SHORT TITLE OF ASSIGNMENT

Evaluation of “Child Protection for Street Working Children and Youth through Income Generation and Education”

BACKGROUND

The sustained violence in Afghanistan has perpetuated widespread poverty preventing the country from developing economically and socially. In 2013, 36% of Afghans were earning wages below the poverty line of 1,250 Afghanis (USD 25) per month. As a consequence, it is estimated that 1 (one) in every 3 (three) school-aged children are forced to work in order to contribute to the family income. According to the Ministry of Labor and Social Affairs, Martyrs and Disabled (MOLSAMD), nearly six million children were working in the formal and informal sectors in 2013. Often, children are found working in the streets or workshops where there is little regard for their safety and security thereby increasing their exposure to exploitation, abuse, crime and illegal substances. Boys work in brick factories, as street vendors, as farmhands, or selling drugs. Whilst the overwhelming majority of street-working children are boys, girls are forced work inside their family homes as carpet weavers, shelling pistachios, as domestic servants or begging on the streets.

It is widely known that children are often forced to work due to poverty, yet not all economically disadvantaged families allow children to work. Attitude and family values also play a key role in the development of children regardless their socio-economic situation. Cultural norms, for example, that serve as the foundation of family values throughout Afghanistan also serve as a determinant factor for gender based discrimination within families that do not allow their daughters to continue education when their reach adolescence. Similarly, cultural norms affect boys’ lives as well as some of the familial obligations in patriarchal societies oblige them to start earning for a living very early in their lives so they will learn to be breadwinners of their families.

In 2008, Afghanistan Independent Human Rights Commission (AIHRC) concluded that there were 60,000 street children in Kabul. Aschiana, an organization that has been working with street children since 1995 in Kabul reported that the number of children working in the streets has reached at least 70,000 or more. UNICEF, MOLSAMD, Ministry of Education (MOE) and the National Skills Development Program (NSDP) initiated a project to combat issues forcing children to work in the streets and provide them with protection. This project was implemented by WAR Child UK and Women and Children Empowerment Organization (WACEO) to support street-working children’s access to education and livelihood opportunities for their families. This project was implemented in District 1 of Kabul. During the project design, War Child UK mapped activities implemented by NGOs to support street-working children in the different districts of Kabul. They found that there was no NGO operating in District 1 despite there was a high demand for aid to help children working in the streets. Subsequently, street-working children in this district were chosen to participate in the project.

The goal of this project was to provide greater protection to street-working children from violence, abuse and exploitation, and to protect their right to education. The project provided informal education to children and integrated them into the formal educational system, which would open doors for them to greater life prospects and employment opportunities. Overall purpose of the project was to build the resilience of these children’s families in coping with lost income and future economic shocks through the provision of training programmes.

1 http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?year=2013&dlid=220386#wrapper
2 http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?year=2013&dlid=220386#wrapper
linking them to suitable livelihood opportunities to increase their family income and ultimately be able to sustain their children’s right to education.

The followings are specific objectives of the projects:

1. To increase access to education and school enrolment for street working children
2. To support the reintegration of young people (over 13 years old) with the communities through providing of vocational and life skill trainings
3. To ensure that the most vulnerable families of street-working children have access to marketable vocational training, employment opportunities and small business grants, enabling them to generate a sustainable income for their households

To conduct awareness raising on child protection/child rights and impact of harm of child labor on children. The project targeted 300 children and their families. Recent accomplishments of this project include signing of social contract by 175 members of 300 children’s families. The contract includes the following conditions:

1. Parents must encourage their children to regularly attend educational centers for learning;
2. Parents must prevent their children’s absences at educational centers;
3. Parents must prevent their children from engaging in hazardous labor and working in the streets;
4. Parents have to report to project staff if his/her son/daughter leaves the center for more than three days; they have to encourage him/her to come back to the center after approved days of absence;
5. Parents must take part in meetings, conferences, and workshops conducted at SWC centers when they are invited;
6. If a family wants to migrate to another place, parents have to inform SWC center one day before and return schools bag, textbooks and other materials to one of the social workers.

All 300 of the selected children have received 1st and 2nd grade textbooks and school kits. A total of 84 parents (8 fathers and 73 mothers) of children participated in vocational trainings and 81 graduated, three of them migrated outside of Kabul. Additionally, 82 parents took Business Development Skills (BDS) courses, and 78 of them graduated. The rest of the participants dropped out because they moved to another place outside of Kabul.

To assess this project’s performance and find evidences for its improvement and possible extension, UNICEF has initiated formal evaluation of the project. The evaluation findings of this project will provide evidence and recommendations to its main stakeholders and implementing partners, who are UNICEF, MOLSAMD, NSDP, War Child UK and others.

**OBJECTIVE**

**Evaluation Purpose and Objectives**

The purpose of the evaluation is to determine to what extent the project has achieved its goals and objectives. The objectives of the evaluation are:

- To evaluate extent of the project increased access to education for target group and effectiveness of the vocational life skills trainings;
- To measure the project’s contributions to increasing household’s income for the wellbeing of their children;

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4 *See Annex I for outcomes and activities.*
• To assess the extent to which the project has contributed to strengthening the community-based social protection and support mechanism for street-working children

**Evaluation Scope**

The evaluation will cover District 1 of Kabul and the target population of 300 children and 175 family members and their parents. Initially, the project design included 300 children, 150 parents/caregivers and 1,500 family members/community members. The evaluation will include community members and relatives of those who participated in the project description.

The evaluation will measure relevance, effectiveness, efficiency, sustainability and impact. To measure the project’s impact, a district which is not a recipient of similar interventions, but with similar demographics and socio-economic situation will be chosen.

**Evaluation Frame:**

**Relevance:**

• To what extent are the project’s objectives and goals are aligned with the national child protection policies and strategies?
• Are the project’s goals and objectives meet policies and strategies of UNICEF?
• Has the project met needs and expectations of the targeted population?

**Effectiveness:**

• To what extent the projects’ goals and objectives have been achieved?
• How effectively have stakeholders of the project collaborated?
• How effective are the project’s activities to increase access to education?

**Efficiency:**

• How efficient were the project’s resources spent? Are there other more cost efficient options that could be used to achieve the desired results?
• How timely have the project’s activities been implemented?

**Sustainability:**

• Are the project’s interventions sustainable?
• Will parents continue supporting their children’s educational pursuits?
• Will community’s social protection and support mechanisms continue protecting children from child labour?

**Impact:**

• To what extent have the project’s interventions positively changed behavior of the target population?
• What is the extent of children’s access to education after the project implementation? Did children have access to education before the project? Are all 300 children going to school instead of working in the streets now?
How did the project contribute to strengthening social protection and support mechanisms for children working in the streets and their families?

Evaluation Design and Methodology

The evaluation design will be based on a multi-level mixed method approach: qualitative and quantitative. The evaluation of the project will be conducted using participatory, gender and human rights based approaches. The evaluation findings will illustrate and explain a causal relationship between the intervention of the project and outcomes of their activities. The evaluation methods should be appropriate and data should be sufficient to estimate the causal impact of the project’s activities on the target population in the local socio-political and cultural context.

Sampling

Sampling method will be proposed by evaluators. The sample size must be determined with 95% confidence level with .5 standard deviation and margin error. A sample of untreated population in another similar district will be selected to measure the extent to which the project’s interventions have made differences. The sample sizes must be representative and be able to allow generalization applicable to larger population.

Data Collection Tools

The Evaluation Team should design culturally appropriate data collection tools and appropriate for capturing valid information on sensitive issues concerning child protection such as physical and emotional harm. While quantitative data can enable the evaluators to examine large sets of information, qualitative research in this evaluation is of great importance to capture and understand the complexities of the situation of the affected/reported children and families. Surveys, focus group discussions and interviews with children and their families should be anonymous, in the local language and documented with consent. Secondary data can be obtained from databases, monitoring reports of the implementing partner.

Data Analysis and Findings

The evaluation findings must be illustrated through quantitative and qualitative data analysis. The findings will be used to identify factors that contributed to the scale and direction of change in child protection mechanisms in the targeted District. The findings must represent statistical characteristics of the key variables and determine significance between comparison and treated groups. The qualitative data analysis must illustrate and provide in-depth explanation of the meaning of the issues to the target population, and provide cases and examples to illuminate the findings. The findings of the evaluation should be accompanied with illustrations of evidence and comprehensive narrative that will be explicable to any level of audience.

Limitations

Evaluation Team might face issues pertaining to security, cultural norms and traditions. Accessibility of secondary data might be limited and available only in hard copies.

Evaluation Resources

The evaluation will be conducted according to UNEG (United Nations Evaluation Group) Code of Conduct for Evaluation in the UN System (http://www.unevaluation.org/document/detail/100). Other documents to review before starting the evaluation are:


*Other useful documents:*


### ACTIVITIES, TASKS, DELIVERABLES AND TIMELINES, PLUS BUDGET PER DELIVERABLE

The tables below illustrate key deliverables of the evaluation and payment plan. Each deliverable will be produced through extensive research on the assigned topics, including necessary consultations and field visits in target locations. During the research and evaluation activities, the evaluation team will closely collaborate with the UNICEF staff members, MOLSAMD, War child, and local NGO partner.

**Timetable and Payment Plan**

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<tr>
<th>#</th>
<th>Item</th>
<th>Duration</th>
<th>Payment</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Inception Phase</strong></td>
<td></td>
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<tr>
<td>1.1</td>
<td>Desk research, stakeholder consultations</td>
<td>2 weeks</td>
<td>After submission of the inception report and data collection tools.</td>
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<td>1.2</td>
<td>Develop theory of change.</td>
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<td>1.3</td>
<td>Develop evaluation methods and data collection tools.</td>
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<td>1.4</td>
<td>Presentation of the evaluation methods and data collection tools.</td>
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<tr>
<td>1.5</td>
<td>Submit the inception report and executive summary.</td>
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<tr>
<td>2</td>
<td><strong>Data Collection Phase</strong></td>
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<tr>
<td>2.1</td>
<td>Field testing of the data collection tools.</td>
<td>2 weeks</td>
<td>After submission of the summary</td>
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<tr>
<td>2.2</td>
<td>Visits to project sites to collect data (including field testing and refining of the evaluation instruments).</td>
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The following table illustrates the components of key deliverables:

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<th>Deliverables</th>
<th>Description</th>
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| 1 Inception Report | Inception Report will include the following components:  
  - The background of street working children intervention and context of the evaluation.  
  - Examples of case studies and findings from the initial data collected from the field visits.  
  - Finding and analysis of information based on the project sites visits  
  - A comprehensive background of child labor and protection issues in Afghanistan.  
  - Definition of the rights of the children based on international and domestic law, and child protection framework in Afghanistan.  
  - The list of existing legal regulations on children’s rights and protection in Afghanistan.  
  - Evaluation design and methodology; evaluation questions, sampling strategy and evaluation matrix.  
  - Limitations of the data collection approach and instruments |
| 2 Data collection tools |  |
| 3 Summary of Initial Findings from the Field Visits |  |
| 4 Copies of the Data Files and Analysis |  |
| 5 Interim/Draft Report |  |
| 6 Presentation of Findings |  |
| 7 Evaluation Report |  |
Evaluation Report will include:
- Background of child labor and social protection issues in Afghanistan; existing legal systems and regulations exercised to protect children from physical and emotional harm in Afghanistan.
- Description of the street working children intervention.
- The purpose of the evaluation, methodology, evaluation questions, evaluation design, results framework and limitations.
- Data analysis and findings: impact, relevance, effectiveness, efficiency, sustainability, summary of findings.
- Confidential chapters on sensitive issues too sensitive for publication.
- Conclusions, recommendations, and lessons Learned.

QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES

The team should be composed of one Evaluation Team Leader and sufficient numbers of team members for successful implementation of the assignment.

1. Evaluation Team Leader will be in charge of leading the entire process through working with team members and Evaluation Management Group. The Team Leader will be responsible for timely and quality deliverables.
2. Team Members will contribute through data collection and analysis. They will be responsible for timely and accurate delivery of results through conducting interviews, surveys and field visits, and provide inputs to the production of inception and final reports.

Profile of the Evaluation Team:
- Members of the Evaluation Team should have an advanced degree in sociology, human rights, anthropology, social work and other social science related field.
- The Team Leader should have at least 7 years of work experience in child protection and social work, including strong experience in evaluation, research design and methodology. Other Team Members should have at least 3-5 years of work experience in the field of evaluation and social work.
- Experience in child labour and knowledge of child protection issues in Afghanistan
- Strong quantitative and qualitative analysis skills.
- Very strong written and spoken communication and facilitation skills.
- Experience of using participatory techniques in data collection and child-friendly participatory techniques (preferred)
- Gender balanced
- Mix of international-national
- Fluency in English is essential.
- Fluency in Dari and Pashto is essential.

CONDITIONS OF WORK

UNICEF does not provide transport, accommodation, insurance and other logistical support for institutions. A selected institution will be responsible for their own office space, equipment, and travel arrangements. UNICEF will support the Evaluation Team in desk research and data collection through providing documents of CPAN, and establishing contacts with stakeholders.

Nature of Penalty Clause to be stipulated in the contract:
In all cases, contractor may only be paid their fees upon satisfactory completion of services. In such cases where payment of fees is to be made in a lump sum, this may only be payable upon completion of the services to UNICEF’s satisfaction and certification to that effect.