among key stakeholders	Target	11
		Actual	10 Note: On submission/approval of the final evaluation report, project will disseminate the report among key stakeholders and partners ensuring target is met.
Output 7.1.1Key information gaps on CL-related issues addressed through relevant research and mechanisms	OTP.18 District and County level CLMS link to National level (C.1)	Target	
		Actual	NACOMAL link to NSC Note: This is still limited and there is room for improvement. The project is planning a workshop to link the CLMC to the national level through a training to be held in the last week of January 2017.
	OTP.19 Number of research reports completed on key CL-related issues	Target	9
		Actual	6 Note: ARCH is planning to finalize and submit the Best Practices Report Deliverable, OSH Study Report Deliverable, Business Case for Sustainable Labor Deliverable and End line Report, so able to meet this target.
Beneficiary Tracking	BT-WS Percentage of target children engaged in any form	Target	There was no target set for this period this is the non-cost extension period
		Actual	100%

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
	of CL during the past six (6) months previous to reporting date		
	BT-ED Percentage of target children that received any form of education during the past six (6) months previous to reporting date with 75% attendance in their education program over the six month per reporting period	Target	100%
		Actual	100% The project direct monitoring follow-up reported 100% of target children received any form of education during the past six (6) months previous to reporting date
OCFT Common Indicators- Education	E.1Number of children engaged in or at high-risk of entering child labor provided education or vocational services	Target	10100
		Actual	10126
	E.2Number of children engaged in or at high-risk of entering child labor enrolled in formal education services provided education services	Target	5108: 2724/2384
		Actual	5516: Males 2906/ Females 2610
	E.3Number of children engaged in or at high-risk of entering child labor enrolled in non-formal education services provided education or (per	Target	3624:1923/1701
		Actual	3722: Males 2002/Females 1720

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
	sex and age		
	E.4Number of children engaged in or at high-risk of entering child labor enrolled in vocational services	Target	688:344/344
		Actual	888:Males 182/ Females 706
OCFT Common Indicators - Livelihood	L.1 # of households receiving livelihood services	Target	3700
		Actual	3700
	L.2 # of adults provided with employment services (per sex)	Target	3300
		Actual	3323
	L.3 # of children of legal working age provided with employment services (other than vocational training, or MFS) (per sex and age)	Target	Total 2268: Males 1195/Females 1073
		Actual	Total 1737: Males 885/ Females 852 Note: On-going graduation ceremonies for CST and MFS youth and expected to reach the target.
	L.4 # of individuals provided with economic strengthening services (per sex)	Target	400
		Actual	Total 219: Male 9 /Female 210 Note: ARCH continues to identify and form VSLA groups to individuals to provide with economic strengthening

Area	Indicators with April 2013 to Nov 2016 Targets, as Applicable		
			services.
	L5. # of individuals provided with services other than employment or economic strengthening	Target	
		Actual	3700: Male 2811/ Female 889

Teacher Training by Type

Program Trainers/Teachers	Type of Training received
Formal Education	Teachers trained in pedagogy and child labor issues
ALP	Child Labor related issues and knowledge and understanding of ALP lesson presentation and methodologies, and use of the ALP cycle and four core subjects.
MFS Adults Trainers	Facilitation skills in facilitating child labor training, trainees attendance record keeping, lesson plans preparation, application of appropriate technical skills in agriculture with specific focus in vegetable, cassava production and animal husbandry.
AGRI - Club Trainers	Business and life skills trainings. Introduction to Model Farm School and Child Labor, curriculum scope and structure of the MFS program, facilitation tips and steps, working with children, strategies for low literacy students, and the power of using stories, games and visual aids, as well as lesson plan development and Monitoring Child work status
MFS Youth Trainers	

Annex 2: Detailed Project Management Response and Evaluator Comments on Addressing of Mid-Term Evaluation Recommendations

Color code on achievement of recommendations: green = fully achieved; orange – partially achieved. Note that none of the recommendations was not achieved at all.

Recommendation 1: USDOL should continue its efforts, placing more emphasis on support to government for sustainability (USDOL)

Project Response:

The project is supporting the Government of Liberia in the following areas to enhance sustainability:

- Capacity building for Labor Commissioners and Labor Inspectors: The project provided phase one of capacity building for Labor Commissioners and Inspectors. *The second phase of capacity building for Labor Commissioners and Inspectors will consider linking the community child labor monitoring system to the Liberian national structure*.
- The project is supporting the government of Liberia to develop the National Action Plan for the elimination of the worst forms of child labor. The ARCH project is sponsoring 4 regional consultative meetings for the development of the NAP in collaboration with the ILO.
- The project also built the capacity of community structures including CLMCs, PTAs, teachers and Community Advocates. Capacity building workshops for the various structures focused on child labor monitoring, child labor and its effect and other child protection issues.

As a result of trainings provided for Labor Commissioners and Labor Inspectors, child labor monitoring at county and district levels has improved. Labor Commissioners and Inspectors now consciously talk about the danger of child labor in plantations and the need for education for children.

Labor Commissioners and Inspectors are gradually taken ownership of child labor monitoring issues in their area of assignments. The Commissioners and Inspectors are acting as part of the National Commission on Child Labor in Liberia, forming part of the consultative group at regional level to solicit inputs from rural authorities for the development of the National Action Plan on the elimination of the worst form of child labor in Liberia (NAP).

The NAP is close to completion for final draft. The four regional consultative meetings have been completed. The NAP contains tools for policy framework that will provide room for advocacy actions to make current and future governments consider child labor support as part of the national development agenda.

The project has been effective in building the capacity of community structures. For example, the CLMCs, CAs, PTAs are providing free-of-charge service in monitoring child labor in their communities. They are taken ownership of the program and are committed to fighting child labor.

Update October 31, 2016

The project team continues implementing its project activities towards sustainability as noted above.

ARCH is discussing with DOL about submitting an expression of interest for the project continuation phase that will build off ARCH project gains.

Comment from final evaluator: Emphasis on government inputs in terms of human and other resources to ensure the ARCH project sustainability will need substantial focus in the remaining project period. Fortunately, the project has planned for such focus and is actively developing activities in this direction. Given that the national steering committee is not yet fully functional and special local government level government (sub) committees on child labor are not yet functional it is uncertain to which extent the aim will be fully achieved.

The timing of the CLEAR II project[56] is appropriate in this context as a clear model for downstream work has been developed while CLEAR II can strengthen the enabling environment, including with regard to the National Action Plan and capacity strengthening of implementers.

It is noted that replicability is challenging in the current situation. Without a strong enabling environment equal financial and other resources as provided in ARCH will need to be allocated to realize replication of the ARCH model. Such large inputs will not be realistic over the short, medium and long term unless donors continue to provide large funding injections. At government level, the lack of human resources and other logistics realistically remain a challenge for the foreseeable future.

Recommendation 2: Begin now to help build necessary linkages for marketing income generating products (ARCH/Winrock)

Project Response:

The project hosted coordination meetings with the Ministry of Agriculture where market opportunities were discussed for linkages of beneficiaries (MFS Adult producer groups) to general markets.

The project is connecting beneficiaries to the Cooperative Development Agency (CDA) for potential market linkages. The CDA provided a training to ARCH beneficiaries with information on cooperatives. Through this training the CDA is encouraging ARCH producer groups to transform their groups into cooperatives, with government recognition, so that ARCH producer groups can access to broader markets, access to credit. The ARCH project provided the full list of producer groups to the CDA for their follow-up for a possible transformation of the producer groups into cooperatives.

Market research was one of the topics treated during the producer group management training workshop facilitated by the Ministry of Agriculture. The purpose was to train beneficiaries on how to identify potential market opportunities for their products.

The individual marketing activities they were engaged in, with little benefits is now changing as beneficiaries are now assured of a ready market to sell their produce after harvesting or production. Furthermore, because of the problem of marketing of farmers produce in general, the government has formed SAPEC (Smallholder Agricultural

[56] Adapted from Winrock Website: Winrock (2016), Welcome to the CLEAR II Global Learning Platform! Available from http://www.winrock-clearii-glp.org/ (Website accessed December 9, 2016)

Productivity Enhancement Commercialization) Project to help farmers with the issue of selling their produce.

Update October 31, 2016

Linking Farmers to Markets, which assume the development of long-term business relationships rather than support for ad hoc sales, have been identified by the livelihoods team. Preliminary steps have been taken in identifying four organizations (Liberian Market Place, National Cassava Sector, World Food Program and Mary's Meals) involved in buying farmers products at reasonable prices.

A full list of the preliminary linkage steps conducted are as follows:

- Linkages to domestic trader – (Liberia National Cassava Sector);
- Linkages through leading farmers who serve as connectors for potential buyers;
- Linkages through cooperatives - (Cooperative Development Agency);
- Linking agro-processor to other farmers in the surrounding communities and villages (Note: the ARCH beneficiaries now have the skills, means and ability to serve as both farmers and processors)
- Farmer to exporter – (Liberian Market Place);
- Farmer to Major importer – (World food Programme and Mary's Meal).
- Linkage with MOA at county level; the project work collaboratively with County Agriculture Coordinators to enhance linkages of MFS producer groups to market opportunity.
- By January of 2017, producer groups will be able to produce products for marketable purpose
- Since our beneficiaries are currently at the initial stage of production, they still need to intensify their farming and production, coupled with processing. The beneficiaries have now received agro-processing machines to add value to their products and to increase the shelf-life of these products which in turn will command constant and better prices.
- The ARCH livelihood team is also working closely with the Winrock ARCH project Communication Officer to design sales promotion flyers/fact sheets and creating a directory for potential connectors both for the private and public sectors to be shared with the agriculture producer groups trained and supported.

Comment from final evaluator:

The project has been aware of the marketing issues and has been pro-active in trying to address them. The effect of these steps have not yet been felt in the locations that the evaluator visited. There continue to be concerns among community members about marketing issues, they state that they can sell their products on a small scale and ad hoc basis. They add, however, that there is still insufficient visible scope for the adequate marketing of products to meet household needs and keep children out of child labor.

Recommendation 3: Update and revise the Community Referral Directory (ARCH/Winrock and ANPPCAN).

Project Response:

As a result of ARCH intervention through its partnership with ANPPCAN, the Community Referral Directory (known as "The Child Sensitive Social Protection Directory") is being used by CAs and community authorities to refer vulnerable household to access available social protection services. Community Advocates use often the referral directory which has information on the available social services, types of services, contact persons and how to access those services. The local leadership use it as well to assist vulnerable households to access those services.

This Community Referral Directory is updated yearly. The second version has been updated and a third final one should be updated before the project ends

Update October 31, 2016

During the reporting period, ANPPCAN facilitated three Social Protection Sensitization Workshops as a follow up to the Mid Term Evaluation Report. The final version of the directory will be completed by December 2016.

Comment from final evaluator: The referral system has been thoroughly updated and is in good form. There is, however, a need to develop a system to update information well into the future. Available contacts may be replaced with new persons. There is also a need to address possible logistics issues. That is, if contacted, some service providers may be unable to follow up adequately in the communities due to lack of resources.

Recommendation 4: Strengthen the role and presence of CLMC members (ARCH/Winrock) Provide badges, caps or other identifying materials for CLMC members, not only to build self-esteem, but to move towards their institutionalization in communities.

Project Response:

CLMCs roles are being strengthened through workshops; members have been trained and provided with awareness raising material.

As a result of the project continued capacity building and training of community structures, the CLMCs are voluntarily engaging in child labor monitoring activities in the communities. The project team believes it is important to recognize the contribution of several groups in fighting child labor. For that reason, ARCH plans to recognize the CLMCs contribution towards child labor monitoring during the next event that commemorates the World Day Against Child Labor. During this event the CLMCs members will be provided with certificates of appreciation.

The procurement of T-shirts and caps is in process for distribution to CLMC members during the next reporting period.

Update October 31, 2016

The CLMC are recognized as a formal body in their communities: the structures were set up by the community members themselves. The CLMC members have developed action plans with the involvement of the community as a whole to guide their work.

In an effort to make the Child Labor Committee members distinct and identifiable within their community, additional training was provided to the members on child labor and awareness-raising. They were provided with T-shirts and caps (a total of 240) in the 44 ARCH supported communities in the two CLFZ. This is a hallmark of self-esteem and a process of institutionalization as we gradually exit. They continue to monitor children activities in their various communities in collaboration with the Community Advocates (CAs). Presently, the project is working out modalities to link the CLMCs to the district and county level, national level as well. The CLMC is strengthened at community level through the engagement of other community structures such as PTA, CA, CST trainers, ALP teachers and MFS trainers in child labor monitoring in their communities

Recommendation 5: Monitor quality of instruction in Community Skills Training (ARCH/Winrock)

Project Response:

The ARCH team in collaboration with MoE field staff are directing efforts towards ensuring the teaching of the CST is of high quality. Some activities include: monitoring CST sessions through classroom observation, review of

lessons' plan, monitoring trainees' participation, hiring more qualified and experienced trainers.

As a way of strengthening the CST centers, small grants will be provided to each center for inputs and learning material to support youth participation.

The quality of training in the various disciplines of the CST has improved as a result of the various project interventions. For example, trainers are teaching lessons with better and clearer presentations; record keeping on beneficiaries' progress is up to date; students now feel more motivated to attend to class which has increased attendance.

Update October 31, 2016

In response to the mid-term evaluation recommendations, the project hired qualified trainers to conduct the training and they are being monitored weekly to ensure quality. These trainers were hired on merit diploma and certificate holders in the respective disciplines. A teaching guideline was developed for use by trainers. The project has provided relevant training materials and support to the students to increase learning through practice. The project intends to provide refresher business skill training for beneficiaries in CST. For quality assurance, the project did a market needs assessment and when students applied for CST training they are given vocational counseling to enable them to make informed decisions on the selection of their choices. As a result of market need assessment in the CST program, graduates have begun to generate income from the sale of their products. For example, Cecelia in Fliumpa community is sewing clothes for sale and earning income for herself and her family; and in Nyehn, Todee District, two of CST trainees are sewing uninforms and parents are buying from them. All of these trainees remained in their communities.

Recommendation 6: Ensure children keep learning and not working during school vacations (ARCH/Winrock)

Project Response:

The project is presently providing after school recreational activities (sports); and study class opportunities for students through after-school tutoring. These initiatives will continue during the school break to keep children from engaging in child labor practices during the long vacation period.

After school activities have shown to be successful strategies in reducing child labor and improving in students' academic performance.

Update October 31, 2016

Taking into account the midterm evaluation recommendation, the project conceived of and executed a summer school plan. The project enrolled 3,504 (1925M/1579F) students during the school break. The students attended vacation school for a period of one month and a half (from July 20-August 20, 2016). The purpose of the vacation school was to occupy students during the school break so as not to reengage in child labor. Students of the vacation school were direct and indirect beneficiaries of Winrock-ARCH project enrolled from 30 of the intervention schools (20 in Zone one and 10 in zone two).

The vacation school provided an opportunity for students to utilize the recreational materials previously given them. Students were also given copy books and pens to enable take notes and study well to pass their school exams. Students were also involved in recreational activities such as drama, sports, debates, spelling and reading competitions. From reports gathered, Students that attended the vacation school remained enrolled in school the academic year 2016/2017. There are reports of vacation school students performing well in their lessons than others.

Teachers from the 30 schools were selected to teach the students for the vacation period. A total of 98 teachers conducted the exercise. Parents and the Ministry of Education authorities were very appreciative of the vacation

school opportunities, as it prepared them for the present academic year's activities.

Students were taught lessons from the four core subjects (Mathematics, Science, English, and Social Studies). During the teaching and learning period students received food through the school feeding program. Children attended the vacation school 3 times a week throughout the day. To ensure that children did not get back to child labor, community members through their CAs and CLMC were involved in monitoring children after school hours and on the days they were not attending vacation school.

Recommendation 7: If ARCH is going to create CLFZ, do a serious campaign approach (ARCH/Winrock and ANPPCAN). Make billboards or signs at the entrance and exit of CLFZs and promote the concept more vigorously.

Project Response:

ARCH has provided bill boards at the entrance of each free zone. The concept will be promoted more vigorously before the next reporting period. As a result of bill boards erected in communities of the two CLFZ, about 85% of people that live in project operational communities is conscious of the danger of child labor and the importance of education. The bill boards have served a big medium for awareness on the negative effect of child labor.

Update October 31, 2016

There are two billboards posted by the project at the entrances of the free zones. The billboards are planted in strategic sites; for example, the one for CLFZ one is at the junction of the Todee District from the main road from Monrovia while the billboard for CLFZ two is at central point of Saclepea. Beside the billboards, radio talk shows have been held, anti-child labor jingles have been composed, fliers and newsletters on child labor are frequently produced and distributed and, smaller billboards in all of project communities have been erected. The project is contemplating on producing an additional billboard to other entrances and exits of CLFZs. CAs and CLMCs have been conducting community level awareness campaigns.

Comment from final evaluator: Although signs have been put up and there are posters in schools, radio jingles and other behavior change communications (BCC) efforts have been undertaken, it is still not yet sufficient. Though awareness of child labor issues is good, many stakeholders do not yet understand the related concept of CFLZ. That is, that a CFLZ actually means the strict development and application of rules and regulations on child labor. This is complicated by the absence of the domestication of ILO Convention 182, lack of ratification of ILO Convention 138, and the fact that the National Action Plan is still under development so it is hard to achieve the CFLZs. Nevertheless, as the project indicates in its response to Recommendation 8 below, efforts have been underway to address these enabling environment challenges.

Recommendation 8: Continue to strengthen the Ministry of Labor's fight against child labor nationally and locally (Government of Liberia, ARCH/Winrock, USDOL)

Project Response:

Currently the ARCH project is supporting the Ministry of Labor through NACOMAL. The ARCH project is financially and technically supporting the development of the National Action Plan for the Elimination of the Worst Forms of Child Labor in Liberia.

The project aided NACOMAL to establish the National Steering Committee (NSC). The Minister of Labor is the chair person for the NSC while NACOMAL is the Secretariat. There are 30 memberships of the NSC of which the ARCH project is a member. The NSC meets once in every quarter to discuss issue on child labor policy development and strategize advocacy for the elimination of child labor in Liberia. The Technical Working Group

(TWG) that is responsible for the drafting of the NAP is a sub-group formed from the NSC.

As a result of the project technical and financial support to build the strength of the Ministry of Labor, the National Action Plan for the elimination of the worst form of child labor in Liberia is nearing final draft. The Ministry of Labor through NACOMAL has taken leadership for the completion of the NAP document.

Update October 31, 2016

The project is supporting the Government of Liberia in the following areas to enhance sustainability:

- At the national level, the project provided capacity building training for Labor Commissioners and Labor Inspectors. The project provided phase one of capacity building for Labor Commissioners and Inspectors. The second phase of capacity building for Labor Commissioners and Inspectors will consider linking the community child labor monitoring system to the district, county and national structure.
- Through USDOL funding, the project is supporting the Government to develop the National Action Plan for the elimination of the worst form of child labor in Liberia. The aim of developing a national action plan for child labor elimination is to provide the necessary tools for government to enhance sustainable child labor elimination policy.
- Labor Commissioners are engaged in full training of CLMC as facilitators.
- The project provided update of progress to NACOMAL in NSC quarterly meetings.
- The project is currently working with the statistics division of the Ministry of Labor to simplify the project monitoring forms that is user friendly by partners. There are plans to train government officials at district county and national level on the use of the DBMS after the forms have been simplified.

Comment from final evaluator: The project has made major efforts in this direction but, as indicated under the responses to other recommendations above, there is still much work to be done in this area. It is uncertain if a fully functioning system can be established by project end.

Recommendation 9: Create opportunities for beneficiaries, especially community leaders, to interact with county and district government (ARCH/Winrock and Government of Liberia)

Project Response:

Project staff have taken note of this recommendation and are in agreement that greater linkage between government and communities is critical.

Some initial activities already took place: community leaders and local government officials were brought together as a means of linking them through the Referral Pathway workshops that was organized and implemented by ANPPCAN and other stakeholders. As a result of the workshop, the communities are now addressing child labor and/or child protection issue through the proper pathway.

The project currently plans to design and provide a workshop that will bring together both community leaders and government officials that will instruct communities on how better to take advantage of social protection support. This workshop is planned to place this summer.

Update October 31, 2016

During the reporting period, the project organized a forum "Sustainability dialogue" (Town Hall meeting) which brought together community leaders, PTAs, CAs, CLMCs, school principals, district and county officials including key stakeholders to review the ARCH activities and discuss sustainability. The meeting brought together 139 (93 male and 46 female) participants to interact and discuss the project good practices focusing on sustainability. Community structures took commitments in sustaining project activities such as the livelihood activities (training,

technical support, monitoring support), feeding program for the benefit of children. In the meeting the government agreed to liaise with other partners to continue the ALP program for over aged children and the community authorities agreed to pay stipends in kind or cash to ALP teachers and CAs. They developed a commitment document that bound them to meet once in every six months to discuss issues surrounding child labor reduction activities. In addition, the project has also provided opportunity for community leaders to interact with county and district authorities through the P&P coordination workshop. In that workshop, matrix of coordination was developed delineating the responsibilities of private and public sector partners.

Similar meeting is slated to be hosted in CLF zone two during the next reporting period.

Comment from final evaluator: Although the project did create several opportunities as recommended, more efforts are needed to extend this across the project zones and promote the formalizing and sustainability of such linkages between communities and Local Government.

Recommendation 10: Return to the emphasis on quality teaching (ARCH/Winrock, USDOL in all of its projects)

Project Response:

Presently, the project is training teachers in pedagogy which includes classroom management, lesson planning, literacy and numeracy, psychosocial counseling and guidance. The project has also provided instructional and learning materials as well as furniture to improve the learning environment. There are three more workshops to be conducted to enhance the professional development of teachers during the project life. Trainers for teachers' professional building are done in partnership with the Ministry of Education Teachers Training Division.

As a result of these interventions, teachers have adapted new ideas in dealing with students in terms of identifying their psychosocial needs. Teachers have enriched their lesson presentation; classroom management and record keeping system have improved considerably; students' attendance and academic performance have improved as well.

Update October 31, 2016

During the period, basic teacher refresher workshop was conducted simultaneously in the CLFZ from May 30-June 3, 2016. This was in response to the midterm evaluation comments aimed at improving the quality of teaching in the project schools. In zone one, 30 teachers (24 male/6 female) attended. In Zone Two also, 30 teachers (23 male and 7 female) attended. In all, the workshop was attended by 60 participants (47 male and 13 female). The objective of the workshop was to improve the pedagogical skills of the teachers. The project anticipates conducting a three phase refresher training with teachers to improve their pedagogical skills the end of October, 2016. Such training will be facilitated by trainers from the Ministry of Education Teacher Training Division. Educational partners such as LTTP/FHI360, conducted series of training for most of the teachers in specific subject areas like Math and Language Arts.

Recommendation 11: Consider biomass for other projects (ARCH/Winrock, USDOL in assessing proposals in other countries)

Project Response:

Observation well noted. The complexity nature of this activity made it impossible to implement under the ARCH project. This activity may be implemented under future projects.

Recommendation 12: Consider the ODK/mobile technology for USDOL projects outside Liberia (USDOL)

Project Response:

The development of the Open Data Kits (ODK) mobile technology is being finalized by ILAB. The project is currently testing the system to ascertain the functionality effectiveness of the platform and the accuracy of the data.

So far, the project team has identified some benefits: reduction of workload in data collection; improvement of data storage.

The Comment from final evaluator: While the project has tested the system, it has not been functional and data still has to be entered manually in the project offices as opposed to in the field. After the evaluation field work, ARCH will hold a training on using the mobile data entry system and will further test it on a larger scale. It is uncertain to which extent this can be sustainable beyond the project period without adjustments to streamline and simplify data entry.

Recommendation 13: Document the knowledge base of core processes of the project (ARCH/Winrock)

Project Response:

In response to the mid-term evaluation recommendations, each program sector of the ARCH project has begun developing separate manual on matrix to document training and other activities of the project. Each manual or matrix will provide detail of steps taken for each training and program activity. The approach of evaluation of impact of such training and activity will be clearly stated.

The project has planned to intensively use this approach during the next reporting period. This documentation will be shared with partners and Government counterparts to enhance sources of lesson learned from ARCH's project implementation.

Update October 31, 2016

The project continues to document, track steps taken during the implementation of activities to share with various stakeholders. The Project has documented lesson learnt especially from monitoring direct beneficiaries at community and field level. One key issue was the training of teachers, incorporating them with the Community Advocates to monitor students at school and in the community. The project has developed Training manuals which include training manuals for MFS (business skill training. Life skills and marketing), guideline for CST trainers, VSLA manual, Grant manual, ALP, PTA, Teacher training, peer mentor, M&E manual CLMC, code of conduct for school feeding and code of conduct of the teachers.

Comment from final evaluator: The project has prepared a Best Practices document based on this method but it was still being finalized at the time of the field work for the evaluation. The evaluator was, however, able to view a draft of the report. It is important to fully disseminate the best practices and lessons learned and incorporate them into planning for the implementation of the National Action Plan.

Recommendation 14: Write out a concise Exit Plan and share it with stakeholders (ARCH/Winrock)

Project Response:

The project has developed a concise exit strategic document which has been shared with partners and stakeholders. The project intends to increase the number of meetings with partners and key stakeholders to provide continuous feedback to the project's exit plan.

With NACOMAL taken the lead and the ARCH team providing technical support, a sustainability conference will be held to deeply review the project exit plan as it relates to the sustainability of the project.

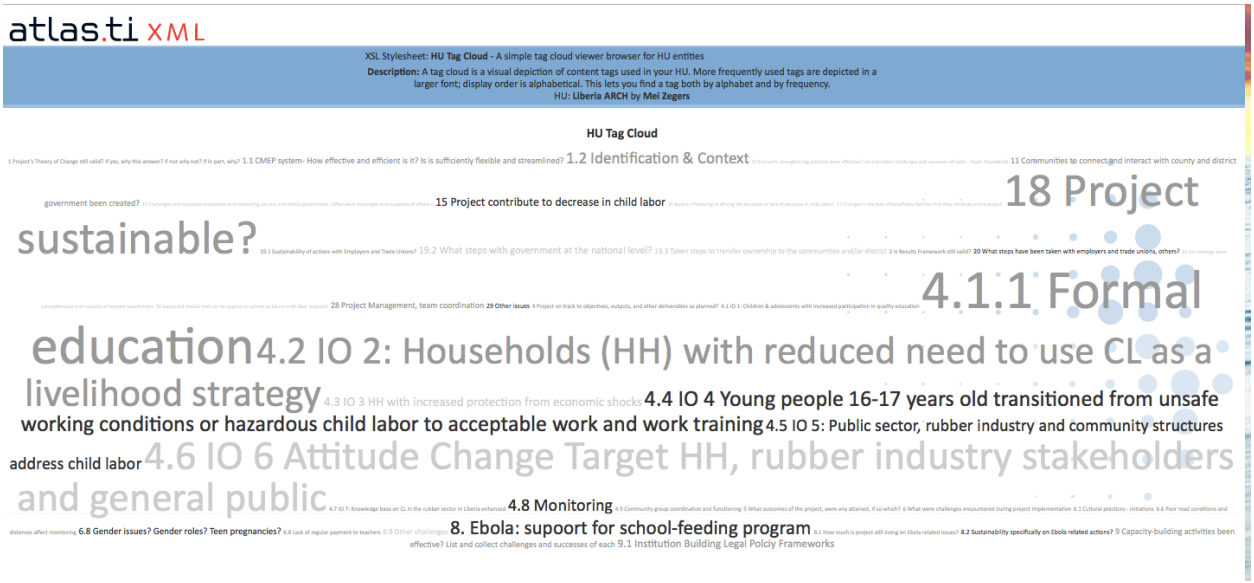
Update October 31, 2016

From the inception of the project, sustainability and exit plan was developed. This document is a living document and is updated on an ongoing basis. This project document is used in planning of the Public and Private sector coordination workshop slated to happen in October 2016. The objective of the P&P workshop is to carry out awareness about the ARCH good practices in the reduction of child labor and to develop strategies through which the public and private sectors can coordinate and collaborate in sustaining ARCH activities for the enhancement of reducing/eliminating child labor in the formal and non-formal sectors especially rubber producing areas in Liberia. Information from the P&P workshop will feed into the project sustainability conference which is also slated to be hosted in the next reporting period.

Annex 3: Tag Cloud of Stakeholders' Spontaneous Subjects Raised

Note: The tag cloud below is prepared from an analysis of the interview and focus group notes that was done using the qualitative data analysis tool, Atlas.ti. A tag cloud is a stylized way of visually representing the frequency of occurrences of words or sentences.[57] The most popular topics are normally highlighted in a larger font. This makes it easier to see the most popular topics covered in one quick look. It is important to bear in mind that the methodology for the evaluation line of questioning was mostly unstructured—with the exception of discussions with project staff—which means that the points raised are the ones that were cited naturally and frequently.

Although the tag cloud is not the primary means of analysis used, it does show the importance that stakeholders attached to the issues of sustainability, formal education, economic empowerment (households' reduced need to use child labor as a livelihood strategy), and attitude change.



[57] Webopedia (2015) Tag Cloud Definition. Available from http://www.webopedia.com/TERM/T/tag_cloud.html. Website accessed 10 October, 2015.

Annex 4: References

Various project reports and documents were reviewed including the project document, studies and Technical Progress Reports. Other documents that are directly referenced in the evaluation report are listed below.

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Winrock International (2013), Actions to Reduce Child Labor Baseline Survey. Kakata, Liberia: ARCH Project/Winrock.

Winrock International, REACH, SNV (2013), Winrock Child Labor Community Engagement Toolkit. Best Practices and Resource Materials Drawn from the REACH Project. Kigali: Winrock, REACH, SNV

Winrock International (2013), Comprehensive Monitoring and Evaluation Plan. Kakata, Liberia: ARCH Project/Winrock.

Winrock International (2016), Best Practices in Preventing and Eliminating Child Labor Drawn from the ARCH project in Liberia and other Child Labor Projects in the Greater West Africa and Globally. Kakata, Liberia: ARCH Project/Winrock.

Winrock (2016), Welcome to the CLEAR II Global Learning Platform! Available from http://www.winrock-clearii-glp.org/ (Website accessed December 9, 2016)

Annex 5: Schedule

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Annex 6: Results of Group Work Stakeholder Workshop on Preliminary Evaluation Findings

The results of the stakeholder workshop confirm the evaluation findings from the evaluator's fieldwork. Please note that the list included below indicates the prioritized list of points that the participants made. This means that whichever point the group raised as their first point is their most important observation regarding challenges or successes with subsequent points following in decreasing priority.

Group 1- Government (MOE/MOA/MOL/MIA)

Key Challenges

1. Work in limited number of communities and schools
2. Bad road condition
3. Limited community commitment to the management of the livestock by some community.

Key Successes

1. Holistic approach
2. Winrock ARCH worked with communities and schools to help reduce child labor through awareness raising, education, feeding etc.
3. Provided economic empowerment for vulnerable households through, loans, grants supply of livestock and agro processing machines
4. Coordination and capacity building – support to NSC, teachers' refresher training, PTA capacity building, ALP ETC

Group 2 – Trade Union

Key Challenges

1. Government should play major roles in the future absence of the project
2. Other surrounding communities (outside of plantations) still need visitation or monitoring
3. Child labor still continue if there is no support after the ARCH Project

Key Successes

1. The project provided more education to communities and empowered them on how to sustain themselves.

2. Children are now going to school other than tapping rubber
3. The program helped community leaders to be aware of the danger of child labor and the important of education

Group 3 -Community Structures (PTA)

Key Challenges

1. Sustainability of community livelihood projects maintenance and repair
2. Not all the students benefited from the program (limited number of students selected)
3. Extension of awareness on child labor to other areas of Liberia

Key Successes

1. Awareness on the danger of child labor and the importance of education
2. Improvement in the enrollment at schools due to school feeding
3. Empowerment of the community members through the livelihood programs (Agriculture, animal husbandry)
4. Provision of school materials to the children (uniform, copybooks, others)
5. Improvement on teachers' performance in lesson presentation and classroom management
6. Improved PTA contribution to schools' operation

Group 4 ARCH Staff

Key Challenges

1. Many people are not used to working in groups (Producer groups)
2. School feeding- lack of sincerity on the part of some school authorities
3. Late arrival of wire (money transfer from HQ)
4. Cultural activities in some communities can hinder project implementations at some point in time
5. Domesticating of the ILO 182 convention which talks about the worst form of CL- Listing the worst forms of CL
6. Inadequate social services in communities

Key Successes

1. Provision of Agro processing machines, livestock through the livelihood programs for economic empowerment of vulnerable households
2. Empowering youth (16-17 years) through community skills training program
3. Involvement of school teachers, CLMCs, CAS and agriculture trainers in child labor monitoring
4. The concept of community advocates
5. Community resources identified through community asset appraisal
6. Vigorous and effective awareness raising
7. Reintroduction of the ALP program to help older children
8. School feeding program
9. Community entry- involvement of community structures
10. Full involvement of all stakeholders

Recommendations

1. Renewal of the ARCH Project
2. Assistance for machines and tools for long term
3. Future project be extended to other Counties
4. Community Advocates and Child Labor Monitoring Committees be motivated after the Project for continual monitoring
5. ARCH should provide the monitoring tools to partners and stakeholders and simply for continual monitoring
6. ARCH should share lessons learned and best practices with partners and Stakeholder
7. Local child labor monitoring committees (District and Counties)
8. Government should improve legal and policy framework in Liberia

Annex 7: Interviewees and Focus Group Member List

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

Annex 8: Stakeholder Workshop Agenda and Participants

Winrock International ARCH project
Final evaluation stakeholders' meeting
Corina Hotel, Tubman Boulevard, Sinkor, Monrovia
December 2, 2016 – Time: 10:00 A.M. – 2:00 P.M.

No	Activity	Responsible person	Allotted time
1	Arrival and registration	Participants/Lanus	9:00AM – 10:00AM
2	Write 3 things you like about the ARCH project and 3 challenging things about the ARCH project	Individual participants	10:00AM -10:10AM
3	Welcome	James Yekeh – ARCH Project Director	10:10AM – 10:20 AM
4	Self-introduction	All participants	10:20AM – 10:30AM
5	Group work #1: Group participant into sector to summarize individual favorites and challenges and present to larger group	Sector group (MOE/ MOL/MIA, Trade Unions/Rubber Companies, Community structures, ARCH/ANPPCAN	10:30AM – 11:15AM
6	Brief overview of the ARCH project	James Yekeh – ARCH Project Director	11:15 AM – 11:30 AM
7	ARCH final evaluation preliminary findings	Mei Zegers – Independent Final evaluator	11:30 AM – 12:00 NOON
8	Clarification, discussion and questions/answers	Mei Zegers – Independent Final evaluator & participants	12:00 noon – 12:10 PM

No	Activity	Responsible person	Allotted time
9	**COFFE BREAK**	**ALL participants**	**12:10PM – 12:20 PM**
10	Recommendations – Plenary Session	Mei - Final Evaluator & participants	12:20 PM – 1:00 PM
11	Closing Remarks	Project Director	1:00 PM – 1:20 PM
12	**Lunch and departure**	**All participants**	**1:20 PM – 2:00 PM**

Annex 9: Terms of Reference

Background and Justification

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 $1 billion 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 93 countries around the world. Technical cooperation projects funded by USDOL range from targeted action projects in specific sectors of work to more comprehensive projects that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;

2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;

3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;

4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and

5. Ensuring the long-term sustainability of these efforts.

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

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the project seeks to avert at-risk

children from leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

In FY2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects enhance income generation and address poverty more effectively. The addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

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

Project Context

Liberia is a small, lush, democratic country on the west coast of Africa, which is emerging from fourteen years of brutal war followed by the world's deadliest recorded outbreak of Ebola Virus disease. With a population of just over four million people, its resources are stretched. Its two major export commodities, rubber and iron ore, have been in an economic slump for several years due to low prices worldwide and competition with other countries.

The conflicts that began in the 1980s and continued until 2003 resulted in massive destruction of basic systems and infrastructure, so that more than a decade later the country is still in the process of reconstruction. Many schools were completely destroyed and teaching staffs were greatly depleted. Nearly half of the population is composed of children under age 15. Despite Liberia's Education Law providing compulsory primary education, many children have dropped out or never attended school in recent years.

For the general population, trying to create sound family economies and send children to school, among other things, is a daily struggle. More than half of the population is engaged in farming, but despite the fertile soil and ample rainfall, it produces low yields and remains at a subsistence level. Major crops are sugar cane, cassava, bananas, and palm oil. Liberia is known for its rubber industry, but because of the war, production declined and untended plantations are only now beginning to plant new trees, jeopardizing the country's position in the world market.

Child labor is visibly prevalent, mostly in agricultural production, and much of it is highly hazardous. Some children are internally trafficked to perform various forms of child labor. The Government of Liberia has initiated some measures to correct the situation, either through establishing laws, signing onto international conventions and developing policies that should protect children. However, many policies regarding health, education, commerce and other areas do not include strategies for the elimination, reduction, or prevention of child labor. The

Children's Law is notable, but there is still much work to be done for the country to conform to international standards of child protection.[58]

Project Specific Information

In December 2012 Winrock International began "Actions to Reduce Child Labor," or the ARCH project, to reduce child labor (CL) among children 5-17 years old in the Liberian rubber production belt. The Cooperative Agreement grant of USD $6 million from the United States Department of Labor (USDOL) operates in four districts spread across Montserrado, Margibi and Nimba Counties where child labor is extensive. The project has received two no-cost extensions (NCE). The first NCE was granted in In October 2015, the project received a no-cost extension, which runs through April 30, 2017. An additional USD $200,000 was granted to address food insecurities through school feeding programs in ARCH- supported schools. The school feeding program was initiated in response to a rise in food insecurity caused by the Ebola (EVD) outbreak.

The project targets 10,100 children aged 5-17 years. The project aims to withdraw 6,100 children and youth from exploitive child labor in rubber plantations or similar hard labor in the surrounding area, and 4,000 children who are at-risk of becoming engaged such work. Since the target children come from destitute families, the project will help at least 3,700 households become involved in activities to strengthen their family economy.

Besides a formal, proactive partnership with several ministries in the Government of Liberia (GoL) at national, county and district levels, Winrock International has partnered with five non-governmental Liberian partners to implement the ARCH project: African Network for the Prevention and Protection against Child Abuse and Neglect (ANPPCAN), General Agricultural and Allied Workers Union of Liberia (GAAWUL), Firestone Workers Union of Liberia (FAWUL), Nimba Rubber Incorporated (NRI), and the Morris American Rubber Company (MARCO). The government ministries involved in the project include (in alphabetical order) the Ministry of Agriculture (MOA), Ministry of Education (MOE), and Ministry of Labor (MOL). Other ministries that participate in the project include the Ministry of Health and Social Welfare (MOHSW), Ministry of Gender, Children and Social Protection and Development (MoGCSP) and the Ministry of Internal Affairs (MIA) through relationships with the County District Commissioners.

The project covers four districts in Montserrado, Margibi and Nimba Counties, namely Todee, Kakata, and Saclepea I and II. The project calls these geographic locales CLFZ 1 and CLFZ 2. This area is referred to as the rubber belt as it is the locale of the largest rubber plantations in the country. Rubber is grown elsewhere in Liberia and the rubber belt is also called the cocoa and coffee belt by some agriculturalists.[59]

[58] https://www.dol.gov/ilab/projects/summaries/Liberia_ARCH_meval.pdf
[59] https://www.dol.gov/ilab/projects/summaries/Liberia_ARCH_meval.pdf

Purpose and Scope of Evaluation

Final Evaluation Purpose:

1. The main purposes of the final evaluation are:

    1) Assess the progress the project has made in achieving its goal of supporting efforts to reduce child labor in rubber-growing areas.
    2) Determine whether the project's outcomes were achieved and assess the factors that contributed to, or hampered the achievement of the outcomes.
    3) Identify the effectiveness of the project's interventions and assess the feasibility of replicating them in other areas and other contexts.
    4) Assess the sustainability of the project including what interventions and results might be sustained once the project ends.
    5) Identify key lessons learned or good practices that may be replicated in future projects.

Intended Users:

This final evaluation should provide USDOL, Winrock International, the Government of Liberia, and other project stakeholders an assessment of the project's experience in implementation and, to a limited extent, its impact on project beneficiaries. USDOL/OCFT and Winrock International management will use the evaluation results as a learning tool regarding the relevance of the approach and strategy used by the project. The evaluation results also should provide information, supported by project and evaluation data that suggest how the important project achievements and how the interventions and results might be sustained. The report will be published on the USDOL website, as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

Evaluation Questions

Category	Evaluation Questions
Project Design and Validity	1. Are the project's Theory of Change still valid and the Results Framework appropriate as the project is coming to an end? If not, please address the reasons why not, and the factors driving these reasons
Project Progress and Effectiveness	2. Is the project on track to achieve its objectives, outputs, and other deliverables as planned? 3. What were the outcomes of the project? What were the challenges encountered during project implementation and how did the project overcome them? 4. The ARCH project received a $200,000 funds increase to support the implementation of a school-feeding program in response to food insecurity caused by the Ebola outbreak in 2014. How effective was the school-feeding program in addressing both food insecurity and retention of students' attendance? 5. To what extent have the project's capacity-building and economic strengthening activities been effective? 6. Have opportunities for communities to connect and interact with county and

	district government been created? 7. Has the project addressed recommendations made during the midterm evaluation? What has been the impact of addressing these recommendations? (excluding recommendations 11 and 12 from the Midterm Evaluation Report)
Impact Orientation	8. Did the project contribute to a decrease in child labor? What are the factors influencing or driving the decrease or lack of decrease in child labor? 9. Did the project contribute to any changes in the lives of beneficiary families that they attribute to the project? Please explain.
Sustainability	10. Is the project sustainable? Has the project taken steps to transfer ownership to the communities and/or district or national government? If so, what steps have been taken? If not, what has the project done to ensure sustainability of project activities and impact after the life of the project ends (local and national levels)? 11. Does the project's exit strategy seem comprehensive and inclusive of relevant stakeholders?
Lessons and Replicability	12. What are key lessons learned, good practices, and successful models that can be applied to current or future child labor projects? Please comment on successful practices implemented in response to the Ebola crisis and their replicability.

Evaluation Methodology and Timeframe

The evaluation methodology will consist of the following activities and approaches. While the evaluation team may propose changes in the methodology, any such changes should be discussed with USDOL and the project, provided that the research and analysis suggest changes and provided that the indicated range of questions is addressed, the purpose maintained, and the expected outputs produced at the required quality.

Approach

The evaluation approach will be qualitative and participatory in nature, and use project documents including PMP and target table data to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries 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 the CMEP, budget, Performance Reporting Form (PRF), and project reports (such as TPRs, Federal Financial Reports, and research reports) to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to **provide introductions**. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.

2. 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. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

Lead Evaluator

Dr. Mei Zegers is the lead evaluator for the ARCH final evaluation. Dr. Zegers is a senior evaluation specialist with more than 34 years of experience evaluating programs including large thematic, multi-country and multi-project evaluations. Dr. Zegers has conducted more than 18 evaluations of child labor prevention projects for USDOL and the ILO including projects in Ghana, Ethiopia, Rwanda, Kenya, Zambia, Malawi, and Uganda. She conducted several evaluations of child labor prevention projects in the agriculture sector including the midterm evaluation of REACH in Rwanda, final evaluation of an ILO-implemented project focusing on child labor on rubber plantations in Cambodia, and Combatting Exploitive Child Labor in Madagascar (agriculture sector).

Data Collection Methodology

1. Document Review

   - Pre-field visit preparation includes extensive review of relevant documents
   - During fieldwork, documentation will be verified and additional documents may be collected
   - Documents may include:
     - M&E documents (provided by USDOL and the project) including monitoring reports against the CMEP, PRF and Performance Monitoring Report;
     - Needs assessments—both technical and institutional needs assessments;
     - Project document and revisions (or revision requests);
     - Cooperative Agreement;
     - Management Procedures and Guidelines FY2013;

- Technical Progress and Status Reports;
- Relevant Federal Financial Reports and up-to-date Outputs Based Budget;
- Work plans;
- Correspondence related to Technical Progress Reports;
- Research or other reports undertaken (baseline studies, etc.);
- Project files (including school records) as appropriate.

2. Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions regarding allocation of time in the field. It will also help the evaluator explore all possible avenues for data triangulation and to clearly note the source of evaluation findings. The Contractor will share the question matrix with USDOL if planning and preparation time permits.

3. Interviews with stakeholders

Informational interviews will be held with as many project stakeholders as possible. The evaluation team will solicit the opinions of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, private sector, project implementers, and project staff regarding the project's accomplishments, design, effectiveness, efficiency, management and sustainability.

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 meetings will be held with:

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work
- Implementers at all levels, including any official project partners involved
- Headquarters, country director, project managers, and field staff of grantee and partner organizations
- Government ministry officials and local government officials who have been involved in or are knowledgeable about the project
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, educational personnel as relevant

- Project beneficiaries
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area and region
- U.S. Embassy staff member

4. Field Visits

The evaluator will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluator. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites in targeted capacity, advocacy, and policy sectors. During the visits, the evaluator will observe the activities and outputs developed by the project, and conduct focus groups with child beneficiaries as well as adults participating in the producer groups. Interviews also will be conducted with representatives from local governments, NGOs, community leaders, private sector and educators associated with the project. The project will identify appropriate interpreters that the evaluator will contract to support focus group discussions and key informant interviews in communities.

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 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.

Stakeholder Meeting

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

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The evaluator will determine the meeting agenda, in consultation with project staff. Some specific questions for stakeholders may be prepared in advance to guide the discussion, which may include a brief written feedback form.

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

1. Presentation by the evaluator of the key preliminary findings

2. Feedback and questions from stakeholders on the findings

3. Opportunity for implementing partners who were not interviewed to present their views on progress and challenges in their locality

4. If appropriate, an exercise to determine the project's Strengths, Weaknesses, Opportunities and Threats (SWOT)

5. Discussion of recommendations to improve the implementation during the remaining period and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

A debrief call will be held with the lead evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed. This is to substitute for the fact that USDOL will likely not attend the stakeholder meeting.

Limitations

Fieldwork for the evaluation will last two weeks, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating her 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 others that have experienced challenges.

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

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data, which is not available. An assessment on project efficiency is expected to be included in the evaluation (inputs to outputs); see evaluation questions above.

Timetable

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

Task	Date
Background project documents sent to contractor	Aug 18
Evaluation purpose and questions submitted to contractor	Oct 13
Draft TOR sent to OCFT and grantee for comment	Oct 17
Logistics conference call with USDOL and Grantee	Oct 21

Finalize TOR with USDOL and Grantee and submit to both parties	Oct 24
Finalize field itinerary and stakeholder list for workshop	TBD
Cable clearance information submitted to USDOL	Nov 1
Conduct interviews with USDOL and WI home office staff	TBD
Fieldwork including stakeholder meeting	Nov 21-Dec 2
Post-fieldwork debrief call	Dec 7
Draft report to USDOL & Grantee for 48 hour review	Jan 3
USDOL & Grantee send 48 hour review comments	Jan 5
Revised report to USDOL & Grantee for 2-week review	Jan 6
USDOL & Grantee send comments after full 2-week review	Jan 20
Final draft report to USDOL with evaluator comments/responses	Jan 30
Final report sent to USDOL (edited and 508 compliant)	Feb 6

Expected Outputs/Deliverables

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

I. Table of Contents
II. List of Acronyms
III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
IV. Evaluation Objectives and Methodology
V. Project Context and Description
VI. Findings (answers to evaluation questions with supporting evidence)
VII. Conclusions (interpretation of facts including criteria for judgements)
VIII. Recommendations (critical for successfully meeting project objectives; judgments on what changes need to be made for future projects)
IX. Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length will not exceed 30 pages for the main body of the report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the lead 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 lead 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.

Evaluation Management and Support

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

- Review project background documents
- Review the evaluation questions and refine the questions, as necessary
- Develop and implement an evaluation methodology (i.e., conduct interviews, review documents) to answer the evaluation questions, including a detailed discussion of constraints generated by the retrospective nature of this evaluation methodology and data collection and how those constraints could be avoided in future projects
- Conduct planning meetings/calls, as necessary, with USDOL and Winrock International
- Decide composition of itinerary, field visits, and interviews to ensure objectivity of the evaluation
- Present verbally preliminary findings to project field staff and other stakeholders as determined in consultation with USDOL and Winrock International
- Prepare initial drafts (48-hour and 2-week reviews) of the evaluation report and share with USDOL and Winrock International
- Prepare and submit final report

USDOL is responsible for:

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

Winrock International is responsible for:

- Reviewing and providing input to the TOR
- Providing project background materials to the evaluator
- Providing information on all project sites for the evaluator to choose from in deciding the evaluation itinerary
- Preparing a list of recommended interviewees
- Scheduling meetings for field visit and coordinating all logistical arrangements
- Providing local ground transportation
- Reviewing and providing comments on the draft evaluation reports

- Participating in the post-fieldwork stakeholder debrief to review and discuss preliminary findings
- Provide local ground transportation to and from meetings and interviews
- Organizing, participating in, and paying for the stakeholder meeting

Annex 10: Evaluation Questions- Data Collection Matrix ARCH Project

Liberia ARCH Project Final Evaluation Research Matrix

November 4, 2016

To ensure that all evaluation questions are answered, the evaluator divided them into sub-topics and explicitly included the immediate objectives in a table. The table was used to prepare the Question Matrix with indications of the relevant sources for triangulation of the data.

Documents were consulted to determine any and all relevant data to each question and triangulate with information collected during interviews and focus group discussions.

A separate set of question guidelines was prepared for each of the main stakeholder groups in accordance with the type of data to be collected for that group. The set is available on request.

Category	Overall Evaluation Questions
Project Design and Validity	1. Is the project's ***Theory of Change*** still valid? If yes, why this answer? If not why not? If in part, why? 2. Is the ***Results Framework*** appropriate as the project is coming to an end? 3. If not, please address the reasons why not, and the factors driving these reasons
Project Progress and Effectiveness	4. Is the project on track to achieve its ***objectives, outputs***, and ***other deliverables*** as planned? IO 1: Children & adolescents with increased participation in quality education IO 2: Households (HH) with reduced need to use CL as a livelihood strategy IO 3: HH with increased protection from economic shocks IO 4: Young people 16-17 years old transitioned from unsafe working conditions or hazardous child labor to acceptable work and work training IO 5: Public sector, rubber industry and community structures address child labor IO 6: Target HH, rubber industry stakeholders and general public with attitude change toward CL and education (negative attitude toward child labor and positive valuation of education) IO 7: Knowledge base on CL in the rubber sector in Liberia enhanced 5. What were the ***outcomes*** of the project?

Category	Overall Evaluation Questions
	6. **What** were the challenges encountered during project implementation 7. **How** did the project overcome the challenges? 8. The ARCH project received a $200,000 funds increase to support the implementation of a school-feeding program in response to food insecurity caused by the Ebola outbreak in 2014. How ***effective was the school-feeding program*** in addressing both food insecurity and retention of students' attendance? 9. To what extent have the project's ***capacity-building*** activities been effective? List and collect challenges and successes of each. 10. To what extent have the ***economic strengthening*** activities been effective? List and collect challenges and successes of each: - Youth - Households 11. Have opportunities for communities to ***connect and interact*** with county and district government been created? 12. What were the ***challenges*** and ***successes*** of these efforts on connecting and interacting with country and district government (if any)? 13. Has the project addressed recommendations made during the ***midterm evaluation***? 14. What has been the ***impact of addressing these recommendations***? (excluding recommendations 11 and 12 from the Midterm Evaluation Report)
Impact Orientation	15. Did the project contribute to a ***decrease*** in child labor? 16. What are the factors influencing or driving the ***decrease*** or ***lack of decrease*** in child labor? 17. Did the project contribute to any ***changes in the lives*** of beneficiary families that they attribute to the project? Please explain.
Sustainability	18. Is the project ***sustainable***? 19. Has the project taken steps to transfer ownership to the ***communities*** and/or ***district*** or ***national government***? 20. If so, what steps have been taken? 21. If not, what has the project done to ensure sustainability of project activities and impact after the life of the project ends at the ***local*** level? 22. If not, what has the project done to ensure sustainability of project activities and impact after the life of the project ends at the ***national*** level? 23. Does the project's exit strategy seem ***comprehensive*** and ***inclusive*** of relevant stakeholders?
Lessons and Replicability	24. What are key ***lessons learned*** that can be applied to current or future child labor projects? 25. What are key ***good practices*** that can be applied to current or future child labor projects? 26. What are key ***successful models*** that can be applied to current or future child

Category	Overall Evaluation Questions
	labor projects? 27. Please comment on successful practices implemented in response to the ***Ebola crisis and their replicability***.

Evaluation Questions	Documentation	USDOL, Winrock	Project Staff and Project Direct Implementation Partners	Government interviewees	Communities, beneficiaries including households	Rubber Industry representatives and others
Project Design and Validity						
1) Is the project's ***Theory of Change*** still valid? If yes, why this answer? If not why not? If in part, why?	x		x			
2) Is the ***Results Framework*** appropriate as the project is coming to an end?	x		x			
3) If not, please address the reasons why not, and the factors driving these reasons	x		x			
Project Progress and Effectiveness						
4) Is the project on track to achieve its ***objectives,*** outputs, and ***other deliverables*** as planned?	x	x	x	x		
IO 1: Children & adolescents with increased participation in quality education	x		x	x	x	x
IO 2: Households (HH) with reduced need to use CL as a livelihood strategy	**x**		**x**	**x**	**x**	**x**

Evaluation Questions	Documentation	USDOL, Winrock	Project Staff and Project Direct Implementation Partners	Government interviewees	Communities, beneficiaries including households	Rubber Industry representatives and others
IO 3: HH with increased protection from economic shocks	x		x	x	x	x
IO 4: Young people 16-17 years old transitioned from unsafe working conditions or hazardous child labor to acceptable work and work training	x		x	x	x	x
IO 5: Public sector, rubber industry and community structures address child labor	x		x	x	x	x
IO 6: Target HH, rubber industry stakeholders and general public with attitude change toward CL and education (negative attitude toward child labor and positive valuation of education)	x		x	x	x	x
IO 7: Knowledge base on CL in the rubber sector in Liberia enhanced	x		x	x	x	x
5) What were the ***outcomes*** of the project, were any attained, if so which?	x		x			
6) What were the challenges encountered during project implementation	x		x	x	x	x
7) **How** did the project overcome the challenges?	x		x	x	x	x
8) The ARCH project received a $200,000 funds increase to support the	x		x	x		

Evaluation Questions	Documentation	USDOL, Winrock	Project Staff and Project Direct Implementation Partners	Government interviewees	Communities, beneficiaries including households	Rubber Industry representatives and others
implementation of a school-feeding program in response to food insecurity caused by the Ebola outbreak in 2014. How ***effective was the school-feeding program*** in addressing both food insecurity and retention of students' attendance?						
9) To what extent have the project's ***capacity-building*** activities been effective? List and collect challenges and successes of each.	x		x	x		x
10) To what extent have the ***economic*** strengthening activities been effective? List and collect challenges and successes of each: - Youth - Households	x		x	x	x	
11) Have opportunities for communities to ***connect and interact*** with county and district government been created?	x		x	x	x	
12) What were the ***challenges*** and ***successes*** of these efforts on connecting and interacting with country and district government (if			x	**x**	**x**	

Evaluation Questions	Documentation	USDOL, Winrock	Project Staff and Project Direct Implementation Partners	Government interviewees	Communities, beneficiaries including households	Rubber Industry representatives and others
any)?						
13) Has the project addressed recommendations made during the ***midterm evaluation***?	x		x			
14) What has been the ***impact of addressing these recommendations***? (excluding recommendations 11 and 12 from the Midterm Evaluation Report)	x		x			
Impact Orientation						
15) Did the project contribute to a ***decrease*** in child labor?			x	x	x	x
16) What are the factors influencing or driving the ***decrease*** or ***lack of decrease*** in child labor?			x	x	x	x
17) Did the project contribute to any ***changes in the lives*** of beneficiary families that they attribute to the project? Please explain.			x		x	
Sustainability						

Evaluation Questions	Documentation	USDOL, Winrock	Project Staff and Project Direct Implementation Partners	Government interviewees	Communities, beneficiaries including households	Rubber Industry representatives and others
18) Is the project ***sustainable***?			x	x	x	x
19) Has the project taken steps to transfer ownership to the ***communities*** and/or ***district*** or ***national government***?			x	x	x	x
20) If so, what steps have been taken?			x	x	x	x
21) If not, what has the project done to ensure sustainability of project activities and impact after the life of the project ends at the ***local*** level?			x	x	x	
22) If not, what has the project done to ensure sustainability of project activities and impact after the life of the project ends at the ***national*** level?			x	x		
23) Does the project's exit strategy seem ***comprehensive*** and ***inclusive*** of relevant stakeholders?			x	x	x	x
Lessons and Replicability						
24) What are key ***lessons learned*** that can be applied to current or future child labor projects?			X	x	x	x
25) What are key ***good practices*** that can be applied to current or			x	x	x	x

Evaluation Questions	Documentation	USDOL, Winrock	Project Staff and Project Direct Implementation Partners	Government interviewees	Communities, beneficiaries including households	Rubber Industry representatives and others
future child labor projects?						
26) What are key ***successful models*** that can be applied to current or future child labor projects?			x			
27) Comment on successful practices implemented in response to the ***Ebola crisis and their replicability***.			x	x		

ARCH - Final Evaluation Itinerary (as of November 11, 2016)

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