

FUNDED BY THE UNITED STATES
DEPARTMENT OF LABOR

Independent Midterm Evaluation of the *Prepárate para la Vida* Project in Peru

International Youth Foundation

Cooperative Agreement Number: E-9-K-6-0113



2009

M INTERNATIONAL INC.
MACRO

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Evaluation of the
Prepárate para la Vida
Project in Peru**

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Cooperative Agreement Number: E-9-K-6-0013

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ACKNOWLEDGEMENTS

This report describes in detail the midterm evaluation, conducted during November and December 2008, of the *Prepárate para la Vida* (Get Ready for Life, or *Prepa*) project. The report was prepared by Macro International Inc. according to agreements specified in its contract with the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT). The evaluation of the *Prepa* project in Peru was conducted and documented by John F. Helwig, an independent evaluator in collaboration with USDOL/OCFT staff, the *Prepa* project team, and stakeholders in Peru. Macro would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, the International Youth Foundation and its partners, and the U.S. Department of Labor.



Funding for this evaluation was provided by the United States Department of Labor under Task Order number DOLJ089K28130. Points of view or opinions in this evaluation report do not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF ACRONYMS	vii
EXECUTIVE SUMMARY	ix
I. EVALUATION OBJECTIVES	1
II. METHODOLOGY OF EVALUATION.....	3
Data Collection Techniques.....	3
Field Visits.....	3
Stakeholder Workshop.....	4
III. FINDINGS AND RECOMMENDATIONS	5
A. Program Design Issues.....	5
B. Program Design/Implementation Issues.....	8
C. Partnership and Coordination Issues.....	21
D. Management and Budget Issues.....	23
E. Sustainability and Impact.....	25
IV. LESSONS LEARNED AND GOOD PRACTICES.....	31
V. CONCLUSIONS	33
ANNEXES	
Annex A: List of Persons Interviewed/Meetings/Site Visits	
Annex B: Project Documents Reviewed	
Annex C: Stakeholder Workshop Agenda and Participants	
Annex D: Terms of Reference (TOR) Summary	
Annex E: Data Collection Tools	
Annex F: IYF Stakeholder Presentation	

LIST OF ACRONYMS

CEDRO	<i>Centro de Información y Educación para la Prevención del Abuso de Drogas</i> (Center for Information and Education for the Prevention of Drug Abuse)
CPETI	<i>Comité Directivo Nacional para la Prevención y Erradicación del Trabajo Infantil</i> (National Committee for Prevention and Elimination of Child Labor)
CHSA	<i>Capital Humano Social Alternativo</i> (Human and Social Capital-Alternative)
EI	Education Initiative
EpC	<i>Espacios para Crecer</i>
EpE	<i>Espacios para Emprender</i>
GOP	Government of Peru
ILO/IPEC	International Labour Organization/International Programme for Elimination of Child Labour
IYF	International Youth Foundation
LOP	Length of Project (September 30, 2006 to September 29, 2011)
M&E	Monitoring and Evaluation
MIMDES	Ministry of Women and Social Development
MOE	Ministry of Education
MOL	Ministry of Labor
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
TPR	Technical Progress Report
USAID	U.S. Agency for International Development
USDOL	U.S. Department of Labor

EXECUTIVE SUMMARY

The *Prepárate para la Vida* (Get Ready for Life, or *Prepa*) program in Peru is a four-year (2006–2010) US\$5 million project funded by the U.S. Department of Labor (USDOL) to combat exploitation of children through child labor practices. Widespread poverty in Peru, where nearly 40% of the population lives in extreme poverty, explains high rates of child labor. Peru has one of the highest rates of child labor in Central and South America at an estimated 26.5%; however, over 90% of working children between the ages of 5 and 17 also attend school. Of these working children and youth, 90% did not have health insurance, 85% worked without a contract, and more than 50% of those earned less than US\$143 income monthly.

The Government of Peru has not prioritized child labor in its social agenda. Two government agencies, the Ministry of Labor (MOL) and the Ministry for Women and Social Development (MIMDES), have overlapping responsibilities with regard to child labor policies, but neither ministry has official jurisdiction nor has taken the lead on child labor issues.

The problem of child labor is exacerbated by low educational quality in Peruvian schools. Only about 5% of Peru's students perform at the Organisation for Economic Co-operation and Development average. Peru's own national assessments showed that only 20% of students perform at a sufficient level. Additionally, a striking achievement gap is seen between children from low-income and high-income families, and schools offer insufficient support for low-income children, such as nutrition and health programs.

The *Prepa* project—executed by the International Youth Foundation (IYF) and subcontracted to *Centro de Información y Educación para la Prevención del Abuso de Drogas* (CEDRO), *Capital Humano Social Alternativo* (CHSA), and *Fe y Alegría*—targets children for prevention and withdrawal from exploitative labor practices. The project targets 5,250 children age 11 to 17 for withdrawal and 5,250 for prevention of child labor practices; the project provides educational programs to help at-risk and working children complete secondary school or vocational certification. The project also aims to raise awareness of exploitative labor practices and the worst forms of child labor, improve the quality of education in schools, and increase capacity among local governments and civil society institutions to implement strategies of the program and assist poor families in sending their children to school. The award (USDOL Cooperative Agreement E-9-K-6-0113) was signed by the USDOL grant officer on September 28, 2006, and project implementation began on October 1 of that year.

During October 28 to December 19, 2008, the consultant undertook a midterm evaluation of the *Prepa* project. From October 28 through November 21, 2008, the consultant conducted a desk review of project-related materials; from November 24 through December 6, he visited sites; interviewed key project staff, project beneficiaries and Peruvian, U.S. government, and ILO/IPEC officials; and conducted a stakeholder meeting in Peru. From December 8 to 19, the final report was drafted and submitted to Macro International Inc.

The *Prepa* projects operate in greater Lima/Callao, Trujillo, and Iquitos. Three subcontractors are charged with implementation of the educational, awareness-raising, and monitoring activities: CEDRO in Lima, Callao and Trujillo, CHSA in Iquitos, and *Fe y Alegría* in Lima, Callao and Trujillo. CEDRO is responsible for withdrawing youth, CHSA for both withdrawing

as well as preventing, and *Fe y Alegría* for prevention. The IYF team manages project implementation, although each subcontractor has the authority and responsibility to implement the educational interventions and awareness-raising activities as they see fit, adhering, of course, to the results specified in their contracts.

The evaluation of the *Prepa* project at this midterm point reveals that the project has been quite successful in raising awareness among key stakeholders and in retaining youth in school. In many of the sites visited by the evaluator, children were happy and enthusiastic about the program, and parents reported fewer behavioral problems and better social outcomes for their children. Youth who were interviewed for the evaluation were able to express goals and desires for their futures, and the great majority of youth surveyed or interviewed stated that they were either not working or had reduced their number of hours worked. From the information obtained from surveys and focus group discussions, it is apparent that the *Prepa* project is facilitating withdrawal and prevention.

However, the evaluation also revealed significant problems with the management of three separate subcontractors as well as design flaws in the monitoring of the program and the measurement of its outcomes. The project originally proposed the creation of a Consultative Committee, which would bring together various stakeholders from IYF and would also bring together the subcontractors, government, civil society, and international organizations to collaborate on strategies to combat child labor and improve educational opportunities for poor families and at-risk children. Such a committee has not yet been formed, and this has hampered achievement of the project's policy and advocacy outcomes. The evaluation recommends that one of the project's top priorities should be to form this committee to facilitate coordination among stakeholders, elevate the national discussion in child labor, and encourage sustainability of the project.

The evaluation also revealed communication and measurement gaps between IYF and the subcontractors. The subcontractors did not seem to have a common understanding of concepts relevant to the project, especially with regard to defining beneficiary completion. Across all project sites, subcontractors did not follow a standard and sufficient method of tracking and monitoring student performance and progress. The evaluation recommends that IYF take a stronger role in managing the subcontractors and ensuring consistent definitions and standard terminology. The evaluation also recommends the creation of a common database platform to assist in monitoring project performance.

Other recommendations stem from addressing the needs of the target population. Though the project specifically targets out-of-school youth, the evaluation revealed that over 90% of school-aged youth do attend school, rendering the out-of-school youth program somewhat unnecessary. Instead, this program should be integrated into the in-school program. Likewise, the project offers disparate educational opportunities; the evaluation recommends that the project be consolidated into one program with a standard curriculum.

Lessons Learned

1. Project staff must work more effectively with the subcontractors to achieve project results.
2. Few youth between the ages of 11 and 15 are not in school; in fact, school attendance among working children and youth is greater than 90%. Accordingly, coverage has been expanded to 16- and 17-year-old youth, who are more likely to drop out of school.
3. The training that has been given by project staff and subcontractors to teachers and school administrators has been well received and can be considered a good practice.
4. The home visits made by supporters of the project are a very valuable activity and have led to greater awareness among parents, better attendance of targeted youth to project programs, and the signing of affidavits by parents attesting to reduced or total withdrawal of their child from work.

The project has been successful in reaching children and families, and raising awareness on the dangers of exploitative child labor. The recommendations suggested by this evaluation are designed to affect successful promotion and sustainability of the project, most effectively target at-risk and harmed children, and improve project management and performance.

Recommendations

1. The project document proposes the establishment of a Consultative Committee comprising principle representatives from the International Youth Foundation, its subcontractors, and government entities, such as MOL, the Ministry of Education (MOE), and the Ministry of Women and Social Development (MIMDES), and the National Committee for Prevention and Elimination of Child Labor. This committee should be formed and activated for the following purposes:
 - a. To support the project director in policy and strategy development.
 - b. To assist in developing and executing strategies to raise awareness and obtain support from government, civil society organizations, business enterprises, other nongovernmental organizations, as well as other international donors.
 - c. To initiate viable partnerships with MOL, MOE, and other governmental institutions (MIMDES and *Defensorías Municipales del Niño y Adolescente*).
 - d. To discuss opportunities for mutual collaboration with the International Labour Organization/International Programme on the Elimination of Child Labour (ILO/IPEC). A representative of ILO/IPEC might also be invited to sit on the committee.
 - e. To facilitate collaboration among subcontractors in developing strategies for achieving results as well as sustainability. The sustainability strategy should include helping regional and local governments write grant applications and search for funding.

- f. To invigorate *Comité Directivo Nacional para la Prevención y Erradicación del Trabajo Infantil* (National Committee for Prevention and Elimination of Child Labor [CPETI]), and possibly to create a policy statement issued by ILO/IPEC and CPETI.
2. A formal agreement should be signed between USDOL and the Ministry of Education in support of the USDOL educational interventions. The project should also work with USDOL and the U.S. Embassy to forge stronger relationships with top-level national stakeholders.
3. The project director should convene with the top-level representatives of the three subcontractors on a regular basis to discuss progress and problems, data gathering, and plans for future actions. The project director should also make site visits as often as possible. IYF should reestablish its authority in overseeing the contract, providing technical guidance, and requiring results.
4. IYF should take the necessary steps to define and organize common concepts, so that they can clearly report on the enrollment, retention, and completion of the targeted youth. Specifically, a clear understanding of these concepts should be communicated to the subcontractors and the field personnel. IYF should ensure that the project has consistent terminology across sites and a common understanding of the names and types of interventions used.
5. In preparing the new subcontracts for 2009, budget revisions should give more authority to IYF so it can make and execute decisions regarding the entire project budget. Subcontracts should tie payments directly to activities, which allow subcontractors to receive reimbursements for expenses instead of using a system of advances.
6. Project staff should contact MOE in-service teacher training authorities to discuss how project programs and methodologies can be incorporated into the training programs. The U.S. Agency for International Development (USAID) should be approached to develop synergies among MOE, USAID, and the *Prepa* project.
7. Project staff should help to create local action committees or commissions, which would approach higher government, business, industry, and other civic organizations and religious organizations to engender support for sustainability.
8. The project should reformulate its different programs (academic and life skills) into one basic program offering personal, social, and academic skills.
9. Children who are classified as “completers” should be monitored through the length of the project. Plans for tracking and recording children’s progress should be developed and incorporated into subcontractor annual work plans. This strategy should be developed by IYF, with input from the subcontractors and, if necessary, a consultant.
10. Given that the great majority of school-aged children attend school, the out-of-school program should be eliminated; youth enrolled to date should be integrated into the regular program for in-school youth.

11. The targets in Output 3b (number of children at risk of engaging in labor prevented from working and receiving improved direct educational services) and Output 3c (number of working children in school withdrawn from labor and receiving improved direct educational services) should be corrected, as they are miscalculated and misstated in the logical framework. The targets for these outputs should be 3,675 each, if the out-of-school program is integrated with the program for youth in school.
12. Output 4 (capacity among regional and municipal government and civil society institutions to develop local incentive programs for poor families to send their children to school and institutionalize *Preparárate para la Vida* increased) should be revised to propose working with regional and local governments to increase support for *Prepa* initiatives. Local governments should also be encouraged to enact child labor laws and sign agreements to support the project.
13. The project should have a common web-enabled, password-protected, database platform that can be readily accessed by all the users, as well as by the U.S. Department of Labor. USDOL should provide assistance in setting up this database to be in sync with project indicators and requirements.
14. The project should develop a plan and budget for provision of psychological and medical services for those youth who need such services.
15. More parents must be encouraged to participate.
16. Two of the subcontractors, *Fe y Alegría* and CHSA (both active in Iquitos), should work together to share resources, including space and provision of psychological services.
17. The project should encourage a national-level discussion about creating incentives for schools to achieve excellence.
18. Project education specialists should participate in the Quantum Learning for Teachers program (also for facilitators) that will be held in Bogotá in early February.

I. EVALUATION OBJECTIVES

The *scope* of the evaluation includes a review and assessment of all activities carried out under the U.S. Department of Labor (USDOL) cooperative agreement with the International Youth Foundation (IYF). The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document. The evaluation should consider all activities that have been implemented over the life of the project, addressing issues of project design, implementation, lessons learned, reliability, and recommendations for future projects.

The *general goals* of the evaluation process are to—

- Help IYF identify areas of good performance and areas where project implementation can be improved.
- Assist the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) to learn more about what is or is not working in terms of the overall conceptualization and design of Education Initiative (EI) projects within the broad OCFT technical cooperation program framework.
- Assess the degree to which objectives relevant to the country-specific situation they address have been achieved.
- Assess progress in terms of children’s working and educational status (i.e., withdrawal and prevention from the worst forms of child labor; enrollment, retention, and completion of educational programs).

The following *project-specific goals* were developed by OCFT in consultation with IYF staff:

- Find to what extent do the program’s two strategies—working with in-school and out-of-school children and youth—complement each other and how any potential linkages can be strengthened.
- Learn some possible methodologies that the program can implement to more efficiently access out-of-school children and engage them in the program so that the withdrawal target can be met.
- Develop some strategies for sustaining awareness-raising efforts once the program ends. The program has effectively raised awareness among teacher and parents about the risks associated with child labor and the negative consequences of leaving school. As a next step, and in an effort to sustain this work, the program needs to assess how teachers can continue this work both in schools and communities.
- Find ways for the program to more effectively engage national-level stakeholders, especially the Ministry of Education (MOE), to increase the probability that the materials and systems developed by the program are sustained after USDOL funding is no longer available.

- Identify other educational interventions or materials that can be piloted as possible ways to meet program goals and objectives. Define effective examples from other countries that the evaluator has seen.
- Examine how the program's nonformal educational interventions, such as awareness raising and work with parents, have contributed to the program's success.
- Assess how the program can be more generally positioned at this point for increased sustainability in the next two years.
- As the program begins to build the capacity of local governments to design and implement education programs and programs against child labor similar to *Prepa*, determine models in Peru and other countries that can be examined. For example, can these capacity-building efforts link to the work that the U.S. Agency for International Development (USAID) is doing with Peruvian civil society or another program that may not be strictly related to education or child labor?

In summary, this evaluation should (a) determine if the project is achieving its stated objectives and explain why or why not, (b) assess the impact of the project in terms of sustained improvements achieved, (c) provide recommendations on how to improve project performance, and (d) identify lessons learned to inform future USDOL projects. In addition, recommendations will be provided to refine project-monitoring systems to ensure that project objectives and the measurement of results-based common indicators are being achieved across EI projects.

II. METHODOLOGY OF EVALUATION

Collection of data in the field took place in Peru from November 24 through December 6, 2008. The fieldwork ended with the implementation of a stakeholders' workshop in Lima with the participation of 41 people: project staff, educators, parents, representatives of the Government of Peru (GOP) and international agencies and other nongovernmental organizations (NGOs), followed by a debriefing with the project staff.

A member of the IYF project staff accompanied the evaluator on field trips but did not participate in data collection, interviews, or focus groups.

Data Collection Techniques

A number of data collection techniques were employed with different individuals and groups.

- *Desk audit* involving the use of project document, cooperative agreement, technical progress and status reports, project logical frameworks and monitoring plans, project design workshop reports, work plans, management procedures and guidelines, research or other reports undertaken (baseline studies, etc.), and project files (student dossiers, etc.) as appropriate.
- *Individual and group interviews* with implementing partner staff of IYF.
- *Individual interviews* with key actors from different organizations and institutions: *Centro de Información y Educación para la Prevención del Abuso de Drogas* (CEDRO), *Capital Humano Social Alternativo* (CHSA), *Fe y Alegría*, MOE, local government representatives, the International Labour Organization/International Programme for Elimination of Child Labour (ILO/IPEC), the National Executive Committee on Child Labor, parents, and targeted youth.
- *Focus groups* with students, parents, teachers, and/or community leaders, and beneficiaries of educational programs.
- *Observation* of classroom dynamics, infrastructure, environment of educational sites, and others.
- *Stakeholder workshop* where findings and conclusions were presented using PowerPoint, with group discussion. The session was recorded.

Field Visits

Sites were selected to represent the range of services offered by the project, such as community awareness raising, in-school and out-of-school educational programs, social transitioning programs, teacher training, academic testing, beneficiary tracking system, planning with and training of municipal representatives, as well as the four geographical areas of intervention. The selection of the sites, made by the IYF staff and reviewed by USDOL, included what the project deemed to be best- and worst-case examples.

In each educational site, an observation was carried out; interviews with the person or persons in charge of each educational site took place; and focus groups, individual interviews, or group interviews were implemented with teachers,¹ targeted children, parents, and community leaders. The order of the interviews and focus groups depended on the availability of the stakeholders.

Stakeholder Workshop

After the field visits, a stakeholder workshop was conducted that brought together the national implementing partners and other stakeholders. The major findings and recommendations were presented in the workshop, and a discussion followed. The list of persons that were invited was developed with the project key staff. A total of 42 persons attended—more than had been invited. The USDOL project manager was in virtual attendance. The list of attendees can be found in Annex C.

¹The term “teacher” is used loosely to refer to regular formal school teachers who teach project children as well as those persons—facilitators, instructors, referral center “volunteers”—who work directly with the targeted children.

III. FINDINGS AND RECOMMENDATIONS

USDOL provided a list of 38 issues and questions to be addressed. In this section, the findings regarding those issues and questions are presented, and recommendations are provided.

A. Program Design Issues

Fit with Overall Government Programs

As reported in the technical progress reports, the present government does not put any great emphasis on the subject of child labor. On one hand, the director of *Comité Directivo Nacional para la Prevención y Erradicación del Trabajo Infantil* (CPETI) made the following declaration at the stakeholder meeting: the Prepa program, specifically designed to combat child labor, is the only one implementing an educational program that not only withdraws or prevents youth from the worst forms of child labor, but also works to ensure their retention in school. On the other hand, at the same stakeholder meeting, a representative of MOE, from the Secondary Education Department, asked whether child labor was not a normal activity for youth. The Government of Peru is committed to the basic tenets of the Education for All movement, but the education legislation does not include any clear statements regarding combating child labor.

The representative of MOE to CPETI is a technical specialist from the Directorate of Guidance and Tutoring. The director of tutoring and the technical specialist in their office were interviewed. The appointment had been made with the director general, but she was not available. The director of tutoring had not heard of the project and, after conferring by phone with the director general, called in the technical specialist; the technical specialist was aware of the objectives and goals of the project through his participation at CPETI meetings, where the project director had briefed on the project. There has been very little impact on system-wide change on education and child labor issues. The MOE technical specialist did not attend the stakeholder meeting. On December 16, 2008, the technical specialist e-mailed the evaluator requesting information on the status of the project (the advances of the project and perspectives for 2009). The evaluator referred him to the project director.

Based on the participation of the MOE representatives in the stakeholder meeting and on the interview with the two officials at the Directorate of Guidance and Tutoring, it would seem that the project is not well known in the Ministry of Education. This may be because there is no formal agreement between USDOL and MOE, only an agreement with the Ministry of Labor (MOL) and the Ministry of Women and Social Development (MIMDES).

Recommendation: For EI under USDOL, it is recommended that a formal agreement be signed with the Ministry of Education in support of the USDOL educational interventions.

Relevance of Design

According to the project document, “Peru has one of the highest rates of child labor in Central and South America at an estimated 26.5%. Peru also shows enrollment rates above 90% among working children between the ages of 5 and 17 years. This means that a significant percentage of children in school, work and study at the same time.”

Poverty is identified as the underlying motivation for child labor, with United Nations Children's Fund estimating that 14.4% of the total population of 27,562,000 lives under the poverty line and 38.9% lives in extreme poverty. Contributions to the family income by children, estimated to be at 20 to 25% of the household income, are critical and most families feel they cannot stop their children from working even as they attend school.

According to *Encuesta Nacional de Hogares sobre Condiciones de Vida y Pobreza*, in 2001, there were around 1.9 million children between the ages of 6 and 17 working, which is equivalent to the 26.5% of the population within this age group. Projections indicated that in 2005 an estimated 2.3 million children within this age group are estimated to be working. This projected number represents 32% of Peruvian children, age 6 to 17 years.

A 2001 study done annually by AFP Horizonte indicates that more than 140,000 Peruvian children and youths join the labor market in and around cities. Of these, only 40% were able to access vocational or job training. Among those working, 26% had a fixed job while two-thirds worked as temporary workers and/or in the informal sector. In most cases, jobs were precarious, often hazardous, and were associated with increased child vulnerability. Of these working children and youth, 90% did not have health insurance, 85% worked without a contract, and more than 50% of those earned less than US\$143 income monthly.”²

The causes, obstacles, and special needs of working Peruvian youth and those at risk of working are well explained in the project document. The project design proposes targeting two specific groups: (1) working children who are not in school, and (2) working and at-risk children who attend school. The design proposes the implementation of a variety of programs that aim at ensuring that children in both groups return to and/or continue formal education or a vocational program. The project designers seemed to have assumed that many children did not attend school, when, in reality, almost all youth in Peru are enrolled in school.³ Even in the project document, as presented above, it is stated that more than 90% of working youth attend school. Of course, some enroll and do not attend regularly, and some eventually drop out. The project has had problems finding/identifying out-of-school children who have no previous history of being enrolled in school. The majority of out-of-school children have, at some point in time, been enrolled in school for varying amounts of time. This results in a wide array of educational levels to cater to for this population.

A variety of programs and methodologies are being implemented by three subcontractors to attend to the “non-schooled” as well as the “schooled” youth. This separation has resulted in increased costs (human resources, materials, and travel) and in multiplication of activities. Separating the youth into two distinct groups can have negative results, as the out-of-school youth may feel that they are different from those that are considered as “in-school.”

A parent, who attended the stakeholder meeting, talked about his or her four sons who did not attend school, but, because they enrolled in the project's “out-of-school” program, are now back in school. So, now they have been “transformed” but are still typified as “out-of-schoolers.”

² Project document, pp. 3-4.

³ In II.B.1 of the September 2008 technical progress report, the project director reports that secondary school enrollment is 94%.

With regards to attending to the special needs of youth, the subcontractors undertake extensive interviews with targeted youth and their parents, and they record in the database whether the youth have health insurance and identity cards. In some cases, psychological evaluation is undertaken. In the interviews and focus groups, as well as at the stakeholder meeting, parents have requested that there be a psychologist available, not only to attend to youth but also to parents. In some instances, such as CHSA in Iquitos, the field coordinator is a psychologist; in other activity sites, there may be a psychologist on the field staff and available at times. Psychologists willing to work with project youth and willing and able to travel to the activity sites are very difficult to recruit. The project is making an effort to enroll youth in the medical assistance program, and in reviewing individual files, it was found that most of the youth are currently enrolled in the program.

Students get bored in school and find “the streets” more interesting. Most of their parents have worked since childhood and cannot see reasons for their children not to work. Hopefully, this perspective will not interfere with children’s schooling, but the reality is that there is not much priority given to schooling by these families. Given the current climate of violence due to the level of poverty (as noted by parents, facilitators, and teachers), the project subcontractors have undertaken to meet with parents to create awareness of hazardous work, as well as of the potential benefits of education. The project has had success in gaining the confidence of the majority of parents, which has resulted in their sending their children to participate in project programs.

The CEDRO project offers transitional programs in academic leveling in mathematics and language arts (communications). These programs are designed around the school curriculum and use methodologies that encourage interaction, including modeling exercises. Classes in each subject are held once weekly during a two-hour period in schools or reference centers and they are facilitated by a classroom teacher. A program on life skills that focuses on personal and social development, values, and social skills is offered by two of the subcontractors once weekly, usually on Saturdays. *Fe y Alegría* offers leveling programs in math and communications and, in some schools, vocational instruction in areas such as woodworking, sewing, and automobile mechanics through school workshops. CHSA in Iquitos offers similar leveling and life skills programs in schools and in the reference center, as well as basic computer skills at the reference center. CEDRO, CHSA, and *Fe y Alegría* all provide in-school programs for the targeted youth an average of six hours weekly. Programs provided in reference centers by CHSA and CEDRO provide more hours of attention.

While the transitional programs are discussed further in this report, and recommendations for upgrading are offered, as currently observed, the targeted youth do attend and do persist in school.

The Regional Director of ILO/IPEC, through an e-mail interview (out of the country at the time of the evaluation) stated that “*lo que si puedo comentar es que sus [IYFs] proyectos en Perú han sido bien pensados y en temas y lugares estratégicos para la PETI sobre todo el de Iquitos.*” (“What I can comment is that their [IYF’s] projects in Perú have been well conceived and in topics and strategic places for the PETI [Program for Eradication of Child Labor], especially the one in Iquitos.”)

Recommendations: The project should reformulate the academic leveling and life skills programs into one basic program that addresses the causes and obstacles to school attendance and provides for special needs for all the targeted youth. It was found that providing the youth with help in math and communications as well as life skills has made an impact and that the beneficiaries are staying in school. *These three separate activities should be presented to the targeted youth as one program designed to assist them upgrade their personal, social, and academic skills: Prepárate para la Vida.* Additionally, there are youth that require additional services, especially psychological and medical help. Psychological services are expensive, and making such services available to each and every activity site would require careful planning and budgeting. *The project should develop a plan and budget for provision of psychological services.*

B. Program Design/Implementation Issues

Support of U.S. Department of Labor EI Goals

This project was funded in support of the four following EI goals:

1. Raise awareness of the importance of education for all children and mobilize a wide array of actors to improve and expand education infrastructures.
2. Strengthen formal and transitional education systems that encourage working children and those at risk of working to attend school.
3. Strengthen national institutions and policies on education and child labor,
4. Ensure the long-term sustainability of these efforts.

Awareness Raising

The project is adequately supporting the first goal: subcontractor personnel are working with parents and educators and have helped them increase their awareness and understanding of the dangers of child labor as well as the importance of education. Teachers have received training in how to deal with vulnerable youth. The fact that the majority of project “activity centers,” where the academic leveling and life skills programs are offered, are located in schools has led to the mobilization of teachers and principals from those schools to actively participate in project activities. At the same time, some of the parents of targeted youth not only participate in project meetings, but also become more active in school programs.

Recommendation: In order for the project to move from adequate support of this goal to the next level, greater percentages of parents must be encouraged to participate.⁴ The project should inform and engender support from the national, regional, district, and local MOE institutions as well as other government institutions; the project should also reach out to businesses, industries, civic associations, and NGOs.

⁴ If the group is 30, the concern should be the percentage of the youth represented at parent meetings, not necessarily how many parents/tutors attended.

The parents, teachers, and students interviewed all expressed satisfaction with the programs, and the level of participation of children is high. Some parents do attend meetings, and those interviewed all indicated awareness of the importance of educating their children. Promoters visit the homes of the targeted youth and talk with parents about the importance of education and dangers of child labor. Most parents interviewed (all were women) did understand that the project encourages youth not to work and instead to focus on getting a good education; however, most of them reported that they send their children to the program for help with homework, so they can stay in school and succeed.

There is awareness in the CEDRO and CHSA communities given that promoters visit homes and they are seen in the neighborhoods; community members ask the parents visited about the purpose of the visits, so the awareness is spread in an informal manner. *Fe y Alegría* is committed to prevention of child labor. *Fe y Alegría* works with the youth and parents within the confines of their schools. For participation in the *Prepa* program, youth with learning disabilities or poor grades are selected for participation. These are considered the most vulnerable and at risk of dropping out and going to work. According to a teacher at one school, parents of targeted youth are convened to explain the program and have them agree to their child's participation.

Recommendation: Work with parents and local actors should, of course, focus on raising awareness of the risks of child labor as well as raising awareness of the purpose and goals of the transitional program.

Strengthen Educational Systems

With regards to the second goal, the placing of transitional programs in schools is seen as a win-win situation by the schools as well as by the project. It can lead to even more widespread awareness of the problems of child labor among other teachers and students, as well as communities as a whole. Project promoters and facilitators hold training sessions with school personnel; school children, whether in the program or not, carry messages home; and teachers, especially those working with the project programs, talk about the objectives, goals, and purposes of the project to other teachers, their families, and others. Regional officials interviewed were well aware of the project and were supportive.

Recommendation: To move to the next level, the project needs to organize the resources it already has—teachers, parents, and participating youth—as well as others to assist in informing and encouraging support from district and regional education officials. The *Telefónica* Foundation's (a Spanish-owned phone company) *Pro-Niño* program focuses on combating child labor through provision of “*becas*” (monetary stipends), school material, cultural activities, and other goods and services. The project has initiated conversations with the Foundation to explore ways in which the two projects can collaborate to strengthen formal and transitional programs.

Recommendation: The project should attempt to integrate the academic leveling and life skills programs into one program designed to develop the personal, social, and academic skills of the targeted youth. Helping with homework can be an added activity, if time and funds are available.

The project has strengthened the capacity of the three subcontractor NGOs to deal with child labor. The project staff has trained the subcontractor project coordination staff as well as field

personnel. The principle representatives of the three subcontractor organizations were interviewed, and they are well aware of and committed to the goals, objectives, and purpose of the project as well as of their contractual responsibilities.

There is also evidence of good beginnings in strengthening capacities of several local governments: (1) it was announced at the stakeholder meeting by the field coordinator in Trujillo that the Libertad Department government has called for the drafting of an agreement under which it will provide support for project activities; (2) a representative of the government Independencia Municipality in Lima participated in the stakeholders' meeting and indicated that the municipality was aware of the project activities in the municipality and is amenable to working out an agreement to provide support to project activities; (3) after several visits to inform about the project, the Municipality of Ventanilla in Callao has indicated interest in developing an agreement. The project has also developed a good working relationship with the CPETI and has support from the MOL director, who also coordinates CPETI. However, there is still a lot of work to be done with local governments as well as national government institutions.

Recommendation: A Consultative Committee is proposed in the project document. It is important that this committee be formed and activated to support the project director in both policy development as well as development of strategies for strengthening capacities of government entities and for achieving sustainability. The principle representatives of the three subcontractors as well as key representatives of stakeholder institutions—such as MOE, MOL, CPETI, MIMDES, and others—could also be asked to participate on this committee.

On the third goal, while the project has developed a good working relationship with CPETI and is recognized by this group for the implementation of programs that support the elimination of the worst forms of child labor as defined by ILO Convention 182, the project has experienced difficulties gaining support from MOE. The director of the master's degree program in educational policy at the Catholic University of Peru, Dr. José Rodríguez is currently managing an ILO/IPEC-funded study through the National Census Bureau on the current situation of child labor in the country. He reports in an interview that the situation is worse than reported previously. He hopes that the results of the study, which will be concluded in early 2009, will be used to develop new policies on the part of MOE, as well as of other GOP institutions. The project director is aware of the importance of the results of this study and has expressed that he will work with Dr. Rodríguez to formulate policy proposals once the results are available.

The project experienced many problems in startup and is just beginning to focus on the fourth goal and develop strategies to enable long-term sustainability of its efforts. The principal problems centered on identifying out-of-school children, on the management capability of one of the subcontractors, on the development of the tracking system, and on the placement of authority and responsibility. These problems are discussed and recommendations made in further sections of this chapter.

Subcontractor Partnerships and Capacity

A great deal of time was spent interviewing CEDRO staff and visiting several CEDRO field/activity sites in Lima, Callao, and Trujillo. The executive director, deputy director, project coordinator (and her staff), field staff, children, facilitators, promoters, volunteers, parents, and

four local government officials (three from MOE and a Family Court district attorney) were interviewed. There is great commitment and interest in the program on the part of all those interviewed. The children are very happy and committed, and the adults interviewed all expressed very positive opinions of the programs. All the children that are attending school said that they have improved their grades through the help provided for language and mathematics as well as life skills.

CEDRO faced some challenges in startup and implementation and, as a result, IYF worked with CEDRO to make staff and contractual adjustments. Around the same time, the IYF education specialist as well as the monitoring and evaluation (M&E) official resigned and have since been replaced. Since the changes were made in the second quarter of 2008, CEDRO has been able to rapidly increase enrollment, and thus the number of activity sites; CEDRO has also been able to increase teachers, facilitators, and promoters. In several sites, volunteers who are university students in education, psychology, or social work can be found assisting facilitators and teachers.

The current CEDRO project coordinators, promoters, and facilitators have provided training for teachers in awareness as well as program content and methodology. Teachers that were observed performed very well, using interactive methodologies and managing the content well.

Field personnel were unclear concerning the enrollment and attendance numbers. In general, monitoring and documentation performance was problematic among all three subcontractors. However, at the time of the evaluation, a new M&E specialist had started working with the project; she seemed to be able to initiate changes, build upon the existing systems, and provide the supervision and training necessary to improve tracking and documentation data.

At the site in *barrio 6* of Alto Trujillo, the youth ranged in age from 11 to 17. At the center in *barrio 2* of Alto Trujillo, four children were interviewed, one of whom had celebrated his 18th birthday a few weeks earlier. When interviewed, he explained that he enrolled in the program over a year ago and is attending a workshop twice weekly, where he is learning silkscreen technology as well as continuing his schooling; he said he was in 10th grade. He wants to continue in CEDRO and aspires to be a doctor. His parent has signed a document stating that he does not work anymore. He had worked carrying bundles at the market. Based on this student's case, it would seem that CEDRO does not have a clear idea of the meaning of "enrollment, retention, and completion," and this student should fulfill the category of having completed the program. CEDRO did not define the point at which a beneficiary has reached completion, nor has the precept of completion been well communicated to project field personnel. At some point, this beneficiary should be considered a "completer" since he is not working, he regularly attends school, and he is taking a vocational course. The field coordinator stated that the young man could become a volunteer and assist the facilitator; on one hand, this would be helpful to the program but, on the other, perhaps not to the young man. The underlying idea is to wean the youth from the "caretaker" program so that they are able to take care of themselves.

Recommendation: IYF should take the necessary steps to define and organize the transitional program and support services, so that they can clearly report on the enrollment, retention, and completion of the targeted youth.

There were challenges for the original CEDRO management staff in working with in-school populations and developing a cohesive strategy to target out-of-school populations, leading to delays in reaching beneficiary targets for the first year. In addition, some field teams were not adequately trained to work with child laborers.

Fe y Alegría is a large faith-based NGO that operates 66 schools and a great variety of related activities, many financed with other donor funds. There is no mention of the *Prepa* project on their website (www.feyalegria.org/Peru). The *Fe y Alegría* project coordinator is responsible for many other activities. It has taken much time for the project director to develop and nurture an effective and efficient working relationship with the top officials of this organization. The *Fe y Alegría* project coordination team, when interviewed, all mentioned that they had many other tasks to attend to, besides *Prepa*. They said that the real coordination work was being undertaken at the school level.

CHSA was invited to be a subcontractor through CEDRO, in order to work in Iquitos. Iquitos is a city of over 400,000 people and located on the Amazon River with no roads leading to it. CHSA had no base in Iquitos and had to establish an office-community reference center, recruit and train personnel, and make contact with regional and local government, civic, and business leaders; CHSA also had to identify and enroll working and at-risk youth. Both the initial as well as the current Iquitos-based project coordinators were/are not natives of that region, so had to begin by developing contacts; establishing a base; and recruiting teachers, promoters, various consultants, and a database administrator. The CHSA home office project staff consists of the executive director, who has multiple responsibilities, and the business/finance official, who also has other responsibilities. The field coordinator is virtually the ad hoc project coordinator. The evaluator was informed that the field coordinator does not receive all the support she could use from the home office, nor from the project staff. Field staff would appreciate more support from CHSA in making contacts among the high-level government, business, and civic leaders, and would appreciate more support from the project staff on technical and management matters.

Recommendation: As mentioned previously, the project director should convene the top-level coordinators/representatives of the three subcontractor organizations on a regular basis to review progress, discuss problems, find solutions, and solidify plans for future actions. He should also make site visits as often as possible.

Project Monitoring and Feedback

CEDRO has developed a form, which is discussed with parents who, in signing the form, confirm that their child is no longer working or has reduced the number of hours he/she is working in an acceptable form of work. The forms are signed during the period just before the end of the transitional programs. A number of participant files were reviewed, and signed affidavits were duly included. This is the only “external/parents-internal-internal/project promoters” strategy being used at present. CEDRO project coordinators as well as field personnel confirmed that they are aware that they must track the working status of completers through the length of project (LOP). The only cohort of youth classified as withdrawn is the current one that ended in December 2008, so the tracking should begin in 2009.

The project key staff meets with CEDRO weekly and independently, and they solicit their opinions and recommendations on performance and use the information to make corrections. The lengthy negotiations with CEDRO resulted in major corrections, including the installation of a new staff.

For unknown reasons, meetings with CHSA and *Fe y Alegría* project coordination staffs are more infrequent, although there are meetings with field staff when visits are made to implementation sites. Both CHSA and *Fe y Alegría* implement programs in Iquitos; however, it was discovered that there was no communication between the two programs. CHSA needs spaces for assisting children, and *Fe y Alegría* has space available. Their targets do not conflict: *Fe y Alegría* focuses on prevention with students enrolled in their school, while CHSA focuses on in-school and out-of-school youth from the greater area surrounding the *Fe y Alegría* school.

Recommendation: *Fe y Alegría* and CHSA both need to provide psychological services and should work together to share these services (which are difficult to find in Iquitos).

The education specialist has just recently developed technical data gathering instruments to be used when making site visits and will use the information to strengthen the educational programs and improve materials. It was not clear whether subcontractor project coordination staff members have the instruments. Before these instruments were developed, feedback and information was obtained through observation and note taking. As a result, most of the project materials had to be revised and adapted by the field staff, as they were not fully appropriate for use because their reference center participants had different learning needs that had to be addressed. Many of the children had learning difficulties as well as attention problems, which resulted in the need to revise the materials as well as develop many of their own materials.

Recommendation: Even though the children whose parents have signed the affidavit are classified as completers, it is necessary to continue monitoring their progress through the LOP. Plans for tracking and recording should be developed and included in subcontractor annual work plans.

Recommendation: The project staff should hold combined meetings with the three subcontractor project coordinators on a regular basis (e.g., monthly or bimonthly) to review and discuss project progress, problems, and issues; to present and discuss new data gathering instruments; and to discuss plans for the forthcoming period.

Recommendation: IYF should conduct more frequent site visits to oversee activities of its subcontractors.

Recommendation: IYF should ensure that the project has consistent terminology across sites and a common understanding of the names and types of interventions used.

Education Programs

The stay-at-school program is the basic *Prepa* program that includes academic leveling and life skills to children age 11 to 17. The youth in the current program (June to December 2008) received approximately six hours of attention weekly for the seven-month period. This program

is providing beneficiaries relevant academic skills that encourage them to stay in school as well as providing them with skills for life. The program also creates awareness on the part of the youth, parents, and teachers on issues of child labor. Youth interviewed were able to talk about what they want to become and how they wish to lead their lives. The greater majority of those youth surveyed or interviewed stated that they were either not working or had reduced the number of hours worked. Based on the information obtained about their working/nonworking status from questionnaires administered to 113 youths⁵ and from four focus groups, the education programs are facilitating withdrawal and prevention.

The education for work program is carried out by *Fe y Alegría*, as part of their prevention program for children age 11 to 17.⁶ Their targeted youth receive academic leveling from teachers and receive vocational skills in *Fe y Alegría* school workshops. There are some attendance problems, especially in the academic leveling program, as some youth live far from the school and a hot lunch is not provided by the school; so rather than bring a cold lunch, children decide to go home for a hot meal after morning school classes. This causes them to miss the leveling classes in order to return for the vocational program. However, since *Fe y Alegría* education is prized by parents as well as students, the mere fact of being admitted to a *Fe y Alegría* school is an incentive to staying in school. And, since there are activities in these schools from 7:30 a.m. through 6:00 p.m. (with a lunch break), there is a huge impetus for the youth to not work.

The teacher training provided to all teachers working in the project focuses on the specific areas of math, communications, life skills, and awareness of child labor issues. Teachers interviewed seemed pleased with the training received. As the project is designed (and budgeted), the instruction of youth in math is undertaken on one day with one teacher, that of communications on another day with another teacher, and life skills (if taught) on a separate day with still another teacher/facilitator. Thus the training activities are multifocused and topic-specific.

Recommendations: As mentioned, the project might be much easier to manage if there were one basic transitional program that integrates academic leveling and life skills. It may be more exciting and interesting for the youth if the program were designed so as to break a two-hour-plus session into three components, which would all be perceived by the youth as *Prepa* and not necessarily as “math here, communications there, and life skills next in line.” This would require a specially trained facilitator/teacher, but it might prove more efficient and effective both from an educational as well as a budgetary standpoint. As it is, the program is much like regular school: a class on communication and one on math. In everyday life, we are all confronted by math and communication and do not break it down into separate categories, except in the classroom. As USDOL requested that the project staff be informed about educational programs being used in other countries in similar USDOL-funded projects, information was provided about the *Espacios para Crecer* (EpC) and *Espacios para Emprender* (EpE) programs that are being implemented in the Dominican Republic and Colombia. The EpC program focuses on developing personal, social, and academic skills in children age 6 through 13, while the EpE program focuses on developing personal, social, business, and vocational skills in youth age 14 through 17. Both programs use the Quantum Learning methodology, which has proven

⁵ See Annex E.

⁶ The project originally targeted children age 11 to 15, but as of the 2009 school year, the age for children was increased to 17, according to the project director.

exceptionally effective in stimulating personal growth, socialization, and intellectual development through a tightly constructed three-and-a-half hour, Monday-to-Friday program that weaves the content of the three components together.

Recommendation: At least two project educators attend the Quantum Learning for Teachers as well as the Quantum Learning for EpC facilitators training sessions that will be held concomitantly in Bogotá, Colombia in the first week of February 2009.

Other Issues

Other factors that affect project implementation are the levels of support that have been expected but not yet obtained from government institutions, civil associations, and other NGOs. These factors are seen as a responsibility of project management, but how much control can be had is difficult to define. Project management can knock on doors but cannot control whether or not they are opened. There is a need for more effort on the part of project management to develop strategies to reach the people at the top in the cited institutions.

Recommendation: The project should work with USDOL and the U.S. Embassy to forge stronger relationship with top-level national stakeholders.

Recommendations: The project might consider reducing the numbers of teachers required by creating a program that integrates math, communications, and life skills. The Consultative Committee should be formed and activated to assist project management to develop and execute strategies to raise awareness and obtain support from government, civil association, business enterprises, other NGOs, and other international donors.

Progress

The following chart shows the current status of project indicators. The project is on track in terms of overall enrollment. However, the project is facing challenges regarding the goal of enrolling out-of-school youth and regarding actually withdrawing in-school children from work.

Overall Enrollment					
Indicator 1	Year	Goal	F	M	Result
Number of children working and at risk of working that are enrolled in a project transitional program	2007	3,250	1,312	1,512	2,824
	Feb. 2008	2,750	493	577	1,070
	Aug. 2008		1,867	1,960	3,827
Total		6,000			7,721

Withdrawn from Work—Out-of-School Youth					
Indicator 2	Year	Goal	F	M	Result
Number of out-of-school youth participating in project transitional programs	2007	250			0
	Feb. 2008	250			0
	Aug. 2008		84	88	172
Total		500			172

Prevention					
Indicator 3	Year	Goal	F	M	Result
Number of at-risk youth participating in project transitional programs	2007	1,750	1,013	1,089	2,102
	Feb. 2008	1,500			0
	Aug. 2008		1,180	1,186	2,366
Total		3,250			4,468

Withdrawn From Work—In-School Youth					
Indicator 4	Year	Goal	F	M	Result
Number of in-school working children withdrawn from work and participating in project transitional programs	2007	1,250			0
	Feb. 2008	1,000			0
	Aug. 2008		248	231	479
Total		2,250			479

The delay in enrollment of out-of-school youth was discussed earlier; there has been great difficulty in identifying out-of-school youth since almost all actually enroll in school. With regards to Indicator 4, the monitoring of this aspect only began a few months ago; these numbers should be more substantial following the conclusion of the school and transitional program “year” in mid-December, and following the subsequent monitoring by field staff of the subcontractors.

Recommendation: The out-of-school program should be eliminated and the youth enrolled to date should be integrated into the regular program for in-school-youth. If this program is integrated as proposed previously, it will not have the aspect of “regular school” but be a real “transitional” program designed to encourage youth to realize their personal, social, and academic potential, and it will stimulate them to want to continue their formal education. All youth should be encouraged to continue schooling. However, if there are out-of-school youth that do not wish to continue regular/formal schooling after participating in the transitional program, then the project could assist them in enrolling in a vocational program as well as in a nonformal educational program, such as the *Fe y Alegría* radio school or an accelerated distance education program, if available.

Purpose and Outputs

The purpose of withdrawing and preventing 11- to 15-year-old Peruvian children in selected districts in Lima, Callao, Trujillo, and Iquitos from engaging in exploitive work is certainly realistic and in line with USDOL requirements. Output 1 specifies “awareness on impact of hazardous or exploitative child labor on the rights of children to access education raised” among parents, education authorities and teachers, and government authorities and other key stakeholders. Output 1 is realistic with regards to parents and school personnel (teachers, administrators, counselors). However, issues of child labor are not considered important by government authorities.

Output 2 specifies a “withdrawal program that provides out of school working children with social services support and enrollment in non-formal and/or formal education implemented.” This report recommends that Output 2 be eliminated and that any out-of-school youth that might be identified be integrated into Output 3c.

Output 3 specifies that “quality of teaching and learning in educational programs for working and at risk children improved.” The targets in Output 3b (Number of children at risk of engaging in labor prevented from working and receiving improved direct educational services, TARGET LOP 5,250) and 3c (Number of working children in school withdrawn from labor and receiving improved direct educational services, TARGET LOP 4,250) are misstated in the logical framework. The project has proposed enrolling 10,500 youth. In the Purpose section, under Objectively Verifiable Indicators, it is proposed that the LOP target for completion is 70%; therefore, the LOP targets for Output 3b should be 3,675 and for 3c, 2,975. If Output 2 is eliminated and the targeted youth integrated into Output 3c, then the words “in school” should be deleted from Output 3c, and the LOP target would be 3,675. If these changes are approved by USDOL, Output 3 will become realistic.

Output 4 targets “capacity among regional and municipal government and civil society institutions to develop local incentive programs for poor families to send their children to school and institutionalize *Prepárate para la Vida* increased,” seems at this juncture to be unrealistic in terms of the project’s ability to strengthen the capacity among regional and municipal governments and civil society institutions to develop local incentive programs for poor families. The project proposal was formulated during the past governmental administration when the *Juntos*⁷ program was developed and implemented for poor rural families. The current government is not making the *Juntos* program a priority, nor has it expressed any interest in making it available to poor urban families. However, there are opportunities to strengthen the capacity of regional or local governments to provide support for the *Prepa* programs. The regional government of Libertad (Trujillo) has expressed interest in developing an agreement with CEDRO/*Prepa* to provide support, and the Independencia Municipality has also indicated that it is willing to discuss drawing up an agreement for support to *Prepa* initiatives.

⁷ Former Peruvian President Alejandro Toledo instituted the *Juntos* program in 2005 to assist poor families in providing basic education and care for their children. The program provides a monthly stipend (equivalent to approximately US\$30) to mothers (married or single) living in extreme poverty, contingent on the mothers sending their children to school and taking the children to regular medical checkups. Over 1 million families have benefited from the *Juntos* program.

Recommendations: Output 2 could be eliminated and the targets integrated into Output 3c. The LOP targets in Outputs 3b and 3c should be corrected. Output 4 could be revised to propose working with regional and local governments to increase support for *Prepa* initiatives. Such support could be in the form of underwriting salaries of technical personnel, and/or facilitators/teachers, providing food to the activity sites, underwriting costs of printing and distribution of materials, or providing furnishings, books, and disposable materials (paper, notebooks, pens, pencils, chalk, etc.).

Database

The information captured in the database is relevant to the project, inclusive, and complete. The information is very extensive, the data captured measures progress of the groups in aggregate statistics, and there is enough detail to track and monitor individual progress.

Much time and effort is required to upload information on a regular basis. There is no common platform that can be used or accessed by all users in IYF and subcontractor organizations. All three subcontractors indicated that there is a high level of effort required.

When asked, CHSA stated that the half-time data input consultant in Iquitos should really be on the job more. In reviewing the database with this consultant, many typos were found indicating hurried data entry.

The M&E official stated that the project needs a web-based platform system to make it possible to perform data entry more immediately, rather than being a time-consuming office task. Faster and easier data entry means more time spent on quality issues and programs. Drop-down menus would reduce typos and make data entry faster.

As information about other USDOL projects was shared with project staff and subcontractors, the M&E official was provided with the website of the Dominican Republic project.

Recommendation: The project should have a common web-enabled, password-protected database platform that can be readily accessed by all the users as well as by USDOL.

USDOL Technical Assistance

It was difficult to discern if USDOL technical assistance for project design has helped the project staff. USDOL has provided assistance for monitoring especially through the comments and responses on the technical progress report charts.

According to the project director, there have been three project managers since startup. In the interview with the IYF project manager, she stated that communications with USDOL have been fluid and helpful. However, the project was in need of technical assistance to set up its database platform as well as to identify, record, and track leveraged funds.

Recommendation: USDOL could consider providing all new projects with a basic, generic, web-enabled database platform and provide assistance setting up individual country databases to be in sync with project indicators and requirements.

Recommendation: USDOL EI projects should ensure a technically strong M&E officer on staff to develop and manage a thorough M&E system.

Educational Quality

Educational quality is definitely being pursued as part of project strategy. The academic leveling programs in math and communications both assist targeted youth in raising their achievement levels in these two school subjects; the project also provides training for teachers to help them upgrade their teaching techniques and methods. The life skills program helps the targeted youth develop better self-image, social skills, and discipline so they can become better students. However, as has been discussed, the previously recommended integrated program could be tightened in terms of restructuring the three areas—math, communications and life skills.

The project document notes a number of contextual challenges, including the following:

Challenges within the education system in Peru complicate eradication of child labor and poverty alleviation. Peru has participated in two international comparisons of learning achievement, PISA (Program for International Student Assessment) and LLECE (Latin-American Laboratory of Quality of Education). On PISA, Peru's scores were the lowest in Latin America (about 20% behind the average of Chile, Argentina, Brazil, and Mexico), and were far behind those of other middle-income countries with growing educational achievement, such as Thailand. This is particularly critical when children are forced to combined long days at work with school attendance.

Although Peru's educational system has undergone a process of transformations and changes, and a decentralization process was enacted in 2003 providing for local management of education, public expenditures on education remain low and quality education remains elusive.⁸

The project document also says that teachers and principals lack knowledge on how to work with vulnerable children. Schools have inadequate materials, and methods and classrooms are large; there is a lack of innovative approaches to connect students to life skills, education, and jobs.

When asked, youth participants in the project state emphatically that they have improved their grades in school. Students' grades are tracked and recorded in the database, so the impact on common indicators can be measured. However, at the secondary level, at which most project youth are studying, the system requires that students obtain an average grade of 42 points (maximum is 80) to pass the subject. In reviewing a chart containing the grades of 36 project youth at the technical school in Independencia, it was discovered that in more than 90% of the cases, the youths' grades in math and communications declined over the four semesters of the year. Most obtained high grades in the first semester, a bit lower grades in the second, and much lower grades in the third, as they are able to discern that they will pass without much effort in the final semester of the school year. It seems that the Peruvian educational system is, in a sense, its own enemy. There is more emphasis placed on mediocrity than on excellence. It is certainly

⁸ Project document, p. 4.

difficult to address quality in education, when the goal of schools, of the system itself, is set at 51%. This issue was discussed at the stakeholders' meeting.

Recommendations: The issue of mediocrity versus excellence should be discussed at the national level, perhaps through the *Foro Educativo*, of which the project director is a member. Incentives for schools to search for excellence should be created. We found Coca-Cola offering a first prize of US\$1,500 to schools in Iquitos for gathering, storing, and delivering the heaviest number of plastic bottles/containers. The project could promote business, public, and individual involvement in creating prizes for the highest academic performance. In addition, schools could promote academic excellence among their students by offering incentives and awards for the highest-performing students.

Other Issues

When visiting the *Fe y Alegría* school in Iquitos, staff expressed concern that the youth receiving academic leveling (math and communication) had no materials. It was noted that the project staff had received copies of the materials and was told by the *Fe y Alegría* main office in Lima that they were to find a way to finance the reproduction of the materials themselves. The staff informed the evaluator that they had no funds available, that they did not have a photocopier, and would have to send the materials to an outside copy center. When we discussed this issue with the *Fe y Alegría* staff in Lima, we were told that there was no way to send and control funds.

Recommendation: Develop subcontracts that tie payments directly to activities, which allow subcontractors to receive reimbursements for expenses instead of using a system of advances.

Withdrawal and Prevention

Project staff and subcontractors understand USDOL definitions of withdrawal and prevention, and now, with the final full-time hiring of the M&E official, a more accurate measurement of results is achieved.

Good Practices

Several good practices—or good project teachers, promoters and facilitators—were observed. Communications teachers at two sites in Independencia were very creative and interactive with the youth; from the facial and corporeal expressions of the youth, it could be seen that they were inspired and that their self-image and social skills had been improved.

The training given to guidance/tutoring counselors at schools and at the regional level (Trujillo) has been very effective in that they are committed to the project's goals and purpose and actively participate in project activities.

At the reference center/project office in Iquitos, one could feel the enthusiasm and commitment. There was a great deal of synergy among the youth, teachers, promoters, and administrative personnel—as if they formed a big family. This atmosphere is certainly positive and helps greatly with self-image development, socialization efforts, and increasing learning skills. The youth worked together, helping each other and relating well with the CHSA personnel.

Similar forms of “*Prepa mystique*” or enthusiasm were observed and felt when visiting the reference centers in Trujillo and one center at Sts. Peter/Paul Parish in Independencia. The reference centers may even be more attractive and comfortable places than the youth’s own homes. Of course, when vulnerable youth, many of whom lack a loving home, are shown appreciation and recognition somewhere, they want to be there. And if they are provided with programs that excite and interest them, good things happen; they are able and willing to learn.

Recommendation: The two communications teachers observed used methodologies similar to those of the Quantum Learning program being used by the USDOL projects in the Dominican Republic and Colombia. These projects have also been able to create “The Mystique” in the activity centers. Project education specialists should participate in the Quantum Learning for Teachers program and facilitators that will be held in Bogotá in early February.

C. Partnership and Coordination Issues

Coordinating with Government

MOL involvement seems to be through CPETI. The executive director of CPETI is a high-ranking official of MOL and a project supporter, as well as a personal friend of the project director. However, the evaluator was unable to find any monetary, goods, or service support from the MOL to the project.

Knowledge and understanding of the *Prepa* program within the Ministry of Education were limited to a technician who represents the Ministry at CPETI meetings. The project director, a former deputy minister of education, is well respected by MOE staff as well as university leaders, but has not been able to penetrate the policy areas of the MOE.

The MOE potentially commands many resources that could be used to support the project goal. For example, in the Dominican Republic the Secretariat of Education has assigned four of its technical specialists to work full-time with the USDOL education initiative and district supervisors to monitor the project activity centers. The current USDOL education initiative in the Dominican Republic has an agreement with the Secretariat of Education to create five “community learning centers” wherein the school and the activity centers (the *Espacios para Crecer* programs) are united under the umbrella of one parent/teacher/facilitator/community leader Project Partner organization. The Dominican Secretariat also provides a daily ration of milk and bread to the activity centers as well as dispensable materials; it has signed an agreement to expand program activities under a World Bank loan project, with the primary purpose of reducing the number of overage, at-risk working children in classrooms. The Dominican Director of Basic Education sits on the CPETI committee. In Colombia there is an office for Combating Child Labor in the MOE. The Dominican Project is working the new Secretary of Education to create a similar office. As the Colombian educational system already is, the Peruvian system is currently being decentralized, so that much of the real support for the project can be generated at the regional level. However, the central or national level has to be the first step.

Representatives of several local and international NGOs have visited project sites and attended the stakeholder meeting.

Recommendation: As has been recommended previously, the Consultative Committee should be activated, and strategies for initiating viable partnerships with the MOL, the MOE, and other GOP institutions (MIMDES, *Defensorías Municipales del Niño y Adolescente*) should be delineated and implemented.

Coordinating with ILO/IPEC

According to the ILO/IPEC regional director, the relationship between ILO/IPEC and the project is excellent; she even commends IYF for the high-caliber and professional recognition of the staff. The project director reports that communication with ILO/IPEC has been fluid. However, a major awareness campaign that the two entities planned together—and had agreed to cosponsor—was terminated by ILO/IPEC, which was disappointing to project staff.

Recommendation: The project director might invite the ILO/IPEC team to meet with the Consultative Committee and project staff to discuss opportunities for other types of mutual collaboration. A representative of IPEC might also be invited to sit on the Consultative Committee and help develop strategies for approaching government and other institutions to obtain support. New ways of financing and undertaking an awareness campaigns could also be developed.

Coordinating with Local NGOs

The major challenges consist of developing working relationships with regional and local governments and educational offices. As there has been little interest expressed about child labor at the top and central levels of government, the local-level organizations have not given priority to the issue. The project staff has left this work mainly to the subcontractor field staff. There have been exceptions in Trujillo, where a project staff person is well known and well connected.

Recommendation: Again, it is important to activate the Consultative Committee and develop a strategy for working with local organizations, including NGOs and governmental institutions. Furthermore, the project director as well as the top-level directors of the subcontractor entities should actively approach top-level NGO and governmental officials to initiate the development of agreements for supporting project actions.

Engaging the Local Government

The project to date has not developed or implemented strategies to engage local governments to create conditional cash transfer programs. As mentioned previously, the current national government has not expressed interest in child labor issues or in supporting cash transfer programs in urban areas.

Recommendation: The project should turn its focus to engaging local governments to create child labor plans and develop agreements (*convenio marco*) that support project actions.

D. Management and Budget Issues

Management Strengths

The project director is an experienced professional who has developed a network of contacts within certain sectors of the government, international agencies, and the NGO community. With the help of the home office project manager, he was able to renegotiate the subcontract with CEDRO. The education specialist was hired in July 2008; he is an experienced and competent professional. The M&E official is new to the job, having been hired in November 2008; she is highly competent and has a good understanding of her role and expected results. The project staff is supported from the home office by a competent professional with experience in international development. The project staff has been able to jump-start the project in mid-2008 and assist the subcontractors to greatly increase enrollment, so that enrollment targets are now on track.

Management Areas in Need of Improvement

As previously mentioned, the project operates three subprojects. There has been no effort to convene the representatives of the three subcontractors to review processes, discuss problems, and plan future actions. The project is encouraged to use the subcontractors' network of relationships to access business/industrial as well as high-level government, civic associations, and other NGO officials. The educational specialist needs to have more influence over the development, implementation and monitoring of the project to ensure the highest-quality programs. The M&E official also has to work separately with the M&E staff of each subcontractor/project.

Field staff members have expressed a desire to have more frequent contact with IYF and home office staff.

Recommendations: As new contracts are developed and signed with the subcontractors in late 2008/early 2009, IYF should clarify technical and budget roles and responsibilities across project implementation. Project staff should be able to convene the representatives of all three subcontractors to develop common programs, materials and implementation plans as well as supervision and monitoring strategies. The CHSA Iquitos staff could convene electronically for project meetings via Skype. Project staff should also visit and supervise project field activities on a regular basis.

Project Startup

IYF did not have legal presence in Peru prior to the project award and implementation. Their prior in-country experience had been through a small project that was managed by CEDRO. As has been reported, CEDRO encountered difficulties in implementation during the first year. It is unclear how the subcontracts were developed. However, they leave a great deal of responsibility for project implementation with subcontractors. It is clear, however, that IYF has all the responsibility for achieving the proposed results and reporting them to USDOL.

Recommendation: IYF is ultimately responsible to USDOL for achieving project results. This requirement needs to be communicated again to the subcontractors along with its corresponding authority to provide oversight of the contract, technical guidance and require results as part of the terms of the contracts. The Consultative Committee should be activated so that the subcontractors can exercise their collective strengths in developing strategies together, for achieving results as well as sustainability. The project director should be able to make decisions based on the input of experienced and capable members of the committee and his staff. The other key project staff should be able to draw on the collective wisdom, experience, and skills of subcontractor personnel, as well as technicians from the MOE and other entities to develop, implement and supervise project technical activities.

Leveraging Non-Project Resources

This is an area where the projects have encountered challenges. When discussing this issue with subcontractors, there did not seem to be a clear understanding of how to track non-project resources. There is a clear need for further training and due diligence by the subcontractors. Of course, the question itself accepts that there is really more than one project: Each subcontractor works independently; there are no common strategies for leveraging and tracking resources.

Recommendation: The project should develop a strategy for leveraging and tracking, with input from the staff of the three subcontractors, and, if necessary, a consultant. The project staff should provide subsequent training for subcontractor project coordinators and field coordinators. The training would best be “hands-on,” wherein the trainer would provide an initial training session for all principals mentioned, together. Then the trainer would accompany project staff to visit field sites in order to identify and record potential leveraged funds, goods, or services that project staff has been able to acquire, as well as potential sources of non-project resources. An alternative would be for the trainer to first visit field sites and identify non-project resources, and then hold the training session and use the results of the survey as training tools.

Tracking Indicators

The project was behind on enrolling students and did not meet its targets in the first year. The project also experienced difficulty in developing a database platform and in training subcontractor personnel. The fact that in some activity sites it was reported that “there are around 33 children enrolled” and “between 16 and 18 usually attend” is not acceptable. With the changes in project staff as well as in CEDRO staff, in mid-second year (2008) enrollment has increased and the project is meeting its enrollment targets. There were interruptions in tracking the indicators, as the first M&E official resigned and it took over six months to hire a new one who came on board in November 2008, just as the academic and the project cohort period was coming to an end.

With the appointment of the new M&E official, the project now has the ability to measure and track its indicators. The M&E official has developed a tracking system and has begun training the subcontractor staff. Data are manually entered into the tracking system—the database platform.

Recommendation: As the project staff members now have a clear understanding of enrollment, retention and, most importantly, completion, these definitions have to be communicated to the subcontractors and the field personnel. The M&E official should review the web-based database platforms being used by other projects, and create a web-based platform for *Prepa*, as such a system would require less time and be more “user-friendly” for all concerned: project staff, subcontractors, and USDOL.

Budget

The initial budget was developed on the basis of the exchange rate of the U.S. dollar against the Peruvian Sol (S/.), at US\$1 = 3.0 S/. During the present year there was a depreciation of the U.S. dollar to as low as US\$1 = 2.8 S/. The “buying power” of the project was affected. During the evaluation period the exchange rate was US\$1 = 2.998 S/. As of December 19, 2008, the exchange rate is reported to be US\$1 = 3.125 S/., so the U.S. dollar seems to be appreciating against the Peruvian Sol.⁹

With regards to whether the budget was realistic, attention might be placed on the way the subcontracts were developed. As mentioned previously, most of the funds as well as authority for development and implementation were assigned to the subcontractors. The field coordinator of CHSA in Iquitos reported that academic leveling (math and communications), monitoring of youth after project completion, food (youth come to the reference center from great distances and need to be fed, since they spend several hours at the center), and transport costs were not originally budgeted

Recommendation: When preparing the new subcontracts for 2009, budget revisions should be made to bestow more authority to the IYF project staff. IYF staff should be able to make and execute decisions regarding the entire project budget. They should be able to order cuts, suspensions, or revisions if there are exchange rate depreciations; if subcontractors are not performing adequately in specific areas; or if new or better ways of doing things are discovered and need to be implemented. The new subcontract budgets should include line items to assure funding of all requirements. Subcontractors should involve field coordinators in the budget development process.

E. Sustainability and Impact

Plans for Sustainability

The project is just beginning to focus on sustainability. The field coordinator in Trujillo reported at the stakeholder meeting that she has begun negotiations with the regional government to develop an agreement. The regional government has indicated interest in providing support. A high-level advisor to the Independencia Municipality government attended the stakeholders meeting and indicated that the municipality is interested in supporting project initiatives. This is a good start, but, of course much work has to be done in terms of approaching a wide array of potential support organizations.

⁹ Source: Yahoo Currency Converter.

The strategy for sustainability is presented in the project document, version March 2007. However, there is a new government and there are new situations since the proposal was written. The strategy should be reviewed and refined to take into account the following factors:

- Child labor is not “highly taken into account in the public agenda...” at present, as reported in technical progress reports.
- The project has developed transitional programs that should be showcased and “sold” to educational and local government entities. Of course, it has been recommended that the programs be revised and integrated.
- There seems to be very little capacity among regional and municipal government and civil society institutions to develop local incentive programs.

Recommendation: Again, it is important that the project director seek all the assistance possible and available to develop and execute a sustainability strategy. The Consultative Committee should be formed and convened to assist in this endeavor. It will be necessary to knock on the doors of top-level national, regional, and local governments; businesses; civic associations, NGOs and international organization leaders; as well as create “lobby groups” among parents, completers, and community members.

Recommendations: First, a strategy should be developed to promote awareness and even obtain written commitment that recognizes the importance of combating child labor from principal government and civic entities. Here again the Consultative Committee can be of assistance in developing the strategy and carrying it out. Second, once there is a *Prepa* program (it has been recommended in this report that the three areas of math, communications, and life skills be integrated into one *Prepa* program), it should be showcased. Educational and regional local government authorities should be invited to visit activity sites, followed by meetings to discuss how these entities might be able to use and fund the continuation and expansion of the program. Third, project staff should contact MOE in-service teacher training authorities to discuss how project programs and methodologies can be incorporated into the training programs, and, perhaps how USAID might be approached to develop synergies among the MOE, USAID, and the project. Fourth, the focus of this sustainability strategy can be placed on helping regional and local governments learn how to write grant applications, and on exploring with them ways in which they might be able to fund all or parts of the work that the activity centers are undertaking.

Impact

- a. On individual beneficiaries (children, parents, teachers, etc.)

The youth surveyed and interviewed all indicated satisfaction with the programs in which they were participating. They claimed that they were regularly attending school, that they had improved their grades in school,¹⁰ and that they were either not working or had greatly reduced the number of hours they work. Most parents interviewed thought that help with homework was the most important contribution of the project, although all of them did say

¹⁰ See B.13 above.

that they were aware that the purpose of the program is elimination of child labor. When asked if their child had changed in any way, they mentioned: "...likes school more now," "...is more organized," or "...does not fight with siblings like before." The teachers interviewed all voiced commitment to the program. They claimed that the youth they were "helping" were all performing better in the regular classroom and that they could see improvement in their study habits, discipline, and general attitudes. They thought that the experience gave them an opportunity to learn new methods of working with youth. They were all aware of the project's goal, objectives, and purpose and said that they talked about child labor issues with their colleagues.

b. On partner organizations (local NGOs, community groups, schools, etc.)

The three NGO subcontractor organizations are all committed to the goal, objectives, and purpose of the project. Their home office as well as field personnel have received training and are performing well. Directors, guidance counselors, and other teachers in schools visited all expressed knowledge about the project, as well as satisfaction. The guidance counselors were all involved in project activities; most of them said that they made home visits and kept a close check on the youth that were participating in project programs in their schools. Directors and counselors had all received training. Work with community groups can be found in some activity sites, especially where the reference centers are located in spaces offered by associations. In *barrios* 2 and 6 of Alto Trujillo, the spaces are provided by *barrio* associations, and in the Independencia Municipality of Lima, the Parish of Sts. Peter/Paul makes a large room available for project activities.

c. On government and policy structures

There has been very little impact on systemwide change on education and child labor issues. As mentioned previously, there is little indication that the national government considers child labor a priority issue; therefore the lower levels of government do not make it a priority either. Inroads are being made, especially in the Libertad (Trujillo) region and in the Municipality of Independencia, as discussed previously in this report. CPETI is the principal forum for promoting awareness of child labor issues; it has the support of *Prepa* as well as ILO/IPEC. In addition, Peru has a requirement to adhere to its ILO commitments made in the recent implementation of the US/Peru Free Trade Agreement. These should all support greater commitment for the Government of Peru to address child labor and to become a more active participant in this project. While there is much discussion of child labor issues, there is little real effort being made, other than by *Prepa* and the work of the *Telefónica Foundation*, to actually do something about it. According to preliminary information from Dr. José Rodríguez, who leads a major national study of the problem, the problem is greater than expected. There is a need to bring the issue of child labor, especially the worst forms of child labor, to the forefront. The CPETI director, in his statements at the stakeholders' meeting, seemed to imply that he cannot make progress alone, as he is also an official of MOL, and most other members are functionaries of other government institutions.

Recommendation: Once again the matter of using a committee, a viable and dynamically functioning Consultative Committee, to assist the project staff in the development and execution of strategies to engender impact among these various stakeholders has resurfaced. CPETI could

be “invigorated” to become more aggressive, and if ILO/IPEC and *Prepa* were to develop a strategy and take the lead, perhaps the “higher-ups” would take notice and some policy statements could be engendered that result in creating interest and action at all levels of government as well as civic institutions. The published results of the study undertaken by the Peruvian census bureau can surely be used to alert top government officials and spur them into action. ILO/IPEC and the *Prepa* Consultative Committee should begin work on the strategy, with the assistance of Dr. Rodríguez, as soon as possible.

Sustainability Lessons Learned

Project strengths lie in the individual commitment and capability of all project personnel, especially in the activity sites where there is enthusiasm and commitment on the part of youth, teachers, and parents. The focus has been on “now” or on identifying youth and enrolling them in project programs; on recruiting and training teachers/facilitators; on creating awareness among parents, educators, and community members; and on implementing transitional programs. It is time to begin to focus on “then” or when USDOL financing will terminate. The enthusiasm generated to date should be “capitalized” and project personnel, together with beneficiaries and stakeholders, should begin to develop and carry out strategies for assuring sustainability.

A major project weakness lies in not having enacted the Consultative Committee to provide assistance and counseling to the project staff and to help develop strategies that will lead to sustainability. The Consultative Committee can help the project staff develop generic strategies that can be used at the local, activity centers, as mentioned in the previous paragraph.

A third weakness that can be cited is the cumbersome database that requires an extensive amount of time to manage. The M&E specialist was provided access to the web-enabled database of another USDOL project and has compared it to the project database. She has stated that if the project could adapt a web-enabled platform, it would greatly reduce the amount of time required for data entry and thus be more “user-friendly.” A web-enabled database could be made accessible to many users and to many stakeholders who would have project information literally “at their fingertips.” Developing and implementing sustainability strategies will depend on having ready access to information.

Recommendations: The Consultative Committee should be activated. The project education and M&E specialists should be given the authority to convene subcontractor personnel to review and discuss, and if deemed pertinent, revise the project’s programs and methodologies. The M&E official should review several USDOL project web-enabled student tracking platforms to develop a “user-friendly” one for the project. She should also convene the subcontractor project coordinators and database managers to review and learn to manage the system.

Recommendation: First, explore the strengths that the top representatives of the subcontractors might have with regards to developing sustainability strategies. Second, along with the subcontractors, identify others that might be invited to participate on the “sustainability” committee. Third, possibly identify a consultant to develop a draft strategy that the Consultative Committee would review and, ultimately, execute.

Sustainability at the Local Level

The teachers and administrators in the schools visited were all very supportive and thought that the academic leveling and life skills programs were helping the youth. Parents interviewed were also pleased with the programs, although they perceived them as helping their children with homework. The subcontractor NGOs can all be considered as local NGOs after two years of working in the various communities; they have achieved name recognition among the educators, parents, other community members, and district government officials. In some instances, especially with regard to regional and district education entities, awareness and even support have been generated. The project, acting through the local NGOs/subcontractors, should organize these groups—teachers, parents, district officials—into an action committee that would seek support for sustaining and expanding the programs after USDOL financing ends.

Recommendation: The project should develop a strategy for creating local action committees or commissions that could approach higher government, business, industry and other civic organizations (Lions, Rotary, etc.), and religions organizations to engender support for sustainability.

IV. LESSONS LEARNED AND GOOD PRACTICES

The project staff has learned that they need to work more effectively with the subcontractors to achieve the project's results.

They have also learned that it is very difficult to identify real out-of-school youth in the group of children age 11 to 15. In fact, they requested and were granted permission from USDOL to expand coverage to youth age 16 and 17 years old, among whom there is more of a propensity to drop out of school.

The training that has been given by project staff and subcontractors to teachers and school administrators has been well received and can be considered a good practice.

The home visits made by promoters is a very valuable activity; it has led to greater awareness among parents, better attendance of targeted youth to project programs, and the signing of affidavits by parents attesting to reduced or total withdrawal of their child from work.

V. CONCLUSIONS

Output 2 could be eliminated and the in-school and out-of-school programs could be integrated.

A good methodology to use with the group of children age 15 to 17 would be to adapt the EpE program that has been developed as part of the USDOL project in the Dominican Republic and uses the Quantum Learning program, a highly innovative and highly appropriate methodology for use with children and adolescents with personal, social and academic deficiencies. The programs as well as the methodology should be explored by project staff. This program focuses on the development of leadership skills (self-image development, values, and skills for organizing groups to undertake community development actions), a job entry skill, and basic entrepreneurial knowledge and skills. There may be funding implications for the implementation of the EpE program, although parts of the program, especially the “Leadership for the XI Century” component could be considered for use.

The project staff, with the support of the Consultative Committee, should lobby the MOE to include child labor issues in its teacher training programs.

The project can be better positioned for increased sustainability if the Consultative Committee is established and activated, and if it develops good strategies for targeting potential support groups such as the MOE; regional and district governments; as well as local, national, and international entities. The project director should establish the Consultative Committee, develop an approach strategy with the members, and schedule appointments. There is strength in numbers, as well as in prestige and recognition. CEDRO, CHSA, and *Fe y Alegría* are prestigious, recognized, and important Peruvian NGOs. They can certainly help IYF get through doors and initiate conversations that should lead to agreements.

Awareness raising in the activity site communities as well as work with parents has been diligent; there have been successes, since many children readily attend the programs, have withdrawn from work, or are committed to not working. Meetings with parents are only partially attended, as it has been difficult to encourage all parents to attend. Furthermore, the parents who attend are, for the most part, mothers. Of course, they are the mainstay of the families and make most of the decisions regarding the children and youth, so it is very important that they do attend. The project promoters visit homes and encourage attendance at parents’ meetings. The promoters even record the telephone numbers of parents and call to remind them of meeting times and places. There was concern that through several interviews with mothers, it seemed that they viewed the program as a place for their children to receive help with homework, not necessarily as a venue for withdrawing from work (in the case of those who were working) and for gaining important personal, social, and academic skills and knowledge to enable them to succeed in school.

The transitional program has to be seen as a venue for the development of personal, social, and academic skills to enable progress and success in schooling and in life. If the three subprograms (math, communications, and life skills) are integrated and if active, innovative methodologies are used, the project will be better positioned for sustainability, because a well-defined and well-organized program is easier to “sell” to potential supporters.

ANNEXES

Annex A: List of Persons Interviewed/Meetings/Site Visits

A. Persons Interviewed

1. Walter Twanama, IYF Project Director
2. Debora Laporta, IYF Education Specialist
3. Karina Rivera, IYF Monitoring and Evaluation Official
4. Lindsay Vignoles, IYF Home Office Project Manager
5. Alejandro Vassilaqui, CEDRO Executive Director
6. Carmen Masías Claux, CEDRO Deputy Director
7. Sonia Martínez, CEDRO Project Coordinator
8. Pelusa Villanueva, CEDRO Pedagogical Coordinator
9. Imelda Cruz, CEDRO Coordinator of In-School Youth
10. William Dueñas, CEDRO Coordinator of Out-of-School Youth
11. Enriue Siguas, CEDRO Coordinator of Awareness Campaigns
12. Susana Calderón González, *Fe y Alegría*, Teacher Colegio La Salle, Ventanilla, Callao.
13. Ana Paula Acosta, IYF, Technical Assistant for *Fe y Alegría* programs
14. Ana Cecilia Romero, CHSA field coordinator, Iquitos
15. David Oceda, CHSA field promotor, Iquitos
16. Juan José Vásquez, CHSA, computer instructor, Iquitos
17. Javier Jarama, CHSA, math teacher, Iquitos
18. Boris Morey, CHSA communications teacher, Iquitos
19. Omar Alvarez, CHSA data base manager, Iquitos
20. Daniel Aspajo, CHSA Psychologist, Iquitos
21. José Alejandro Barrios, CHSA Education Consultant, Iquitos
22. Julio Flores, CHSA computer instructor, Iquitos

23. Eni J. Guerra Díez, Pedagogical Coordinator, Madre Teresa de Calcuta School, Iquitos. (CHSA)
24. Tania Aros Rengifo, Teacher, Madre Teresa School, Iquitos
25. Corina Chenda, Director, *Fe y Alegría* School, Iquitos
26. Hilda Reyna Delgado, Pedagogical Coordinator, *Fe y Alegría* School, Iquitos
27. Liliana Puga, Communications Teacher, *Fe y Alegría* School, Iquitos
28. Mirla Elauff, Math Teacher, *Fe y Alegría* School, Iquitos
29. Dolores Barrera Ruíz, Social Worker, Family Court Facility for Children, Iquitos
30. Rocio Taboada, CEDRO Field Coordinator, Trujillo
31. Marcela Burga, CEDRO Promotor, Trujillo
32. Glenda Aguirre, Communications Teacher, Jorge Basabre School, Trujillo
33. Esperanza Vargas, mother, Jorge Basabre School, Trujillo
34. Américo Damián Rosario, Director, Jorge Basabre School, Trujillo
35. Eliza Grados, Guidance/Tutoring Coordinator, Regional Education Office, Trujillo
36. Natalie Sifuentes, Facilitator, Barrio 6, Alto Trujillo
37. Kristi Tirado, Volunteer, Psychology Student, Barrio 6, Alto Trujillo
38. Luisa Zapata Sanesteban, CEDRO Facilitator Barrio 2, Alto Trujillo
39. The Youth – included 16 child beneficiaries
40. Gabriela Rodríguez, Volunteer, Education Student, Esperanza 2, Trujillo
41. Fiorela Reyna, Volunteer, Education Student, Esperanza 2, Trujillo
42. Carmen López, Volunteer, Education Student, Esperanza 2, Trujillo
43. Elizabeth Alvarado de Mendoza, Coordinator Guidance/Tutoring, Jorge Basabre School, Trujillo
44. Nora Ibañez, Family Court District Attorney, Trujillo
45. José Rodríguez, Catholic University of Peru, Director of Study on Child Labor funded by ILO/IPEC through the National Census Bureau.

46. Rossana Angeles Rodríguez, Coordinator Regional Information Systems, IPEC
47. Katia Romero, Regional Director IPEC (responded to questions via email)
48. Segundo Sebastian Mondragón, Coordinator of Tutoring Services, MOE
49. Freddy Sánchez, Technical Specialist and MOE Representative to CPETI, Directorate of Guidance/Tutoring, MOE
50. María Leonor Romero Ochoa, *Fe y Alegría* Project Coordinator
51. Carmen Tacayama, *Fe y Alegría* Project Official
52. Gloria Acosta, *Fe y Alegría*, Education Specialist
53. Daniel Izaguirre, Deputy Director, Technical School, Independencia, Lima
54. Deysi Quispe, CEDRO Promotor, Technical School, Independencia, Lima
55. David Chaves, CEDRO Facilitator, Technical School, Independencia, Lima
56. Zaida Henríquez Flores, CEDRO Communications Teacher, St. Peter/Paul center, Independencia, Lima
57. Eusebia Ninaquiste, parent, St. Peter/Paul center, Independencia, Lima
58. Juana Diestra, parent, St. Peter/Paul center, Independencia, Lima
59. Berta Huaman Mora, parent, St. Peter/Paul center, Independencia, Lima
60. Isabel Carranza, parent, St. Peter/Paul center, Independencia, Lima
61. Carlos Gherzi, CEDRO Ex-Coordinator of out-of-school program (Jan 07 – Jan 08) and Ex-Project Coordinator (Jan – Sept. 08). Current Director Swiss Contact Project.
62. Tania Silva, Director ProNiño Program, Telefónica Foundation (Spanish owned telephone company)
63. Andrea Querol, CHSA, Project Coordinator
64. Cristina Olive, USAID/Peru Education Officer
65. Dionandrea Shorts, USA Embassy, Political/Labor Officer

B. Meetings

1. Project Staff, Nov 24, 25, 30, Dec 4, 5
2. CEDRO Field Coordination Staff, Nov 25
3. Directorate of Guidance & Tutoring, MOE, Dec. 1
4. CEDRO Executive, Deputy Directors & Field Coordinator, Dec 1
5. Project Technical Staff, *Fe y Alegría*, Dec. 2
6. Stakeholder meeting, Dec 4

C. Site Visits

1. *Fe y Alegría*, La Salle School, Asientamento Humano de la Paz, Ventanilla Municipality, Callao, Nov 25
2. Field Office & Reference Center, CHSA, Iquitos, Nov 26
3. Madre Teresa de Calcuta School, Iquitos, Nov 26
4. *Fe y Alegría* School, Iquitos, Nov 26
5. Family Court Center for Holding Abused or Delinquent Children, Iquitos, Nov 26
6. Jorge Basadre School, Florencia de Mora, Trujillo, Nov 28
7. Regional Education Office, La Libertad, Trujillo, Nov 28
8. Reference Center, Barrio 6, Alto Trujillo, Nov 28
9. César Vallejo School, La Esperanza, Trujillo, Nov 29
10. Reference Center, Barrio 2, Alto Trujillo, Nov 29
11. MOE Directorate of Guidance and Tutoring, Dec 1
12. ILO/IPEC, Dec 1
13. Catholic University of Peru, Masters Program in Education Policy, Dec 1
14. *Fe y Alegría* Headquarters, Lima, Dec 2
15. Technical School, Independencia Municipality, Lima, Dec 2
16. St. Peter & Paul Parrish Church & Community Center (Academic Leveling, Life Skills), Independencia Municipality, Lima, Dec. 2

17. Telefónica Foundation Office, Lima, Dec 3
18. CHSA headquarters, Lima, Dec 4

Annex B: Project Documents Reviewed

1. USDOL Prepa Project Document final 28 March 2007
2. IYF Cooperative Agreement (with signatures)
3. TPR March 2007- Final- Revised 5-23-07
4. IYF Response to DOL Comments.5.07
5. TPR September 2007
6. IYF responses to DOL comments--September 2007 TPR-Peru EI
7. TPR MARCH 2008_revised tables
8. IYF responses to DOL Comments-Preparate March 2008
9. TPR September 2008
10. Response to DOL Comments – Nov. 2009
11. Education Materials (summary description of all project materials prepared by Education Specialist, in Spanish)

Annex C: Stakeholder Workshop Agenda and Participants

The workshop was held at the Conference Center of the Catholic University of Peru and was convened on Thursday December 4, from 3:00 to 6:00 p.m. A large screen was placed at the front of the room in order to project, via virtual technology, the presence of the Project GOTR who was at USDOL in Washington. The entire session was video/audio recorded and IYF will make a copy available to USDOL.

Agenda

- Welcome and brief description of project and progress to date: W Tawnama
- Participants introduce themselves, indicating the organization they represent.
- Evaluator presents major findings and recommendations, using power point.
- Open question and response session

Annex D: Terms of Reference (TOR) Summary

TERMS OF REFERENCE

For

Independent Mid-term Evaluation of
Preparate, Education Initiative in Peru

Cooperative Agreement Number:	E-9-K-6-0113
Financing Agency:	U.S. Department of Labor
Type of Evaluation:	Independent Midterm Evaluation
Field Work Dates:	November 24-December 5, 2008
Preparation Date of TOR:	October 2008
Total Project Funds from USDOL Based on Cooperative Agreement:	US \$5,090,000
Vendor for Evaluation Contract:	Macro International Inc. Headquarters, 11785 Beltsville Drive Calverton, MD 20705 Tel: (301) 572-0200 Fax: (301) 572-0999

I. Background and Justification

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

Since 1995, the U.S. Congress has appropriated over \$595 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 75 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to

eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded Education Initiative projects seek to achieve four major goals:

1. Raise awareness of the importance of education for all children and mobilize a wide array of actors to improve and expand education infrastructures;
2. Strengthen formal and transitional education systems that encourage working children and those at risk of working to attend school;
3. Strengthen national institutions and policies on education and child labor; and
4. Ensure the long-term sustainability of these efforts.

USDOL is mandated to report to Congress the number of children withdrawn and prevented by the EI projects. As the EI program has developed, an increasing emphasis has been placed on this goal and ensuring that the data collected by EI grantees is accurate and reported according to USDOL definitions of “withdrawn” and “prevented”. Future EI projects will have an increasing focus on research and data collected on the issue of child labor, with particular emphasis on the quality of baseline data collected by grantees.

The approach used in the USDOL EI projects to increase access to basic education, is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor in geographic areas or economic sectors with a high incidence of exploitive child labor. In the appropriations to USDOL for international child labor technical cooperation, Congress directed some of the funds towards two specific programs:

International Labour Organization’s International Programme on the Elimination of Child Labor (ILO-IPEC)

Since 1995, Congress has earmarked some \$330 million to support the International Labor Organization’s International Program on the Elimination of Child Labor (ILO/IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO/IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set time frame; Country Programs; sector-specific projects; data collection and research projects; and international awareness raising projects. In general, most projects include “direct action” components that are interventions to remove or prevent children from involvement in exploitative and hazardous work. One of the major strategies used by IPEC projects is to increase children’s access to and participation in formal and non-formal education. Most IPEC projects also have a capacity-building component to assist in building a sustainable base for long-term elimination of exploitive child labor.

Child Labor Education Initiative

Between 2001 and 2006, Congress directed international child labor technical cooperation funding to the Child Labor Education Initiative, which focused on the elimination of the worst forms of child labor through the provision of basic education. EI projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The EI is

based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of work and/or a specific region(s) or support a national Timebound Program that aims to eliminate the worst forms of child labor in multiple sectors of work specific to a given country. Funds under the EI are competitively bid, and support cooperative agreements with international, nonprofit, for-profit and faith-based entities.

In addition to these two initiatives, in 2007, USDOL allocated \$60 million for child labor elimination projects not earmarked to ILO/IPEC or the EI program. As is the case with the EI, these funds were awarded through a competitive process. Finally, USDOL has supported \$2.5 million for awareness-raising and research activities not associated with the ILO/IPEC program or the EI.

Prepárate para la Vida

On September 30, 2006, the International Youth Foundation received a 4-year Cooperative Agreement worth \$5,090,000 from USDOL to implement an EI project in Peru aimed at withdrawing and preventing children from exploitative child labor by expanding access to and improving the quality of basic education and supporting the four goals of the USDOL's Child Labor EI as outlined above. The International Youth Foundation was awarded the EI project through a competitive bid process. As stipulated in the Cooperative Agreement, the project aims to improve access to and quality of education as a means to combat child labor in Peru. The project specifically targets 10,500 children (5,250 for withdrawal and 5,250 for prevention) ages 11-15 in the poorest districts of Lima, Callao, Trujillo, and Iquitos for withdrawal and prevention from urban informal work, such as work in streets and markets, as micro drug traffickers, other dangerous informal sector work, and commercial sexual exploitation. Project objectives include raising awareness of the impact of hazardous or exploitive labor on the rights of children to access education; withdraw working children from the worst forms of child labor; improve the quality of teaching and learning in formal schools; and increase the capacity of regional, municipal, and civil society institutions to develop local incentive programs using National Public Investment System funds for poor families to send their children to school and institutionalize the project.

II. Purpose and Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with the International Youth Foundation. The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document. The evaluation should consider all activities that have been implemented over the life of the project, addressing issues of project design, implementation, lessons learned, reliability and recommendations for future projects.

All EI projects, which are funded through cooperative agreements, are subject to mid-term and final evaluations. The EI project in Peru went into implementation in September 2006 and is due for mid-term evaluation in 2008. The goals of the evaluation process are to:

1. Help individual organizations identify areas of good performance and areas where project implementation can be improved;
2. Assist OCFT to learn more about what is or is not working in terms of the overall conceptualization and design of EI projects within the broad OCFT technical cooperation program framework;
3. Assess the degree to which objectives relevant to the country-specific situation they address have been achieved; and
4. Assess progress in terms of children's working and educational status (i.e. withdrawal and prevention from the worst forms of child labor; enrollment, retention, completion of educational programs).

In addition to these overarching goals, the following project-specific goals have been developed by OCFT in consultation with IYF staff:

1. To what extent do the program's two strategies—working with in-school and out-of-school children and youth—complement each other and how can any potential linkages be strengthened?
2. What are some possible methodologies that the program can implement to more efficiently access out-of-school children and engage them in the program so that the withdrawal target can be met?
3. The program has effectively raised awareness among teacher and parents about the risks associated with child labor and the negative consequences of leaving school. As a next step, and in an effort to sustain this work, the program needs to assess how teachers can continue this work both in schools and communities. What are some strategies for sustaining this awareness raising once the program ends?
4. How can the program more effectively engage national level stakeholders, especially the MoE, to increase the probability that the materials and systems developed by the program are sustained after DOL-funding is no longer available?
5. What other educational interventions or materials can be piloted as possible ways to meet program goals and objectives? What are effective examples from other countries that the evaluator has seen?
6. Examine how the program's non-formal educational interventions, such as awareness raising and work with parents, have contributed to the program's success.
7. How can the program be more generally positioned at this point for increased sustainability in the next two years?

8. As the program begins to build the capacity of local governments to design and implement anti-child labor and education programs similar to Prepa, what models in Peru and other countries can be examined? For example, can these capacity building efforts link to the work that USAID is doing with Peruvian civil society or another program that may not be strictly education or child-labor related?

For the purpose of conducting this evaluation, Macro International Inc. will provide a highly skilled, independent evaluator to conduct this evaluation to: a) determine if projects are achieving their stated objectives and explain why or why not, b) assess the impact of the projects in term of sustained improvements achieved, c) provide recommendations on how to improve project performance, and d) identify lessons learned to inform future USDOL projects. In addition, the contractor will provide recommendations to refine project-monitoring systems to ensure that project objectives and the measurement of results-based common indicators are being achieved across EI projects. The findings of the evaluations should assist USDOL to improve project oversight and to take corrective measures where necessary.

The contractor/evaluator will work with the staff of USDOL's OCFT and relevant International Youth Foundation staff to evaluate the projects in question. The OCFT management and project staff will use the evaluation results to inform the relevance of the approach and strategy that are being followed. The evaluation results should also be used by the International Youth Foundation and its subcontractors, CEDRO, *Fe y Alegría*, and Capital Humano y Social Alternative, to enhance effectiveness in the implementation. Therefore, the evaluation should provide credible and reliable information in order to suggest how the project could enhance its impact during the remaining time of implementation, ensuring the sustainability of the benefits that have been or will be generated.

Specific questions that the evaluation should seek to answer are below, according to five categories of issue:

Program Design Issues

Assess the project design's relevance to specific challenges in Peru and fit within overall government programs

Program Design/Implementation Issues

Assess the project's progress toward reaching its goals, and the challenges and successes experienced during implementation. Assess the effectiveness and good practices of the project strategy.

Partnership and Coordination Issues

Assess the challenges and opportunities experienced in coordinating with other organizations and entities.

Management and Budget Issues

Assess the management strengths, effectiveness, challenges, and areas in need of improvement.

Sustainability and Impact

Assess the impact of the project and its prospects for sustainability, as well as the lessons learned.

III. Evaluation Methodology and Timeframe

Collection of data in the field will take place in Perú from November 24 through December 6, 2008. The field work will end with the implementation of a stakeholders' workshop in Lima with the participation of national stakeholders and implementing agencies, followed by a debriefing with the project staff.

During the field visits the evaluator will be accompanied by a member of the project staff of the International Youth Foundation (IYF) in Perú. To guarantee confidentiality of sources and information, and to maintain objectivity in the evaluation process, it is requested by USDOL that the staff member who accompanies the evaluator is not the project director or another high-ranking member of IYF, as his or her presence may influence the evaluator and the outcome of the individual and group interviews. Data collection through interviews and focus groups will be conducted independently by the evaluator, without the presence of any grantee staff.

Data Collection Techniques

A number of data collection techniques will be employed with different individuals and groups.

Desk Audit: Project document, Cooperative Agreement, Technical Progress and Status Reports, Project Log frames and Monitoring Plans, Project Design Workshop reports, Work plans, Management Procedures and Guidelines, research or other reports undertaken (baseline studies, etc.), and project files (student dossiers, etc.) as appropriate.

Individual and group interviews with staff of IYF.

Individual interviews with key actors from different organizations and institutions: CEDRO, CHSA, *Fe y Alegría*, Ministry of Education, Ministry of Labor, local government representatives, IPEC, National Executive Committee on Child Labor.

Focus groups with students/parents/teachers/community leaders and beneficiaries of educational programs.

Observation of class room dynamics, infrastructure, environment of educational sites and others.

Stakeholder workshop. Findings and conclusions will be presented using power point, with group discussion. The session will be recorded and an aide-memoir prepared for the debriefing of the project staff.

Based on the general and project specific evaluation questions, interview guides will be prepared with general and specific questions and areas of inquiry. According to the type of stakeholders and their role in the project, different topics will be discussed during the interviews. For the

implementation of the focus groups, the evaluator will develop different group dynamics depending on the age group, the role of the group in the project and the information sought.

Field visits

Sites will be selected to represent the range of services offered by the project, such as community awareness raising, in-school and out-of-school educational programs, social transitioning programs, teacher training, academic testing, beneficiary tracking system, planning with and training of municipal representatives, as well as the four geographical areas of intervention. The selection of the sites, made by the IYF staff and approved by the evaluator, should include best and worst case examples (i.e. those sites that demonstrate either good progress or problems).

In each educational site observation will be carried out, interviews with the person or persons in charge of each educational site will take place, and focus groups or group interviews will be implemented with teachers¹¹ (depending on how many there are on each site, if there are only one or two, an interview can also be carried out), targeted children, parents and community leaders. The order of the interviews and focus groups will depend on the availability of the stakeholders. In addition, depending on time, focus groups can be either mixed where subgroups can be formed who work at the same time on relevant topics, or short focus groups can be held one after the other.

Stakeholder workshop

After the field visits, a stakeholder workshop will be conducted by the evaluator that brings together the national implementing partners and other stakeholders. The details of the participants will be determined after consultation with the staff of IYF during the first day of the field work in Perú.

The workshop will be used to present the major findings and emerging issues, solicit recommendations, and obtain additional information from stakeholders, including those who were not interviewed individually earlier. The evaluator will prepare the workshop by listing the main findings and conclusions of the field work so far, and issues that require clarification or additional information. The workshop's program, participant lists and materials will also be developed by the evaluator.

Confidentiality

The evaluation mission will observe utmost confidentiality related to information and feedback elicited during the individual and group interviews. In order to ensure freedom of expression and to mitigate any bias during the data collection process, implementing partner staff will not be present during stakeholder interviews.

¹¹ The term “teacher” is used loosely to refer to regular formal school teachers who teach project children as well as those persons—facilitators, instructors, referral center “volunteers”—who work directly with the targeted children.

Timetable and Work Plan

The tentative timetable is as follows:

Tasks	Dates
Desk Review of Project Materials and Interviews with OCFT staff	October 27-31, 2008
International Travel	November 24
Field Work	November 25-December 4
Brief Initial Conclusions to Project Stakeholders	December 5
International Travel	December 6
Draft Report	Due to Macro December 19 Due to USDOL December 23
Draft Released to Stakeholders	Due December 30
Comments Due from USDOL and Stakeholders	Due January 6
Revised Report	Due to Macro January 9 Due to USDOL January 13

Sources of Information and Consultations/Meetings

- Project document
- Cooperative Agreement
- Solicitation of Grant Applications (under which Cooperative Agreement was awarded)
- Management Procedures and Guidelines
- Progress reports
- Technical reports
- PMP
- Work plan
- Project files, as appropriate

Consultations and Meetings

- International Youth Foundation Headquarters and Project Office
- International Youth Foundation and its subcontractors, CEDRO, *Fe y Alegría*, and Capital Humano y Social Alternative Project Staff
- ILAB/OCFT Staff; U.S. Embassy staff
- Government Ministry Officials

- Project Stakeholders
- Beneficiaries

IV. Expected Outputs/Deliverables

The evaluator will submit to ILAB/OCFT an evaluation report that incorporates the results of the Tasks (outlined in Section III) in the format prescribed by ILAB/OCFT, which includes at minimum the following sections:

- a. Table of Contents
- b. Executive Summary, providing an overview of the evaluation and summary of main findings and recommendations
- c. List of Acronyms
- d. Evaluation Objectives
- e. Methodology of Evaluation
- f. Findings
- g. Lessons Learned and Good Practices
- h. Conclusions
- i. Recommendations
- j. Annexes, including list of interviews/meetings, site visits, documents reviewed, stakeholder workshop agenda and participants, summary TOR, and others.

The total length of the report should be a maximum of 40 pages, excluding annexes. The organizational format for the presentation of findings, lessons learned, conclusions, recommendations and others is at the discretion of the evaluator.

The first draft of the report will be circulated to key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate and the evaluator will provide a response to USDOL as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR. **The first draft of each report is due to Macro on December 19, 2008, as indicated in the above timetable, and a final draft is due on January 9, 2009, after receipt of comments from ILAB/OCFT. All reports including drafts will be written in English.**

V. Inputs

Macro International Inc. will provide all logistical and administrative support for their staff and sub-contractors, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials needed to provide all deliverables. Macro will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

Macro International Inc. or its subcontractors should contact Lindsay Vignoles at l.vignoles@IYFNet.org or 202-236-0966 to initiate contact with field staff. The primary point of contact for the project in Peru is Walter Twanama at w.twanama@IYFNet.org or 511-610-4040.

Annex E: Data Collection Tools

The following instruments were used to gather data from youths, project field teachers, facilitators and promoters, and heads of sub-contractor and stakeholder organizations:

Instrucción: Marca con una cruz en el uno (1) si estas de acuerdo y en el dos (2) si estas en desacuerdo.	1	2
Preguntas	Si %	No %
1. Actualmente trabajo		
2. Asisto a la escuela regularmente		
3. Ahora que asisto al Programa trabajo menos.		
4. Ahora que asisto al Programa trabajo igual que lo hacía antes.		
5. Ahora asisto al Programa y a la escuela y no trabajo:		
6. Ahora que asisto al Programa estoy aprendiendo más que antes.		
7. Ahora que asisto al Programa estoy sacando mejores notas en la escuela.		
8. En el Programa me divierto		
9. Estoy contento con los amigos y las amigas del Programa.		
10. Me gusta del Programa que puedo jugar.		
11. Me gusta del Programa que puedo pintar y dibujar.		
12. Voy a seguir asistiendo al Programa		
13. En el Programa la mayor parte del tiempo lo paso en actividades que me gustan mucho.		
14. Mis padres piensan que en lugar de venir al Programa debería estar trabajando.		
15. Mis padres piensan que yo debería estar trabajando porque necesitan dinero.		
16. Mis padres piensan que es mejor que yo estudie y no trabaje.		

**Proyecto Prepárate para la Vida
Cuestionario de Opiniones de Jóvenes**

Cuestionario
Padres/Tutores, Educadores, Líderes Comunitarios

Este instrumento desea conocer sobre su experiencia y apreciaciones del **Programa Prepárate para la Vida**. Favor encierre en la escala la respuesta que represente **MEJOR LO QUE USTED PIENSA**:

1. Su grado de satisfacción con el programa es:
 - a. Mucho
 - b. Bastante
 - c. Suficiente
 - d. Poco

2. El programa aporta beneficios a niñas, niños y adolescentes en riesgo:
 - a. Totalmente de Acuerdo
 - b. De Acuerdo
 - c. En desacuerdo
 - d. Totalmente en desacuerdo

3. El grado de influencia del programa sobre la escuela es:
 - a. Mucha
 - b. Bastante
 - c. Suficiente
 - d. Poca

4. Considero que la administración y el manejo del programa ha sido:
 - a. Muy Eficiente
 - b. Eficiente
 - c. Deficiente
 - d. Muy Deficiente

5. Cómo está logrando retirar los niños, niñas y adolescentes del trabajo infantil:
 - a. Bueno
 - b. Regular
 - c. Poco
 - d. No he visto resultados

6. Considero que los niños, niñas y adolescentes que no estaban asistiendo a la escuela, ahora asisten regularmente:
 - a. si
 - b. no

7. El rendimiento en la escuela de los niños, niñas y adolescentes que han participado en el programa:
 - a. Ha Mejorado
 - b. Es Igual
 - c. Bajó
 - d. No he visto resultados

Cuestionario Para Organizaciones

Este instrumento desea conocer sobre su experiencia y apreciaciones del programa. Favor señale en la escala la respuesta que represente lo que usted piensa.

1. Calidad y eficiencia de la comunicación con I.Y.F.

Muy Mal Mal Regular Bueno Excelente

2. Grado de satisfacción con el programa

Muy Mal Mal Regular Bueno Excelente

3. Capacidad de coordinación con padres/tutores

Muy Mal Mal Regular Bueno Excelente

4. Capacidad de coordinación con maestros/directores de escuela

Muy Mal Mal Regular Bueno Excelente

5. Capacidad de coordinación con asociaciones comunitarios

Muy Mal Mal Regular Bueno Excelente

6. Capacidad de coordinación con gobiernos locales

Muy Mal Mal Regular Bueno Excelente

7. Capacidad de hacer ajustes y adaptaciones

Muy Mal Mal Regular Bueno Excelente

8. Su propia capacidad de movilizar comunidades

Muy Mal Mal Regular Bueno Excelente

9. Calidad de los informes y las documentacion en general.

Muy Mal Mal Regular Bueno Excelente

10. Calidad de personal de IYF

Muy Mal Mal Regular Bueno Excelente

11. Grado de satisfaccion con los materiales didacticos.

Muy Mal Mal Regular Bueno Excelente

Annex F: IYF Stakeholder Presentation

4 December, 2008

Slide 1

Cuestionario Personal de Campo, Educadores : Total 17

1. Su grado de satisfacción con el programa:
a. Mucho (6), b. Bastante (9), c. Suficiente (2) d. poco (0)
2. El programa aporta beneficios a NNA en riesgo?
a. Totalmente de acuerdo (10), b. De acuerdo (7), c. En desacuerdo (0), d. Totalmente en desacuerdo (0)
3. El grado de influencia del programa sobre la escuela:
a. Mucha (5), b. Bastante (11), c. Suficiente (1), d. Poco (0)
4. Considero que la administración y el manejo del programa ha sido:
a. Muy eficiente (4), b. Eficiente (13), c. Deficiente (0), Muy Def (0)

Slide 2

Cuestionario Personal de Campo, Educadores : Total 17

5. Cómo está logrando retirar los NNA del T.I.?
a. Bueno (6), b. Regular (8), c. Poco (0), No me toca (3)
6. Considero que los NNA que no estaban asistiendo a la escuela, ahora asisten regularmente:
a. Si (14), b. No (0), c. No me toca (3)
7. El rendimiento en la escuela de los NNA que han participado en el programa:
a. Ha mejorado (16), b. Es Igual (1), c. Bajó (0), d. No he visto resultados (0)

Slide 3

Cuestionario para Organizaciones (14)

1. Calidad y eficiencia de la comunicación con IYF:

Excelente (4), Bueno (5), Regular (4), Mala (0), Muy mala (0)

2. Grado de satisfacción con el programa:

Excelente (2), Bueno (6), Regular (4), Mala (1), Muy mala (0)

3. Capacidad de coordinación con padres/tutores:

Excelente (1), Buena (7), Regular (2), Mala (0), Muy mala (0)

No me toca (3)

4. Capacidad de coordinación con maestros/directores:

Excelente (3), Buena (7), Regular (1), Mala (0), Muy mala (0)

No me toca (2)

Slide 4

Cuestionario para Organizaciones (14)

5. Capacidad de coordinación con asociaciones comunitarias:

Excelente (1), Buena (6), Regular (2), Mala (0), Muy mala (0)

No me toca (4)

6. Capacidad de coordinación con gobiernos locales:

Excelente (1), Buena (3), Regular (4), Mala (0), Muy mala (0)

No me toca (5)

7. Capacidad de hacer ajustes y adaptaciones:

Excelente (3), Buena (5), Regular (5), Mala (0), Muy mala (0)

8. Su propia capacidad de movilizar comunidades:

Excelente (2), Buena (4), Regular (2), Mala (0), Muy mala (0)

No me toca (4), No contestó (1)

Slide 5

Cuestionario para Organizaciones (14)

9. Calidad de los informes y la documentación en general:

Excelente (1), Buena (6), Regular (4), Mala (0), Muy mala (0)

No me toca (1), No contestó (1)

10. Calidad de personal de IYF:

Excelente (4), Buena (7), Regular (1), Mala (0), Muy mala (0)

No contestó (1)

11. Grado de satisfacción con los materiales didácticos:

Excelente (0), Buena (5), Regular (4), Mala (1), Muy mala (0)

No me toca (2), No contestó (1)

Slide 6

Opinión de NNA (113)

PREGUNTA	SI	NO
1. Actualmente trabajo	36	77
2. Asisto a la escuela casi todos los dias	107	6
3. Ahora que asisto al PROGRAMA estoy sacando mejores notas	109	4
4. En el PROGRAMA me divierto	113	0
5. Estoy contento con los amigos y amigas del PROGRAMA	113	0
6. Me gusta el PROGRAMA porque puedo jugar (1 no contestó)	92	20
7. Voy a seguir asistiendo al PROGRAMA (1 no contestó)	111	1

Slide 7

Opinión de NNA (113)

PROGRAMA	SI	NO
8. En el PROGRAMA la mayor parte del tiempo lo paso en actividades que me gustan mucho	112	1
9. Mis padres piensan que en lugar de venir al PROGRAMA debería estar trabajando (2)	2	109
10. Mis padres piensan que yo debería estar trabajando porque necesitan dinero (2)	3	108
11. Mis padres piensan que es mejor que yo estudie y no trabaje (1)	108	4
12. Los profesores o promotores del PROGRAMA me visitan en mi casa (1)	72	40