



Independent Final Evaluation

ABK3 LEAP: Livelihoods, Education, Advocacy and Protection against Child Labor in the PHILIPPINES

Implemented by:

World Vision International

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Sistemas, Familia y Sociedad
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This report describes the final evaluation conducted in February and March 2016 of the Livelihoods, Education, Advocacy and Protection Against Exploitative Child Labor in Sugarcane project, known as the ABK3 LEAP project. The evaluation was conducted and documented by Ruth Bowen, an independent evaluator under contract to Sistemas Familia y Sociedad (SFS), with assistance from the evaluation team member, Azure Maset, and in collaboration with the ABK3 LEAP project team, USDOL/OCFT staff, SFS staff and stakeholders.

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ACRONYMS AND TERMS

ABK3 LEAP	ABK3 Livelihoods, Education, Advocacy and Protection against Exploitative Child Labor in Sugarcane
ABK2	The ABK Initiative Phase 2: TEACH Now/Take Every Action for Children Now
AFTA	ASEAN Free Trade Area
ALS	Alternative Learning System
ALSA	A Life Saving Aid
ARB	Agrarian Reform Beneficiary
AUC	Allowance for Unseen Costs
BCA	Barangay Children's Association
BCPC	Barangay Council for the Protection of Children
BES	Barangay Educators and Storytellers (ERDA child peer educators)
CEVI	Community Economic Ventures, Inc.
CF	ChildFund International
CHFS	Child and Household Folder System
CLETF	Child Labor Education Task Force
CLKSS	Child Labor Knowledge Sharing System
CMS/CLMS	Child Monitoring System/Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CoMSA	Community Managed Savings Association (for children)
CoMSCA	Community Managed Savings and Credit Association
CONFED	Confederation of Sugar Planters of the Philippines
CRA	Child Rights Advocate
CWC	Council for the Welfare of Children
CWG	Community Watch Group
DepEd	Department of Education
DILEEP	DOLE Integrated Livelihood and Emergency Employment Program
DILG	Department of Interior and Local Government
D.O.	Department Order
DOLE	Department of Labor and Employment
DSWD	Department of Social Welfare and Development
E-Mo	Mobile Education Van – education, training, livelihood and advocacy in the barangay
ERDA	Educational Research and Development Assistance Foundation, Inc.
FAITH	Food Always in the Home
Gawad ACLAT	<i>Anti-Child Labor Advocates Tayo</i> (Awards for anti-child labor advocates)
GEM	Global Evaluation and Monitoring Project
GPRA	US Government Performance and Results Act
IE	Impact Evaluation
ILAB	USDOL Bureau of International Labor Affairs
ILO	International Labour Organization
IRA	Internal Revenue Allocation

IT	Information Technology
KASAMA	<i>Kabuhayan para sa Magulang ng Batang Manggagawa</i> (Livelihood for the Parents of Child Laborers)
LCPC	Local Council for the Protection of Children (Provincial, municipal, city or barangay)
LGU	Local Government Unit
LRC	Learning Resource Center
M&E	Monitoring and Evaluation
MCPC	Municipal Council for the Protection of Children
MTE	Midterm Evaluation
NCLC	National Child Labor Committee
NFSP	National Federation of Sugarcane Planters Inc.
NGO	Nongovernment Organization
NPACL	National Program Against Child Labor
NSO	National Statistics Office
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
ODK	Open Data Kit
OPSI	Outreach Program for the Sugarcane Industry
OSH	Occupational Safety and Health
PAC	Project Advisory Committee
PCLC	Provincial Child Labor Committee
PCWCW	Provincial Council for the Welfare of Children and Women
PEO	Provincial Engagement Officer
Php	Philippine Peso
PPACL	Philippine Program Against Child Labor
SFS	Sistemas Familia y Sociedad, Inc.
SHLE	Safe and Healthy Learning Environments
SIFI	Sugar Industry Foundation, Inc.
SRA	Sugar Regulatory Administration
TESDA	Technical Education and Skills Development Authority
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
TTS	Teacher Training Series
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNIFED	United Sugar Producers' Federation on the Philippines Inc.
UPSARDF	University of the Philippines Social Action and Research for Development Foundation, Inc.
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WV	World Vision Inc./World Vision Development Foundation

EXECUTIVE SUMMARY

Introduction

On September 30, 2011 the United States Department of Labor's (USDOL) Bureau of International Labor Affairs (ILAB) awarded World Vision (WV) and its implementing partners US \$15,000,000 over a 4-year period to support the anti-child labor project in the Philippines entitled ABK3: Livelihoods, Education, Advocacy and Protection against Exploitative Child Labor in Sugarcane (ABK3 LEAP).¹ In the wake of Typhoon Haiyan in the Philippines, a cost-extension of US \$1,500,000 was granted, extending the project through August 2016. The grantee is providing match funds totaling US \$2,957,047 (including a cost extension match of US \$180,000). World Vision works with five sub-grantees: ChildFund International (CF), Educational Research Development Assistance Group (ERDA), Sugar Industry Foundation, Inc. (SIFI), Community Economic Ventures, Inc. (CEVI), and the University of the Philippines Social Action and Research for Development Foundation, Inc. (UPSARDF).

The ABK3 LEAP project aims to combat child labor in sugarcane growing areas of the Philippines. Its geographical target area covers approximately 148 communities in 11 provinces in the Visayas, Luzon and Mindanao island regions. The project intends to directly benefit 54,000 children engaged in or at risk of entering exploitative labor in sugarcane, and 28,090 households of targeted children. Its approach includes:

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

The final evaluation addresses a set of specific questions relating to the validity and relevance of the design, the progress toward achieving the objectives, the effectiveness of the implementation and the extent to which the project initiatives are sustainable. The evaluation also identifies good practices and lessons learned to inform wider knowledge on the approaches that are proving effective in addressing child labor in sugarcane and similar sectors. The evaluation was carried out by an external evaluator from February to March 2016 through a consultative process of stakeholder interviews and field observations, together with a review of relevant project literature.

¹ The project sometimes goes by the name "Livelihoods, Education, Advocacy and Protection to Reduce Child Labor in Sugarcane Areas" in its communications in the Philippines.

Evaluation Findings

Design

ABK3's designed interventions represent a strong balance between local interventions to address child labor in sugarcane areas and interventions to strengthen capacity and policy in the institutional environment, including within the sugar industry. The Theory of Change (ToC) with respect to reducing child labor in target localities was found to be valid in addressing livelihoods diversification, education access and social protection. The project was effective in addressing these three issues, but in future projects focused on responding to poverty among sugarcane workers as a factor affecting child labor, attention should be given to promoting alternative employment options or improved income and conditions within the sugarcane sector.

Progress in Reaching Targets and Objectives

Overall, the project has made significant progress in reaching its objectives and has reached or exceeded all of its performance targets corresponding to each objective. The project has surpassed its targets for direct services to children and households, reaching 54,479 children with education support and providing 30,348 target households with a livelihoods service. The project has achieved a reduction of engagement in child labor among beneficiaries from 74% in April 2013 to 14% in April 2016. Among the outcome measures that became available with the April 2016 Technical Progress Report (TPR), the project achieved its livelihoods target for households with an increase in assets based on self-report (89% compared to a target of 75%); exceeded its capacity building target of barangays, municipalities and provinces with local policies enacted to reduce child labor (97% compared to the target of 78%); and surpassed its social protection target of households in target communities that availed of social protection programs (42% compared to the 30% target). The outcome indicators for school enrolment and drop-out rates in covered schools and household awareness on child labor will be collected in the June 2016 endline survey.

With the benefit of the cost extension, ABK3 has made full use of the additional time and resources to extend its reach to additional children and households and deepen its impact on the covered communities, especially in terms of livelihood development and support to those areas affected by Typhoon Haiyan.

Implementation Issues

The project made good use of the recommendations from the Midterm Evaluation (MTE). The MTE supported the project's proposal for a cost extension to assist Haiyan-affected communities and those whose livelihoods support had not yet been rolled out due to the conditions of the Impact Evaluation (IE).² Secondly, the project intensified and diversified its

² ABK3 LEAP was one of the projects under impact evaluation by the ILO Global Evaluation and Monitoring (GEM) project. The GEM study focused on the impact of livelihood diversification on child labor among ABK3 beneficiaries. Under the conditions of the study, the majority of ABK3 target households were assigned to either control or treatment conditions, and as such households in the

support to the 15-17 year old age group for vocational education, employment and employment readiness skills. Thirdly, ABK3 made practical use of the UPSARDF study on occupational safety and health in sugarcane for youth in its awareness raising activities and disseminated the results to stakeholders at two research forums.

Monitoring and evaluation data corresponding to the Comprehensive Monitoring and Evaluation Plan (CMEP) indicators has been collected diligently and the project made considerable efforts to address the technical problems encountered with the mobile phone data collection system, such that child and household monitoring data can now be considered accurate.

Effectiveness

Direct Interventions: Education supports in the form of direct supplies to children engaged in or at risk of entering child labor have provided a strong incentive for parents to send their children to school. In addition, ABK3 has enriched the learning environment in covered barangays and schools through the successful catch-up classes led by peer teachers, substantial improvements made to school facilities and learning materials, and through extending the capacity and commitment of numerous teachers across covered schools to act as child rights advocates. Vocational training provision has also been extended and varied to reach a larger number of beneficiaries in the 15-17 year old age group, with evidence of successful employment placements for a number of trainees.

The livelihoods diversification strategies have provided an array of well-structured supports to vulnerable families to diversify their income sources and improve their food security. Group-based agricultural and non-agricultural enterprises are now flourishing across the project's communities. These have been made more sustainable by leveraging Department of Labor and Employment (DOLE) livelihoods support grants. Time has been limited to provide extensive support to marketing and product development for non-agricultural enterprises due to the time needed to establish products and because of the delayed start in areas under the conditions of the Impact Evaluation. Some products are well developed and reaching wider markets, while others are yet to prove profitable and show their full potential. The Community Managed Savings and Credit Associations (CoMSCAs), as well as the savings groups for children, have been a successful project-wide innovation; they have increased the members' self-reliance and provided the springboard for a host of group enterprises, both non-agricultural and livestock based. The establishment of communal gardens has been supported by innovative natural farming technologies and many are reaching commercial status, while a large percentage of individual households are growing vegetables for regular consumption.

Advocacy and Awareness: Awareness on the hazards of child labor has been well integrated in the school and livelihoods interventions, and has been effectively extended through the advocacy roles of volunteers, including Community Watch Groups (CWGs), Child Rights Advocates (CRAs) and teachers. The CRAs conduct entertaining and engaging advocacy

“control” category or in control areas were not permitted to receive specific livelihood support until after the IE endline study, which took place in March 2015.

activities at community gatherings and events. Messages have been well developed concerning the differences between child work and child labor and many child and adult community members demonstrated an understanding of these concepts. The engagement of farm supervisors in barangay councils has also been successful in some areas, especially those where SIFI staff and CRAs were confident to approach the farms and staff. The project has also found innovative partnerships to increase awareness beyond targeted communities through partnerships with the transport sector for the display of messaging on local transport vehicles such as jeepneys and motorcycle 'tricycles'.

Capacity and Sustainability: Many of ABK3's capacity building approaches have brought significant benefits in terms of enabling policy and institutional capacity. Sustainability is demonstrated particularly in the widespread adoption of ordinances to prevent child labor at the barangay and city/municipality local government unit (LGU) level. Through ABK3 advocacy, program support to address child labor has also been incorporated within the annual community development plans and budget allocations of many barangays and city/municipality local governments. The establishment of systems for data collection on child labor and other child protection indicators operating from barangay to city/municipal level is also rolling out to provide local governments with updated data for monitoring and planning purposes in the covered areas. However, barangay-level systems to continue to identify and respond to child labor on a frequent basis demonstrate varying degrees of institutionalization.

Within the sugar industry the project partners have taken a leading role in the passing of provincial voluntary codes of conduct on child labor that have effective coverage of the major associations of sugar planters in the country. A further significant legacy of the project towards extending the awareness of sugar farmers is the inclusion of child labor awareness in the regular training provided by the Sugar Regulatory Administration (SRA) to its registered sugar farmers. In examples such as this, the project has surpassed its designed outcomes for increasing awareness in the industry.

Recommendations

The following recommendations are divided into those that the project should undertake to maximize its effectiveness and impact before closing, and those that relate to future implementations of child labor projects in similar environments or sectors.

A. Recommendations to ABK3

1. Prior to its exit, ABK3 should disseminate the report and video on good practices produced by the documentation and analysis exercise to a wide range of relevant stakeholders who could replicate the approaches or advocate for their replication. These include the National Child Labor Committee, local governments, national and local line agencies and sugar industry bodies.
2. In its remaining months, the project should focus efforts in local communities on making plans to sustain the child labor monitoring function of the Community Watch Groups, linked with the Barangay Council for the Protection of Children (BCPC) structure, for the continuous identification and response to child labor, drawing on the experience of

areas that already have clear plans developed. This will also help provide a replicable model for community-based child labor monitoring.

3. The Advisory Committee of ABK3 should consider advocating for a member of the Sugar tri-partite Council or the SRA to be represented on the National Child Labor Committee of the Philippine Program Against Child Labor (PPACL), in order to maintain a focus on the sugarcane sector in the national child labor agenda and to contribute the experience of the sugar industry to other sectors.
4. It would be useful for the design of future livelihood initiatives if the project could provide some analysis as part of the endline study of the comparative economic benefits (e.g. based on the household assets indicator) of individual versus group-based enterprises, and the preferences of households.

B. Recommendations for Future Projects

1. Future projects with similar aims, in the Philippines or in similar environments elsewhere, should adopt or replicate the CoMSCA model as a basis for reducing household vulnerability and facilitating enterprising households and communities.
2. Future projects should adopt the successful champions for children/champions against child labor approach of ABK3 partners.
3. Future projects addressing child labor in the Philippines should place significant emphasis on the 15-17 year old age group and employ strategies to access a range of vocational training and employment options for this age group.
4. Future projects should introduce activities towards establishing a community-based child labor identification and response system at the beginning, and design the role of community volunteers with mainstreaming and operation beyond the project in mind.
5. Future projects on child labor in agriculture should include practical components on occupational safety and health measures in the focus sector for children of legal working age, where this complies with national labor laws and regulations.
6. Projects with a sectoral focus should maintain an area-based approach, allowing direct supports to be provided to children engaged or at risk in the priority sector as well as other sectors within the targeted localities.
7. Projects aimed at addressing poverty as a root cause of child labor in agricultural sectors that are in transition towards greater productivity and competitiveness should consider how to position beneficiaries to move into decent work within the sector or into alternative livelihoods.

I. PROJECT BACKGROUND AND DESCRIPTION

1.1 Project Context

While the Philippines has continued to make significant strides in combating child labor over the past decades, the 2011 National Survey on Children showed that 3.2 million children were still engaged in child labor, of whom about 3 million were engaged in hazardous labor. More than half of the children engaged in child labor, around 62%, were found in the agricultural sector, which includes sugarcane, bananas, coconuts, corn, palm oil, rubber and tobacco crops. Forty percent were found in various informal sector services such as domestic work, street vending, scavenging and begging.³

Sugarcane is a significant sector of child labor where the hazards to children have been clearly documented. Children working in sugarcane production are subjected to long hours, often under extreme weather and may be involved in various hazardous tasks including the use of dangerous tools, carrying heavy loads and using fertilizer and pesticides. World Vision's Hazards Analysis Research of Sugarcane under the ABK2 Project found that hazards for children included cutting, planting, weeding, hauling and hauling cane.⁴ Child labor in sugarcane in the Philippines is the function of a complex set of factors, including poverty among sugarcane workers, lack of access to quality education, cultural acceptance of child labor, the long history of the industry and the land reform process. One of the contributing factors has been the traditional "pakyaw" practice of hiring groups of laborers to work on a piecework basis, encouraging the involvement of multiple family members including children to increase family earnings.⁵ As one of leading producers of sugarcane worldwide, the industry, through the Sugar Regulatory Administration (SRA), is striving to improve sugar production and trade and to ensure competitiveness in light of the ASEAN Free Trade Area (AFTA) agreement.

While the implementation of laws related to child labor remains a challenge, the Government of the Philippines has ratified all of the relevant conventions regarding child labor and hazardous labor, including International Labour Organization (ILO) Conventions 138 and 182 as well as the United Nations Convention on the Rights of the Child, including the Optional Protocols on Armed Conflict and the Sale of Children, as well as the Palermo Protocol on Trafficking in Persons. The government has also set up a legal framework and various social programs to address child labor and support of these regulations. The legal framework includes the Republic Act No. 9231, 2003 (Act providing for the Elimination of the Worst Forms of Child Labor and Affording Stronger Protection for the Working Child). The Labor Code sets the minimum age for employment at 15 years and the minimum age for hazardous work at 18 years. In 2014, the National Child Labor Committee (NCLC) finalized its Strategic Plan for 2014-2016, which serves

³ Adapted from USDOL-ILAB, 2014 Findings on the Worst Forms of Child Labor: Philippines. Accessed at: <http://www.dol.gov/ilab/reports/child-labor/philippines.htm>. ABK3 LEAP Technical Proposal 2012; Philippines NSO National Survey on Children 2011.

⁴ Under ABK3 LEAP, further research has been conducted by UPSARDF to develop a comprehensive framework of hazardous tasks per age group.

⁵ Adapted from ABK3 LEAP technical proposal and the ABK3 CMEP document.

as the operational framework to address components of the Philippine Program Against Child Labor (PPACL). However, despite these advancements and nearly doubling the number of Labor Law Compliance Officers, enforcement remains challenging due to the limited number of inspectors and lack of resources for inspections.

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

With the enactment of the Basic Education Act (Republic Act 10533, May 2013) the compulsory education system is being expanded to include Kindergarten to Grade 12. The age for completion of compulsory education is 18 years. Although the law mandates free education, many children do not attend or complete secondary school because the costs associated with attending school are prohibitive for many families.

1.2 Project Overview

On 30 September, 2011 World Vision (WV) received a four-year Cooperative Agreement from the United States Department of Labor's (USDOL) Bureau of International Labor Affairs (ILAB) worth US \$15,000,000 to carry out the anti-child labor project in the Philippines entitled ABK3: Livelihoods, Education, Advocacy and Protection Against Exploitative Child Labor in Sugarcane (ABK3 LEAP). In the wake of Typhoon Haiyan, and also due to implementation delays as a result of the external Impact Evaluation (IE) study, the project received a cost extension of US \$1,500,000 from USDOL, along with an additional cost sharing of US \$180,000 from the project. This modification extended the project's end date to August 31, 2016.⁶ World Vision works with five sub-grantees: ChildFund International (CF), Educational Research Development Assistance Group (ERDA), Sugar Industry Foundation, Inc. (SIFI), Community Economic Ventures, Inc. (CEVI), and the University of the Philippines Social Action and Research for Development Foundation, Inc. (UPSARDF).

ABK3 aims to reduce exploitative child labor in sugarcane areas by implementing a multidimensional approach and leveraging government and private sector partner commitment. ABK3 focuses on exploitative child labor in sugarcane areas at all levels of production and in all sizes of sugarcane farms. ABK3's approach is based on good practices from WV's previous eight years of implementing child labor programs in the Philippines through ABK1 and ABK2, innovations from new partners and experiences, and their breadth of existing geographical and sector coverage in the Philippines.

⁶ ABK3 LEAP Grant Modification #3, Dated December 22, 2014.

The project goal is to reduce exploitative child labor, particularly in sugarcane areas in the Philippines. It aims to do this by: ⁷

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

The project initially targeted 52,000 children and 25,000 households. These targets were increased to 54,000 children and 28,090 households under the cost extension. The project works across 11 provinces, which cover 94.3% of sugarcane production in the country. The provinces were selected based on an analysis of sugarcane production, poverty levels, education statistics, and total rural population. ABK3 implementers have existing presence in all 11 provinces and the project builds on the partners' experience working in a number of sectors including sugarcane under ABK1 and ABK2. The provinces covered and the respective implementing agencies are listed below. In provinces where several partners operate, one is assigned as the lead agency, except in Negros Occidental which is led by the Project Management Team as a whole.

Table 1. Implementation Areas and Implementing Agencies

Implementation Provinces	Implementing Agencies
Negros Occidental	ChildFund, World Vision, ERDA, SIFI, CEVI
Negros Oriental	ChildFund (lead), World Vision, CEVI
Batangas	ERDA (lead), ChildFund, SIFI
Iloilo	ERDA (lead), World Vision
Camarines Sur	ERDA
Cebu	World Vision
Davao Del Sur	ChildFund (lead), ERDA
Bukidnon	World Vision, SIFI
North Cotabato	ChildFund

⁷ Through the CMEP process, the project objectives were reformulated into a new results framework comprising five Immediate Objectives and corresponding Outcomes and Outputs. This evaluation report follows this framework when presenting results in the following sections.

Implementation Provinces	Implementing Agencies
Capiz	World Vision
Leyte	World Vision

In November 2013, Typhoon Haiyan, known in the Philippines as Yolanda, devastated portions of the Visayan Islands in south central Philippines. The project subsequently reformulated its strategies for those areas affected by the disaster. Under the cost modification, the project added direct education and livelihood support for an additional 2,000 children and 3,090 households. The 11-month extension allowed for additional livelihood scale-up and education transition activities for ABK3 households in selected barangays in four provinces affected by the typhoon. It further allowed for an extension of support to 12,300 ABK3 households in barangays located in five provinces whose livelihoods support was delayed due to the conditions of the Impact Evaluation study.⁸ An external Interim Evaluation of ABK3 was conducted in March 2014 that made a number of key recommendations towards improving the achievement of the project's objectives.

⁸ The Impact Evaluation was conducted under the ILO Global Evaluation and Monitoring (GEM) project and focused on assessing the impact of the project's income diversification interventions on child labor outcomes. The endline survey was completed in March 2015. However, the report is not yet publically available.

II. EVALUATION PURPOSE AND METHODOLOGY

2.1 Scope and Purpose

The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with World Vision, from the project launch until the time of the evaluation fieldwork. The evaluation is intended to assess the project's achievements toward reaching its targets and objectives as outlined in the project's Cooperative Agreement and Project Document,⁹ to assess the positive and negative changes produced by the project as well as any changes in the social and economic environment in the country, as reported by respondents.

As directed by the Terms of Reference (TOR, see **Annex C**), the evaluation aims to:

1. Assess the relevance of the project to the cultural, economic, and political contexts in which it operates, including relevance of the project's Theory of Change to the issue of child labor in sugarcane;
2. Assess whether the program has been implemented in accordance with the project design;
3. Determine whether the project has met its objectives and identify the challenges encountered in doing so;
4. Assess the implementation of recommendations from the Interim Evaluation;
5. Document the project's experience in implementation, including successes and challenges;
6. Describe the effects of the project, especially on the lives of beneficiary families and their communities;
7. Identify the main lessons learned and good practices from the project; and
8. Assess whether project activities can be sustainable at the local and national level and among implementing organizations.

The evaluation is also intended to provide recommendations for enhancing the sustainability of the project during its phase-out and towards promising practices from which future child labor projects in the Philippines or similar environments elsewhere can benefit.

The TOR provided a set of specific evaluation questions to guide the evaluation. These questions were used by the evaluator to develop an evaluation Methodology Matrix, identifying the sources of information, stakeholders and data collection methodology for each question (**Annex**

⁹ The project's objectives and performance indicators were re-formulated and elaborated in the CMEP conducted following start of the project implementation. The evaluation uses the CMEP objectives and indicators as a basis for assessing progress together with the objectives as described in the project document.

B). The questions are listed below, together with the corresponding section(s) of the report where each question is addressed:

Table 2. Evaluation Questions and Section References

Evaluation Questions	Section Reference
Project Design	
Did the project's experience in implementation support the validity of the theory of change as described in the CMEP? Which aspects appear to be central in the fight against child labor and were there other aspects that should be taken into consideration in future projects?	Section 3.1
Progress toward Objectives and Implementation Issues	
Please assess the achievements of the project toward reaching its targets and objectives as outlined in the Cooperative agreement and project document (these targets were reformulated in the performance indicators set out in the Comprehensive Monitoring and Evaluation Plan (CMEP))	Section 3.2; Annex A
How has the project implemented the recommendations from the midterm evaluation?	Section 3.3.1
Are the project's communication(s) to stakeholders, partner implementers, and the donor clear and effective? Are there ways they can be improved?	Section 3.3.2
Throughout the project, data collection by mobile phone has been a challenge due to technology issues. To what extent has this impacted the collection of accurate and effective project data? What lessons learned are there from this experience that could be applied to other projects?	Section 3.3.3
Was the project able to accurately track indicators in accordance with USDOL's reporting requirements?	Section 3.3.3
Effectiveness and Impact	
What are the best practices, replicable results, and lessons learned of the CoMSCAs and CoMSAs?	Section 3.4.2
Have the LEAP interventions been effective in making a significant change in the lives of children, families and their communities? If so, how?	Section 3.4
What has been the impact of ALSA (A Life-Saving Aid) on families impacted by Typhoon Haiyan? Where are they compared to before the typhoon and has the aid helped them rebuild their lives?	Section 3.4.3
How has the project contributed in addressing the national and international indicators related to the promotion of children's rights, including their access to government programs?	Section 3.4.5
Is there evidence of a reduction in child labor in sugarcane as a result of the projects' interventions?	Section 3.3 and 3.4
Is there evidence of an increase in school enrolment and retention as a result of the project's interventions?	Section 3.4.1
How effective was the support for children in the 15-17 year old age group to access non-formal and vocational training?	Section 3.4.1
How effective have the project's advocacy and awareness raising strategies been in contributing to the prevention and withdrawal of children from child labor in sugarcane?	Section 3.4.4

Evaluation Questions	Section Reference
Sustainability and Replicability	
How has ABK3 built the capacity of the SRA, SIFI and other sugar industry partners to ensure that child labor is integrated into policies and programs, as well as ensure sustainability post-project?	Section 3.7
Focusing specifically on ABK3, but given that this is the third iteration of an ABK project, what aspects of the ABK project activities have been integrated into government or local programs, thus enhancing chances for future sustainability? Please discuss the sustainability of all project services within ABK.	Section 3.7

2.2 Evaluation Team

An external evaluator with a background in labor, education and migration conducted the final evaluation. The evaluator had previous experience conducting project evaluations for USDOL focusing on child labor issues in the Philippines and elsewhere. The external evaluator was responsible for developing the methodology in consultation with USDOL staff and ABK3 LEAP project staff, conducting interviews and other data collection processes, analyzing the data, and preparing the evaluation report. The evaluator was assisted in the fieldwork by an evaluation assistant provided by Sistemas, Familias y Sociedad (SFS), the contractor managing the evaluation for USDOL. Two interpreters provided interpretation (between English and Filipino, Cebuano, and Hiligaynon) and documentation assistance.

2.3 Methodology

2.3.1 Approach

The evaluation is intended to be a constructive process, providing an opportunity to document and learn from the successes and challenges of the project and to inform future similar projects. The methodology used for the data collection was primarily qualitative in nature. The evaluator gathered qualitative data through consultations and interviews held with a diverse range of stakeholders including implementing partners, community, government and sugar industry stakeholders and recipients. Quantitative data were drawn from project documents and progress reports including reporting against the performance indicators and targets set out in the Comprehensive Monitoring and Evaluation Plan (CMEP). Data collection methods and stakeholder perspectives were triangulated for many of the evaluation questions to strengthen the credibility and validity of the findings. Participatory and interactive methods were used in group interviews with children including drawing exercises and other interactive activities.

2.3.2 Evaluation Schedule

The evaluation was conducted from February to March 2016, including field work carried out from February 29 to March 17, 2016. The evaluation process involved the following steps:

- **Preparation:** The evaluator contributed to the development of the TOR, reviewed project documents and relevant literature, and developed the methodology matrix and

interview guides prior to carrying out fieldwork in the Philippines. The field itinerary was developed in consultation with ABK3 project management staff. (February 2 to 26). (The List of Documents is found in **Annex D.**)¹⁰

- **Fieldwork:** The evaluation was conducted in the Philippines from February 29 to March 18, 2016. (The complete schedule in the Philippines appears in **Annex E.** The list of persons met is given in **Annex F.**)
- **Stakeholder Workshops:** Negros Island Provincial Stakeholders Workshop was held on March 9, 2016, and the National Stakeholder Workshop on March 17, 2016. (See **Annex G** for the workshop agendas and outputs.)
- **Data Analysis and Report Writing:** Preparation of the draft report, circulation to USDOL, World Vision and implementing partners for comment and finalization of the report occurred from March 21 to May 30, 2016.

2.3.3 Primary Data Collection

The methods employed to gather primary data are described below.

Site selection: The selection of project sites to visit was made according to the following criteria applied at province, municipality and barangay level:

- Inclusion of a province with a high concentration of project implementation;
- Representation of municipalities and barangays where each of the three main implementing partners operate;
- Representation of a mix of former control and treatment barangays under the livelihoods intervention Impact Evaluation;
- Inclusion of a mix of barangays where the project has experienced successes and challenges;
- Inclusion of a site affected by Typhoon Haiyan; and
- Inclusion of sites that are relatively isolated as well as more easily reached.

Sites visited: Based on the above criteria, Negros Oriental, Negros Occidental, Cebu and Batangas provinces were selected.¹¹ The cities/municipalities per province comprised Tanjay City and Manjuyod Municipality in Negros Oriental (ChildFund areas); Moises Padilla Municipality (WV), San Carlos City (CF) and Victorias City (ERDA) in Negros Occidental; Bogo City and Medellin Municipality in Cebu (WV areas); and Lian Municipality (ERDA) in Batangas. The number of barangays per city/municipality ranged from one to three.

¹⁰ Technical Progress Reports (TPR) and associated performance data were available up to the October 2015 TPR. Performance monitoring data for April 2016 were provided to the evaluator during report preparation.

¹¹ To maximize the sites covered, one team member visited Cebu and the other visited Batangas.

Key informant interviews and group discussions: The evaluation team held interviews with staff at all levels including the Project Director, Operations Manager, Technical Working Group (TWG, which includes project managers per partner and technical specialist staff), Provincial Engagement Officers (PEOs), Monitoring & Evaluation Officers and Livelihood Officers, representatives of the sub-grantee Executive Committee and National Advisory Committee, and other direct partners including SIFI and UPSARDF. At field level, interviews were held with a wide cross-section of stakeholders including city/municipality local government representatives, provincial line agencies, community volunteers, parents, children, education staff and barangay councils.

The data collection methods comprised a combination of individual interviews and group interviews as well as questionnaires that were sent in advance to the Advisory Committee members. Semi-structured interview guides were developed for each of the stakeholder interviews/focus group discussions based on the evaluation questions.

Observations: Where appropriate, observations were made of catch-up classes in process, mobile schools, Community Managed Savings and Credit Association (CoMSCA) meeting proceedings and advocacy activities.

Stakeholder workshops: The evaluation team conducted a provincial level stakeholder workshop in Bacolod City, Negros Occidental on March 9 with participants from Negros Occidental and Negros Oriental, focusing on provincial and local government representatives, sugar industry representatives and barangay representatives from areas not visited. The purpose was to gather the perceptions of an expanded group of key stakeholders in these two provinces that comprise the island of Negros, the region with the highest concentration of project implementation. A National Stakeholder Workshop was held in Manila on March 17 with a range of project partners and stakeholders from most provinces (apart from Negros Occidental and Negros Oriental) and national level representatives. This workshop aimed to expand the consultation with the stakeholders, especially with those from areas not visited, to present the preliminary evaluation findings and receive feedback and recommendations from stakeholders. The workshop agenda, group discussion questions and discussion outputs are included in **Annex G**.

2.3.4 Strengths and Limitations

Strengths: The representation of sites and stakeholders provided a strong balance of breadth of coverage as well as depth in terms of time spent with each stakeholder group or individual. The itinerary proceeded according to plan once final adjustments were made on arrival in the Philippines.

The inclusion of an additional team member proved a considerable advantage in conducting this evaluation as it enabled greater efficiency in conducting some interviews in parallel, cross-validation of notes and findings, and coverage of an additional province. This approach is recommended for future evaluations of large-scale projects or those with a large number of implementing partners and key staff.

Limitations: The time available for joint planning of the methodology and itinerary between the evaluator and the project was relatively short for this evaluation, lasting less than a month. After

discussions were held between the evaluator and the Project Director and team, the detailed evaluation itinerary was available only just before departure. This meant that a considerable amount of time was required on the first day to rearrange parts of the program, and also upon arrival in particular locations. This was necessary, for example, where the number of barangays suggested per city or the number of meetings per location was considered by the evaluation team as unmanageable due to the time required per interview. In practice, many of the group meetings in communities were larger than the general requested size of 10-12 adults or 8-10 children. This was likely due to enthusiasm among the community participants about the project and their strong interest in attending, making it difficult for some of the PEOs to manage the numbers. In practice, those interviews with smaller groups of 6-8 participants generally proved to be more productive than those with 15 or more participants.

III. EVALUATION FINDINGS

3.1 Project Design

The Validity of the Theory of Change¹²

The Theory of Change (ToC) put forward in the technical narrative and further articulated in the Comprehensive Monitoring and Evaluation Plan (CMEP) is based on the project's analysis of causal and contributing factors for child labor in sugarcane. On the one hand are factors associated with child and household vulnerability in sugarcane areas; and on the other, societal and institutional capacity limitations that hinder the sustainable prevention and reduction of child labor.

Poverty among sugarcane worker families was identified as the main driver of child labor, leading to family vulnerability. According to the problem analysis, poverty results from the poor and unstable incomes of landless sugarcane laborers, especially when they lack alternative sources of income in the dead season or '*tiempo muerto*' between the planting and harvest seasons, as well as from the failure of the agrarian land reform to bring viable farming models for many of its beneficiaries. These factors result in precarious livelihoods which in turn lead families to bring children to work in order to contribute to the household income. Along with poverty, limited access to quality education and adequate social protection are also identified as key contributing factors. Cultural acceptance of child labor as an acceptable means of augmenting family income was also seen as a key contributing factor among families and more broadly.

At the institutional and social level, factors include limited allocation of government budgets to child labor issues, the lack of functioning child protection systems and child labor monitoring and enforcement, lack of awareness on what constitutes hazardous child labor, and a cultural acceptance of child labor, as well as limited knowledge on the nature and dynamics of child labor in sugarcane and systematic sharing of experience on successful strategies.

ABK3 partners built on their experience under ABK1 and ABK2 to design a set of strategies to address these issues and bring about transformation among target communities and households and at the broader institutional level. The strategies consist of a multi-pronged approach which falls into two broad clusters:

- Those aimed at reducing households' and children's vulnerability to child labor in target communities, especially through livelihood diversification, increased educational opportunity and access to social protection; and
- Those aimed at improving the enabling environment, through (a) building strong policy and institutional capacity to combat child labor at different levels; (b) raising awareness

¹² The Theory of Change refers to the analysis of problems related to the focus issue a project is designed to address, together with the series of linked solutions to address those problems. The ABK3 ToC was elaborated in the project's Comprehensive Monitoring and Evaluation Plan, developed through a consultative stakeholder process.

among actors at multiple levels; and (c) improving the knowledge base on child labor in sugarcane.

Based on the interviews with project staff, local government and community stakeholders and beneficiary families themselves, the recognition of poverty as the root cause of child labor is found to be accurate as confirmed by many key informants. ABK3's beneficiary families were seen to be able to withdraw their children from child labor when they were able to diversify their incomes and were provided assistance with the costs associated with education. Changing parental attitudes towards the acceptability of child labor was also held to be an essential strategy in reducing child labor. The project linked its support to livelihoods and education with clear advocacy messages about the negative impacts of child labor on children's health and development.

With regard to addressing poverty among sugarcane families, the validity of the project's strategy for increasing food security and the diversity of livelihood sources is well supported by the results achieved. On the other hand, the strategy has not comprehensively addressed the issue of poverty among sugarcane workers. ABK3's approach to livelihoods diversification assumes that household members will continue to rely on sugarcane work as their main source of income, while being assisted to augment it with income based on newly learned skills and resources for other economic activities, especially among women, which will also help during the sugarcane off-season. However, the industry itself continues to provide poorly paid and often hazardous work for adults. As raised by several project staff and stakeholder workshop participants, in the face of an industry under transition towards greater productivity and efficiency when the mechanization of harvesting is being considered, the long term likelihood is that labor needs will be reduced. The Sugarcane Industry Development Act of 2015 (R.A. No. 10659) and the SRA's Sugar Industry Roadmap 2011-2016 promote farm mechanization, including harvesting and other stages of crop production. While the use of mechanical harvesters may be limited in small and fragmented land holdings, the move towards block farms is likely to increase the feasibility of introducing harvesting machinery.¹³ In the meantime however, some families prefer to leave sugarcane altogether, as found among some of the beneficiary families interviewed, and sugar industry stakeholders reported that the industry faces a shortage of workers as many leave for better paid jobs in non-agricultural sectors such as construction.

The underlying issue of low wages in sugarcane was not intended to be addressed by the project, nor was it part of the USDOL solicitation, and there are obvious limits to the capacity of a 5-year project to address poverty reduction at a more systemic level. The Sugar Tripartite Councils under the DOLE at national and milling district levels provide a structure where concerns on wages and working conditions can potentially be addressed. These councils comprise representatives from DOLE, SRA, planters, millers, mill workers and field workers.

¹³ The SRA is due to sign a technical cooperation agreement in April 2016 with an agricultural research unit in Italy to help identify, design and fabricate machinery suitable for sugarcane farms in the country: <http://www.bworldonline.com/content.php?title=philippines-italy-to-sign-deal-on-sugar-farm-mechanization&id=124389>

However, field workers would likely need to be appropriately capacitated to effectively bring concerns about wages to these forums. A factor which may warrant more attention in future projects addressing child labor in agriculture is the question of how to position workers towards better paid and decent work within such industries under transition, or in alternative sectors.

Addressing educational opportunity as a means to reduce child labor was found to be a valid strategy. As noted in the Project Document and in staff interviews, ABK3 built on some of the proven educational interventions from ABK1 and ABK2 to design its education strategy, including continuing and refining support to child peer teaching, continuing a modified version of teacher training and continuing the enrichment of school learning environments. Stakeholders reported that school supports, including teacher training, catch-up support, infrastructure improvement, and school supplies, increased the ability and motivation for child laborers to stop working and attend school fully. Regarding support to non-formal education opportunities, during implementation the project broadened the strategy of referring out-of-school children to Alternative Learning System (ALS) classes to include vocational orientation and life-skills training supports, since the ALS stream proved to be less attractive to out-of-school children.

One limitation of the design was that an occupational safety and health (OSH) component was not emphasized in order to reduce the hazards involved in sugarcane work for 15-17 year olds by demonstrating safe work practices and the use of protective equipment, although the project has advocated for some tasks being safe for 15-17 year olds.¹⁴ Under implementation, such a strategy was effectively hindered by the prevailing agreement under the National Timebound Program against Child Labor that classified sugarcane as one of six Worst Forms of Child Labor (WFCL) in the Philippines. Aside from this, the regulations on hazardous work for children have been undergoing revision during the project. The hazardous work regulation in place when ABK3 began – DOLE Department Order (D.O.) 4, 1999 – did not specify hazardous work by tasks, but was based on conditions (such as height, weight, use of chemicals, etc.), but the revision process that began in 2012 produced a revised draft in 2014 which classified all agricultural tasks as hazardous for minors.¹⁵ The project and Advisory Committee members then began advocacy to have tasks such as planting and weeding removed from the revised hazardous list as these tasks were considered safe for older children, with the use of protective gear and supervision. The list of hazardous tasks under D.O. 4 was revised through the passing of D.O. 149 in February 2016, making the list less restrictive than the revised draft. The project's research on hazardous work for children on sugarcane farms and the project's advocacy have likely contributed to this policy amendment and strengthening the policy environment with regard to child labor in general. However, the revised list of tasks not allowed for persons younger than 18 years under D.O. 149 still leaves some tasks open to interpretation, such as preparation for planting and tending of crops. The project and its partners in the Advisory Committee are continuing to discuss with DOLE to make clarifications.

¹⁴ The project included occupational safety and health during Life Skills and Work Readiness training for youth, but did not include a practical OSH strategy for youth working in sugarcane.

¹⁵ DOLE. Department Order No. 4. Hazardous Work and Activities to Persons Below 18 Years of Age. 1999.

Other research conducted under the project has also provided valid contributions to the national understanding of the dynamics of child labor in sugarcane and within specific farming arrangements.

Based on the documented experience of the project, the capacity building strategies from local to provincial level and the engagement with the sugar industry were well founded and relevant as supported by the findings of the evaluation.

Geographic Scope and Beneficiary Targets

The geographic scope was ambitious, comprising 11 provinces, and within them 43 cities/municipalities and 148 barangays. The beneficiary target of some 54,000 children and 28,000 households is also large. The project has managed this scope effectively and efficiently through coordination among the partners and judicious deployment of field staff. However, there is necessarily a trade-off between breadth and depth of coverage. Some stakeholders expressed that a narrower, more intensive approach addressing the complexity of child labor and poverty in a whole municipality, or at least a larger number of barangays per municipality within a smaller number of provinces, may have increased the potential sustainability of these efforts.¹⁶

The Sectoral Approach and Beneficiary Targeting

The benefits of focusing solely on sugarcane were highlighted by key stakeholders, as this afforded the opportunity to tackle the issue in depth and engage closely with the target industry. However, the project followed a narrow interpretation of the Solicitation for Cooperative Agreement applications (SGA 11-04, July 14, 2011) that direct child beneficiaries of the grant must be children engaged in or at risk of engagement in child labor in sugarcane. This meant that some children living in sugarcane areas who were found engaged in child labor in other sectors (such as fishing, domestic work and agricultural work in other crops, as reported to the evaluation) could not be provided with direct services. However, they could be classified as at risk of engaging in sugarcane and assisted by the project if someone from their household was involved in sugarcane. Child rights advocacy and indirect supports were directed at whole communities. *An area-based approach addressing all children engaged in child labor within geographic areas of the sector in question is therefore recommended for future sectorally-focused projects; firstly, because all child labor warrants attention, and secondly because this approach decreases the likelihood that children will shift from one form of child labor to another.* All approaches require building local capacity for child labor monitoring to identify children and referral systems to respond to the needs of children in diverse forms of child labor.

3.2 Progress toward Objectives and Achievement of Targets

Following the approval of the cost extension in December 2014, the project adjusted its targets for service provision, bringing the target for assisted children to 54,000 and the target for

¹⁶ For example, the project covers 3 out of 29 barangays in Bogo City, 4 of 26 in Victorias City and 4 of 15 in Moises Padilla Municipality.

assisted households to 28,090. The cost extension enabled provision of support to an additional 2,139 children and over 3,000 households in areas affected by Typhoon Haiyan and areas falling within control barangays under the Impact Evaluation. The latter households did not receive livelihood diversification services until the completion of the IE endline survey in March 2015. **Annex A** provides a summary of performance on each of the output indicators and USDOL common indicators for education and livelihoods as of April 2016 Technical Progress Report (TPR) reporting. As of April 2016, the project has reached or surpassed its targets for direct services to children and households. It has reached 54,479 children with education supports and provided 30,348 households with a livelihood service, out of a total of 30,412 identified households, and is working to reach the remaining few households.

As reported, the project has been successful in meeting or exceeding all of its output performance indicator targets relating to education, livelihoods, awareness raising, and capacity building at the time of the evaluation visit. The target number of Child Labor Monitoring Systems (CLMS) that incorporate child labor in child protection monitoring in cities/municipalities (indicator OTP13) was yet to be achieved at the time of the evaluation field visit, with 15 systems established out of a target of 22 among the 43 participating cities/municipalities.¹⁷ In the April 2016 TPR, the project confirmed that a further 8 child monitoring systems have been established, bringing the total to 23.

The project's outcome indicators (called OTC indicators) include measures for education, household economic improvement, access to social protection, strengthened capacities among local governments and sugar industry partners, household awareness on child labor, and knowledge dissemination. Data for 8 of the 11 outcome indicators are reported in the April 2016 TPR. Those outcomes relating to gross school enrolment in covered schools (OTC 1), drop-out rates in covered schools (OTC 2), and awareness of household heads on child labor (OTC 10) will become available with the completion of the endline survey in June 2016. Among the outcomes measures available, the project has achieved the following significant results:

- 89% of households reported an increase in assets, compared to a target of 75% (OTC 4);
- 42% of households in target communities accessed social protection programs, compared to a 30% target (OTC 6);
- 97% of covered barangays, municipalities and provinces have enacted local policies or ordinances to reduce child labor, compared to a target of 78% (OTC 7);
- 11 sugar industry partners have annual programs of activities implemented to prevent/eliminate child labor, compared to a target of 15 (OTC 8); and
- 45 government agencies (municipal to province level) have annual programs of activities to prevent/eliminate child labor (OTC 9).

¹⁷ The approach generally taken in supporting the establishment of child labor monitoring systems is to expand the focus to include child labor within the collection of data collection on the incidence of other child welfare issues. Hence some local governments call it a Child Monitoring System rather than a CLMS.

With regard to the overall aim of reducing child labor, the project reports an achieved child labor engagement rate of 14% (indicator WS.3) among their beneficiaries as of March 31, 2016, representing a drop from the total of 39,801 children who were engaged in hazardous child labor when first enrolled in the project, to 5,418 who are still engaged in hazardous conditions, meeting its life-of-project target. This compares with an engagement rate of 74% in October 2013, 60% or 2,500 children in October 2014, and 15% in October 2015. Given the seasonality of child labor and the tendency for child labor to increase during the main harvest season of September to January, the April 2016 figure represents a critical measure of success.

In terms of the provision of education services, the vast majority of beneficiaries (53,613 or 98%) were provided with support for elementary or high school formal education in the form of packages of school uniforms, school supplies, and miscellaneous fees; 482 (1%) were provided with Technical and Vocational Education and Training (TVET) support and 379 (1%) with Alternative Learning Systems (ALS) and other non-formal education supports, when only first services are counted (Common Indicators E.1 through E.4).¹⁸ Among those receiving formal education support, 36,322 (68%) are in the under 15 age group and 16,971 (32%) are in the 15-17 year old age group.¹⁹

As reported in the midterm evaluation (MTE), the project originally targeted a higher number of beneficiaries for receiving TVET and ALS support, representing 4.5% combined. With regard to TVET, the project experienced challenges enrolling beneficiaries in formal TVET courses related to the cost of formal courses and lack of accessible courses in some of the rural areas. With regard to ALS, the project found that children generally preferred to enroll in formal school or to seek employment. The project therefore adjusted its non-formal education support indicator (E.3) to include catch-up classes, life-skills and Community Savings Groups for children (CoMSA). For this combined indicator, the total number receiving non-formal support was 10,266 as of October 2015, counting each child only once (made up of 171 in ALS, 4,104 in Catch-up, 1,998 in Lifeskills and 4,447 in CoMSAs).²⁰ It is noted that children could be counted for both formal support (E.2) and non-formal support (E.3). The project increased the numbers of children supported in TVET from 131 in October 2013 to 479 by October 2015 (when counted as the first service provision), or 3,291 if multiple services to children are counted. However, this vocational training sector comprised a minor component of the project's support and beneficiary targeting. The imbalance between support to children in elementary and high school compared with vocational training in various forms appears to relate to the beneficiary identification process and the number of older out-of-school children that the project was able to identify as either in engaged in or at risk of child labor.

¹⁸ Based on the October 2015 TPR data as reported by the Project Director at the National Stakeholder workshop on 17 March. The first-service breakdown for April 2016 was not available.

¹⁹ The project TPR reporting disaggregates the beneficiaries by the age groups 5 – 14 years and 15-17 years, although the table labels read as under 14 and 14 -17 years.

²⁰ Detailed breakdown provided by communication with the M&E Specialist and based on October 2015 reporting. The breakdown for April 2016 was not available.

For household livelihood supports, 30,348 households have been provided with livelihoods services (Common Indicator L.1) out of 30,412 households identified for support. Considered on an individual basis, 65,364 household members have received economic strengthening services, including agricultural production training, provision of tools and seeds, CoMSCA training and group-based livelihoods start-up packages. The effectiveness and impacts of direct services are discussed in detail in **Section 3.4**.

Overall, the project has made significant progress in reaching its objectives since the MTE and with the benefit of the cost-extension it has extended its reach and strengthened its approaches considerably, especially in the livelihoods component.

3.3 Implementation Issues

The evaluation TOR questions focus on several specific issues relating to implementation and management effectiveness: (1) the project's response to the midterm evaluation; (2) the effectiveness of the project's communications and coordination with stakeholders, partners and the donor; and (3) the effectiveness of the monitoring and evaluation system.

3.3.1 Response to MTE Recommendations

The three priority recommendations and the project's response are summarized in the table below.

Table 3. Response to MTE Recommendations

MTE Recommendation	Response
A cost extension of 6-9 months should be approved, depending on when the delivery of livelihood services could commence, to allow delivery of full 18 months of livelihoods diversification services to control households affected by the Impact Evaluation.	The project submitted and was granted a cost extension of 11 months to provide services to households affected by Typhoon Haiyan as well as expand support to those households who have received only short term livelihoods assistance due to being under the control condition of the Impact Evaluation. This has enabled considerable expansion of the project's reach and effectiveness of its livelihoods development effort, as well as more intensified support to improve the living conditions of households struck by the typhoon.
The project should focus immediate attention on increasing the provision of vocational training, non-formal education or Alternative Learning System services to targeted children aged 15-17 years.	The project focused more attention on this age group following the MTE. It continued to face challenges in increasing the numbers of formal vocational training participants, but broadened the vocational training services to include 'life skills' training, including work readiness and leadership skills training. Non-formal education through ALS also remained minimal in terms of take-up, due primarily to the preferences of potential beneficiaries, but additional non-formal services were provided through CoMSA training and formation, and Catch-up sessions.
The project should expedite the dissemination of findings from the UPSARDF OSH study on child workers in sugarcane and provide DOLE the	The UPSARDF OSH study was completed in April 2014. The findings on hazardous tasks were utilized in the project's advocacy on acceptable

MTE Recommendation	Response
<p>opportunity to review these findings in finalizing the Hazardous Worklist.</p> <p>In the light of DOLE’s determination, the project should decide...whether to amend the definition of hazardous child labor in sugarcane in the project monitoring indicators (indicator WS.2), and if necessary to reclassify the children recorded in the Child and Household Folder System (CHFS).</p>	<p>tasks for 15-17 year olds and in beneficiary monitoring data collected. However, it was agreed with USDOL not to reclassify children engaged in CL under WS.3, as this would bring inconsistency between new data and that which was already collected. Thus WS.3 still defines all child labor in sugarcane as hazardous. The project and members of the Advisory Committee continued to engage in the discussion of the revision of the D.O. 4 list of hazardous tasks with the aim of excluding weeding and planting from the revised list to be in line with the findings of the UPSARDF study. DOLE released a revised hazardous work list (D.O. 149) in February 2016, but it still contains ambiguity with respect to disallowing ‘preparation’ and ‘tending’ of crops. Following a submission to DOLE by the Advisory Committee, DOLE is considering further review through addendum.</p>

Response to other MTE recommendations: The project notably instituted a number of enhancements in response to other recommendations of the MTE. These included an effort to include more males in CoMSCAs and in advocacy roles. Child Rights Advocate training has been extended beyond the original provinces of Negros Occidental, Batangas and Bukidnon. SIFI’s work was extended to train CRAs among Agrarian Reform Beneficiaries (ARBs) in Negros Oriental and Capiz, while the project trained CRAs among existing community partners and volunteers in Cebu, Capiz, Iloilo, and Ormoc. Also as recommended, the project has commissioned an in-depth documentation process to record good practice models selected against a systematic set of criteria. This process is ongoing at the time of the evaluation and will be completed during May 2016.

3.3.2 Effectiveness of Communications and Coordination with Partners and Stakeholders

Drawing on perceptions of the project managers regarding the coordination among the respective implementing partners, the evaluation found that the project has ensured a unified and well-coordinated implementation, despite some differences in approach between the partners. This has translated into a broadly consistent approach and public profile. In some locations the project is associated with the direct implementing partner rather than the ABK3 partnership as a whole, but this has not detracted from effectiveness in a practical sense. Communication between the partners, as well as other stakeholders more broadly involved in child labor issues, has been strengthened through the quarterly meetings of the Project Advisory Committee (PAC).

Communications between project managers and the field staff appear to have been clear and effective. However, the direction not to inform communities of the “control” and “treatment” status of households within IE areas was not uniformly adhered to at the field level, as some beneficiaries referred to these terms during both the Interim and Final Evaluations regarding the provision of livelihood supports.

The project's website provides an excellent channel for communications with the public regarding project updates and publications. Other project publications, such as the *Gawad Anti-Child Labor Advocates Tayo* (ACLAT) awards publication, also serve as an excellent means of promoting ABK3's work among those attending the event. However, one of the Advisory Committee members commented that the public are not sufficiently aware of ABK3 and implied that the public profile could have been more prominent. Internal communications regarding the livelihoods highlights have also been effective through the creation of a Livelihoods group Facebook page which has frequent postings by the Communications Specialist and by PEOs.

Communications with the donor have been prompt, clear and comprehensive, according to USDOL representatives, especially in the completion of Technical Progress Reports.

3.3.3 Monitoring and Evaluation (M&E)

Beneficiary Monitoring and Child Folder Database

ABK3 introduced an innovative technology for collecting beneficiary data through Nokia mobile phones. While some phone units were found difficult to use for entering data, a significant issue arose because the units were purchased during the period when Nokia was sold to Microsoft, which meant that Nokia no longer developed or updated the Symbian software for uploading data. When the system switched to Windows under Microsoft, the project had to hire a consultant paid for by Nokia/Microsoft to upgrade the existing Symbian application to respond to the e-data collection requirements of the project because the phones could only use the Symbian system. Despite the work of the consultant, technical problems continued and eventually the M&E team decided that the CWG volunteers should revert to collecting data using column ledgers or hard copy forms. It was considered a case of unfortunate timing and also not the best choice of phones, as the Nokia phones were restricted to using certain data collection software. For example, systems such as the Open Data Kit (ODK) data collection system could not be used with the Nokia phones. The lesson learned was that in the future, mobile devices are useful in collecting monitoring data provided that they are open source devices and can therefore keep up with new technology, which is changing all the time. Mobile tablets are also a promising device for data collection as the larger screens make it easier to read the data input. Overall the M&E team reported that they would support future use of mobile technology provided that non-exclusive technology is used.

Regarding the choice of column ledgers or forms, some M&E Officers, such as the ChildFund officer, introduced more concise checklist versions of the child and household records which are evidently quicker to complete and not as cumbersome to carry. The Community Watch Group (CWG) monitors interviewed tended to prefer the manual method of recording compared with the mobile phone method, unless the usability of the interface could be improved including an easy-to-read screen and increased ease in going back to change input errors.

Indicator Tracking

As far as the evaluator can observe, the project has managed to track the majority of indicators accurately based on the Child and Household Folder system (CHFS) and other data collection forms. According to the project's validation process using a method known as Lot Quality Assurance sampling method, only a small percentage of records have been found to be in error. The data validation system itself is considered reasonably reliable, however it has been very

challenging and time consuming. As a practice continued from ABK2, the validation visits involved the Project Director as well as M&E staff, and the Advocacy & Communications Specialist was added to the validation team for ABK3. The random sampling means that some localities are in remote areas and others can be missed under this approach where 19 lots are randomly selected per implementing partner. The M&E staff also felt that more frequent validation, such as bi-annual rather than annual, would help to ensure that data reported six monthly are really accurate and to respond more frequently to inaccuracies, but the problem is the cost and time of the sampling method. On reflection they felt that a systematic random sampling method may be preferable to employ in future projects, as it would address some of the logistical challenges and could be carried out more frequently.

The evaluation observed that the calculation of common indicators such as E.2, E.3 and E.4 makes the data difficult to interpret when multiple types of services are combined together. For example, vocational training includes TVET course enrolment as well as soft skills for employment readiness; likewise non-formal education includes ALS enrolment as well as catch-class participation and other non-formal supports. The education indicators are not mutually exclusive, although children can only be counted once under any one indicator.

Furthermore, under Work Status, only WS.3 has been reported. Reporting against the other USDOL Work Status indicators would have provided a more complete picture of child labor status. As noted in the Interim Evaluation, child beneficiary data are not systematically collected and reported for other forms of child labor (Indicator WS.2). According to M&E staff, some CWGs are recording other forms of non-agricultural child labor, or child labor in crops other than sugarcane among children who have stopped working in sugarcane. Other children who were never working in sugarcane but were involved in other forms of agriculture or non-agricultural labor were categorized as “at risk” for sugarcane work. It was theoretically possible that target children identified as at risk in sugarcane could also be engaged in child labor in other crops or in other sectors. The MTE recommended that such data be collected and completed under WS.2, but the project decided against it as there were inconsistencies in the data collected by the CWGs on other forms of child labor. The evaluator recommends that in future sectorally-focused child labor projects, all forms of child labor are recorded and reported as per WS.1, WS.2, WS.3 and WS.4, not only those in the target sector.

3.4 Effectiveness of Interventions in Targeted Communities

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

This section provides an assessment of the effectiveness, impacts and good practices of the interventions in targeted communities aimed at reducing child labor and household vulnerability. The major interventions in local communities are education supports and livelihood diversification for target households and youth. These were supported by

community-based awareness raising through volunteer groups.²¹ These supports are discussed on a component basis, identifying some of the significant changes that have occurred in the lives of children, parents and communities as a result of the interventions.

3.4.1 Education Support

Education services consisted of a range of direct supports to ABK3 children as well as educational support services as follows.

Formal Education

The greater part of the project's direct support went to children attending formal school, including both elementary and high school. The project has supported a total of 53,613 children in elementary or high school, representing 98% of assisted children. Targeted children were provided with sets of school supplies and other direct assistance (valued at 600 Php) for two consecutive school years, with distribution conducted at the start of each school year. Packages varied per implementing partner and area but included items such as pens, books, uniforms, school bags and umbrellas. ABK3 enabled up to two children per household to receive school supplies, which represented a considerable savings for the families. Costs associated with graduation ceremonies for elementary and high school have also been supported by the project in some areas where the schools require parents to contribute to these costs. This support made a difference for many graduating high school students receiving their all-important graduation certificates.

Based on the community consultations as well as staff interviews, it is evident that providing tangible school packages is an effective incentive for parents to send their children to school. Furthermore, the additional monitoring of beneficiary children's school attendance is an added incentive for the children themselves to attend school as they know that someone is taking an interest in their attendance and progress through the regular monitoring. When speaking with teachers and Community Watch Group monitors during the evaluation, it was apparent that in many areas the system of providing supplies and monitoring beneficiary children was well coordinated between the school teachers and the community, as expressed by teachers in Bogo City, Cebu. Parents, children and teachers alike reported how the provision of supplies relieved families of a financial burden and helped them send their children to school.

Teachers and principals in several schools visited reported that the attendance rates have increased and drop-out rates were reduced during the ABK3 project, which they frequently attribute to the various ABK3 supports. Quantitative figures for ABK3 targeted schools on annual school enrolment and drop-out rates (OTC 1 and OTC 2) will only become available with the June 2016 endline study.

²¹ Advocacy at community level is included in this section as it relates very closely to the effectiveness of the direct supports, although it is placed under the enabling environment side of the "Theory of Change" as formulated by the CMEP. Advocacy at local government level and among other stakeholders is addressed in Section 3.5 on capacity building.

The disadvantage of targeting school supplies to children engaged in or at risk of sugarcane work is that non-ABK children who are also poor and may be engaged in other forms of child labor could not receive assistance and were sometimes envious of their ABK peers. This was reported by teachers and community representatives met during the evaluation and it was also reflected in the Interim Evaluation. Under the ABK3 approach, providing school supplies was not seen as an ongoing initiative expected to continue beyond the project, but rather it was linked with the livelihoods support which is intended to enable families to provide for their own education costs. It was also presented this way to the beneficiary families. The continuation or replication of this type of initiative beyond the project is discussed in **Section 3.7**.

Catch-up and Non-formal Training

Based primarily on the evaluation observations and interviews, the Catch-up sessions led by peer educators are an innovative and effective way to reach struggling learners throughout the community and reach beyond ABK3 direct beneficiaries. Based on observations in areas including Moises Padilla and Bogota City, the training of the Little Teachers (as they were called in WV and ChildFund areas) and Barangay Educators and Story Tellers (“BEST” in ERDA areas) has helped them become highly competent child educators who deliver classes based around story telling or based on school subjects to younger children and struggling learners. The Little Teachers met in Crossing Magallon reported that they deliver classes every Saturday and that what they enjoyed most was learning “to become a good advocate for children” and how to use theatre, puppetry and other creative methods for their teaching. The approach also helped them recognize and find their own talents. The catch-up classes are often delivered in community settings, such as the Learning Resource Centers, using reading materials supported by the project.

The evaluator met a group of Little Teachers from three barangays in Medellin, Cebu who eloquently expressed their motivation to teach and their personal development.

Asked what they had learned, the Little Teachers responded:

“How to project confidence, and how to teach them.”

“Before I was a shy boy and a victim of bullying. It [ABK training] expanded my camaraderie; I share my knowledge with the children. It is a great feeling that children recognize and respect me as their ‘kuya’ [older brother].” – Teenage male student, Medellin Mun

Asked why they want to be a Little Teacher:

“I want to be a good leader to children.”

“I tell them that life is not easy. The real world is difficult. I want to share that poverty is not a hindrance to their success. I try to inspire them to go to school, that there is no future for them in sugarcane.

They can reach their dreams through education.” – 17 year old female, ACLAT awardee, Medellin Mun

ABK3 continued the practice begun in ABK2 of using mobile learning vehicles to make reading materials more accessible and reading more engaging. These mobile learning vans and story tellers have been used particularly by ERDA. There is one example however, of a replication by

the local city council in San Carlos, a ChildFund area. Aware of the ABK3 “E-Mo” van in neighboring Kabankalan Municipality, the Department of Social Welfare and Development (DSWD) purchased its own second hand vehicle and is now conducting regular education sessions in schools. Set up in February 2015, it prioritizes ABK3 covered schools but during school holidays it will continue its rounds visiting several barangays in San Carlos City. The rationale is to encourage more children to be interested in reading and to let them borrow books. Sessions are given in English and Filipino and science subject areas are taught in consultation with school teachers to enrich learning opportunities. The method is reported to assist struggling learners, but in reality any children in the school can attend.

The San Carlos Mobile Library – “Sacamoli” – is a local government replication of an ABK3 E-Mo mobile school model pioneered by ERDA. Funded by the Department of Social Welfare and Development, the mobile library and storyteller visit local schools presenting stories and lessons in coordination with class teachers. ABK3 covers most of the books and the City covers the cost of teachers and the vehicle.

Vocational Training for 15-17 year olds

ABK3 has supported a total of 3,517 children with Technical and Vocational Training (TVET) assistance or vocationally oriented life skills training (reported under Performance Indicator E.3). This figure includes children who also have received school-level support. Only 479 children received formal TVET training as a first time service, whereas the others had first received support to high school or received non-formal employment readiness skills. Formal course areas included information technology (IT), hotel and restaurant management, cosmetics, hairdressing, welding and automotive skills.

The life skills or “soft skills” training for employment included a wide range of topics divided into the areas of self-awareness, career planning, financial literacy and youth entrepreneurship. Career planning included topics such as resume making and job interview skills. Topics such as occupational safety and health, decent work, effective communication, leadership and decision making were also included.

Providers included government institutions and trainers, sugar industry foundation and universities. Vocational training courses varied in length from two months to two years, but preference has been given to those with national accreditation certified by the Technical Education and Skills Development Authority (TESDA) that will help youth in finding employment. As reported by barangay informants, formal TVET course supports by ABK3 included costs of fees and boarding of up to 8,000 Php per student. However, one of the Project Managers expressed that the available budget limited the types of courses and number of trainees that the project could support, and that providing support for more trainees in TESDA accredited courses in job growth areas like masonry and construction would have been a stronger approach to assisting youth in the transition to employment.

According to the October 2015 TPR, many of the TVET graduates have been able to find jobs once they turned 18, or are employed in part-time jobs if they are still 17 years old. The project

has made some beneficial partnerships with private foundations to provide vocational training such as the provision of a 6-month food and beverage training by Roxas Foundation in Batangas, which covered the tuition fees while ABK3 covered graduation fees and miscellaneous costs.

The evaluation provided the opportunity to meet with a small number of students who were participating in or had graduated from vocational courses. Among a group of eight trainees met in Barangay Crossing Magallon, four had enrolled in IT studies and four in food and beverage services. Some of them had done the training on weekends while also attending high school, indicating the benefit of flexible delivery courses. One of the teenage girls among the group has found a job in a canteen in Bacolod, and sees this as a good path to get out of sugarcane farming. A young man who had also studied food and beverages is now pursuing IT at college, with his mother's support. The youth appreciated the support to broaden their skills for employment. They say they are sharing their IT skills with other children. When asked if there is any more the project could do towards enhancing youth employment skills, they said there was still a need for a computer to use in the barangay, as internet "shops" were remote and expensive which significantly limited accessibility. They also expressed a need for a vocational training space in the barangay.

Support to School Learning Materials and Infrastructure Improvements

Safe and Healthy Schools: The support to improve school environments and infrastructure through the Safe and Healthy Learning Environments (SHLE) initiative has demonstrated considerable benefits to target schools as reported in the TPRs and as observed by the evaluator. In all, 174 schools were provided with classroom construction or school repairs. The evaluation observed, for example, the new classrooms that were close to completion in Jesus B. Pilas Memorial Elementary school in Barangay Santa Cruz Nuevo, a relatively remote and disadvantaged barangay in Tanjay City, Negros Oriental; and a new classroom in Barangay Crossing Magallon, Moises Padilla, Negros Occidental. Each school has a SHLE management committee to monitor adherence to DepEd Child protection standards and monitoring functions are generally shared by the school, barangay and ABK3. A notable good practice of the SHLE supports is that they are founded on cost sharing and labor contributions from the community and the local barangay or municipal government, as well as shared monitoring, which has helped ensure commitment of the local partners.

The project has also leveraged fruitful partnerships with the private sector to support ABK3 schools, such as the National Bookstore of Bacolod City which has made library materials available in selected schools in Tanjay, Negros Oriental and Crossing Magallon Barangay in Moises Padilla, Negros Occidental, which previously had very few learning resources.

Learning Resource Centers (LRC): In total, 123 barangays now have Learning Resource Centers equipped with educational materials including story books, art materials, and other learning materials. The Learning Resource Centers are a community-wide resource used for the ABK3 catch-up sessions and also by CoMSCAs and CWG meetings. As noted in the October 2015 TPR, 115 barangay councils (among 120 with established LRCs at that time) had passed local policies to allocate annual budget to support either the LRC or the Catch-up Program.

Teacher Training

A significant feature of ABK3's approach is its teacher training, which has undergone refinement since it was introduced under ABK2. Under ABK3, the Teacher Training Series (TTS) has been streamlined to a more manageable length and content. Two five-day training events were held, one in August 2013 and a second in August 2015. In total 244 teachers were trained in the first teacher training series and 296 in the second series, representing 61 schools in 11 DepEd Divisions.²² The first training aims to promote the capacity of teachers to become child rights and child labor advocates, and the second series looked at ways that the ABK3 school-based initiatives could be sustained. The evaluation met trained teachers in several elementary and high schools in the four provinces. A consultation was also held with the Bogu City District DepEd in Cebu. Many of the teachers met across the visited schools demonstrated profound commitment to the issue of child labor and child rights more broadly, and expressed their own efforts in going well beyond their classroom duties in monitoring children's welfare and child labor situation. The project's efforts to generate advocates among the education profession have clearly had significant impacts for the schools and their communities. A number of teachers are among the awardees of the project's Gawad ACLAT ("Anti Child Labor Advocates Tayo") awards for outstanding child labor and child rights advocates. In turn, numerous teachers and school principals interviewed attested to the great value placed on ABK3 support to school materials, teacher training and support for the children.

3.4.2 Livelihoods Supports

Livelihood Strategy

As put forward in the project design, the aim of the livelihood strategy is to help families gradually progress from a status of vulnerability and food insecurity to the status of "enterprising households," with varied sources of income as well as food security. The project provided a diverse range of supports to targeted households including:

- Training and start-up kits for natural farming in communal and individual home gardens ("Food Always in the Home" [FAITH] approach);
- Group-based provision of livestock for consumption and sale with revolving dispersal;
- Individual and group based skills training for non-agricultural enterprises;
- Savings and Credit Group formation linked with agricultural and non-agricultural training and start-up kits;
- Savings groups for children, called CoMSAs;
- Business development training and market linkage support; and
- Linkage to credit sources to expand entrepreneurial activities through CEVI.

As discussed extensively in the MTE, the delivery of the livelihoods support was heavily influenced by the presence of the Impact Evaluation such that in "treatment" barangays (over

²² Sixty seven teachers attended both TTS1 and TTS2. The total number of individuals trained is 473.

50% of households), only treatment households could receive livelihoods training and start-up supplies (agricultural or non-agricultural) while the IE was in place, whereas “control” households could only be given such training after the Endline survey was completed in February-March 2015. The project delivered its CoMSCA initiative from early in project implementation, but is only now fully rolling out support for training in the marketing and packaging of group products, so as to deliver this training to all households at the same time. Despite this setback, the livelihoods support has produced significant results as described below.

FAITH Gardening

As of October 2015, the majority of ABK3 households (around 83%) have received training in natural farming methods along with the provision of gardening tools and seed packs. Communal gardens have now flourished in many areas, with a total of 185 established in total, based on technical support from trained farmer technicians to build skills in natural fertilizer and vermiculture composting. These are providing vegetables for consumption by group members, but in some cases are providing enough production for sale and significant profits. For example, vermiculture compost has become a profitable venture in barangays in Moises Padilla and Victorias. The evaluator met groups planting successful communal gardens in Barangay Cayang in Bogo City and Barangay Dalingding Sur in Medellin, areas affected by Typhoon Haiyan in Cebu. The main crops of eggplant and squash are now harvested and sold one or twice a week, fetching income of up to 900 Php per crop. The earnings are shared out among the group members, several of whom reported putting the income towards schooling costs.

Livestock

Many of the CoMSCAs have elected to go into livestock raising and breeding, for consumption and sale. Pig raising and poultry have proven most popular, as the land requirement is small; while some prefer to raise goats which have low cost inputs and a higher sale price. The choice of livestock is dependent on local conditions and group or individual preferences.

The livestock groups visited in Negros Occidental, Negros Oriental and Cebu all appear to be progressing very well. Most groups met were raising pigs. They can produce two litters a year and the piglets can be sold for prices ranging from 2,300 to 5,000 Php, depending on when they are sold. The original “start-up” pigs are usually given to one keeper, and the offspring are then dispersed to other members, while some individuals have purchased livestock with their share-out income from the CoMSCA. With the dispersal of the offspring, some groups and individual women are now venturing into commercial swine breeding, as seen in Barangay Cayang in Bogo City. In Moises Padilla Municipality, which is well known for its pork industry, the CoMSCAs in Barangay Crossing Magallon have ventured into meat processing as well as sale, and are in the process of building new meat processing facilities with the support of a DOLE livelihoods grant under the Integrated Livelihood and Emergency Employment Program (DILEEP).²³

²³ The DOLE KASAMA fund for the parents of child laborers falls under DILEEP.

Community Managed Savings and Credit Associations (CoMSCAs)

CoMSCAs are a community-based mechanism for micro-savings and credit facilities. This is intended to impart savings habits and build sources of loans for emergencies as well as everyday needs. They also serve as a springboard for group-based enterprises. The project provides initial training on running a CoMSCA, provided by a Village Agent, and a group operation kit (valued at 2,500 Php). Typically CoMSCAs include 25 members, with roles including chairperson, record keeper, money counters, and key holders to serve transparency and security. There are usually several groups per target barangay. Savings deposits are made weekly in small amounts, with shares of around 25 Php and rules on the maximum number of share deposits per week. Loans attract a small amount of service charge and are payable at terms set by the group, such as one month to three months. Annual share-outs are made based on individual deposits and the interest.

Take-up rate: CoMSCA formation has been widely taken up by the project beneficiaries. As of October 2015 reporting, there are 20,596 members²⁴ (including non-ABK3 beneficiaries) representing around 68% of ABK3 households. 32% of households did not take up membership. The evaluation heard that some households felt they were not able to afford contributions, or perhaps some people do not want to attend the weekly meetings required or cannot due to their other work. Membership of many CoMSCAs has extended to non-beneficiary households as well, and across all *sitios* (villages making up a barangay) in targeted barangays.

Benefits and impacts: Based on the accounts of multiple stakeholders – beneficiaries, barangay councils, local and specialist staff – the CoMSCAs have been a resounding success. The numerous benefits and impacts of the CoMSCAs and the associated business ventures built upon them can be grouped into economic and social benefits. Economically, CoMSCAs provide income in the form of annual share-outs of savings plus interest, and access to small loans. Household members interviewed reported that they have used the savings share-outs to purchase assets such as bicycles or livestock, or to pay miscellaneous school fees and purchase school supplies.²⁵ Food consumption patterns have changed as well, for example in Barangay Guadalupe where households reported that in the past they could only afford to eat dried fish every day but now can buy pork more often. Loans can be used in times of emergency or to keep the family afloat. Loans are sometimes taken in-kind, such as in rice or corn, when the household is waiting for a weekly payment from the husband's income. The social benefits were frequently highlighted by members met: their confidence has improved, the sense of community solidarity is strengthened and they now have something important to do on the weekends, which meant that they no longer have time for gambling and other vices (as reported in Barangay Guadalupe, San Carlos).

²⁴ These include non-ABK members who are also permitted to join the groups but do not receive enterprise training. The strategy has mainly focused on women, who are less involved in sugarcane farming, but gradually the project engaged more men; for example in Cebu there is a men's CoMSCA focusing on tricycle and jeepney taxi business.

²⁵ Project-wide the impact on household assets will be measured in the Endline survey.

Once groups were established (and when IE conditions permitted), the project provided agricultural and non-agricultural training, business management training and start-up resources to the groups. These livelihoods groups have ventured into various small-scale enterprises including livestock breeding (especially pigs, poultry and goats) and a wide range of non-agricultural enterprises such as rice-retailing, sari-sari stores and laundry detergent making, to mention a few. Individual women are also becoming micro-entrepreneurs by taking group food products (such as *lumpia* spring rolls and other processed foods) on credit for individual sale. ABK3 focused on organizing group enterprises rather than individual household enterprises in order to be able to cover a larger number of beneficiaries and due to time and resource constraints. Support to individuals would have been more costly according to the Livelihoods Specialist. *The evaluator suggests that an investigation of the proportion of ABK3 households setting up individual businesses versus group enterprises following CoMSCA membership would provide useful information for future livelihood development projects, to obtain information on the preference for individual or group-based enterprises. It would also be useful for future projects to know the different impacts on household economies for those who have developed individual enterprises compared with membership in group enterprises.* Whether based on individual or group entrepreneurship, it was clear among the households met that many of them now have a diversity of livelihoods sources, including combinations of livestock and vegetable gardening, or gardening and non-agricultural enterprises. Project-wide, as of April 2016, 89% of households report an increase in their assets, compared with 20% in October 2013 (OTC 4). An independent assessment of beneficiary household assets will be made in the endline study in June 2016.

The evaluation team met with some groups who had changed from one form of enterprise to another, such as expanding rice retailing into a sari-sari store, demonstrating the capacity of the groups to learn and make business decisions. The Livelihoods Specialist also observed that some groups began raising livestock as an enterprise and then changed to rice retailing, realizing that it was more profitable. The choices are made according to group capabilities and interest. As the groups have become more established, the project has more recently been focusing the trainings on packaging and marketing.



Laundry Products: Caputatan Norte, Medellin, Cebu



Rice Retailing: Moises Padilla, Negros Occidental

Meat Processing: Guadalupe, Negros Occidental



Some of the groups' marketing strategies have been cleverly adapted to local conditions. For example in San Carlos, Barangay Guadalupe, the Guadalupe Savers (GUAPA) have established a micro-economy within the barangay where different goods in the value chain are bought and sold among the different CoMSCA groups, such as pork, food processing (*lumpia* spring rolls) as well as rice and retailing. Others are finding markets further afield for craft products such as bags and jewelry. Most of the marketing strategies observed by the evaluation were locally based, and the packaging remained low cost and simple. Seeking markets beyond the barangay and even nationally was promoted by a Local Government Unit (LGU) representative in Victorias who has been very supportive of ABK3. The group in Barangay 8 in Victorias (26 adults and youth) is producing processed sugar leaf handicrafts known as TUBO. Products such as table lamps, candle holders and table decorations have been developed and linked with markets through exhibitions and craft fairs in the province with the support of the Department of Trade and Industry, DOLE and the LGU.

Summary of Good Practices for CoMSCAs and Enterprise Development

The evaluation identified a number of good practices, as observed and reported by group members, which serve as models for future replication elsewhere. These are summarized below.

Table 4. Good Practices for CoMSCAs and Group Business Development

Some Highlights of Good Practices for CoMSCAs and Group Business Development	
Rules and mechanisms	Ease of entry for poor households; weekly saving are kept low and affordable for the majority of poor households; Savings and credit conditions are determined by members and by their needs. Fair and transparent methods for livestock dispersal, e.g. by lottery.
Scale-up of enterprises	After a period in one enterprise type, groups shift to another; for example, from rice-retailing to grocery store, or from pig breeding to rice retailing.
Education and other special funds	Setting up special loan funds for children's education or emergency needs.
Marketing strategies	Alternative strategies depending on the product and local conditions: in some barangays, local exchange economies among product were set up among groups within barangays, assuring a ready market (e.g. in San Carlos). Exploration of markets further afield with the support of the municipality (e.g. in Victorias) to exhibit crafts in exhibitions and craft fairs.
Sustainability	Federations of CoMSCAs, and their application for registration as a People's Organization to gain DOLE accreditation and apply for enterprise grants. 39 grant proposals have been submitted so far, and 12 funded. Barangays serving as conduit to Access DILEEP funds; provision of building for enterprises such as meat and other food processing.

CoMSAs: Savings groups have also been formed among elementary and high school children with notable success: 324 groups were formed project-wide. Children met during the evaluation

reported the benefits of learning to save and are using their savings for items such as school projects and shoes. Some children reported that their CoMSA group was what they enjoyed most among ABK3 activities. Some of the groups, such as those in Barangay Guadalupe in San Carlos, have also used their savings to start up small enterprises such as making sweet cakes with the benefit of the project's non-formal training in cooking skills.

Youth Employment

Along with vocational training, 15-17 year olds have been provided with various forms of skills training with linkages to employment. These skills trainings were provided in partnership with local Department of Trade and Industry at the city/municipal level and included a range of handicraft skills as well as short courses in technical skills such as information technology. According to the October 2015 TPR, 2,054 youth participated in technical skills for employment. Youth who completed courses under the vocational training component were referred to the Public Employment Service Office for support in finding employment. Short course graduates were also given start up kits. It was difficult for the evaluation to gauge the success of these supports independently, as few youth graduates were among the interviewees. However, LGU staff at Moises Padilla Municipality confirmed that several youth have gained employment following project support. In Cebu the briefing kits provided to the evaluator also confirmed that in Medellin and Bogo, of 30 students trained in food and beverages and housekeeping at accredited training centers, 18 found employment in the food industry, factories, or housekeeping, while others are pursuing tertiary education.

3.4.3 Impacts of Support to Haiyan Affected Households

Following the devastation caused by typhoon Haiyan, ABK3 sought approval for the use of the allowance for unforeseen costs (AUC) to assist affected households in the provinces of Cebu, Leyte, Iloilo and Capiz, based on a rapid assessment of the damage per area. The primary form of assistance was through the "A Life-Saving Aid" (ALSA) package delivered to affected households. This consisted of a set of gardening tools and seed packs to reestablish family gardens as well as a supply of rice for consumption. As a result of the project's extension period and funding, the delivery of livelihoods assistance has also been continued and enhanced in these areas for a further 11 months.

To gain a qualitative understanding on how ABK3's support has helped families recover their livelihoods, the evaluation visited affected communities in Bogo City and Medellin in Cebu. The ABK3 interventions came as a second line of support, once relief agencies including nongovernmental organizations (NGOs) had helped rebuild roofs and houses. In fact, several ABK3 staff were also involved in the emergency relief effort and known to the community in Cebu for this also.²⁶ As heard from families interviewed, the ALSA support such as gardening tools, seed packs and rice supplies helped families to have food in the home after the typhoon had destroyed their gardens that had been set up with the project's early support. With ongoing support to livestock and non-agricultural livelihoods, the groups of household members met

²⁶ These staff persons were seconded to the WV relief effort for 1-2 weeks during the first months of response, as approved by USDOL, and their time charged to the separate Haiyan response.

during the evaluation reported that they are now in a better economic position than they were before the typhoon struck. With the income from selling vegetables and livestock, a wife and husband met in Barangay Taytayan, Bogo City have a more stable livelihood than before the typhoon. While the husband works in construction, she no longer works in sugarcane farming. Notably, the households met in Barangay Taytayan decided to make an early share-out of CoMSCA savings and reported that they were able to use these to rebuild roofing and toilets. One parent described how she had used the CoMSCA share-out to rebuild the family bathroom and toilet, as a priority for the privacy of her children.

3.4.4 Community-based Advocacy and Awareness Raising

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

Raising awareness on exploitative child labor among target communities and households, especially child labor in sugarcane, has been an integral project strategy to reduce child labor in targeted communities. The approach, observed in many instances by the evaluation team, is to integrate awareness raising activities and messaging with direct assistance interventions (education and livelihoods), in child monitoring, and in capacity building of service providers and local government units at barangay level.

The evaluation team observed that this approach was effective and necessary in bringing about changes in attitudes and practices regarding child labor among parents, children and community members. For example, awareness of the importance of education and school attendance was included through posters during the distribution of school supplies, and through the role of the Little Teachers in impressing upon children the importance of pursuing their education.

A number of key informants including the Advocacy Specialist, Project Managers and PEOs observed that awareness raising efforts were most effective in areas where SIFI trained Child Rights Advocates, who conduct interactive activities known as “Tipon Tipon” at public events and CoMSCA assemblies. These activities are used to popularize understanding of child rights and the difference between child work and child labor, using tarpaulins and games. In SIFI areas, the CRAs have also been successful in engaging with sugar planters and farm supervisors through the sugar milling District Tripartite Councils. Farm supervisors have also joined Barangay Councils for the Protection of Children in some areas. However, in non-SIFI areas some PEOs have lacked confidence to engage with the planters, and little engagement was achieved.

Across the evaluation meetings with parents and children, the evaluation team sought to assess the level of understanding of child labor. The results observed were encouraging, as demonstrated in an elementary school in Tanjay where children were able to distinguish quite clearly between tasks allowed for children and not allowed for children (e.g. Jesus B. Pilas Elementary).

Parents and CWG members interviewed were also often able to make such distinctions. CWG members also described how attitudes and understanding of child labor have changed:

“Before they didn’t know it was dangerous, only with ABK3 they realized work in the fields is dangerous.”

“Before parents used to say to children, ‘let’s get to work so we can get something to eat...’ gradually the families reduced the days the children work and no more little children work, only older children on the weekends”

– CWGs, Brgy. Maaslum, Manjuyod Mun

However, there remains some confusion about whether work in sugarcane is allowed at all for older children, where some community members believe that sugarcane work is not allowed at all for those under 18 years old. This may be related to the shifting policies at the national level regarding allowable sugarcane work, which may have made clear messaging more difficult.

3.4.5 Access to Social Services

As reported in the Project TPRs, the project has built the capacity of Barangay Councils for the Protection of Children to map all available social protection services that can be accessed at barangay or municipal level. These services are listed in places of visibility. CEVI has also ensured that ABK3 borrower households are covered by life insurance benefits. The evaluation consultations did not afford the opportunity to explore the effectiveness of these efforts further. The April 2016 TPR reports that 42% of covered households have availed of social protection programs including the DSWD’s *Pantawid Pamilyang Pilipino Program* (‘4Ps’) Conditional Cash Transfer poverty alleviation program, Philhealth insurance and free birth registration (OTC 6).

3.5 Effectiveness of Capacity Building and Policy Development

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

This section addresses the effectiveness of ABK3 in facilitating favorable policies for the prevention of child labor as well as building community and institutional capacity for sustained responses to child labor. These are discussed at the levels of targeted barangays, municipality, province, sugar industry and national level. Evidence for the findings is based on the perspectives of local and national stakeholders and observations made by the evaluation team. Capacity development is closely related to the sustainability strategy, and various aspects of capacity development are discussed further under **Section 3.7** which addresses issues of sustainability.

3.5.1 Barangay and Community

Barangay structures for children's concerns: The project has made considerable achievements in building capacity at barangay level to address child protection and child labor issues. The project had a Memorandum of Agreement with the Department of Interior and Local Government (DILG) to conduct capacity building for Local Councils for the Protection of Children (LCPCs) at barangay and municipal level. Through the efforts of PEOs, the mandated Barangay Councils for the Protection of Children (BCPCs) have become more active in many locations. These were frequently non-functional prior to the project. Barangay councils have been made aware of the possibility of directing their 1% Internal Revenue Allocation (IRA) budgets for the LCPC to child labor and education concerns. *130 barangays as of April 2016 reporting have included child labor in their annual community development plans and budgets.* In some barangays (such as Buluangan in San Carlos and Kapito in Lian), the PEO has facilitated participation of sugar hacienda supervisors in the BCPC, which represents a strong link in the child labor monitoring process. The linkage with farm managers was not reported more widely, and some PEOs expressed that they lacked confidence to approach the farms. This was partly due to inexperience, particularly among new staff, according to the observation of the SIFI Director.

The support for the project among barangay councils has been made in various ways, for example through providing service vehicles, meeting spaces and snacks for CWG meetings, as reported in Barangay 8 in Victorias.

Policies: PEOs and SIFI staff have facilitated the passing of barangay ordinances on child labor, which make provisions for the types of work that children can and cannot do in sugarcane. These have sometimes taken considerable time to develop and pass but several of the barangay councils and captains interviewed are committed to their implementation; the Captain of Kapito received an ABK3 ACLAT award for the ordinance. SIFI in particular has been instrumental in conducting policy 'writeshops' to help barangay council members to craft the ordinances. *Ordinances or regulations have been enacted in 142/148 barangays as of April 2016.*

Community empowerment: ABK3 has demonstrated outstanding success in building community capacity for advocacy and action on child labor through engaging volunteers, mainly women, who have taken on roles as CWG members in every project barangay and as Child Rights Advocates in SIFI-covered and other extended areas. Asked about their motivation to become a CWG, interviewees expressed their desire to help the children in their community:

"I really worked to help the children, especially those working in the farms so that they can go back to school."

- CWG in Barangay Maaslum, Manjuyod

The CWGs and CRAs frequently expressed their satisfaction in developing their communication skills, self-confidence and status in the community. Taking this capacity building further, SIFI is

currently providing leadership training to selected CRAs to empower them to take up office or other positions within barangay councils in the future.

3.5.2 Municipal and Provincial Level

Institutions and policies: At city/municipal level, ABK3 has engaged with LGUs and mayors to see the enactment of municipal/city ordinances and executive orders for the prevention of child labor. Ordinances are viewed as more long lasting in impact than Executive Orders because they persist regardless of changes in office of the incumbent mayor. The PEOs have also worked to reactivate Local Councils for the Protection of Children. When LCPCs remain inactive, Child Labor Education Task Forces (CLETFs) have been set up to act as a focal point for child labor concerns, in partnership with the DepEd at city level. However, according to the Mayor in Victorias, the project could have involved the LGU more directly from the beginning in terms of implementation, rather than reporting on initiatives to the LGU. According to the project, it took concerted efforts to eventually engage the interest of this mayor. As observed in meetings with mayors, some have been highly engaged and supportive (e.g. San Carlos) whereas others were not well informed about project activities and aims. The project's success in building partnerships at LGU level has depended largely on the capacity and skills of the PEOs in respective areas and the openness of the LGUs.

Child monitoring systems: Considerable progress has been made in establishing municipal level systems for the collection of monitoring data on child labor indicators and other child protection issues. These are at various stages of completion, but 23 targeted cities/municipalities among the total 43 covered cities/municipalities now have functioning data collection systems that will enable better planning and response to child abuse and child labor.

The systems are usually lodged with the City Planning and Development Office or the Municipal Department of Social Welfare. The specific data items collected are decided per municipality during the process of establishing the system. The resources to establish these systems come from shared contributions of the LGUs which have paid for baseline survey costs including enumerator fees, and ABK3 covering technical support, development of the database and provision of computers and phones for data collection. Software development support has also been provided by Microsoft. In some municipalities, barangays have also contributed to costs, for example in Moises Padilla. Enumeration varies from a census basis to a sampled basis carried out annually, starting with ABK3 barangays. The extent of barangay coverage currently ranges from the ABK3 barangays to the whole municipality as planned in Medellin, Cebu. The extent of success has depended on gaining the interest and commitment of the LGUs, according to one of the Project Managers and it has required a major effort on the part of ABK3 to initiate and establish this process.

While this will likely provide an excellent source of planning and profiling data, the evaluator notes that it does not replace the need for ongoing monitoring of and response to child labor at the community/barangay level. The evaluator raised the issue of protecting data confidentiality in one barangay visited in Moises Padilla, where the names of children and their households are recorded along with income information. Access to the data is password controlled, but the issue may need to be given closer consideration.

Provincial level: The project has engaged with the provincial level government to a lesser extent than the city/municipal level, but worked closely with a number of provincial level committees and line agencies, with successful outcomes for inclusion of child labor in provincial policies and programs. Provincial DOLE and DILG have been active in many project areas in the capacity building of LCPCs, policy writeshops and in facilitating beneficiary access to programs such as the DILEEP.

In Capiz and Camarines Sur, the project worked with the Provincial Councils for the Welfare of Children and Women (PCWCW) to facilitate the revision of Provincial Children's Codes to include reference to child labor. In Bukidnon, the project worked closely with the Provincial Child Labor Committee (PCLC) in coordinating the project efforts and an executive order was passed to include SIFI as a member of the PCLC to ensure monitoring of efforts to reduce child labor in sugarcane. In Batangas, ABK3 directly supported DOLE's Child Labor Free Barangays campaign where there is an MOA to enroll ABK3 barangays in the campaign and to establish Child Labor Monitoring Systems in these barangays. The provincial governments of Negros Occidental and Batangas have also been engaged and supported the process of developing provincial Voluntary Codes of Conduct for the sugar industry. Additionally, Negros Occidental province is linking into and providing support for the web-based child monitoring database through the Provincial Council for the Rights and Welfare of Children, whereby data being collected from the city/municipality CMS are fed directly to the database at provincial level. The Provincial Council for the Rights and Welfare of Children identified the type of information to be collected and reported at their level.

3.5.3 Sugar Industry

Among its major contributions, ABK3 has supported the passing of Voluntary Codes of Conduct for the prevention of child labor for sugarcane planters in Negros Occidental and Batangas, building on the experience of SIFI in establishing the first Code of Conduct in Bukidnon. The Codes were crafted through a series of consultations with planter federations, the Confederation of Sugar Planters of the Philippines (CONFED), United Sugar Producers' Federation of the Philippines Inc. (UNIFED), National federation of Sugarcane Planters Inc. (NFSP), agrarian reform beneficiaries, and other sugar industry stakeholders. The process was supported by provincial governments as well as national government agencies, DOLE, DepEd, DILG and DSWD. The UPSARDF research on OSH was also used to inform the consultations. The Codes are not binding, but represent a significant level of awareness commitment among sugar industry players to combat child labor. The partnership with SIFI, with its direct linkage to the sugar industry, was instrumental in enabling this achievement.

The project has recently provided training on child labor awareness for SRA trainers who deliver training to sugarcane farmers, crop inspectors and workers. As a result, child labor awareness has been integrated in the gender sensitivity trainings conducted by SRA trainers and in all Outreach Program for the Sugarcane Industry (OPSI) trainings on sugarcane farming conducted by the SRA's Extension Services Division.

3.5.4 National Level

The project has engaged with the National Child Labor Committee (NCLC) on a regular basis, providing regular updates on project accomplishments and taking part in NCLC conferences

such as consultations on the DepEd Guidelines for Child Labor in 2015. ABK3 also participates in regular joint consultations between the DILG and the Council for the Welfare of Children, taking part in planning for the Child-friendly Local Governance Audit.

As noted earlier in the report, ABK3, through its Advisory Committee, has been active in engaging with the DOLE on the revision of the policy on hazardous work for children. ABK3, along with the SRA and the Department of Agriculture, submitted position papers to DOLE as part of the process of revision of the D.O. 4 list of hazardous work for persons under 18 years old. ABK3's position, as well as that of the SRA, is that not all work in sugarcane is hazardous for children. DOLE released a revision of this policy in Department Order 149 in February 2016 that prohibits preparation and tending of crops, which is considered open to interpretation and could be interpreted to include weeding and planting sugarcane. The DOLE representative interviewed confirmed that the Department is open to further consultations and review on the matter, and it has been agreed that ABK3 will support a consultation in June 2016 with a view to introducing a potential addendum.

The project's partnership and engagement with the SRA has contributed to the inclusion of requirements for child labor free sugarcane farming in the *Block Farm Accreditation Guidelines: SRA Circular Letter No. 10, series 2015*, as proposed in a position paper submitted to SRA by the Project Advisory Committee.

Through its barangay level policies and direct supports, a number of ABK3 barangays are among those listed by DOLE as child-labor free, thus the project has contributed to the DOLE "convergence" program known as HELP-ME, targeting child labor-free barangays throughout the country. This has been highly appreciated by DOLE.

3.6 Effectiveness of Research

Immediate Objective 4: By the end of the project there will be an increased knowledge base on child labor and a system to disseminate reliable data on child labor, its root causes, and on effective strategies to address the issue.²⁷

ABK3 identified and funded a series of research projects intended to better understand the dynamics of child labor and to develop evidence-based advocacy on hazardous tasks. Five substantial research studies have been completed. Three of these have been completed by the UPSARDF:

- Occupational Safety and Health and Hazardous Work on Sugarcane Farms (April 2014);
- Land Reform Implementation in Selected Sugarcane farms and its Implications to Child Labor (2015); and

²⁷ The evaluator notes that this formulation of the objective in the CMEP process is too broad for ABK3 in referring to a system to disseminate reliable data on child labor. A national web-based system has been established, known as the Child Labor Knowledge Sharing System (CLKSS), initiated under the ILO Child Labor project (2009-2013).

- Migration Patterns of Sacada Children and their Families in Selected Sugarcane Plantations in the Philippines (January 2016).

Among these, the OSH study has been of most immediate and practical value as it has been used to redefine the working definitions of hazardous child labor used by the project in monitoring beneficiaries and in advocacy. The research was also used to produce a set of three training modules on Hazardous Child Labor in Sugarcane Farms. These materials have formed the basis of training being rolled out by SRA with sugar farmers.

Additionally, the University of Saint La Salle in Bacolod, together with SRA, conducted a study on block farming productivity that provides insights on improvements through sustainable technologies and is of particular interest in the context of the promotion of block farming among Agrarian Reform Beneficiaries.²⁸

Finally, the cost extension enabled a further study to be conducted by SIFI on the Social Amelioration Program with recommendations for improving its effectiveness in improving the situation of sugarcane workers.²⁹ This study offers a comprehensive analysis of the program and substantive recommendations that may serve to inform its improvement.

The results of the studies have been shared among interested stakeholders in two research forums held at the University of the Philippines College of Social Work and Community Development in February 2015 and August 2015. The forums produced a wide range of recommendations for intensifying awareness of issues around child labor and tackling the dynamics of child labor in the sugarcane industry. The reports are also available on the project website. Further dissemination of the studies is recommended via the Philippines' Child Labor Knowledge Sharing System (CLKSS).

3.6 Sustainability and Replicability of Initiatives

This section assesses the prospects for sustaining major project initiatives and achievements, considering in turn direct supports at community level, community-level advocacy, and structural- level capacity and policy contributions.

3.7.1 Community Level Interventions

Education and Livelihoods Supports

The infrastructure improvements and provision of learning materials to schools will clearly provide ongoing benefits to schools and communities beyond the project. The provision of material support to individual children is not intended as a sustained initiative, although some CoMSCAs have allocated a portion of their loans funds for education supports. However,

²⁸ University of Saint La Salle, Bacolod and SRA. Maximizing Productivity of Block Farms through Innovative and Sustainable Technologies and Management.

²⁹ Danilo S. Braza. (2015). The Social Amelioration Program in the Sugar Industry in the Philippines: An overview of the history, implementation and potential improvements and replication. SIFI Inc.

according to the SIFI President, some ARB cooperatives are willing to include counterpart funding for the provision of school supplies for children among their communities, which provides an avenue for sustaining school supplies for children in need. In addition, some LGUs have already provided educational support to children in their communities, expanding to non-ABK children as well according to project reports.

Building human capacity for child rights and child labor advocacy in education is the key element of the ABK3 approach which has signs of being sustained among the targeted barangays. The Catch-up training provided by child peer teachers and para-teachers has been rolled out to a second line of peer teachers, as seen in Bogo City.³⁰ The trained teachers have rolled out their training to other teachers in their schools as well. The documentation of the teacher training approach has been shared with DepEd and several DepEd districts have rolled out the training to teachers in non-ABK3 areas.

With regard to the livelihoods initiatives, the established CoMSCAs exhibit features of sustainability as they can run themselves without external support. According to the Livelihoods Specialist, there is interest in replicating CoMSCAs to non-ABK3 barangays among several municipal DSWDs who have requested ABK3 to share the CoMSCA training by the Village Agents. Numerous livelihood groups are scaling-up and sustaining their enterprises by accessing a DOLE livelihoods grant and other forms of government support such as the DSWD Sustainable Livelihood Program. Some have done this through a process of registration of CoMSCA federations as People's Organizations, as in San Carlos. Numerous barangays have also acted as proponents for DOLE grants as an alternative channel to access enterprise grants. Thirty-nine proposals have been submitted to DOLE and 12 have been funded to date.³¹ Of the two channels, the barangay route is quicker and easier according to the Livelihoods Specialist and field staff, but applications via People's Organizations formed by federated CoMSCAs can be more empowering, according to some staff.

Child Labor Identification and Response

The ongoing role of the CWGs in conducting monitoring of child labor in their communities and reporting cases to the BCPC has variable prospects of sustainability as observed by the evaluation team. The project has not established project-wide community based systems for continuous monitoring and responding to child labor outside of its child beneficiary monitoring, other than prohibitions through barangay ordinances. This is distinguished from the annual data collection and identification of child labor of the CMS.

However, in some locations there is a more comprehensive model and clear plan for CWGs to continue their role in monitoring child labor in the community and reporting cases to the BCPC. Such a system is planned, for example, in Barangay Kapito in Lian, Batangas and is instituted in the barangay child labor ordinance of 2014. Under the ordinance, farm supervisors are required to fill quarterly reports to the BCPC. Another example is Bogo City where the CWGs of three ABK

³⁰ The evaluation uses the general term *child peer teachers* to refer to Little Teachers and BESTs.

³¹ Forty five million Php worth of group livelihoods proposals have been submitted to DOLE; 15 million Php have been awarded and a further 8 million worth is expected by the end of March 2016.

barangays have formed a federation and intend to register as a civil society organization to continue monitoring child labor and reporting it to the BCPC and LCPC. However, in other barangays visited, although CWGs expressed great willingness to continue to respond to child labor, there was as yet no clear plan or role for them. Some CWGs may take up positions in the barangay council where they can have an influence. There is also potential to tap them and institutionalize their role in the municipal-barangay CMS for identification and profiling purposes. As observed, there are challenges in transferring a beneficiary-based monitoring function to non-project conditions unless such a system is mainstreamed from the beginning. *The evaluation recommends that the project take steps to facilitate the barangays in making plans for ongoing identification and response to child labor cases, utilizing the skills of the CWGs and the BCPC structure.*

Community Level Advocacy and Awareness

Across ABK3 barangays, 142 (96%) now have ordinances on child labor which will help promote ongoing awareness of the communities and local sugar planters on child labor. Many of these ordinances include funding from the IRA budget allocation for programs such as continuous awareness raising activities on child labor, monitoring and education supports. One hundred thirty (88%) have listed child rights and child labor within annual community development plans.

The CRA volunteer network has been a powerful strategy for raising community awareness on child rights and child labor. SIFI originally trained CRAs in Batangas, Negros Occidental and Bukidnon, and extended CRA training for ARBs/sugar planters in in Capiz and Negros Oriental in late 2015. WV also trained CRAs among barangay volunteers in Cebu, Iloilo, Capiz, Negros Oriental and Leyte. SIFI is currently in the process of conducting a series of intensive 3-day leadership trainings for selected CRAs with leadership potential, in order to empower them to take up leadership positions in barangay councils and elsewhere. This has strong potential for sustaining the awareness messages of ABK in the future. SIFI, with its ongoing programs providing medical services to sugar communities, intends to continue its advocacy through this vehicle, as well as through the training of its tertiary education scholars from the ARB community where child labor awareness is integrated in their orientation programs biannually. This is one mechanism for extending the messages beyond ABK3 communities to other sugar farming areas. SIFI also reported that the sugar associations have reproduced advocacy tarpaulins for display in sugar farms, promising extended advocacy coverage.

3.7.2 Capacity within the Sugar Industry, Local Government, and Line Agencies

Voluntary Codes of Conduct for sugarcane planters: Among sugar industry stakeholders the passing of Voluntary Codes of Conduct, spearheaded by SIFI and supported by all the project implementing partners, are among the project's positive legacies towards sustaining the prevention of child labor. These voluntary codes were developed separately by the sugar stakeholders in each province according to the conditions in each province, and so have greater buy-in from those planters/millers according to SIFI representatives.

Sugar farmer training: As described earlier, the project collaborated with the SRA to introduce training on child labor and child rights into the Gender and Development portion of the regular training for crop inspectors, ARBs and block farmers registered with the SRA. The UPSARDF research and documentation of OSH and hazards was used to develop the training modules.

Training in the use of the modules has been provided to the SRA staff who will in turn train small-scale farmers across the country, representing a key capacity building tool that will remain beyond the project.

SIFI program: SIFI's ongoing program of advocacy and welfare activities within sugar producing areas, especially within Negros Occidental, Batangas and Bukidnon, will continue and has been enriched by the opportunity of working within the ABK3 partnership. SIFI would also like to extend their work by seeking further funding for specific projects to focus on child labor.

Threats to sustainability of child labor reduction: As pointed out by staff and other stakeholders, the sugar industry is under increasing pressure to be competitive under ASEAN free trade arrangements and there are potential threats towards pushing farmers to return to using child labor. Many small farmers are reportedly finding it difficult to attract labor due to the low pay and harsh conditions and many prefer to work in local construction projects instead. Thus it is ever more important that the awareness and mindset against the use of child labor can be maintained.

Provincial and Local Government: As discussed under **Section 3.5**, the project's advocacy and relationship building with LGUs has led to the activation of a considerable number of LCPCs and the inclusion of child labor concerns in their annual budgets and plans. Among the city mayors and LGU staff met by the evaluation, active support for the project varied. The impact on LGU planning appears to be strongest where municipal child labor ordinances have been enacted. These are expected to ensure sustained support for child labor and related concerns, even with possible changeover of mayors after the May 2015 elections. Additionally, the passage of a Child and Youth Welfare Code in certain municipalities provides the basis for ongoing planning and a legal framework for children's concerns in the municipalities.

CLMS/CMS: The establishment of Child Labor Monitoring Systems/Child Monitoring Systems is well advanced in some provinces and municipalities.³² For example, across covered cities/municipalities in Negros Occidental, a functioning system for annual data collection on child protection and child labor indicators has been established with ongoing benefits for local government planning and resource allocation on these issues. It also provides a basis for responding to cases of child labor at least among the sampled households. There are good prospects that the project can initiate the system in the target cities and municipalities. However, the limitation of these systems is that they essentially provide a survey and profiling function and do not provide a 'watchdog' type system for continually identifying and responding to child labor. These systems can provide opportunities to tap and strengthen the role of CWG members, as some have already started to do, by involving CWGs as enumerators.

National Policy and Programs: The legacy of ABK3 will continue in the improved policy environment for the assessment of hazardous child labor, achieved through the efforts of the project and Advisory Committee to inform a more specific and practical legal framework for

³² More correctly, these should be referred to as Child Monitoring Systems, as child labor is one element among the child and household data collected.

assessing hazardous tasks for children as represented in the newly released D.O. 149. As noted earlier, the discussion of these tasks is still ongoing with DOLE regarding possible amendment to the recently released D.O. 149. The UPSARDF research on occupational safety and health provides high-quality research evidence which can continue to inform these debates. Also incorporated in SRA policy is the child labor-free requirement for block farming registration.

A recommendation arose at the evaluation's national stakeholder workshop in Manila to continue the involvement of Advisory Committee members in national deliberations on child labor in sugarcane beyond the ABK3 project. This suggestion could be actioned through advocacy for the SRA or a sugar industry representative to be represented on the National Child Labor Committee.

3.7.3 ABK3's Exit Strategy and Documentation of Good Practices

The project's exit strategy includes holding final "sustainability" meetings with municipal governments that involve assessment of the project's accomplishments compared with early commitments of the stakeholders, which gives the stakeholders a sense of achievement and ownership. The process provides a closure to the partnership and includes local partners identifying the specific initiatives they can sustain beyond the project. This is occurring on a staggered basis and ERDA, for example, has already begun this process.

As another part of its exit strategy to ensure that the most successful practices implemented by the project are well documented for future stakeholders to apply, ABK3 has commissioned a consultant to collect and document the good practices from a sample of project sites and present them in written and video form. The documentation is intended to be used by WV to showcase the exemplary models and to inspire similar approaches that may be adopted or replicated by other stakeholders in the future. The research was commissioned in early February and will be completed by May 2016. The identification of good practices is based on a set of selection criteria developed through a brainstorming session by the Technical Working Group. The criteria identify practices that are: relevant/effective in achieving desired results; sustainable (can operate without project support); replicable and adaptable; efficient in terms of resources use; involve stakeholders; have an innovative or "wow" factor; and facilitate an ease in implementation. The evaluation highly commends this effort to produce permanent documentation of the project's good practices.

IV. GOOD PRACTICES AND LESSONS LEARNED

4.1 Good Practices

The project has developed numerous good practices that have been effective in the achievement of its objectives and which are potentially applicable to addressing child labor in similar rural environments. The list below identifies eight good practices observed by the evaluator and frequently cited by beneficiaries and stakeholders during interviews, in a rough order of priority.

1. **The integrated approach:** At the community level, integrating advocacy messages on the hazards of child labor and the value of education along with education and livelihoods interventions has been effective in changing attitudes and practices toward child labor. The

direct services to sugarcane families have also been well integrated with capacity building and advocacy among LGUs, educators and to varying degrees with local sugar industry partners to provide a broader system of influence to reduce child labor in sugarcane.

2. **Community Managed Savings and Credit Associations:** These groups help build community resilience to shocks through ready access to microfinance and community solidarity. CoMSCAs provide a springboard for enterprise development within a less risky context. The registration of CoMSCAs and groups of CoMSCAs as People's Organizations has created sustainable community institutions for livelihood development.
3. **Partnership with sugar industry:** Engaging with the Sugar Regulatory Administration as a key partner from the outset through its membership of the National Advisory Committee, along with the multi-stakeholder efforts to establish Voluntary Codes of Conduct, has achieved a broad commitment from major sugar industry players to eliminate child labor.
4. **Child Rights Advocates:** The network of CRAs, CWGs, teachers and other volunteers drawn from the community has mobilized a community-driven movement for the reduction of child labor and has fostered a wealth of creative approaches and easily understood messages.
5. **Capacity building training tools:** Evidence-based research was used to develop training modules for sugar farmers which are being used by SRA trainers across industry trainings as well as training tools used for building the capacity of CWGs, BCPCs and other groups.
6. **Peer teaching for struggling learners:** The training of peer educators and para teachers to conduct catch-up sessions in communities and schools, in coordination with formal teachers, has enriched and extended the community learning environment for children and enhanced the personal development of the child teachers themselves.
7. **Awards for child labor champions:** The use of Gawad ACLAT awards for recognition of outstanding advocates for child labor has been culturally relevant in the Philippines, garnered public attention to the issue and helped to create a movement against child labor in sugarcane.
8. **Monitoring child labor and project beneficiaries:** The mobilization of community volunteers such as barangay health workers and day care workers as direct beneficiary monitors and advocates against child labor was highly effective in assisting the project to monitor a very large number of beneficiaries.

4.2 Lessons Learned

1. **For livelihoods development:** The development of viable alternative livelihoods based on a micro-enterprise approach takes considerable time, with a minimum of two years' support, to develop quality products, packaging and marketing approaches and linkages. The budget for livelihoods training also needs to be sufficient to deliver intensive training.
2. **For sectoral approaches to child labor:** Working with a highly structured industry like the sugarcane industry and engaging with its structures from local/district level to national

level was a considerable advantage for ABK3. This lesson can be applied to other agricultural sectors where there are industry associations and structures, as well as to non-agricultural sectors.

3. **For engaging the sugar industry in local advocacy:** Advocacy was highly successful when local planters were engaged in crafting ordinances and when farm managers got involved in children's protection in the barangay. One of the limitations of the barangay-level approach was the limited or delayed engagement with the local sugar planters in some areas, especially non-SIFI areas, and they could have been more frequently engaged in crafting barangay ordinances.
4. **Area-based versus sectoral approaches:** While a sectoral approach has numerous benefits for consolidating efforts towards eliminating a specific form of child labor, there is a risk that children engaged in other sectors of child labor can be missed or that children can continue working in sectors outside of the focus sector when a narrow sectoral approach is applied.
5. **For independent evaluation processes:** Longer planning times are required to enable thorough discussion of the itinerary, including number of communities to visit per site and the optimal arrangement of group discussions, with a recommended preparation time for development of the methodology and itinerary of 6 to 8 weeks.

V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The following conclusions are made with regard to the evaluation questions:

Design: ABK3's designed interventions represent a strong balance between local interventions to address child labor in sugarcane areas and interventions to strengthen capacity and policy in the institutional environment, including within the sugar industry. The evaluation found the Theory of Change with respect to eliminating child labor in target localities to be valid in seeking to address livelihoods diversification, education access and social protection. However, based on interviews with project staff and discussion at the national stakeholder workshop, within the poverty reduction strategy further attention could have been given to the issue of the continued viability of sugarcane work in the targeted areas, especially in the context of the industry's transition.

Progress in reaching targets and objectives: Overall, the project has made significant progress in reaching its objectives, especially since the MTE, and has reached or exceeded almost all of its performance target indicators corresponding to its objectives. With the benefit of the cost-extension, ABK3 has made full use of the additional time and resources to extend its reach to additional children and households, and deepen its impact on the covered communities, especially in terms of livelihood development and support to those areas affected by Typhoon Haiyan.

Implementation Issues: The project made good use of the recommendations of the MTE. It used supporting evidence for the cost extension to assist Haiyan-affected communities and those whose livelihoods support had not been rolled out due to the IE; it also extended support to the 15-17 year old age group and made excellent use of the UPSARDF study on OSH in sugarcane for youth in its advocacy and awareness activities. Monitoring and evaluation data corresponding to the CMEP indicators has been collected diligently and the project made efforts to address the technical problems encountered with the mobile phone data collection system, such that child and household monitoring data can now be considered accurate.

Effectiveness of Direct Interventions: Education supports in the form of direct supplies to children engaged in or at risk of entering child labor have provided a strong incentive for parents to send their children to school. In addition, ABK3 has enriched the learning environment in covered barangays and schools through the successful catch-up classes led by peer teachers, substantial improvements to school facilities and learning materials and through extending the capacity and commitment of numerous teachers across covered schools to act as child rights advocates. Vocational training provision has also been extended and varied to reach a larger number of beneficiaries in the 15-17 year old age group with evidence of successful employment placements for a number of trainees.

The livelihoods diversification strategies have provided an array of well-structured supports for vulnerable families to diversify their income sources and improve their food security. Group-based agricultural and non-agricultural enterprises are now flourishing across the project's communities. These have been made more sustainable by leveraging DOLE livelihoods support grants. Time has been short to provide extensive support to marketing and product

development for non-agricultural enterprises, due to the time needed to establish products and because of the delayed start in areas under the conditions of the Impact Evaluation. Some products are well developed and reaching wider markets, while others are yet to prove profitable or show their potential. The CoMSCAs, as well as savings groups for children, have been a successful innovation project-wide and have increased the members' self-reliance and provided the springboard for a host of group enterprises, both non-agricultural and livestock based. The establishment of communal gardens has been supported by innovative natural farming technologies and many are reaching commercial status, while a large percentage of individual households are growing vegetables for consumption.

Effectiveness of Advocacy and Awareness: Awareness on the hazards of child labor has been well integrated in the school and livelihoods interventions, and has been effectively extended in the community through the advocacy roles of volunteers, including CWGs and CRAs who conduct lively advocacy activities at community events and gatherings. Messages have been well developed concerning child work and child labor, and child and adult community members can frequently explain these concepts. The engagement of farm supervisors in Barangay councils has also been successful in some areas, especially those where SIFI staff and CRAs were confident to approach the farms and staff. The project has also found innovative partnerships to increase awareness beyond targeted communities through the use of messaging on local public transport vehicles such as jeepneys and tricycles.

Capacity and Sustainability: Many of ABK3's capacity building approaches have borne sustainable outcomes. Sustainability is demonstrated particularly in the widespread adoption of ordinances to prevent child labor at the barangay and LGU level. Through ABK3's advocacy, child labor has been incorporated within annual community development plans and budget allocations in many barangays and cities. The inclusion of child labor in child monitoring systems from barangay to city/municipal level is also rolling out to provide for ongoing collection of data on child labor and other child protection concerns in the covered areas. Within the sugar industry, the passing of sugar industry provincial Codes of Conduct now have coverage of the major associations of sugar planters in the country. A further legacy of the project towards extending the awareness of sugar farmers is the inclusion of child labor awareness in the regular training provided by SRA to its registered sugar farmers. However, barangay-level systems to continue to identify and respond to child labor demonstrate varying degrees of institutionalization.

5.2 Recommendations

The recommendations which follow are divided into those that the project should undertake to maximize its impact before closing, and those that relate to future implementations of child labor projects in similar environments or sectors.

Recommendations to ABK3

1. Prior to its exit, ABK3 should disseminate the report and video on good practices produced by the documentation and analysis exercise to a wide range of relevant stakeholders who could replicate the approaches or advocate for their replication. These include the National Child Labor Committee, local governments, national and local line agencies and sugar industry bodies.

2. In its remaining months, the project should focus efforts in local communities on making plans to sustain the child labor monitoring function of the Community Watch Groups linked with the mandated BCPC structure, for the continuous identification and response to child labor, drawing on the experience of areas that already have plans developed. This will also help provide a replicable model for community-based child labor monitoring.
3. The Advisory Committee should consider advocating for a member of the Sugar Tripartite Council or the Sugar Regulatory Administration to be represented on the National Child Labor Committee of the Philippine Program Against Child Labor, in order to maintain the focus on the sugarcane sector in the national child labor agenda and to contribute the experience of the sugar industry to other sectors.
4. It would be useful for the design of future livelihood initiatives if the project could provide some analysis as part of the endline study of the comparative economic benefits (e.g. based on the household assets indicator) of individual versus group based enterprises, and the preferences of households.

Recommendations for Future Projects

1. Future projects with similar aims in the Philippines, or in similar environments elsewhere, should adopt or replicate the CoMSCA model as a basis for reducing household vulnerability and facilitating enterprising households and communities.
2. Future projects should adopt the successful champions for children/champions against child labor advocacy approach of the ABK3 partners.
3. Future projects addressing child labor in the Philippines should place significant emphasis on the 15-17 year old age group and employ strategies to access a range of vocational training and employment options for this age group.
4. Future projects should introduce activities toward establishing a community-based child labor identification and response system at the beginning, and design the role of community volunteers with mainstreaming and operation beyond the project in mind.
5. Future projects on child labor in agriculture should include practical components on occupational safety and health measures in the sector of focus for children of legal working age, where this complies with national labor laws and regulations.
6. Projects with a sectoral focus should maintain an area-based approach, allowing direct supports to be provided to children engaged or at risk in the priority sector as well as in other sectors within the targeted localities.
7. Projects aimed at addressing poverty as a root cause of child labor in agricultural sectors that are in transition towards greater productivity and competitiveness should consider how to position beneficiaries to move into decent work within the sector or into alternative livelihoods.

ANNEX A: Project Performance Indicators

The targets and actual performance for each project performance indicator are presented below. These figures represent the latest performance reporting data available at the time of the final evaluation.

**Targets for April 2016 are cumulative including the previous reporting periods and are the same as the life of project targets.*

Area	Outcome/ Output Indicator	LOP Target April 2016 Target Progress as of April 30 2016	
		LOP Target	Actual April 2016
Education: Common Indicators	E.1 Number of Children engaged in or at high-risk of entering child labor provided education or vocational services	LOP Target	54,000
		Target for April 2016	54,000
		Actual April 2016	54,479
	E.2 Number of Children engaged in or at high-risk of entering child labor enrolled in <u>formal</u> education services provided education or vocational services	LOP Target	49,112
		Target for April 2016	49,112
		Actual April 2016	53,613
	E.3 Number of Children engaged in or at high-risk of entering child labor enrolled in <u>non-formal</u> education services provided education or vocational services	LOP Target	2,448
		Target for April 2016	2,448
		Actual April 2016	12,130
	E.4 Number of Children engaged in or at high-risk of entering child labor enrolled in <u>vocational</u> services	LOP Target	2,440
		Target for April 2016	2,440
		Actual April 2016	3,517
Education: Project Indicators	OTP 1. Number of covered schools with assisted children that received direct services in formal and alternative learning systems	LOP Target	232
		Target for April 2016	232
		Actual April 2016	363
	OTP 2. Number of covered barangays with assisted children that received direct services and alternative services in ALS	LOP Target	146
		Target for April 2016	146
		Actual April 2016	148
	OTP 3. Number of covered schools with education strengthening services for children aged 5-17	LOP Target	226
		Target for April 2016	226
		Actual April 2016	282
	OTP 4. Number of covered barangays with education strengthening services for children aged 5-17	LOP Target	104
		Target for April 2016	104
		Actual April 2016	148
	OTP 5. Number of covered schools with principals/teachers trained in interactive and innovative methods through the TTS	LOP Target	257
		Target for April 2016	257
		Actual April 2016	338
	OTP 6. Number of covered schools with improved learning environment to meet minimum safety and health requirements	LOP Target	116
		Target for April 2016	116
		Actual April 2016	174
Livelihoods: Common	L.1 Number of households receiving livelihood services	LOP Target	28,090
		Target for April 2016	28,090

Area	Outcome/ Output Indicator	LOP Target April 2016 Target Progress as of April 30 2016	
		Actual April 2016	30,348
Indicators	L.2 Number of adults provided with employment services (per sex)	LOP Target	1350
		Target for April 2016	1350
		Actual April 2016	11,191
		Male/female	3002/7889
	L.3 Number of children of legal working age provided with employment services (other than vocational training) (per sex)	LOP Target	2,086
		Target for April 2016	2,086
		Actual April 2016	6,090
		Male/female	2352/3738
	L.4 Number of individuals provided with economic strengthening services (per sex)	LOP Target	35,130
		Target for April 2016	35,130
		Actual April 2016	66,694
		Male/female	19,560/47,134
	L.5 Number of individuals provided with services other than employment and economic strengthening (per sex)	LOP Target	No data
		Target for April 2016	No data
		Actual April 2016	No data
Livelihoods: Project Indicators	OTP 7. Number of households with diversified agricultural production	LOP Target	14,360
		Target for April 2016	14,360
		Actual April 2016	24,476
	OTP 8. Number of households with practices aimed to increase agricultural productivity	LOP Target	13,956
		Target for April 2016	13,956
		Actual April 2016	26,336
	OTP 9. Number of households with sustainable alternative sources of income in agricultural and non-agriculture related activities	LOP Target	14,350
		Target for April 2016	14,350
		Actual April 2016	16,518
Social Protection: Project Indicator	OTP 10. Number of covered barangays/communities with established and/or strengthened referral system to access social protection programs	LOP Target	115
		Target for April 2016	115
		Actual April 2016	139
Capacity Building: Common Indicators	OTP 11. Number of covered provinces with policies or regulations on CL enacted and/or amended	LOP Target	7
		Target for April 2016	7
		Actual April 2016	8
	OTP 12. Number of covered municipalities with policies or regulations on Child Labor enacted and/or amended	LOP Target	35
		Target for April 2016	35
		Actual April 2016	37
	OTP 13. Number of covered barangays with policies or regulations on Child Labor enacted and/or amended	LOP Target	115
		Target for April 2016	115
		Actual April 2016	142
	OTP 14. Number of covered municipalities with existing child labor monitoring system in place to reduce CL in the sugar cane (total mun.=35)	LOP Target	22
		Target for April 2016	22

Area	Outcome/ Output Indicator	LOP Target April 2016 Target Progress as of April 30 2016	
		Actual April 2016	23
	OTP 15. Number of private institutions in the sugar industry with policies and regulations to prevent/eliminate child labor in the sugarcane sector	LOP Target	30
		Target for April 2016	30
		Actual April 2016	73
Capacity Building: Project Indicators	OTP 16. Number of covered barangays with organized structures (CWGs, BCPCs) that receive training and other support to implement CL prevention/elimination activities	LOP Target	143
		Target for April 2016	143
		Actual April 2016	148
	OTP 17. Number of covered municipalities with organized structures (MCPC, CLETF) that receive training and other support to implement CL prevention/elimination activities	LOP Target	43
		Target for April 2016	43
		Actual April 2016	43
	OTP 18. Number of provincial level structures (PCLC or other similar structures) that receive training and other support to implement CL prevention/elimination activities	LOP Target	11
		Target for April 2016	11
		Actual April 2016	11
Awareness Raising: Project Indicator	OTP 19. Number of covered barangays that include Child rights and CL as key issues to be addressed within their community development plans	LOP Target	120
		Target for April 2016	120
		Actual April 2016	130
Knowledge Base: Project Indicator	OTP 20. Number of studies on CL-related issues in the sugar cane sector completed	LOP Target	4
		Target for April 2016	4
		Actual April 2016	5

ANNEX B: ABK3 Final Evaluation Methodology Matrix

Question	Data Sources and Methodology		
	Stakeholders	Method	Desk review
Project Design			
<p>Did the project's experience in implementation support the validity of the theory of change as described in the CMEP? Which aspects appear to be central in the fight against child labor and were there other aspects that should be taken into consideration in future projects?</p> <p><u>Evaluator's note:</u> Addressing this question will include consideration of the balance between the intermediate objectives in fighting child labor, particularly in sugarcane, in the light of implementation experience. This question also relates to the questions of impact.</p>	Senior project staff incl. Project Management Team Local project staff National Advisory Committee members, incl. national government and sugar industry representatives Local city government Child and family beneficiaries Community-level partners USDOL	Individual face-to-face interviews with project staff and selected national stakeholders Written questions sent in advance to National Advisory Committee stakeholders Small group interviews in the communities Stakeholders' workshops	CMEP document, especially Theory of Change. CMEP data on outcome indicators Impact evaluation report (if available)
Implementation and Management			
<p>Please assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document</p>	Project Director Project Management Team: Operations Manager, M & E Specialist, Livelihoods Specialist and Project Managers USDOL	Individual interviews Plenary discussion	TPRs CMEP data for the latest period available
<p>How has the project implemented the recommendations from the midterm evaluation?</p>	Project Director Operations Manager M & E Specialist Partner Project Managers	Individual interviews	TPRs following the MTE
<p>Are the project's communications to stakeholders, partner implementers and the donor clear and effective? Are there ways they can be improved?</p>	National Advisory Committee Local government representatives: Municipal/city level mayors, DILG, CLETF Barangay office bearer	Group discussion Individual interviews	TPRs Documents of agreements made with local government units or other stakeholders.

Question	Data Sources and Methodology		
	Stakeholders	Method	Desk review
	community level leaders Sugar industry partners (SRA, SIFI etc.) Project Managers USDOL		
Throughout the project, data collection by mobile phone has been a challenge due to technology issues. To what extent has this impacted the collection of accurate and effective project data? What lessons learned are there from this experience that could be applied to other projects?	M & E Specialist, M & E Officers/Associates Project managers per partner CWGs (responsible for sending data) PEOs (responsible for entering data) Project Director Operations Manager	Individual and group interviews	TPRs Project database and individual beneficiary records
Was the project able to accurately track indicators in accordance with USDOL's reporting requirements?	M & E Specialist, M & E Associates Project Director Operations Manager Project managers per partner USDOL	Individual interviews	CMEP reporting in TPRs CMEP database Data generated by the system for a selection of indicators Local monitoring records of child beneficiaries
Effectiveness and Impact			
What are the best practices, replicable results, and lessons learned of the COMSCAs and COMSAs?	COMSCA and COMSA members per local site visit PEOs, Livelihoods Specialist and Officers Project Management Team Barangay office bearers	Group interviews Individual interviews Site observations of livelihoods activities	Project documented best practices TPRs
Have the LEAP interventions been effective in making a significant change in the lives of children, families and their communities? If so, how?	Community-level stakeholders: barangay officers, CWGs, parents, children, school representatives Local government relevant units Sugar industry representatives Project staff – local and national	Group interviews Individual interviews Observations of livelihoods activities Observations of school activities Household	TPRs Any occasional project reports such as documentation of models and good practices if available Livelihoods group Facebook communications

Question	Data Sources and Methodology		
	Stakeholders	Method	Desk review
		observations National and provincial stakeholder workshops.	
What has been the impact of ALSA (A Life-Saving Aid) on families impacted by Typhoon Haiyan? Where are they compared to before the typhoon and has the aid helped them rebuild their lives?	Beneficiary households in typhoon affected areas Barangay office bearers and leaders in affected areas visited Project staff in Cebu and other typhoon-affected areas Staff responsible for implementing ALSA approach – Livelihoods officers and PEOs M & E Specialist Project Director/Operations Manager, Project Managers	Individual interviews Group interviews Household visit/interview with affected families in Cebu	TPRs Data on project-wide livelihoods and other supports under ALSA to Haiyan-affected households provided by Livelihoods and/or M&E Specialists
How has the project contributed in addressing the national and international indicators related to the promotion of children’s rights, including their access to government programs?	National stakeholders Project Director Beneficiary families in areas visited Project staff – national and local LGU representatives – barangay and city/municipality, especially line officers of DSWD	Individual and group interviews Questions sent in advance to National Advisory Committee members	TPR reports Project media publications Media publications referring to ABK3 National and local legal or programmatic reform on children’s rights and access to services linked with ABK3 advocacy
Is there evidence of a reduction of child labor in sugarcane among targeted children?	M & Evaluation Specialist Project Director Local observers – CWGs, CRAs, barangay officers Beneficiary children and families Local sugar industry - planters	Individual interviews Group interviews Stakeholder workshops	TPR CMEP reporting on project-wide child labor incidence among beneficiaries disaggregating by impact evaluation control/treatment areas if possible and Haiyan affected and non-Haiyan affected areas

Question	Data Sources and Methodology		
	Stakeholders	Method	Desk review
Is there evidence of an increase in school enrolment and retention (among targeted children) as a result of the project's interventions?	School staff - teachers, principals Parent and child beneficiaries, Interviews with provincial staff City/municipal/Regional DepEd representatives	Group and individual interviews	CMEP indicator data for school enrolment and retention CWG child beneficiary monitoring reports Reported school enrolment records per relevant grade level
How effective was the support for children in the 15-17 year old age group to access non-formal and vocational training?	15-17 year old beneficiaries Parents Barangay office bearers Education sector representatives at municipal and barangay level PEOs Project Managers	Group interviews Individual interviews	TPRs
How effective have the project's advocacy and awareness raising strategies been in contributing to the prevention withdrawal of children from child labor in sugar cane?	Barangay reps, captains Community Watch Groups Schools Beneficiary parents and children Farmer technicians Local project staff Municipal/city LGUs, Child Labour Education Task Force Provincial sugar industry reps – e.g. planters, millers.	Individual and group interviews	TPRs
Sustainability and Phase-Out			
How has ABK3 built the capacity of the SRA, SIFI and other sugar industry partners to ensure that child labor is integrated into policies and programs, as well as ensure sustainability post-project?	SRA reps SIFI Planters Project staff – PMT and local PEOs	Email questions to NAC Individual and group interviews Provincial and National Stakeholder workshops	Available sugar industry policy and program documents at national or provincial level

Question	Data Sources and Methodology		
	Stakeholders	Method	Desk review
<p>Focusing specifically on ABK3, but given that this is the third iteration of an ABK project, what aspects of the ABK project activities have been integrated into government or local programs, thus enhancing chances for future sustainability? Please discuss the sustainability of all project services within ABK.</p> <p><u>Evaluator note:</u> The evaluation will aim to distinguish between aspects already integrated under previous ABK projects and those that show progressive signs of integration under ABK3.</p>	<p>Local Government representatives National government and other stakeholders represented on National Advisory Committee Sugar industry representatives – including employer and worker representatives Project Management Team Local project staff - PEOs Local partners including LGUs, barangay officials, sugar industry</p>	<p>Individual and group interviews Email questions to NAC National and provincial stakeholder workshops</p>	<p>TPRs National government policy and program documents City/Municipality policy/program documents Barangay policies</p>

ANNEX C: Evaluation Terms of Reference

TERMS OF REFERENCE

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

Cooperative Agreement Number:	IL-22508-11-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	World Vision, Inc.
Dates of Project Implementation:	30 September 2011 - 31 August 2016
Type of Evaluation:	Independent Final Evaluation
Evaluation Field Work Dates:	Feb 29 - Mar 17, 2016
Preparation Date of TOR:	January 2016
Total Project Funds from USDOL Based on Cooperative Agreement:	US \$16,500,000

Vendor for the Evaluation Contract:



Sistemas, Familia y Sociedad
Consultores Asociados

ACRONYMS

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

I. BACKGROUND AND JUSTIFICATION

USDOL - OCFT

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

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

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

Project Context³³

While the Philippines has continued to make significant strides in combating child labor, the 2011 National Survey on Children showed that 3.2 million children are still engaged in child labor, of which about 3 million are engaged in hazardous labor. At approximately 55%, most children work in the agricultural sector (which includes sugarcane, bananas, coconuts, corn, hogs, palm oil, rice, rubber and tobacco) while 40% work in various services such as domestic work, street work, scavenging and begging.

Most child labor occurs in the informal sector. The most common forms of hazardous work include commercial sexual exploitation (sometimes as a result of human trafficking), forced labor (including domestic work and sometimes as a result of trafficking), pornography, forced begging,

³³ Adapted from: USDOL-ILAB, *2014 Findings on the Worst Forms of Child Labor: Philippines*. Accessed at: <http://www.dol.gov/ilab/reports/child-labor/philippines.htm>

use in illicit activities (including drug trafficking) and use in armed conflict (as combatants, human shields, guides, messengers and porters, sometimes as a result of forced recruitment). Children, primarily girls, are trafficked from rural to urban areas for domestic work and commercial sexual exploitation. Boys may also be increasingly trafficked for commercial sexual exploitation, particularly child pornography. Many child domestic workers are denied access to education, and working long hours in isolated homes creates the potential for verbal, physical or sexual abuse. Some children in domestic work end up in situations of forced labor, especially children who receive no pay or have their wages withheld. Child soldiering is also a problem, particularly among antigovernment and terrorist organizations.

While implementation remains a challenge, the Government of the Philippines has ratified all of the relevant conventions regarding child labor and hazardous labor, including ILO Conventions 138 and 182 as well as the UN Convention on the Rights of the Child, including the Optional Protocols on Armed Conflict and the Sale of Children, as well as the Palermo Protocol on Trafficking in Persons. The government has also set up a legal framework and various social programs to address child labor and support of these regulations. In 2014 the National Child Labor Committee finalized its Strategic Plan for 2014-2016, which serves as the operational framework to address components of the Philippine Program Against Child Labor. The Inter-Agency Council Against Trafficking trained over 5,000 service providers to ensure the protection, prevention and prosecution of human trafficking cases and established three additional regional task forces, bringing the countrywide total to 19. However, despite these advancements and nearly doubling the number of Labor Law Compliance Officers, enforcement remains challenging due to the limited number of inspectors and lack of resources for inspections.

The age for compulsory education is 18 and the minimum age for work is 15, while the minimum age for hazardous work is 18. Although the law mandates free education, many children do not attend school because the cost of books, uniforms, meals and transportation are prohibitive for many families. In addition, distant school locations are often not accessible to rural students, especially at the secondary level.

Typhoon Haiyan hit the Philippines in late 2013, leaving behind devastation that affected millions of people. Prior to the typhoon, children were already heavily engaged in agriculture, and the loss of family livelihoods and income has increased child labor in hazardous work. Adult migration for work and displacement from their homes has made children more vulnerable to exploitation in hazardous work and/or human trafficking.

The ABK3 LEAP Project³⁴

On September 30, 2011, World Vision (WV) received an initial four-year Cooperative Agreement worth US \$15 million from USDOL to implement a child labor elimination initiative in the Philippines. In the wake of Typhoon Haiyan, the project received a cost extension of US \$1,500,000 from USDOL, along with an additional cost sharing of US \$180,000 from the project. This modification extended the project's end date to August 31, 2016. The purpose of the Cooperative Agreement is to support a reduction in child labor by increasing children's access to quality education and training opportunities, promoting sustainable livelihoods for their households, and increasing beneficiaries' access to national social protection programs that help households overcome dependence on the labor of children to meet basic needs in the sugarcane growing areas of the Philippines. World Vision was awarded the project through a competitive bid process and works with five sub-grantees: ChildFund International (CF), Educational Research Development Assistance Group (ERDA), Sugarcane Industry Foundation, Inc. (SIFI), Community Economic Ventures, Inc. (CEVI), and the University of Philippines Social Action and Research for Development Foundation, Inc. (UPSARDF).

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

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

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

³⁴ Adapted from: World Vision, *ABK3 LEAP Project Document*, dated August 31, 2011; the *ABK3 LEAP CMEP*; the project's *Grant Modification #3*, dated December 22, 2014; and the *ABK3 LEAP Interim Evaluation*.

- Promoting long-term sustainability of efforts to combat exploitative child labor and improve livelihoods.

The project initially targeted 52,000 children and 25,000 households across 11 provinces in the Philippines, which cover 94.3% of sugarcane production in the country. The 11 provinces were selected based on an analysis of sugarcane production, poverty levels, education statistics, and total rural population. ABK3 LEAP implementers have existing presence in all 11 provinces and the current project builds on the total of 28,916 children that were prevented or withdrawn from working in sugarcane during the implementation of ABK1 and ABK2.

In late 2013, Typhoon Haiyan, which is known in the Philippines as Yolanda, devastated portions of the Visayan Islands in south central Philippines. The project subsequently reformulated its strategies for those areas affected by the disaster, and as of the October 2015 TPR the project has already met or exceeded most of its targets.

The cost modification added the following targets:

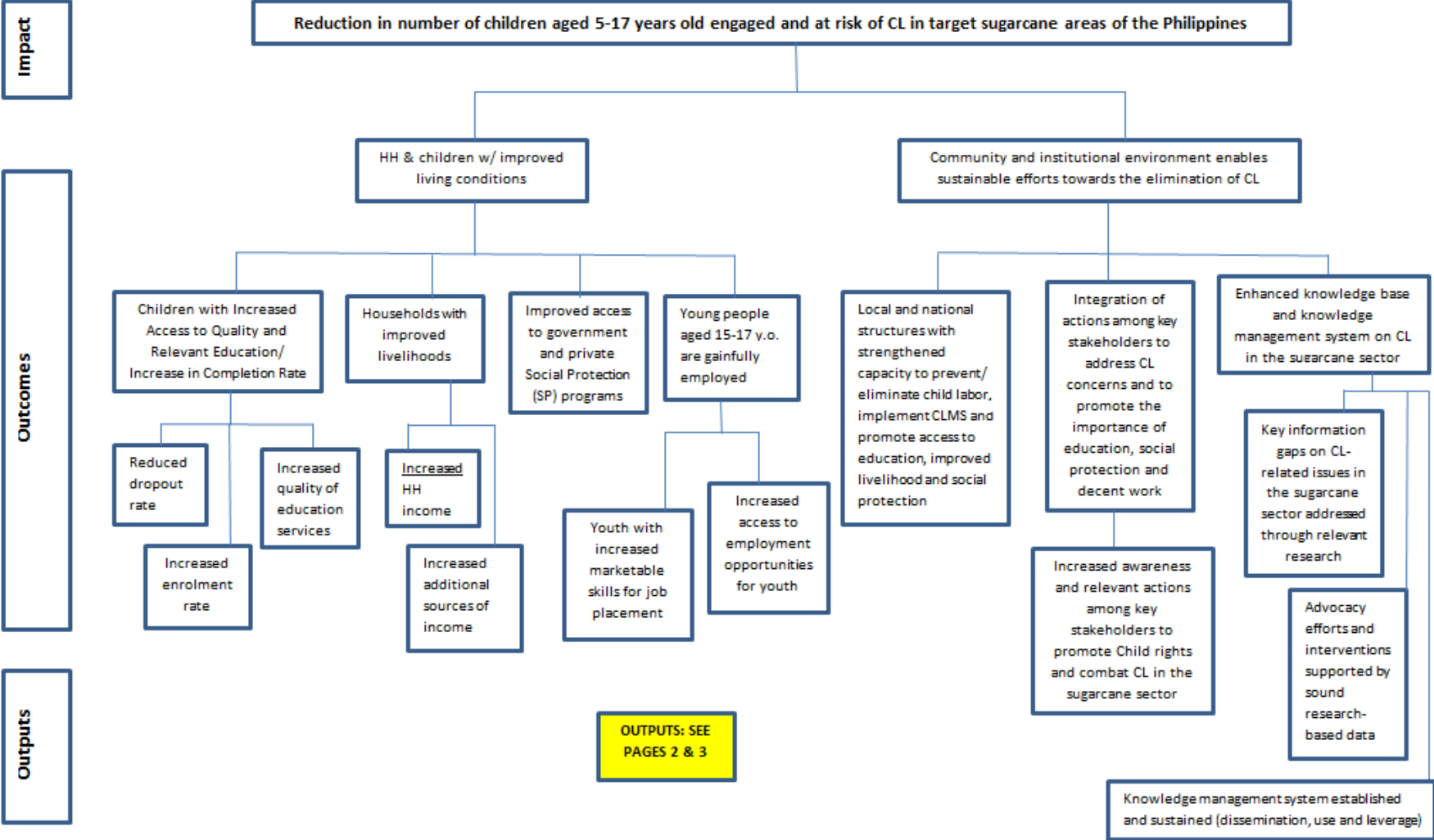
- Direct education and livelihood support for an additional 2,000 children and 3,090 households;
- Additional livelihood scale up and education transition activities over the extended 11 months for ABK households in 23 barangays located in 5 provinces;
- Support during the extended 11 months for 12,300 current ABK households in 69 barangays located in 5 provinces that were control or treatment communities in the Impact Evaluation.

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

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

.

ABK3 LEAP Outcome Tree: Outcomes and Outputs³⁵



³⁵ Source: Comprehensive Monitoring and Evaluation Plan: Philippines ABK3 LEAP

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

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

The key recommendations from the interim evaluation were as follows:

1. A cost extension of 6-9 months should be approved, depending on when the delivery to “control” households can commence following the Impact Evaluation endline survey. This would allow the project to deliver the full 18 months of planned livelihoods diversification services to all “control” households affected by the Impact Evaluation.
2. The project should focus immediate attention on increasing the provision of vocational training, non-formal education or Alternative Learning System services to targeted children aged 15-17 years.
3. The project should expedite the dissemination of the findings from the UPSARDF on occupational safety and health among child workers in sugarcane and provide DOLE the opportunity to review these findings in finalizing the Hazardous Worklist. In the light of DOLE’s determination, the project should decide as soon as possible whether to amend the definition of hazardous child labor in sugarcane in the project monitoring indicators (indicator WS2), and if necessary to reclassify the children recorded in the CHFS.

II. PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to external interim and final evaluations. The interim evaluation of the ABK3 LEAP project was due in autumn 2013 but postponed to March 2014 due to Typhoon Yolanda. The final evaluation is due in March 2016.

Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with World Vision. All activities that have been implemented from

project launch through time of evaluation fieldwork should be considered. The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation should address issues of project *relevance, effectiveness, efficiency, impact, replicability* and *sustainability* with regard to project design, implementation and management. Additional questions may also be analyzed as determined by the stakeholders and evaluator prior to the mission. The evaluator may also identify further points of importance during the mission that may be included in the analysis as appropriate.

The evaluation will assess the positive and negative changes produced by the project – intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country – as reported by respondents. Recommendations will be provided for future projects as well as the remaining implementation period, for enhancing achievement of project objectives and addressing limitations during the remaining period in order to improve the project’s ability to achieve results by the end of project.

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

Final Evaluation Purpose

The purpose of the final evaluation is to:

1. Assess the relevance of the project to the cultural, economic, and political contexts in which it operates;
2. Assess whether the program has been implemented in accordance with the project design;
3. Determine whether the project has met its objectives and identify the challenges encountered in doing so;
4. Assess the implementation of recommendations from the interim evaluation;
5. Document the project’s experience in implementation, including successes and challenges;
6. Describe the effects of the project, especially on the lives of beneficiary families and their communities;
7. Identify the main lessons learned and good practices from the project; and
8. Assess whether project activities can be sustainable at the local and national level and among implementing organizations.

The evaluation should provide recommendations for enhancing the sustainability of the project during its phase-out. This includes an assessment of whether ABK3 LEAP has taken steps to ensure

its approaches and benefits continue after the completion of the project, including sources of funding and partnerships with other organizations. The evaluation should also identify emerging lessons learned, potential good practices, and models of intervention that will serve to inform future child labor projects and policies in the Philippines and similar environments elsewhere, as appropriate. Recommendations should focus around lessons learned and promising practices from which future projects can glean when developing their strategies toward combating exploitive child labor.

An important component of the evaluation is to determine whether the project's Theory of Change, as stated in the ABK3 LEAP CMEP, is appropriately formulated and whether there are any external factors that are affecting it in a positive and/or challenging way.

Intended Users

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

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

Evaluation Questions

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

Project Design

1. Did the project's experience in implementation support the validity of the theory of change as described in the CMEP? Which aspects appear to be central in the fight against child labor and were there other aspects that should be taken into consideration in future projects?

Implementation and Management

2. Please assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document
3. How has the project implemented the recommendations from the midterm evaluation?
4. Are the project's communication to stakeholders, partner implementers and the donor clear and effective? Are there ways they can be improved?

5. Throughout the project, data collection by mobile phone has been a challenge due to technology issues. To what extent has this impacted the collection of accurate and effective project data? What lessons learned are there from this experience that could be applied to other projects?
6. Was the project able to accurately track indicators in accordance with USDOL's reporting requirements?

Effectiveness and Impact

7. What are the best practices, replicable results, and lessons learned of the COMSCAs and COMSAs?
8. Have the LEAP interventions been effective in making a significant change in the lives of children, families and their communities? If so, how?
9. What has been the impact of ALSA (A Life-Saving Aid) on families impacted by Typhoon Haiyan? Where are they compared to before the typhoon and has the aid helped them rebuild their lives?
10. How has the project contributed in addressing the national and international indicators related to the promotion of children's rights, including their access to government programs?
11. Is there evidence of a reduction in child labor in sugar cane as a result of the project's interventions?
12. Is there evidence of an increase in school enrolment and retention as a result of the project's interventions?
13. How effective was the support for children in the 15-17 year old age group to access non-formal and vocational training?
14. How effective have the project's advocacy and awareness strategies been in contributing to the prevention and withdrawal of children from child labor in sugarcane?

Sustainability

15. How has ABK3 built the capacity of the SRA, SIFI and other sugar industry partners to ensure that child labor is integrated into policies and programs, as well as ensure sustainability post-project?
16. Focusing specifically on ABK3, but given that this is the third iteration of an ABK project, what aspects of the ABK project activities have been integrated into government or local programs, thus enhancing chances for future sustainability? Please discuss the sustainability of all project services within ABK.

III. EVALUATION METHODOLOGY AND TIMEFRAME

A. Approach

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

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

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

The following principles will be applied during the evaluation process:

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

B. Interim Evaluation Team

The evaluation team will consist of:

1. The International Evaluator: Ruth Bowen

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

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

Due to the large number of stakeholders and wide distribution of geographical zones included in the project, it was discovered during the interim evaluation that one evaluator was not sufficient. Thus, for this evaluation, SFS will include an Evaluation Assistant, who will accompany the Evaluator during fieldwork in order to help with data collection and analysis.

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

C. Data Collection Methodology

Criteria for selection of communities, beneficiaries and other sources:

The following criteria for selecting the implementation sites to be visited as a major source of evaluation information are proposed by the evaluator and SFS in consultation with World Vision. The following criteria will be applied at province, municipality and barangay level:

1. Inclusion of a province with a high concentration of project implementation.
2. Representation of municipalities and barangays where each of the three implementing partners operate.
3. Representation of a mix of former control and treatment barangays under the livelihoods intervention impact evaluation.
4. Inclusion of a mix of barangays where the project has experienced successes and challenges.
5. Inclusion of a site affected by Typhoon Haiyan
6. Inclusion of sites that are relatively isolated as well as more easily reached.

Criteria for sampling of interviewees including beneficiaries and stakeholders:

Beneficiaries:

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

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

Local government, implementing partners and other stakeholders:

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

Data collection methods:

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

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

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

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

D. Evaluation Milestones

1. Document Review

Pre-field visit preparation includes review of relevant documents and during fieldwork, documentation will be verified and additional documents may be collected. Documents for review may include:

- Project document and revisions
- Cooperative Agreement
- CMEP-related documents
- Baseline and endline survey reports
- Technical Progress Reports
- Work plans
- Correspondence related to Technical Progress Reports
- Management Procedures and Guidelines
- Research or other reports undertaken, and
- Project database and files (including children files and school records if available) as appropriate.

2. Question Matrix

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

3. Interviews with stakeholders

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

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

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

4. [Field Visits](#)

After arriving in country, the evaluator will first meet with senior project staff (or their representatives in Manila to finalize the logistics and obtain their further input into the evaluation process.³⁶ After the initial interviews in project headquarters and with relevant national government staff are completed, the evaluator will make field visits to meet with local stakeholders and observe actions. Locations for field visits will be identified in line with guidelines provided by the evaluator.

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

[E. Ethical Considerations and Confidentiality](#)

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be

³⁶ Given that the Project Director and the Operations Manager will be absent during the first week of the evaluation, preliminary interviews will be held with these staff remotely prior to the evaluator arriving in-country.

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.

F. Stakeholders Meeting

The stakeholder workshop will take place on the 17th of March, 2016. This meeting will be conducted by the evaluator to provide feedback on initial evaluation results. It will bring together a wide range of stakeholders, including the implementing partners and other interested parties. The agenda of the meeting will be determined by the evaluator in consultation with project staff. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork. The exact program for the workshop will be decided jointly with the senior project staff during the first week of the evaluation.

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

G. Limitations

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

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

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

H. Timetable

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

Task	2016 Date(s)
Draft TOR submitted to USDOL	Thurs, Jan 21
Evaluator submits Methodology/Sampling Plan to SFS for TOR	Thurs, Jan 28
Evaluator submits List of Stakeholders/Interviewees for WV feedback	Fri, Jan 29
Evaluator submits Question Matrix and Suggested Itinerary	Tues, Feb 2
Evaluation Questions and TOR Input received from USDOL and Grantee for Draft TOR	Thurs, Feb 4
TOR Finalized	Wed, Feb 10
Logistics Call	Thurs, Feb 11
Finalize Field Itinerary and Stakeholder List for Workshop	Fri, Feb 12
Cable Clearance Request sent to USDOL	Fri, Feb 12
Contract signed by Evaluator	Tues, Feb 16
Evaluator interviews USDOL	Wed, Feb 17
Fieldwork	Feb 29 – Mar 16
Stakeholders Meeting	Thurs, Mar 17
Post-fieldwork Debrief Call with USDOL	Tues, Mar 29
Draft Report to SFS for quality review	Mon, April 4
Draft report to USDOL and WV for 48 hour review	Fri, April 8
48 Hour Comments due	Tues, April 12
Draft report sent to USDOL, WV and Partners/Stakeholders for comments	Wed, April 13
Comments due to SFS	Wed, April 27
Revised Report sent by evaluator to SFS	Tues, May 3
Revised Report sent to USDOL and WV	Thurs, May 5
Approval to finalize from USDOL to Copy Edit/Format Report	Thurs, May 12
Final report sent to USDOL and WV	Thurs, May 26

IV. EXPECTED OUTPUTS/DELIVERABLES

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

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

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

The first draft of the report will be circulated to OCFT and WV for a 48 hour review. This review serves to identify potentially sensitive information and/or inaccuracies in the report. Then a draft of the report will be sent to OCFT, WV, and key partners and/or stakeholders for a full two week review. Comments from stakeholders will be consolidated and incorporated into the final report as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

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

V. EVALUATION MANAGEMENT AND SUPPORT

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

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

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

ANNEX D: List of Documents Reviewed

Category	File Name/Document Name
ProDoc and Logic Model	WVABK3-Philippines Technical Narrative.pdf
	Cooperative Agreement Fully Executed.pdf
	Final 2011 Non-ILO MGP.Pdf Management Procedures and Guidelines
	ABK3 logic model (1).pdf (Annex A)
	Final Workplan
	Annex D. Project Management Organization chart
Budget	Philippines WV budget narrative.pdf
	Revised 424 & budget ABK3 Philippines 12.19.2012.xls
TPR April 2012	ABK3 TPR Oct-March 2012 final with annexes.pdf
	USDOL comments on ABK3 April 2012 TPR
TPR October 2012	ABK3 TPR Narrative October 2012.doc
	October 2012 Annexes A, B, G, H & I
	USDOL comments on ABK3 Oct 2012 TPR.docx
TPR April 2013	ABK3 TPR April 2013 Final Narrative.doc
	USDOL Comments on ABK3 April 2013 TPR.doc
	TPR April 2013 Annexes A to I
TPR October 2013	ABK3 October 2013 technical Narrative.doc
	TPR October 2013 Annexes A to I
	USDOL Comments on ABK3 October 2013.doc
Updated GPRA targets March 2013	Email Updated GPRA targets.doc
	Annex A. ABK3 Common Indicators updated.xlsx
	Annex C. PRF_ABK3-Philippines Updated.xlsx
TPR April 2014	ABK3 TPR April 2014 final.doc
	TPR April 2014 Annexes A through H
	USDOL Comments April 2014 TPR.docx
TPR October 2014	ABK3 TPR October 2014_Final.doc
	TPR October 2014 Annexes A through H
	USDOL Comments on ABK3 October 2014
TPR April 2015	ABK3 TPR April 2015_Final.doc
	April 2015 TPR Annexes A through H
	USDOL Comments on ABK3 April 2015
TPR October 2015	ABK3 TPR October 2015.doc
	October 2015 TPR Annexes A through I
	USDOL Comments on ABK3 October 2015

Category	File Name/Document Name
CMEP	Final CMEP PH1.docx
	Annex 1 - Theory of Change - Trees.docx
	Annex 2 - Theory of Change - Outcome trees.docx
	Annex 3 - Data Collection Plan.docx
	Annex 4 - Outcome Measurement Framework.
	Annex 5 - A - Codex of OMF.docx
	Annex 5 - B - Guidelines to SHLE for Children.docx
	Annexes 6,7,8
Baseline Survey	ABK3 Report Volume 1 April 29 (1).pdf (3/5/2013)
	ABK3 Report Volume 2 April 29 (1).pdf (3/5/2013)
	Draft ABK3 Baseline Report December 31.docx (3/1/13)
Impact Evaluation	IE Design Document_Phil final 3.5.13.pdf
Award Modification	IL-225008-11-75-K (World Vision) Mod 1 Award.pdf
Cost Extension Award Modification	Grant Modification No. 3. 12/22/2014. IL-22508 Modification 3 NOO.pdf
Advisory Committee	ABK3 Advisory Committee Position Paper on the SIDA 2015's Block Farm Program. 5 October, 2015
Research Reports	UPSARDF. 2014. Occupational Safety and health and Hazardous Work on Sugarcane Farms. April 2014.
	UPSARDF. 2015. Land Reform Implementation in Selected Sugarcane Farms and its Implications to Child Labor.
	UPSARDF. 2016. Migration Patterns of Sacada Children and their Families in Selected Sugarcane Plantations in the Philippines. January 2016
	University of Saint La Salle and SRA. Maximizing Productivity of Block Farms through Innovative and Sustainable Technologies and Management. Bacolod City, Philippines. (no date)
	Danilo S. Braza. 2015. The Social Amelioration Program in the Sugar Industry in the Philippines: An overview of the history, implementation and potential improvements and replication. SIFI.
Policy Documents	Department of Labor and Employment. Department Order No. 04. Hazardous Work and Activities to Persons Below 18 Years of Age. 1999.
	Department of Labor and Employment. Department Order No. 149. Series of 2016. Guidelines in Assessing and Determining Hazardous Work in the Employment of Persons Below 18 Years of Age. 15 February, 2016.
	Republic Act No. 10659. Sugar Industry Development Act, 2015. Accessed at http://www.gov.ph/2015/03/27/republic-act-no-10659/
	Sugar Regulatory Administration. Block Farm Accreditation Guidelines: SRA Circular Letter No. 10, Series 2015.

Category	File Name/Document Name
Other Literature	USDOL-ILAB. 2014. Findings on the Worst Forms of Child Labor: Philippines . Accessed at http://dol.gov/ilab/reports/child-labor/philippines.htm
	SRA. Sugar Industry Roadmap (2011-2016). Nov 12-1.pdf. accessed at http://www.sra.gov.ph/wp-content/uploads/2014/02/SUGARCANE-INDUSTRY-ROADMAP.Feb2014-1.pdf

ANNEX E: Evaluation Field Schedule

Date	Location	Time	Activity
February 28 (Sunday)	Manila		Arrival of evaluation team
Feb 29 (Monday)	Venue: World Vision Luzon Field Office, Q.C.	8AM - noon	Orientation meeting with project management and technical specialist staff Confirmation of logistics and itinerary Presentation of project accomplishments
		1:PM - 5:00PM	Interviews with: ChildFund Project Manager ERDA Project Manager World Vision Project Manager
Negros Oriental Province			
March 1 (Tuesday)		5 AM - 10 AM	Flight from Manila to Dumaguete City, Negros Oriental, travel to Tanjay City
	Tanjay City	10AM - 12 noon	Orientation interview with Childfund PEO Interview Childfund Livelihoods Officer
		1PM - 1:30PM	Courtesy visit to Tanjay Municipality Mayor, City Hall
	Brgy Sta Cruz Nuevo, Tanjay	2:30PM - 5:30PM	Meetings with Sta Cruz Brgy Council members, Principal and teachers at Jesus B. Pilas Memorial Elementary School Interview with Community Watch Group/Child Rights Advocates
		6:30PM - 7:30PM	Interview Childfund PEO for Manjoyod
March 2 (Wednesday)	Brgy Sta. Cruz, Tanjay City	8AM - 9AM	Travel to Brgy Sta. Cruz Nuevo, Sitio Pandaitan
		9AM - 12NN	Jesus B. Pilas Memorial Elementary School: Group meeting with assisted children School improvement observation Group interview with parents, CoMSCA Members, Village agents
	Manjuyod Mun; Brgy Maaslum	1PM - 1:30 PM 1:30PM - 4:30PM	Manjuyod Mayor and LGU members Sotero A. Singco Memorial Elem School. Group interview with school children, interview with teachers Interview with parents, CoMSCA Members, Village Agents
March 3 (Thursday)	Manjuyod Mun.	9AM - 12NN	Brgy Maaslum, Sitio Caloring Interview with barangay officials Group discussion with 4 CWG members/ Child Rights Advocates
	Bacolod City	1PM - 5PM	Travel to Bacolod City, Negros Occidental
Interview with WV PEO/Team Leader Moises Padilla			

Date	Location	Time	Activity
Negros Occidental Province			
March 4 (Friday)	Moises Padilla Munic. Brgy Crossing Magallon	07:00-08:30 AM	Travel from Bacolod City
		08:30-09:30 AM	Dona Mercedes Elem. School: Opening Program Catch-Up Program Demonstration
		09:30-10:45 AM	Consultation with principals, teachers from 3 schools and Barangay Council members
		10:45-12:00 PM	Visit to Crossing Magallon Elementary School and San Julian Elementary School - school improvements
	Moises Padilla	1:15-2:00PM	Interview with Vice mayor and municipal partners: MSWD, DA, DepEd, District ALS Coordinator, LCPC representatives
	Barangay Magallon Cadre	2:00-3:00 PM 3:00 – 4:30 PM	Attend Community Tipon Tipon advocacy activity and CoMSCA gathering (6-8 COMSCA groups, CRAs/CWGs of 2 barangays), Council members Group discussion with volunteers: CWGs, CRAs, Village agents, Brgy council
March 5 (Saturday)	AM	6:30-08:00 AM	Travel from Bacolod to Moises Padilla
	Brgy Crossing Magallon, Moises Padilla	8:00-09:00 AM	FGD with parents, CoMSCA Members, Livelihood Group members , CoMSCA Federation members, CEVI assisted households
		9- 10.30 AM	Site visits to livelihood projects – San Julian, Hacienda San Benito, Hacienda Pillar, Sto Domingo – rice retailing, hog raising, vegetable gardening, vending, food vending.
		10:30-12:00	FGD with assisted children at LRC at Hacienda Sto Domingo, Little teachers and children supported in formal, non-formal and TVET.
		12 NN – 1PM	Exit interview PEO
	1PM - 5 PM	Travel to San Carlos	
March 6 (Sunday)	Brgy. Guadalupe, San Carlos City	12NN - 1PM	Lunch meeting with CoMSCA members and barangay officials
		1PM - 2PM	Meeting with CoMSCA members and enterprise group, People's Organization leaders
		2PM - 3PM	Meeting with Barangay Guadalupe officials
		3PM - 4PM	Interview with CWGs and CRAs
		4PM - 5PM	Group interview with assisted children
		6PM - 8PM	Meeting with PEO and M&E Officer, ChildFund
March 7 (Monday)	San Carlos City Hall	8:30AM - 9:30AM	Courtesy call to City Mayor and Local Council for the Protection of Children members

Date	Location	Time	Activity
	Guadalupe Elem. School	9:30AM - 10:30AM	Observe mobile library "SACAMOLI" catch-up classes, interview with SACAMOLI staff, interviews with children
	Brgy. Buluungan	10:30AM - 12NN	Katingal-an Elementary School - Meeting with DepEd staff, trained teacher and ACLAT awardee, group interview with children
		12NN - 1PM	Lunch meeting with CWGs, PO officers and Barangay officials
		1PM - 2PM	Interview with Barangay Buluungan officials
		2PM - 3PM	Meeting and interview with COMSCA and PO members
		3PM - 4PM	Visit existing livelihood enterprises of CoMSCA and PO: 1. Chips processing 2. Curtain and pillow case making
	San Carlos City	4PM - 6PM	Meeting with ChildFund PEO and ChildFund M&E Officer Travel to Bacolod City
March 8 (Tuesday)	Victorias City (ERDA)	7AM - 8AM	Travel from Bacolod to Victorias City
		8AM - 9AM	Courtesy call with the City Mayor of Victorias City Local Government Unit (LGU) support to <i>Arte de Kansiyaha</i> group, CLMS system
	Brgy 8	9:30AM - 11:00AM	Victorias National High School Gaston Extension (VNHSGE), SHLE, interview with school head, group discussion with high school students
		11AM - 12NN	Group discussion with parents on livelihoods: FAITH gardening, organic fertilizer / Vermiculture production, CoMSCA, Project TUBO.
		12NN - 1:30PM	Travel back to Victorias City Interview MEO,PEOs
	Brgy 10	2PM - 2:15PM	Visit Doña Andrea Palanca Elementary School and LRC, interview school Principal and Partner Teacher
		2:15PM - 3:45PM	Group discussion with elementary children / CoMSA savers
		3:45PM - 4:45PM	Group discussion with community volunteers (CWG, CRA, Village Agents and Farmer Technician) and Barangay Officials
		4:45PM - 5:30PM	Return to Bacolod, workshop preparation
	March 9 (Wednesday)	Talisay City	8AM - 1 PM
1PM -5PM			Travel to Manila

Date	Location	Time	Activity
March 10 (Thursday)	Torre Venezia Suites Hotel, Quezon City	8:30AM – 5 PM	Advisory Committee Meeting and Interviews with DOLE, SRA, DepEd and CWC Executive Committee interviews: ERDA; WV Executive Director ; Operations Director; ChildFund representative. Interview with Advocacy & Communications Specialist
March 11 (Friday)	World Vision Luzon Office Manila	8AM - 5PM	Interviews with: Livelihoods Specialist; M & E Specialist, M & E Associate, Education Specialist, and Project Director
Cebu Province			
March 12 (Saturday)	Medellin Mun	6AM – 12 NN	Manila - Cebu - Medellin Municipality Cebu orientation PEO and WV M & E Officer
	Brgy Caputatan Sur Medellin	2PM - 5:00PM	Group interview Little Teachers, ParaTeachers and assisted children Catch-Up Program demonstration Brgy Caputatan Sur, Child Labor Monitoring System and LRC
March 13 (Sunday)	Bogo City	1 PM 2PM – 3 PM	PEO Interview Brgy Taytayan - COMSCA gathering Husbands' CoMSCA Group, - Wives' CoMSCA Group, Group enterprise- rice retailing
March 14 (Monday)	Bogo City, Brgy Cayang	8AM - 10AM	Brgy Cayang. Observation CoMSCA enterprises (Rice retailing, Sari-Sari store and lending; swine breeding), interview with Haiyan affected households on natural farming, business enterprise
	Medellin Munic.	1 PM - 2PM	Meet Medellin Mayor Group meeting with Municipal and barangay level partners – MCPC, CWG, Village Agents, BCPC representatives
	Dalingding Sur Brgy	2PM – 4 PM	DOLE Registered CoMSCA Group/DILEEP assisted group School improvements after Typhoon Haiyan, communal gardens
	Caputatan Norte Brgy	4 – 5.30 PM	Visit laundry detergent enterprise group in Brgy Caputatan Norte
March 15 (Tuesday)	Bogo City	8AM - 11AM	Courtesy meeting: Bogo DepEd Division Superintendent Group discussion at Bogo Education Division: DepED, CLETF, teachers, CWG Federation, Brgy. Council members
		11 am– 1 PM	PEO and WV M & E Officer exit interviews
		1 PM – 8 PM	Return to Manila
Batangas Province			
March 14 (Monday)	Lian Municipality	7AM - 10AM	Manila to Nasugbu, Lian, Batangas
		10AM - 11:30AM	Courtesy call with the Mayor of Lian, Batangas and LGU officials

Date	Location	Time	Activity
		11:30AM - 1PM	Interview with ERDA PEO and SIFI staff
	Brgy. Kapito, Lian	1:30PM - 2:30PM	Learning Resource Centre./catch-up program Barangay Officials and community volunteers
		3PM - 4PM	Parents (CoMSCA members, Village Agents), gardening, group enterprises
March 15 (Tuesday)	Lian Mun.	8:15 - 10:00AM	Lian National High School, interview school principal, ABK3 teacher, school improvement. Group interview Grade 7-10 students
		10:30 - 11:30AM	Group interview: Community volunteers (CWGs/CRAAs, Village Agents, Farmer Technician)
		1PM - 3:30PM	Prenza Elementary School. Meeting with Principal and group interview with elementary school children
Manila			
March 16 (Wednesday)	Manila		Stakeholder workshop preparation Interview with ABK3 Operations Manager and Finance Manager
March 17 (Thursday)	Torre Venezia Suites Hotel	8AM - 5PM	National Stakeholder Workshop Evaluation de-brief meeting with ABK3 management staff and technical working group
March 18 (Friday)	Manila		Departure
April 1 (Friday)	Hanoi		Phone interview with Edith Villanueva, SIFI President

ANNEX F: List of Persons Met

Implementing Agency Staff

Organization and Position	Date	Location
WV Philippines National Director	3/10/16	Manila
WV Operations Director	3/10/16	Manila
ERDA Executive Director	3/10/16	Manila
ChildFund Finance Officer	3/10/16	Manila
Project Director	3/11/16	Manila
Operations Manager	3/16/16	Manila
Education Specialist	3/11/16	Manila
ChildFund Project Manager	2/29/16	Manila
WV Project Manager	2/29/16	Manila
ERDA Project Manager	2/29/16	Manila
Communications & Advocacy Specialist	3/10/16	Manila
M&E Specialist	3/11/16	Manila
M&E Associate	3/11/16	Manila
Livelihoods Specialist	3/11/16	Manila
Finance Officer	3/16/16	Manila
ChildFund PEO Tanjay City	3/1/16	Tanjay, Neg Or
ChildFund Livelihoods Officer	3/1/16	Tanjay Neg Or
ChildFund PEO Manjuyod Municipality	3/1/16	Tanjay, Neg Or
WV Team Leader/PEO Moises Padilla Mun	3/3/16	Moises Padilla
ChildFund PEO San Carlos City	3/7/16	San Carlos
ChildFund M&E Officer	7/3/16	San Carlos
ERDA M&E Officer	3/8/16	Victorias
ERDA PEO, Victorias City	3/8/16	Victorias
WV M&E Officer	3/15/16	Bogo City
WV PEO Cebu Province	3/15/16	Bogo City
ERDA PEO Lian Municipality Batangas	3/14/16	Lian Mun
ERDA PEO, Lian, Municipality Batangas	3/14/16	Lian Mun
SIFI PEO	3/14/16	Lian Mun
SIFI President	19/3/14	Phone interview

National Advisory Committee (external members) March 10, Quezon City, Manila

Organization and Position/Stakeholder	Date	Location
Bureau of Workers with Special Concerns, DOLE	3/10/16	Quezon City
DepEd, Bureau Alternative Learning System	3/10/16	Quezon City

Organization and Position/Stakeholder	Date	Location
DepEd, Bureau of Elementary Education	3/10/16	Quezon City
Council for the Welfare of Children	3/10/16	Quezon City
DA Sugar Regulatory Administration	3/10/16	Quezon City
Sugar Regulatory Administration	3/10/16	Quezon City
Department of Interior and Local Government	3/10/16	Quezon City
Philippines Sugar Millers Association	3/10/16	Quezon City

US Department of Labor

Organization and Position/Stakeholder	Date	Location
OCFT, US Department of Labor	2/19/16	Telephone
OCFT, US Department of Labor	2/19/15	Telephone
OCFT, US Department of Labor	2/19/15	Telephone

Consultations in Negros Oriental and Negros Occidental

Organization and Position	Date	Location
Tanjay City – ChildFund area		
City Mayor, Tanjay City	3/1/16	Tanjay City
School Principal, Jesus B. Pilas Elementary	3/1/16	Brgy Sta Cruz Nuevo
Brgy Chairman, Brgy Sta. Cruz Nuevo	3/1/16	Brgy Sta Cruz Nuevo
Brgy Captain	3/1/16	Brgy Sta Cruz Nuevo
Brgy Secretary	3/1/16	Brgy Sta Cruz Nuevo
Principal, Dona Loreto Mapa Elementary	3/1/16	Brgy Sta Cruz Nuevo
Principal, Dionisio L. Mapa School	3/1/16	Brgy Sta Cruz Nuevo
Brgy Sta Cruz Nuevo	3/1/16	Brgy Sta Cruz Nuevo
CWG members	3/1/16	Brgy Sta Cruz Nuevo
Beneficiary parents and COMSCA members	3/2/16	Brgy Sta. Cruz Nuevo
Jesus B. Pilas Elementary School	3/2/16	Brgy Sta Cruz Nuevo
Manjuyod Municipality – ChildFund		
City Mayor	3/2/16	Manjuyod
Social Worker, MSWDO	3/2/16	Manjuyod
DILG	3/2/16	Manjuyod
Administrator	3/2/16	Manjuyod
School Head, Sotero Elementary School	3/2/16	Brgy Maaslum
Sotero Cinco Elementary school	3/2/16	Brgy Maaslum

Organization and Position	Date	Location
CWG members	3/3/16	Brgy Maaslum
COMSCA members	3/3/16	Brgy Maaslum
Moises Padilla Municipality - World Vision		
Vice-Mayor	3/4/16	Moises Padilla
MSWDO	3/4/16	Moises Padilla
MSWDO	3/4/16	Moises Padilla
Municipal Agriculture Office	3/4/16	Moises Padilla
DepEd/Child Protection Advocate	3/4/16	Moises Padilla
ABK3 teacher coordinator, Guinpama-An National High School	3/4/16	Brgy Crossing Magallon
Principal, Dona Mercedes Montilla Elementary School	3/4/16	Brgy Crossing Magallon
ABK3 teacher coordinator, Dona Mercedes Montilla Elementary School	3/4/16	Brgy Crossing Magallon
Principal, Crossing Magallon Elem. School	3/4/16	Brgy Crossing Magallon
Crossing Magallon Elem School and extension school	3/4/16	Brgy Crossing Magallon
PTA President	3/4/16	Brgy Crossing Magallon
Barangay Council	3/4/16	Brgy Crossing Magallon
CWG/CRA/BCPC - Barangay Magallon Cadre	3/4/16	Brgy Magallon Cadre
COMSCA/Farmer technician	3/5/16	Brgy Magallon Cadre
TVET students, Barangay Magallon Cadre	3/5/16	Brgy Magallon Cadre
COMSA, CRA, Little Teacher	3/5/16	Brgy Crossing Magallon
San Carlos City – ChildFund		
COMSCA and meat processing enterprise	3/6/16	Brgy Guadalupe
CWG members	3/6/16	Brgy Guadalupe
High school students, COMSA members, Little Teachers	3/6/16	Brgy Guadalupe
Mayor, San Carlos City	3/7/16	San Carlos City
Barangay Council, CWG	3/7/16	Brgy Buluangan
Parents/COMSCA members Brgy Buluangan	3/7/16	Brgy Buluangan
Brgy Buluangan	3/7/16	Brgy Buluangan
Teacher, San Carlos Mobile Library	3/7/16	Brgy Katingal An
Katingal An Elementary School	3/7/16	Brgy Katingal An

Organization and Position	Date	Location
students		
Victorias City - ERDA		
City Mayor	3/8/16	Victorias
OIC, CSWDO	3/8/16	Victorias
Staff, City Planning and Development Office	3/8/16	Victorias
City Agriculture	3/8/16	Victorias
City Councillor	3/8/16	Victorias
Head Teacher, Victorias National High School Gaston Extension	3/8/16	Brgy 8
Barangay 8 High School	3/8/16	Brgy 8
Brgy captain, barangay councilors, COMSCA members	3/8/16	Brgy 8
Principal and Partner Teacher, Dona Andrea Palenca Elem School	3/8/16	Brgy 10
Brgy 10 Chairman	3/8/16	Brgy 10
Brgy Council	3/8/16	Brgy 10
Brgy Council	3/8/16	Brgy 10
CWG/CRA	3/8/16	Brgy 10, 12,13

Consultations in Cebu Province

Organization and Position	Date	Location
Medellin Municipality – World Vision Area		
Little teacher, CRA, BCA, TVET students	3/12/16	Dalingding Sur & Caputatan Norte
Municipal CWG (CWG, teacher, Brgy Captain, village agent, SB Secretary)	3/14/16	Medellin Mun.
Mun. Planning and Development Coordinator	3/14/16	Medellin Mun.
Bogo City – World Vision Area		
COMSCA members	3/13/16	Brgy Taytayan
COMSCA members	3/14/16	Brgy Cayang
Teacher III, Bogo education Division	3/15/16	Bogo City
Teacher 1, Bogo Education Division	3/15/16	Bogo City
Teacher 3, Bogo Education Division	3/15/16	Bogo City
Para teacher	3/15/16	Bogo City
Para teacher	3/15/16	Bogo City
CWG	3/15/16	Bogo City
Teacher 2	3/15/16	Bogo City
Teacher 2	3/15/16	Bogo City

Organization and Position	Date	Location
Para teacher	3/15/16	Bogo City
Head teacher, Combado Elementary School	3/15/16	Bogo City
Bogo DepEd Division Superintendent	3/15/16	Bogo City
Teacher 1	3/15/16	Bogo City

Consultations in Batangas

Organization and Position	Date	Location
Lian Municipality – ERDA area		
Mayor of Lian Municipality	3/14/16	Lian Mun
Brgy health worker, LGU/BCPC	3/14/16	Brgy Kapito
Brgy Tanod, LGU/BPC	3/14/16	Brgy Kapito
Brgy Councillor	3/14/16	Brgy Kapito
Brgy Councillor	3/14/16	Brgy Kapito
Brgy Councillor	3/14/16	Brgy Kapito
Brgy Councillor	3/14/16	Brgy Kapito
Brgy Secretary	3/14/16	Brgy Kapito
Brgy Councillor.	3/14/16	Brgy Kapito
Brgy B.N.S.	3/14/16	Brgy Kapito
Brgy B.N.S.	3/14/16	Brgy Kapito
COMSCA members	14/3/16	Brgy Kapito
CWG members	14/3/16	Brgy Kapito
Teacher, Lian National High School	15/3/16	Lian N.H.S.
Students, Lian National High school	15/3/16	Lian N.H.S.
CWG/Village Agent	15/3/16	Brgy Prenza
Barangay Captain	15/3/16	Brgy Prenza
Principal, TTS partner, Prenza Elementary School	15/3/16	Brgy Prenza
Pupils in Grades 3, 4, 5, 6, Prenza Elementary School	15/3/16	Brgy Prenza

ANNEX G: National Stakeholder Workshop Agenda and Outputs

Independent Final Evaluation of ABK3 LEAP: *“Livelihoods, Education, Advocacy and Protection to Reduce Child Labor in Sugarcane”*

**Torre Venezia Hotel, Quezon City
 March 17, 2016**

Workshop Objectives:

- 1) To provide an opportunity for stakeholders to contribute their views on the achievements brought about by the ABK3 LEAP project, its challenges, and recommendation for future efforts.
- 2) To present the preliminary findings of the Final Evaluation team to stakeholders.

Morning Session

Time	Activity	Persons Responsible
8:30 - 9:00 a.m.	Registration	ABK3 Team
9:00 – 9:15	Opening Program <ul style="list-style-type: none"> • Welcome and opening remarks from Mr. Josaias Dela Cruz, WVDF Executive Director • Introduction of participants • Overview of the Project and its objectives 	Facilitator: Ms. Daphne Culanag, Project Director, ABK3 LEAP
9:15 – 9:30	<ul style="list-style-type: none"> • Introduction of the Final Evaluation • Overview of the workshop program 	Ms. Ruth Bowen and Ms. Azure Maset - Sistemas Familia y Sociedad
9:30 – 10:30	<p>Group Discussion: Achievements</p> <p>Participants will be divided into groups by sector. Each group will be asked to share and discuss answers to two focus questions.</p> <p>PROVISIONAL GROUPINGS:</p> <ul style="list-style-type: none"> • Advisory Committee & sugar industry • Regional, Provincial, City/Municipal partners • Community leaders/volunteers/members • Brgy LGUs and schools • ABK3 Provincial Engagement Officers, SIFI • ABK3 TWG/Executive Committee 	Ms. Ruth Bowen Ms. Azure Maset Group facilitators and documenters chosen by each group. Discussion results will be presented by each group after the break.
10:30 - 10:40	Refreshment break	
10:40 – 12:00	<ul style="list-style-type: none"> • Presentations by the groups - 10 minutes per group • Q and A after each presentation 	Facilitators: Evaluation team
12:00 – 1:00	Lunch	

Afternoon Session

Time	Activity	Persons Responsible
1:00 – 1:10	Warm-up exercise	ABK3 Staff
1:10 – 1:30	Presentation of preliminary findings of the Final Evaluation team Followed by plenary Q and A.	Ms. Ruth Bowen
1:30 – 2:15	Group Discussion: Future directions Focus questions provided on recommendations for the future towards the elimination of child labor in sugar cane. GROUPINGS: As for the morning	Facilitators: Evaluation team Facilitators and documenters to be chosen by each group.
2:15 – 2:30	Refreshments	
2:30 – 3:30	Each group will present their recommendations 5 to 10 minutes per group. Plenary Q and A following each presentation.	Facilitators: Evaluation team Documentor: Agnes Mamparair
3:30 – 4:00	Conclusions	Facilitator: Ms. Ruth Bowen
4:00 - 4:15	Closing remarks	Ms. Daphne Culanag

Group Discussion Questions: Morning

Group Discussion 1: Achievements	
<ol style="list-style-type: none"> 1. From your experience, what are the outstanding successes of ABK3 LEAP? 2. What approaches or good practices have proven most effective in reducing child labor? 3. Considering the project as a whole, what aspects could have been improved or are not yet fully achieved? 	

Group Discussion 2: The Future	
<ol style="list-style-type: none"> 1. What needs to be done before the project ends to sustain the benefits of the ABK3 LEAP project in the future? 	<p>For each recommendation, please identify what needs to be done and by whom</p>
<ol style="list-style-type: none"> 2. What are your recommendations for sustaining the efforts to eliminate child labor in sugar cane areas following the ABK3 LEAP project? 	<p>For each recommendation, please identify how the different stakeholders should contribute in making this recommendation happen.</p>
<p>For each question above, you may wish to make recommendations specific to your province or area, or for the whole country.</p>	

Outputs: Group Discussion 1. Achievements

Outstanding successes of ABK 3	Effective approaches/ Good practices in reducing CL	Aspects could have been improved or not yet achieved
DepEd/Schools		
<ul style="list-style-type: none"> • Reduction of CL/ increased community awareness on CL • Increased enrolment rate • Increased participation rate • Decreased drop-out rate • Increased survival rate • Better performances of struggling learners through catch-up programs • Widened opportunities for OSY to engage themselves in education and livelihood trainings • Teacher awareness of child rights and child protection policies • TTS roll-out/ empowered teachers Theater arts workshop/ play festival/ puppetry workshop 	<ul style="list-style-type: none"> • Intensive monitoring of attendance • Home visitation • Skills training • Advocacy campaigns • Parents' orientation • Organization of child labor education task force • Stakeholders' consultation/ partnership • Intensified feeding program • Catch-up programs/ school supplies/ uniform • COMSA • Mobile learning cab/ LRC/ supplemental LM • Construction/reconstruction of classrooms • CLMS 	<ul style="list-style-type: none"> • Strengthen stakeholders and other partners' involvement • Close monitoring and evaluation of programs in reducing CL • Provide module/ lesson exemplar for integration of lessons of CL • Internalization of values among parents
Barangay/ LGU (Reporter: Brgy. Dolores, Ormoc City, Leyte)		
<ul style="list-style-type: none"> • Awareness and importance of CL to community particularly, parents, teachers and barangay officials • Organizing COMSCA group by teaching how to save money • Provision of livelihood assistance and putting up communal gardening with free seedlings and farm tool with trainings 	<ul style="list-style-type: none"> • The provision of livelihood, school supplies and continue the encouragement and awareness of parents, teachers, barangay officials, including passing barangay ordinance on the prevention and elimination of CL • Formulation of barangay ordinance on child protection 	<ul style="list-style-type: none"> • Livelihood
Municipal/ City / Provincial/ Regional (Reporter: DOLE- Province, Capiz)		
<ul style="list-style-type: none"> • Awareness regarding chld labor in the LGUs • Provided supplemental funds for local social protection programs • Declaration of recipient barangays as child labor free barangays • Direct livelihood and educational assistance 	<ul style="list-style-type: none"> • Mainstreaming child labor/ rights to various developmental plans (LGU) • Institutionalization of child rights and protection in the LGU (functionality of PCPC, MCPC, BCPC) • Empowering the recipient barangays • Strong linkage among inter-agencies and stakeholders • Provision of livelihood and educational assistance 	<ul style="list-style-type: none"> • Target beneficiaries were limited only to those covered by the sugar cane industry • Sustainability mechanism among recipient areas need to be strengthened

Outstanding successes of ABK 3	Effective approaches/ Good practices in reducing CL	Aspects could have been improved or not yet achieved
Community Watch Groups - Reporter: Alona Labanon, Anilao, Iloilo		
<ul style="list-style-type: none"> • “LEAP” • Livelihood <ul style="list-style-type: none"> - COMSA/ COMSCA – established catering business, able to purchase a 2nd hand vehicle that is being used for the business & sometimes transporting children to school or home - Faith/ demo farm – able to learn to feed their children with nutritious food, gained extra income/profit - training and seminar – gained self-confidence from for attending trainings <p>Education</p> <ul style="list-style-type: none"> - little teachers/ BEST – able to become parateacher in the community even if was notable to get a college education - LRC/ school supplies - DEAR/mathematica <p>Advocacy</p> <ul style="list-style-type: none"> - awareness raising - BCPC <p>Protection - more time for children and family Allocation of budget from LGU/brgy to finance/sustain the CWG’s transportation expenses and feeding program for children</p>	<ul style="list-style-type: none"> • Trainings and seminar • Communicate • visitation • conducting catch-up 	<ul style="list-style-type: none"> • Paglalaan ng feeding program budget para sa bawat activity • Partnership/ other volunteer
Advisory Committee (Reporter: DOLE-National Office)		
<ul style="list-style-type: none"> • Support of government agencies (convergence/ tie-up) • Having local champions (voluntary code of conduct) • Child labor free awareness and policies (barangays, block farms) • assistance to CL parents in terms of livelihood • Mainstreaming child labor awareness in trainings of SRA (GAD and extension services to farmers) 	<ul style="list-style-type: none"> • Write-shops (preparation of project proposals), skills in documentation • Tapping financial grants and funding from government agencies • Multi-sectoral/ multi-level approach • Institutionalizing/ incorporating policies in anti-child labor practices 	<ul style="list-style-type: none"> • Need for strengthening of the local child labor institutions (municipalities) • Advocacy for local officials • Maximize multi-lateral bodies • Seal of child friendly local governance for cities should be applied to barangays • Knowledge hubs where

Outstanding successes of ABK 3	Effective approaches/ Good practices in reducing CL	Aspects could have been improved or not yet achieved
		people can see best practices in anti-child labor programs (modern technology).
PEOs		
<p>Education</p> <ul style="list-style-type: none"> • TTS (Trained teachers) • Catch-up programs • Learning resource center • Direct services <p>Livelihood</p> <ul style="list-style-type: none"> • COMSCA/COMSA • Skills training and capacity building • Financial literacy • DILEEP • Provision of business start-up kit <p>Advocacy/ Protection</p> <ul style="list-style-type: none"> • IEC materials • Policy writeshop/policy • Child rights advocate • Children’s month celebration and world day against CL • Community Structures (BCPC, LCPC, CLETF, BCA, CWGs) <p>M&E</p> <ul style="list-style-type: none"> • Monitoring (done by community watch group-quarterly) • CLMS 	<ul style="list-style-type: none"> • Involvement of partners 	<ul style="list-style-type: none"> • Implementation of livelihood during early phase of our project • More trainings and capacity building before provision of business kits