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CHILD LABOR PILOT PROJECT ASSESSMENT REPORT

GHANA YOUTH EDUCATION AND SKILLS (YES)

2005

This publication was produced for review by the United States Agency for International Development.
It was prepared by GroundWork, Inc.

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by

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for

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2005

GHANA PILOT SUMMARY:

YOUTH EDUCATION AND SKILLS (YES)

CONTEXT

This pilot took place in Sefwi Wiawso, a major cocoa-production district in the rural western region of Ghana. Communities of Sefwi Wiawso District, many of which are new settlements, are isolated from the rest of the country as a result of lack of basic infrastructure such as electricity, roads, and mail services. The main sources of labor in the district are employers' children (60.7%) and spouses (52.8%). Minimal education services are available in many Sefwi Wiawso communities, especially for those children living in the new settlements.

Lack of educational access is a persistent constraint for rural development in Ghana. In rural areas 37 percent of girls and 28 percent of boys do not attend school. Of children between ages 7 to 14, 88 percent of girls and 75 percent of boys are engaged in paid and unpaid labor. At least 96 percent of rural working children are involved in farming.

DESIGN AND IMPLEMENTATION

The YES pilot was designed to provide education to reduce hazardous child labor, specifically in cocoa production. It aimed to reach working children and youth (aged 12 to 17) in outlying rural cocoa-producing communities through an integrated social marketing and field-supported community development approach. Efforts focused on the development of English-language functional literacy and life-skills complemented by awareness-raising radio programming and social mobilization to increase community involvement in education to prevent child labor. The primary objectives of the pilot were to (1) change hazardous practices especially those involving children; (2) improve the environment for children so that they can better exercise their rights to a developmental and safe childhood; (3) Improve access to relevant and quality basic education for children/youth in hazardous work environments; (4) Increase understanding of child rights and good governance within communities. The program was implemented in 15 communities by CARE and PROMAG, located in Sefwi Wiawso.

RESULTS: COMMUNITY MOBILIZATION WITH RADIO PROGRAMMING AND LEARNING GROUPS

Data Collection: Two initial studies were completed by the African Centre for Human Development and CAII that provided baseline data on Sefwi Wiawso communities, including a complete analysis of job tasks and activities performed by children in cocoa production.

Awareness Raising: Community mobilization meetings organized around public service messages aired on local radio stations were designed to appeal to girls, boys, women, and men of different ethnic and religious groups. In response to the mobilization in one community a land owner donated her property to construct a school and 100 radios were donated by Freeplay Foundation for distribution in the communities.

Institutional Strengthening: Although the indigenous NGO was highly capable in community organizing, it was hampered by low institutional capacity and would have benefited from management training, higher budget to increase staffing and transportation costs, and greater technical knowledge about child labor and education.

Education: YES organized learning groups in communities facilitated community members who were trained as facilitator. New classes were established for cocoa farm laborers in each of 15 communities, reaching over 400 children, youth and adults. Study books in English, math and science, and vocational life skills were developed, tested, and distributed. The study books were time consuming and costly to develop and produce, and were finally found to be more useful as resources which were used in combination with participatory methods to form a hybrid package of technical and process-oriented materials for teaching facilitators and student learners.

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ACKNOWLEDGMENTS

This report presents the findings of the assessment of the “Youth Education and Skills” (YES) pilot project in Ghana. It is one of five assessment reports on education to combat abusive child labor pilot projects also including, Bulgaria, Honduras, Nepal, and Romania. A sixth report contains a synthesis of overall findings of the pilot projects according to their objectives, emphasizing experiences and approaches useful for future child labor and education projects.

The reports are produced by GroundWork, Inc., under authorship of Christina Rawley. GroundWork wishes to thank the staff members of the contracting and implementing partners who helped organize and participated in the workshops and meetings. Special thanks go to the youths, parents, and facilitators who participated in the assessment.

ACRONYMS

BEPS	Basic Education and Policy Support Activity
CAII	Creative Associates International, Inc.
CARE	CARE International, Ghana
CCP	Community Change Promoter (PROMAG staff)
ECACL	Education to Combat Abusive Child Labor
FGD	Focus Group Discussion
GES	Ghana Educational Service
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NFE	Non-Formal Education
NFED	Non-Formal Education Department
NGO	Non-governmental Organization
PRA	Participatory Reflection Assessment
PROMAG	Program Management Network, local NGO partner
PSA	Public Service Announcement
STCP	Sustainable Tree Crop Program
USAID	United States Agency for International Development
YES	Youth Education and Skills (YES) Pilot Project

SECTION I:

INTRODUCTION

This report presents the findings of the assessment of the Youth Education and Skills (YES) pilot project in Ghana. The pilot is supported by the United States Agency for International Development (USAID) through the Education to Combat Abusive Child Labor (ECACL) task order of the Basic Education and Policy Support (BEPS) Activity. The pilot is implemented by CARE in collaboration with one Ghanaian NGO.

The report begins in this section by introducing the context of child labor and education in Ghana, a background overview of the pilot, and the purpose and methodology of the assessment. Section 2 presents the findings for each of the pilot objectives, followed by Section 3 with a description and analysis of site observations using a teaching-learning framework. Section 4 presents lessons learned in the pilot, and the final section presents main conclusions and recommendations.

1.1 CONTEXT: CHILD LABOR AND EDUCATION

Lack of educational access continues to be a persistent constraint for rural development in Ghana. This results in part from the continued use of child labor at home, on the farm, and in the marketplace. Data from the third round of the Ghana Living Standards Survey (GLSS) indicate that one in every four boys and one in every three girls do not attend school. Rural non-schooling is higher, with 37 percent for girls and 28 percent for boys. Of children between the ages of 7 and 14, 28 percent were involved in paid work. Male labor force participation for the 7- to 14-year-old age group is 33.4 percent compared to 27.6 percent for girls. When unpaid household and farm chores are included, this rate increases to 88 percent for girls and 75 percent for boys, which is consistent with the fact that most work by children in rural areas is unpaid farm or domestic work. Farming is by far the most common vocation for rural children in Ghana; at least 96 percent of rural working children are involved in farming. This is also reflected in the traditional roles for children in Ghana, societal attitudes and beliefs about childhood, and the lack of contemporary appreciation of child rights as enshrined in the UN Convention on the Rights of the Child, among other protocols.

Children and families opt not to pursue an education for children for many reasons, not the least of which is the poor quality of schools in many rural areas of Ghana. Often, children decide not to attend school because they see no benefit or they do not have the time or energy for both work and study. Parents fail to enforce attendance, as they derive no benefit, do not see schools as a healthy environment, feel powerless to influence the system, and have many tasks with which they need help to survive. Rural children are often unable to finish their homework because they are exhausted from the work they do or because they lack adequate lighting at home at night. The decision not to attend school is also related to educational constraints of rural schools including poor teacher capacity, poor teacher retention, poor student achievement, limited teaching supplies, and a lack of adequate infrastructure.

Rural working children also perform some tasks that place their health and safety at risk. These include the use of sharp cutting tools, such as machetes; exposure to pesticides; falls, bites, and stings; and disease. Many of these threats are caused by a lack of awareness of basic principles of worker safety and preventative healthcare. An analysis by Mull and Elkins¹ in preparation for the YES pilot activity identified these issues and others.

¹ Mull, LD., and K. Elkins. *Planning Intervention Strategies for Child Laborers in Ghana*. (Washington, DC: BEPS/ECACL Creative Associates International, Inc., 2002).

1.2 BACKGROUND OVERVIEW

Based on the results of the initial analysis, a pilot was designed to take place in the western region of Ghana. It had the goal of testing methodologies to reduce the worst forms of child labor in Sefwi Wiawso, one of the major cocoa-production districts in the country, through delivering an English-language functional literacy and life-skills program for children and youth, complemented by awareness-raising radio programming and a social mobilization campaign.

As described in a report on the baseline survey produced for the YES pilot initiative,² Sefwi Wiawso District communities, many of which are new settlements, are virtually cut off from the rest of the country as a result of lack of basic infrastructure such as electricity, roads, and mail services. The baseline survey identified the fact that the main source of labor in the district was employers' children (60.7 percent) and spouses (52.8%). The main reasons given for use of children as laborers are:

- scarcity of labor and its associated high cost;
- high incidence of poverty, which makes it difficult to pay for labor; and
- socialization to educate children about use of the property that they will inherit.

Other specific reasons given by farmers were that children are more obedient and pliable than adults and, therefore, easier to control (37 percent); they are cheaper, some 4 percent are paid c1,500-6,000 (about 20 to 70 cents in U.S. dollars) per day, but most are paid in kind with clothes and shoes, school fees, medical bills, and food.³

1.2.1 PURPOSE AND OBJECTIVES

The purpose of the YES pilot initiative was to provide education to reduce hazardous child labor, specifically in cocoa production. It aimed to reach working children and youth (aged 12 to 17) in outlying rural cocoa-producing communities through an integrated social marketing and field-supported community development approach to achieve the four objectives stated as follows:

- Objective 1: Change hazardous practices especially those involving children;
- Objective 2: Improve the environment for children so that they can better exercise their rights to a developmental and safe childhood;
- Objective 3: Improve access to relevant and quality basic education for children/youth in hazardous work environments;
- Objective 4: Children's participation – Increase understanding of child rights and good governance within communities.

1.2.2 TIME PERIOD, LEVEL OF EFFORT, AND PARTNER ORGANIZATIONS

The pilot was designed and implemented as a short-term, low-budget initiative. It began in May 2003 and was officially inaugurated in November. Originally scheduled to end in May 2004, a no-cost extension was granted through September 2004. The total budget for this period was \$150,240. A cost extension for a five-month second phase was signed in June to continue the pilot through November 2004 with an additional amount of \$20,000.

² African Centre for Human Development, "Report on Baseline Survey of Selected Communities in the Sefwi Wawso District. (Accra: CARE, August 2003),

³ A subsequent study conducted for the pilot provided a risk analysis: Mull, L.D. *Analysis of Job Tasks and Activities Performed by Children in Cocoa Production*. (Washington, DC:USAID/BEPS, November 2003),

Subcontracted by Creative Associates International, Inc., CARE was the implementing organization, in partnership with the Non Formal Education Department (NFED) of the Ghana Educational Service (GES), and Program Management Network (PROMAG), a Ghanaian NGO located in Sefwi Wiawso District.

I.3 ASSESSMENT PURPOSE, AIM, AND METHODOLOGY

This assessment had a dual purpose. First, it recorded what the project achieved. Second, it identified lessons learned that offer effective tools, models, or approaches for combating abusive child labor through education.

The evaluation included qualitative and quantitative methodologies, but it emphasized qualitative evaluation in which participatory reflection and action (PRA) techniques are used with children, parents and guardians, teachers, and pilot project coordinators and managers in focus groups. Conducted in a manner that was intended to be flexible, exploratory, and interactive, the focus groups employed inventive learning activities with participants at all levels (local and national) to promote self-examination of behavior and attitudes that promote effective education for the prevention of child labor within the context of the pilot. The purpose of this methodology is to engage a representative sampling of all stakeholder groups in the assessment process in a way that helps all parties learn and generate knowledge that will be useful to them and others in the design and management of future child labor projects.

Field data were collected and triangulated among three groups, including 1) facilitators and learners; 2) parents and leaders in the community; and 3) implementing organizations in Accra and in Sefwi Wiawso District.

I.4 ASSESSMENT ACTIVITIES AND SCHEDULE

The assessment began with discussions with ECACL staff in Washington, DC, and a review of the Terms of Reference, data, and reports. Field work was conducted October 11-15, 2004, in Accra and in Sefwi Wiawso District in the western region.

SITE VISITS

Site visits were made to representative classrooms, or meeting areas, in the two communities of Domebo and Abrahamkrom. In addition to classroom observations, interviews were conducted with head teachers and facilitators.

STAKEHOLDER SESSIONS

Stakeholder focus group sessions were conducted in two communities with chiefs, leaders, parents/guardians, youths, and project coordinators.

Interviews were conducted with CARE staff and consultants in Accra and Sefwi Wiawso, with facilitators and with PROMAG staff.

LIMITATIONS OF THE ASSESSMENT

The methodology was intended to provide an opportunity for self reflection and assessment among the participants of the pilot initiative and, as such, relies greatly on self-reported findings from implementers. These findings were verified with primary data collected at two brief site visits conducted during a five-day period. Actual time for assessment activities in the communities was further limited to the few hours from mid-afternoon to evening after cocoa-farming activities had ended for the day; sessions were normally held between 4 and 9:30 P.M.

SECTION 2:

FINDINGS BY OBJECTIVES

This section begins with an overview of the assessment findings in terms of results according to YES pilot objectives, followed by commentary based on PRA findings.

2.1 OBJECTIVE 1: CHANGE HAZARDOUS PRACTICES, ESPECIALLY THOSE INVOLVING CHILDREN

The purpose of this objective was to conduct two studies to develop an accurate knowledge base on the situation of child laborers in specific communities in the Sefwi Wiawso District to inform the YES operational plan. The delivered results included:

- *Report on Baseline Survey of Selected Communities in the Sefwi Wiawso District*, conducted by the African Centre for Human Development (August 2003)
- *Analysis of Job Tasks and Activities Performed by Children in Cocoa Production* repeat citations by Mull, L.D. (November 2003).

2.1.1 OVERVIEW OF REPORTED RESULTS

The baseline survey, conducted by the Ghanaian NGO African Centre for Human Development, was published in August 2003. The survey identified the numbers, reasons for, and performance of child laborers, as well as infrastructure, especially educational capacities in possible target communities. The analysis was based on interviews with 61 individuals, over half (48) of whom were children and youth between the ages of 9 and 17, in 20 communities. Overall results showed: (1) minimal or no electricity, water, roads, and communication; (2) common use of child labor in cocoa farming activities; (3) while schools were cited as the only available social facility in almost all communities, poor levels of schooling for children, youth, and adults. The report provided initial information, but additional technical expertise could have helped provide more rigorous analysis.

The second study, the analysis of job tasks and activities performed by children in cocoa production, was financed by CAII through BEPS ECACL, authored by an international consultant under contract with CAII, and published in November 2003. The primary objective of the study was to provide technical background information on worker safety and accident prevention in cocoa production specifically for the development of a functional literacy life skills curriculum and radio social messaging campaign for children and youth working in cocoa production. The methodology included thorough observations that were systematically captured in photographs and on videotape. Overall results showed that children and youth (1) perform activities in the same manner and follow the same approach to work performance as adults; and (2) share similar experiences with respect to how they feel following the work activities and types of accidents and injuries.

2.1.2 COMMENTARY

These two studies provided important information, collected within the communities of the YES pilot sites, validating the situation of child labor necessary for the design and implementation of the initiative. As stated in the original monitoring and evaluation (M&E) plan, the results of the studies were expected to be used to review and finalize the operational plan. However, this was not accomplished. Although the reports were used in the preparation of radio public service announcements, field implementers and members of the communities in which the assessment was performed had not seen the published reports and were not briefed on the results of the studies.

A further opportunity was missed by not integrating photographs and videotapes taken during the studies into other aspects of community development. Although some photos were used in the preparation of the *Vocational Lifeskills Study Book* (discussed below), photos and videos could have been practical resources for use by community change promoters (CCPs) as educational tools within the communities and settlements in which they were taken. Community members would have enjoyed seeing the photos and videos that, with CCP facilitation, helped them in assessing the meaning of the visuals to develop solutions and action plans.

The baseline study did not capture a complete list of the number of in-school and out-of-school youth involved in cocoa production in the pilot communities. This additional data, collected later by PROMAG CCPs, also included educational level and aspirations and was sex disaggregated. The PROMAG field study results were used to implement their focus group discussions in conjunction with the radio campaign messages.

2.2 OBJECTIVE 2: IMPROVED ENVIRONMENT FOR CHILDREN TO BETTER EXERCISE THEIR RIGHTS TO A DEVELOPMENTAL AND SAFE CHILDHOOD

The purpose of this objective was to increase knowledge and improve three elements: (1) social support in the community for children to attend school; (2) social protection against hazards; and (3) capacity of change promoters to offer effective leadership and implement child rights programs.

Public education campaigns developed to achieve this objective were community mobilization and radio messaging, both of which were to be designed to appeal to girls, boys, women, and men of different ethnic and religious groups in the 15 communities.

- 100 radios (donated by Freeplay Foundation) were delivered to 15 communities.
- Community mobilization activities were facilitated in 15 communities.

2.2.1 REPORTED RESULTS

SOCIAL MESSAGING CAMPAIGN

The social messages were aired on radio stations most commonly listened to in YES pilot communities. The messages were then used by CCPs as a basis for facilitated discussions in the communities. Messages included a range of topics focusing on child labor and cocoa production, child rights, education, HIV/AIDS, and occupational safety. All were scripted in both English and Twi, the local language, and aired in Twi.

The **public service announcements** (PSAs) were the first of the three sets of messages to be aired. Scripted by an external consultant based on results of the assessments discussed above, the PSAs consisted of seven messages of two to five minutes each. Episodes were aired in 140 slots from mid-December 2003 through the end of February 2004.

The **socio-dramas** were locally scripted and produced in Twi. The mini-drama series included seven episodes of three to eight minutes each (including 30 seconds of music and song at the beginning and end of each segment). Each episode was introduced with a song and catchy tune played by local musicians that quickly engaged people in the message: "Cocoa is the stronghold of the economy. Children are the stronghold of the future. So let the children go to school." Dramas captured the dynamics of some aspect of village life within meetings or intimate discussions between parents and children, boys and girls, men and women about safety, health, HIV/AIDS, children's rights, and the like. Each socio-drama was aired twice daily for 14 days; the entire set aired for three months from July 5 to September 26, 2004.

The **talk shows**, also locally produced, took place with a panel of local leaders and professionals (three for each episode), including the District Social Welfare Officer, teacher, teacher college principal, farmer, health worker, labor officer, a cocoa representative, a lawyer, and an agriculture extension agent. The series of seven

episodes was aired every Saturday from 5 until 6 P.M. from July 10 through August 28, 2004. Each talk show was introduced with a two- to three-minute informational introduction to frame each discussion and included attention-getting music. Panelists discussed workers and child rights under Ghanaian law, child labor in cocoa production, occupational safety and health, benefits of non-exploitative child labor, the value of basic education of children and youth, and HIV/AIDS.

RADIOS

Equitable distribution of the 100 radios would have given seven to each community; however more than half were distributed among four communities. A community with 70 learners received only two radios; another with 40 learners received only three radios. On the other hand, one community with only five learners received 20 radios; others with half as many learners received 15 radios.

Radios were distributed to youth in the 15 communities of the YES pilot. As custodians, each youth signed a contract pledging to keep them safe and to make them readily available for listening to the radio messages especially, as well as any other radio programs of interest.

COMMUNITY MOBILIZATION

Mobilization and sensitization activities were carried out in the communities by PROMAG, a local NGO in Sefwi Wiawso District, with three field personnel. CCPs conducted sessions based on the topics of the radio social messages, using participatory methods to engage community members. At the time of project launch in October 2003, nearly 1,000 stakeholders participated in community meetings that introduced YES project aims and objectives and the roles of stakeholders: cocoa owners, farm laborers, PTA/SMCs, unit committees, and district assemblies. Stakeholder meetings were held twice in each community during the periods in which PROMAG was contracted for specific periods during start-up and airing of PSAs, radio dramas, and talk shows. During June, PROMAG was contracted to conduct a needs assessment in the 15 communities to fill in gaps in earlier baseline data collection.

2.2.2 COMMENTARY

Socio-dramas and talk shows appealed to a broad audience. The style and delivery of the socio-drama was particularly lively and engaging. The talk shows were also of interest because the featured guests were local people. Comparatively speaking, these two sets of messages were considered of greater interest than the first PSA messages, which were delivered with a somewhat pedantic tone.

Overall, the PRA study revealed that the radio messages most effectively reached adults in the community and that youth were less interested in listening to the radio. Women were able to answer questions about message topics more quickly and in greater detail than men in the communities. However, the CCP discussion groups based on the radio messages provided a venue for thought-provoking discussions and community debate.

The CCP team was experienced, knowledgeable, and committed. However, the community mobilization effort was severely constrained by short-term contracting and a lack of materials and human resources. PROMAG was contracted for three months in 2003 and five months in 2004 during the intense periods of the social messaging campaigns. PROMAG also needed informational materials and a larger team. Training for institutional capacity building could have helped PROMAG to be fully able to mobilize the communities to realize the greater potential of the YES pilot.

2.3 OBJECTIVE 3: IMPROVED ACCESS TO RELEVANT AND QUALITY BASIC EDUCATION FOR CHILDREN/YOUTH IN HAZARDOUS WORK ENVIRONMENTS

The purpose of this objective was to address the need for education appropriate for child/youth laborers on the cocoa farms.

2.3.1 REPORTED RESULTS

To carry out this objective, YES organized classes or learning groups in each community. The learning groups were led by community members who were trained as facilitators using new materials created by the pilot initiative. Results included:

- Training of 34 facilitators;
- New classes established for cocoa farm laborers in each of 15 communities, reaching over 400 children, youth, and adults;
- Study books in English, math and science, and vocational life skills, which were developed, tested, and distributed.

FACILITATORS

Facilitators, selected by CCPs in collaboration with the communities, were a diverse group with different levels of schooling, experience, and occupations. Facilitators were selected on the basis of their meeting several criteria, including: (1) ability to read and write; (2) a resident and respected member of the community; (3) NFE facilitator experience; and (4) commitment to the welfare of youth, particularly out-of-school youth (12-17) involved in cocoa production, among others. Facilitator selection was conducted in a two-stage process, with second and third facilitators being selected to improve the quality of instruction and to address the need for more female facilitators.

Of the 34 facilitators, most had a Form 4 education or higher; 23 percent had senior secondary education. Fifty-seven percent of the facilitators had no previous teaching experience; only 36 percent had NFE teaching experience; seven percent had experience in formal education literacy/numeracy teaching. Seven of the facilitators were female.

Of the facilitators, 73 percent were involved in agriculture, and most were farmers. Other occupations listed were: barber, nurse, paid teacher, a teacher student; one was a former district assemblyman.

Some 30 percent of the facilitators participated in other community activities such as the PTA, SMC, church-based women's groups or Sunday school teacher, HIV counsellor, Town Commissioner, or women's functional literacy group.

Facilitators were trained in three sessions:

- *Three-day Orientation (July 2004)*: Introduced facilitators to the use of the *Vocational Lifeskills Study Book* and prepared them to test its use in the field
- *"Making Learning Fun: Participatory Methodology for Literacy Learning Part 1 (September 1-3, 2004)*: Provided training for facilitators to introduce the use of action learning techniques to complement the YES study books
- *"Making Learning Fun: Participatory Methodology for Literacy Learning Part II (September 30-October 2, 2004)*: Provided follow-on training for facilitators to share lessons learned and strengthen the methodology introduced in Part 1.

The first orientation trained 15 facilitators (one from each community). The second trained two and, in a few cases, three facilitators from each community, which helped to increase the number of females from 1 to 7, and increased the total number to 34 facilitators.

CLASSES AND LEARNING GROUPS

The classes and learning groups varied in size and composition according to the context of each of the 15 communities. Class sizes averaged 31, but ranged widely from groups of 12 to 70 learners. Although girls were in the minority, as discussed below in the learner profile, two communities had a few more girls than boys. Overall, the ratio of girls to boys for the median group was 1:3, but the ratio was as low as 1:5.

Classes were usually held for one to two hours in the late afternoon or evening after farm work had been completed. On average, classes were two hours long and met twice a week. However, several communities held six hours of classes per week; the most active community held four classes totalling six hours of classes per week.

LEARNERS

Data available for the assessment⁴ indicate that over 430 learners participated in YES classes; 59 percent were males, 41 percent females. Half of the learners (50 percent) were between the ages of 12 and 17; 25 percent were over age 17; another 25 percent were under age 12.

Learners had a wide range of scholastic levels: 35 percent had never attended school; 17 percent had one to three years of schooling; 25 percent had four to six years; and 21 percent had junior secondary level education.

MATERIALS

The materials developed by the YES pilot were intended to provide children aged 12 to 17 with functional literacy, life skills and worker safety curriculum. To that end, several study books and guides were prepared as a series entitled, *Education Works in Cocoa Production*, and includes:

- *English Language* (Study Book and Teacher's Guide): An introduction to learning grammar, building vocabulary, and forming sentences.
- *Mathematics & Science* (Study Book and Teacher's Guide): An introduction to basic mathematics and science related to cocoa production, including vocational and worker health and safety and environmentally friendly, safe, and cost-effective methods for growing and processing cocoa.
- *Cocoa Vocational Life Skills* (Study Book): An introduction to child rights, child labor, and education; growing cocoa; worker safety; and a section on management of time, productivity, and expenses.

The series was intended to provide low-literacy native-speakers of Twi with a working knowledge of basic English literacy, mathematics and science, and vocational lifeskills related to cocoa production.

2.3.2 COMMENTARY

The strengths of these materials are that they are very informative and well contextualized through numerous illustrations by local artists and contain stories that connect with the life of students. However, considering the highly diverse context of the teaching-learning environment—the different levels of schooling and experience of facilitators, the range of ages and level of schooling of the classroom participants (55 percent aged 12–17, 25 percent under age 12, and 20 percent over age 17), and the short period of actual class time—the materials need to be simplified and the facilitators need much more NFE training.

Delays in development, printing, and distribution of the study books and teacher's guides have caused subsequent delays in pilot implementation, discussed in Section 3 of this report. The *Vocational Life Skills Study Book* was reviewed and is currently in use by facilitators. As of the field site visit, 20 copies of the *English Study Book* had been distributed to each community.

⁴ Approximate data based on estimates gathered from facilitators on October 1, 2004. Data were unavailable for one school.

2.4 OBJECTIVE 4: CHILDREN'S PARTICIPATION--INCREASE UNDERSTANDING OF CHILD RIGHTS AND GOOD GOVERNANCE WITHIN SELECT COMMUNITIES

The purpose of this objective was to increase understanding of child rights and good governance with the intent of increasing participation of children/youth in development of community initiatives.

2.4.1 REPORTED RESULTS

This objective was carried out through discussion sessions conducted by CCPs based on radio messages resulting in child rights activity sessions conducted in 15 communities. In the start-up phase in each community, a youth group class was formed in which two child-rights activity sessions were held as part of the initial child labor sensitization campaign. Youths who became radio custodians and took the custodial agreement seriously learned about child rights and the responsibilities of good governance by making sure that the radios were shared and available for all.

2.4.2 COMMENTARY

Initially objective 4 was designed to diagnose child participation, develop and implement a child-participation plan, build capacity of youth groups, and develop a plan to ensure sustainability with broad beneficiary reach.⁵ However, this objective was pared back to the bare bones as part of an overall revision to bring the initiative within a more manageable reach. Stakeholder sessions held in the field indicated that the issues concerning child rights have been discussed and understood. However, there was no real way to see how the statements translated into action plans. The participation plans and analytical results of pre/post questionnaires administered by PROMAG may help determine the impact.

⁵ According to the initial M&E plan, the beneficiary reach was to include 1,000 to 1,500 girls and boys (12 to 17 yrs), 15 schools, 30 communities and 50 community leaders, 2000 parents, 30 teachers, and NGO partners.

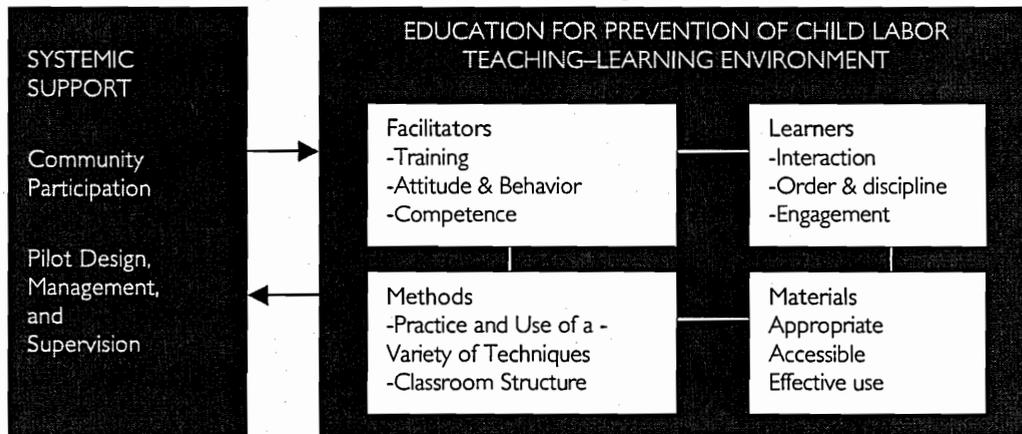
SECTION 3:

TEACHING-LEARNING ENVIRONMENT AND SYSTEMIC SUPPORT

This part of the assessment looks beyond the numbers reported thus far to explore transformational aspects of education processes and approaches observed during field-site visits.

Results in this section are clustered within two major areas of an assessment framework as illustrated in Figure 1 below. First, the teaching-learning environment fostered by the pilot addresses findings in four areas: facilitators, the learners, methods, and materials used. Second, systemic support for pilot implementation presents findings on public awareness and commitment, along with YES pilot design, management, and supervision.

Figure 1: Assessment Findings Framework



3.1 TEACHING-LEARNING ENVIRONMENT

The pilot supported education for prevention and protection from child labor with educational interventions at 15 learning sites. This section describes observations made in two representative communities of Domebo and Abrahamkrom during class visits and stakeholder meetings.

Both community sites were more than a 12-hour drive by car from the capital city to places that do not exist on any map to meet with people that are not counted in any national census. The trip to one site went to the end of the road and then kept going by foot path through a field, where about 40 children were gathered beneath a tree.

The first site visit described here took place in Domebo, a small settlement at the end of a narrow cart pathway with no facilities to speak of. The class was held by one facilitator who was a farmer with some NFE teaching experience. The class was held beneath a tree, and the stakeholder meeting took place in an open area just off the side of a dirt pathway where cocoa beans were drying and a carpenter was building chairs.

The class normally had 25 learners (8 females and 17 males), of which 20 were between the ages of 12 and 17, and five were over 17. However, the day of the visit, there were possibly 15 more in class and many of them were under 12. The two-hour class was held three times a week.

The stakeholder meeting included 40 members of the settlement (15 females and 25 males) who we divided into three discussion groups (one all female and two all male groups).

The second site visit described here took place in Abrahamkrom, a small village that had a school and a one-room church where both the stakeholder meeting and the class were held. The stakeholder meeting included 31 community members (11 females and 20 males), which we again divided into three discussion groups (one all-female and two all-male groups) to facilitate information-exchange activities.

The class normally had 40 learners (15 females and 25 males), of which 35 were between the ages of 12 and 17 and five were over-age. However, on the day of the visit, there were fewer in attendance and more seemed to be under 12 years of age. This could be explained by the fact that the one-hour class, which is held three times a week, usually takes place at 7 P.M., two hours later than the current five o'clock session arranged for the visit.

Stakeholder meetings in both communities were conducted in Twi, the local language, using participatory learning and action techniques to encourage expression in various ways such as through drawings, humor, or drama.

The following descriptions are based on observations made during visits in the communities.

3.1.1 FACILITATORS

The class was held by two facilitators: one was a teacher with strong NFE and literacy experience and the other was a barber without any teaching experience. One facilitator was an experienced NFE and literacy teacher, one had some NFE teaching experience, and the third had no previous experience teaching. Each had participated in two three-day training sessions conducted by YES during the previous month that introduced participatory, interactive, and learner-centered approaches used in nonformal education. All were very enthusiastic about the training and were eager to demonstrate their new knowledge.

The language base, Twi, was interspersed with English. The attitude and behaviour of the facilitators was very supportive of the students, giving them positive affirmation often. All facilitators were male and all were attentive to eliciting answers from girls and boys, and from those not as close by as well as those nearer.

The least experienced two teachers taught directly from the English study books, seemed to lose track of the lesson easily, and sometimes fumbled with the book. One took great pains to help a young girl write a letter on the chalkboard for several minutes while the rest of the class fidgeted.

Although more training is needed, facilitators obviously enjoy the learners and seem to have fun, even if they appear slightly uncertain about exactly what they are doing. The learners reciprocate.

3.1.2 LEARNERS

Classes were orderly and good spirited. Learners responded to the facilitators very quickly, eagerly raising their hands to answer questions and most delighted to be called forward to write an answer on the chalkboard. Many had trouble holding the chalk properly. Other than the role play, there was no interaction between children; all actions were in response to the facilitator. However the fact that, for the most part, they were wide-eyed and attentive showed a level of engagement that is an essential step toward opening minds to be able to learn.

3.1.3 METHODS AND MATERIALS

Classroom structure in both settings was informal, with children, youth, and adults sitting on benches in a horseshoe shape. The most experienced facilitators used the greatest variety of techniques without the use of

the study book, such as song, dance, and a role play of a family dealing with child labor issues. The less experienced stayed very close to the books, but were informal and relaxed in their expression.

Materials were scarce. There was one blackboard in each, and some chalk stubs to write with. That was it. No pencils, nothing to write on and, until recently, no light for the evening classes to see by. YES provided gas lights for the evening classes during the previous month. Classes could also have been improved with small slate writing tablets for each child/youth to practice their letters.

The facilitators held the only study book in the class, and did not yet feel comfortable with their use. This was true in both Abrahamkrom and Domebo. In addition, they were challenged by sections of the English text concerning parts of speech as well as high-level narratives in the *Vocational Life Skills* study about children's rights and abusive child labor, cocoa farming, and safety on the farm.

3.1.4 SUMMARY

At the point of this assessment, the YES pilot shows strong evidence that interactive, learner-centered, participatory methods can be used effectively with more traditionally based materials to form a hybridized approach to improving the teaching-learning environment. Facilitators need more training, to be certain. Yet, the recent training has created a raised sense of pride and ownership of the materials, teambuilding through the use of community clusters formed for mutual support and communication among facilitators, and a high level of motivation, as well. Demand for these classes in these distant communities and settlements have been much higher than expected and include many learners both older and younger than the target group.

3.2 SYSTEMIC SUPPORT

The success of any initiative depends on systemic support at many levels. This study assesses systemic support of the YES pilot initiative through community mobilization as well as the YES pilot design, management, and supervision.

3.2.1 COMMUNITY MOBILIZATION

Social mobilization within communities around the radio messaging campaign has been one of the greatest strengths of the YES pilot. Organized by a small local NGO in Sefwi Wiaw District with three field personnel, social mobilization activities reached out to involve more than 1,000 stakeholders—cocoa owners, farm laborers, PTA/SMCs, unit committees, district assembly members—in community meetings held twice a month in each community.

During stakeholder meetings held during the assessment, the men and especially the women expressed appreciation for YES for the following reasons, listed in order of highest number of replies:

- Provides children access to education, with what they need for proper teaching and learning;
- Parents should provide all that children need for their education; should not withdraw children from school for farm work;
- Children below the age of 18 should not be involved in strenuous forms of work;
- To ensure worker safety for our children; children should not do spraying in cocoa farms;
- If the children work very hard it will break their mind and they won't grow well;
- The adults are encouraged to take advantage of the YES project to upgrade their education levels;
- Some women are now able to read;
- Children should be allowed time to play;
- We do not have to punish children severely;

- Fight against teenage pregnancy;
- Hard work adversely affects the growth and development of children;
- Parents should encourage teachers; and
- Has provided gas lamps and facilitate teaching and learning

One statement made was that parents, facilitators, teachers, youth, and children seem to have greater appreciation for each other and the work that they do.

In terms of other community support, one woman has come forward and donated the land for a school to be built in a settlement with very few public facilities. YES also benefited from the donation of radios by the World Cocoa Foundation through the FreePlay Foundation. This helped communities gain greater access to programming.

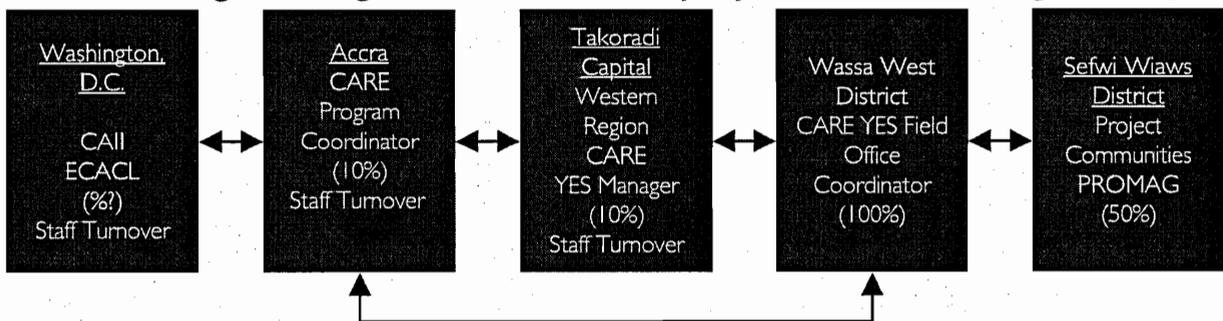
3.2.2 DESIGN, IMPLEMENTATION PLAN, AND ORGANIZATIONAL MANAGEMENT

As described above in Section 1, the YES pilot was designed and implemented as a short-term, low-budget initiative and, in this context, provides us with notable findings in several areas.

Assessment and design of child labor prevention programs to target and measure impact are difficult because of the lack of data. To counter this, ECACL and YES invested in assessments, which were conducted during pre-pilot design and post-pilot startup, to determine the particular aspects of child labor in the region. As a result, the pilot's design created stronger interventions by carefully pinpointing a limited area and designing a holistic strategy to develop community capacity for increased production using environmentally safe techniques while providing nonformal education relevant for child laborers. However, unfavorable management practices contributed to considerably diminished breadth and depth of the pilot.

Management and supervision proved to be the greatest challenge as a result of changes in key personnel of the international contracting organizations, micromanagement from above, poor communication, which led to a number of misunderstandings, and insufficient staffing, especially at the district level. Figure 2 below shows the location of main organizations active in the pilot, the percent of support for staff (part time or full time), and staff turnover rates.

Figure 2: Organizational Relationships by Location and Staffing



Changes in key personnel at the initial stage of the pilot created a less-than-smooth takeoff. As indicated in Figure 2, there was staff turnover in Washington, Accra, and in Takoradi Capital of the Western Region, leaving the Field Office Coordinator and local NGO without direction, resources, and authority. Initially, the key staff in Washington, who had the original vision for the pilot, attempted to participate regularly from Washington through bi-weekly phone conference calls with CARE Accra. Unfortunately, this required the Manager and Field Office coordinator to travel 14 hours round trip to the capital city twice a month. Given the distance and travel time, these meetings proved to be too burdensome and were called to a halt. However,

this left the field coordinator without communication—because of a lost e-mail, clearance for purchase of a phone and laptop computer did not arrive until February 2004.

As noted above, there were delays in the development of curriculum materials. Initially, a memorandum of understanding was signed with the Ministry of Education Office of Non-Formal Education to prepare NFE materials for the pilot, but the agreement was suspended because of delays in meeting deadlines. CARE staff continued development using NFE problem-posing methodologies until it was turned over to external consultants who completed the task.

In the meantime, PROMAG started community mobilization activities using PLA methodology to provoke and activate discussions around the radio social messaging campaign PSAs, socio-dramas, and talk shows. As interest was generated in the 15 communities, demand grew for more field assistance. PROMAG, however, had little flexibility to hire extra staff because it was operating through short term-contracts with CARE for specific assignments (three months from September to December, 2003; and five months in July to November 2004) at 4,700,000 (US \$629) per month to cover two project staff, gas, oil, bike repair, and administrative costs.

PROMAG's experience, knowledge, and commitment to community development combined with the Field Coordinator's experience in non-formal education flourished during the September training programs. The expertise of PROMAG and the Field Coordinator formed an excellent team that needed more capacity-building support and guidance to be able to realize their full potential for better achieving the pilot objectives.

These conditions, combined with an overriding emphasis on data collection and preparation of materials, severely hampered field operations.

SECTION 4:

SUMMARY OF LESSONS LEARNED BY OBJECTIVES

4.1 OBJECTIVE 1: CHANGE HAZARDOUS PRACTICES, ESPECIALLY THOSE INVOLVING CHILDREN

- The lack of data on child labor is a critical issue to address; assessments have the potential to yield stronger data results when research is conducted in concert with locally-based researchers.
- Proposed initiatives should involve the stakeholder representatives (youth, parents, teachers, principals, farmers/cocoa producers, community leaders) from local districts and/or communities in all phases from assessment, and the sharing of data and feedback to the design and implementation to increase ownership, buy-in, and sustainability.

4.2 OBJECTIVE 2: IMPROVED ENVIRONMENT FOR CHILDREN TO BETTER EXERCISE THEIR RIGHTS TO A DEVELOPMENTAL & SAFE CHILDHOOD

- Working with the local NGO with close ties to the community and a proven track record with various projects implemented in the district is invaluable. PROMAG is experienced, knowledgeable, and committed, with a solid grasp of participatory action methodology that catalyzed community mobilization.
- Radio messaging combined with discussions facilitated by CCPs using PLA methods can be used as a highly effective teaching tool to reach a wide range of stakeholders.
- Radio messages produced locally using songs, music, and social vignettes seemed to resonate more with the facilitators and listeners in the communities.
- Distribution of radios should be done democratically to assure more equitable coverage.

4.3 OBJECTIVE 3: IMPROVED ACCESS TO RELEVANT AND QUALITY BASIC EDUCATION FOR CHILDREN/YOUTH IN HAZARDOUS WORK ENVIRONMENT

- Curriculum development could have been minimized by drawing on materials produced by other international NGOs and augmenting these materials with YES booklets on particular messages. Booklets could have been easily developed based on the radio socio-dramas, for example, illustrated by local artists and widely distributed.
- Traditional curriculum can be made more relevant when combined with participatory methodologies.
- Learning facilitators selected from within the community can be very effective and must be provided with short-term training followed by frequent refreshers, support groups, and monitoring.

4.4 OBJECTIVE 4: CHILDREN'S PARTICIPATION—INCREASE UNDERSTANDING OF CHILD RIGHTS AND GOOD GOVERNANCE WITHIN SELECT COMMUNITIES

- Revise objectives when necessary. Introducing initiatives that call for evidence of a link between children's input and community decision-making, as was stated in the original plan, may be too big a step for a one-year pilot to make.
- Those youths who became radio custodians and took the custodial agreement seriously learned about child rights and the responsibilities of good governance by making sure that the radios were shared and available for all. The opportunity could have been developed more thoroughly to assure a transparent democratic process in radio distribution as stated above.

SECTION 5:

MAIN CONCLUSIONS AND RECOMMENDATIONS

The pilot was successful in introducing innovative approaches and demonstrating a variety of ways to prevent abusive child labor.

5.1 INTERVENTIONS

Preventive interventions require training facilitators in interactive, child-centered methods to improve the quality of the teacher-learning experience in addressing needs of child/youth laborers.

Protective interventions included providing information in learning environments in nonformal education programs, educating youth on labor laws, as well as educating and involving family and community leaders. Such interventions require a “whole system” approach that can prove challenging and require a long-term commitment.

Developmental interventions such as vocational and pre-vocational training can offer safe work alternatives for youth who need income. The pilot did not offer vocational training; however interviews with stakeholders identified this as a need to be considered in follow-on activities.

Although no definitive answers emerged as to which intervention or group of interventions was most effective in preventing abusive child labor, the pilot initiative heightened awareness and commitment within the community, introduced child labor issues into non-formal education, and extended access to education in very remote communities. However, the protective interventions conveyed through radio messages and stakeholder sessions were very effective in engaging parents and community leaders and formed the basis for discussions led by women with children in their homes.

5.2 CROSSCUTTING THEMES

5.2.1 CONTEXT

People who live in settlements located on the footpaths beyond where the road stops are poor in terms of material goods. They have neither electricity nor easy access to water. There are no schools, literacy rates are low. They have come from other areas, sometimes through middle people, and have settled specifically for work on the cocoa farms. They speak Twi, Ewe, and other Akan languages; have different cultural norms that can contribute to gender inequities; and they do not speak English. All of these essential factors should be taken into consideration when designing and implementing education initiatives. It means that simply stated spoken and written messages augmented by the use of locally available visual materials and participatory action-learning processes can be most effective, sustainable, and have greater transformative value than traditional teaching methods, especially in this context.

5.2.2 GENDER

A country such as Ghana that has socio-cultural dynamics weighted heavily against girls needs a specific strategy to address gender considerations in any initiative. Initially the study had only one female facilitator; the number was increased to seven during the September workshops. Out of over 100 photos and illustrations shown in the *Vocational Lifeskills Study Book*, only a handful depicts women; all others are male

figures. With an average 1:3 ratio of girls to boys in pilot classrooms, it is clear that extra efforts should be made to redress gender inequities.

5.2.3 STRATEGY, ORGANIZATION, AND MANAGEMENT

The pilot strategy was organized with a broad scope of activities that was overly ambitious and not practical for a one-year pilot. Organization and management of the pilot may have been improved with a better understanding of the culture and expertise of the local PROMAG organization as well consistent leadership and less turnover in management positions. These issues imply the following:

- Structure and capacities of PROMAG as well as those of the donor and CARE need to be understood by all;
- Management plans need to be developed based on assessment of organizational capacities;
- High turnover in management needs to be avoided;
- The location of the coordinating organizations needs to be carefully considered and compensated for;
- Agreements on tasks, reports, and deliverables need to be fully understood by each implementer before/at the start of activity, with review and restructuring if/when necessary.

5.2.4 TIME AND BUDGET

From the beginning, expectations could have been more reasonably aligned with time and resources. Combined with the ambitious number of deliverables for the pilot, all of the management issues raised above became intensified given the short time period and modest budget. Implementers were hard pressed to meet all the research, materials development, and training demands

5.2.5 MONITORING AND EVALUATION

The M&E Plan, which was created before assessments were conducted, was revised and much simplified in December 2003. M&E plans need to include indicators that capture quantitative and qualitative outcomes. The non-formal programs—learner-friendly classroom environments—use child-centered approaches to provide learners with an environment that supports transformative processes needed for child laborers. Because pilot interventions for these learners needed to: (1) foster flexible, exploratory, interactive, and inventive learning styles; and (2) seek diversity by making sure that all students (by sex and ethnicity) are actively engaged in the learning process, methods and tools should include basic techniques that are shaped by a democratically based, participatory philosophy and practice that encourages broad-based involvement. Although these characteristics were implied and stated in various places of the implementation plan, they were neither clearly defined objectives of the pilot nor was the M&E plan designed to monitor according to these standards. The findings indicate that community-mobilization activities and the effects of the September training of facilitators show promising achievements in these areas, if continued. Qualitative indicators could be helpful in monitoring the transformational effects of education interventions as well as aiding all stakeholders to achieve expected outcomes and processes beyond simply counting numbers.

5.2.6 SUMMARY

The positive results and lessons learned from the pilot form a stable prerequisite for further development and extension of the YES pilot initiative in Ghana and other regional centers with problems related to the worst forms of child labor in remote, rural, agriculturally based subsistence economies.

APPENDIX I:

MONITORING AND EVALUATION PLAN

Youth Education & Skills Project

Targeted Population: Children and youth in the worst forms of child labor in Western Region, Ghana

Purpose: to develop and test a methodology to reduce hazardous child labor

Activities	Indicators	Outcomes	Beneficiary Reach
Objective 1: Change hazardous practices especially those involving children			
I.1a Baseline study and Child Rights Knowledge, Attitudes and Practices in the target areas	<ul style="list-style-type: none"> • Availability of qualitative and quantitative data on child labor knowledge and practices in selected areas • Performance Monitoring Framework 	<ul style="list-style-type: none"> • Situational Analysis report that includes identification of targeted sites for pilot project interventions • Improved understanding and knowledge on hazardous practices • Reduced hazardous/abusive child work in target areas • Alternative strategies piloted • Baseline study 	<ul style="list-style-type: none"> • 800–1,000 households
I.1b Gender analysis			
I.1c System for monitoring and evaluating activities			
I.1d Situational analysis (area mapping) addressing: <ul style="list-style-type: none"> • Child labor activity by gender • Work locations • Harvest seasons • Activities by production phase • Proximity of children to work sites (areas of housing) • Child migrant worker and other child laborer locations • Education status of child laborers • Attitudes of children, parents, and businesses about child labor • NGO programs and activities in W. Region 			

Activities	Indicators	Outcomes	Beneficiary Reach
1.2 Conduct job risk analysis <ul style="list-style-type: none"> • Work activities • Health status of children • Accidents and injuries • Conditions of work 	Increase information about risks to children in job activities in targeted sectors	One Risk Analysis report on the job activities performed by children in the following sectors: <ul style="list-style-type: none"> • Cocoa production • Surface mining • Rubber plantation • Timber/wood processing • Charcoal production 	• 1,000–1,500 children and youth
1.3 Review and finalize operational plan based on baseline and results of situational analysis	• Plan produced	• Completed and approved operational plan doc	• 15 communities
Objective 2: Improved environment for children to better exercise their rights to a developmental & safe childhood			
2.1 Child rights/needs census based on input of community, girls, boys of different ages, ethnicities, socio-economic groups	<ul style="list-style-type: none"> • Reported knowledge on child rights • Community-based evidence to support child 	<ul style="list-style-type: none"> • Increased knowledge, attitudes and practices on child rights in relation to community life • Social support for children to attend school/education 	• 15 communities
2.2 Public education campaigns are developed for different stakeholder groups; girls, boys, women, men based on census.	<ul style="list-style-type: none"> • Reported attitudes towards children and hazards • Reported change in children/youth activities 	<ul style="list-style-type: none"> • Increased social protection against hazards • Enhanced capacity of change promoters to offer effective leadership and to implement child rights programs 	
2.3 EIC/BCC plans are developed and implemented	• No. and attendance in training workshops		
2.4 Community change promoters are trained			
Objective 3: Improved access to relevant and quality basic education for children/youth in hazardous work environment			
Increased Access to Education Opportunities	<ul style="list-style-type: none"> • % enrollment rates for girls and boys • Number of educational places for girls/boys has increased in targeted communities • Reported attitudes to school • Number of children/youth attaining functional literacy 	<ul style="list-style-type: none"> • Access to educational opportunities increased for children/youth in target communities • Improvements in functional literacy • Increased enrolment in voc. and/or other educational opportunities 	<ul style="list-style-type: none"> • 1,200 girls and 1,200 boys (12–17 years) • 15 schools, • 30 teachers • 2000 parents • DES, • NGO
3.1 Ensure registration of eligible girls and boys with local authorities/leaders			
3.2 Establish education service delivery contracts with CSOs/CBOs/DES/NFED			
3.2 Establish new classes, educational places for children/youth			

Activities	Indicators	Outcomes	Beneficiary Reach
Increased Relevance and Quality of Basic Education	<ul style="list-style-type: none"> No. and attendance at workshops 	Better understanding of needs and interests of youth & children in hazardous work situations	1,000–1,500 girls and boys (12–17 yrs)
3.3 Undertake workshops with teachers, education facilitators, PTAs/SMCs, children & youth to share views on educational relevance and quality	<ul style="list-style-type: none"> Perceptions of parents, girls, boys Evidence of model Feedback from youth 	<ul style="list-style-type: none"> Governance processes effectively involve children & youth in decision-making 	<ul style="list-style-type: none"> 15 schools, 30 communities
3.4 Establish child/youth governance process to oversee implementation and assessment of model	<ul style="list-style-type: none"> Perceptions on quality/usefulness of workshops Structure in place 	<ul style="list-style-type: none"> Girls & boys participate equally in project activities and decision-making Conduct 18 meetings with the following stakeholder groups: <ul style="list-style-type: none"> 9, Community Leaders 3, Local government representatives 2, Parents 2, Child/youth laborers 2, Private sector 	<ul style="list-style-type: none"> 50 comm. leaders 2000 parents, 30 teachers
3.5 Mobilize community stakeholders for participatory planning purposes	<ul style="list-style-type: none"> Planning activities and decisions Documentation 	<ul style="list-style-type: none"> Develop three community child labor action plans in targeted communities with child laborers 	<ul style="list-style-type: none"> DES, NGO partners, USAID
New Educational Models are Developed and Replicated	<ul style="list-style-type: none"> Evidence of link between girls and boys needs/interests and models Meeting minutes demonstrate increasing input of girls & boys in issue analysis and decision-making Lessons learned are documented and disseminated through workshops, conferences, publications 	<ul style="list-style-type: none"> Modules are developed, tested and evaluated with collaboration of girls & boys Girls & boys participate equally in project activities and decision-making Modules meet the social, emotional and educational needs of children/youth 	1,000–1,500 girls and boys (12–17 yrs)
3.5 Develop and test the delivery of life skills & functional literacy modules in targeted communities			<ul style="list-style-type: none"> 15 schools 30 communities
3.6 Organize workshops for collective data analysis and common visioning of educational model with communities, parents, teachers, children/youth			<ul style="list-style-type: none"> 50 comm. leaders 2000 parents, 30 teachers DES, NGO partners, USAID
Objective 4. Children's Participation			
4.1 Organize diagnosis of children participation	<ul style="list-style-type: none"> Evidence of decision-making characterized by consensus 	<ul style="list-style-type: none"> Participation plan and process operational 	1,000–1,500 girls and boys (12–17 yrs)
4.1 Develop and implement child participation plan	<ul style="list-style-type: none"> Evidence of link between children's input and community decision-making 	<ul style="list-style-type: none"> Children/Youth influence the development of child rights initiatives, policies and projects 	<ul style="list-style-type: none"> 15 schools 30 communities
4.3 Capacity building of youth/children groups		<ul style="list-style-type: none"> Improved quality of life for children in the communities 	<ul style="list-style-type: none"> 50 comm. leaders 2000 parents, 30 teachers
4.4 Assessment of quality, effectiveness of children/youth participation			<ul style="list-style-type: none"> DES, NGO partners, USAID
4.5 Development of plan to ensure sustainability, inclusiveness			

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