

Evaluation of “Improving Street-working Children’s Access to Education and Livelihood Support for their Families”

Kabul, Afghanistan

Project Timeframe: 2014 – 2016

Evaluation Timeframe: January 2017 – September 2017



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List of Abbreviations

AIHRC	Afghanistan Independent Human Rights Commission
BDS	Business Development Skills
CPANs	Child Protection Action Networks
CPiE	Child Protection in Emergency
CRC	UN Convention on the Rights of the Child
DFiD	Department for International Development
EVAW	Elimination of Violence Against Women Law
FGD	Focus Group Discussion
GoA	Government of Afghanistan
HH	Household
HRW	Human Rights Watch
ICT	Information and Communications Technology
ILO	International Labour Organization
IOM	International Organization for Migration
IPEC	International Programme for the Elimination of Child Labour
IRB	Institutional Review Board
IRC	International Rescue Committee
KII	Key Informant Interview
MoE	Ministry of Education of the Islamic Republic of Afghanistan
MoJ	Ministry of Interior Affairs of the Islamic Republic of Afghanistan
MoLSAMD	Ministry of Labour, Social Affairs, Martyrs & Disabled of the Islamic Republic of Afghanistan
NGO	Non-Governmental Organisation
NRC	Norwegian Refugee Council
OECD-DAC	Organisation for Economic Co-operation and Development Assistance Committee
PD	Police District
rCSI	Reduced Coping Strategies Index
SWC	Street-working Children (Boys and Girls)
ToR	Terms of Reference
UN	United Nations
UNDP	United Nations Development Programme
UNEG	United Nations Evaluation Group
UNFPA	United Nations Population Fund
UNICEF	United Nations International Children's Emergency Fund
WACEO	Women and Children Empowerment Organization
WCUK	War Child UK
WHO	World Health Organisation

Executive Summary

In Afghanistan, child labour is relatively common, and educational achievements, despite strong improvements in the past fifteen years, limited. Among those children who work, a particularly vulnerable group is those who work on the streets, where they face physical and psychological risks. Within Kabul, these street-working children are numerous, with estimates of at least 60,000 within the city – the majority (between around eight or nine out of every ten children) of them boys.¹

In support of this vulnerable group, the Afghan government collaborated with UNICEF and its implementing partners, War Child UK and WACEO, to pilot a project in support of street-working girls and boys, in alignment with the National Strategy for Street-working Children. This project addressed the perceived diverse drivers of child labour, including limited household income and lack of understanding of children's rights, while simultaneously providing educational support for approximately 300 street-working boys and girls. Thus, the main activities of the programme were aligned along three key dimensions as follows:

- Education dimension
 - Accelerated learning courses for street-working boys and girls
 - Teacher training
 - Tutorials
 - Support for integration of participants into government schools
- Economic dimension
 - Vocational training for family members
 - Business development skills training for family members
 - Referral mechanism/job placements for family members
 - Conditional cash grants for family members
- Protection dimension
 - Community-based children's rights awareness sessions
 - Referral pathways and directory of services for street working boys and girls
 - Social worker visits/support and counselling for children
 - Centre activities (recreation, nutrition support, etc.)

With the desired function of this project as a pilot for future endeavours, the role of a comprehensive evaluation of the programme's successes and areas for improvement is more crucial than ever. Thus, this evaluation was commissioned in order to understand the success of this programme – not only in order to evaluate it in isolation, but to provide a comprehension of the suitability of this programme for upscaling and expansion on the part of UNICEF and MoLSAMD. In order to do this a mixed-methods approach, using both quantitative and qualitative data, was used. The quantitative survey, including participants and a comparison group of non-participants, ascertained impact/outcome indicators and knowledge, attitudes and practices (KAP) related to children's rights and education in particular. Qualitative tools were incorporated to offer more detailed and in-depth perceptions on the programming.

The overall purpose of this evaluation was to determine **to what extent this project contributed to the improved well-being and opportunities of participating street-working children and youth by increasing their personal and familial resilience.**

¹ Christopher Williams and Farzaneh Yazdn Child Labour in Kabul" (Altai Consulting, January 2008).; CF Macro, "Child Labour in Afghanistan"; Majidi and Baudeau, "A Rapid Assessment on Child Labour in Kabul"; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, "Needs Assessment of Children Working in the Streets of Kabul."

Overall, the evaluation highlights that while participants showed clear gains in socio-economic resilience, educational achievement and reduced unsafe work for the girl and boy respondents participating in the survey, several additional findings caveat these gains. First of all, there are distinctly different results for the boy and girl respondents, with key areas of concern still remaining for both groups. Furthermore, while these results are positive, they are far from optimal. With a population group that face significant vulnerabilities, achieving some positive gains is not necessarily challenging; maximising these and ensuring that they go to the target population is, and that did not occur with this programme. While contextual considerations were responsible for some limitations to this programme, other issues could have been avoided and benefits maximised by closer oversight and management by UNICEF and War Child UK.

Most notably, questions about the suitability of participant targeting raise concerns around the results of the programme as a whole, and programme management systems appear to be undermining the potential additional gains this programme could achieve. All of this must be considered when considering the programme outcomes and impact, and threatens the perceptions of the intervention. The risk for UNICEF and War Child is that the programme could be perceived negatively by local populations or key stakeholders because of this perceived bias in selection.


In summary, the findings related to the OECD-DAC criteria are as follows:

- **RELEVANCE:** The programme is relevant to the needs of the participant population and UNICEF priorities, but could be better formulated to match the implementation context and potentially should be considered for another UNICEF department
- **EFFECTIVENESS:** The programme had a number of changes to programme activities and did not have evident strong coordination amongst key actors
- **EFFICIENCY:** The programme has questionable beneficiary targeting and some mild issues related to efficiency of the timeline and budget, with a high cost per household.
- **SUSTAINABILITY:** The sustainability of educational gains is likely, but the vocational training programmes and exit strategy do not facilitate long-lasting benefits.
- **IMPACT:** There has been a likely positive but not optimal impact – with differing results for boys and girls, and a bias in participant selection that calls results into question.

While these findings are crucial to consider in future programming and upscaling, the evaluation also highlights several patterns to consider in future programme design as well. Most notably, the patterns and drivers of child labour appear to differ based on the group in question. For instance, a low household income appears to be a larger driver of young girls working than any other group, with all the other demographic groups of children having rates of work less influenced by income factors.

Finally, this evaluation further highlighted the need to incorporate the children's agency and opinions into programme design, and not immediately adhere to purely Western ideals of what a child's life should be. While some working participant children still felt unsafe or disliked their work, there were multiple examples of children who enjoyed their work and appeared to actively take part in the decision to work. While this is a controversial topic, and the influence of these opinions needs to be thoroughly investigated, it does make clear the need to incorporate children's opinions to a greater extent in future programme design.

All of these findings allowed the evaluators to craft a comprehensive plan of action in order to improve and thereafter upscale programmes of this nature to support street-working children, with an emphasis on programme management (including programme design and implementation) and particular areas of intervention (education, economics and children's rights/protection). A key area for improvement is to correlate monitoring and evaluation in future programming, so that monitoring feeds into adjustments to



the programme that are then evaluated in the end. This evaluation found little insight into the monitoring of the progress of the intervention being used to modify it during implementation or track key results – a key oversight, but one that is simple to rectify moving forward.

With continued dedication to researching and supporting the plight of street-working children in collaboration with the government, UNICEF and its implementing partners can establish a strong paradigm of support for these children to build off of throughout the country.

1. Introduction

Street-working children (SWC), both boys and girls, are common throughout Kabul, with current estimates setting their number at approximately 60,000.² These boys and girls face significant challenges in their daily lives, from pollution to exploitation to health ailments.³ Likewise, educational achievement in Afghanistan has improved, but still has a significant gap between genders: while 89% of boys completed primary school as of 2011, only 43.6% of girls did.⁴ The visibility of street-working children in Kabul, and the clear challenges they face from a child protection front, have raised their profile as a vulnerable population to be supported.

In supporting street-working children, however, there are a variety of issues to consider. For one, some commonly held perceptions about street-working children may not be true. Working does not *necessarily* inhibit educational achievement, for instance.⁵ In addition, the review of past research has emphasised the importance of understanding the role of the children's agency – for some children, in fact, work is a source of pride and an active choice.⁶

Along these lines, the motivations that drive families to send children to work are complex and may not be homogenous. For example, past research has reported factors that can contribute to children working on the streets include poverty, migration (80% of street children's families had at one point been displaced), familial illness, poor shelter and being a member of a female-headed household.⁷ However, individual circumstances and decision-making processes are unique and complex. While the programme under evaluation thus incorporated a variety of intervention mechanisms into its programming – targeting household income, educational attainment and children's rights separately – the validity and efficacy of these diverse typologies needs further testing.

What underlies this are two of the more common ways of designing and implementing programmes for street working children – either seeing them as victims in need of protection (protective approach) or as those with rights to be upheld (rights-based approach).⁸ However, some critique the protective approach, saying efforts to support street-working children are based off of unrealistic paradigms from a Western construct – and that they are not aligned with the realities of a context like Kabul.⁹

While all of this is controversial, and many of the goals these experts critique are laudable, they are not the true circumstances in Kabul at present and are outside the scope of small interventions. This, of course, does not preclude interventions at all, but emphasises that the inclusion of children's rights, desires and aspirations as well as the complex environment of Kabul is key to successful programming and truly impacting street-working children's well-being.

² Williams and Yazdani, "The Rehabilitation Paradox"; Majidi and Baudeau, "A Rapid Assessment on Child Labour in Kabul."

³ Majidi and Baudeau, "A Rapid Assessment on Child Labour in Kabul"; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, "Needs Assessment of Children Working in the Streets of Kabul," July 2002; ICF Macro, "Child Labor in Afghanistan," May 30, 2008.

⁴ "EPDC Spotlight on Afghanistan," *Education Policy Data Center*, January 12, 2015, <https://www.epdc.org/epdc-data-points/epdc-spotlight-afghanistan>.

⁵ ICF Macro, "Child Labor in Afghanistan"; Jean Grugel and Frederico Poley Martins Ferreira, "Street Working Children, Children's Agency and the Challenge of Children's Rights: Evidence from Minas Gerais, Brazil," *Journal of International Development* 24, no. 7 (October 2012): 828–40, doi:10.1002/jid.1852; Samuel Hall, "Cutting the Threads? Assessing Child Labour in the Afghan Carpet Production" (commissioned by GoodWeave International, 2014).

⁶ Grugel and Ferreira, "Street Working Children, Children's Agency and the Challenge of Children's Rights: Evidence from Minas Gerais, Brazil."

⁷ Hussain Nussrat, "Report on the Situation of Street-working Children" (Kabul, Afghanistan: AIHRC, October 3, 2011); Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, "Needs Assessment of Children Working in the Streets of Kabul."

⁸ Denise McEvoy et al., "Working with Street-Connected Children: A Training Model for Street Work Practice," *Practice* 25, no. 4 (September 2013): 233–50, doi:10.1080/09503153.2013.829564.

⁹ Ibid.; Williams and Yazdani, "The Rehabilitation Paradox."

Project Background, Rationale, Design and Description

In light of the prevalence of street-working children in Kabul, from 2014 to 2016, War Child UK (WCUK) and the Women and Children Empowerment Organization (WACEO) implemented a 21-month UNICEF-funded project in support of street-working boys and girls and their families. This project, entitled **‘Improving street-working children’s access to education and livelihood support for their families’**, has taken a multi-pronged approach, going beyond direct interventions with children and youth. Rather, this project sought to not only increase educational attainment by street-working children and youth, but also to work with families and communities to minimise the perceived drivers of child labour (namely, income constraints and cultural attitudes) through livelihood opportunities and children’s rights awareness campaigns for family members. The project was conducted with a total budget of 37,983,264 AFN, of which UNICEF paid 25,684,224 AFN and the remaining 12,299,040 AFN was paid by War Child UK as one of the implementing partners who also managed the project implementation.¹⁰

This project falls under UNICEF’s 2014-2017 Strategic Plan, and specifically addresses the priorities of education and child protection through working towards increasing provision of quality education and reducing the exploitation of working boys and girls.¹¹ It also aligns with Afghanistan’s Millennium Development Goals and targets, which are running through 2020 and include universal education and a reduction in the number of people below the poverty line as targets.¹² The approach it takes is a new one. Most projects targeting street-working boys and girls in the past had focused on the children, not the family. Afghanistan’s National Strategy for Street-Working Children calls for this systems-strengthening approach, and this intervention was a pilot programme to investigate the possibilities of scaling.

This project targeted street-working children and youth in Kabul District 1 not yet benefiting from any support programmes through a training centre that housed an eclectic mix of activities designed to provide support for street-working children in multifaceted ways. This included accelerated learning classes, recreational activities, nutrition and hygiene support and psychosocial, legal and health services for 300 boys and girls.¹³ These children were also supported in their eventual integration into formal government schools.

Additional support was provided to youth and parents in the children’s households the form of vocational training (in mobile repair, tailoring, hairdressing, etc.), business development skills training and conditional cash grants of 15,000 Afs per participant.

Finally, the project was accompanied by awareness raising campaigns to help increase participants understanding of the rights of children. These sessions covered topics such as child rights according to the United Nations Convention on the Rights of the Child; parent, community and government responsibilities towards children, and six basic points of child protection (sexual abuse, physical punishment, exploitation, discrimination, physiological punishment and neglect), among others topics.

The main programme activities’ targets and achievements are listed in Table 1 below.

¹⁰ According to internal project documents by War Child and UNICEF.

¹¹ “UNICEF Strategic Plan 2014-2017,” n.d.

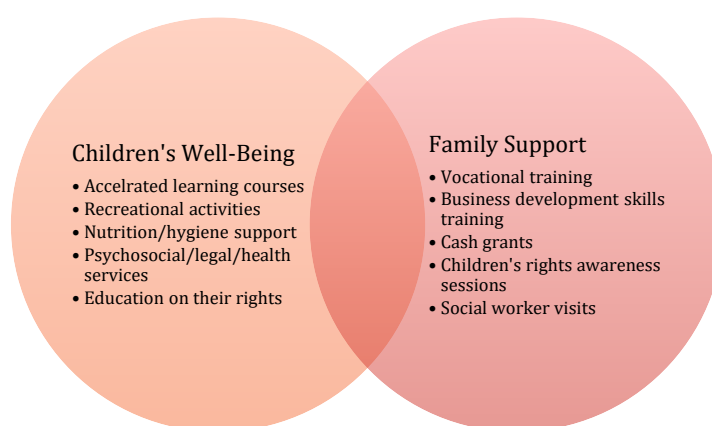
¹² “The Millennium Development Goals: Afghanistan” (Afghanistan Ministry of Economy, 2012).

¹³ While internal documents show varying numbers, there were approximately 114 girls and 186 boy participating in this programme.

Table 1: Approximate Target and Actual Participants Per Intervention Area ¹⁴

Activity	Target	Enrolled	Completed programme
Accelerated Learning Courses	120 girls	114 girls	103 girls
	180 boys	186 boys (approximate)	174 boys (approximate)
Vocational training	100 youth	104 youth	99 youth
	100 parents	84 parents	81 parents
Business development skills training/cash grants	100 parents	82 parents	78 parents
Awareness raising sessions	300 parents		289 parents
	300 children		300 children

Figure 1: Intervention Components



As the theory of change had not been made explicit by UNICEF/War Child before programme implementation, the evaluation team analysed programme documentation and prepared a theory of change, in Figure 2, for this programme. This has been further revised from the draft theory of change provided earlier.

Evaluation Purpose and Rationale

This project represents a new approach to supporting street-working boys and girls and their families, in line with Afghanistan's National Strategy for Street-working Children. While a similar project had been attempted in Kandahar by UNICEF, it did not provide enough information to serve as a pilot project for this systems-strengthening approach supported by the government. This project was implemented in Kabul to

¹⁴ The numbers in this table are based off internal documents, which had variances. These are the evaluators best determination of the targets and achieved goals.

serve as pilot. Therefore, the purpose of this evaluation – beyond providing information about the project itself – is to support UNICEF in deciding whether or not, and how, this approach could be scaled up in other areas of the country, especially given the high cost per street-working child supported.

Based on the findings of the evaluation, the final report ‘provides credible, useful evidence-based information’¹⁵ and outlines clear recommendations for its prime audience of UNICEF, WCUK, WACEO, the Afghan ministerial counterparts, and potentially also for other actors that are invested in the topics of child protection, education and street-working boys and girls.

Evaluation Objectives

This evaluation has therefore been commissioned “*to determine to what extent the project has achieved its goals and objectives*” and to investigate the possibilities for scaling-up programmes of this nature. In order to do so, the evaluation will be structured along OECD-DAC criteria – namely, relevance, effectiveness,

¹⁵ UNEG, “Norms and Standards for Evaluation,” 2016, <http://www.unevaluation.org/document/detail/1914>.

ACTIVITIES

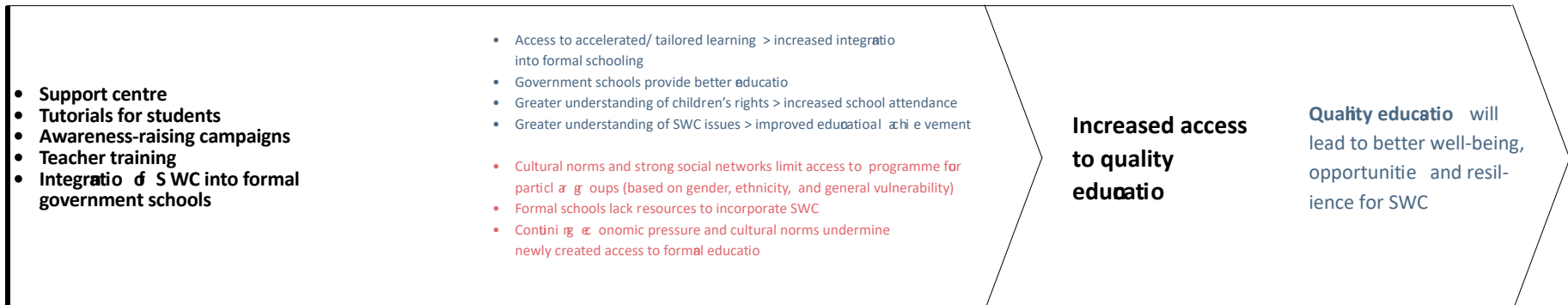
ASSUMPTIONS / RISKS

OUTCOME

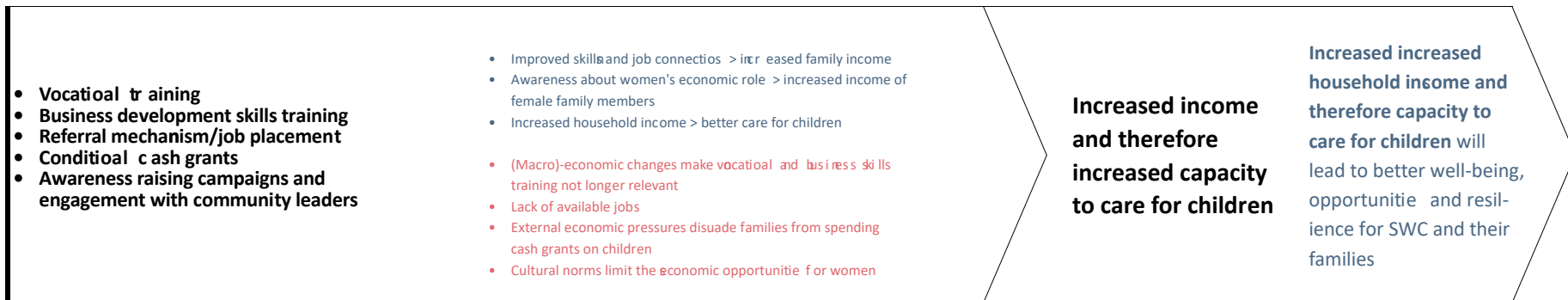
ASSUMPTIONS

IMPACT

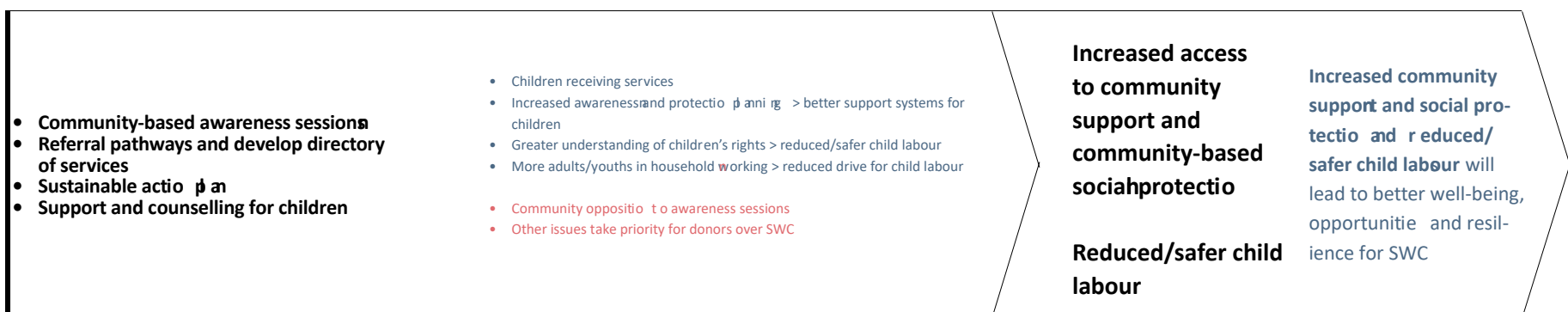
EDUCATIONAL DIMENSION



ECONOMIC DIMENSION




PROTECTION DIMENSION



Improved well-being, opportunities and resilience of SWC children and their families

Figure 2: Theory of Change



efficiency, impact and sustainability – on the overall impact of resilience as well as three targeted outcomes:

- At the individual level, how effective and efficient was the project in increasing access to education for the targeted street-working children?
- At the household level, to what degree did the project enable increased household income for the families of the street children concerned?
- At the community level, to what extent did the project strengthen community-based social protection and support mechanisms for street-working children?

These three targeted groups have been considered in assessing both the short-term effects as well as long-term impact (insofar as possible at this stage) of the programme, with a particular focus on child protection in the overall analysis. **The primary objective of this project has been to conduct an evaluation of the project itself** and provide recommendations for key stakeholders to support street-working children moving forward. In order to do so, it has also gathered information on the context of child labour and protection issues in Afghanistan as needed to inform it.

2. Evaluation Scope, Design and Methodology

This section details the scope of the evaluation and the methodological approach selected to clarify what questions specifically were addressed and the type of response to each which can be expected.

The evaluation team has conducted this evaluation using both qualitative and quantitative tools and participatory, gender and human-rights based approaches in order to produce strong findings and ensure adequate representation of vulnerable sub-groups. A quantitative survey, including participants and a comparison group of non-participants, has been undertaken to ascertain impact/outcome indicators and knowledge, attitudes and practices (KAP) related to children's rights and education in particular. Qualitative tools have been incorporated to offer more detailed and in-depth perceptions on the programming.

Evaluation Scope

In alignment with the ToR (see ANNEX 3) for this evaluation, evaluation has focused primarily on uncovering the impact of this programme on the lives of its participants – notably, its impact on participating street-working children's well-being and their personal and familial resilience. Relevance is also considered, as detailed in the evaluation matrix, in the context of UNICEF's broader policies, and whether or not this project fits into them. Impact here primarily considers contribution at the outcome level, as the timeline is too short to identify clear longer-term impacts. However, in line with the project documents, there will be a focus on an initial insight into resilience, defined by UNICEF as 'The ability to withstand threats or shocks, or the ability to adapt to new livelihood options, in ways that preserve integrity and that do not deepen vulnerability'.¹⁶ Furthermore, specific attention has been paid to the child protection impact. Similarly, attribution has only been considered insofar as is possible based on asking project participants and stakeholders to what they consider any changes to be due. A priority focus has been ensuring recommendations are targeted in light of the desire to scale-up programming.

In this way, the evaluation has not only measured the relevance, effectiveness, efficiency, impact and sustainability of the project, but it can also provide general information about the issue of street-working boys and girls in Kabul for future projects and for a variety of actors. Attention has been paid to clearly identifying root causes of street-working children's work, and how to address these, in line with UNICEF's equity approach. This will ensure that future programming based on this evaluation or drawing from its results will be able to effectively promote street-working children's full access to education and other basic services.

The target numbers on the household survey have been specifically selected to allow for a statistically significant, but realistic approach. The requested 95% confidence interval for participants was decreased to a 90% confidence interval due to the small population size, which would require a significant portion of participants to respond in order to reach the 95% confidence level. Previous experience has shown this can prove challenging due to population movements, lack of phone numbers, etc. This difficulty has been confirmed by the dropouts noted in programme documentation, which have already reduced the numbers of available respondents. The 90% confidence interval still required accessing over half of all participants. To ensure statistical significance for parent participants of vocational training and BDS training, the evaluators have used quota sampling to ensure a representative of the household surveys are conducted with households with parent participants.

¹⁶ UNICEF, "Emergency Preparedness and Response - Resilience Building," accessed February 28, 2017, https://www.unicef.org/esaro/5484_emergencies_results.html.

NB: the decision has been taken by the evaluators to use a quasi-experimental design for this evaluation. This entailed the comparison of the project participants on a number of metrics to street-working children and their household members who did not participate in the project. The target population for the comparison group is such that it cannot be selected to allow for a true “comparison” group for several reasons (hence the quasi-experimental design):

- A true randomised sampling of street-working children in PD 1 within the constraints of this project is not possible.
- Given the multitude of projects on-going in Kabul to support street-working children, finding a comparison group who had benefited from none of these might in and of itself bias the selection.

While baseline data for the project did exist, the significant discrepancies between baseline and endline results on certain points (for instance, discrepancies in names and ethnicities) suggests that relying on this as a point of comparison would not have produced useful and credible results.

Analytical Framework

Based on the desk review, the following analytical framework was used, which not only encompassed evaluation of the results, but also presented comprehensive recommendations in order to improve future UNICEF programming related to street-working children.

In the **evaluation** component, Samuel Hall assessed impact and outcome achievement and utilised the data gathered to provide insights on the evaluation questions in terms of OECD-DAC criteria. The prime evaluation question is:

To what extent has this project contributed to the improved well-being and opportunities of participating street-working children and youth by increasing their personal and familial resilience?

In addition, in light of the findings of the desk review, the evaluators have placed a **focus on ascertaining the agency and aspirations of the children and youth involved** (and whether these match with the programming that has been provided) **and contextualising the programme in the specificities of the Kabul context**. These evaluation questions and priorities align with the framework for assessing and evaluating a causal relationship – or theory of change – between the programme interventions and outcomes, as seen in Figure 2 earlier.

Additional evaluation questions (a) have been specified in the ToR (see ANNEX 3) and (b) further added as a result of initial desk review and discussions with UNICEF and partner staff, and categorized into a matrix according to their applicability to different elements of the OECD-DAC evaluation criteria. Specific sub-questions and indicators have been noted for each of these. These questions enabled Samuel Hall evaluators to evaluate UNICEF’s street-working children programming along OECD-DAC criteria, covering the relevance, effectiveness, efficiency, sustainability and impact of the programme; and assess overall how the programme has impacted the well-being of the targeted street-working children.

Furthermore, the particular tools and their questions address gender related issues to assess differences between street-working boys and girls, and to evaluate the projects potentially varying impact on both groups.

All indicators have been disaggregated by gender to show the varying results on female and male participants. As the compare group sample size is indicative, additional comparisons have been made to self-reported status of participants before the project, especially in relation to access to school and employment situation and safety. Furthermore, all data has been triangulated with additional quantitative questions and qualitative data.

In the field, the quantitative interviews and qualitative focus group discussions were led by a core group of trained and experienced enumerators. The team structure was adapted to local cultural norms and appropriate for interviewing children. Interviews and focus groups were conducted using the local language in which participants were most comfortable.

Quantitative Achievement

Given the lack of a baseline that is suitable for effective comparison (see box 'Potential limitations of earlier data'), Samuel Hall adopted a test and comparison approach to be able to effectively measure impact. This entailed a quantitative assessment whose purpose is not to merely evaluate the quantitative outputs and outcomes of the project, but rather to assess the impact of the project on the overall well-being of targeted street-working children, youth and families.

The evaluators conducted a representative quantitative survey of available¹⁷ (1) participating youth and street-working boys and girls and (2) household surveys given to related adults of participants (including a specific focus on households with adult family participants of vocational/BDS training). These were accompanied by indicative non-participant comparison groups. This allowed for some level of comparison between participant children/youth and households and non-participant groups; however, all data from the non-participant survey is indicative as opposed to representative.

The participant household survey given to adults in the households included, amongst others, questions on the socio-economic background of households, child labour, education, and 'knowledge, attitudes and practices' questions, to compare to the comparison group. In addition, specific questions about the programming – both for participant youth, children and households – have been included. The children and youth survey gathered comparative data to triangulate what is shared by related adults in the household survey. All survey tools are annexed.

Data for household survey was collected on mobile phones using the industry standard Open Data Kit, to optimise costs and improve data quality, as well as to ensure that information reaches the central evaluation team with minimal time lag. Interview tools were close ended and did not exceed 45 minutes to avoid survey fatigue.

The Samuel Hall evaluation team successfully reached the target sample of participating boys and girls, surveying 144 in total, and surpassed the target of 115 participating households, reaching 124 total households (including 84 with business development skills or vocational training participant family members), for this evaluation.

¹⁷ Families who had moved or did not respond were not surveyed.

Table 2: Participant Quantitative Fieldwork

Group	Initial assumed population size	Initial Target for 90% confidence interval	Revised approximate population size	Revised target for 90% confidence interval	Sample achieved
Participating children	300	143	300	143	144 (75 boys, 69 girls)
Participating households	300	143	188-197	115	124

Participant sampling approach

For the participant quantitative surveys, the evaluators used random number tables with the participating children and youth databases to select the sample quota for the participating children/youth survey. In this method, a random number is assigned to each participant using the random number function in Excel. The first accessible, available and willing participants (moving from lowest to highest random number) were selected for responses.

The participant sample was achieved with the assistance of former WACEO social workers, as limited contact information existed for programme participants. Each day of fieldwork, Samuel Hall evaluators located participating households with the assistance of the social workers, as well as based on information received from other participating families. Once a household was located, they were informed of the on-going evaluation and asked to attend a venue the next day along with their child who participated in the programme in order to be interviewed. This venue was in PD 1's Kocha-e-Ahangari area, near to the former SWC centre, to facilitate easy transportation. For five households who for varying reasons could not attend the venue, the evaluators went to their houses and conducted child and parent/adult interviews there.

Since the social workers assisted in locating the participating households, the Samuel Hall national evaluator was present in all interactions to ensure there was limited communication between the participants and the social workers in order to avoid any impacts on participants' responses. The social workers were not allowed to be present during the interviews and/or otherwise impact participants' responses

The evaluation team followed a randomised list of the 300 participating boys and girls. The original target number of households was based on this list of 300 participating boys and girls; however, as many of these were related and coming from the same household, the total number of households was in fact significantly lower. Samuel Hall's evaluators first interviewed only the first child in each family on the list as well as an adult in the household. Once all available households in Kabul were reached (and the sample quota surpassed), the evaluators then went back and interviewed the first 20 siblings of those who had already responded to reach the additional quota for participating children.

Photo 1: Enumerator conducting quantitative survey with mobile phone



Non-Participant Surveys Achieved

The Samuel Hall evaluation team successfully reached a sample of 185 non-participating street-working boys and girls and their parents who were not part of the SWC intervention, which surpassed the target of 143 surveys. This target was determined to roughly match the participant respondent numbers.

Non-participant sampling approach

Street-working children are a ‘hidden population’, which makes random sampling infeasible. Therefore, in order to conduct non-participant interviews, the evaluation team used a combination of convenience, snowball and quota sampling. The evaluation team began with a convenience sampling technique. Each day during fieldwork, they started in different locations of PD 1 in Kabul and located street-working boys and girls at their workplace. The evaluation teams asked street-working boys and girls to later accompany them to their houses, where interviews took place with non-participating street-working boys and girls and their parents. To identify further street-working boys and girls, and address the issue of a potential “hidden” population of street-working boys and girls, snowball sampling approach was used. For this, the evaluation team asked the respondents if they knew other street-working boys and girls in their area and, as more were identified, they were interviewed as well. Finally, quota sampling was used, which prioritised girl non-participants in order to provide a robust comparison group for participant girls. Approximately halfway through fieldwork, the evaluation team expanded into PD2 in order to

complete the non-participant girl quota.

The evaluation team made sure interviews with street-working boys and girls were conducted in a way that did not allow parent/adult influence on their responses. This was done by asking the child portion of questions while the parent/adult was sitting in the other corner of room and could not hear what the questions were. Once the child portion of questions was asked, the parent/adult was asked to come closer and answer their portion of questions.

Incentives were provided in the form of 150 AFN mobile top-up cards for non-participant interviews since the surveys took up an amount of their time during which the street-working boys and girls would have earned money otherwise through their work. Table 2 below provides a summary of quantitative interviews conducted with non-participating street-working boys and girls and their parents/adults.

Table 3: Non-participant Quantitative Fieldwork

Number of nonparticipant boys (and parents) interviewed	Number of nonparticipant girls (and parents) interviewed	Total interviews
115	70	185

Limitations of earlier data

There are some concerns with the quality of the previous surveys conducted by War Child/WACEO that have limited comparability. For example, there are huge changes in tribal structure between baseline and endline, despite this appearing to be the same group of respondents (though it is noted only 152 of 197 original respondents were available at endline). The baseline indicated that respondents were 49% Tajik and 51% Pashtun, but the endline indicated respondents were 81% Tajik, 18% Pashtun (and 1 Hazara respondent). Furthermore, the datasets provided to the evaluators do not match any of these breakdowns. This is not possible and suggests data quality issues or multiple changes in participants.

Qualitative Achievement

As planned, the evaluation team successfully conducted the total number of required qualitative interviews with participating and non-participating respondents as shown in Table 3 below. The qualitative interviews for this evaluation were conducted at the same venue that was rented for the quantitative interviews with participants of SWC intervention. Two of Samuel Hall's enumerators conducted the qualitative interviews with both participants and nonparticipants in the SWC intervention.

Table 4: Qualitative Fieldwork Conducted

Qualitative Tool Type	Respondents	Qualitative Tool Type
Focus Group Discussions	Parent/adult vocational training participants	2
	Parent/adult business development skills participants	2
	Non-participant parents of participating boys and girls	1
	Non-participant parents of non-participant street-working boys and girls	2
Total Focus Group Discussions		7
Case studies	Participating boys and girls	4
	Participating parents	2
Total Case Studies		6
Pair/Triad Interviews	Boy and girl participants of SWC's ALC classes	3
	Boy and girl participants of vocational training	3
Total Pair/Triad Interviews		6

Respondents for participating parents' qualitative interviews were parents who participated in the SWC intervention's activities including vocational training, business development skills and those whose sons and daughters participated in the intervention but they themselves did not.

- **Focus Group Discussions FGDs (7 in total)**

Detailed focus group discussions were conducted with participating and non-participating parents/adults of street-working boys and girls. As participating boys and girls and their parents/adults came to the venue for quantitative interviews, adults/parents were asked to come the next day as well so they could be interviewed through focus group discussions. Separate respondents for the quantitative and qualitative were not possible due to a small overall population size.

Respondents for non-participating parents/adults focus group discussions were those who had street-working children working on the streets at the time of the fieldwork. They were located through their children and were asked to come to the venue for the next day and qualitative interviews were conducted with them. Some of these qualitative respondents also completed quantitative surveys.

In total, 7 focus group discussions were conducted out of which 2 were with parents/adult participants of vocational training, 2 with parents/adult participants of business development skills, 1 with parents of participating boys and girls who were not participants themselves, and 2 with non-participating parents/adults related to non-participating street-working boys and girls.

- **Case Studies (6 in total)**

In-depth case studies were conducted at the venue with parents/adults and boys and girls who participated in the SWC intervention. Participating parents/adults and boys and girls were asked after their quantitative interviews to stay longer at the venue and in-depth case studies were conducted with them. In total, 6 case studies were conducted out of which 3 were with participating boys and girls and the remaining 3 were with participating parents/adults.

- **Pair Interviews (6 in total)**

In-depth pair interviews were conducted with participating boys and girls at the venue. As the participating boys and girls came to the venue for quantitative interviews, some were asked to come to the venue for the next day, during which pair interviews were conducted with them.

Pair interviews were conducted with participating boys and girls and youth who participated in either the accelerated learning classes and/or vocational training activities of the SWC intervention. In total, 6 pair interviews were conducted out of which 3 were with participating youth who attended the vocational training aspect of the intervention and the remaining 3 were with participating boys and girls who attended the accelerated learning classes of the SWC intervention.

- **Key Informant Interviews (16 in total)**

In-depth key informant interviews were conducted with 4 community leaders in PD 1 of Kabul, in addition to 12 others previously conducted with implementing partners (War Child UK, Women and Children Empowerment Organization WACEO), UNICEF, and MoLSAMD.

The qualitative interviews were designed to ascertain the viewpoints on child labour, child rights and child education as well as the success of the project's intervention, among other topics. Refreshments were provided for participating parents' focus group discussions as well boys' and girls' pair/triads since the interviews lasted several hours. For non-participant focus group discussions, taxi fare and refreshments were provided for the respondents. The selection for Focus Group Discussion, Pair Interviews and Case Studies follow the principles of diversity and sensitivity for vulnerability. In this regard, the participants were selected by creating diverse groups/cases based on gender, ethnicity and age. In addition, individuals or families with high vulnerability (for example, female-headed households, persons with disability, displaced persons, etc.) were particularly selected and included into the qualitative tools to gain knowledge about specifically precarious situations.

Key fieldwork challenges included:

- **Lack of clarity on number of participating households:** As discussed earlier, the list of participants that Samuel Hall received from War Child UK was not disaggregated by household, but rather included the names of 300 participating boys and girls and their fathers' names (which were often common names). In order to determine final sample size, which is based off of total number of participating households, the social workers assisted in determining which participants were in the same household, resulting in the identification of approximately 188 distinct households.
- **Lack of contact details for participating households:** Contact details were not available for over half the participants to facilitate locating them for interviews or clarify which children were members of the same household. Access to participants was thus facilitated through the former WACEO social workers.
- **Inability to locate some participants:** Some households moved, dropped out, or were removed from the programme. The evaluation teams also attempted to use listed contact numbers where available to locate households that were otherwise inaccessible. However, a vast majority of those were either invalid or wrong numbers. This has been taken into account in the analysis as a portion of participants must de facto be excluded.
- **Limited number of overall respondents:** The Samuel Hall team interviewed all 123 accessible participating households in Kabul. The same participating boys and girls and their parents/adults participated in both quantitative and qualitative fieldwork due to the limited numbers of available respondents overall.
- **Recollection errors/survey inconsistencies:** With any evaluation of this nature, participant responses are disposed to recollection errors or mild inconsistencies. For instance, parent and children responses sometimes differed slightly in relation to programme participation details.
- **Challenges locating street-working girl non-participants:** Street-working girls are highly difficult to target in PD 1, and in Kabul in general, given that they are often less visible than boys. Therefore, the Samuel Hall evaluation team had to rely more on snowball sampling technique in order to identify and interview more street-working girls. When this proved insufficient, the evaluation team interviewed further street-working girls and their households outside of PD 1, in Deh-Afghanan and Joy-e-Shir in PD 2.
- **Limited access to relevant programme staff for interviews:** Samuel Hall evaluation teams were unable to interview Women and Children Empowerment Organization (WACEO) managerial staff due to the fact that the organisation is not currently active. The former SWC centre manager whom Samuel Hall's evaluation teams managed to get a hold of over the phone refused any sort of interviews be it in person, over the phone or via email.
- **Delayed fieldwork due to challenges in getting MoLSAMD authorisation letter:** Despite the support of UNICEF, MoLSAMD delayed its issuance of the authorisation letter for the fieldwork for this project, shifting the original timeline.

3. Programme Management: Relevance, Effectiveness, Efficiency and Sustainability

While the outcomes and impact of a programme on participants' lives is of great importance, it is by no means the sole factor to consider in evaluating the success of a project. This section will therefore examine the actual programme management – before examining impact in the next chapter. While there has been an apparent positive impact on the participants in question, this assessment has uncovered several key weaknesses in programme management, which have likely impeded the results of the programme – and thrown into question whether this programme benefitted the right people in the first place. Notably, the findings along these criteria highlight the following:

- **RELEVANCE:** The programme is relevant to the needs of the participant population and UNICEF priorities, but could be better formulated to match the implementation context
- **EFFECTIVENESS:** The programme had a number of changes to programme activities and did not have evident strong coordination amongst key actors
- **EFFICIENCY:** The programme has questionable beneficiary targeting and some mild issues related to efficiency of the timeline and budget.
- **SUSTAINABILITY:** The sustainability of educational gains is likely, but the vocational training programmes and exit strategy do not facilitate long-lasting benefits.

As such, ECD-DAC criteria of Relevance, Effectiveness, Efficiency and Sustainability will be addressed in this section, focusing on the internal processes of the programme implementation. Addressing these issues will enable similar programmes to improve their results moving forward.

Relevance

The relevance of this project has been assessed along three overarching areas: the relevance to national and UNICEF strategies and policies, the applicability of the project to targeted population needs and the alignment of the project to the Kabul context: **overall, the programme is relevant to national and UNICEF strategies and the needs of the participant population but could be better attuned to the implementation environment.**

Alignment to national and UNICEF strategies

This project is successfully aligned with both UNICEF and national strategies:

- The project falls under UNICEF's 2014-2017 Strategic Plan, and specifically addresses the priorities of education and child protection through working towards increasing provision of quality education and reducing the exploitation of working boys and girls.¹⁸
- It also aligns with Afghanistan's Millennium Development Goals and targets, which are running through 2020 and include universal education and a reduction in the number of people below the poverty line as targets.¹⁹
- Finally, it builds on Afghanistan's National Strategy for Street-working Children, by taking an innovative systems-strengthening approach. The main objective of the National Strategy is 'to influence Afghan society's perception of children and childhood so that child labour becomes socially unacceptable and education becomes accepted as a universal norm'.²⁰

¹⁸ "UNICEF Strategic Plan 2014-2017," n.d.

¹⁹ "The Millennium Development Goals: Afghanistan" (Afghanistan Ministry of Economy, 2012).

²⁰ Islamic Republic of Afghanistan Ministry of Justice, "A National Strategy for Street-working Children," 14.

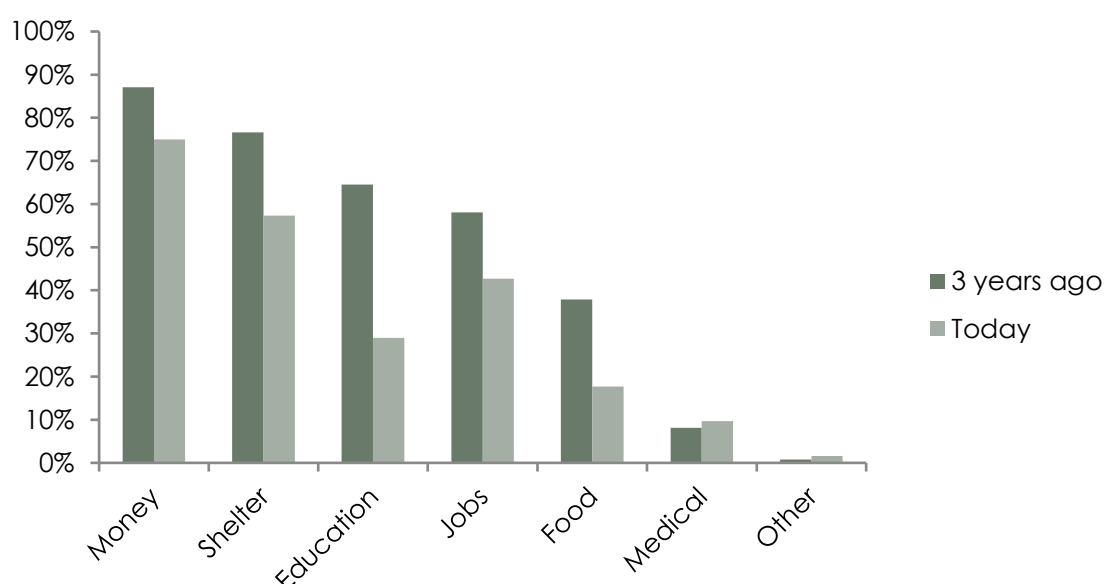
One point should be noted here: while the project is clearly aligned with UNICEF strategies, it is worth questioning whether it relates primarily to child protection, the category in which it was placed – or could have also been targeted by another UNICEF section such as education or social inclusion.

Relevance to participant population’s needs and expectations

With the importance of the perspectives and opinions of the street-working boys and girls themselves, the evaluators asked the children their top two hopes for the future. Out of the 144 children, 134 listed either completing secondary school and/or attending university as the most important among completing secondary school, attending university, having a job, getting married and having children. **Thus, this programme clearly is relevant to the participant children’s aspirations and hopes.**

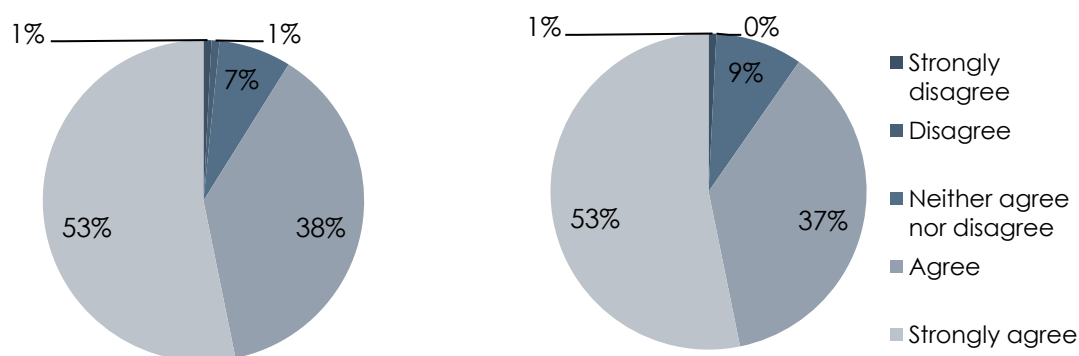
Furthermore, according to participant adult quantitative respondents, education and jobs were rated as the third and fourth major need for their families three years prior. In addition, in theory this project was meant to improve incomes, and thus could have an impact on the top ranked need of ‘money’.

Figure 3: Adult participant respondents' main reported household needs



Adult participant respondents were largely in agreement that this programme met their family’s needs and expectations. This suggests that, overall, participants found the programme appropriate to their circumstances and that it addressed key needs of theirs. However, as noted by key external stakeholders,

Figure 4: Adult participant respondents' agreement with the statements, 'This programme met my family's needs' (left) and 'This programme met my family's expectations' (right)



the challenges street-working children and their households face are significant – thus, any help provided may be appreciated. It does not, however, follow, that this means that needs were addressed optimally.

As will be highlighted in the efficiency section, there are also questions of whether these participants were the correct individuals to target.

‘This programme covered our children’s important needs. They supported our children with school materials, and they enrolled our children in school. They also gave [snacks, such as] milk, biscuits, fruit and cookies, to our children, and they encouraged our children to study well’. – Parent of participant

Appropriateness to the implementation context

The last component of relevance is how well the programme was designed to suit the specificities of the implementation environment. For instance, Kabul is a place that is faced with high insecurity, a specific environment and cultural mores that must be considered in designing and implementing effective programmes.

In this line, it is clear that the specificities of operating in this environment did provide some constraints to the project, and for which there are a few small areas to note in which greater mitigating measures could be taken. For instance, there were some difficulties with obtaining the support of community leaders at points, with engaging with potential female household participants and even with the weather.

These are all somewhat predictable constraints, and while none caused extreme difficulties to the programme implementation, they could have been mitigated to a greater extent with a through risk analysis and planned mitigation measures in project implementation.

Effectiveness

While effectiveness was predominately addressed in the programme results section, there are several remaining areas to address in relation to management: the alignment of planned to achieved activities, the level of coordination and the effectiveness of the monitoring systems in place. **Overall, the programme has been mostly, but not entirely effective in programme activity achievement and has displayed limited effectiveness of coordination.**

Achievement of Programme Activities

While the SWC centre has clearly had a positive impact on the participants, the achievement of the activities set out has actually not occurred as planned. There were noted inconsistencies amongst project documents on a variety of levels,²¹ and while some changes were noted in later documents, for some there is no acknowledgement of a shift in plans in the documents received by evaluators:

- Firstly, there was only one centre established, as opposed to the original intention of two centres. This was explained as the one centre being large enough for all activities.
- In addition, there appears to have been a single set of education courses provided to street-working children and youth, as opposed to preparatory courses for ages 6-10 and accelerated courses for ages 10-13 (with children older than this not receiving classes).

²¹ These discrepancies go beyond differences in programme activities, and are seen in such other examples as varied programme targets, different numbers of participating households, different programme goals, and more.

- Furthermore, project documents discussed job fairs and other linkages to livelihood opportunities for the vocational training/business development skills training activities, yet later documents noted difficulties with these occurring as planned.
- Grant recipients were originally supposed to be families that could not participate in the BDS or vocational skills training, yet in the end these grants were instead included as a part of the BDS training.
- While there was a food-for-training component due to be included in collaboration with WFP, this did not occur. This was noted in later documents.
- Finally, some participants – especially with households with a single income source – were reported in qualitative data to not have been able to attend the centre due to the fact that no payments were received. The opportunity cost of missing the income they would have received from working thus proved too high for them to participate in the programme. This should be considered in programme design in the future, as it disincentives the most vulnerable from participating in beneficial programmes that could help reduce their risks.

Overall, the majority of activities did occur, though sometimes with modifications as noted above.

Limited coordination between key stakeholders

As mentioned previously, this project was to act as a pilot project to inform government policies and lead to a sustainable government-owned intervention. The lack of coordination between stakeholders – including the government – evidenced by this evaluation, despite meetings being held, suggests that this role may not occur, which could limit the ability of this project to function as a pilot project for further street-working children interventions. Both internal KIIs (with UNICEF, War Child UK and WACEO) and KIIs with the government indicated a failure of responsibility on the other’s part, and this is a key area to rectify to ensure programmes of this nature can maximise their results moving forward.

‘We also needed government support from MoLSAMD for this project, and this coordination was also a challenge for us. The government or the ministry did not feel ownership in this project... The ministry authorities would make various pretexts for their shortfalls and lack of proper communication/coordination with us’. – UNICEF staff member

‘There was very weak coordination with MoLSAMD and staff... the project staff should train MoLSAMD staff [in] working with street-working children and their parents, so after some time the project could be handed over to MoLSAMD’. – MoLSAMD representative

Positively, however, an initial scoping study was done to evaluate briefly the interventions already existing in Kabul for street-working children, and meetings were held with community leaders to select beneficiaries and continue engagement throughout the programme. The study influenced the location of this intervention into an apparently underserved district.

Monitoring and Evaluation Systems

The final effectiveness component addresses the monitoring and evaluation systems in place during programme implementation. According to the programme proposal, ‘A joint monitoring team composed of the War Child UK and WACEO Monitoring and Evaluation Officer, technical staff of NSDP, MoLSAMD and MOE will conduct monthly monitoring of the project activities to ensure that all activities as indicated in the detailed implementation plan are on track, outcomes are achieved and gaps identified with corrective action taken’.

The evaluators noted inconsistent and varied programme targets in internal documents, without any changes tracked or explained. Additionally, targets were often vague, with undefined criteria, and without baseline measurements, especially in objectives and overall goals. For example, the output target of ‘100 young people (over 13) have reintegrated with their communities through receiving vocational and life skill trainings’, does not present clear criteria for evaluation, as no definition of ‘reintegration’ or how to measure it has been provided. Where feasible, targets in internal documents have been noted throughout the report, including concerns with their measurements.

No monthly monitoring was evidenced by documents provided or interviews, though quarterly/annual reports have been prepared and social worker visits to families appear to have occurred at least once a year. However, details of these visits were not made available to the evaluators, and concerns were expressed from multiple interviewees on the effectiveness of these visits. Finally, with regards to monitoring, there were no clear examples of findings or data being used to make programmatic decisions.

There are several key areas which more thorough monitoring and evaluation might have helped. For example, there is limited evidence of thorough communication of project adjustments. In addition, some key potential unintended consequences of the programme should have been monitored. For instance, it was noted that many students were already in formal schools, and thus there should have been monitoring to ensure students did not drop out of formal schooling in order to attend the SWC centre.

Efficiency

This review of efficiency will encompass a review of project expenditures (and possible areas for improvement), timeliness of implementation and appropriateness of participant targeting. **Overall, this project has maintained relative timeliness (with delays comparable with many projects the evaluators have evaluated), yet significant concerns have been raised as to the appropriateness of participant targeting.**

Project Expenditures

The project had a stated budget of 37,983,264 AFN, according to internal documents, which equates to approximately 200,000 AFN per participant household – or slightly under 3,000 USD at July 2017 conversion rates. According to internal KIIs, this figure is considered comparably very high; its efficiency must thus be questioned in comparison to that of other UNICEF projects.

Based on the project budget provided, there is an approximate ratio of 75% of expenditures on programme costs (including personnel, training costs, transportation, etc.) in comparison to approximately 25% on direct programme support (for WACEO/War Child UK).²²

Compared to other programmes evaluated by Samuel Hall, the toolkits provided to vocational training beneficiaries appear in the middle range. While the budget listed toolkits at approximately \$220 per kit, Samuel Hall evaluations for NRC and IOM have ranged from \$50 to \$500 for toolkits. Most participants were satisfied with their toolkits.

Overall, the expenditures appear to be reasonable benchmarked against other programmes, yet with room for continued savings and cost-effectiveness.

Timeliness of Implementation

This project was targeted to take place over 18 months, and ended up receiving a no-cost 3-month extension. Small delays occurred in the project implementation, with a key causal factor being cited as

²² These percentages are based on the budgets provided by UNICEF, WACEO and War Child UK and calculated by Samuel Hall evaluators.

delays in the MoU arrangement with MoLSAMD/MoE. According to project documents, the delay of the MoU resulted in delays of assigning social workers (by 8 months) and BDS trainers and conducting a training of trainers.

Additional internal delays highlighted in project documents include a delay in the selection of students (cited as due to the attempts of community leaders to get ineligible personal connections registered for the programme) and therefore a delay in classes. Furthermore, as highlighted before, weather conditions as well as difficulty locating potential participant children impeded the timeliness of the baseline assessment. Overall, an approximate 2-month delay in the project's inception was noted.

Appropriateness of Participant Targeting

Throughout this evaluation process, multiple stakeholders have raised concerns about the targeting of participants in relation to unclear criteria and unqualified beneficiaries. The concerns include the following.

Lack of clear selection criteria

The definition of street-working children is unclear at a global level. As has been noted by multiple authors, there is a lack of consensus on the precise definition of both 'street children' and 'working children'.²³ Organizations and researchers tend to choose definitions that best suit children in the contexts that they are working in.²⁴ However, in the 1980s the UN accepted the definition of a street child as 'any girl or boy... for whom the street in the widest sense of the word (including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, supervised, or directed by responsible adults'.²⁵

However, the selection criteria noted in initial meetings with implementing staff were that they selected those who were below 18, were working and were the 'poorest of the poor'. Stakeholders interviewed and data both suggest that the criteria and adherence to what defined 'working' varied – most children were working, but included a mixture of part-time/full-time work, varying levels of school attendance and location of employment.

Unqualified Beneficiaries

Not only were the selection criteria vague, but also qualitative reports suggest that participants were enrolled who did not qualify at all. Stakeholders indicated that participants reportedly misrepresented their household traits (for instance, having siblings pretend to have different parents to get more registered). Reportedly, some participants who were originally registered were later found to not qualify or dropped out of their own accord, and thus were replaced by other participants, according to both internal documents and interviews.

In addition, as indicated in the demographic information provided earlier, the participant group appears to include less vulnerable households along key vulnerability criteria, such as children separated from their parents, people with serious health conditions/disabilities, people with drug addictions, or older persons unable to care for themselves.

This thus does not align with the programme's goal of targeting the most vulnerable children and households for this project. However, participant respondents positively do include more households where a female was listed as the primary decision maker (22% versus 12%), which does align with this goal. Other criteria mentioned – such as BDS participants needing to have an existing small-scale business – do

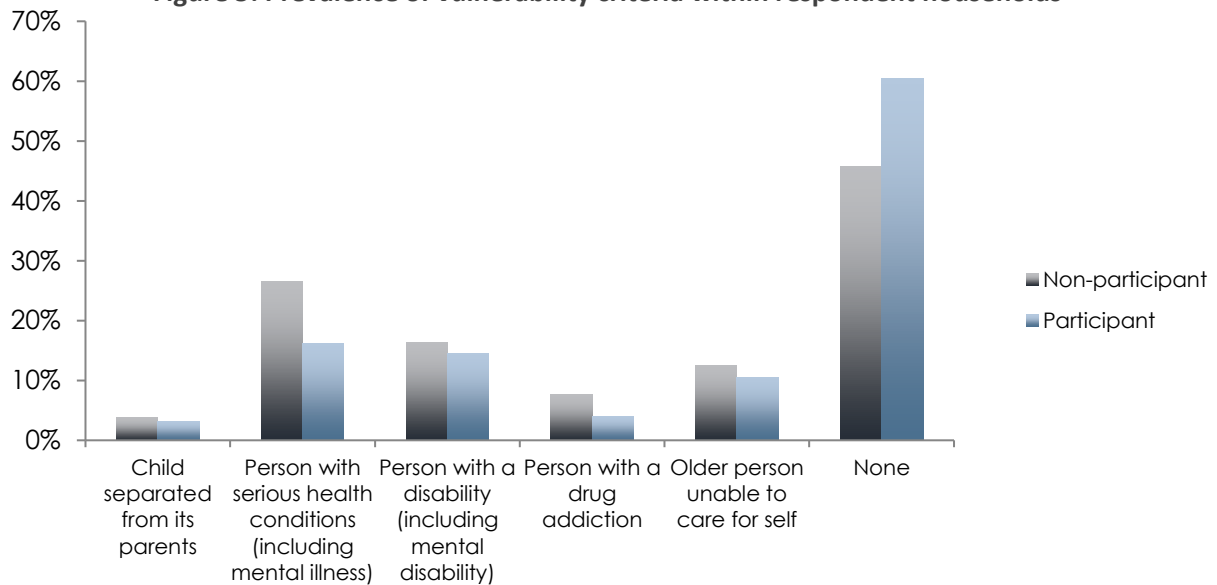
²³ Williams and Yazdani, "The Rehabilitation Paradox"; L. Aptekar, "Street Children in the Developing World: A Review of Their Condition," *Cross-Cultural Research* 28, no. 3 (August 1, 1994): 195–224, doi:10.1177/106939719402800301.

²⁴ Su Lyn Corcoran and Dimitrina Kaneva, eds., *Being "on the Margins": Exploring Intersections* (Cambridge, 2016).

²⁵ Aptekar, "Street Children in the Developing World," 197.

appear to not have been adhered to. Internal documents also note that the participants selected included girls that worked at home at the time of programme inception.

Figure 5: Prevalence of vulnerability criteria within respondent households

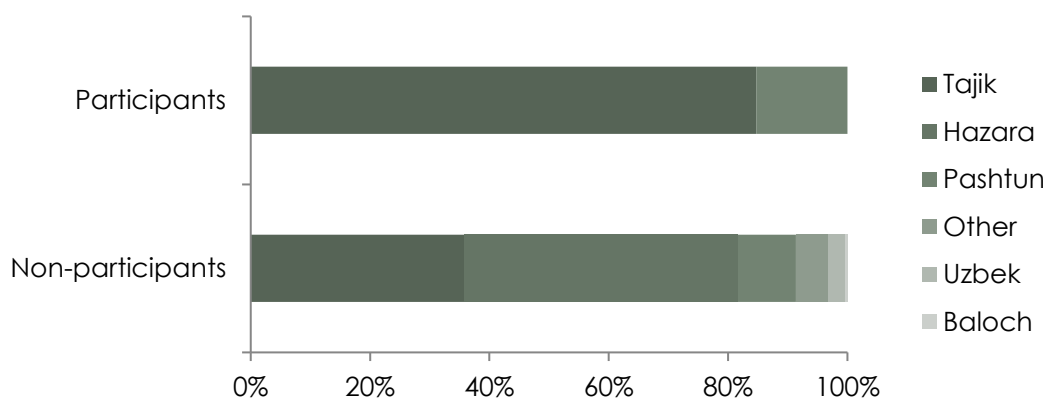


Biased Selection

Of particular note is that different ethnic breakdowns are provided in the baseline report, endline report, and datasets (one labelled as ‘endline’, the other not labelled with a time of collection) shared by War Child UK and WACEO. While three of the sources (endline report and 2 data sets) had close enough ethnic breakdown that they could be roughly the same group of respondents, cross checking of names on the two datasets indicate that the lists are not identical. This suggests either data quality issues or that the composition of participants changed significantly.

However, if the baseline report shows accurate figures, one very interesting note is that the ethnicity breakdown in this report varied the most from the others. While all others had predominately Tajik participants (around 70-80%), the baseline report indicated that 49% of respondents were Tajik and 51% Pashtun. Furthermore, the overall ethnic breakdown varies significantly from the distribution of ethnicities in the non-participant respondent group, which included more Hazara than any other ethnic group.

Figure 6: Respondent household ethnicity



This is, of course, a sensitive topic, and data is limited. However, it indicates that there may be a level of bias in the selection of participants, as it appears that (a) Pashtun participants may have initially been over-selected and (b) Hazara children still appear to be under represented in the participant group.

Finally, this lack of robust participant targeting is corroborated by certain stakeholders noting their belief that there was a bias in participant selection (however, it should be noted that participants themselves reported fair selection processes). Notably, they indicated that family members were sometimes selected, and that many children who did no work on the street were selected.²⁶ It should also be noted that it was reported by key informants (such as UNICEF and WACEO interviewees) that family members of the centre director were hired for positions within the centre, sometimes in spite of qualifications.

‘Beneficiary selection is another challenge. For example, whoever is in charge might select five kids from the street and five kids from their relatives who never worked on the street’. – UNICEF stakeholder

‘I would do the selection process differently. I will only include street-working children on the street and I would require selecting them by seeing them work on the street first. There should be no sympathy and nepotism, the beneficiaries should be those who are eligible. In this project, we also had people introduced to us by local Wakils/representatives who were not eligible and we had to cross them off’. – WACEO Social Worker

All of this must be considered when considering the programme outcomes and impact. While it does appear that a positive result has materialised in comparison to the non-participant respondent group, the likely bias in selection does raise questions about how extensive this impact really was – or if other factors may have contributed to differing circumstances. Furthermore, **this programme has not clearly optimised its potential results – when target populations are particularly destitute, having a positive impact is not necessarily challenging, but optimising the impact is.**

Finally, this particular issue presents challenges for perceptions of the programme. The risk for UNICEF and War Child is that the programme could be perceived negatively by local populations or key stakeholders because of this perceived bias: that both organisations and their implementing partner are accused of nepotism and clientelism. While a deeper investigation and risk assessment were not part of this evaluation, the evaluators strongly recommend this be considered thoroughly and mitigated in the potential expansion of this programme.

Sustainability

Sustainability will be addressed by looking at programme design and the exit strategy implemented. **Overall, while this programme will likely have a lasting impact on the educational achievement of the participants, the implementation of an exit strategy or sustainable vocational training programmes did not materialise.**

²⁶ All but one respondent child self-reported that they worked on the street prior the programme. However, this is, of course, self-reported and unverifiable.

Programme Design

The lasting benefits of a programme must be considered in the design of the project, ensuring that the well-intentioned interventions do not only have the appearance of doing good but also actually result in improved circumstances.

Positively, the design of the education component showed clear thought to ensuring the programme's benefits on education would last, with an emphasis on integration of students into formal schools. Likewise, awareness raising of children's rights has the goal of increased knowledge and changed action, which – once adopted – should last beyond the programme. Unfortunately, the third programmatic component – of vocational and business development skills training for household members – showed significant oversights in programme design that hampered sustainability.

While quantitative opinions were positive on aspects of these trainings, with favourable opinions on the quality of teachers and trainings and most quantitative respondents reporting that the programme improved income (which, as noted in the household economic situation section, does not appear true at a household-wide level), qualitative data nuances these figures to show some key areas of weakness, which suggests that the programme did not maximise the sustainability of these benefits:

- Participants often noted that they felt the training programmes were not comprehensive or long enough for them to adequately gain a new skill.
- Tailoring participants reported not having any fabric to work with at first and that later on, they were only able to practice on children-sized clothing, limiting their ability to adequately learn this profession.
- Furthermore, other interviewees indicated that adequate market assessments were not used to design the vocational training areas of focus, leading to oversaturation of the market in some cases or a lack of demand for such professions in the market in others. Specifically, it was claimed that there was an oversaturation of tailors after the programme, and youth girls learning beauty skills was mentioned as inappropriate, as they would not be trusted by adult women to provide those services.
- Finally, the business development skills component was widely regarded as not supplying a large enough grant to actually support the establishment or development of a business.

What is particularly concerning is that these vocational trainings were supposed to be guided by an internal labour market review – but many of the findings of that review were not effectively incorporated in the programme design. The report highlighted food services and construction as areas where many job opportunities existed, yet the programme did not include either of these as vocational skills. Thus, these are elements that certainly could have been made more sustainable.

'We should select professions that have the best labour market. For this project, we had a lot of tailors, I would say we made the whole of PD1 tailors, and there is no reciprocity between the services they can provide to each other'.

'For improving of this programme, they should increase its time from 45 days to three months, their trainings should be much more [comprehensive], and at the end of program they should give us much more money'. – BDS participant

'Our teachers were very capable. But the length of the program was short, and I just learned how to cut the fabric'. – Tailoring vocational training participant

'In the future, there should be pieces of cloth so we can learn to cut very well... we should have

more practical exercises. They used to draw everything in the board, but we didn't want that – we wanted practical exercises'. – Tailoring vocational training participant

Handover of Project to Government

The internal project proposal noted that 'An exit strategy will be developed in consultation with MOLSAMD and MoE to ensure that at the end of the project the relevant government ministries are able to sustain the activities and allocate resources' and 'Upon completion, the ownership of the project will be passed to the community and MoE'.

However, based on all information obtained by the evaluators, this did not occur, and the project ceased its activities at the end of UNICEF funding. As will be addressed more extensively in the next section, it overall appears that there was ineffective coordination between the WACEO/War Child UK and UNICEF teams and governmental officials. This significantly constraints the sustainability of the project and limits its relevance as a flagship project for the National Strategy for Street-working Children.

'The plan was that at the end of the program the MoLSAMD would take ownership and the responsibility for this project. After the evaluation, the MoLSAMD was supposed to design similar programs and attract funds from different donors. This was just a pilot project to build evidence for the government based on which they could revise and implement the National Strategy for Street-working Children... therefore it fit into the Afghan government's child protection policies and strategies...Therefore, we piloted this project to see what changes/amendments should be made to the strategy. This was done following the government's request.' – UNICEF staff member

Summary of OECD-DAC Criteria

Based on the information presented, the project can be rated as follows on each OECD DAC criterion

No achievement at all of goals	Minor achievement of goals	Moderate achievement of goals	Near complete achievement of goals	Total achievement of goals
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Table 5: OECD-DAC Ratings

OECD-DAC Criterion	Programme Rating	Comments
Effectiveness		Clear effectiveness in resulting in better situations for participants; limited effectiveness of programme management
Impact ²⁷		Likely positive but suboptimal impact –differing specific impacts for boy and girl participants, and bias in participant selection calls results into question.
Relevance		Programme highly relevant to participant needs, but theoretical linkages to wider priorities not materialised and UNICEF department should be reconsidered.
Efficiency		Some limitations on adherence to project plans, slightly delayed timeline, lack of strong coordination with other actors, relatively high cost per participant.
Sustainability		Impact on education likely to continue, yet exit strategy minimal and vocational training component unsustainable.

²⁷ Impact will be further detailed in the following section.

4. Programme Results: Effectiveness and Impact

This section reviews the results of the programme in terms of outcomes and impact related to the participants. The planned impact of this programme, as stated in project documents and outlined in the theory of change developed by Samuel Hall evaluators, is to improve the well-being, opportunities, and resilience of SWC boys and girls and their families.²⁸ In light of the project’s areas of focus, this evaluation will first address overall resilience, before assessing the well-being and opportunities of SWC boys and girls and their families in relation to three key categories of outcomes: education, economics, and child protection.

Participating respondents showed a number of positive behaviours in comparison²⁹ to non-participating respondent street working boys and girls:³⁰

- Participating respondent street-working boys’ and girls’ households showed a better reduced coping strategies index (rCSI), suggesting the possibility of a positive impact on resilience.³¹
- Furthermore, the participant respondent group showed higher rates of education and reduced rates of child work – especially street work or work with significant risks – within their households compared to the non-participant household respondents. Today, 68% of participant respondent boys and 42% of participant respondent girls both attend school and do not work.
- Self-reported change in school attendance between the time of survey and three years prior (before the programme started) was also positive.
- Finally, there was evidence of a likely positive impact on perception of children’s rights within participant respondents’ families.

However, it is important to consider these positive results in light of the concerns on programme targeting discussed in the previous section. **While the participants did appear to benefit from this programme, it is unclear whether the participants were actually those targeted by the project, as well as how specifically results addressed target population needs.**

Table 6: Key impact results

Criterion	Rating
Resilience	Positive, but mixed results by gender
Education Dimension	
Improved access to quality education	Positive, but mixed results by gender
Economic Dimension	

²⁸ There is no official programme logframe. One document provided to the evaluators – a final report – included some listed targets, and these are included in the findings as applicable. However, the evaluators found these targets to be at times vaguely defined or unmatched to actual programme documents.

²⁹ All comparisons should be considered in light of the caveats noted in ‘limitations on evaluation’ section and demographic differences, highlighted in the section below.

³⁰ Unless otherwise noted, ‘boys’ and ‘girls’ refers to all respondents, including those ‘youth’ respondents age 14 and over.

³¹ The nuances of what constitutes resilience, and how to measure it, are widely debating in the resilience field of practice. As such, while rCSI is a commonly used indicator in resilience measurements, and the evaluators have elected to use it as the best abbreviated proxy, they do not claim for it to comprehensively measure resilience.

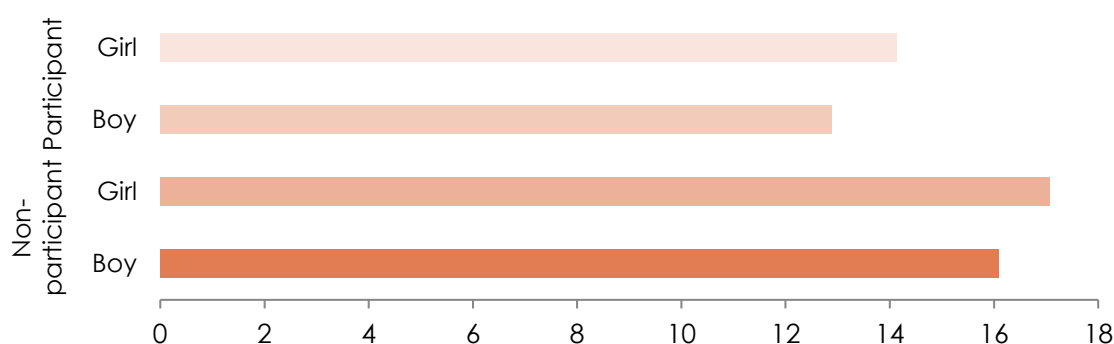
Increased household income to care for children	No clear increased income, yet more adults/youth in families working
Child Protection dimension	
Increased access to community support and community based social protection	Participant children engage in fewer community activities
Improved treatment of children and recognition of their rights by families	Positive, but mixed results by gender
Reduced work/unsafe work for boys and girls	Positive, but mixed results by gender

Resilience

Resilience is a complex concept around which there is much debate and discussion in the aid and development fields. It can be used to refer to individual capacities – economic, psychological, or otherwise – as well as ecosystems and more. While the extent of this debate is outside the scope of this report, it is important to consider that a comprehensive understanding of what resilience is in the Afghan context has not been determined. This report therefore addresses resilience in the sense of how respondents cope with adverse circumstances, aligned with the UNICEF definition of resilience: ‘The ability to withstand threats or shocks, or the ability to adapt to new livelihood options, in ways that preserve integrity and that do not deepen vulnerability’.³²

As such, the evaluation team assessed the Reduced Coping Strategies Index (rCSI) of participant and non-participant respondents. While coping strategies are used primarily to assess food security, in theory a more resilient household would use fewer *negative* coping strategies in the same socio-economic situation as a less resilient household, as the more resilient household would have more positive ways of withstanding/adapting to the circumstances they were in. The overall positive result on this metric is clear. While the concept of resilience is incredibly multi-faceted, this **proxy measurement suggests that the programme may be contributing to improved familial resilience for the participant families, though still presenting disparities between girl and boy children.**

Figure 7: Mean rCSI scores for respondent households



Compared to non-participant respondents, participant respondents did have lower mean rCSI scores, meaning less usage of negative coping strategies. This trend was also apparent across the individual coping

³² UNICEF, “Emergency Preparedness and Response - Resilience Building.”

strategies, with the mean number of days per week that each strategy was used lower for participant respondents for all strategies except 'Reduce number of meals eaten in a day'.

However, for all respondents, **the households of the girl respondents had higher (worse) mean rCSI scores.** While this is at the household level (and many households include a mixture of male and female children), it may suggest that the households that send girls to work are overall more vulnerable.

Education

With accelerated learning courses and integration into government schools as a prime area of focus for this intervention, the achievement in improving education is one of the utmost areas of interest. Positively, school attendance seems to have improved significantly as a result of this programme; however, discrepancies based on gender and income bracket nuance that greater progress is possible.

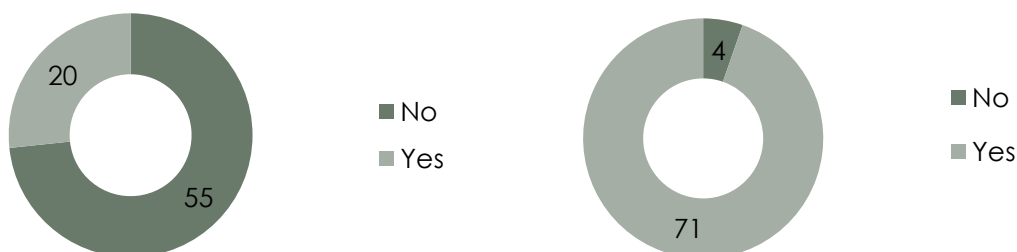
This section reviews key areas of interest related to educational attainment: school attendance rates, drivers of school attendance and integration into/perceptions on governmental schools.

'This programme had lots of positive impacts on our children's education. Before, they were only selling plastic bags, but since the start of this program they have attended school. Now, they are studying, and they know reading and writing. [There has been a large] positive impact on their education'. – Parent of participant child

School Attendance Rates

Prior to the inception of the SWC programme, according to quantitative data, 26% of participant children respondents attended school, with comparable rates between boys (27%) and girls (25%).³³ This is roughly comparable to the AMICS (2010/11) household survey of Afghanistan found that less than half (31%) of children involved in child labour attend school (however, there is conflicting data on this account, with other data claiming an attendance rate of 82% for children working in street/bazaar selling).³⁴

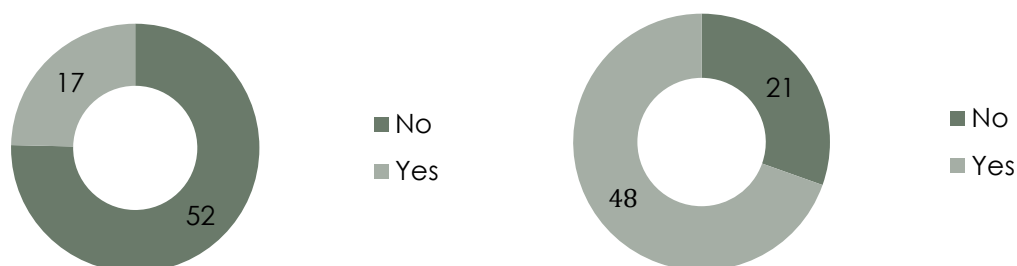
Figure 8: Number of participant respondent boys who reported attending school before the programme (left) and who reported attending school now (right)



³³ The self-reported numbers are in contrast to internal documentation from War Child UK and WACEO, which report significantly higher rates of school attendance (according to the quarter 3 report 63% of girls and 53% of boys). This discrepancy suggests erroneous data supplied by respondents at some point in either the registration or end line survey. However, an improvement has occurred either way.

³⁴ Central Statistics Organisation (CSO) and UNICEF, "Afghanistan Multiple Indicator Cluster Survey 2010-2011: Final Report" (Kabul, Afghanistan), accessed October 3, 2016, <http://cso.gov.af/Content/files/AMICS-Jun24-2012-FINAL.pdf>; ICF Macro, "Child Labor in Afghanistan"; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, "Needs Assessment of Children Working in the Streets of Kabul."

Figure 9: Number of participant respondent girls who reported attending school before the programme (left) and who reported attending school now (right)



However, overall data suggest that the rates have improved, as reported by both children respondent participants and adult family members and in comparison to non-participant respondents. While the breadth of the impact on this indicator is thus unclear – in both cases boy and girl respondent participants have a higher rate of attendance after the programme:

- 95% of respondent participant boys now attend school, versus 70% of respondent girls.³⁵
- Gender is a differentiator, but less so than the data may suggest: the average age of girl respondents is higher than the average age of boy respondents, and older children are conceivably less likely to attend school in general. **If respondents age 15-18 are removed, the gap in education achievement closes – but is still there.** 97% of boy respondents up to age 14 attend school, versus 82% of girl respondents.

CASE STUDY: From Street Work to Following in her Teacher's Footsteps

Haseba – Age 12

'When I was five years old, my parents sent me to the bazaar in order to sell plastics and earn money. At that time, only I was working, and my father was a painter. There were no employment opportunities for him.'

My income was 100-200 Afs per day - this amount was enough to fulfil our family's expenses. I worked on the street from 8am to 6pm, and I also had to help my mother with household duties too. **I didn't attend school because I had to work to earn some money for my family.**

I was never happy selling plastic on the street because people in the community harassed me. Sometimes they beat me, and sometimes they took my plastics. **I did not feel safe, and was afraid of suicide attackers.** I was very interested in going to school because all the other children my age were attending school. Going to the streets everyday made me very sad.

Currently I am not working on the streets. **When the WACEO programme started, the helped keep us away from the streets and in school.** I studied through the WACEO programme for two years. At the centre, they provided us supplies, books, notebooks - all the necessary school materials. They also gave us snacks. and we were able to play during the breaks. Our WACEO teachers treated us very well, but our teachers now at the government school do not always care about us.

When the WACEO programme finished, I joined a governmental school. Now, I am studying in a 4th grade class. I like Pashto classes a lot. Overall, I am interested in all subjects, except math.

I am an average learner, but I am better than three years ago. Now, the lessons are easy for me. **I would like to become a very good teacher in the future.** My father says, "You should complete your education, because education is important in every aspect. Lessons brighten your mind, and in the future, you will have access to a good salary. Whatever you want, you can have it".

³⁵ Various internal documents either have a target of 70% (final report) or all 300 (project proposal and other documents) attending school. This means that in the case of the former, the target was met. However, the latter target of all 300 children being integrated into formal schooling has not occurred.

- Likewise, **participant respondents have higher rates of attendance than non-participant respondents**, who have rates of 79% for boys and 49% for girls, adjusted to 79% for boys and 56% for girls if only considering respondents ages 14 and under.³⁶
 - Parent interviews further confirm **higher rates of school attendance amongst participant respondents at a household level as well**: overall, 51% of boys in non-participant respondent households attend school, versus approximately 60% of boys living in participant respondent households. For girls, 32% of girls in non-participant respondent households attend school compared to nearly half of those in participant respondent households (48%).

The differences between participant and non-participant respondent households in the proportion of each group that attends school today are presented in the table below.³⁷ A positive number indicates a higher proportion of participants than non-participants in that group attends school today, while a negative number represents a higher proportion of non-participants attending. **This shows the discrepancies in gains among different population segments, with girls having higher gains in spite of lower overall attendance.**

Table 7: Difference between participant and non-participant respondents in ratio of children in household that attend school

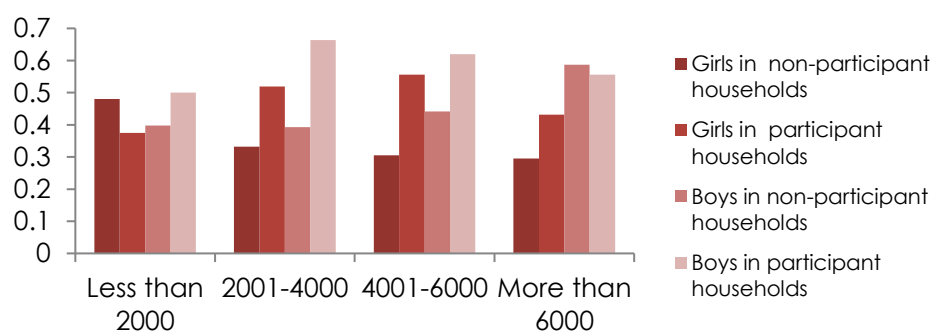
	Girls	Boys	TOTAL
13 under	0.22	0.13	0.16
14-17	0.16	0.05	0.13
TOTAL	0.16	0.09	0.12

Drivers of Educational Attendance

Drivers of educational attendance appear to vary from household to household, but there are some key interesting patterns:

- Disaggregating responses by income group highlights further discrepancies to investigate in future reports, with fluctuating patterns of household attendance in school for specific age/gender groups. **suggesting an interesting possible divergence between girl and boy respondents of how income levels influence the decisions of school attendance**, as can be seen in **Error! Reference source not found.** below.

Figure 10: Ratio of children in respondent households in school by income level



³⁶ This contradicts the final report produced by War Child UK, which lists only 46% of participants to be attending school at the end of the programme.

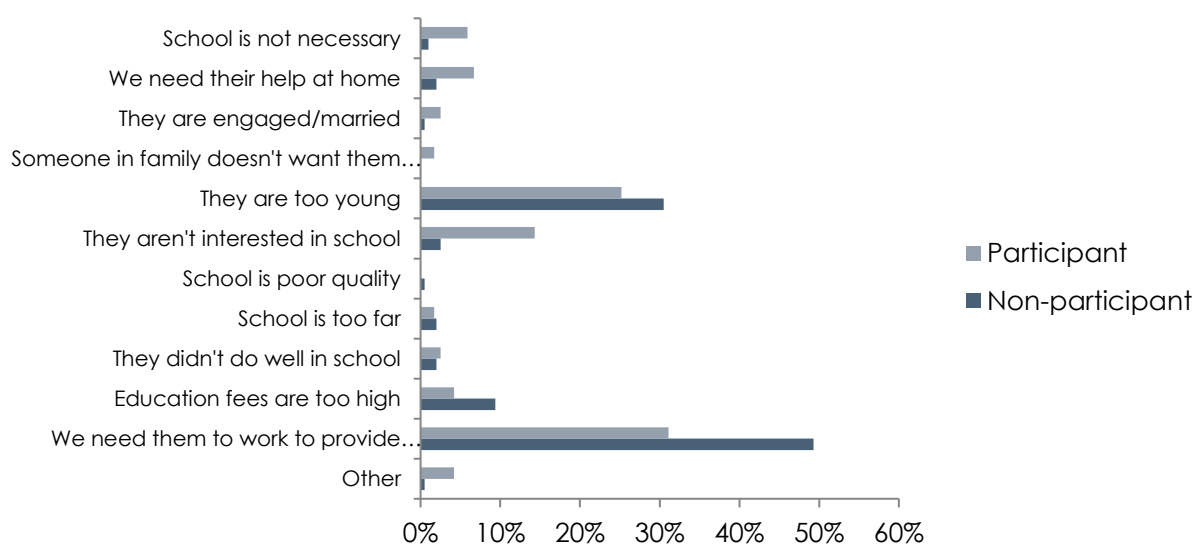
³⁷ These figures, of course, should be considered in light of the fact that the participants had lower reported rates of school attendance before the programme than the non-participants do now.

- The most commonly adult respondent reported reasons for children within respondent households not attending school were **that they needed the children to work or that the children were too young**.
- Likewise, participant children respondents who did not attend school themselves listed needing to work to provide income for their family as the top reason they were not (9 girl and 3 boy participant respondents reported this). Other top options among the small group of respondents were that they were not interested in school (8 girls and 1 boy) or education fees were too high (6 girls reported).
- While 46 girl participant respondents and 63 boy participant respondents said nothing made school hard, **some reported constraints in attending or doing well in school included that they prefer to work** (5 girls and 2 boys reported), that school was too far from their house (7 boys reported), that they don't like to study (5 girls reported) or that their parents did not think education was important (5 girls reported).

These findings suggest that **there is still a remaining gap in the familial perception of the importance of school for children and/or in the family's ability to survive without the child's income**, as there is still a significant portion of participant households indicating their children can't attend school due to the necessity of having them work.

'Before I didn't like school, but now I like it. I'm at the 4th grade, and I don't work!' – Boy participant, age 18

Figure 11: Adult respondent reported reasons for children in respondent households not attending school



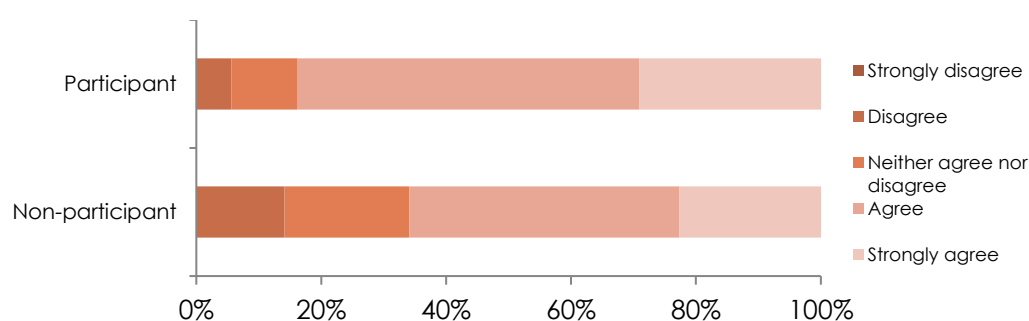
These children who answered that they were not interested in school or preferred to work are especially important to consider. As is highlighted in the annexed desk review, past research has highlighted that in some contexts, children are active agents in the decision to work – and that it forms a key part of their identity. This is clearly a sensitive topic, but belies the importance of including children's agency and perspectives into the programme design process should this project be upscaled.

Integration into and Perception of Government Schools

Beyond mere school attendance, however, the evaluators considered the formality and perceived quality of the children's education:

- The majority of participant (as well as non-participant) adult respondents reported that their children who attended school did so at governmental schools, with only 3 participant respondent households indicating *any* of the children in their household attended non-governmental schools.
- Most participant respondent adults reported either agreed or strongly agreed (84%) that 'Government schools provide the best education' (84%) and that 'my child is receiving a better education as a result of this programme' (94%). Intriguingly, however, participant households appear to have a slightly more positive perception of governmental schools.
- However, **some qualitative data indicate perceived weaknesses in the formal schools**, including that the teachers at formal schools were not kind or as dedicated as the teachers at the SWC centre were, or that classes were too crowded.

Figure 12: Adult respondents' agreement with the statement, 'Government schools provide the best education'



'I learned better at the SWC centre, because our teachers were very kind and they would explain everything to us repeatedly. Our teachers in [formal] school get mad if we ask too many questions'. – Girl participant, age 14

'[In the SWC centre], there were no crowded classes. It is too crowded in public schools – that's why students cannot learn better at the public school'. – Parent of participant

'In governmental school, many students were in a single class, and [the teachers] didn't try hard. But, in the SWC centre, the teacher worked hard on the students' lessons. They were helping children to study for their future. In the governmental school, we sent our children by force, but they willingly attended the SWC centre'. – Parent of participant

In summary, this programme has clearly had a positive result on the educational attainment of the participants, yet it has not fully been able to overcome factors such as gender inequality in educational achievement, likely due to continued cultural constraints and incomplete realization of tailored programming by gender.

Household Economic Situation

Another prime desired outcome of this project was to improve participant households' economic situations reducing the drivers of street work for children.³⁸ This section assesses the economic situation of participant households to understand if the vocational and business development skills training programmes for youth and adults led to improved income to care better for children in the household.³⁹ Overall:

- *Income bracket:* Compared to non-participant households, participant respondents were less likely than non-participant respondents to be in both the highest and lowest income brackets.⁴⁰
- *Girls versus boys:* The households of girl respondents – whether participants or not – were less likely to come from households in the highest income bracket than boy respondents.
- *Gendered drivers:* While these disaggregated data come from small sample sizes, this could suggest **that sending girls to work in the streets is more influenced by economic decisions**, whereas sending boys to work in the streets is based on other factors.
- *Fewer children working:* While household income has not clearly improved, fewer participant respondent households (20%) than non-participant respondent households (92%) receive income from children under 13. These participant respondents potentially experienced a drop-in income from having removed these children from working.
- *More youth working:* Likewise, 52% of participant respondent households receive income from children age 14-17 – a more suitable age for working – compared to 32% of non-participant respondent households. There is a mean ratio of 0.44 youth (14-17) in participant respondent households working, compared to 0.38 in non-participant respondent households
- *More adults working:* A mean ratio of 0.52 adults in participant respondent households work, compared to 0.42 in non-participant respondent households – suggesting a more appropriate group of individuals is working within these households.
- *Limited savings:* Very few (four of 124) participant households indicate they save money.⁴¹

'I'm very happy that I can afford the school expenses of my children [thanks to the tailoring vocational training]. My children are also very happy, and they say, "It's good that you learned tailoring so that we don't have to work and can study"' – Parent vocational training participant

'When I was not working, my son was an apprentice in a grocery store. When I got the 15,000 Afs grant, I invested the money and removed my son from the grocery store. Now he studies because I work'. – Parent business development skills participant

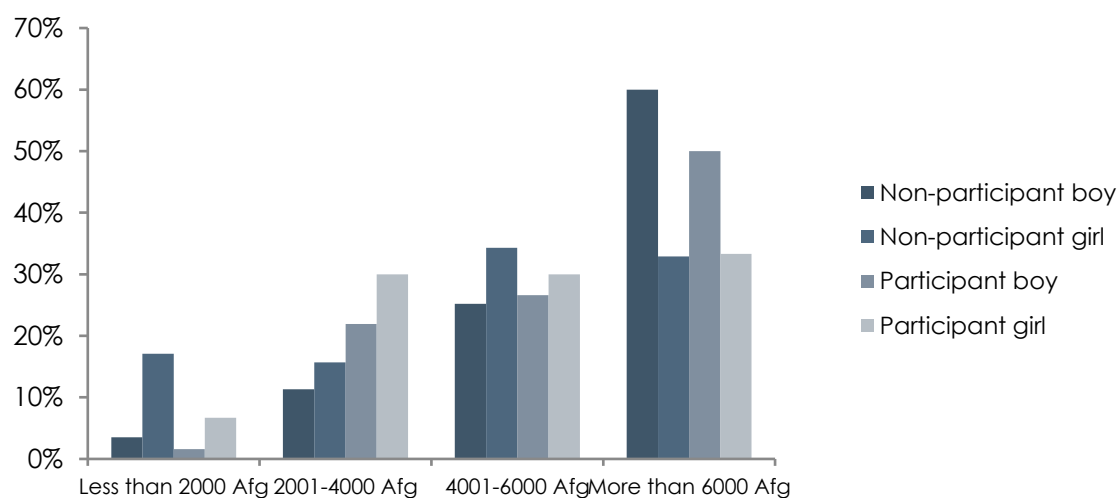
³⁸ This objective also incorporated the reintegration of former SWC into their communities, as noted in project documents, with one document listing a target of '100 children over 14 who received skills training were reintegrated into their communities'. What constitutes 'integration' was not made entirely clear, except that it would be through providing vocational and life skills training. This suggests to the evaluators that this integration entails children in more suitable/acceptable jobs and with increased community interaction. These components will be addressed in the final component of child protection, although the target of 100 children is unclear without further details on the meaning of this target.

³⁹ An internal final report also listed a target of '40% of targeted household's income spent on children's' well-being (e.g. schooling, clothing, food). The evaluators question this choice of target, as it is not clear that a 40% expenditure on children is actually optimum. Furthermore, based on Samuel Hall's experience in many assessments of this nature, reported household expenditures are prone to many errors and inaccuracies, rendering the data unreliable. As such, this target was not measured.

⁴⁰ In light of the lack of comparable baseline, it is difficult to determine the level of change in income amongst participant households.

⁴¹ An internal report listed a goal of households saving money, namely that '50% (125 of 250) of parents of street-working children save a percentage of their income earned and send their children to school'. While the achievement of school attendance is addressed elsewhere in this report, according to the quantitative survey, only four of the 124 respondent participant households reported saving money (no non-participant respondent households reported saving money). This suggests this target was not achieved.

Figure 13: Income level of the households of child respondents



In sum – while existing data suggested that there has not been an overall increase in household income amongst programme participants, the breakdown of income earners in these households is more appropriate, with less income from young children.

CASE STUDY: A Stolen Daughter

Juma – Participant Parent

‘I didn’t study because I grew up in Kunduz – the Taliban didn’t allow us to attend school. I am illiterate. When my husband died in Pakistan, then my four children and I came to Kabul.

WACEO found my daughter Lal Bibi selling plastic bags in the bazaar, and when they came to our house and saw our situation, they enrolled me in tailoring vocational training and Lal Bibi got to study Dari in first and second grade classes.

At the end of the programme I received tailoring tools – I satisfied with the tools and their quality. I learned how to cut and sew dresses. The teachers were capable, but the length of the programme was short and we only learned to tailor children’s’ clothes. Now, I make dresses and receive 50 to 100 Afs from each dress – I charge less money than normal because I want people to come to me for tailoring. I also spin wool.

Also, my son received 15,000 Afs from the business development skills training. He started a shop selling sandals, but it didn’t run well, because in winter no one buys sandals.

We went to the centre every day, with no absences. Sometimes when I told my daughter not to go she used to say, “No, mother, I will go! I will learn Dari and they will give me snacks”.

Sadly, after my husband died [and we moved back to Kabul and started the programme], my brother-in-law wanted to marry me, but I refused. So, he kidnapped my daughter Lal Bibi and took her to Pakistan. The community authorities helped us to get a lawyer, and we told the representative of our community – but my daughter is still in Pakistan. The community authorities tried a lot, but they couldn’t do anything. Now I am afraid of leaving the house because my brother-in-laws warned me if I go outside they will kill me.

My main dream is to find my child and have help from the government, because we are in a very bad situation. Then, one day, I hope that my children can study and my daughters become teachers and my sons become doctors to serve our country.

Child Protection

The final main outcome category was child protection, including, with stated goals of:

- Increased access to community support and community based social protection⁴²
- Improved treatment of boys and girls and recognition of their rights by families
- Reduced work/unsafe work for boys and girls.

‘UNICEF uses the term ‘child protection’ to refer to preventing and responding to violence, exploitation and abuse against children – including commercial sexual exploitation, trafficking, child labour and harmful traditional practices, such as female genital mutilation/cutting and child marriage. UNICEF’s child protection programmes also target children who are uniquely vulnerable to these abuses, such as when living without parental care, in conflict with the law and in armed conflict’. - UNICEF, “What Is Child Protection?,” May 2006.

Community Support and Engagement⁴³

In terms of community support and engagement, the evaluators assessed this through varied means. The findings from the adult surveys indicate:

- Participant adult respondents overwhelming (94%) agree or strongly agree that there is stronger community support for their children as a result of the programme – though in qualitative data, some still claimed there was little support – or even continued contempt.
- Both participants and non-participant respondents rated both healthcare and legal support access as having gotten better and as good quality – though the participants rated both categories slightly higher. As external factors likely play a role, the evaluators are unable to determine the level of attribution of this change to the programme.
- The participant respondent households rated psychosocial support as slightly worse than non-participant respondent households in terms of both current quality and change in accessibility over the past three years. However, the reasons for this change are not clear.

‘People in this community had negative thoughts towards street-working children. They teased them... and they beat them. But now, this contempt has decreased’. – Parent of participant

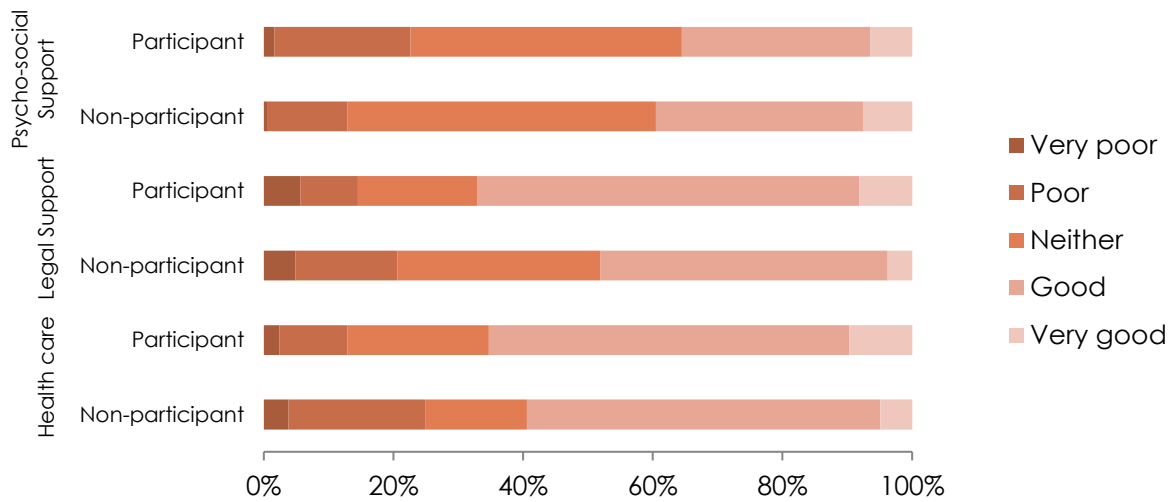
‘People in our community do not help or support SWC because they all have their own problems and issues’. – Parent of participant

‘People who are living in our community feel contempt for our children. They look down upon us because of our economic crisis... and in the past few years their thoughts haven’t changed – they still look down upon us’. – Parent of non-participant

⁴² The child protection component of the programme included social worker outreach services for families, of which the target was that the 300 participant children received these services. According to the quantitative survey, 121 of 124 respondent households indicated having received social worker visits, with a median number of 3 visits. The most common reported reasons for the visits were absence from school (59% of respondent households who received visits reported receiving at least one visit regarding this), children working to earn money (49%) and early marriage (42%). The respondent households reported that the social workers instructions or actions were predominately to instruct the family on children’s rights (99% of respondent households who received visits reported receiving this instruction) followed by referring the child to medical care (77%). All respondent households who received visits reported following the social workers’ recommendations either fully (83%) or partially (17%). Likewise, households reported participating in children’s rights’ awareness sessions, with 108 of the 124 respondent participant adults having attended one. According to internal project documents, all children received education on their rights.⁴²

⁴³ An internal final report listed a target of ‘5% increase from baseline of surveyed families of street-working children accessing social protection mechanisms and support services at project end’. Due to the lack of comparable baseline, the achievement of this target is unclear.

Figure 14: Adult respondents' rankings of the quality of support systems in their community

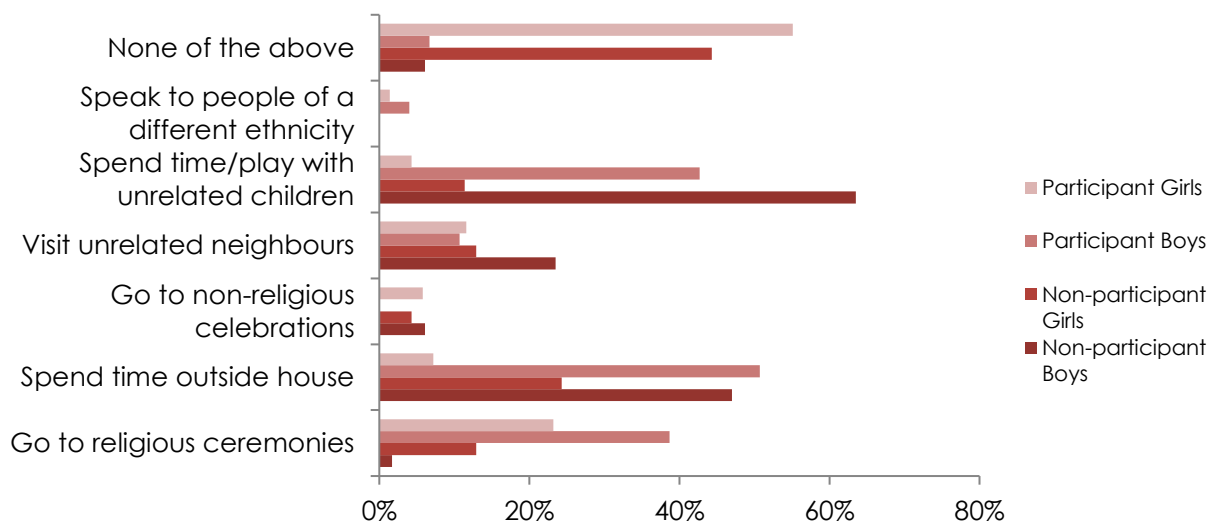


The children’s surveys elucidate the nuances between boys and girls and other key findings:

- Non-participant children respondents had higher rates of most of forms of community engagement, including spending time/playing with unrelated children, visiting unrelated neighbours and general time outside of the home.
- Participant children respondents only had higher rates – and by a significant amount – in religious ceremonies. This may indicate a discrepancy in the demographics or social situations of the respondent groups, potentially indicating a bias in participant selection.
- There is once again a significant discrepancy between boys and girls. 44% of non-participant girl respondents and 55% of participant girl respondents indicated that they did not engage in any of these activities, compared to 6% of boy non-participant respondents and 7% of boy participant respondents.

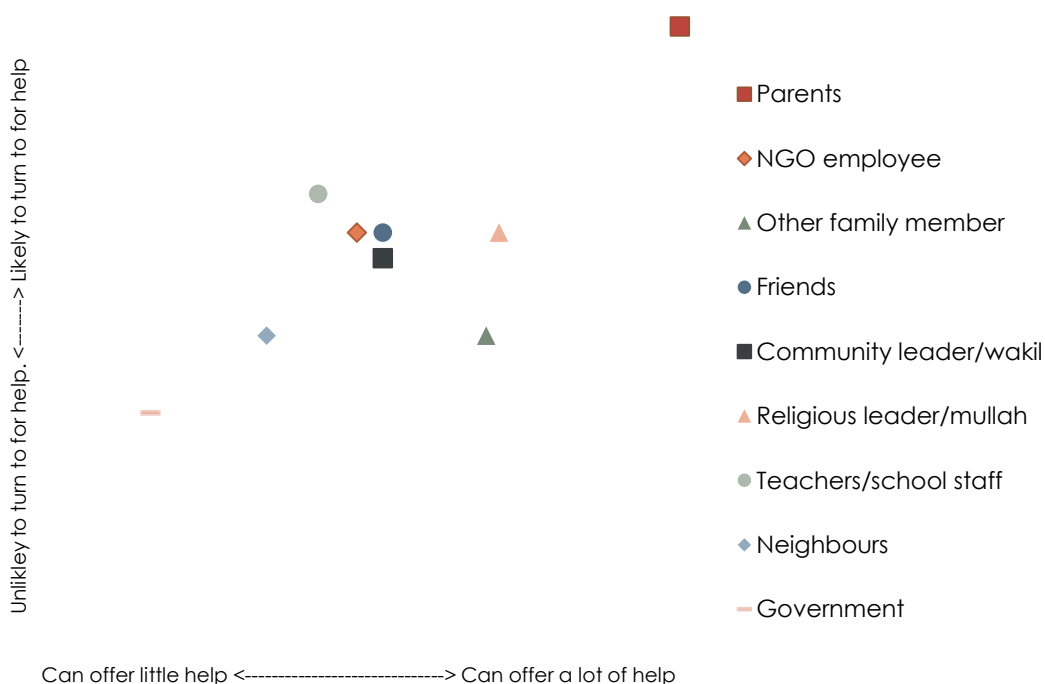
Finally, in pair interviews, the children were asked to work in teams to conduct a ‘support mapping’ exercise. This exercise entailed them charting various persons in relation to who they would turn to/who they felt could assist if they encountered a problem in their life related to work and/or school.

Figure 15: Community activities child respondents reported engaging in



According to these results, parents were widely regarded as the category of group that respondents both were likely to turn to if they encountered a problem and that were seen as capable of providing the most assistance. Government followed by neighbours were ranked the lowest, while religious leaders/mullahs were another top selection amongst the respondents. This is positive in terms of showing potential evidence of good relationships between participants and their parents, and also again highlights the important role of religion in the participant households.

Figure 16: Approximate average pair interview respondent rankings on who they are likely to turn to/who is likely to be able to help them in case of problems



In terms of what these findings mean for scaling, it highlights the importance of:

- **Psychosocial support:** this is corroborated by past data showing that street children are also believed to be at high risk of psychosocial problems.⁴⁴
- The necessity of **gender-specific focuses in interventions:** the differing levels of community engagement on girls may not be surprising in the Afghan context, but again indicate a lack of gender parity in the programme’s achievement.

Improved Child Treatment and Recognition of Children’s Rights

In spite of a lack of clear improvement in relation to community engagement, there does appear to be improved treatment of participant children by their families, which may be attributable to the children’s rights awareness sections that were provided to participant households. For instance:

- The child-respondent reported rates of parents punishing children by hitting them are lower for participant respondents than non-participant respondents.
- There are subtle improvements on participant respondent adult’s perceptions of children’s

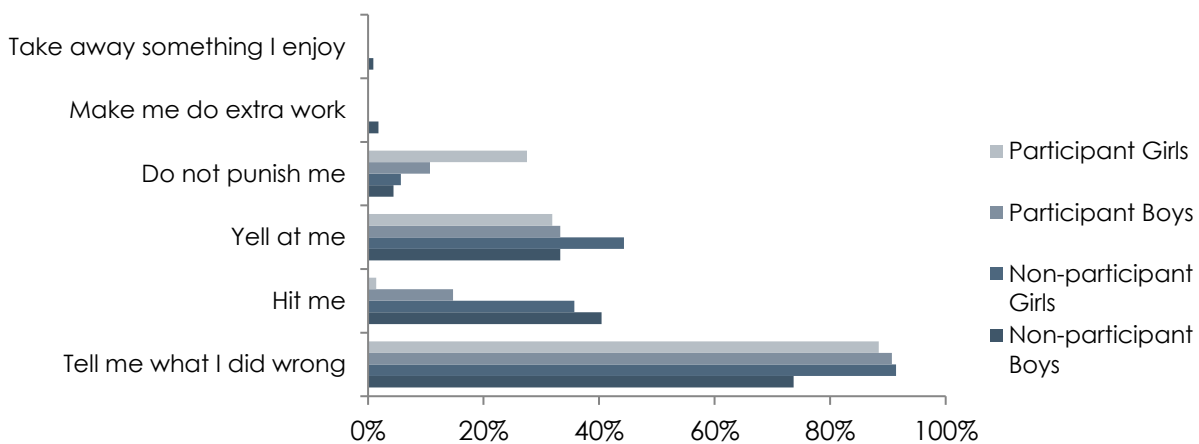
⁴⁴ Majidi and Baudeau, “A Rapid Assessment on Child Labour in Kabul”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

rights, though there are notable discrepancies still between how these respondents view boys and girls (more adults, for instance, agreed or strongly agreed that every boy should be able to go to school than the same for girls).

- Participant respondent adults also had slightly more positive responses in relation to the unsuitability of early marriage, the importance of playing and the unsuitability of children under 13 working.

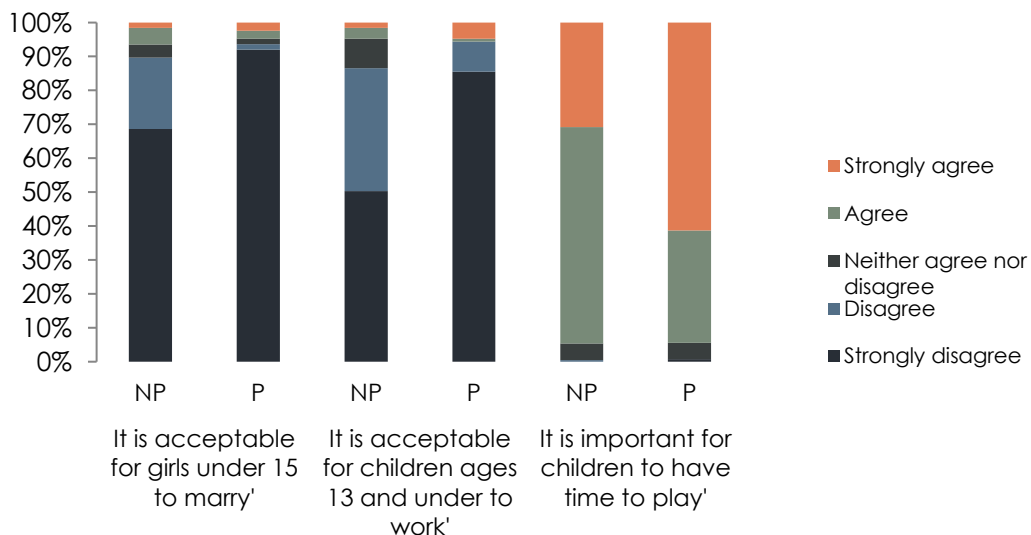
‘[In the past], when our children messed around or did bad things, we beat them much more. But now, my discipline of my children has changed. We can guide them through advice. My thoughts [on discipline] have changed a lot in the past three years’. – Parent of participant

Figure 17: Child respondents' reported punishments received from parents if they do 'something bad'



Intriguingly, the vast majority of respondent households that included working children under 13 also thought that it was unacceptable for this age group to work, with relatively comparable opinions to families that did not have children under 13 working. **This suggests that a comprehension of children’s rights is likely not enough in and of itself to reduce young child labour**, which is crucial to consider in scaling this programme up.

Figure 18: Adult respondents' opinions related to children's rights



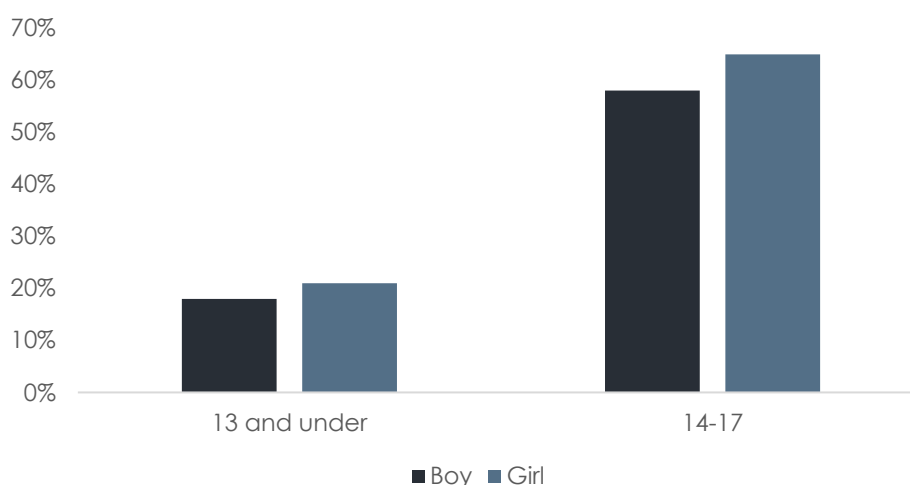
Reduced Child Work/Unsafe Child Work

Finally, a prime goal of this programme was to reduce work overall – and in particular, unsafe work – for boy and girl participants. This will be addressed first in terms of overall working rates followed by an assessment of the working conditions of those children who still work.

Work Rates

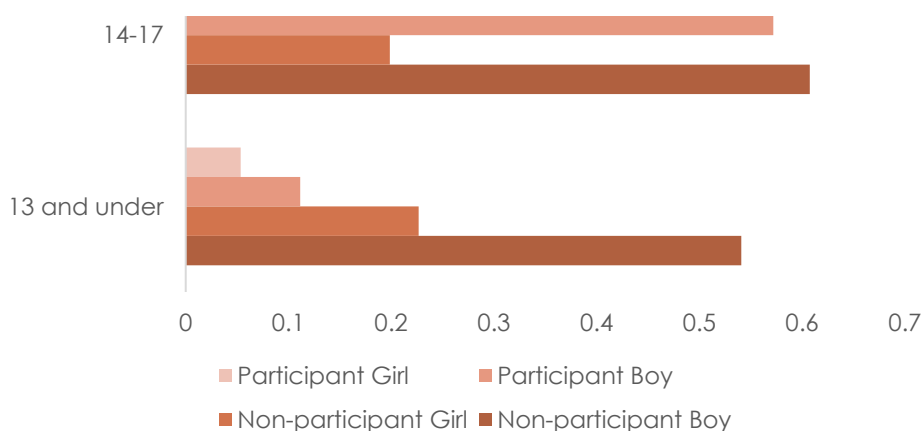
Self-reported work rates for participant children have declined. However, this again varies by age and gender to a relatively significant degree. They are still not significantly better than rates reported in the Afghanistan Multiple Indicator Cluster Survey in 2010/11, which indicates that 25 percent of children between the ages of 5 and 15 are involved in child labour activities in Afghanistan.⁴⁵

Figure 19: Percentage of participant respondent children working today



Participant respondent households had lower reported ratios of children working than non-participant respondent households for all disaggregated age/gender groups except for girls age 14-17, for which participant households had higher rates.

Figure 20: Ratio of participant and non-participant children working in each respondent household



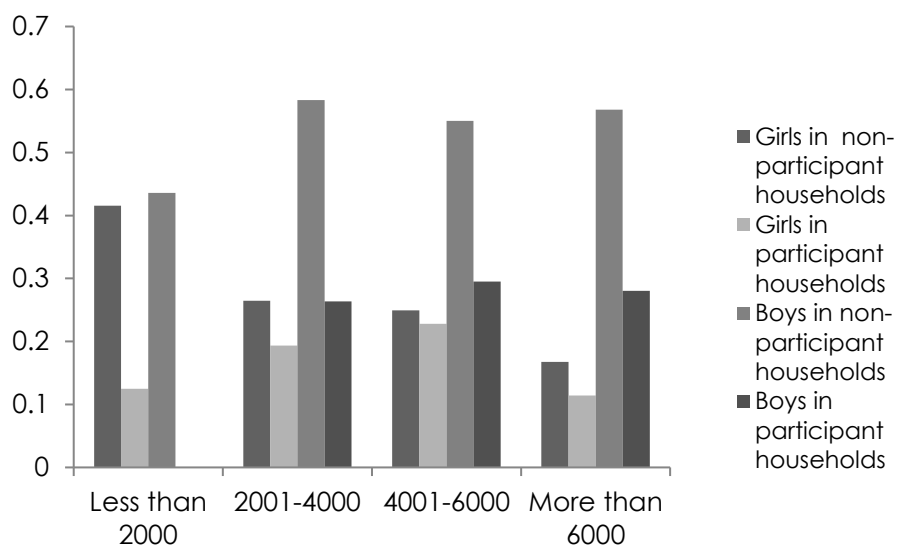
⁴⁵ Central Statistics Organisation (CSO) and UNICEF, "Afghanistan Multiple Indicator Cluster Survey 2010-2011: Final Report."

The ratio of girls working seems to shift more in relation to income level, whereas the ratio of boys working seems to stay steadier at all income levels. However, there were different patterns for girls in non-participant respondent households and participant respondent households.

‘I quit working in street because I wanted to study... in future I want to be a good policeman’. – Boy participant, age 18

‘I go to school now and I am happy that I do not work on the street anymore... now I only go to school and help my mother with the household chores’. – Girl participant, age 14

Figure 21: Ratio of children in respondent households working by income level



The data suggest that the ratio of boys within a household working may stay more static at differing income levels in comparison to the ratio of girls within a household working. If the correlation is calculated between reported income the previous month and the ratio of boys/girls within a household working for all respondents, the only demographic group for which there is a significant correlation with income is the ratio of girls under 13 working. This could suggest that income may be a greater determinate of girls (particularly young ones) working than boys.

Table 8: Correlation between respondent income and ratio of children working

	Ratio of boys under 13 working in household	Ratio of girls under 13 working in household	Ratio of boys 14-17 working in household	Ratio of girls 14-17 working in household
Income last month	.111	-.277 (Correlation is significant at the 0.01 level)	-.110	-.074

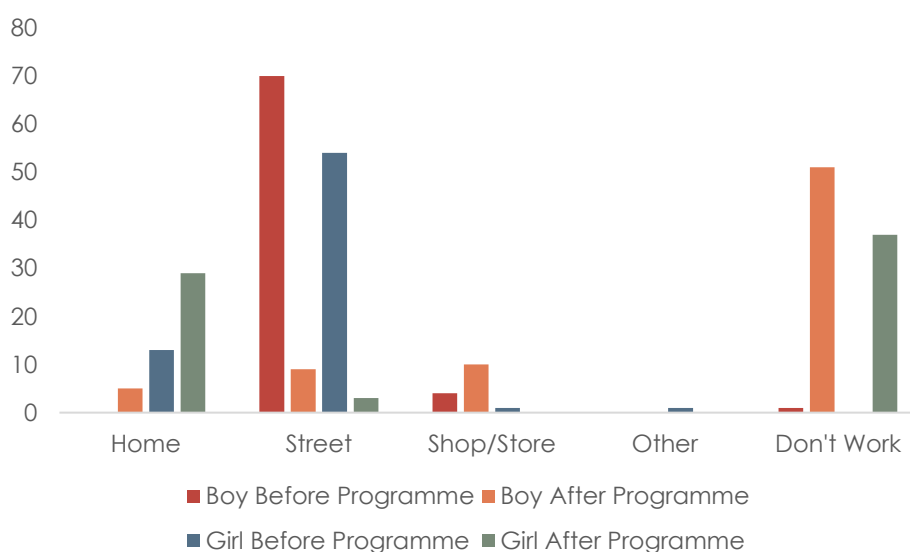
Situation of Working Participant Respondent Children

While there are still a number of children working, the working situations have shifted positively.

There is a significant reduction in participant respondent boys and girls working on the street and an increase of participant respondent boys and girls working at home. This increase in working from home was predominately an increase in girls working. Before the programme, 0 boy participant respondents and 13 girl participant respondents worked at home. After the programme, 5 boy participant respondents worked at home and 29 girl participant respondents worked at home.

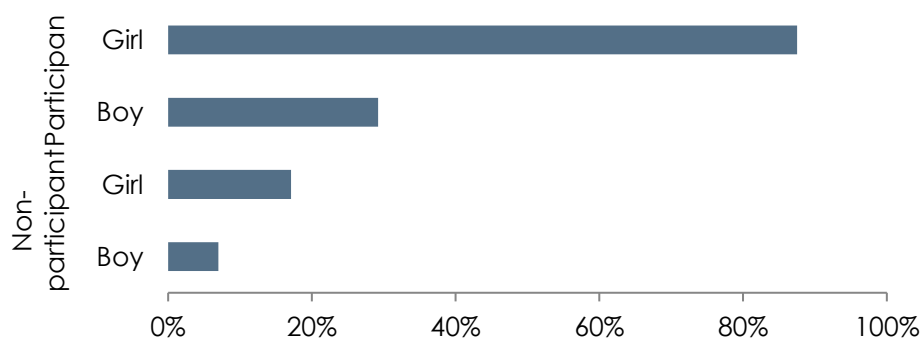
Furthermore, participant child respondents who were still working also reported feeling safer at work. This varied significantly between boys and girls, with 88% of working participant girl respondents reporting no risks at work compared to 29% of participant boy respondents.⁴⁶

Figure 22: Participant respondent boys and girls reported locations of work before and after the SWC programme



Working participant respondents overall also reported higher levels of agreement with the statement, 'I feel safe at work' than working non-participating respondents, yet girl respondents reported higher levels of agreement than boy respondents amongst both participant and non-participant respondents. Thus, **while more boy respondent participants have stopped working, those that are still working appear to be in worse conditions than the girl respondent participants.**

Figure 23: Percentage of working respondent children reporting no risks at work



⁴⁶ However, this should be considered with the caveat that fewer boy respondent participants are still working at all.

Finally, working respondent children were asked how much they agreed with the statement, 'I enjoy the work I do'. Once again, respondent participant girls had the highest positive responses, followed by respondent participant boys. In this situation, however, respondent non-participant girls fared the worst, with 79% either disagreeing or strongly disagreeing with the statement.

'During the day, I don't feel safe [at work] because I'm afraid of suicide attacks and stray boys... I don't feel comfortable'. – Boy participant, age 12

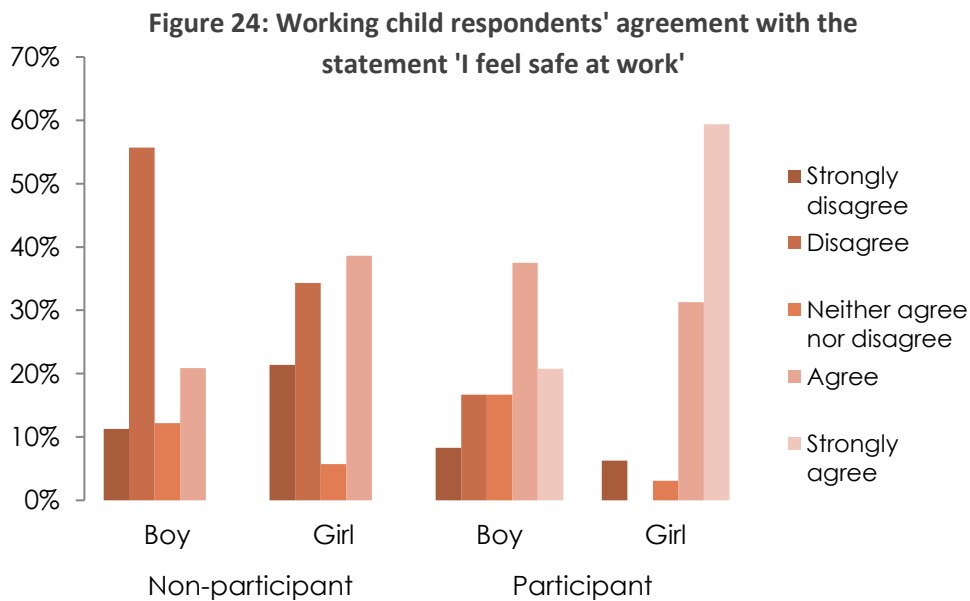
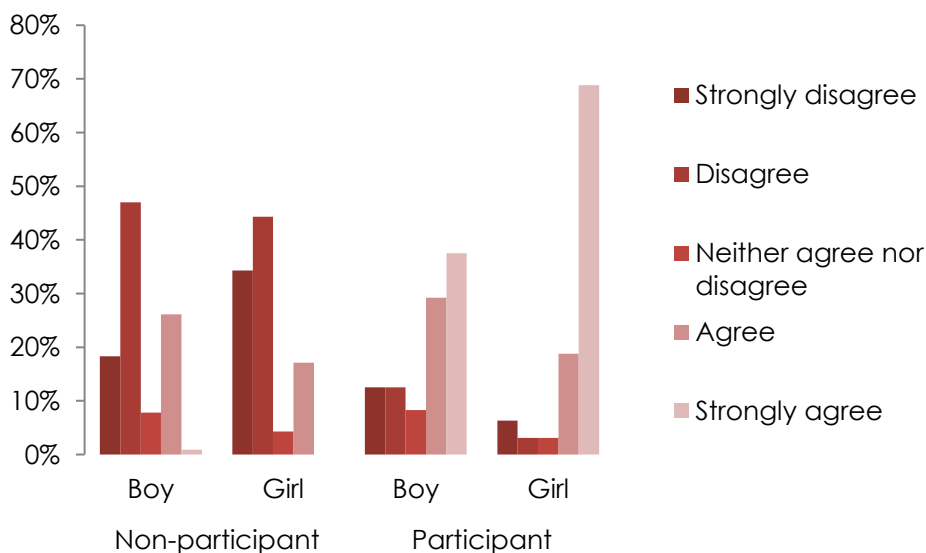


Figure 25: Working child respondents' agreement with the statement, 'I enjoy the work I do'



This suggests that a target mentioned in the internal final report – that '70% of street-working children reached through the project are no longer working in harmful conditions at project end' – has been met, with 77% of boy participant respondents and 94% of girl participant respondents *either* not working at all *or* reporting no risks in their current job.

SNAPSHOT: How do children view themselves?

In order to go beyond typical text-heavy interviews with children, the evaluation team employed several innovative techniques in their evaluation tools with child participants. Incorporating a visual or interactive technique allows children to go beyond a verbal mode of thinking, and this may help include wider dimensions of experience that one would perhaps neglect otherwise. A creative task can encourage thinking in non-standard ways, avoiding the clichés and ‘ready-made’ answers which could be easily replied.

Along these lines, boy and girl participant respondents in case studies and pair interviews were presented with a selection of both positively and negatively-associated images that captured diverse experiences they might encounter in their life related to education, child labour and their use of free time. The participants were then asked to select which image(s) they most associated with themselves. Participants were asked to explain their responses and how they associated this with their lives.

Positively, across these qualitative respondents, most participants selected images that they expressed positive connotations about. The majority of participants selected positive images related to either education or free time, with only three respondents selecting images related to child labour. None of the children who selected child labour images discussed their applicability as current to their personal situation, but rather described associating these images in particular with either their past or the present Afghan-wide situation.

These findings further support the positive impact of the programme, in that most children’s associations with their present and future are related to education and other positive uses of their time. Furthermore, photographs of children drawing and playing football together were also widely chosen, which emphasizes both that the children are able to experience more of these beneficial recreation activities and highlights their dreams for the future, with several children noting their dreams of being artists or football players in their explanation.

TOP CHOSEN IMAGES:



‘[In this school,] every child is studying. They are hopeful for the future, and they seem very happy because they are studying. They have chairs and their teacher is well prepared. They are the future builder of this country.’

‘[I chose this because] I really like to study. I would like to become someone important in the future. I want to study well’.



‘I chose [this picture] because [in it] everyone is gathered next to each other in a friendly environment drawing. Drawing is an art. If we learn it, we could both entertain and earn money by drawing’.

5. Lessons Learned

This programme serves as a foundational and pilot programme, designed with the goals of upscaling and governmental handover if proven successful. As such, it is crucial to examine the lessons learned from this project to refine it appropriately should it be used as a base for future programming.

In this light, this evaluation provides key insights in deciding whether or not to upscale the programme as it currently stands.

Differing drivers of street work for boys and girls must be taken into account. This programme and the findings from the evaluation highlight the fact that the drivers of street-work appear to vary for boys and girls – necessitating differing approaches for interventions. For instance, low household income may be a greater factor for young girls (especially young girls) working than older girls and boys. Likewise, despite education programme for both genders, the boys had better achievement in education. However, conversely, the boys were still more likely to face unsafe working conditions.

Multifaceted approaches are required to address this diversity of drivers. Some examples of how this could be incorporated include:

- Greater emphasis on household economic situation for families of young working girls, including more vocational training, grants, or stipends.
- More emphasis on education for girls, including such components as longer educational courses or stipends for families.
- A greater focus on vocational training in acceptable jobs for boys to reduce unsafe work.
- Overall, a greater gendered element in children's rights awareness sessions.

Without strong, transparent programme management and oversight both the success of the programme and the evidence it can provide are jeopardised. Many of the failures of this programme to live up to its potential seem to be an issue with programme management – for example, despite initial market assessments that noted certain vocations being oversaturated, these vocations were still included in the programme. Likewise, there were many concerns expressed on the appropriateness and accuracy of participant targeting.

The responsibility for addressing the above must be taken on by key stakeholders at each level. It is the responsibility of the implementer to ensure the programme is implemented according to the proposal and that discrepancies are highlighted to the donor. However, donors must also be involved, for as illustrated by this project, UNICEF and War Child UK's limited oversight facilitated some of the implementation challenges. The positive gains for participants should not be used as an excuse to disregard management issues. **It is crucial that a positive impact does not result in complacency or excuse poor operational procedures.** Poor or unequal management practices could undermine not only the success, but also the reputation, of an intervention like this and likely prevent the programme from achieving further gains.

In sum, this programme served as an effective pilot for interventions of this nature. Clear areas for growth and areas of success have been highlighted, and with review and revision, it has the possibility to be built upon to continue supporting street-working children in Afghanistan.

6. Conclusion

The 'Improving Street-working Children's Access to Education and Livelihood Support for their Families' programme has had a clear positive impact on participants with (and, to an extent, in spite of) some management issues. As has been highlighted previously, participating respondent street-working boys' and girls' households showed:

- A better reduced coping strategies index (rCSI), suggesting the possibility of a positive impact on socio-economic resilience
- Higher rates of education
- Reduced rates of child labour – especially street work or work with significant risks
- Likely improvement on perception of children's rights

Today, 68% of participant respondent boys and 42% of participant respondent girls both attend school and do not work. Yet this programme has not fully maximised its potential impact, and key findings, listed in the lessons learned section above, should be considered before any scale-ups are planned.

Taking a wider perspective, however, questions the place of this programming in Afghanistan aid and development at large. In a context that continues to face significant economic and security challenges, the prioritisation of programming becomes necessary. Under these circumstances, those who provide support must consider the best use of realistically limited resources. In a project such as this, with high per participant household costs and questionable targeting (which included many youth already in school or not working on the street), the evaluators suggest careful review of this and alternative programming options to determine both the primary needs and avenues for support for street-working boys and girls and their families.

This highlights another key area requiring attention: the agency of the children themselves must be taken into account. A rights-based as opposed to protective approach to supporting street-working children is necessary to allow for their unique circumstances and perspective to be considered, rather than imposing Western or other external mores and values on them. Some experts, controversially, note that some of the goals in programmes such as this may not be feasible or appropriately designed for the particular culture and circumstances of Afghanistan. As they highlight, many project supporting street-working boys and girls aim to rehabilitate them 'for life in a notional, modern, Western city – a society with an effective education system and other state-run public services, a Western view of women's and children's rights, a Western-style democracy, and a capitalist economy'.⁴⁷ Thus, while many of these goals are clearly laudable, they are not necessarily realistic in Afghanistan at present and are outside the scope of small interventions, which have limited power to change cultural mores.

Finally, Kabul's context is very unique, with nuances from district to district. This is the case, of course, with all other areas within Afghanistan – so any approach must consider the specificities of the locale as well. Should the decision be made to scale up this pilot programme, further research in the desired areas of implementation – considering both the economic and social specificities of those locations – will be crucial to ensuring appropriate and effective programming.

These considerations do not preclude interventions to support street-working girls and boys. Rather, they highlight that such interventions necessitate (a) the incorporation of children's rights, desires and aspirations; (b) the maximisation of the impact of available resources relative to top priorities and (c) the consideration of the complex environment of Kabul and Afghanistan in designing programmes.

⁴⁷ Williams and Yazdani, "The Rehabilitation Paradox," 11.

7. Recommendations

In light of the aforementioned findings and the desire to use this programme as a pilot for upscaling support for street-working children in Kabul, the evaluation team developed the following series of recommendations by highlighting areas of weakness, and brainstorming and refining potential solutions in an internal iterative processes with the Samuel Hall evaluation team. recommends a concise plan of action for UNICEF and implementing partners in order to improve two overarching components:

- **Programme management:** in order to provide a solid foundational basis for the street-working supporting programmes, the interventions need a more rigorous approach to programme *design* and *implementation* in order to maximise relevance, effectiveness, efficiency and sustainability. Overarching in this category is the importance of UNICEF and War Child UK taking more responsibility and control of the programme. This section encompasses measures to improve monitoring, ensure proper selection, maximise coordination, provide adequate oversight and more.
- **Programme elements:** After a comprehensive foundation of supportive programme management is built, it is also necessary to design the programmatic elements to address the diverse and gendered drivers of child street work. Thus, these recommendations focus on the aspects of programming related to education, the household economic situation and awareness of children's rights.

PROGRAMME MANAGEMENT

Programme Design

- **Conduct a more thorough risk analysis and mitigation measures** – As noted in the findings, several predictable risks could have been mitigated in advance of them occurring, reducing delays in programme implementation and ensuring as much adherence to project targets as possible. As such, a more comprehensive risk analysis and mitigation development procedure during programme design is crucial.
- **Equip centre with adequate facilities** – While the centre was viewed as spacious enough for the participants, at the start it lacked proper heating/cooling systems and never reportedly received adequate furniture for classrooms. Proper procurement of necessary facilities and resources should take place before programme inception.
- **Redesign participant selection procedures** – Clear participant criteria should be developed in collaboration with stakeholders and adhered to ensure the programme is actually impacting those most in need. More definitive and objective criteria should be established, and it is once again recommended that UNICEF or third-party monitoring staff oversee this process to ensure there are no biases or favouritism influencing participant selection.
- **Design exit strategy at programme inception** – The programme proposal indicated that an exit strategy would be developed in conjunction with government agencies in order for them to take over the project and ensure sustainability at the end of the 18 months. However, it appears no exit strategy was developed, and the goal of the programme continuing as a community- and government-led entity did not materialise. As such, the evaluators recommend that the exit strategy be fully designed and agreed upon as a part of programme development, and not put off to a later date.
- **Ensure transparency in programme hiring** – With concerns about familial ties in

programme hiring, greater measures are needed to ensure the programme hiring is based off of clear criteria and individual qualifications. This could once again be achieved through greater external oversight or UNICEF involvement in project inception.

- **Conduct additional formative research** – Finally, this evaluation has highlighted key areas for further investigation – namely on the gendered drivers of street labour amongst children in Kabul. In order to further finesse the recommendations and design of the programme for upscaling, the evaluators recommend further research on such aspects as the role of income level in rates of school attendance and child labour and the differing drivers of child labour between boys and girls.
- **Emphasize a rights-based approach with greater incorporation of the perspectives and agency of children** – As emphasised in the desk review and further expanded upon in the findings, which showed, for instance, that some children prefer working, programme design should incorporate greater inclusion of the differing and specific opinions of the children themselves. This could mean that a variety of programmes are available, and the exact suite of programmes a child participates in is based off of their own desires. Care would need to be taken, however, to ensure it was the children’s true desires, and not influenced by parents or other actors.
- **Evaluate the most appropriate department to lead this programming at UNICEF** – As noted by key stakeholders, this programme is included in the child protection unit; however, the approach it takes clearly draws also on themes key to units such as social inclusion and education. As such, it would be prudent for the key actors from within potentially pertinent departments to discuss the proper fit of the oversight of this programme.

Programme Implementation

- **Ensure internal documentation coherence and documentation of programme changes** – The evaluators noted discrepancies in programme documents in terms of programme activities/outputs, outcomes, demographics of beneficiaries and more. While these things are subject to change in the fluid process of interventions, clear documentation of changes and explanations of discrepancies were missing and call into question the accuracy of the documents. Moving forward, more thorough, concise and coherent documentation will enable clearer tracking of programme development as well as a stronger ability to assess the programme’s final performance.
- **Incorporate third-party oversight into programme** – Multiple concerns about project management and lack of clear documentation highlight the need for third-party oversight and closer monitoring of project activities. As such, should this exact programme continue in the future, the evaluators recommend a budget for third-party monitoring to ensure adherence to project objectives and verification of such activities as participant targeting and adequate and fair staffing.
- **Improve coordination with key stakeholders through establishment of a working group** – While meetings between WACEO, War Child UK, UNICEF and governmental officials took place, it appears the coordination was largely a set of procedures to adhere to and not a process that resulted in stronger – or more sustainable – programming. Furthermore, while these single-intervention meetings are crucial, a working group could allow for stronger coordination and greater sharing of knowledge and lessons learned amongst all actors working for improved conditions for street-working children.
- **Conduct thorough monitoring throughout programme** - UNICEF and War Child UK have not

controlled the programme. There was not oversight to ensure WACEO took the conclusions of the preliminary studies into account, and limited monitoring – especially to inform programming – occurred throughout the programme. UNICEF and War Child UK have the responsibility to ensure value for money, accountability and transparency of their implementing partner to themselves and the donor through improved monitoring. More thorough monitoring would allow for identification of problems in a timely manner in order to learn from them and adapt the programme during implementation. In other words, monitoring needs to be connected to evaluations – not just a tracking of activities and inputs, but a robust assessment of programming during implementation to make improvements.

PROGRAMME ELEMENTS

Education

- **Expand education courses for girl street-working children** – With participant respondent girls achieving lower gains on educational attainment in comparison to participant respondent boys, more needs to be done to ensure the equity of programme achievement. As such, the evaluators suggest an expansion of the girls’ education courses to provide, at very least, the assurance of a longer duration of courses for female students.
- **Consider a stipend for girls in education courses** – As another option to incentivize and improve educational achievement for girls, a stipend for households who are sending their daughters to school could be considered. This may help reduce the likelihood of younger daughters working and improve the attendance in school for all ages of girls.
- **Focus education programme on recipients who are out of school** – The inclusion of a significant number of participants who already attended school in the education courses is not clearly justifiable. While these participants could still be included in other aspects of the programme, such as rights awareness sessions, household vocational training or hygiene promotion, it is suggested that the actual accelerated learning courses be reserved for students who do not attend school and need support to be reintegrated into the schooling system.
- **Provide diversity of courses to suit different children’s needs** – While the programme proposal indicated planned separate courses for older and younger street-working boys and girls, later programme documents appear to only include a single education programme. Clearly, students with different levels of prior education and ages and abilities will require different programmes. As such, in future programming, this originally planned disaggregation of education support by age and/or prior educational achievement/ability is recommended.

Economics

- **Incorporate market assessment results into vocational training design** – While a small desk-review market assessment was conducted, the suggestions it contained were not incorporated into programme design, limiting the results of the vocational training component. In further programmes, not only should a thorough assessment be conducted, but also the findings need to be used to heavily inform programme design.
- **Increase value of BDS grants and require business plan** - It was reported both by participants and external stakeholders that the value of the grants was not sufficient to lead to small business development. An increase in these grants should be considered but coupled with processes in place

to ensure the grants are used as intended. Thus, BDS participants should develop comprehensive business plans before receiving grants, and should be required to document and report on the use and results of these grants as a condition of their receipt.

- **Include stipends to encourage participants to attend centre instead of sending children to work** - Data suggest that some needy participants – both children and adults – were unable to lose the income they would receive from working during the time they were supposed to be in the centre. As such, for the most vulnerable especially, a small stipend could be considered to ensure that destitute families are able to attend the programme without losing income.
- **Lengthen vocational training component** – Both participants and instructors felt the vocational training courses were not long enough to truly establish the level of mastery necessary. As such, longer or more intensive courses may be necessary to ensure the participants are able to obtain the level of skills necessary to maximise their chances of a successful profession after the training ends.
- **Provide adequate materials for vocational training** – Coupled with complaints of too short of programming were reported issues with the quality of the materials in the vocational training courses. Participants and instructors noted that they did not have fabric at first in the tailoring courses, for instance, and even when they obtained fabric, they only were able to make children’s sized clothing. This clearly limits the training’s efficacy and should be corrected in future programmes’ design, with adequate resources to ensure full training in a given profession.
- **Facilitate job placements** – Vocational training needs to be coupled with clear linkages to job placements after the training ends. While job fairs and placements were planned as a part of this programme, they did not occur to the extent intended. Once again, clear linkages should be established at programme outset as opposed to left until later in programme implementation.

Children’s Rights and Protection

- **Include a stronger emphasis on gendered information in awareness raising sessions** – While the programme documents indicated some level of education on the varied circumstances of boys and girls in the awareness-raising sessions, the findings highlighted in this report – on income being a larger factor for young girls’ working and boys working in unsafe jobs – should be used to further refine the curriculum to further bolster the equity of programme achievement.
- **Foster greater community engagement for participants** – One of the clear areas where participants not only seemed to improve, but rather have lower attainment than non-participant respondents, was the area of community engagement, especially for girls. Incorporating culturally appropriate community social events – for both parents and students, especially girls – into the centres’ activities could help to improve the acceptability and engagement in these connections on the part of participants.
- **Expand psychosocial programming** – Of all community support systems, psychosocial support was rated lowest by both participant and non-participant respondents. Even more troublingly, participant respondents rated it lower than non-participants did – in spite of receiving social worker visits. Thus, it is recommended an expert in psychosocial support for Afghan children be involved in future programme design to expand and improve the psychosocial support offered to participant families.

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Annex A: Desk Review

The well-being of children in Afghanistan, broadly, is challenged by the current complex and challenging environment due to three decades of civil war. Issues that are faced by children in a number of countries are in this case particularly exacerbated by the instability and widespread poverty that still present challenges for the country. Investigating this background is crucial to both framing programmes targeting children and evaluating them effectively. Therefore, the following desk review will cover the situation of street-working children in Afghanistan and the legal regulations that exist to protect these children.

Child Protection and Human Rights Issues in Afghanistan

The background in Afghanistan

Children form an inseparable part of the Afghan family structure. Despite the existing recognized national and international laws on child protection, the government's ability to address protection issues faced by children in Afghanistan remains limited. Afghanistan is a war-torn country that has yet to recover from the negative aftermaths of over three decades of civil war. The country lost majority of its infrastructure and was left in a state of socio-economic despair. According to the Afghan National Strategy for Street-working Children, about 90 percent of Afghans' employment can be considered vulnerable employment with insecure and insufficient income.⁴⁸ This puts children in exposure to a multitude of protection issues.

Child protection issues are often neglected and are not set as a priority in post-conflict countries and their governments. In Afghanistan, the lack of clarity and enforcement of national laws and policies and international conventions on child rights and protection which the government has ratified has left children in a status where they are vulnerable to different forms of protection issues and violence. Terre des Hommes found that 78% of children surveyed in Kabul, Jalalabad and Torkham reported being subjected to violence.⁴⁹ The survey also found a greater rate of violence against female children at home, while the rate of violence against male children was shown to be higher at the workplace/community.⁵⁰

Furthermore, the social norms in Afghanistan dictate the experiences of children – often much more than legal protections do. Familial structures are patriarchal; physical discipline is considered acceptable; preparing for marriage is a focus – and considered honourable – for girls; and the transition to adulthood is considered to occur at a younger age – around 13-18 – in comparison to Western countries.⁵¹

The challenges children face

As indicated in a report on child protection in Afghanistan by the UNICEF, children are faced with certain protection issues in Afghanistan that are yet to be addressed.⁵² These include a child's having to take on adult role as a caretaker for younger siblings and breadwinner for the family, a lack of provision of child-oriented physical and psychological protection, exposure to exploitation or abuse, early marriages and sending a child to work, among other issues.⁵³ The report also highlights that children's vulnerability to violence across the country is exacerbated by the on-going conflict and criminal activities. Other forms of child protection issues faced by Afghan children, as mentioned in Child Protection in Emergency's (CPIE) Child Protection Context in Afghanistan, include children without proper care, child trafficking, harmful

⁴⁸ Central Statistics Organisation (CSO) and UNICEF, "Afghanistan Multiple Indicator Cluster Survey 2010-2011: Final Report."

⁴⁹ Patrick O'Leary et al., "Violence Against Children (VAC) in Afghanistan" (Griffith University and Terre des Hommes, December 21, 2015), <https://www.humanitarianresponse.info/en/operations/afghanistan/assessment/violence-against-children-vac-afghanistan>.

⁵⁰ Ibid.

⁵¹ Naeem Poyesh et al., "Child Notice Afghanistan" (UNICEF, November 2015), <http://www.refworld.org/docid/56430b2d4.html>.

⁵² UNICEF, "Child Protection - The Picture in Afghanistan," accessed January 26, 2017, <https://www.unicef.org/afghanistan/protection.html>.

⁵³ Ibid.

traditional practices, early marriages, forced marriages, migration and others.⁵⁴

While the child protection issues in Afghanistan are clearly manifold, some of the distinct issues include child trafficking, early marriages and child labour. In relation to child trafficking in Afghanistan, internal trafficking within the boundaries of the country is most common.⁵⁵ According to the U.S. Department of State's Trafficking in Persons Report of 2016, child victims of trafficking in Afghanistan predominantly end up being forced to work (including weaving carpets, working in brick kilns or working as domestic servants), are sexually exploited and/or are forced to beg. Multiple factors have left the government unable to fully prevent and eliminate trafficking, including the lack of a framework within the Afghan government to counter trafficking in persons, governmental officials' limited understanding of human trafficking and the absence of referral mechanisms to supportive services for victims.⁵⁶

Child protection issues related to gender

Early marriages and forced marriages are yet another issue faced by Afghan children, particularly girls. While obtaining reliable data is difficult, findings from the most recent surveys have shown that an estimated 46% of Afghan women are married by the age of 18 and 15% are married before the age of 15.⁵⁷ The Afghan Civil Law sets the legal age for marriage at 18 years of age for men and 16 years of age for women.⁵⁸ The Elimination of Violence Against Women (EVAW) Law of 2009 criminalizes 22 acts of violence against women, including forced marriage and underage marriage.⁵⁹ The law further requires the government to ensure its proper enforcement and application in all cases of violence against women.

In addition, gender-based violence is experienced by both boys and girls in Afghanistan. In past Samuel Hall research, sexual abuse was actually reported more frequently amongst boys than girls. Likewise, many cases are underreported, and even when they are – the referral systems and follow-up processes are weak.⁶⁰ At the extreme, the Penal Code has resulted in rape victims – including children – to jail sentences due to 'adultery'.⁶¹

Clear links can be drawn between street work and risk of abuse, as boys and girls are on the street without adult supervision. In a recent interview, for example, a senior official at AIHRC noted "In addition of economic abuse, they [girl vendors] might face sexual abuse. In fact, there is quite a possibility of any kind of danger."⁶²

Child labour

Finally, constant poverty and lack of adequate household income in Afghanistan leads families to put their children into work. According to the International Labour Organization (ILO), not all work done by children qualifies as undesirable child labour. If work does not negatively impact their schooling, health or overall development – such as working in a family business during school holidays – it can be appropriate and even beneficial. However, much of the work that children undertake in Afghanistan does not meet these requirements, and instead can interfere with schooling or put children at risk for harm.⁶³ This not only

⁵⁴ Child Protection Global Protection Cluster, "Child Protection in Emergencies Desk Review Afghanistan," *Child Protection AoR*, August 8, 2012, <http://cpwg.net/assessment/cpie-desk-review-afghanistan-08-08-12/>.

⁵⁵ "Afghanistan - Trafficking," *U.S. Department of State*, accessed January 30, 2017, <http://www.state.gov/j/tip/rls/tiprpt/countries/2016/258708.htm>.

⁵⁶ *Ibid.*

⁵⁷ Gaia Chiti Strigelli, "Escaping Child Marriage in Afghanistan | UNFPA - United Nations Population Fund," *United Nations Population Fund*, October 4, 2012, <http://www.unfpa.org/news/escaping-child-marriage-afghanistan>.

⁵⁸ "Civil Law of the Republic of Afghanistan (Civil Code) - Official Gazette No. 353, Published 1977/01/05 (1355/10/15 A.P.)" (1977), <http://www.asianlii.org/af/legis/laws/clotroacogn353p1977010513551015a650/>.

⁵⁹ Islamic Republic of Afghanistan Ministry of Justice, "Law on Elimination of Violence Against Women (EVAW)," Pub. L. No. 989 (2009).

⁶⁰ Samuel Hall, "Strengthening & Safeguarding a Woman and A Child," 2013.

⁶¹ Afghan Women's Network, "Gender-based Violence in Afghanistan," 2009.

⁶² Suraya Subhrang, AIHRC, as cited in "Kabul's Vulnerable Street Girl Vendors", accessed April 22, 2017, <http://gandhara.rferl.org/a/afghanistan-underage-girl-vendors/28382414.html>

⁶³ ILO, "What is Child Labour," accessed January 25, 2017, <http://ilo.org/ipec/facts/lang--en/index.htm>.

impedes children's mental and physical development, but it also leaves them exposed to exploitations, violates their basic rights and interferes with their education.

Thus, child labour remains a significant and often neglected issue faced by children in Afghanistan. Maplecroft's child labour index for 2014 identifies Afghanistan as one of the 10 countries with the highest rate of child labour, along with Somalia, DR Congo, Myanmar, Sudan, Pakistan, Zimbabwe, Yemen and Burundi.⁶⁴ According to the Afghanistan Multiple Indicator Cluster Survey in 2010/11, 25 percent of children between the ages of 5 and 15 are involved in child labour activities in Afghanistan.⁶⁵ These activities include car washing, street vending, shoe polishing, shepherding and often hazardous activities such as working in brick kilns and carpet weaving. Unhealthy working conditions are rampant, including direct sunshine, noise pollution, presence of smoke, harsh weather conditions and unsafe working environments. Involvement in child labour activities also leads to children's deprivation from their certain basic rights, including the right to education. The AMICS (2010/11) household survey of Afghanistan found that less than half (31%) of children involved in child labour attend school – however, there is conflicting data on this account, with other data claiming an attendance rate of 82% for children working in street/bazaar selling.⁶⁶ Child labour in Afghanistan remains widespread even though the Afghan Constitution, Labour Law and other international conventions and laws that the Afghan Government has ratified restricts child labour.

Street-working Children (boys and girls) in the Afghan Context

Who are street-working children (boys and girls)?

Street-working boys and girls form a unique group among working children in Afghanistan. As has been noted by multiple authors, there is a lack of consensus on the precise definition of both 'street children' and 'working children'.⁶⁷ Organizations and researchers tend to choose definitions that best suit children in the contexts that they are working in.⁶⁸ However, in the 1980s the UN accepted the definition of a street child as 'any girl or boy... for whom the street in the widest sense of the word (including unoccupied dwellings, wasteland, etc.) has become his or her habitual abode and/or source of livelihood, and who is inadequately protected, supervised, or directed by responsible adults'.⁶⁹ Estimates of the number of street children worldwide range from 10-15 million up to 100 million, and street children are more common in countries with risk factors including a lower Human Development Index, higher corruption and political instability.⁷⁰

Street-working children in Kabul

While numbers vary and data is limited, it is estimated that there were approximately 60,000 street-working children in Kabul in 2009 – an increase of around 20,000 over the previous ten years.⁷¹ This increase has been attributed to factors such as increased migrant returns and rising costs of living.⁷² Based off of a Nationwide Household Survey, of all children who had worked in the week prior to the survey, 5.8%

⁶⁴ "Child Labour Index 2014," Verisk Maplecroft, accessed January 25, 2017, <http://maplecroft.com/portfolio/new-analysis/2013/10/15/child-labour-risks-increase-china-and-russia-most-progress-shown-south-america-maplecroft-index/>.

⁶⁵ Central Statistics Organisation (CSO) and UNICEF, "Afghanistan Multiple Indicator Cluster Survey 2010-2011: Final Report."

⁶⁶ Ibid.; ICF Macro, "Child Labor in Afghanistan"; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, "Needs Assessment of Children Working in the Streets of Kabul."

⁶⁷ Williams and Yazdani, "The Rehabilitation Paradox"; L. Aptekar, "Street Children in the Developing World: A Review of Their Condition," *Cross-Cultural Research* 28, no. 3 (August 1, 1994): 195–224, doi:10.1177/106939719402800301.

⁶⁸ Su Lyn Corcoran and Dimitrina Kaneva, eds., *Being "on the Margins": Exploring Intersections* (Cambridge, 2016).

⁶⁹ Aptekar, "Street Children in the Developing World," 197.

⁷⁰ Andrej Naterer and Miran Lavrič, "Using Social Indicators in Assessing Factors and Numbers of Street Children in the World," *Child Indicators Research* 9, no. 1 (March 2016): 21–37, doi:10.1007/s12187-015-9306-6; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, "Needs Assessment of Children Working in the Streets of Kabul."

⁷¹ Williams and Yazdani, "The Rehabilitation Paradox"; Majidi and Baudeau, "A Rapid Assessment on Child Labour in Kabul."

⁷² Williams and Yazdani, "The Rehabilitation Paradox."

worked on the street (as opposed to other locations). However, of children ages 5-12, this number was slightly increased, at 6.5%.⁷³ Furthermore, in a Four-Province Household Survey that included Kabul (as well as Balkh, Nangarhar and Kandahar), this number increased to 8.8% overall and 11.8% of children aged 5-12.⁷⁴

The situation of street-working children differs widely – especially in terms of familial engagement and level of delinquency.⁷⁵ One important distinction to note is that between children who live on the streets entirely (children ‘of’ the streets) versus those who sleep at home and merely work on the streets (children ‘on’ the streets). In Kabul, the majority of ‘street children’ are the latter, with the majority (76.3%) living with both parents and almost all with family of some sort.⁷⁶

Despite the variation in circumstances, there are some key trends taken into consideration in the project under evaluation. For example, factors that can contribute to children working on the streets include poverty, migration (80% of street children’s families had at one point been displaced), familial illness, poor shelter and being a member of a female-headed household.⁷⁷ Boys make up the majority of these children (with various studies listing boys as constituting 80.7-88% of street-working children) and children begin street-working as early as age six.⁷⁸ These children work anywhere from six to fifteen hours a day, but typically between six and nine hours.⁷⁹ A majority work every day of the week.⁸⁰ The most typical street work involved either selling food, drinks, cigarettes, etc. (more common for boys); or collecting paper/firewood (more common for girls).⁸¹

The challenges street-working children face

In addition, street-working children as a whole face risks and negative effects of working on the street, including poor health and higher likelihood of abuse and crime.⁸² Street children are also believed to be involved in drug trafficking, are at high risk of psychosocial problems, and must cope with pollution, long working hours and direct sunlight.⁸³ 73.8% of the children do not eat during the day, and a staggering 92% of children dislike working in the streets.⁸⁴ Past Samuel Hall research even shows that some parents prefer their children work in more physically laborious jobs – such as in brick kilns – as opposed to being exposed to the dangers of the streets.⁸⁵ Finally, in addition to the above challenges faced quite broadly by street-working children in Kabul, some sub-groups with additional vulnerabilities can be identified. These include those engaged in prostitution and returnees.⁸⁶

⁷³ ICF Macro, “Child Labour in Afghanistan.”

⁷⁴ Ibid.

⁷⁵ Aptekar, “Street Children in the Developing World.”

⁷⁶ Williams and Yazdani, “The Rehabilitation Paradox”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁷⁷ Nussrat, “Report on the Situation of Street Working Children”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁷⁸ ICF Macro, “Child Labour in Afghanistan”; Majidi and Baudeau, “A Rapid Assessment on Child Labour in Kabul”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁷⁹ ICF Macro, “Child Labour in Afghanistan.”

⁸⁰ Majidi and Baudeau, “A Rapid Assessment on Child Labour in Kabul”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁸¹ ICF Macro, “Child Labour in Afghanistan.”

⁸² Ibid.

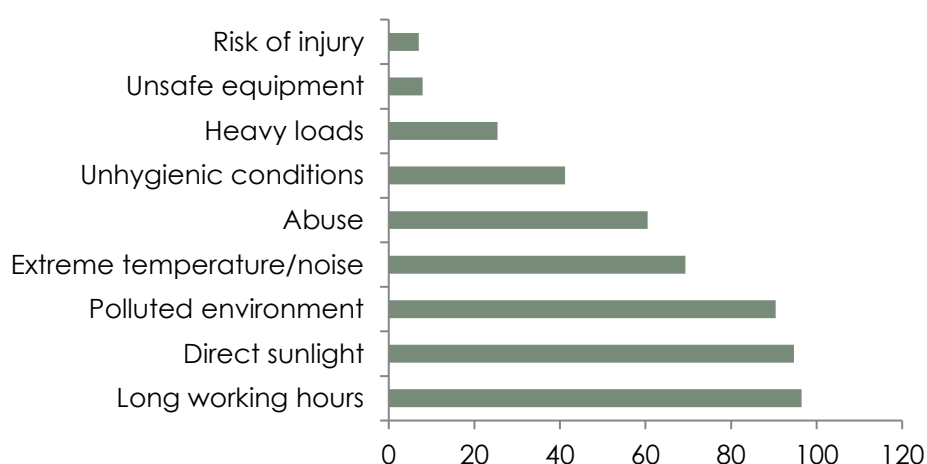
⁸³ Majidi and Baudeau, “A Rapid Assessment on Child Labour in Kabul”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁸⁴ Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁸⁵ Samuel Hall, “Buried in Bricks: A Rapid Assessment of Bonded Labour in Brick Kilns in Afghanistan” (Commissioned by the ILO, 2011), http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_172671.pdf.

⁸⁶ Williams and Yazdani, “The Rehabilitation Paradox.”

Figure 26: Percentage distribution of street work hazards in Kabul (from Majidi and Baudeau, 2008)



Contextualising the specific vulnerabilities faced by street-working children

The plight of street-working children cannot be considered separately from the overarching conditions related to child labour and education in the country. Educational achievement in Afghanistan has improved, but still has a significant gap between genders: while 89% of boys completed primary school as of 2011, only 43.6% of girls did.⁸⁷ Data on education rates for street-working children is mixed. A 2002 Terre des Hommes and Aschiana study found that only 37.9% of street children have ever attended school, yet other data suggests an attendance rate of 82% for children working in street/bazaar selling.⁸⁸ Of all children engaged in selling (including in locations other than the street), the primary listed reason for not attending school was due to being unable to afford school.⁸⁹

Legal Provisions Governing Children in Afghanistan

Abridged overview of regulations

The situation of street-working children as described above contravenes both international and national legislation designed to protect their rights. The table below presents an abridged version of key pertinent legal provisions.

Table 9: Key pertinent legal provisions for the situation of street-working children in Afghanistan

Regulation	Summary	Examples of Applicability to SWC
Geneva Declaration on the Rights of the Child	Establishes ‘children’s rights to means for material, moral and spiritual development; special help when hungry, sick, disabled or orphaned; first call on relief when in distress; freedom from economic exploitation; and an upbringing that instils a sense of social responsibility’. ⁹⁰	<ul style="list-style-type: none"> Children should be free of economic exploitation

⁸⁷ “EPDC Spotlight on Afghanistan.”

⁸⁸ ICF Macro, “Child Labour in Afghanistan”; Terres des Hommes, ASCHIANA, and Central Statistics Office of Afghanistan, “Needs Assessment of Children Working in the Streets of Kabul.”

⁸⁹ ICF Macro, “Child Labour in Afghanistan”; Majidi and Baudeau, “A Rapid Assessment on Child Labour in Kabul.”

⁹⁰ UNICEF, “The Evolution of International Standards on Childs Rights,” n.d., 1.

Declaration on the Rights of the Child	Details rights related to legal protection, employment, health, discrimination, neglect and trafficking, among others. ⁹¹	<ul style="list-style-type: none"> • Children have the right to a free and compulsory education, to recreation and protection from employment before a certain age and/or that interferes with education⁹²
UN Convention on the Rights of the Child (CRC)	Expands on the Declaration of the rights of the Child, and ensures ‘the participation of children in decisions affecting their own destiny; the protection of children against discrimination and all forms of neglect and exploitation; the prevention of harm to children; and the provision of assistance for basic needs’. ⁹³	<ul style="list-style-type: none"> • Children have the right to a free and compulsory education • Measures should be taken to ensure attendance at school • Diverse secondary education should be offered • Children are to be protected from violence, abuse, neglect • Children are to be protected from economic exploitation⁹⁴
ILO Convention No. 138 - Minimum Age Convention	Specifies the minimum age for entry into training, employment into light activities and employment that could potentially affect the health, safety and moral values of the youth involved. ⁹⁵	<ul style="list-style-type: none"> • Requires a minimum age of 15 years (with some special stipulations that allow for 13 and 14-year-olds to work) for employment⁹⁶
ILO Convention No. 182 – Worst Forms of Child Labour Convention	Prohibits children less than 18 years of age from involvement in any kind of worst forms of child labour such as any and all forms of slavery, forced labour, use of children in armed conflicts, and activities that by essence or the conditions under which they are carried out are potentially harmful to the health, safety and moral values of children.	<ul style="list-style-type: none"> • Prohibits engagement in activities that are potentially harmful to the health and safety of children⁹⁷

⁹¹ Wendy Zeldin, “Children’s Rights: International Laws,” web page, (April 2012), www.loc.gov/law/help/child-rights/international-law.php.

⁹² United Nations, “Declaration on the Rights of the Child” (1959).

⁹³ Geraldine Van Bueren, *The International Law on the Rights of the Child*, International Studies in Human Rights, vol. 35 (Dordrecht: Nijhoff, 1998), 15.

⁹⁴ United Nations, “Convention on the Rights of the Child” (1989); Maggie Black, “Street and Working Children” (Florence, Italy: UNICEF, February 1993).

⁹⁵ “Convention C138 - Minimum Age Convention,” Pub. L. No. 138 (1973), http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_INSTRUMENT_ID:312283.

⁹⁶ Ibid.

⁹⁷ “Convention C182 - Worst Forms of Child Labour Convention,” Pub. L. No. 182 (1999), http://www.ilo.org/dyn/normlex/en/f?p=1000:12100::NO:12100:P12100_INSTRUMENT_ID:312327.

Afghan National Strategy for the Protection of Children at Risk	Establishes a community that encourages children to reach their full potential away from any and all forms of abuse, exploitation or violence. The strategy aims to achieve this through creation of systems of child protection and family support that are both sustainable and affordable. The strategy is also aimed at the protection, safety and well-being of children and provision of support to their families. ⁹⁸	<ul style="list-style-type: none"> • Supports coordination of activities and improvement of community/family-based support for at-risk children, including working children⁹⁹
Afghan National Strategy for Street-working Children	Aims not only to prevent further increase in the number of street-working children but also to provide family and community-based support for children already involved in street work. In order to identify and address the protection needs of street-working children, the strategy recommends a multi-sectoral approach encompassing education, health and juvenile justice sectors. It further provides a framework for the betterment of coordination and monitoring of child-oriented interventions by governmental and non-governmental child-focused organizations and programmes. ¹⁰⁰	<ul style="list-style-type: none"> • Specific strategy designed to improve the education, health and protection support of street-working children.
Afghanistan Labour Law	Establishes minimum age for employment (18). The law allows children between the ages of 15 and 17 to only work in activities that do not bring harm to them, whereas children of 14 years of age are only allowed to function as trainees or apprentices. ¹⁰¹	<ul style="list-style-type: none"> • Prohibits employment of young children

International Declarations

While the rights of children are largely connected with the growth and development of human rights concepts in general, a specific focus on distinct rights for children began in the late nineteenth century.¹⁰² Global international documentation and law related to children's rights stretches back to the Geneva Declaration on the Rights of the Child in 1924, adopted by the League of Nations. This Declaration 'establishes children's rights to means for material, moral and spiritual development; special help when hungry, sick, disabled or orphaned; first call on relief when in distress; freedom from economic

⁹⁸ "Afghanistan Launches National Strategy for Children at Risk," *UNICEF*, May 15, 2006, https://www.unicef.org/media/media_33948.html.

⁹⁹ *Ibid.*; "Children Carrying the Burden of Work in Afghanistan," *UNICEF*, accessed February 22, 2017, https://www.unicef.org/protection/afghanistan_50072.html.

¹⁰⁰ Islamic Republic of Afghanistan Ministry of Justice, "A National Strategy for Street-working Children," n.d., accessed January 30, 2017.

¹⁰¹ "Afghanistan Labor Law," accessed January 25, 2017, <http://www.aisa.org.af/en/documents/category/labor-law>; "The Constitution of Afghanistan" (2004), http://www.afghan-web.com/politics/current_constitution.html.

¹⁰² Zeldin, "Children's Rights"; Elena A. Pevtsova and Victoria G. Annenkova, "Conception and New Ways of Protecting the Rights of Children and Young People: Theory, History and the Present," *Review of European Studies* 7, no. 5 (March 29, 2015), doi:10.5539/res.v7n5p274.

exploitation; and an upbringing that instils a sense of social responsibility'.¹⁰³ Later UN documents built on this foundation – notably, the 1959 Declaration of the Rights of the Child. This further detailed rights related to legal protection, health, employment, discrimination, neglect and trafficking, among other rights.¹⁰⁴

While many other international documents exist, including regional documentation and special provisions in broader international documents, the most thorough and detailed document related to the rights of children is the 1989 UN Convention on the Rights of the Child (CRC).¹⁰⁵ This declaration is notable for several reasons. Not only is it the international rights treaty that is both the longest and most widely ratified, but the Convention on the Rights of the Child goes beyond peacetime rights to specifically address the rights of children in armed conflict.¹⁰⁶ Scholars have interpreted the main concerns of the convention slightly differently, but notable international human rights lawyer Geraldine Van Bueren articulates the major priorities of this convention as the four 'P's, which are all equal to one another: 'the participation of children in decisions affecting their own destiny; the protection of children against discrimination and all forms of neglect and exploitation; the prevention of harm to children; and the provision of assistance for basic needs'.¹⁰⁷

The UN Convention on the Rights of the Child, which is the foundation and guide for all of UNICEF's work, was ratified in Afghanistan in 1994.¹⁰⁸ With this ratification, the Afghan Government commits itself to the above priorities: to protect children (defined by the convention as anyone under the age of 18); prevent harm to children; provide assistance to children for their basic needs and make sure children participate in decisions affecting their own destiny.¹⁰⁹ In theory, the observation of the CRC is supported by Article 7 of the Afghan Constitution, which requires the government to uphold ratified international human rights treaties.¹¹⁰ However, the Committee on the Rights of the Child submitted several observations in relation to Afghanistan's implementation of the CRC in their 2011 Concluding Observations.¹¹¹ Of note is that 'the State party does not consider the Convention as a legally binding instrument in the internal order, and has therefore not incorporated it systematically into the domestic legal system in order to make it applicable'.¹¹² In addition, the Committee expressed concerns over corruption, negative impacts to child rights from other law sources (sharia and customary laws, etc.), weak enforcement, and even outright contradictory legislation in Afghanistan. Particular attention was paid to concerns over continued discrimination against girls, especially as seen in the Shia Personal Status Law of 2009.¹¹³ Thus, despite ratification of international laws related to the rights of children, Afghanistan has not fully backed up their ratification of the CRC with concrete action.

In addition to the CRC, the Afghan Government has ratified certain international conventions addressing child labour. In April 2010, the Afghan Government ratified two international conventions on child labour, namely, the International Labour Organization (ILO) Conventions No. 138 - Minimum Age of Employment and No. 182 – Worst Forms of Child Labour.¹¹⁴ ILO Convention No. 138 specifies the minimum age for entry

¹⁰³ UNICEF, "The Evolution of International Standards on Childs Rights," 1.

¹⁰⁴ Zeldin, "Children's Rights."

¹⁰⁵ Ibid.

¹⁰⁶ Ibid.

¹⁰⁷ Van Bueren, *The International Law on the Rights of the Child*, 15.

¹⁰⁸ "UN Convention on the Rights of the Child (UNCRC)," *UNICEF UK*, accessed January 25, 2017, <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>; Ministry of Justice, "Implementing the Convention on the Rights of the Child in Afghanistan," May 3, 2011, <http://moj.gov.af/en/news/1383>.

¹⁰⁹ Van Bueren, *The International Law on the Rights of the Child*; "UN Convention on the Rights of the Child (UNCRC)."

¹¹⁰ "AFGHANISTAN: National Laws," accessed January 25, 2017, </en/library/publications/afghanistan-national-laws>.

¹¹¹ Ibid.

¹¹² Committee on the Rights of the Child, "Concluding Observations: Afghanistan" (United Nations, 2011), 2.

¹¹³ Committee on the Rights of the Child, "Concluding Observations: Afghanistan."

¹¹⁴ "Ratifications of ILO Conventions: Ratifications for Afghanistan," accessed January 26, 2017, http://www.ilo.org/dyn/normlex/en/f?p=1000:11200:0::NO:11200:P11200_COUNTRY_ID:102945.

into training, employment into light activities and employment that could potentially affect the health, safety and moral values of the youth involved.¹¹⁵ The Convention on Worst Forms of Child Labour prohibits children less than 18 years of age from involvement in any kind of worst forms of child labour such as any and all forms of slavery, forced labour, use of children in armed conflicts, and activities that by essence or the conditions under which they are carried out are potentially harmful to the health, safety and moral values of children.¹¹⁶ The Convention's article 1 also requires each member state that ratifies it to take immediate and appropriate measures to ensure prohibition and elimination of the worst forms of child labour.¹¹⁷

National Legal Provisions

Outside of its ratification of international agreements, the Afghan government has adopted internal policies and strategies in support of children's rights, such as the National Strategy for Children at Risk, the Afghan National Development Strategy, and the National Strategy for Street-working Children. The Ministry of Labour and Social Affairs of the Islamic Republic of Afghanistan, with the technical support of UNICEF and other partners, launched the National Strategy for Children at Risk in 2006 with the hope of a better future for the vulnerable Afghan children and their families.¹¹⁸ The primary goal of the strategy is to establish a community that encourages children to reach their full potential away from any and all forms of abuse, exploitation or violence. The policy is also aimed at protection, safety and well-being of children and provision of support to their families. A key component of the National Strategy for Children at Risk is attracting investments in such programs that support access to education, skills training, vocational training and income generating activities, counselling centres and day centres for children's families, among others.¹¹⁹ In 2003, Child Protection Action Networks (CPANs) were established with the mandate of performing field interventions in the child protection section, in line with the National Strategy for Children at Risk.¹²⁰ The CPANs are currently operational in 33 out of 34 provinces and over 100 districts and are formed of government representatives, non-governmental organizations, community elders and religious leaders working to ensure provision of access to services for children in need of protection.¹²¹

Child labour has also been specifically addressed in numerous Afghan laws. Forced labour on children has been forbidden by article 49 of the Afghan Constitution, and the minimum age for employment is 18 according to Afghanistan's Labour Law.¹²² The law allows children between the ages of 15 and 17 to only work in activities that do not bring harm to them, whereas children of 14 years of age are only allowed to function as trainees or apprentices.¹²³ In 2014, the government of Afghanistan published a list of 29 hazardous jobs prohibited for children in Afghanistan.¹²⁴ The list classifies activities such as carpet weaving, working in brick kilns and doing metal work as hazardous for children.

The Social Protection Strategy for the years 2008 through 2013, established in line with the Afghanistan National Development Strategy, proposed the establishment of evening classes and skills training for street-working children. However, the actual implementation and impacts of the specific provisions are not known.¹²⁵ Additionally, the National Strategy for Street-working Children was drafted by the Afghan

¹¹⁵ Convention C138 - Minimum Age Convention.

¹¹⁶ Convention C182 - Worst Forms of Child Labour Convention.

¹¹⁷ Ibid.

¹¹⁸ "Afghanistan Launches National Strategy for Children at Risk."

¹¹⁹ Ibid.

¹²⁰ UNICEF, "Child Protection - The Picture in Afghanistan."

¹²¹ Ibid.

¹²² Afghanistan Labour Law; The Constitution of Afghanistan.

¹²³ Afghanistan Labour Law; The Constitution of Afghanistan.

¹²⁴ Human Rights Watch, "They Bear All the Pain' - Hazardous Child Labour in Afghanistan," July 13, 2016, <https://www.hrw.org/report/2016/07/13/they-bear-all-pain/hazardous-child-labor-afghanistan>.

¹²⁵ Poyesh et al., "Child Notice Afghanistan."

government in 2011.¹²⁶ The strategy aims to not only prevent further increase in the number of street-working children but also provide family and community-based support for children already involved in street work. In order to identify and address the protection needs of street-working children, the strategy recommends a multi-sectoral approach encompassing education, health and juvenile justice sectors. It further provides a framework for the betterment of coordination and monitoring of child-oriented interventions by governmental and non-governmental child-focused organizations and programmes.¹²⁷

Supporting Street-working Children in Afghanistan

How can appropriate educational programming be designed for street-working children?

As highlighted in key literature, the design of educational programming that will support street-working children effectively must take into account a number of factors:

1. Several presumptions that are commonly held are shown to be more complex than anticipated. For instance, multiple studies show that work does not *necessarily* inhibit educational achievement. Research conducted by ICF Macro for the US Department of State failed to find any detrimental connection between children working and their school outcomes in Afghanistan, once other factors were controlled for.¹²⁸ Data from other regions mirror this finding, such as a study in Brazil.¹²⁹ In practice, however, in the Afghan context, past Samuel Hall research has highlighted that while working does not necessarily preclude attendance, in the case of say, carpet-weaving children, it has a clear impact on a number of factors associated with strong performance in school.¹³⁰
2. In the context of Kabul – if education is the prime goal, past Samuel Hall research has found that a number of additional factors may also need to be taken into account, especially for girls. These include security concerns and a long distance to school.¹³¹
3. Finally, providing education for street-working children necessitates consideration of external factors (especially financial factors), and recognition of particularly vulnerable subgroups. This includes setting clear expectations for programming – especially with regards to employment. When this is not the case it can cause frustrated expectations, which have proven elsewhere to be damaging.¹³² Additionally, education must be inclusive of marginalized groups and committed to supporting children over the long term. The history of the children must be considered as well, including what traumas they have experienced and if they have encountered any extremism in prior education.¹³³

Do children want to stop working?

In addition, the aforementioned study from Brazil also found that in some circumstances, children actually choose to take on jobs, and even view some elements of working on the street as important and beneficial to them.¹³⁴ Further research in Peru also suggests that for some children, work is a part of their identity in a positive sense. This study went on to note that this disconnect between children's desires and NGO programmes had caused problems:

¹²⁶ Islamic Republic of Afghanistan Ministry of Justice, "A National Strategy for Street-working Children," n.d., accessed January 30, 2017.

¹²⁷ Islamic Republic of Afghanistan Ministry of Justice, "A National Strategy for Street-working Children," n.d., accessed January 30, 2017.

¹²⁸ ICF Macro, "Child Labour in Afghanistan."

¹²⁹ Jean Grugel and Frederico Poley Martins Ferreira, "Street-working Children, Children's Agency and the Challenge of Children's Rights: Evidence from Minas Gerais, Brazil," *Journal of International Development* 24, no. 7 (October 2012): 828–40, doi:10.1002/jid.1852.

¹³⁰ Samuel Hall, "Cutting the Threads."

¹³¹ Samuel Hall, "School Management Shuras: A Bridge between Girls' Education and the Communities? Case Study on Community Mobilization for the Promotion of Girls' Education" (Commissioned by GIZ-BEPA, 2014).

¹³² USAID, "Guide to the Drivers of Violent Extremism" (USAID, February 2009).

¹³³ Williams and Yazdani, "The Rehabilitation Paradox."

¹³⁴ Grugel and Ferreira, "Street-working Children, Children's Agency and the Challenge of Children's Rights: Evidence from Minas Gerais, Brazil."

Pessimistic arguments about work and children that dwell on distasteful facets do not go down well with these children. Neither do the practices of NGOs who seek to offer protection for children without taking account for their competence and aspirations. Difficulties encountered by some projects can sometimes be explained by disagreement between programme objectives and children's interests, whether these be linked to play, family responsibility or identity.¹³⁵

These are examples of particular contexts and locations, and may not mean this view is shared in Kabul; however, it does emphasise the need to consider children's agency – especially older children – throughout the process of intervention design.

This mirrors some theories of the way programmes with street-working children are designed. They are either:

- *Reactive approaches* – which view street children as pests of sort with no rights to be on the street
- *Protective approaches* – which view street children as victims in need of protection
- *Rights-based approaches* – which view children as those with rights to be upheld¹³⁶

The first is clearly out of line with most programming today. However, the distinction between protective approaches and rights-based approaches has to do with the view on the agency of children. Specifically, protective approaches tend to be 'geared towards making street-connected children fit into society... [a position] not necessarily chosen by them nor in their best interests but one that fits the social and political paradigm of the day. These include reunifying a child with her/his family, placing a child in school or providing an alternative off the streets, in a centre, orphanage or foster care'.¹³⁷ Some researchers even go so far as to be critical of the current paradigms for street-working children in Kabul as a whole:

...the idea of street-working children as a minority who are in need of integration into a mainstream where children rarely work is a recent Western construction of childhood and social organisation that is constantly changing (Aries, 1962). In practical terms, many children in Kabul may be better off working than experiencing humiliation and violence in bad schools (Harber, 2004), and their contribution to household income may be very important.¹³⁸

This is, of course, a controversial opinion, yet one that does elucidate two key points: that Kabul's context is very unique, and a rights-based approach is paramount. The same researchers continue later in their paper to elaborate on the differences of Kabul context and the Western environment, noting that some goals may not be feasible or appropriately designed for the particular culture and circumstances in Afghanistan. As they note, 'Judging by the aims in the internal project documents, street-working children are to be rehabilitated for life in a notional, modern, Western city – a society with an effective education system and other state-run public services, a Western view of women's and children's rights, a Western-style democracy, and a capitalist economy'.¹³⁹ While many of these goals are desirable, they are not the true circumstances in Kabul at present and are outside the scope of small interventions. This, of course, does not preclude interventions at all, but emphasises that the inclusion of children's rights, desires and aspirations as well as the complex environment of Kabul is key to successful programming and truly impacting their well-being.

¹³⁵ Antonella Invernizzi, "Street-Working Children and Adolescents in Lima: Work as an Agent of Socialization," *Childhood* 10, no. 3 (August 1, 2003): 336, doi:10.1177/09075682030103005.

¹³⁶ McEvoy et al., "Working with Street-Connected Children."

¹³⁷ *Ibid.*, 236.

¹³⁸ Williams and Yazdani, "The Rehabilitation Paradox," 8.

¹³⁹ *Ibid.*, 11.

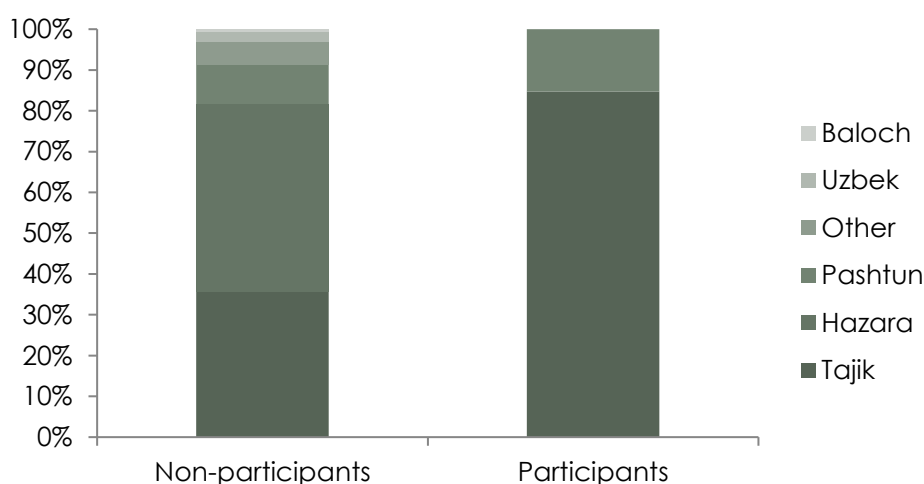
Annex B: Demographics of Participant and Non-Participant Quantitative Respondents

The characteristics of the participants and non-participants are outlined below to frame the results. This is especially important in light of concerns expressed by multiple parties that the identification and selection of participants did not follow clear criteria, meaning that clear matched criteria for identification of comparable non-participant children was not possible.

Overall, among the 144 participant children respondents, there were 75 boys and 69 girls. Among non-participant responses, there were 115 boys and 70 girls.¹⁴⁰ The mean ages for each of these respondent group demographics varies, as seen in **Error! Reference source not found.** below. The participant respondents are on average older, which means the participant respondents would have been at a relatively similar age during the programme as non-participant respondents are now.

The ethnicity of respondents was more diverse among non-participants than participants. Participant respondents were predominately Tajik, followed by Pashtun. Non-participant respondents were more diverse, with Hazara comprising the largest group.

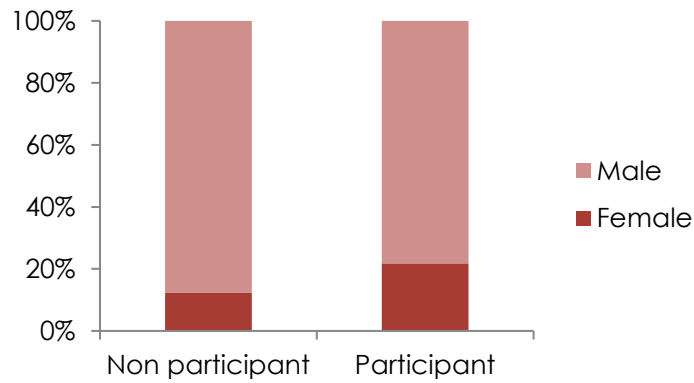
Figure 27: Respondent household ethnicity (reported by family adult)



Participant households interviewed had a higher proportion of females as the primary household decision maker, with 22% of participant respondent households having a female decision maker, versus only 12% of non-participant respondent households. This could indicate slightly higher vulnerability amongst the participant households along this specific criterion.

¹⁴⁰ Respondent child data will be disaggregated by gender to a large degree, negating the impact of this potential discrepancy in ratio.

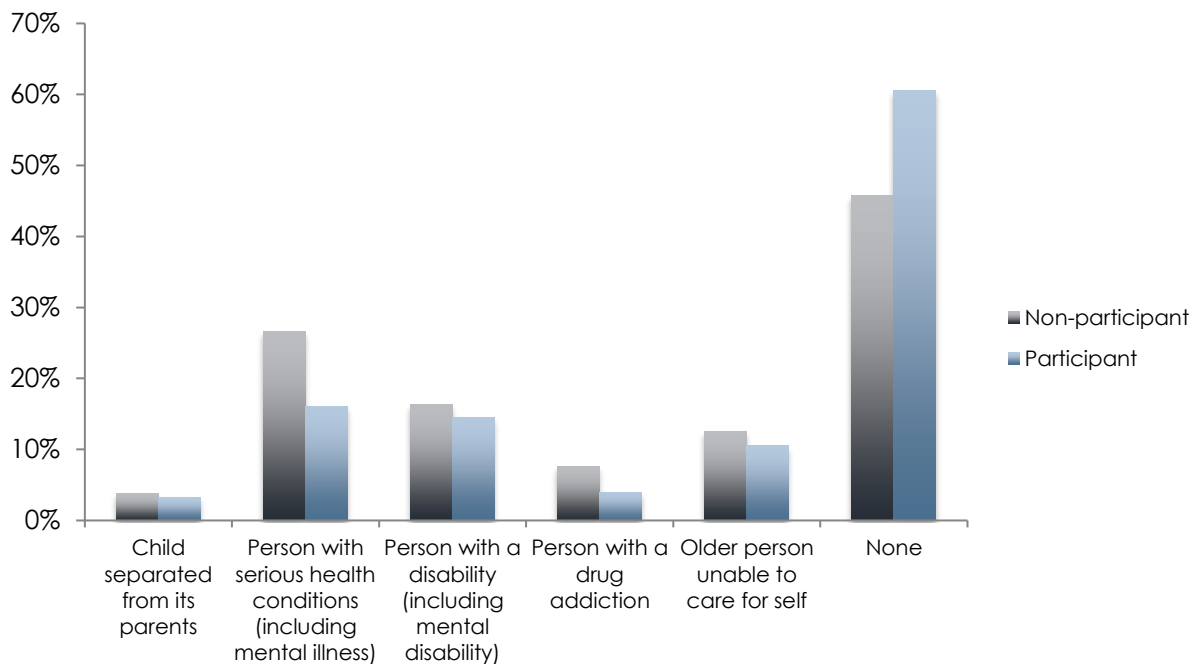
Figure 28: Proportion of respondent households by gender of decision maker



In terms of vulnerability criteria amongst household members, overall non-participant respondent households reported slightly higher figures of children separated from their parents, people with serious health conditions/disabilities, people with drug addictions, or older persons unable to care for themselves. These traits suggest slightly higher vulnerability for non-participant households in terms of the family members within their households. Lower rates of these criteria among participant households does not suggest a positive programme impact, as most of these traits would likely not be affected by the programme.

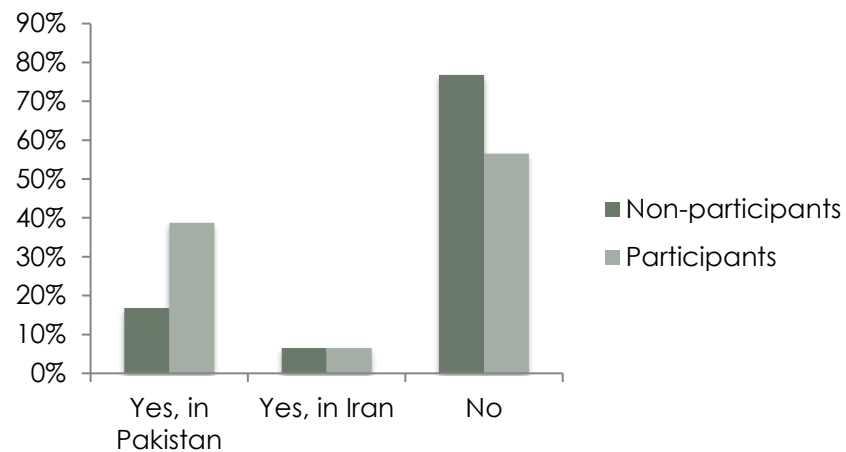
Conversely, however, participant respondents had higher rates of displacement. When asked if their household had ever lived abroad for more than three months in the past 15 years, 76.8% of non-participant household respondents indicated they had not lived abroad, versus 56.5% of participant household respondents. This suggests a greater number of returnees among participant respondents. However, there is not significant data granularity, and the evaluators did not collect data on IDPs.

Figure 29: Prevalence of vulnerability criteria within respondent households



Finally, the mean household size for non-participant respondents was 7.3, and the mean household size for participant respondents was 7.8. Out of the 124 participant households, only 2 indicated benefitting from other NGOs.

Figure 30: Percentage of respondent households indicating having lived abroad for at least three months in the past 15 years



These demographic factors indicate both similarities and key differences that must be considered when assessing the findings. Participant respondents, with higher rates of displacement, slightly larger household sizes and more females as household decision makers, may face additional vulnerabilities in some senses; yet the non-participant respondents had greater prevalence of vulnerable household members.

Annex C: Evaluation Matrix

Evaluation Criteria	Key Questions	Sub-questions	Data sources	Data collection methods and tools	Indicators/success standards	Methods for data analysis
Relevance	1.1 To what extent are the project's objectives and goals aligned with the national child protection strategies? Specifically, how well is it aligned with the National Strategy for Street Working Children?					
	1.1.1	What measures have been taken to ensure alignment with national policies?	Government officials; WACEO staff; WarChild UK staff; UNICEF staff; project documentation	KIIs; desk review	Measures exist to ensure alignment; measures have been implemented	Deductive analysis
	1.1.2	How, if at all, do the project's objectives and goals deviate from the National Strategy on Street Working Children?	WACEO staff; WarChild UK staff; National Strategy on Street Working Children; project documentation	KIIs; desk review	# and scope of deviations from National Strategy on Street Working Children	Comparative analysis
	1.1.3	If there are deviations from the national policies, what are the reasons for these deviations?	WACEO staff; WarChild UK staff; UNICEF staff	KIIs	Clear rationale for any deviations from National Strategy	Deductive analysis
	1.2 Are the project's goals and objectives aligned with the policies and strategies of UNICEF?					
	1.2.1	What measures have been taken to ensure alignment with UNICEF policies and strategies?	UNICEF policy and strategy documentation; Project documentation	Desk review	Measures exist to ensure alignment; measures have been implemented	Deductive analysis
	1.2.2	How, if at all, do the project's objectives and goals deviate from the UNICEF policies and strategies?	Project documentation; UNICEF strategic documentation	Desk review	# and scope of deviations from UNICEF policies and strategies	Comparative analysis
	1.2.3	If there are deviations from the UNICEF policies, what are the reasons for these deviations?	WACEO staff; WarChild UK staff; UNICEF staff	KIIs	Clear rationale for any deviations from UNICEF policy and strategy	Deductive analysis
	1.3 Has the project met the needs and expectations of the targeted population?					

1.3.1	What were the needs of the targeted population before the programme?	Participating SWC and families	Desk review; FGD; Quantitative survey	Reported needs prior to start of programme, as identified by participants and project documentation	SPSS; NVIVO; deductive analysis
1.3.2	What were the expectations of the targeted population before the programme?	Participating SWC and families	Desk review; FGD; Quantitative survey	Reported expectations prior to start of programme, as identified by participants and project documentation	SPSS; NVIVO; deductive analysis
1.3.3	How were these needs and expectations identified in the programme planning period?	Project documentation	Desk review	Types of methods used to identify target population needs and expectations	NVIVO
1.3.4	What are the main needs of the programme participants today?	Participating SWC and families	FGD; Quantitative survey	Key reported needs of programme participants today	NVIVO; SPSS
1.3.5	Did the programme correspond to the expectations of the population?	Participating SWC and families	Quantitative survey; FGDs	Number of quantitative survey participating respondents agreeing or strongly agreeing that this programme met their family's expectations (supplemented with qualitative data); comparison of project activities to expectations reported in the qualitative data or in project documentation	SPSS; comparative analysis
1.4 Has the project been designed in an appropriate manner for the Kabul context?					
1.4.1	What, if any, are the limitations working in Kabul places on the programme design?	WACEO staff; WarChild UK staff; UNICEF staff; project documentation	KIIs; desk review	Evidence of intentional design of programme to suit Kabul context	Deductive analysis
1.4.2	How, if at all, were these limitations mitigated in programme design?	WACEO staff; WarChild UK staff; UNICEF staff; project documentation	KIIs; desk review	Evidence of discussion of mitigation approaches; existence of clear TOC with risks and assumptions detailed	NVIVO; deductive analysis

	1.4.3	Were any significant limitations missed in the programme design?	WACEO staff; WarChild UK staff; UNICEF staff; other key stakeholders; project documentation	KIIs; desk review	Significant limitations missed	NVIVO; deductive analysis
	1.4.4	Did this impact the programme?	WACEO staff; WarChild UK staff; UNICEF staff; other key stakeholders; project documentation	KIIs; desk review	Problems identified by staff and other stakeholders due to context-specific limitations not being considered in programme design	NVIVO; deductive analysis
Effectiveness	2.1 To what extent have the project's goals and objectives been achieved?					
	2.1.1	Have planned activities been implemented?	WACEO staff; WarChild UK staff; UNICEF staff; Participating SWC and families; project documentation	KIIs; Quantitative survey; FGDs; Case studies; Pairs; desk review project documentation	Comparison of activities reported by participants to planned activities in project documentation.	Deductive analysis
	2.1.2	How, if at all, has participating boys and girls' education attendance changed since before the programme?	Participating SWC and families	Quantitative survey	% participant boys and girls enrolled in school; reported change in attendance from three years ago	SPSS
	2.1.3	How much has the project reduced unsafe/street work?	Participating SWC and families	Quantitative survey	% of boys and girls working (disaggregated by location of work – either home or outside of home)	SPSS
	2.1.4	How many street working children have received family outreach services?	Participating SWC and families; project documentation	FGDs; Quantitative survey; desk review	# of children who have received visits from social workers; % parents reporting participation in child rights & hygiene promotion activities; reported frequency of attendance; topics covered in child protection sessions	NVIVO; SPSS; deductive analysis
	2.1.5	How much has the project improved coping strategies?	Participating SWC and families	Quantitative survey	Coping strategies index	SPSS
	2.1.6	How much has the project facilitated increased income for participating households?	Participating SWC and families	Quantitative survey; FGDs; case studies	Average income participant vs. non-participant HH; reported changes in income from participant HH; % participant HH using new skills / business money to	SPSS; NVIVO

earn money; reported impact of programme on HH income

2.2 How effectively have stakeholders of the project collaborated?

2.2.1	What, if any, coordination meetings took place throughout project design and implementation?	WarChild UK staff; WACEO staff; UNICEF staff; relevant governmental counterparts; project documentation	KIIs; desk review	# coordination meetings held; evidence of specific coordination between stakeholders in project documentation	NVIVO; deductive analysis
2.2.2	What, if any, channels of communication were in place throughout the project implementation?	WarChild UK staff; WACEO staff; UNICEF staff; relevant governmental counterparts; project documentation	KIIs; desk review	# / frequency of meetings between WACEO & WarChild staff; between WarChild and UNICEF staff; between WACEO and UNICEF staff; between governmental counterparts & all others. Means of communication reportedly used (in person; email; phone; other)	NVIVO; deductive analysis
2.2.3	What coordination was conducted with other projects targeting SWC children?	Project documentation	Desk review	# / frequency of meetings with staff of other NGOs; evidence of discussion of projects at child protection working groups	Deductive analysis
2.2.4	How effective was this coordination with other projects?	Project documentation	Desk review	Evidence of duplication between target population	Deductive analysis

2.3 What types of programme monitoring, evaluation, accountability and learning systems were in place and how functional were these?

2.3.1	What, if any, monitoring and evaluation mechanisms were in place?	Project documentation; WarChild UK, WACEO and UNICEF staff	KIIs; desk review	Evidence of M&E system existing	NVIVO; deductive analysis
2.3.2	If a monitoring and evaluation mechanism was in place, was it specific to this project?	Project documentation; WarChild UK, WACEO and UNICEF staff	KIIs; desk review	Appropriateness of M&E system to specific context	NVIVO; deductive analysis

	2.3.3	What kinds of data were collected throughout project implementation?	Project documentation; WarChild UK, WACEO and UNICEF staff	KIIs; desk review	Evidence of MEAL system that was used to effect change and improve programme throughout course of implementation	NVIVO; deductive analysis
	2.3.4	What frequency was data collected?	Project documentation; WarChild UK; WACEO staff; UNICEF staff	KIIs; desk review	Regularity and frequency of data collection	NVIVO; deductive analysis
	2.3.5	What evidence is there of this data being used to modify project design?	WarChild UK; WACEO staff; UNICEF staff; project documentation	KIIs; desk review	Evidence of problems highlighted through M&E collection which led to modifications in the project design	NVIVO; deductive analysis
	2.3.6	Did UNICEF oversee and approve any modifications by the implementing partner to project design, timeline and budget?	UNICEF staff; project documentation	KIIs; desk review	Evidence of UNICEF participation in decision-making process around changes to agreed project design, timeline and budget	NVIVO; deductive analysis
Efficiency	3.1 How efficiently were the project's resources spent?					
	3.1.1	What was the allocation of the budget to admin versus project costs?	Project budget	Desk review	% of budget given to administrative costs	Deductive analysis
	3.1.2	How does this align with other centre-based programmes?	WarChild UK and WACEO staff; other NGOs; project documentation	KIIs; desk review	Variance between this project's budget and others on the admin:project costs	Comparative analysis
	3.1.3	What was the project burn rate?	UNICEF staff; project documentation	KIIs; desk review	Burn rate equal to project budget	Deductive analysis
	3.1.4	What was the project spend per beneficiary?	Project budget; project documentation	Desk review	\$\$ spent per beneficiary child and HH	Deductive analysis
	3.1.5	How does this align with other centre-based programmes spend/beneficiary?	WarChild UK and WACEO staff; other NGO staff; project documentation	KIIs; desk review	Variance between this project's spend/beneficiary and other centre-based projects	Comparative analysis
	3.1.6	How does this compare to the cost of other UNICEF (or other) SWC-centred projects spend/beneficiary?	UNICEF staff; other NGO staff	KIIs	Variance between this project's spend/beneficiary and other SWC-centred projects	Comparative analysis

3.1.7	How does the quality/cost ratio of services and goods provided by project compare to that of other similar projects?	Project budget; other NGO staff; past SH research on youth education and vocational training centres	KIIs; desk review, Quantitative survey	Variance between reported quality of goods and services provided to participants (e.g. toolkits; vocational training) compared to other projects touching on education and vocational training in centres, and their reported costs	Comparative analysis; SPSS
3.1.8	Did all staff receive salaries regularly?	WACEO staff; WarChild UK staff	KIIs	Number of reports of delayed salaries	SPSS
3.2 How can the cost efficiency of the project be maximised?					
3.2.1	What are the available CBR figures on the project, if any?	Project budget	Desk review	Identification of key areas of reduced costs	Deductive analysis
3.2.2	Which, if any, budget categories were disproportionately represented?	Project budget	Desk review	Identification of key areas appearing to make up disproportionate portion of costs	Deductive analysis
3.2.3	What areas include potential lower procurement rates?	WarChild UK staff; UNICEF staff	KIIs	Identification of potential areas to lower procurement rates	NVIVO
3.2.4	What, if any, changes can be made to financial procedures to minimise payment delays?	WarChild UK staff; UNICEF staff; project documentation	KIIs; desk review	Identification of potential areas of improvement on financial methods	Deductive analysis; NVIVO
3.3 How timely was the implementation of the project's activities?					
3.3.1	If there were any delays in project timeline, what were they?	Project documentation	Desk review	Alignment of project implementation with original implementation plan	Deductive analysis
3.3.2	To what/ whom were the delays due?	Project documentation	Desk review	Identification of identities responsible for delays	Deductive analysis
3.3.3	How foreseeable were the delays?	Project documentation	Desk review	Evaluation of delay predictability	Deductive analysis
3.3.4	Were there any cost extensions / budget changes due to project delays or procurement delays?	Project documentation	Desk review	Size and frequency of any cost extensions / budget changes; also as % of initial budget	Deductive analysis

3.4 How appropriate was the project's participant targeting?					
3.4.1	What were the criteria for participant selection?	Participating SWC and families; WACEO staff; WarChild UK staff; programme documentation	Desk review; KIIs; Quantitative survey; FGDs	Identification of criteria used for participant selection; More than 50% of quantitative participating respondents claiming the participant selection process to be fair, (supplemented by qualitative data)	SPSS; NVIVO; deductive analysis
3.4.2	How did project staff ensure these types of participant were found, especially in regards to hidden populations?	WarChild UK and WACEO staff; project documentation	KIIs; desk review	Existence of clear approach to participant selection identified by all relevant staff	NVIVO; deductive analysis
3.4.3	To what degree did actual participants align with these criteria?	Participating SWC and families; WarChild UK; WACEO staff; UNICEF staff	Quantitative survey; KIIs	% of quantitative participating respondents aligning with project criteria, according to quantitative survey data and KIIs	SPSS; NVIVO
3.4.4	Were participants benefiting from other programmes?	Participating SWC and families	Quantitative survey	% participant households receiving support from other NGO programmes	SPSS
3.4.5	Why did participants find the participant selection fair/unfair?	Participating SWC and families	FGDs; Quantitative survey	% identifying unfair aspects to beneficiary selection; unfair aspects identified	SPSS; NVIVO
3.4.6	If there were deviations from participant criteria, what is the explanation for this?	WACEO / WarChild UK staff; project documentation	KIIs; desk review	Existence of rationale for deviation from participant criteria, understood by all key staff	NVIVO; deductive analysis
Sustainability					
4.1 What is the expected sustainability of project results, and what can be done to maximise the sustainability?					
4.1.1	What, if any, measures were included in the project design to ensure the project objectives would last beyond its duration?	WACEO staff; WarChild UK staff; programme documentation	KIIs; desk review	Evidence of measures taken to ensure sustainable benefits	Deductive analysis
4.1.2	What obstacles to project sustainability still exist?	WarChild UK staff; WACEO staff; UNICEF staff; relevant governmental stakeholders; SWC families; project documentation	KIIs; Quantitative survey; FGDs; desk review	Number and type of obstacles to sustainability	NVIVO; deductive analysis

4.1.3	What could be done in future programming to mitigate those obstacles?	UNICEF staff; relevant governmental stakeholders	KIIs	Mitigation approaches identified by stakeholders	NVIVO; deductive analysis
4.2 What is the expected likelihood of parents continuing to support their children's (boys and girls) educational pursuits?					
4.2.1	How importantly do parents rate education for their boys and girls?	SWC and families	Quantitative survey	% parents strongly agreeing or agreeing that girls should be able to go to school; % parents strongly agreeing or agreeing that boys should be able to go to school	SPSS
4.2.2	What obstacles remain preventing participant boys and girls from attending school?	Participating SWC parents and children	Quantitative survey; FGD	Reported reasons why children in participating households are still not attending school.	SPSS; NVIVO
4.2.3	How likely are parents to tie their children's education to the project specifically (attribution)?	Participating SWC parents	Quantitative survey	% stating that their children are receiving a better education as a result of this programme. % parents agreeing that government schools provide the best education (comparing participating households to comparison group)	SPSS
4.3 What is the expected likelihood of community's social protection and support mechanisms continuing to protect boys and girls from child labour?					
4.3.1	What is the current perception of SWC boys and girls by the community?	SWC parents	Quantitative survey	% parents recognising greater support for their children as a result of the programme	SPSS
4.3.2	What is the current awareness of existing community social protection and support mechanisms?	SWC parents and non-participating parents	Quantitative survey	Perceived quality and change in accessibility of community support mechanisms (comparing participating households to comparison groups)	SPSS

	4.3.3	How important do SWC parents consider children's rights after participation in the project?	SWC parents and children	Quantitative survey	% recognising impact of child marriage on girls; % recognising importance of play; % recognising importance of health care when children are sick; % children who report negative punishment methods from parents. (Comparing participating households to comparison groups)	SPSS
Impact	5.1 What is the extent of children's (boys and girls) access to education after the project implementation?					
	5.1.1	How has the school attendance of participating boys and girls changed since before the intervention and during the intervention?	Participating SWC and families	Quantitative survey; Pairs; case studies; FGDs	Reported change in school attendance of participating children; % of children attending government schools	SPSS; NVIVO
	5.1.2	How many of the 300 participating boys and girls are going to school AND not working in the streets?	Participating street working boys and girls	Quantitative survey	% of children reporting school attendance and not working	SPSS
	5.1.3	What is the quality of the education participating children now receive?	Participating SWC and families	Quantitative survey; Pairs; case studies; FGDs	% children reporting challenges in attending school; % children liking school	SPSS, NVIVO
	5.1.4	To what degree can these changes be attributed to the UNICEF project?	Participating SWC and families	Quantitative survey; Pairs; case studies; FGDs	% parents saying children are receiving a better education as a result of the project; Qualitative comments	SPSS; NVIVO
	5.2 Did the project contribute to strengthening social protection and support mechanisms for boys and girls working in the streets and their families?					
	5.2.1	What forms of social protection and support exist for boys and girls?	SWC families	Quantitative survey	Number of social worker visits for participating families (reported on quantitative survey and supplemented with qualitative data) and overall positive self-reported outcome of social worker visits for participating families. Compare	SPSS

				comparison group's awareness of social protection support mechanisms	
5.2.2	In what ways has the capacity and availability of social protection support for boys and girls been strengthened?	SWC and families	FGDs; pairs; quantitative survey	Perception of change in social protection/support capacity and availability for children in community	Deductive analysis; SPSS; NVIVO
5.2.3	In what ways has access to social protection support for boys and girls been strengthened?	SWC and families	FGDs; pairs; quantitative survey	Perception of change in social protection/support accessibility for children in community	Deductive analysis; SPSS; NVIVO
5.2.4	To what degree can these changes be attributed to the UNICEF project?	SWC and families	FGDs; pairs; quantitative survey	% participant parents agreeing that there is greater community support for their children as a result of this programme	Deductive analysis; SPSS; NVIVO
5.3 Did the project contribute to strengthening the resilience of girls and boys working in the street and their households?					
5.3.1	How, if at all, have the sources of income of participating families changed since prior to the project?	SWC and families	Quantitative survey	% relying on income from children; difference between sources of income for participating and non-participating households	SPSS
5.3.2	How, if at all, has the income of participating families changed since prior to the start of the project?	SWC and families	Quantitative survey; FGDs	Average income participant vs. non-participant HH; reported changes in income from participant HH	SPSS; NVIVO
5.3.3	To what degree can these changes be attributed to the UNICEF project?	SWC and families	Quantitative survey	Average income participant vs. non-participant HH; reported changes in income from participant HH	SPSS

5.4 To what extent have the project's interventions positively changed the behaviour of the target population?					
5.4.1	What were the targeted behaviours this project endeavours to change?	Project documentation; WarChild UK staff; UNICEF staff	KIIs; desk review	List of key behaviours targeted	NVIVO; deductive analysis
5.4.2	Were the activities designed to target these implemented?	Project documentation; WarChild UK staff; UNICEF staff; Participating SWC and their families	KIIs; desk review; quantitative survey; FGDs	Specific activities reportedly implemented; quality of implementation according to participants	NVIVO; deductive analysis; SPSS
5.4.3	To what degree have participating SWC and families changed their behaviours?	WarChild UK Staff; WACEO staff; Participating SWC and families	KIIs; FGDs; Quantitative survey; Pairs	Greater support for children's rights and education in participating versus non-participating families; reported forms of punishment for children; school attendance of children	NVIVO; SPSS
5.4.4	Can any changes in community behaviour be observed? If yes, which?	SWC and their families	Pairs; FGDs	Reported acceptance by community; view of SWC by community; participation of SWC in community activities	NVIVO
5.4.5	To what degree can these changes (community and SWC) be attributed to the UNICEF project?	SWC and their families	FGDs; Pairs Quantitative survey	Comparison of above indicators to non-participant perspectives; qualitative reports of change	NVIVO
5.5 Broadly, to what extent can changes seen in the target group be attributed to the UNICEF programme?					
5.5.1	See sub-questions above on specific changes on education, social protection and behavioural change's attributability to the UNICEF project	SWC and their families	FGDs; Pairs Quantitative survey	Comparison of above indicators to non-participant perspectives; qualitative reports of change	NVIVO
5.5.2	Can any of these changes be clearly attributed to other factors (changes in general context, other projects, etc.)?	WarChild UK staff; WACEO staff; UNICEF staff; other key stakeholders (governmental and non-governmental)	KIIs	Identification of other factors impacting target population and project participants specifically on key project objectives	NVIVO

Annex D: Glossary

Word	Definition	Source
Child Labour	<p>‘The term “child labour” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.</p> <p>It refers to work that:</p> <ul style="list-style-type: none"> • Is mentally, physically, socially or morally dangerous and harmful to children; and • Interferes with their schooling by: • Depriving them of the opportunity to attend school; • Obliging them to leave school prematurely; or • Requiring them to attempt to combine school attendance with excessively long and heavy work. <p>In its most extreme forms, child labour involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age. Whether or not particular forms of “work” can be called “child labour” depends on the child’s age, the type and hours of work performed, the conditions under which it is performed and the objectives pursued by individual countries. The answer varies from country to country, as well as among sectors within countries’.</p> <p>Additional details are included in a subsequent section on the relevant international and Afghan law related to child labour.’</p>	<p>“What Is Child Labour (IPEC),” accessed January 25, 2017, http://ilo.org/ipecc/facts/lang--en/index.htm.</p>
Street children and Street-working children	<p>“Street children” is used to refer to children who work and/or sleep on the streets. Such children may or may not necessarily be adequately supervised or directed by responsible adults and include the two co-existing categories referred to by UNICEF as those “on the street” and those “of the street” (Agnelli, op. cit., p. 34). Other researchers identified these two categories amongst different street children populations (e.g. Dube et. al, 1996, Ennew, 1986; Scharf et al., 1986; Richter, 1988a). “Children of the street” are homeless children who live and sleep on the streets in urban areas. They are totally on their own, living with other street children or homeless adult street people. On the other hand, “children on the street” earn their living or beg for money on the street and return home at night. They maintain contact with their families. This distinction is important since “children on the street” have families and homes to go to at night, whereas “children of the street” live on the streets and probably lack parental, emotional and psychological support normally found</p>	<p>UNICEF, “A Study on Street Children in Zimbabwe,” n.d., https://www.unicef.org/evaldatabase/files/ZIM_01-805.pdf.</p>

Informal sector	<p>in parenting situations’.</p> <p>‘The informal sector is broadly characterised as consisting of units engaged in the production of goods or services with the primary objective of generating employment and incomes to the persons concerned. These units typically operate at a low level of organisation, with little or no division between labour and capital as factors of production and on a small scale. Labour relations - where they exist - are based mostly on casual employment, kinship or personal and social relations rather than contractual arrangements with formal guarantees’.</p>	<p>“OECD Glossary of Statistical Terms - Informal Sector – ILO Definition,” accessed January 25, 2017, https://stats.oecd.org/glossary/detail.asp?ID=1350.</p>
Shocks	<p>‘Shocks are sudden events that impact on the vulnerability of the system and its components. There are many different types of disaster-related shocks that can strike at different levels. These include disease outbreaks, weather-related and geophysical events including floods, high winds, landslides, droughts or earthquakes. There can also be conflict-related shocks such as outbreaks of fighting or violence, or shocks related to economic volatility’.</p>	<p>DFID, “Defining Disaster Resilience: A DFID Approach Paper,” November 2011, 8.</p>
Social Protection	<p>‘Social protection can be understood as a set of public actions which address not only income poverty and economic shocks, but also social vulnerability, thus taking into account the inter-relationship between exclusion and poverty’.</p>	<p>“UNICEF - UNICEF Social Inclusion, Policy and Budgeting - Social Protection,” accessed January 25, 2017, https://www.unicef.org/socialpolicy/index_socialprotection.html.</p>
Resilience	<p>‘The ability to withstand threats or shocks, or the ability to adapt to new livelihood options, in ways that preserve integrity and that do not deepen vulnerability’.</p>	<p>UNICEF, “Emergency Preparedness and Response - Resilience Building,” accessed February 28, 2017, https://www.unicef.org/esaro/5484_emergencies_results.html.</p>

OECD DAC Criteria Definitions - all from OECD, “Glossary of Key Terms in Evaluation and Results Based Management,” 2002

Word	Definition
Relevance	‘The extent to which the objectives of a development intervention are consistent with participants’ requirements, country needs, global priorities and partners’ and donors’ policies. Note: Retrospectively, the question of relevance often becomes a question as to whether the objectives of an intervention or its design are still appropriate given changed circumstances’.
Effectiveness	‘The extent to which the development intervention’s objectives were achieved, or are expected to be achieved, taking into account their relative importance. Note:

	Also used as an aggregate measure of (or judgment about) the merit or worth of an activity, i.e. the extent to which an intervention has attained, or is expected to attain, its major relevant objectives efficiently in a sustainable fashion and with a positive institutional development impact’.
Efficiency	‘A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results’.
Impact	‘Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended’.
Sustainability	‘The continuation of benefits from a development intervention after major development assistance has been completed. The probability of continued long-term benefits. The resilience to risk of the net benefit flows over time’.

Annex E: Evaluation Standards, Ethics and Quality Assurance

Samuel Hall is committed to carrying out its evaluation, research and consultancy services within a comprehensive ethical framework and based on the highest standards of quality assurance. Both, ethics and quality standards, rest on the basic principles of respect and non-discrimination, and we make every effort to ensure that cultural norms and codes of conduct, sensitivity to gender, confidentiality, human rights and minors' rights are respected throughout our work processes.

A Note on Research with Children: As part of this evaluation, children (defined here as those under 18) were interviewed in order to gather information about their lives and, for the participating boys and girls, the impact that the project has had on their lives. Samuel Hall follows the ethical principles and considerations highlighted by UNICEF in its working paper '*What We Know about Ethical Research Involving Children in Humanitarian Settings: An overview of principles, the literature and case studies*', in particular the seven categories identified as requiring reflection in the specific setting to the research, namely: institutional capacity to involve children in research; understanding power relations; harms and benefits; informed consent and capacities of participants; privacy and confidentiality (including ICT); payment, compensation, ancillary services and reciprocity; and communication of results.¹⁴¹ **NB:** UNICEF has confirmed that no official IRB is necessary for this.

Additional Standards and Guidelines: This evaluation is furthermore committed to UNEG's *Ethical Guidelines for Evaluation*, namely the 'responsibility towards all those involved in the evaluation for the proper conduct of the evaluation' as well as the highest standards of credibility and the responsible use of resources.¹⁴² And to ensure to 'provide credible, useful evidence-based information that enables the timely incorporation of its findings, recommendations and lessons' this evaluation also follows the guidelines presented in UNEG's *Norms and Standards for Evaluation*.¹⁴³

Confidentiality: Consent was obtained by evaluation participants and, for children, from their parents as well. Names were gathered for verification purposes and will be cleaned from data before sharing external to the evaluation team and UNICEF. All quantitative responses were automatically uploaded onto a secure location and stored on a password protected file using data encryption.

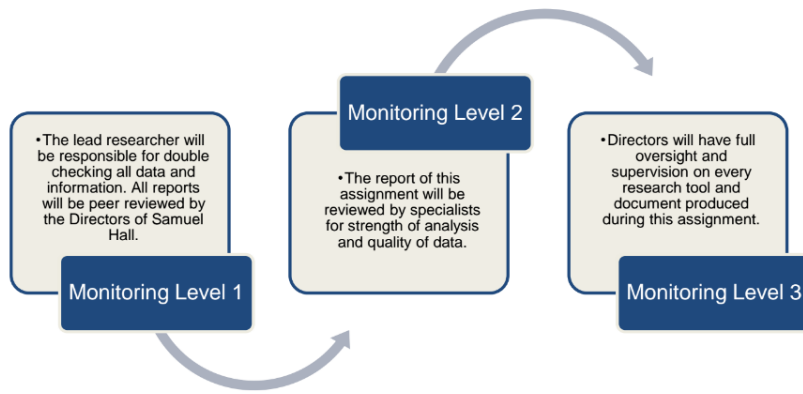
Evaluation Quality Assurance Process: The below graph gives an overview of the way we employ our monitoring and quality assurance processes to all our assignments. In our numerous years of operation, we have always successfully produced quality reports based on this step-by-step approach, to the satisfaction of all our partners.

Figure 30: Quality assurance process

¹⁴¹ Gabrielle Berman et al., "What We Know about Ethical Research Involving Children in Humanitarian Settings: An Overview of Principles, the Literature and Case Studies," Innocenti Working Paper, June 2016.

¹⁴² UNEG, "UNEG Ethical Guidelines for Evaluation," 2008, www.unevaluation.org/ethicalguidelines.

¹⁴³ UNEG, "Norms and Standards for Evaluation."



Annex F: Terms of References

UNICEF AFGHANISTAN TERMS OF REFERENCE FOR SERVICES - INSTITUTIONS

SHORT TITLE OF ASSIGNMENT

Evaluation of “Child Protection for Street Working Children and Youth through Income Generation and Education”
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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.¹⁴⁴ 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 2013.¹⁴⁵ 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.¹⁴⁶

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

¹⁴⁴ <http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?year=2013&dliid=220386#wrapper>

¹⁴⁵ <http://www.state.gov/j/drl/rls/hrrpt/humanrightsreport/index.htm?year=2013&dliid=220386#wrapper>

¹⁴⁶ <http://www.areu.org.af/Uploads/EditionPdfs/925E-Confronting%20Child%20Labour-BP-print.pdf.pdf>

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, 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 projects¹⁴⁷:

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 with their 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;

¹⁴⁷ *See Annex I for outcomes and activities.

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;
- 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 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:

1. United Nations Children’s Fund. 2015. *UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis*, (<https://unicef.sharepoint.com/teams/OoR/Shared%20Documents/UNICEF%20Procedure%20on%20Ethics%20in%20Evidence%20Generation%20092015.pdf>).
2. United Nations Children’s Fund. 2015. *UNICEF Procedure for Quality Assurance in Research*, (<https://unicef.sharepoint.com/teams/OoR/SiteAssets/SitePages/Procedures/UNICEF%20Procedure%20for%20Quality%20Assurance%20in%20Research.pdf>).
3. Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. 2013. *Ethical Research Involving Children*, Florence: UNICEF Office of Research-Innocenti.

Other useful documents:

1. United Nations Evaluation Group. 2008. *Ethical Guidelines for Evaluation in the UN System*, (<http://www.uneval.org/document/detail/102>).
2. United Nations Evaluation Group. 2014. *Integrating Human Rights and Gender Equality in Evaluations*, (<http://www.uneval.org/document/detail/1616>).
3. United Nations Evaluation Group. 2005. *Standards for Evaluation in the UN System*, (<http://www.uneval.org/document/detail/22>);
4. United Nations Evaluation Group. 2005. *Norms for Evaluation in the UN System*, (<http://www.uneval.org/document/detail/21>).

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

#	Item	Duration	Payment
1	Inception Phase		
1.1	Desk research, stakeholder consultations	2 weeks	After submission of the inception report and data collection tools.
1.2	Develop theory of change.		
1.3	Develop evaluation methods and data collection tools.		
1.4	Presentation of the evaluation methods and data collection tools.		
1.5	Submit the inception report and executive summary.		
2	Data Collection Phase		
2.1	Field testing of the data collection tools.	2 weeks	After submission of the summary of the field visits and invoices.
2.2	Visits to project sites to collect data (including field testing and refining of the evaluation instruments).		
3	Data Analysis Phase		
3.1	Data analysis and findings.	2 weeks	After submission of copies of the summary of initial findings, data files and analysis.
3.2	First report, for UNICEF and MOLSADM review		
4	Final Evaluation Report Writing & Presentation		
4.1	Final evaluation report writing.	2 weeks	After submission of final evaluation report and presentation.
4.2	Presentation of findings.		

The following table illustrates the components of key deliverables:

Deliverables	
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
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- 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.

CONTACTS

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