Independent Midterm Evaluation of the Combating Exploitive Child Labor Through Education in Colombia Project: *Edúcame Primero Colombia*

Partners of the Americas
Cooperative Agreement Number: IL-16574-07-75-K

2009

ICFMACRO

an ICF International Company

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This report describes in detail the m idterm evaluation, conducted during May 2009, of *Edúcame Primero Colombia*. The report was prepared by ICF Macro, according to agreements specified in its contract wit h the U.S. Depart ment of Labor (USDOL) Office of Child Labor, Forced Labor, and Hum an Trafficking (OCFT). The evaluation of *Edúcame Primero* in Co lombia was conducted and documented by Michele González Arroyo, an independent evaluator in collaboration with USDOL/OCFT staff, th e *Edúcame Primero* project tea m, and stakeholders in Colom bia. ICF Macro would like to express sinc ere thanks to all parties involved i n thi s evaluation: the indepe ndent evaluator, Partners of the Amer icas and its partners, and U.S. Department of Labor.

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LIST OF ACRONYMS

ACJ	*Asociación Cristiana de Jóvenes* (YMCA)
CIETI	*Comité Interinstitucional para la Erradicación del Trabajo Infantil* (Interinstitutional Committee for the Eradication of Child Labor)
CINDE	*Centro Internacional de Educación y Desarrollo Humano* (Center for Education and Development)
COETI	*Cooperación Internacional por la Erradicación del Trabajo Infantil* (International Cooperation for the Eradication of Child Labor)
DANE	*Departamento Administrativo Nacional de Estadística* (National Department of Statistics)
DevTech	DevTech Systems
ECL	Exploitive Child Labor
EI	Education Initiative
EpC	*Espacios para Crecer* (Spaces for Growing)
EpE	*Espacios para Emprender* (Spaces for Entrepreneurship)
ICBF	*Instituto Colombiano de Bienestar Familiar* (Colombian Institute for Family Well-Being)
IDB	Inter-America Development Bank
ILAB	International Labor Affairs Bureau
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
IOM	International Organization for Migration
KAP	Knowledge and Attitudes Perceptions
M&E	Monitoring and Evaluation
MEN	*Ministerio de Educación Nacional* (Ministry of Education)
MPS	*Ministerio de Protección Social* (Ministry of Social Protection)
NGO	Nongovernmental organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
POA	Partners of the Americas
QL	Quantum Learning
SGA	Solicitation for Grants Application
TBP	Timebound Program
TBW	To Be Withdrawn

TOR	Terms of Reference
TPR	Technical Progress Report
UNICEF	The United Nations Children's Fund
UniNorte	*Universidad del Norte*
USAID	United States Agency for International Development
USDOL	United States Department of Labor
W/P	Withdrawal/Prevention
WFCL	Worst Forms of Child Labor

EXECUTIVE SUMMARY

The Com bating Child Labor through Edu cation in Colombia project, known as *Edúcame Primero Colombia*, targets 10,200 children ages 6–17 for withdrawal or prevention from involvement in exploitive child labor. The proj ect was funded by the Un ited States Department of Labor (U SDOL) International Labor Affairs Bureau, Office of Child Labor, Forced Labor, and Human Trafficking; it was awarded to Partners of the Americas in association with DevTech Systems, the Center for Education and Developm ent, and Mercy Corps. The project was funded specifically as a Tim ebound Program (TBP), whose ai m is to elim inate the worst forms of child labor (WFCL) in a specific country, in m ultiple sectors of work, within a defined period of ti me. It was funded for a three-year period (S eptember 2007–Decem ber 2010) for the a mount of $5.1 million.

The *Edúcame Primero Colombia* project's primary goal is to pr ogressively reduce the WFCL in Colombia by the end of 2010. To accom plish this goal, the project has i mplemented a n educational intervention known as *Espacios para Crecer* (Spaces for Growing, or EpC) specifically targeting w orking chil dren or children at risk of working. The 184 EpC sites have been established by local im plementing partners in the prim arily urban areas of Barranquilla, Bogotá, Cali, Cartagena, and Santa Marta, as we ll as some rural areas in Boyacá and Santander. In addition to implementing the EpC program s, the project has focused on im proving the overall quality of education in the regular classroom by training 217 teachers from Barranquilla, Bogotá, Cali, and Cartagena in the Quantum Learning (QL) educational methodology.

This m idterm evaluatio n was specifically des igned to ass ess the relevance of the *Edúcame Primero Colombia* project within the cultu ral, econom ic, and political context of Colom bia; determine whether the project is on track toward m eeting its objectives; provide recommendations for how the project can s uccessfully overcom e challenge s to m eet its objectives and targets; assess th e effectiveness of the project's strategies as well as its strength s and weaknesses in its implem entation; determine whether project activities are sustainable at the local and national levels and am ong implementing organizations; and identify the steps that can be taken to enhance the sustainability of project components and objectives.

Based on the data collected during the eval uation, the evaluator concluded that the *Edúcame Primero Colombia* project has supported and com plemented the TBP goals, as well as th e strategic goals of USDOL Educ ation Initiative projects. Th e im plementation of the EpC educational intervention has successfully withdrawn and prevented children from the WFCL and has improved the participants' self-esteem , regular school conduct, and academ ic progress. The project's m onitoring and evaluation (M&E) specialist has successfully designed and implemented a practical and effective system for tracking the work status of children while in the program, as well as collecting and reporting re liable w ithdrawal and prevention data. At midterm, the project ap pears to be on target to reach its withdrawal/prevention (W /P) target numbers of 10,200 children by the end of the project in 2010.

The ongoin g success of the *Edúcame Primero Colombia* project and the antic ipated attainment of its target num ber of children by 2010 are due to three im portant elem ents of the project design. First, the intervention is educational and is offered during the half day when children are

not in school and are most likely to work. Second, the educational intervention, EpC, is based on the QL teaching methodology that not only engages students in learning and promotes improved academic skills, self-esteem, and conduct, but m ay also positively affect the educational quality of the regular classroom. Third, the M&E syst em established by the pr ogram is now reliably tracking W/P rates. Almost all of the 155 stakeholders interviewed regard the *Edúcame Primero Colombia* project as a unique and promising strategy for addressing the problem of child labor in Colombia.

Despite the num erous achievem ents of the *Edúcame Primero Colombia* project, however, participants expressed some concerns regarding th e sustainability of project efforts and the need to include or enhance activitie s that would further support the project's goals. T he greatest concern centered on the short, 10-month duratio n of the educational intervention, resulting from the high target numbers established by USDOL's Solicitation for Grants Application (SGA). All interviewees stated that a longe r educational intervention would be needed to achieve perm anent withdrawal or prevention from exploitive child labor. Project implementers agreed, pointing out that EpC children are likely to return to work following the intervention if there is not ongoing support.

In addition, interviewees suggested the following modifications to the EpC program: (1) a well-structured parental education component to co mplement the value s and skills being learned by the children ; (2) nutritious snacks for the child ren during the educationa l sessions to enhance their learning experience; (3) uniform training for EpC facilitators on the psychosocial issues the most vulnerable children face; and (4) a rigorous assessment of the QL educational methodology, as well as other facets of the project, to accurately measure their true impact.

Following is a summary of the five k ey recommendations for successfully meeting the *Edúcame Primero Colombia* project objectiv es. A detailed explanat ion of each appears in Section VI of the report:

1. **Project Sustainability:** Create a Sustain ability Committee—under the leadership of th e project director—specifically responsible for identifying, leveraging, and planning for the resources n ecessary to ensure the su stainability of the pro ject a s a whole, and the E pC programs in particular.

2. **Parental Intervention:** Create a Parent Education Co mmittee—under the leadership of the pro ject's education specialist—that can develop a com prehensive program for systematically involving and educating parents whose children are enrolled in an EpC.

3. **Special Efforts for Children Who Are Victims of Commercial Sexual Exploitation:** Create a separate comm ittee, under the leadership of Mercy Corps, that can develop a clearly articulated and standardized plan for serving the specific needs of child victims of commercial sexual exp loitation. A s part of th is plan, th e comm ittee should include additional a wareness-level tra ining f or EpC f acilitators, as well as guidelin es f or detecting and reporting such cases of extreme exploitation.

4. **Child Nutrition:** Identify one or m   ore individuals within the   *Edúcame Primero Colombia* administration who will be responsible for leveragi ng the resources necessary to provide a pre-packaged nutritious snack to   c hildren atte nding the E pCs that is cost-effective, hygienic, and easily distributed.

5. **Duration of the Educational Intervention:** S tructure the USDOL SGA and budgets in such a way that the direct beneficiaries have   a longer educational in tervention period in order to achieve perm anent w ithdrawal or prevention from   the W FCL. Experts in the field recommend a minimum intervention period of two years to achieve this goal.

I   PROJECT BACKGROUND AND DESCRIPTION

On September 27, 2007, Partners of the Am ericas (POA), in association with DevTech Systems, *Centro Internacional de Educación y Desarrollo Humano* (International Cent er for Education and Development, or C INDE), and Mercy Corps, received a three-year cooperative agreem ent worth $5.1 m illion from the U.S. Departm ent of Labor (USDOL) to i mplement a Ti mebound Program (TBP) in Colombia. Ti mebound Program s ai m to elim inate the worst form s of child labor (WFCL) in a specific country, in m ultiple sectors of work, within a defined period of ti me. TBPs strengthen the capacity of a country's govern ment and their civil society organizations to address child labor by supporting the strategic goals of USDOL's International Labor Affairs Bureau, Office of Child Labor, Forced Labor, and Human Trafficking (ILAB/OCFT) Education Initiative (EI) projects:

1. Withdraw or preven t children from involveme nt in exp loitive child labor throug h the provision of direct educational services.

2. Strengthen policies on child labor and educati on, the capacity of natio nal institutions to combat child labo r, an d the form al and transitional education sys tems that encou rage children engaged in or at risk of engaging in exploitive labor to attend school.

3. Raise awareness on the importance of education for all children and of mobilizing a wide array of actors to improve and expand education infrastructures.

4. Support research and the collection of reliable data on child labor.

5. Ensure the long-term sustainability of these efforts.

As stipu lated in the co operative agreem ent, the *Edúcame Primero Colombia* project targets 10,200 children ages 6–17 for wit hdrawal or prev ention from involvem ent in exploitive chil d labor. It focuses on victim s of WFCL, [1] particularly victim s of commercial sexual exploitation and children working in dom estic service, str eet work, construction, re cycling, and agriculture. Several urban areas participate in the project: Barranquilla, Bogotá, Cali, Cartagena, and Santa Marta, as well as nearby rural areas in the departments of Boyacá and Santander.

To accom plish its p rimary goal, the *Edúcame Primero Colombia* project im plemented an educational intervention known a s *Espacios para Crecer* (Spaces for Growing, or EpC), specifically for working children or children at risk of working. This direct educational intervention complements the form al school prog ram and takes place during the half -day when children are not in school. Students therefore r eceive a full day of educational services. The project also f ocused on im proving the overall quality of education provided in the regula r classroom by conductin g teach er training work shops that introduced an innovativ e teaching methodology known as Quantum Le arning (QL). An additio nal educational intervention will be introduced in the pro ject's third y ear, *Espacios para Emprender* (Space s for Entrep reneurship,

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[1] In accordance with ILO C onvention 182 on the worst form s of ch ild labor, prom ulgated in June 1999 and ratified by Co lombia (Law 704) in th e year 2 001. Th e wo rst forms o f ch ild lab or are furth er d efined by Co lombian Resolution No. 1677, Ministry of Social Protection, May 2008.

or EpE). This intervention will target adolescents age 15–17 to participate in a program designed to help the m develop their se lf-esteem, lif e skills, and lea dership c apacities as w ell as pr epare them for an entry-level job, establ ish a fa mily microenterprise, and/or continue their education. In addition to the educational interventions pr ovided through the EpC an d future EpE program s, the *Edúcame Primero Colombia* project also coordinated with civil society or ganizations and government institutions to implement awareness-raising activities that increase public knowledge about child labor issues.

The project goal, purpose, outputs, and m ajor activ ities o f the *Edúcame Primero Colombia* project are summarized in Table 1:

Table 1: *Edúcame Primero Colombia***—Project Summary**

Goal	Exploitive child labor (ECL) and WFCL in Colombia progressively reduced at the end of 2010 as stated in the National Strategy and its TBP.
Purpose	Targeted children withdrawn or prevented (W/P) from ECL through attendance in EpC or EpE programs, and formal education.
Outputs	1. Effective educational EpC and EpE models to remove and prevent children from child labor established. 2. Actions against child labor undertaken and monitored by the municipal government. 3. Awareness of parents, educators, and community leaders regarding ECL raised. 4. Increased understanding of ECL problem and possible solutions by policymakers and project stakeholders. 5. Project programs sustained and expanded.
Summary of Activities	1. Educational interventions to increase enrollment in alternative and transitional educational programming and alleviate barriers to school attendance for working and at-risk children. 2. Strengthening policy, enforcement, and engagement through training for municipal governments and sharing of best practices; teacher training in innovative methodologies; coordination among civil society organizations and government institutions; introduction of a summer school program; and better government monitoring of child labor. 3. Awareness raising to increase public knowledge about the difference between acceptable child work and hazardous exploitive child labor, and changing public attitudes towards child labor.

II EVALUATION PURPOSE AND METHODOLOGY

2.1 EVALUATION PURPOSE

The purpose of the m idterm evaluation was to addr ess issues of project design, implementation, and m anagement; identif y the less ons lea rned; determ ine project rep licability; a nd provide recommendations for th e current project as well as for fut ure projects. W ithin this context, the evaluation aimed to ass ess the p roject's relev ance, effectiv eness, efficiency, sus tainability, and impact on the target population.

Specifically, the midterm evaluation sought to—

- Assess the relevance of the project within the cultural, economic, and political context of Colombia, including the extent to w hich it is suited to th e priorities and policies of the Colombian Government.

- Determine whether the projec t is on track to ward meeting its objectives and identif y the challenges encountered in doing so.

- Provide recommendations for how the project can successfully overcom e the challenges to meet its objectives and targets by the time the project ends.

- Assess the effectiveness of the project's strategies as well as its strengths and weaknesses in its implementation, and identify areas in need of improvement.

- Assess whether proje ct activ ities can be deem ed sustainab le at the lo cal and natio nal levels and among i mplementing organizations, a nd identify steps that can be taken to enhance the sustainability of project components and objectives.

2.2 METHODOLOGY

2.2.1 Evaluator

An external evaluator with a background in e ducation, labor, and public health conducted the evaluation. The evaluator had previous experi ence conducting evaluations for USDOL projects in Latin A merica. The external evaluator wa s responsible for developing the m ethodology in consultation with ICF Macro, USDOL, and the project staff; conducting interviews and facilitating other da ta collec tion processes ; analyzing the evalu ation m aterial ga thered; presenting feedback on the initial findings of the evaluation at the national stakeholders' meeting; and preparing the evaluation report. Project staff and im plementing partners were present at meetings with stakeholders only to provide introductions.

2.2.2   Approach

The evaluation approach was prim arily qualitative in terms of the data collection m ethods used. Quantitative data were drawn f rom proje ct rep orts, to the extent tha t they were av ailable, and were incorporated into the analysis. The following additional principles were applied during the evaluation process:

1. Methods of data collection a nd stakeholder perspectives we re triangulated for m any of the evaluation questions in order to increase the credibility and validity of the results.

2. Efforts were made to include the participation of child beneficiaries, using child-sensitive approaches in the interviews.

3. Gender and cultural sensitivity were integrated into the evaluation approach.

4. Interviews incorporated a degree of flexibil ity, allowing additional questions to be posed while ensuring that key information was obtained.

5. A consistent protocol was followed for each pr oject site, with adjustm ents made for the different people involved and the specifi   c activities conducted; the im plementation progress at each site was also noted.

2.2.3   Data Collection Methodology

Document Review: Pr ior to ar riving in Colom bia, the eva luator read a variety of critical pro ject documents and took notes for reference. Thes e docum ents included the project docum ent and revisions, the cooperative agreem ent, technical progress and st atus reports (T PRs), project logical fram eworks and m onitoring plans, wo rk plans, corresponden ce related to TPRs, monitoring and evaluation (M&E) reports (incl uding baseline surveys im plemented and W /P status reports). During the fiel dwork, these docum ents were ve rified and additional supporting documents were collected. (See Annex A for a complete list of the documents reviewed.)

Data Collection Tools: USDOL developed a m aster list of ke y evaluation questions that served as the b asis for the data collection   tools. Th ese questions were used to develop guides and protocols in Spanish for the individual and group interviews conducted with project stakeholders. The final list of evaluation questions is incorpo rated in th e Terms of Re ference (see Annex B), and a complete set of interview tools can be found in Annex C.

Field Visits: The evaluator visited project sites in Bogot á, Cali, and Cartagena. In each city, one school-based and one comm unity-based EpC site wa s included. During the visits, the evaluator observed the activities and outputs developed by   the project. Depending on the circum stances, individual or group interviews were held with a variety of project stakeholders (defined as those who have an interest in the pro ject; for example, implementers, direct and indirect beneficiaries, community leaders, donors, government officials).

Stakeholder Interviews: In tota l, 1 55 stakeho lders wer e in terviewed individua lly or in sm all groups; including project staff, project associates , subcontractors, governm ent offi cials at the national and local levels, inte rnational nongovernm ental organi zations (NGOs) and multilateral agencies working on child labor issues, other loca l entities w orking on child protection projects or comm ittees, teachers, and parents of direct beneficiaries. In addition, two large group discussions/interactions were held with direct be neficiaries in Bogotá (60 EpC students in total) and four s mall student-group discussions were he ld in Cali and Cartagena (24 EpC students in total). Table 2 provides a detailed summ ary of the stakeholder popu lation interviewed, the methods used, the sam ple size, and the characteris tics of the sam ple. Annex D gives a com plete list of the persons in terviewed (with the nam es of the children withheld) by date, site, and method of interview.

Question Matrix: Before beginning fieldwork, the evaluato r created a question matrix (Annex E) that outlined the source of data from which the ev aluator planned to collect inform ation for each terms of reference (TOR) question. This helpe d the evaluator m ake decisions regarding tim e allocation in the f ield. It also help ed the eva luator ensure that she w as exploring all possible avenues for data triangulation and was consistently documenting the source of each finding.

Stakeholder Meeting: Following the field visits, a m eeting was conducted by the evaluator that brought together a wide range of s takeholders, including the im plementing partners and other interested parties. The m eeting was used to present m ajor prelim inary findings and e merging issues, solicit recommendation s, and obtain clarification or additional inform ation from stakeholders (including those not interviewed ea rlier). The m eeting agenda and lis t of attendees can be found in Annex F.

Table 2: Interviews—Population, Interview Method, Sample Size, and Sample Characteristics

Population	Method of Interview	Sample Size (Total number of individuals)	Sample Characteristics
Project staff and associate partner representatives	Individual	9	*Edúcame Primero Colombia* project staff, including the project director, education coordinator, and monitoring team; associate partner representatives from POA, DevTech, and Mercy.
Implementing partners/subcontractors	Individual and small groups	62	Local NGO partner staff, including managers, EpC coordinators, and EpC facilitators from Bogotá, Cali, and Cartagena.
Government Ministry officials and local government officials	Individual and small groups	10	Government representatives at the local and national levels, including the Ministry of Social Protection, the Ministry of Education, the Institute of Family Well-Being, and their local counterparts.
International NGOs and multilateral agencies working on child labor issues	Individual and small group	6	Including the International Labour Organization (ILO), International Organization for Migration (IOM), the Telefónica Foundation, Save the Children, and United Nations Children's Fund (UNICEF).
Other local entities working on child protection projects or committees	Small group	5	Members of local committee working on child labor issues in Cali.
Teachers and administrators whose students attended the EpCs	Small groups	17	Teachers from Bogotá, Cali, and Cartagena who had students benefitting from the EpC educational intervention.
Teachers who attended a QL training workshop	Small groups	13	Teachers from Bogotá, Cali, and Cartagena who had participated in a 2-day QL training workshop.
Parents of direct project beneficiaries	Small groups	33	Parents of children who participate in the EpC program.
Direct project beneficiaries (EpC students)	Large groups	2 large student group discussions/ interactions (30 EpC students each)	2 EpC sites visited in Bogotá: 1 community-based and 1 school-based. Observation of children engaged in activities, followed by discussion/ interaction with all students in each EpC.
Direct project beneficiaries (EpC students)	Small groups	4 small student groups representing a total of 24 students	4 EpC sites visited in Cali and Cartagena (community-based and school-based); small group interviews were conducted with male and female students between the ages of 9 and 14 (children selected at random).
TOTALS		**155 stakeholders** interviewed individually or in small groups **2 large student group discussions**, representing 60 EpC students **4 small student groups**, representing 24 EpC students	

2.2.4   Data Analysis

The document reviews, site visits, stakeholder   interviews, and stakeholder m eeting generated a substantial amount of raw qualitat ive data. The evaluator used qua litative data analysis methods, including matrix analysis, to categorize, synthe size, and summ arize the raw data captured from the interview notes. The data analysis process was driven by USDOL's key evaluation questions.

2.2.5   Limitations

Fieldwork for the evaluation lasted nine work ing days. The evaluator did not have enough tim e to visit all the projec t s ites. As a r esult, th e e valuator was not able to take all the sites into consideration when formulating he r conclusions. All efforts were made, however, to ensure that the evaluator visited a representa tive sampling of sites, including some that have performed well and some that have experienced challenges.

Findings for this evaluation are based on inform ation collected from background documents and during interviews with stakeholders, project staff, and beneficiaries. The accuracy and usefulness of the evaluation findings is based on the integrity   of the infor mation provided to the evaluator from these sources. Furtherm ore, the determ ination of project efficiency did not include a cost-efficiency analysis utilizing financial records. However, the evaluator did include some interview questions to key stakeholders regarding the cost-effectiveness of the educational intervention

III   FINDINGS

3.1   RELEVANCE

3.1.1   Project Assumptions

Seven critical assum ptions are m entioned in th e project's logical fram ework (see Annex G). Each of the assum ptions was discussed in detail w ith key m embers of the project staff. Most o f the assumptions remain accurate and realistic. However, two assumptions have been impacted by the global econom ic crisis since the project was conceptualized: (1) Macr oeconomic factors do not deteriorate, and (2) EpC will be funded with private and public funds starting from the third year. These assumptions were conceived before the full impact of the global economic crisis was realized. While Colombia has not been hit as hard as other countries, the *Departamento Administrativo Nacional de Estadística* (National Departm ent of St atistics, or DANE) reports a sharp increase in unemployment over the past year among the total working age population.[2] The most recen t figures sho w that the unem ployment rate among the total working p opulation is slightly lower than the January 2009 high of 14.2% . According to the proj ect's M&E specialist, these high unemployment rates may result in an increase in child labo r in or der to contribute to the total family income. The spec ialist also assessed that this may impact the project's ability to obtain private and public funding to sustain project efforts.

3.1.2   Obstacles in Addressing Child Labor in Colombia

Colombia's National Str ategy f or Pr eventing an d Com bating the W orst Form s of Child Labor and Protecting W orking Youth 2008–2015 (National Stra tegy) offers an in-depth discussion of the root causes of WFCL[3] and provides the context from which the strategy was developed. The publication cites the root causes as being econom ic (poverty), soci al (including school desertion due to its irrelevan ce to everyday life), cultu ral (wides pread accep tance of ch ild labor), institutional (weak laws or inadequate enforcem ent of laws protecting children), and inadequate awareness of the consequences of child labor.

Stakeholders were asked to give their opinions on the root causes and expl ain how the project strategy addressed these causes. The answers that they provided confirmed the complexity of the root causes of child labor in Colom bia. Among the reasons cited by project staff, implem enting partners, and ministry officials are the following:

- *Poverty:* Poverty was mentioned as the prim ary cau se of child labor, and education was cited as an im portant factor in breaking the cycle of poverty. The Colom bian national program *Juntos* has de veloped a multifaceted plan to address the is sue of poverty. Education forms one of the key components of this national plan, with a subcom ponent that specifically addresses child labor.

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[2] *Departamento Administrativo Nacional de Estadística.* (2009). *Encuesta Contínua de Hogares.* Bogotá, Columbia: DANE.

[3] Comité In terinstitucional Nacio nal. (2008). *Estrategia nacional para prevenir y erradicar las peores formas de trabajo infantil y proteger al joven trabajador 2008–2015,* (pp. 20–24), Bogotá, Colombia: Author.

- *Cultural attitudes in Colombian society:* Both parents and som e employers have long accepted child labor as simply a normal part of growing up and as helping to contribute to the f amily. Interv iews with educa tors and parents revealed that parents have grown dependent on their children working, to light en their own financial responsibilities. T he project's education specialist added that r eceiving an education is often undervalued and is not seen as a tool for breaking the cy cle of poverty. The proj ect is providing som e parent education workshops to help break these cultural at titudes, but these were not being implemented consistently in all EpCs.

- *Quality of education:* Several of the inte rviewed stakeh olders po inted to the o verall quality of education as one of the root causes of child labor. They explained that education may be inaccessible for som e children or that the m ethodology being used in school is not learner-centered. This m ay l ead to higher desertion rates and a greater likelihood of those children joining the workforce. Th e introduction of innovative teaching m ethodologies by the *Edúcame Primero Colombia* project is one strategy that may contribute to a higher quality of education.

- *Dangerous neighborhoods/inadequate childcare/lack of recreational options:* Interviewed parents m ost frequently cited no t wanting to leave their c hildren a lone at home because of fear for their safety. They explained th at there were no options other than to hav e their children accom pany them to their job s. The EpC program of the *Edúcame Primero Colombia* pr oject has helped to allev iate th is prob lem b y complementing the half-day of for mal school instruction with a ha lf-day of educational activities, thus providing a full day of educational services as well as supervision.

- *Armed conflict and internally displaced families:* Many individuals wo rking with is sues of child lab or view a rmed conflict within Colo mbia as one of the contributing factors to child labor. While the in terviewees did not specifically mention children being recruited as soldiers, they did c ite armed conflict as a major cause of fam ilies being displaced and migrating to m ajor cities such as Bogotá. In these situations, ch ildren are frequently called upon to help with their fa mily's increased cost of living. The project is not directly addressing the larger iss ue of internally disp laced families, other than b y targeting them for the EpC program and providing them with the integrated services of the implementing partners/NGOs.

3.1.3   Appropriateness of the Project Design

The stated goal of the *Edúcame Primero Colombia* project is to reduce and progressively eliminate the worst, most exploitive forms of child labor within Colom bia. Toward this goal, the project design centers on the im plementation of the educational EpC program for children ages 6–14 who are either working or are at risk of working in WFCL. As de scribed previously, the EpC program is offered during the half-day when children are not in school (*contra jornada*) and are m ost likely to work. An inte rview with officials at the Se cretary of Education in Bogotá confirmed t hat relevant educational program s offered during an opposing school shift are an effective strategy for reducing child labor. This view w as shared b y other officials at the Secretary of Education in Cali and Cartagena, as well as s pecialists in the area of child labo r

within the Ministry of Social Protection and th e Ministry of Education. These officials agreed that a full day of quality education for children is needed to help eliminate child labor, but they also pointed out that there is not enough fundi ng within the m unicipal governments to achieve this goal.

While project stakeholders cited an educational strategy as an a ppropriate focus for the project, they m entioned several key elem ents that were either weak or m issing entire ly in the overa ll design. Im plementing partners spec ifically identified the need fo r som e integrated services, funded by the project, in order f or the educati onal strategy to be e ffective in com bating exploitive child labor. This woul d include the necessary elem ents of providing for the child's nutrition during the EpC program , addressing the psychosocial needs of their fam ilies through a stronger parent education com ponent, and additi onal psychosocial awaren ess-level training for EpC facilitators. These issues are discussed further in Section 3.1.12.

3.1.4 Criteria for Selecting Program Regions and Beneficiaries

The *Edúcame Primero Colombia* project did not only concentrat e its ef forts on inte rnally displaced and vulnerable populations in prim arily urban areas, but also in som e rural areas. These two general populations have a higher incidence of children engaged in WFCL.[4]

According to project staff, som e of the regions selec ted for the project coincided with are as in which POA and Mercy Corps had contacts. Ho wever, thes e areas also have hig her concentrations of working children. By focusing proj ect activities primarily in the urban areas of Barranquilla, Bogotá, Cali, and Cartagena, the project targeted areas in w hich nearly 70% of the population ages 5–17 lives.[5] Program beneficiaries were define d as children who were working or were at risk of working in WFCL (defined by ILO Convention 182 and Colombian Resolution 1677)[6]; particularly commercial sexual exploitation, domestic service, street work, and recycling. Children working in agriculture and carrying out activities related to mining were also targeted in areas not visited during the midterm evaluation fieldwork.

3.1.5 The EpC Methodology

The EpC model applies an active, p articipatory, and learner-centered ap proach that includes the following three com ponents: acad emic skills, personal growth, and recreation. T he academ ic component includes assistance with hom ework and a special focus on math and language skills. The personal growth component develops the ch ild's self-esteem . The recreational com ponent includes physical education, fine arts, m usic, theater, and children's l iterature. The active and participatory methodology that characterizes the EpC program is based on the QL methodology, which will be discussed in greater detail in the next section.

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[4] U SDOL and Partners of the Americas. (2007, October 1). *Support to the Colombia time bound program on the elimination of the worst forms of child labor: Edúcame Primero.* [Project Document under USDOL and Partners of the Americas cooperative agreement].

[5] Ibid.

[6] Secretaría General de la Alcaldía Mayor de Bogotá D.C. (2008, May 20). *Resolución 1677 de 2008 Ministerio de la Protección Social*. Retrieved from http://www.alcaldiabogota.gov.co/sisjur/normas/Norma1.jsp?i=30364

The project education specialis t described the process of ad apting—or "Colom bianizing"—the EpC curriculum materials originally created in the Dom inican Republic, so tha t they would be more appropriate for the Colom bian culture. S he noted tha t facilitators could f urther adapt the EpC m aterials to a loc al contex t when planni ng their lessons. Two r epresentatives from the Secretary of Education in Bogotá shared a slightly contrary point of view. They felt that the materials were too sim ple for Colombian students, but admitted they had never actually visited an EpC site. Another governm ent education offi cial, who visited an EpC site, f elt tha t the materials were appropriate and effective for Colombian children.

All of the 42 EpC f acilitators who were inte rviewed co mmented that the EpC m aterials ar e appropriate for the cultural, econom ic, and political context of the country. They stated that the training they received on QL m ethodology gave them more confidence to m odify c ertain EpC program activities for their group of students, w ithout compromising the content. For exam ple, they added more songs and raised the level of critical thinking involved.

Most importantly, the ch ildren interviewed gave only positiv e remarks regarding the content of the EpC program . While they ci ted the songs and recreational activities as their favorite activities, they most frequently identified the E pC facilitato r as what they lik ed bes t about the program, "because she/he is fun and loving."

3.1.6   Quantum Learning and its Contribution to the EpC Programs

Quantum Learning is an active, participator y m ethodology that promotes effective learning through educational games, positive thinking, physical fitness, and em otional health. QL serves as the foundation for the EpC program s. As part of the *Edúcame Primero Colombia* project, all EpC facilitators, coordinators, and som e regular clas sroom teachers received training in the QL methodology.

A m ajority of the EpC coordina tors and f acilitators who were in terviewed had participa ted in both the EpC and the QL training. All of them strongly expressed that QL forms the foundation of the EpC educational model, and that a facil itator cannot truly plan and execute the EpC class without having base knowledge of the QL m ethodology. As one faci litator succinctly stated, "Quantum Learning is the 'why' behind the EpC model." Both the project's education specialist and the education advisor emphatically agreed with this statement.

3.1.7   Project Design within the National Strategy and other Initiatives to Eradicate WFCL

The *Edúcame Primero Colombia* projec t is co ntributing to two signif icant strateg ies/initiatives within the nationa l Colom bian Governm ent: The Nationa l Stra tegy f or Preventing a nd Combating the W orst Forms of Child Labor and Protecting Working Youth 2008–2015, and the program *Juntos*, which is the governm ent's national init iative for the alleviation of extre me poverty. A description of each strategy and the project's contribution follows.

One of the imm ediate goals of the National Stra tegy is to reduce the num ber of children and youth ages 5–17 years in the Econom ic Active Population from 7.2% in 2005, to 5.3% in 2010. To reach this goal, the National Strategy prov ides general guidelines for departm ents, districts, and m unicipalities to consider when developi ng a sp ecific action p lan for withd rawing and preventing children from WFCL. [7] These guidelines prom ote th e basic concept of engaging children in quality education, while also integrating projects that address the root causes of child labor (for a summary of root causes of WFCL, please see Section 3.1.2). The *Edúcame Primero Colombia* project d irectly add resses thes e guide lines by (1) provid ing high-qua lity educational programs to children that com plement their half-day of for mal school instruction; and (2) introducing innovative and effec tive teaching strategies into the regular classroom that help alleviate the problem of school desertion.

Juntos[8] is a governm ent program under the Pres idential Agency for Social Action and International Cooperation (*Acción Social*) that aims to alleviate extreme poverty. Among the key aspects or dim ensions of this strategy are e ducation and training, and the call for program s that result in the withdrawal and pr evention of children under 15 year s of age from child labor. The *Edúcame Primero Colombia* project is contributing to this National Strategy by implementing an educational model with a proven record of withdrawing and preventing children from WFCL.

3.1.8   Role of the *Edúcame Primero Colombia* Project on the National Committee to Eliminate Child Labor

The Inter institutional Comm ittee to Elim inate Ch ild Labor (National Comm ittee, or CIETI) is made up of key governm ent ministries and institutions, as well as NGOs, labor unions, and the ILO. The *Edúcame Primero Colombia* project is represented on this comm ittee through its project director. The proj ect director describ ed th e unique contribution of *Edúcame Primero Colombia* on the Nationa l Comm ittee, sinc e this com mittee has the respo nsibility of implementing the strategies outlined in the National Strategy. The project provides the model of an educational intervention designed to withdraw and prevent children from WFCL, as well as an M&E sys tem to docum ent the i mpact of its effo rts. The M&E syste m is of particular inte rest to th e Natio nal Comm ittee. Acco rding to the *Edúcame Primero Colombia* project evaluation specialist, the project was invited to a m eeting with a technical subcommittee of CIETI that took place on Ju ne 10, 2009 in order to discuss the de velopment of a sing le national system for monitoring child labor in Colombia. This n ational system is tentative ly sche duled to b e developed by the end of 2009, with funding from the Inter American Development Bank (IDB).

3.1.9   Working Collaboratively in Support of the National Strategy

In Colombia there are num erous governmental agencies and international organizations working on issues related to child labor. The *Edúcame Primero Colombia* project has made several efforts to coordinate with both governm ent and nongovern ment agencies in support of the National Strategy.

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[7] Co mité In terinstitucional Nacio nal. (20 08). *Estrategia nacional para prevenir y erradicar las peores formas de trabajo infantil y proteger al joven trabajador 2008–2015*, (pp. 71–77), Bogotá, Colombia: Author.
[8] *Juntos* i s a program un der *Acción Social* that specifically addresse s issues relate d t o e xtreme pove rty. See www.accionsocial.gov.co for more detailed information on *Acción Social* and the program *Juntos*.

At the national Governm ent leve l, the institutions directly responsible for carrying out the National Strategy are th e Ministry of Social Pr otection (MPS in Spanish), the Nation al Ministry of Education (MEN in Spanish) and the Colomb ian Institute f or Family W ell-Being (ICBF in Spanish). A side f rom their interac tion with the Nationa l C ommittee, k ey staf f m embers f rom *Edúcame Primero Colombia* have m et with each of these en tities to discuss the project's activities that support the National Strategy. As a re sult of this direct a pproach, the project is carrying out an educational in tervention pilot supported by ICBF . Unde r this in tervention, the project will im plement 16 EpC program s in the department of Boyacá for one year, ending December 2009. The IC BF and the *Edúcame Primero Colombia* project are hope ful that there will be future collaborations.

Edúcame Primero Colombia (represented by P artners of the Americas) has a lso collabo rated with four other key NGOs that are working on projects in suppor t of the National S trategy. They are: Save the Children, W orld Vi sion, the *Telefónica Foundation*, and ILO. These four organizations recently for med a group known as the International Cooperation for the Eradication of Child La bor (COETI, in Spanis h), convened under the general guidance of the International Labour O rganization's International Pr ogramme on the Elim ination of Child Labour (IL O-IPEC). COETI has tw o m ain objectives: (1) To c oordinate efforts designed to strengthen governm ental institutions in suppo rt of the National Strate gy, and (2) to design and implement a coordinated nationa l a nd local co mmunication stra tegy on issues of child labor. Activities within its work plan focus on inter-institutional strengthening to advance the National Strategy, as well as som e broad collaborative awareness-raising activities (such as W orld Da y Against Child Labor, observed on June 12). Promo tion or collaboration at the individual project level is not part of COETI's purpose or goa l. Interviews with th ree COETI group m embers indicated that *Edúcame Primero Colombia* has contributed significantl y with its e xpertise in M&E. Specifically, the project has provided t echnical ass istance to municipal g overnments seeking to develop a system to monitor child labor.

3.1.10 *Edúcame Primero Colombia* Support of TBP Goals

As m entioned in the P roject Background and De scription (see Section 1.1), this project is specifically designed to meet the goals of a TBP. The general goal of a TBP is to assist a national government in eliminating WFCL in a defined period of time. Table 3 provides a summary of the specific TBP goals and strategies or activities of *Edúcame Primero Colombia* that support this.

Table 3: *Edúcame Primero Colombia* Strategies/Activities in Support of TBP Goals

TBP Goals	Project Strategies/Activities Supporting TBP Goals
1. Prevent the engagement of children in the WFCL.	• The educational intervention being implemented by the project is specifically designed to withdraw or prevent children from engaging in WFCL. • Parental awareness activities regarding child labor and children's right to education are part of the project strategy.
2. Provide the necessary and appropriate direct assistance for the withdrawal of children from WFCL and for their rehabilitation and social integration.	• The educational intervention provides direct services to children who are participating or are at risk of participating in WFCL. • The project integrates an evaluation component to monitor the child's labor status at the beginning, midterm, and end of the educational intervention, as well as academic progress in math and language arts.
3. Ensure access to free basic education and, wherever possible and appropriate, vocational training, for all children removed from WFCL.	• While the project is not directly involved in advocacy issues related to children's right to education, it is involved in child labor and education committees at the national and municipal levels that focus on these kinds of advocacy issues. • The project actively promotes formal school enrollment for all children involved in the EpC program. The project monitors school attendance at the beginning, midterm, and end of the educational intervention.
4. Identify and reach out to children at special risk.	• The project has made a concerted effort to reach out to internally displaced and vulnerable populations, primarily in urban areas. These populations are shown to have the highest concentration of children engaged in the WFCL.
5. Take account of the special situation of girls.	• Girls have been targeted for direct services because they make up a large portion of two of the WFCL targeted: commercial sexual exploitation and domestic service.

As Table 3 indicates, the *Edúcame Primero Colombia* projec t str ategy works within the framework established by USDOL TBP projects. Most importantly, by designing a project under the TBP guidelines, the project is providing dir ect support to the National Strategy's goal of reducing WFCL from 7.2% in 2005 to 5.3% in 2010. Sustaining these efforts poses the greatest challenge to project implementers. (See Section 3.4 for further discussion on sustainability.)

3.1.11   *Edúcame Primero Colombia* Support of the Five USDOL EI Goals

As stated in Project Background and Descrip tion (see Section 1.1), US DOL-funded child labor elimination projec ts gen erally se ek to ach ieve the f ive m ajor goals of its edu cation initia tive projects. While this project is technically considered to be a TBP, it also is design ed to fit within the goals of USDOL's EI pr ojects. According to USDOL, [9] "The EI is based on the notion that the e limination of exploitiv e child labor d epends, to a la rge extent, on im proving access to, quality of, and relevan ce of education. W ithout im proving e ducational quality and relevance,

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[9] USDOL. (2009, May). *Independent midterm evaluation of Combating Exploitive Child Labor Through Education in Colombia.* [USDOL TOR].

children withdrawn/prevented from child labor may not have viable alternatives and could resort to other form s of hazardous work." EI projects have five strategic go als; Table 4 summ arizes how the project design of *Edúcame Primero Colombia* supports each of these goals.

Table 4: *Edúcame Primero Colombia* Strategies & Activities in Support of EI Goals

EI Project Goals	Project Strategies/Activities in Support of EI Goals
1. Withdraw or prevent children from involvement in exploitive child labor through the provision of direct educational services.	• Through the implementation of the EpC and EpE educational programs, the project is targeting 10,200 children ages 6–17 for W/P from exploitive child labor, focusing on victims of WFCL.
2. Strengthen policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.	• The project is involved in activities that strengthen child labor programs at the municipal and departmental levels. Specific contributions are in the area of monitoring instruments to track child labor at the local level, providing a model for W/P of children from WFCL, and helping to retain them in school.
3. Raise awareness on the importance of education for all children and mobilize a wide array of actors to improve and expand education infrastructures.	• Direct awareness efforts to parents and teachers of child beneficiaries on child labor issues as well as children's right to education. • Broad awareness efforts coordinated through the COETI.
4. Support research for the collection of reliable data on child labor.	• The project has developed a reliable M&E system for gathering data on W/P, school attendance, achievement in math and reading, as well as the impact on parental knowledge, attitudes, and practices regarding child labor.
5. Ensure the long-term sustainability of these efforts.	• At midterm, the project was now preparing to focus its actions on the long-term sustainability of its efforts.

3.1.12 Other Issues Related to the Design or Implementation of the Project

Edúcame Primero Colombia is not a m ultidimensional intervention to eliminate child labor; it is an educatio nal in tervention and a very im portant strategy towa rd withdrawing and preventing children from WFCL. Nonetheless, interviewed stakeholders consistently mentioned several vital components m issing from this intervention that could affect the success of the progra m. Following are four of these major issues.

Duration of the Intervention

Edúcame Primero Colombia has a timeline of only three years to achieve its goal of withdrawing and preventing 10,200 children from WFCL. With such a compressed timeframe, the project was forced to im plement an educational intervention lasting only one school year, or approxim ately 10 months. The single-most common concern m entioned by project staff and stakeholders was that this was insufficient tim e to attain the pe rmanent withdrawal, prev ention, and retention of

the targeted children. Furthermore, project implementers felt that it was also insufficient time to reinforce the newly formed values, attitudes, and behaviors promoted by the EpC program. Project staff agreed with this assessment, but also felt confined by the target numbers placed on them in the project design (which was predetermined in the Solicitation for Grants Application).

Education intervention experts in the broader field of child labor were also asked for their opinions. Nick Mills, project director for a US DOL EI project from 2004 to 2009, stated in his research on the subject, "Time is a factor in retention and retention is a factor in withdrawal…the longer we can maintain children in quality educational programs, the greater likelihood of saving them from child labor."[10] Mills suggested an educational intervention period of up to three years, while the project's education advisor recommended an educational intervention of 18–24 months in order to achieve a greater likelihood of permanent withdrawal or prevention from WFCL.

The three-year timeframe for this project also takes into account the future implementation of the EpE educational intervention in the third year. As briefly described in Section 1.1, this intervention will target adolescents ages 15–17 to participate in a faceted, three-pronged program designed to help them develop their self-esteem, life skills, and leadership capacities, while also preparing them for an entry-level job, establishing a family micro-enterprise, and/or continuing with their education. Interviews with the implementing partners raised concerns regarding the length of time allocated to achieve the objectives of the EpE intervention. According to the project staff, the first EpE programs will begin in October 2009 and end in May 2010, with a one-month break for the holiday season. The implementing staff felt that the intervention timeframe of seven to eight months is far too short to establish and implement a wide-scale project. Implementing partners and project associates made the suggestion to pilot the EpE program and continue with the EpC program. This would allow the project as a whole to strengthen its knowledge of, and broaden its experience with, the EpCs, and thus be better positioned for discussions on sustainable funding.

Parent Intervention

The project has several indirect beneficiaries, including the parents of children enrolled in the EpC programs. All of the implementing partners and teachers felt strongly that it was critical to reach the parents in order for the educational intervention to be successful. The project, however, did not have an organized or systematic educational or outreach/awareness plan for parents. Some of the interviewed NGOs stated that they were able to provide some parent workshops as part of their organizational offerings through their family services programs. There was not consistency, however, among the eight NGOs interviewed. Parents who were interviewed in the three cities visited during the evaluation had varied experiences regarding the parent workshops. Some parents commented that there were no workshops offered after the initial parent interview. Others commented that the program had offered them several workshops/meetings on topics including child labor and child abuse. These parents added that they would be interested in receiving more workshops, but cast some doubt as to whether all parents would attend. They also

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[10] Mills, Nick. (2008). *La erradicación del trabajo infantil a través de la educación: Mito o realidad.* [Serie de Investigaciones Aplicadas por el proyecto Primero Aprendo], p.18.

mentioned that it would be helpful for parents outside of the EpCs to be part of awareness-raising activities in order to have a greater effect on the community.

The im plementing partners/NGOs that were in terviewed felt strongly that an organized intervention for parents was needed. As one EpC coordinator stated, "We need a ' *Familias para Crecer*' (Families that Grow) curriculum that complements and reinforces the values emphasized in the EpC curriculum ." Specific suggestions for parental interventions m ade by project stakeholders included the following:

- Offer workshops to the EpC parents as well as the larger comm unity to discuss child labor within the context of a child's right to education.

- Offer a series of workshops that discuss psychosocial issues families face.

- Work with families on a longer-term basis to develop personal skills such as literacy and other practical skills that could help them gain profitable work.

- Involve parents in the EpC progr ams so that they gain a great er appreciation of how their children are benefitting.

Child Nutrition

The im plementing partners do not understand why the project does not provide funds for nutritious snacks to be distributed during the E pC session. In their interviews they pointed out the link between proper nutrition and learning, and th e fact that it c an help with rete ntion in the EpC. Although som e NGOs have been able to find ways to provide snacks through community contacts, not all of the EpC s ites have guaranteed snacks. "T hese children are hungry and I simply can't ask them to think. I have resorted to paying for snacks out of my own pocket when I can," stated one EpC facilitator who makes a half-day of minimum wage.

Responding to this finding, the project director stat ed that she had looked for ways in which the government programs could assume the responsibility of providing snacks, primarily through the *Acción Social* program that targets povert y-related issues. To date, however, the project has been unable to secure snacks for all EpCs; th is has resulted in a major challenge for the implementing partners.

Additional Training on Psychosocial Issues for EpC Facilitators

The project is targeting the m ost vulnerabl e populations for its educational intervention, including children who have been displaced due to the in ternal arm ed conflict and victim s o f commercial sexual exploitation. A s one EpC fac ilitator succinctly noted, "The E pC program enrollment is like putting togeth er the top gang. " Childr en arrive to the EpC af ter a lif etime of exposure to daily sexual exploitation, drugs, and violence. Though the EpC facilitator is given no specific training in this area by the project, some of the implementing partners have assumed this responsibility and are providing training on psychos ocial issues. The facil itators suggested in their in terviews that all im plementers (f acilitators and coo rdinators) receive m ore awareness - level train ing on the ps ychosocial issues facing th ese fam ilies. While they recognized th at it is

not their role to becom e a social wo rker or psychologist, more training in this area would better prepare them for their role as EpC facilitators.

3.2   EFFECTIVENESS

3.2.1   Accurate Identification of the Children Targeted by the Project

According to the im plementing partners/NGOs inte rviewed in Bogotá, Cali, and Cartagena, the project's M&E specialist clearly outlined the selection criteria for the EpCs in the M&E Guide.[11] As mentioned in Section I on Project Descript ion and Bac kground, the children selected for the program had to be working or at risk of worki ng in WFCL as def ined by the c riteria established by ILO Convention 182 and Colombian Resoluti on 1677. This includes victim s of commercial sexual exploitation, dom estic service, street w ork (selling items on the street), and recycling, among others.

Working Sectors Represented Among Project Beneficiaries

Implementing partners most frequently m entioned EpC pa rticipants to be working or at risk of working in dom estic s ervice, stree t work (se lling item s in m obile car ts), r ecycling (sea rching garbage for cans, bottles, or scrap m etal), and mining (helping with tasks related to m ining in Cali). For the most part, these children are helping their parents carry out their work duties rather than working directly for an e mployer. In the case of street work, how ever, children often are hired directly by inform al business people to sell goods on the stre et. In both Bogotá and Cartagena, two NGOs m entioned children who we re victims of comm ercial sexual exploitation or who were at risk of becom ing victims. During the interviews with the 33 parents in Bogotá, Cali, and Cartag ena, th e types of work m ost often m entioned for children include cleaning (domestic and comm ercial), street vending (sel ling cell phone m inutes and food such as gelatin and fruit), and recycling.

Other Vulnerable Populations

Interviews with the im plementing partners and pr oject staff suggested that many of the children enrolled in the EpCs are victim s of forcible displacement, but these s tatistics are not specifically documented. According to the p roject as sociate Me rcy Co rps, Colom bia's inte rnal conflict has helped to create the largest population of intern ally displaced people out side of Suda n—at least 4 million, and growing.[12]

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[11] *Guía de Monitoreo: Instructivo para la recopilación y análisis de los datos en el campo, versión 2*, Partners of the Americas, DevTech, CINDE, MercyCorps, agosto del 2008.
[12] Mercy Corps, Colombia; available at http://www.mercycorps.org/countries/colombia.

3.2.2   The EpC Model and Its Effect on the Beneficiary Community

Increasing Educational Opportunities

The facilitators responsible for implementing the EpCs on a day-to-day basis described the effect that the EpC program has had on giving the particip ants hope for a better future. They attributed this to the routines and values that the EpC program offers. Partic ipants learn to value education, attend school regularly, try harder, and set goals   for what t hey want to be when they grow up. When the evaluator asked the child ren what they wanted to be when they grow up, each child had high aspirations of becom ing a doctor, nurs e, teacher, veterinarian, or any one of a list of occupations. Parents who were interviewed also   noted a m arked difference in their children 's interest in school since participating in the EpC program.

Creating Community Ownership

The design of the EpC program was such that some EpCs were conducted in com munity space donated through the municipality or the implementing NGO, while others were held at the public school. The evaluator visited both types of EpCs and both had a sense of community ownership. The three school-based EpC program   s that were   visited had the full support of the school director as well as the involvem ent of school counselors and/or social workers. The community-based EpC program s had a strong sense of community   pride that interviewees attributed to the hard work of the i   mplementing NGOs within   that community, ra ther than to the specific involvement of local community   leaders. No local comm unity l eaders (political, religious, or other) were interviewed to verify their i   nvolvement. Even though a strong comm   itment was evident in both school-based and comm   unity-based EpCs, the im plementing NGOs and host school communities agreed that without outside funding, the EpCs would be difficult to sustain.

Increasing the Capacity of Communities

The project design of partnering   with local NGOs to i mplement t he EpCs ha s resulted in an increased capacity for these community org   anizations. The eight co   mmunity organizations interviewed during the   evalua tion fieldwork revealed an   aver age of 28 years of providing services and programs in the targeted comm unities. However, this was the first tim e that any of them had i mplemented a well-s tructured edu cational prog ram with th e specif ic o bjective of reducing child labor in the comm unity. The directors of the NGOs stated that even though future funding of the EpCs is uncertain, their newly de veloped skills as educators trained in innovative and effective methodologies can be sustained within the organization and can be applied to their other program s. In addition, the E   pC m aterials al so m ay continue to be used, as they were developed in the   Dom inican Republic an d adapted in Colom   bia with   United Sta   tes Government's funding; therefore, they are in the public domain. The QL training itself, however, is not in the public domain. DevTech   recommends that new users receive QL training through the organization ENTRENA in the Dom inican Re public in order to implem ent the EpC m odel effectively.

Increasing the Understanding of the Dangers of Child Labor

The EpC programs provide an opportunity to communicate the dangers of child labor. Interviews with parents, however, revealed that this m essage is not being prom oted consistently at all EpCs because there is not a system atic and struct ured parent education com ponent. There was evidence, however, of the local NG Os promoting this m essage to the wider comm unity. During the fieldwork, one of the im plementing partners was featured in the largest newspaper in Colombia, *El Tiempo*, in an artic le entitled "Education and Patience to Eradicate Child Labor."[13] The article specifically featured the contribu tions of the EpC progr am in raising parents' awareness of child labor issues as well as the importance of edu cation. It went on to discuss the methodology of the EpC, stating that a lot of love and patience fr om the EpC facilitators m akes the difference in this successful educational intervention.

3.2.3   Tracking the Work Status of Children

The project uses three prim ary m onitoring instrum ents to verify the work sta tus of child ren: (a) an in itial baseline su rvey, (b) a f ollow-up su rvey at six months after entering the program , and (c) a final survey at 12 m onths after   entering the program . Besides the verification instruments, the im plementing pa rtners comm ented tha t the EpC f acilitators and c oordinators often know the childre n, their fam ilies, and their teachers on a personal basis and can follow up with any questions or concerns regarding the child's work and educational status.

Interviews with the implementing partners revealed some initial resistance regarding the surveys, but there was general agreement that it was important to obtain reliable and quantitative data that could docum ent the impact of th e inte rvention. The length of the initial survey w as the m ost common complaint (43 detailed questions, taking   approximately 40 m inutes to adm inister to each family). There were also concerns about monitoring the "work stat us" of children who ha d been victim s of comme rcial sexu al exploitation (the questions regarding the num ber of hours worked were inappropriate and not applicable).

The M&E specia list c ommented that th e ove rall m onitoring system is pr actical, but s taff responsible for gatherin g and entering the data m ust be fa miliar with the Microso ft Access database program . Since not all of the im plementing partners initially possessed the necessary skills or computer program, all were provided with the database program and received training in its use. In a ddition, all implem enting partn ers were provided with ongoi ng technical assistance during implementation. With this in m ind, staff tu rnover was cited as a m ajor frustration due to the need to repeat the intensive training in data collection and data entering, as well as repeating the techn ical assis tance process. Other challen ges to ensu ring the accuracy of W/P data are discussed later in this report.

Regarding the m onitoring of child work status   after school and during holidays, the initial baseline survey has a specific question regarding the time of day and t he day of the week that work is conducted. The follow-up survey at 6 m onths verifies the status of the initial information. According to the M&E specialist, data collected thus far have detected cases in

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[13] "Educación y paciencia para erradicar el trabajo infantil." *El Tiempo* 7 June 2009: 3–11.

which children enrolled in th e EpC has shifted their work hour s to weekends or night hours, resulting in an incomplete withd rawal f rom work. The surveys do not request specific information for work occurring during national holidays.

3.2.4 Collecting and Reporting Withdrawal and Prevention Data

The *Edúcame Primero Colombia* project has a well es tablished process for the final assignm ent of the W /P status, the first of which begins with training the im plementing partners/NGOs on W/P definitions. At the start of each new cohor t (group of children re ceiving the educational intervention during the sam e tim e period), tr aining is given by the projec t's M&E team and is provided to the staff assigned to collect and ente r the M&E data (EpC faci litators, coordinators, and data entry staff). This tr aining includes a special em phasis on interpreting key project definitions s uch as W /P, all of which are c ontained in th e projec t's M&E guide provided to training par ticipants as a ref erence. While the in itial assignm ent of W /P status is given by the implementing partner/NGO staff, all data is analyzed by the project's M&E specialist, who is the one who assigns the final W/P status reported to USDOL.

Interviews with the implem enting partners/NGOs reported som e initial problem s with the data collection p rocess, bu t they were c onfident th at the "kinks " in the M&E process had been corrected. The M&E team, however, was m ore specific. They reported a num ber of challenges during the f irst year that were specif ically related to the W /P data. Table 5 provides a summ ary of the problems encountered and the actions taken to correct or overcome these problems.

Table 5: Problems Encountered in Reporting Accurate W/P Data and Corrective Actions Taken

Problems	Actions taken to overcome problems
Errors in the initial and follow-up surveys in Cohorts 1, 2A, and 2B, partly due to a change in EpC coordinators	The M&E team reviewed all raw data collected in the initial and follow-up survey for Cohorts 1, 2A, and 2B, and discussed errors (omissions or incomplete answers) with implementing partners. Surveys were returned to implementing partners so that the errors could be corrected.
Incomplete or erroneous data entered into database	Further corrective action and training were provided to implementing partners. In addition, the M&E database system was adjusted to highlight errors entered so that they could be corrected.
Inconsistent assistance provided by implementing partners to those directly responsible for administering the survey (usually the EpC facilitator)	The M&E team worked through the EpC coordinators, who were responsible for overseeing the work of the facilitators, and visited each implementing partner/NGO's office to provide direct technical assistance.
Problems determining exact calculation of W/P numbers due to error (incorrect file was included; this error has only occurred once)	Action was taken to correct errors and resubmit corrected data to USDOL. Further efforts are underway to facilitate data collection and database entry process.

3.2.5 Withdrawal and Prevention Target Numbers

The W/P data is collected and rep orted every six m onths in the Technical Progress Reports (TPR). By t he end of t he three-year project, 10,200 children are expected to be withdrawn or prevented from WFCL as a result of their participation in the Ep C or EpE educationa l intervention.

The m ost recent W/P target num bers achiev ed a nd projected over the thre e-year p roject were provided to the evaluator during the field in terviews (see Annex C). For 2008, a total of 2,281 children were docum ented as withdrawn or prev ented. This fell sligh tly short of the W/P goal of 2,353 children. The im plementing partners and M&E staff explained that the desertion rates and th ose f alling in the "to b e withdraw n" (TBW) category were slightly higher than expected, but that this was not necessarily due to ineffectiveness on the part of the EpC program. They cited, rather, the f ollowing extern al f actors as like ly causes : (a) an incr ease in the unemployment rate, forcing children to contribute to fam ily income (see Section 3.1.1 for m ore information), (b) th e displacem ent of fam ilies in sea rch o f better opp ortunities, a nd (c) the inability of certain EpCs to provide snacks and/or transportation from the regular school in order to ensure daily attendance.

Given the inability to fully achieve the 2008 W /P target num bers, th e project took specific actions to h elp meet or exceed target num bers in 2009 and 2010 and th erefore comply with the overall project W /P target num bers. Specifically, the proje ct incre ased total EpC e nrollment to offset the expected a ttrition ra te, an d then adjus ted the en rollment of childr en to inc lude equal numbers of working children as chil dren at risk of working, in or der to meet the established W/P proportion goals.

Implementing partners comm ented that these ne w enrollm ent guidelines have placed a heavier burden on the scarce resources that they are m anaging. They suggested that the project take action on the root causes of attrition, such as not providing children with nutritious snacks, rather than placing more responsibility on the implementing partners.

3.2.6   Effectiveness of the Awareness-raising Strategy

The *Edúcame Primero Colombia* project has a specific output related to raising the awareness of parents, educators, and community leaders regard ing exploitive child labor. The project director explained that the sm all budgetary allotm ent for public awareness -raising activitie s has forced her to think of strategies for collaborating with other projects that hav e similar goals. She cited the exam ple of collaborating with the *Telefónica Foundation* to publish a powerful 15-page insert th at was cir culated in the n ation's le ading newspape r, *El Tiempo*, in commem oration of World Day Against Child Labour (June 12, 2008). Th is year, the project director cited several collaborative awareness -raising efforts, includ ing (a) production of a pam phlet on children's rights co-produced with the NGO *Fundación Rafael Pombo*, (b) provision of support for a children's hotline for reporting violations of children's rights, established by the NGO Corporlatin, and (c) collaborati on with COETI's larger child la bor awareness-ra ising strategy, under the leadership of the *Telefónica Foundation*.

In addition to these public awareness efforts, the EpCs have conducted awareness workshops for parents on WFCL. As previously m entioned in Table 3, these effo rts have not occurred in an organized or systematic way under the direct guidance of the project. Rather, they have depended on the im plementing partners to develop and carry out workshops th rough their own social services programs. This has resu lted in parental awareness-raising activities in some, but not all, of the EpCs. As described by two implem enting partners, the project's la rger awareness-raising strategy has been a series of isolated activities rather than an integral process aimed at social and cultural tra nsformation. For them, an ef fective awaren ess-raising strategy ne eds to be comprehensive and strategic.

Neither the teachers nor the government officials at the national or local (municipal) levels could comment on any specific awareness activities. Th ey did mention, however, that the project has kept a low profile regarding the work of the EpCs and suggested that part of the awareness-raising strategy m ight include publishing the effect of the EpCs on the direct beneficiaries. This would also help in securing future funding to sustain the EpC programs over the long term.

3.2.7 Project Management Strengths and Areas for Improvement

The evaluator interviewed im plementing partners as w ell as key project staff regarding management strengths and areas that could be improved. In terms of strengths, the implementing partners recognized the expertise of the M&E and education specialists and provided only positive comments regarding the technical assistance provided by each. Both wer e described as making themselves available when questions arose, and always getting back to the local partners in a tim ely fashion. Implem enting partners especi ally appreciated the pr oactive ef forts of the M&E and education specialists to bring together EpC coordinators on a monthly basis to discuss any issues or concerns. National governm ent stakeholders and international NGOs (m embers of COETI) positiv ely des cribed th e projec t dire ctor's ef forts in working collabor atively towar d completing the goals o f the National Stra tegy. Finally, the project m anagement key staff described relatively clear roles for each member and a harmonious working relationship.

Regarding areas for im provement, the *Edúcame Primero Colombia* project was perceived t o have a relatively low profile at the municipal level. Local government officials suggested that the project im plementers m ake a greater ef fort to get ou t into the co mmunity and build loc al partnerships. Implementing partners felt that they did not have cl ear di rection fr om t he pr oject management moving forward with meetings with local government officials to discuss the future sustainability of the Ep Cs; they we re not cle ar on how the m eetings f it into the plan. These implementing partners wanted to see a project-led effort, under the leadership of the project director, in creating alliances for sustaining the EpCs.

3.2.8 Coordination Between Project Associates

The evaluator interview ed key project staff repres enting all four project associa tes: the project director representing POA, the education speci alist rep resenting DevTech, the M &E specialist representing CINDE, a nd Mercy Corps' coordina tor, who works directly with half of the implementing partners, many of whom work with the most vulnerable populations. In addition to the key project staff, the evaluator interviewed project advisors from POA, DevTech, and Mercy

Corps. As previously mentione d, the project staff described a harmonious working relationship, with clear roles and areas of expertise for each project associate. Representatives at the adv isory level also recognized each associate's area of expertise and contribution to the project. There were som e concerns expressed, however, regarding reaching an agreem ent on a clear sustainability plan. Two of the associate partn er representatives had concrete sug gestions for moving for ward with plans for obtaining the nece ssary project support at the local and national levels but stated that a clear pl an for creating alliances and build ing project support had to com e from the project d irector. They expressed con cern tha t a true sus tainability plan, with their participation as well as that of the implementing partners, had not yet been initiated.

3.3   EFFICIENCY

3.3.1   Cost-efficiency

Edúcame Primero Colombia's prim ary strategy aim s for th e withdrawal and prevention of 10,200 children from WFCL over th ree years through the im plementation of the EpC program s in the target regions. It is not surprising that th e majority of the total budget expenditures (65%) support this output. (T he rem aining 35% of th e total budget supports the other two project outputs.[14]) The cost to support one ch ild in the EpC program for one school year, which is estimated to be US$325, is of particular intere st to stakeholders. As a point of comparison, Colombia's regular primary school budget is approximately US$500 per student per year.[15]

Stakeholders representing government officials as well as implem enting partners w ere asked to comment on the cost-efficien cy of the EpC pro gram. W hen com paring EpC costs with current government expenditures for the regular school session, all of the national and m unicipal government representatives interviewed perceive d the EpC costs as high. At the sam e time, however, th ey recogn ized the im pact of the EpC program. A more car eful analysis by the Secretary of Education in Cartag ena indicated that th e c osts were within re ason given th e obvious benefits of a quality program that both educates and withdraws and prevents children from WFCL. Nonetheless, the Secretary felt that the costs could not be sustained in the long term without outside funding support.

Of the yearly per student budget, the im plementing partners di rectly receive approxim ately US$200 per student per year to im plement the EpC program. They recognize that the rem aining US$125 per student per year is needed to cove r additional adm inistrative costs for the EpC materials, technical training in both the EpC program and QL m ethodology, and technical oversight provided by the M&E and education speci alists. However, th e implementing partners believe that given the tim e to gain the necessa ry expertise, they could o perate the E pC program with les s ov erhead and technical ov ersight cos ts, im proving the cost-efficiency of the services provided.

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[14] *Project Document under USDOL and Partners of the Americas Cooperative Agreement,* "Sup port to th e Colombia Ti me Bou nd Program o n th e El imination of t he Worst Form s o f Ch ild Labor: *Edúcame Primero,*" October 1, 2007.

[15] Co st pr ovided to the ev aluator was based on i nformation pr esented by th e *Ministerio de Educación Nacional, República de Colombia*, February 2009.

3.3.2 Efficiency of the Project Strategy

Edúcame Primero Colombia identified the establishm ent and im plementation of EpCs through local im plementing partners/NGOs as its pr imary project strategy. These NGOs had a well-established history of working in th e targ eted c ommunities. Consequently, the p roject did no t have to spend either tim e or resources to esta blish contact and gain th e trust of the direct beneficiaries. In addition, the NGOs added their institutional suppor t in term s of their expertise in working with vulnerable populations. Som e NGOs were able to donate building space and snacks to the EpC programs. In summary, both the *Edúcame Primero Colombia* project staff and the implementing partners felt that the strategy of working through the local NGOs was far m ore efficient than the alte rnative of entering a community and tr ying to esta blish the EpC programs without NGO support.

Regarding the awareness-raising strategy, a decisi on was made by the project director to join forces as often as possible with other organizatio ns that were carrying out child labor awareness-raising activities. This d ecision was based on the relatively sm all amount of resources allocated for awareness-raising activities and out of recognition that, by co llaborating with other projects with similar goals, m ore could be accom plished. See Section 3.2.7 for inform ation on specific awareness raising activities.

3.3.3 Efficiency of the Monitoring and Evaluation System

The *Edúcame Primero Colombia* project greatly em phasizes ga thering and reporting reliable project data. The system to collect such da ta was developed by the M&E specialist under the broader support of the associate partner, CINDE . According to the project docum ent, the total budget allocated for M&E over the three-year project period is US$264,948, or roughly 5% of the total budget. The M&E specialist stated that this relatively small budgetary allocation forced the project to create an extrem ely efficient system that has been able to capture and report th e statistical data required by US DOL. This system required the full cooperation and support of the implementing partners to collect and enter th e data. Challenges in establishing the M&E system are discussed in Section 3.2.4.

3.3.4 Opportunities to Share and Exchange Experiences

The project has established a successful mechanism for coordinating and exchanging experiences among the 13 different implem enting partners/NGOs, under the guidance and leadership of the project's ed ucation and M&E specialists. EpC coordinators (representing the implem enting partners) participate in monthly meetings with the educatio n and M&E specialists in person or via the internet/Skype. The EpC coordinators view these monthly meetings as extremely helpful in staying connected with the larger project as a whole. In addition to the monthly meetings with the spec ialists, EpC coo rdinators hold m onthly m eetings with the EpC f acilitators who work under the direct supervision of that coordinator (each EpC coordinator supervises an average of eight facilitators). Still, m any of the coordinators and facilitato rs noted that the project should provide more opportunities for exchanging experien ces between the different regions. They also suggested an extensive list of topics for follo w-up training, including further training on QL

methodology. More specific inform ation on commun ity-based versus school-based EpCs is provided in the next section.

3.3.5   Community-based EpCs versus School-based EpCs

The evaluator visited three comm unity-based EpCs and three school-based EpCs. The question of which model worked best was posed to E pC facilitators and coo rdinators. The project's education s pecialist an d education adviso r were also asked to give in sight. There was general agreement am ong the interviewees that both types of m odels have their advantages and disadvantages; no one would iden tify one model as being bette r than th e ot her. Table 6 summarizes their comments.

Table 6: Community-Based versus School-Based EpCs: Advantages and Disadvantages

Community-Based EpCs	School-Based EpC
Advantages: • Benefit from the support and infrastructure of the community-based organization, which often provides integrated services to families (counseling, etc.) and/or access to other community programs • Greater opportunity to get to know the students and their families • Community ownership and pride; greater support from parents and community leaders • Students can more easily access other programs administered in the community once the EpC program ends	*Advantages:* • Benefit from the support and infrastructure of the school community, including counselors and social workers • School ownership and pride • More opportunities to show the benefits of the EpC educational intervention • More contact/interaction with the regular teaching staff and opportunities to share methodology used in the EpCs • With time, schools are allies, which can open up the door to having a school-wide influence on teaching methodologies
Disadvantages: • Less opportunity to interact with regular school teachers or obtain their support • EpC students come from various schools, which is more difficult to coordinate • Community centers are also multifunctional, so at times EpCs have been displaced for a function that pays for the community space	*Disadvantages:* • Space in school is often limited and EpCs are often pushed out of their space or have to share it with another class • Some teachers complain that all of the singing and games are distracting to the regular classrooms • School holidays interfere with continuous service (there are more school holidays than community-wide holidays)

3.3.6   Cost-sharing Adjustments

In December 2008, USDOL inform ed POA th at its sub contractors (im plementing partners/NGOs) are not allowed to provide m atching contributions to projects funded by OCFT. This required an adjustm ent in all of the subc ontracts that the project had signed to rem ove matching contributions. During the field interviews, project management explained how the cost-sharing adju stments have affected them . At the conceptual phase of the project, the m atching funds required by the project design were to co me from the im plementing partners. These funds

were not n ecessarily cash resou rces, but rather a total value of   additional resources that the partners would provide to the project. Examples included refreshments, building space, and other in-kind contributions.

According to headquarters staff   from POA, the change in polic   y will not affect the overall success of the project.   They are confident th   at they will find additio   nal donors to raise the US$600,000 in matching funds and are currently following up on some promising leads.

3.4   IMPACT

3.4.1   Impact on the Project's Direct Beneficiaries: Children Participating in the EpC Program

Children, p arents, Ep C facilita tors, regu lar cl assroom teache rs, and   project staff were interviewed regard ing th e project's impact on direct beneficiar ies. Discu ssions were held with large and sm all groups of EpC child participants   at six different EpC sites, for a total of 84 children interviewed. All of the children were enthusiastic and sincere about their experiences in the EpC program . The children described how   the EpC program   m ade learning fun and interesting. They discussed how they now understood that to achieve their goals, they needed to study, and that work could wait un   til they were older. Equally im portant, they discussed how their parents now wanted them to be in school, rather than at work.

Parents spo ke of the positiv e im pact of the program and their childre n's newf ound intere st in learning. They gave num erous ex amples of their child ren's attitude before the E   pC program intervention, and af ter p articipation in the pr ogram. Their children were happier and "always singing." Their children's grades and conduct had improved in school, and for the first tim e their children had professional goals for what they wanted to be when they grow up.

The facilitators describ ed the transf ormation they witnesse d in the children attending the EpCs, from the first weeks w hen the children were resist ant to r outines and stru cture, to subsequent weeks when they becam e cooperative and wi lling participants. The   children becam e m ore confident as tim e went on and were able to e   xpress their feelings more openly because of improved interpe rsonal skills. Fac ilitators also di scussed how t he pr ogram had affected the children's academic progress in their regular cl assrooms, as shown by improved grades in m ath and language arts, during their   participation in the EpC progr   am. They noted that this improvement could be due, in part, to the   children becom ing m ore organized with their homework.

Interviews were conducted with 17 teachers and/or school principals whose students attended an EpC program in Bogotá, Cali, or   Cartagena. Of these, 16 re   marked that they had noted a difference in the academic progress of these students, as well as positive changes in behavior and attitude. For exa mple, they noted that the child ren were cooperating m ore with their classm ates, listening to their teachers, were m ore respon sible, and m ost im portantly, had a des ire to learn. Only one teacher ob served no ch ange in one particular student   who participa ted in the EpC program, and described the numerous psychosocial issues facing this child.

The education specialist discussed her observations of the EpC program and its positive im pact on the participants. She describe d the students during the first weeks of the program, arriving with resistant, distrustful, and a t times, violent attitudes. After one m onth in the E pC program, she saw a change in their entire dem eanor and interest in learning. She recognizes, however, that quantitative data are needed to back up her te stimony, as well as those of the facilitators , teachers, parents, and s tudents. Th e education and M&E specialis ts are working together to measure EpC participants' academ ic progress in m ath and language arts. This quantitative assessment began with Cohort 2A[16] (students enrolled in the EpC program from September 2008 to June 2009); results were not available at the time of the midterm evaluation.

3.4.2   Impact on Parents of Children Participating in the EpC Program

A total of 33 parents were interviewed regarding the effect of their children's participation in the EpC program on their own attitude toward child la bor. Numerous respondents testified that their attitudes were changing. They shared that they had worked as children and that child labor was a widely acceptable cultural practice. They agreed that their children should focus on their studies and wait to work until after they achieve their academic goals.

The M&E specialist discussed the project's efforts to measure the impact on parents' knowledge and attitudes toward ch ild labor issues. The project condu cted the Knowledge and Attitudes Perceptions (KAP) survey am ong parents to provi de quantitative im pact data. A baseline KAP survey was administered to Cohort 1; the KAP survey for that group was used as an indicator for focusing parent awareness efforts.

A baseline KAP survey was adm inistered to a sample of parents from Cohorts 2A and 2B, and a follow-up s urvey will b e adm inistered to a rand omly selected sam ple of parents at the end of each cohort period. The same procedure will be followed for the final project cohort (Cohort 3).

3.4.3   Impact of EpCs and QL on Teachers and Facilitators

EpC f acilitators are dir ectly re sponsible f or implementing the EpC pr ogram. All f acilitators received training on the EpC program and m ost[17] received the QL training it is b ased on. In addition, approximately 217 teachers from regular classrooms attended a two-day QL training.

Facilitators described the EpC tr aining as e ssential to im plementing the program, and identified the QL traini ng as critical to understanding th e teaching methodology. The facilitators described a lifelong impact from having participated in th e EpC program and its high standards for quality education. Facilitators described children from the m ost vulnerable populations that were transformed from disinterested st udents into highly engaged learne rs. This was due, in part, to

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[16] Each *cohort* is de fined as a gr oup o f c hildren or project bene ficiaries t hat we re wi thdrawn or p revented f rom exploitive ch ild lab or and pro vided direct ed ucational serv ices in a p articular fiscal an d sch ool calen dar year. In Colombia t here are t wo aca demic school calendars: (1) September t o June i n C ali a nd Val le Departments—the project refe rs to t his sc hool cal endar as Cohort A; (2) Feb ruary t o November i n all ot her geographic areas o f Colombia—the project refers to this school calendar as Cohort B.

[17] Some of the facilitators who receive d the QL training have since moved on to other positions. Their replacements will attend the next available QL training (scheduled for September 2009).

the facilitators' steadfast belie f in each ch ild's potential, and that given the righ t opportunity these children could blossom. The facilitators explained that the QL methodology provided these children with the too ls to succeed . They stated that even if they d o not continue as EpC facilitators, they most likely will remain in the field of education and will continue u sing the QL methodology.

Interviews were condu cted with 13 teachers who attended the two-day QL workshop. All of the teachers described the training team from the Dom inican Republic as ou tstanding and extremely professional. Two teachers stated that the QL m ethodology is o ne of several sim ilar methodologies that use learner-centered teaching approaches. For th ese teachers, the QL training added som e additional ideas to t echniques that they already applie d in their cla ssrooms. All of the other teachers stated that the QL traini ng "transformed" their teaching m ethodology. One group of teachers interviewed in Cali was convinced that the QL methodology leads to improved educational quality, w hich ultim ately benefits the student. They strongly suggested that a controlled research study be conducted between a school that fully im plements the QL methodology and one that does not, in order to m easure the impact on academic achievement as well as behavioral change.

3.4.4   Impact on Implementing Partners/NGOs

As m entioned in Section 3.2.2, the NGOs that ar e im plementing the EpC program s have been providing services to the targeted communities for a combined average of 28 years. For some of these community-based organizations, the *Edúcame Primero Colombia* project provided the first opportunity to offer services aim ed at reducing or eliminating child labor. For others, while they may have previously addressed child labor issues, this was the first time that they implemented a well-structured educational program using i nnovative teaching methodologies. The eight NGOs that were interviewed descri bed a newfound confidence to disc uss and advocate for quality education program s that help to elim inate chil d labor. They intend to sustain their advocacy efforts on is sues regarding child lab or and child ren's rights to qua lity education. This may also have a "ripple" effect, since m any of thes e NGOs wor k collaboratively with other local community groups and their programs.

3.4.5   Impact on Government or Policies Affecting Education and Child Labor Issues

At midterm, the *Edúcame Primero Colombia* project is in a p osition to discuss and ad vocate for system-wide change on education and child labor issues with local and national governm ent authorities, based on W /P data retrieved from Cohort 1 (in the March 2009 T PR). Prior to collecting this data, the project kept authoritie s from the Ministry of Social Protection, the Ministry of Education, and ICBF informed of ongoing activities. The project is better prepared to move forward with advocacy/sustainability work based on quantitative data, but much of the data will not b e analyzed an d available until the pro ject is near com pletion. This is ano ther problem raised by the M&E specialist with such a short overall project time period—the project is nearly over just as the data are becoming available.

3.4.6   Impact of Project Activities on Education Quality

The Nation al Stra tegy has identif ied the im provement of education quality as one im   portant factor in th e effort to elim inate WFCL. The   *Edúcame Primero Colombia* project's quality educational com ponent is the QL m ethodology de scribed in Section 3.1.6. So far, a total of 217 regular classroom teachers have received QL training.

Educators who received training on the QL m ethodology spoke passionately about its im pact on educational quality. As reported in Section 3.4.   3, teachers who received the QL training have become advocates for training additional teachers or even entire schools in the QL methodology to im prove the quality of edu cation throughout Colom bia. Public school principals who were interviewed in Car tagena and Ca li were very inte rested in rec eiving QL train ing based on the feedback given by their teachers trained in this methodology.

The project's education specialis t stated that more efforts w   ould be m ade by the project to introduce QL m ethodology into teacher training   schools, as well as providing m   ore QL workshops for teachers. The eventual goal would be   to have a national QL trainin g team that could p rovide worksho ps to large num bers of teachers. (T he QL m ethodology is copyrigh ted; only established franchises can legally offer QL training.)

While the *Edúcame Primero Colombia* project is planning on expa   nding the QL training and advocating f or its ins titutionalization on a wider lev el, th ere ar e no current project plans to quantitatively measure its impact on educational quality. However, th is may be of interest to the *Universidad del Norte* (UniNorte), one of the implem   enting partners/NGOs. During the field interviews, UniNorte mentioned the   ability to follow up on a num ber of research questions, including the im pact that the QL m   ethodology ha s had on educational qua   lity in the regular classroom.

3.4.7   Emerging Trends That May Increase Overall Project Impact

Quality education is a p riority that is sta ted in Colombia's general education goals, as well as in its Na tional Stra tegy to elim inate W FCL. The *Edúcame Primero Colombia* project is carrying out activities in support of this national priority, but se veral governmental and nongovernmental stakeholders commented that th e p roject had not openly shared its activ   ities or results. The project responded to this finding   by stating that it has m   ade num erous efforts to involve or inform stakeholders, including (a) 24 presen   tations to local and national governm   ent representatives, (b) at least eight s pecial inv itations f or go vernment officials to attend a project workshop or visit an E pC site, and (c) distribution of EpC m aterials to government officials at the Ministry of Education, the Secretary of Educ ation in Bog otá, and the ICBF. In addition, th e project has informed stakeholders that the EpC materials are published on the Internet.[18]

As m entioned in the previous   section, the project has, among   its im plementing partners, the *Universidad del Norte*. UniNorte is interested in using project data to study the long-term impact of the project. In an inte   rview, UniNorte st aff discussed their prelim   inary res earch ideas,

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[18] Available at http://www.devtechsys.com/services/DOLColombia.cfm.

including p ermanence of the child's W   /P from W FCL, as well as   the im pact of the QL
methodology on educational quality. As UniNort e is not dependent on project funds to provide
this follow-up research, they have the ability to   conduct an im pact analysis after the form   al
project has ended.

3.4.8 The Project's Work with Local Government

At the tim e of this m idterm evaluation, the *Edúcame Primero Colombia* project was beginning
more concerted efforts to work with m   unicipal governm ents on adopting strategies to address
child labor issues and to prom ote support of the EpC program s. Specifically, the M&E team has
provided the municipalities of Bogotá and Samacá with technical assistance for creating a system
to monitor the progress of child labor elim ination within their districts, in support of the larger
National Strategy. Additionally, the local NGOs   are m   embers of municipal child labor
committees that work in support of the National   Strategy. Thus far, the local comm ittees have
served mostly as an advocacy platfo rm, but m ore specific strateg ies in support of the National
Strategy are planned. Further d   iscussion of th e sustain ability of EpC program s appears in
Section 3.5–Sustainability.

3.4.9 Overall Response to EpCs

Based on the evaluation field interviews, the foll owing is a summ ary of t he overall response to
the EpC program as a valid m   ethodology to com bat child labor and im   prove the quality of
education.

Local officials from the Secretary of Educatio n in Bogotá, Cali, and   Cartagena described the
EpC m odel positively in te rms of its succes s in withdrawing and preventing children from
WFCL. The representative from   Bogotá stated that the met   hodology of providing a quality
education program during the opposi ng school shift is key to com bating child labor. The other
representatives from Cali and Cartagena agreed . However, they all con sider cost to be a m ajor
obstacle to adopting such a prog   ram. They suggested increasin g the visibility of the EpC
program by openly sharing its m ethodology and by reporting its m easured im pact on W /P, as
well as educational quality, in order to gain support for future sustainability.

The im plementing partners were overwhelm ingly positive about the EpC program s during the
field interviews. They were convinced, based   on the qualitative an d quantitative evidence
(testimonies as well as W /P data) that the EpC program s were succes sful at with drawing and
preventing child ren from WFCL, as well as   promoting lif e skills f or students to exce   l
academically. Their big gest concern was the sustainab ility of these efforts, given th e short-term
nature of the EpC intervention.

3.4.10 Impact of Project Activities/Strategies on Children Under Extremely Vulnerable Conditions

The *Edúcame Primero Colombia* projec t ta rgets children in extrem ely vulnerab le condition s,
including child victim   s of commercial se   xual exploitation. T   he local implem   enting
partners/NGOs have a long history of serving this population; their efforts have been

instrumental in gaining access to thes e children and enrolling them in the EpCs. Interviews with the NGOs identified three m ajor areas of concern that impact their work with this population: (1) the short length of the inte rvention, (2) inadequate psychosocial training for EpC facilitators and coordinators, and (3) inconsistencies in W/P data.

Regarding the length of the inte rvention, virtually all EpC facilita tors and coordinators working with this vulnerable populati on stated that one year was   not enough tim e to perm anently withdraw/prevent children from commercial se xual exploitation and pr ovide the m with th e support they need to succeed academ ically, soci ally, and psychologically. W hile the NGOs can provide some of the nec essary integrat ed se rvices, they m entioned tha t the *Edúcame Primero Colombia* project should support the educational intervention for a longer period of time.

The im plementing partners/NGOs also expresse d concern that the project was not providing uniform training on strategies for working with children who com e from extrem ely vulnerable conditions, including victim s of co mmercial sexual exploitation. W hile several NGOs have provided ad ditional psy chosocial tr aining for EpC f acilitators and coor dinators, the se have not been proje ct-wide ef forts. EpC f acilitators com mented that m ost of the child ren in the EpCs come from vulnerable conditions (not just victims of commercial sexual exploitation). They have felt unprepared to handle what one facilitator described as "t he best 25-m ember gang you could put together."

In addition to concerns regarding unifor m training strategies, the NGOs wo rking with victims of commercial sexual exp loitation pointed out in consistencies in the collection of th e W /P data. They explained that if a child is identified as a victim of such an activity, the NGO is obligated to take action to protect th at child. This resu lts in a total withdrawal from the exploitive situation, including withdrawal from the fa mily and obviou sly the EpC. The project considers children as "withdrawn" if they have regained their rights and are no longer under the care of their parents.

3.5   SUSTAINABILITY

3.5.1   Project's Exit Strategy and Sustainability Plan

The *Edúcame Primero Colombia* project created a m atrix to outline its plan for s   ustainability (see Annex H). The m atrix mentions the conditions for sustainability, th e action needed by the institutions and partners, the process for m onitoring the progress of these actions, and the status of the sus tainability elem ents. It d oes not, ho wever, outline who will be respons   ible for the specific actions mentioned, or when these actions should be completed. Interviews with associate partner representatives, key project staff, a   nd directors of the local NGOs (i   mplementing partners) revealed that project sustainability was the ir major c oncern. They commented that in order to support the project's sustainability effo   rts, they need a detailed plan w   ith a clear timeline, specific activitie s, and the iden tification of specific subgrou ps that should carry out these actions.

3.5.2   Progress on Leveraging Resources for Sustainable Funding

At midterm, the *Edúcame Primero Colombia* project has made a number of efforts to leverage non-project resources in search of sustainable funding. The project director reported that, following meetings with various governmental and non-governmental organizations, unsolicited proposals were sent to a number of these contacts, including the U.S. Agency for International Development (USAID), the Secretary of Education in Bogotá, the Ministry of Education, the Restrepo Barco Foundation, the Mamonal Foundation, the *Compartamos con Colombia* Foundation, and various municipalities of Bogotá and Boyacá. To date, these efforts have not resulted in any specific funding in support of *Edúcame Primero Colombia* project activities or the EpCs. However, some of these contacts have led to other promising leads that the project director and her assistant are currently pursuing.

According to representatives from DevTech and Mercy Corps, coordinated efforts to leverage resources that also involve their organizations' help and contacts are not being pursued. They expressed concern that too little is being done in the area of sustainability and that they are ready and willing to help.

The project was able to successfully obtain outside funding worth US$45,656 to implement the EpC program in Boyocá. This funding was not solicited, but rather, was provided by ICBF when it approached the *Edúcame Primero Colombia* project to become an implementing partner. Even so, it represented the project's first outside funding source in support of project activities. This collaborative effort could serve as a model for obtaining future funding from ICBF or other government entities.

3.5.3   Challenges and Opportunities for Maintaining Coordination with Government Entities

At midterm, the *Edúcame Primero Colombia* project has been in regular contact with representatives from the key governmental institutions directly responsible for addressing child labor issues in Colombia. Some of this coordination has been through CIETI, while other efforts have been directly through the Ministry of Education, the Ministry of Social Protection, and the ICBF (see Section 3.1.9). The governmental institutions interviewed for the midterm evaluation recognize the contribution of *Edúcame Primero Colombia* toward implementing a quality educational intervention during the opposing school shift, as well as its success at withdrawing and preventing children from WFCL. They also recognize the value of the M&E system that was developed and put into place to provide reliable statistics. The opportunity exists, therefore, to build institutional capacity to carry out this type of educational intervention and to establish a reliable system to monitor its impact.

While the project has included representatives from key governmental institutions at both the national and municipal levels, this involvement has not resulted in concrete action in direct support of its programs. The project's education specialist stated that, so far, the project has only sought informal government support for the EpC programs, but has not sought formal institutional backing (written or financial) for project activities. Representatives from Mercy

Corps stated that form al letters of comm itment from key governm ental institutions are key to promoting sustainability efforts.

3.5.4 Challenges and Opportunities for Coordinating Efforts with International NGOs

The COETI group described in Section 3.1.9 has provided th e opportunity for coordination between the *Edúcame Primero Colombia* project and other inte rnational NGOs. COETI has allowed the organizations to work together on specific efforts in support of the National Strategy. It has also provided the platform to coordinate efforts between organizations that are providing similar direct services, as in the case of the *Edúcame Primero Colombia* project and Telefónica's Pro-Niño project. Through the efforts of COETI, th ese two projects ag reed to targ et different areas for intervention.

At the same tim e that cooperation exists betw een the international NGOs in s upport of the National Strategy, there is som e also degree of resistance to com bining efforts. The *Telefónica Foundation*'s representative stated that even though both projects are targeting the sam e target population for an educational inte rvention, a joint inte rvention would be difficult. She reasoned that each project h as its own ideas about what works best. She adm itted to not being fa miliar with the EpC program or the QL methodology and suggested that *Edúcame Primero Colombia* openly share its m ethodology and results so that others will have a greater understanding of the project's purpose and programs.

3.5.5 Challenges and Opportunities for Coordinating Efforts with Local NGOs

The very co rnerstone of the *Edúcame Primero Colombia* project strategy cen ters on its work with the local NGOs. At the time of the m idterm evaluation, 13 NGOs were serving as implementing partners to carry out the work of 184 EpCs.

As m entioned previously, these NGOs offer a wea lth of experien ce in the provision of social service programs to target communities. Their lo ngstanding relationship with these c ommunities has allowed the project to begin implem enting the EpCs imm ediately. So me of the NGOs have also supported the EpCs by providing integrated se rvices that address som e of the psychosocial issues impacting the beneficiary fam ilies. Section 3.2.2 describes the impact the project has had on building the capacity of these NGOs to serve as advocates for the elimination of child labor, as well as provide f uture quality e ducational interven tions that a re ef fective with vulnerab le populations.

Coordination with the local NGOs also has brought som e challenges. The M&E specialist mentioned that the large number of different organizations administering the survey and entering the data has increased th e chances for data error. It has been a challeng ing process to train NGO staff in both the data collection techniques and the database program . Th ese efforts h ave been ongoing due to the continual staff turnover experienced by the NGOs.

3.5.6 Concrete Steps to Promote the Sustainability of the Project

The stakeho lders' m eeting held at the end of th e f ield inte rviews p rovided an opp ortunity to gather specific suggestions for promoting the sustainability of the project. The following is a summary of the suggestions for sustainability made during this meeting:

- Designate one person in the project to coordina te susta inability ef forts, pref erably the project director.

- Create a perm anent advisory group dedicated to project sustainability efforts, under the coordination of the project director.

- Have the project director m eet with national as we ll as local government officials to seek their formal support.

- Have the project director wo rk collaboratively with the lo cal NGOs to m eet with local entities suggested by the NGOs.

- Provide further support and direction to   the NGOs to begin working on concrete sustainability efforts.

- Provide data/evidence of the project's impact to present to potential donors.

- Involve universities in providing ongoing M&E support.

- Create a webpage to increase th e project's vis ibility and pro vide a pla tform to share the project strategy, tools, and results.

- Create a plan for seeking international fundi ng from organizations such as USAID and IDB.

- Collaborate with other international or na   tional agencies that   could provide food donations.

Further recommendations to prom   ote sustai nability can be found in Section VI, Recommendations.

IV   LESSONS LEARNED/BEST PRACTICES

At m idterm, it is too e arly to es tablish a d efinitive list of lessons l earned and best practices; however, th ere are some prelim inary lessons learned that can be reported and a pplied to th is project, as well as future pr ojects designed to com bat expl oitive child labor through an educational intervention.

- As a part of larger efforts such as the COETI group or the Nation al Comm ittee to Eliminate the W orst Forms of Child Labor, the *Edúcame Primero Colombia* project has been able to coordinate and contribute dir ectly to efforts designed to strengthen the overall National Strategy.

- Lasting change regarding something as complex as child labor is not likely to be achieved by an education intervention that only lasts ten months. A longer educational intervention is needed to achieve permanent withdrawal and/or prevention from child labor.

- Implementing a quality educational interven tion offered during the opposing school shift is an effective strategy to combating exploitive child labor.

- Educational interven tions designed to com bat child labo r will be m ore effective if they provide a nutritious sna ck for children, address the psychosocia l needs of f amilies, and integrate a well organized pare ntal education component to reinforce the concepts taught to children.

- Awareness raising as a project component should be seen as a process of social and cultural transfor mation, and not just as a se ries of isolated activities. An effective awareness-raising strategy needs to be both comprehensive and strategic.

- Partnering with local NGOs that have a l ong-established history of working with vulnerable populations is an effi cient and effective strategy of integrating the targeted beneficiaries into the EpC progr am, as well as providing additi onal services to help meet the psychosocial needs of these vulnerable populations.

- Involving local universities with the project's implem entation can create a sustainable research component that can study the long-term impact of the project with regard to the permanence of the child's withdraw al or prev ention from exploitive child labor, as well as the impact on education quality.

- An M&E system that depends on num erous data collectors and data entry personnel scattered throughout the targeted co mmunities requires extra diligence on the part of the M&E specialists. Direct and perm anent assi stance should be provided to im plementing partners throughout the project period to ensure the accurate collection and entry of data.

- Poor education quality is cons idered one of the f actors associated w ith school desertion and child labor. Providing trai ning on innovative educational methodologies for regular classroom teachers, such as QL, m ay help improve education quality, which may lead to

higher W/P rates as well as re tention rates. However, a quan titative assessment must be developed and integrated into the project des ign to accurately measure the true impact of this methodology.

- A sustainability plan created with input fr om project stakeholders can help generate commitment and action.

- M&E information that is m ade available throug hout the project form s an integral part of sustainability efforts because it p rovides evidence of p rogress and achiev ement of established goals.

V   CONCLUSIONS

5.1   RELEVANCE

1. **Project's Relevance to TBP Goals and EI Goals:** By implem enting an educational intervention whose prim ary goa l is to withdr aw and prev ent ch ildren from W FCL, the *Edúcame Primero Colombia* project is directly supportin g the National Strategy and its TBP goals. The project strategy also supports   the five strategic goals of USDOL EI projects by im proving access to, qu ality of, a nd the relevan ce of education through the EpC educational model and the QL methodology.

2. **Project's Contribution to the National Strategy:** The project uniquely addresses the guidelines of the National Strategy fo   r Combating WFCL by e   stablishing and implementing a quality educational inte rvention that withdraws/pr events child ren f rom WFCL, and by introducing innovative and effec tive teaching strategies into the regular classroom. The project is also successfully   collaborating in its support of the National Strategy by coordinating efforts with other international NGOs.

3. **Appropriateness of the Educational Intervention, EpC:** The EpC model applies an active, participatory and le arner-centered approach base d on the QL m ethodology. The EpC m aterials have been appropriately adap ted for the cultural, econom ic, and political context of the country.

4. **QL's Contribution to the EpC programs:** QL for ms the foundation of the EpC methodology. It would be rem iss to im plement the EpC program   without form al QL training that equips facilitato rs with the knowledge base need ed to effectively carry out the program.

5. **Project Design Issues that Could Affect Its Overall Success:** A quality educational intervention offered during the opposing sc   hool shift is an im   portant strategy i   n combating WFCL. Strengthening or m   odifying several aspects of the educational intervention, including a l   onger duration for the educati   onal intervention, a parent education com ponent, a nutritious snack   during the EpC session, and psychosocial training for EpC facilitators, could increase the project's overall success,.

5.2   EFFECTIVENESS

1. **Identifying the Target Population:** The project has success fully targeted and integrated children who are working or at   risk of working in exploitive   child labor, as defined by ILO Convention No. 182 and Colombian Resolution 1677. This includes child victims of commercial sexual exploitation, domestic service, street work, recycling, and mining.

2. **Monitoring and Evaluation System:** The p roject's M&E system has su   ccessfully designed and implemented a practical and effective system for tracking the work status of children as well as co llecting and reporting reliable withdraw al and prevention data. The M&E system recognizes the m argin for hum an error and has appropriately addressed

these by pr oviding add itional tech nical ass istance as we ll as ad justments bas ed on the first year's experience. The issue of frequent staff turnover in the NGOs requires ongoing oversight and training to ensure reliable data collection and data entry.

3. **Withdrawal and Prevention Target Numbers:** The project did not achieve its W /P target numbers for 2008, but it appears to be on track in m eeting the total W /P target of 10,200 children by the end of the project in Decem ber 2010. Even though these numbers are likely to be reached, the permanence of the children's withdrawal or prevention from WFCL is in question given the short duration of the intervention.

4. **Awareness-Raising Strategy:** The project's awareness-rais ing strategy has not been comprehensive or strategic, pa rtly due to the lim ited f unds available to carry out this component. This has resulted in a series of isolated awarene ss activities done in collaboration with other projects focusing on child labor is sues, r ather than an in tegral process aimed at social and cultural transformation.

5. **Project Management and Coordination with Associate Partners:** The project has successfully brought together an effective project staff re presenting all four project associates, each offering different areas of expertise. Th e education and M&E spec ialists provide consistent and important direct assistance to th e implementing partners to carry out th e edu cational intervention a nd M&E a ctivities. Gr eater coo rdination is ne eded between associate partner organizations (P OA, DevTech, Mercy Corps, and CIN DE), as well as implementing partners/NGOs, to plan and execute a concrete sustainability plan.

5.3   EFFICIENCY

1. **Cost-efficiency:** The co sts asso ciated with im plementing the EpC program m ay be the greatest b arrier to its s ustainability, even though these costs ar e reasonable given the expected outcome. Costs could be reduced through the direct implementation of the EpC programs by the im plementing partners/NGOs, but technical assist ance m ay still be needed by an outside expert in the areas of M&E and educational methodology.

2. **Efficiency of Project Strategy:** Implem entation of project com ponents through the implementing partners/NGOs is an efficient and effective model. These local NGOs have a long-established history of working in the targeted communities, saving the project time and resources to estab lish the necessary contacts and trust of the targ et populations. They also add their institutional support in providing integrated services to the most vulnerable populations.

3. **Community-based vs. School-based EpCs:** There is no sp ecific conc lusion reg arding whether a comm unity-based or school-based E pC m odel s ite works better. Both have their advantages and disadvantages. School-based programs offer a greater opportunity to influence the larger school community with innovativ e teaching m ethodologies, as well as provide closer follow-up on the child's academic and s ocial progress. Community-based programs have a greater sense of community pride, ownership, and participation. It often depends on the particular circum stances of the i mplementing partner and the

targeted community in deciding whether to establish a school-based or community-based EpC. A comparative study m easuring impact m ay help determ ine if one m odel is m ore effective or efficient than the other.

5.4   IMPACT

1. **Impact of EpCs on Direct Beneficiaries:** The EpC progra m has had a definite positive impact on t he direct beneficiaries. This impact goes beyond the imme diate withdrawal and prevention from WFCL; it has served to improve participants' se lf-esteem, regular school conduct, and possibly academic progress.

2. **Impact of EpCs on Parents:** The greatest im   pact on parents has been their acknowledgement of the benefits that the EpC program brings to their children, as well as some level of awareness regarding child labor issues and children's rights to education. The i mpact on parents could be strengthene   d with a structured parent education component that parallels the values and skills emphasized in the EpC program.

3. **Impact of QL on Education Quality:** Early qualitative feedback suggests that the QL methodology has been well received and appears to be effe ctive in improving the quality of education in the regular classroom; however, more quantitative assessments need to be carried out to formally determine its impact on educational quality in the classroom.

4. **Impact of Project on Implementing Partners/NGOs:** The EpC program has strengthened the local NGOs capacity to pr   ovide services aim ed at reducing or eliminating child labo r, as well a s their ab ility to im plement a we ll structured qu ality educational program. They remain sustainable advocates regarding child labor issues and children's rights to education, as well as promoters of quality educational programs.

5. **Impact of Project on Local Government:** The project is just now beginning to work with m unicipal governm ents and t heir effort s in supporting the Na tional Strategy. The project's assistance in establishing M&E systems to monitor child labor is im portant, but its impact so far is inconclusive.

6. **Impact of Project on Children Under Extremely Vulnerable Conditions:** The project, through its implem enting partners, has reached children who have been victim s or a re at risk of becom ing victim s of comm ercial se xual exploitation. In order to serve this extremely vulnerable population more effec tively, the project m ust support integrated services that address the psychosocial issues these children and their families face.

5.5   SUSTAINABILITY

1. **Sustainability Plan and Leveraging of Resources:** The curren t sus tainability matrix/plan provides som e general stra tegies to ensure the pr oject's sustainability, but it lacks the specificity of a true action plan towards this goal. So far, the project has carried out a number of activities to leverage resources, but these appear to be a series of isolated

efforts rather than part of a strategic plan in search of sustainable funding. To date, these efforts have not led to additional funding.

2. **The Local NGOs:** The im plementing partners/NGOs are not part of a for mal sustainability plan, yet their involvem ent in *Edúcame Primero Colombia* may be one of the m ost su stainable elem ents o f th e project. The local NGOs have been an im portant force in the targ eted co mmunities f or m any years; the ir on going invo lvement in c hild labor issues, as well as training received in quality educational interventions, equips them with skills and knowledge that can be applied to future projects. T hey also rem ain sustainable advocates regarding child labor issues and children's rights to education.

VI   RECOMMENDATIONS

6.1   FIVE KEY RECOMMENDATIONS

The following five key recomm endations ar e critical for successfully m eeting th e *Edúcame Primero Colombia* project objectives:

1. **Project Sustainability:** Create a Sustainability Comm ittee, under the leadership of the project director that is speci fically responsible for leveragi ng the resources necessary to ensure the s ustainability of the pro ject as a whole, and the EpC pr ograms in particular. The comm ittee should be m ade up of representa tives from the four project associates (POA, DevTech, Mercy Corps, and CINDE) and the key implem enting partners/NGOs. The comm ittee's goal should focus on the creation and execution of a detailed sustainability plan with a clearly articu lated tim eline, specif ic a ctions, and the identification of comm ittee subg roups that will carry out thos e actions. P roject sustainability strategies should involve nationa l actors, such as the Ministry of Social Protection, the Ministry of Education, and th e ICBF, as well as local governm ental and nongovernmental actors. such as municipal coun cils, elected official s, departm ents of social service and education, busin ess orga nizations, and child labo r comm ittees. The involvement of local governm ents is particul arly im portant for project sustainability, given the decentralized nature of health and education funding within Colombia.

   The cost-efficiency of the EpC program s also must be taken into acc ount, as cost appears to be a m ajor barrier to project sustainabi lity. W ith this in m ind, the comm ittee m ight incorporate specific actions into its tim eline that enable local governm ental entities or local NGOS to assume m ore responsibility for the technical aspects of the Ep C implementation. For example, NGOs could administer the training for the EpC m odel, as well as car ry out th e f ollow-up M &E of the beneficiaries and pr ogram as a whole. Increased NGO involvem ent may be the m ost feasible way of sustaining the Ep C program over the long term . In addi tion, the committee should investigate the possi bility of establishing a nationa l QL training team in order to further reduce the overall costs of the EpC program.

   USDOL can support project efforts to ensure su stainability and leverage resources in the following ways:

   - Review USDOL policies to determ ine what constitu tes acceptable m atching funds, donations, and contracts in order to m aximize the project's opportunities to obtain the necessary funding to sustain project activities. For exam ple, USDOL ca n facilitate the ability of th e project to enter in to agreements with government entities and other local funders that will contri bute to adopting the project methodologies and promoting the child labor agenda.

   - Clear the w ay for permitting USDOL funding for nutritious, convenient snacks for EpC participants to support the clearl y established link be tween good nutrition and enhanced learning.

- Provide the necessary tec   hnical assis tance and follow-up to ensu   re that the recommendations contained in this m idterm e valuation report are carried out in a timely and efficient manner.

2. **Parental Intervention:** Create a Parent Education Comm ittee, under the leadership of the proje ct's education specialist, that   can develop a com   prehensive program for systematically involving and educating pare nts whose children are   enrolled in an EpC. The committee should be m ade up of a subgrou p of the EpC coordina tors in addition to the project's education advisor from DevTech. The committee's goal should focus on the immediate developm ent of a parental e   ducation com ponent that can adm   inister workshops on child labor issues and children's rights to education, and provide additional support and education on the psychosocial iss ues facing fam ilies with abused children. As part of the paren   tal educatio n co mponent, this co   mmittee sh ould take into consideration existing resources that have been developed by IL O-IPEC, UNICEF, and other organizations that have developed pare nt programs designed to help eradicate child labor and complement the educational intervention for children. An incentive program for rewarding parental involvement and attendance also should be considered.

3. **Special Efforts for Children who are Victims of Commercial Sexual Exploitation:** Create a separate comm ittee, under the leadership of Mercy Corps, that can develop a clearly articulated and standardized plan for serving the specific needs of child victims of commercial sexual exp loitation. A s part of th is plan, th e comm ittee should include additional a wareness-level tra ining f or EpC f acilitators, as well as guidelin   es f or detecting and reporting such cas es of extrem e exploitation. The plan also should include training on how to create al liances with local NGOs who   are experienced in providing educational workshops and support serv ices fo r victim ized child ren an d their fam ilies. The comm ittee should consider developing   a s pecial prop osal for USDOL that would allow the project to lengthen the EpC inte rvention period for this population, as well as give special consideration when reporting W/P data on this particular subgroup.

4. **Child Nutrition:** Identify one or m   ore individuals within the   *Edúcame Primero Colombia* administration who will be responsible for leveragi ng the resources necessary to provide pre-packaged nutritious snacks to   children attend ing the EpCs that are cost-effective, hygienic, and easil y distributed. These individuals, under the direct supervision of the project director, s   hould exhaust every avenue fo   r obtaining national or local support for such a provision. USDOL should also consider the ways in which they can support this m ost basic com ponent of an e ducational intervention targeting vulnerable children.

5. **Duration of the Educational Intervention:** T o achieve p ermanent W/P from WFCL, USDOL should structure its SGA and budgets in   such a way that the direct beneficiaries have a longer educational intervention pe   riod. Experts in the field suggested an educational intervention period ranging from 18 m onths to 3 years in order to achieve permanent withdrawal and prevention from   exploitive child labor. Dem anding target numbers in the SGA for ce an accelerated intervention, com pressing it into a tim eframe that is too s hort to a chieve pe rmanent wi thdrawal or preventio n from WFCL. US DOL

either should extend the project's total tim eline or reduce the overall target num bers to allow for an educational intervention that is sufficient in duration to truly benefit children in the long term.

6.2   OTHER RECOMMENDATIONS

1. **Promotion of Child Labor Awareness:** Create a strategic outreach plan to   rais e awareness o n child labo r issues as well as   the overall efficacy of the EpC educational intervention, under the leadership of the project director . Awareness-raising strategies for government stakeholders might include the sharing of M&E data that provide evidence of progress and achievement toward establis   hed goals, as well as workshops on the educational m ethodology of the E   pCs. Awarene ss strategies at the comm   unity level might include specific community awaren   ess-raising events, workshops, or m   edia campaigns on child labor issues and children's right to education.

2. **Research on the Impact of QL Methodology on Educational Quality:** S upport research efforts, under the guidance of the M&E team, that will provide more quantitative data on the effectiveness and cost effici   ency of the QL educational m   ethodology, including its im pact on the ed ucational qua lity in the regu lar classroom . Network w ith research entities, such as the   *Universidad del Norte*, that can design and carry out such studies with out the nee d f or additional proje ct resource s. Utilize the resultant da ta, if positive, to secure future funding in support of the QL m ethodology and the EpC centers that implement it.

ANNEXES

ANNEX A: LIST OF DOCUMENTS REVIEWED

1. Colombia TB cooperative agreement

2. Colombia TB project summary

3. Colombia TB TPR March 08

4. Colombia TB OCFT comments on 08 March TPR

5. Colombia TB TPR Sep 08

6. Colombia TB POA response to OCFT comments on 08 Sep TPR

7. Colombia TB project revision #1

8. Colombia TB agreement with WV, Telefonica, ILO, and Save the Children

9. Colombia TB subcontracts letter

10. Colombia TB POA response to OCFT subcontracts letter

11. Colombia Noticia DOL April 08

12. Colombia TB Noticia DOL Aug 08

13. Colombia TB brochure

14. Project authorization signed by L. Harvey

15. Project document (Colombia FY07 Project) 03.31.09

16. Revised Table III. B (09 March TPR)

17. Colombia TB TPR March 09

18. Comité Inte rinstitucional Nacional, *Estrategia nacional para prevenir y erradicar las peores formas de trabajo infantil y proteger al joven trabajador 2008-2015*, Bogotá, Colombia, 2008.

ANNEX B: TOR/EVALUATION QUESTIONS

TERMS OF REFERENCE

for the Independent Midterm Evaluation of

Combating Exploitative Child Labor

Through Education in Colombia

Cooperative Agreement Number:	IL-16574-07-75-K
Financing Agency: Grantee Organization: Dates of Project Implementation:	U.S. Department of Labor Partners of the Americas, in association with DevTech Systems, CINDE, and Mercy Corps September 30, 2007–December 31, 2010
Type of Evaluation:	Independent Midterm Evaluation
Evaluation Field Work Dates:	May 26–June 8, 2009
Preparation Date of TOR:	May 18, 2009
Total Project Funds from USDOL Based on Cooperative Agreement:	US $5,099,463
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 cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over $720 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 80 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 child labor elimination projects generally seek to achieve five major goals:

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services;

2. Strengthening policies on child labor and edu cation, the capacity of national institutions to com bat child labo r, and form al and tr ansitional education system s that encourage children engaged in or at risk of engaging in exploitive labor to attend school;

3. Raising awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;

4. Supporting research and the collection of reliable data on child labor; and

5. Ensure the long-term sustainability of these efforts.

The approach of USDOL child labor e limination projec ts—decreasing the prevalence of exploitive child labor through increased access to education—is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

USDOL reports annually to Congress on a num ber of i ndicators. As these program s have developed, an increas ing em phasis has been placed on ensuring that the data collected by grantees is accurate and reported according to USDOL definitions.

In the appropriations to USDOL for internationa l child labor te chnical cooperation, the U.S. Congress directed the majority of the funds to support the two following programs:[19]

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

Since 1995, the US Congress has earm arked s ome $410 m illion to s upport th e International Labor Organization's Internati onal Program on the Elim ination of Child Labor (ILO/IPEC), making the U.S. Governm ent the leading don or to the program . USDOL-funde d ILO/IPEC projects to com bat child labor gen erally f all in to one of several cate gories: comprehensive, national Timebound Programs (TBP) to elim inate th e worst form s of c hild labor in a set tim e frame; less com prehensive Country Program s; sector-specific projects ; data collection and research projects; and internationa l awareness raising pro jects. In general, most projects include "direct action" com ponents that are interven tions to rem ove or pr event children from involvement in exploitative and hazardous work. One of the m ajor 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 assists in building a sustainable base for long-term elimination of exploitive child labor.

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[19] In 2007, the US Congress did not direct USDOL's appropriations for child labor elimination projects to either of these two programs. That year, USDO L allocated $6 0 million for child lab or elimin ation pro jects th rough a competitive process.

2. Child Labor Education Initiative

Since 2001, the US Congress has p rovided some $249 m illion to USDOL to support th e Child Labor Educ ation Initiative (EI), which f ocuses on the elim ination of th e worst f orms of child labor through the provision of e ducation opportunities. These projec ts are being implemented by a wide range of international and non-governmental   organizations as well as for-profit firm s. USDOL typically awards EI cooperative agreements through a competitive bid process.

EI projects are des igned to ensure th at children in areas with a high incidence of child labor are withdrawn and integrated into edu cational settings, and tha t they per sist in the ir 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, q   uality of, a nd relevance of education. W   ithout improving educational quality and relevance, ch   ildren withdrawn/preven ted from child labor may not have viable alternatives and could reso rt to oth er forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of wor k and/or a specific region(s) or support a nati onal Timebound Program that aim s to elim inate the worst forms of child labor in multiple sectors of work specific to a given country.

Other Initiatives

Finally, US DOL has supported $2 .5 m illion f or awar eness-raising an d research activ ities no t associated with the ILO/IPEC program or the EI.

Project Context

While child labor h as declined substantially in Latin America and the Caribbean in recent y ears, there are still 5.7 m   illion working girls   and boys who are under the m   inimum age for employment or are engaged in the worst form s of child labor. In Colom bia, the problem of child labor is compounded by extrem e poverty and ongoi ng conflict. Large num bers of children are believed to work in m ining, dom estic labor, co mmercial sexual exploitation, street work and commercial agriculture.[20] It is also estimated that 25,000 youth are victims of commercial sexual exploitation.[21] Children are recruited, som etimes forcib ly, into com bat; an estim ated 6,000 to 16,000 children are child combatants.[22]

Jobs perform ed by children are often dangerous,   illegal, or m orally objectionable, placing children a t consider able risk. In Colom bia, child workers generally m ake less than 50% of the official minimum wage.[23] Children engaged in expl oitive child labor often have low self-esteem, emotional anxiety, and distrust.[24] Access to quality education is limited, even though education is

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[20] Partners of the Americas, Project Summary.
[21] USDOL's 2 007 Findings on the Worst Forms of Child Labor, Colombia. http://www.dol.gov/ilab/programs/ocft/PDF/2007OCFTreport.pdf
[22] Ibid.
[23] Partners of the Americas, Project Summary.
[24] Ibid.

compulsory up to age 15. Many children are behind their grade level, due to late entry into school or dropping out, and family support for school is sometimes limited.[25]

USDOL ha s supported num erous initiatives in Colombia, having devoted approxim ately $9.4 million since 2001 to com bat child labor in the country. USDOL has devoted an additional $17.2 m illion since 200 0 to reg ional South A merican initiatives which included Colombia.[26] Among these projects is a $3.5 m illion, 4-year p roject implemented by World Vision to com bat exploitive child labor by im proving basic edu cation. The project ended in 2008, and withdrew and prevented 6,517 children from hazardous agricu lture and other for ms of l abor in th e municipalities of Funza and Mad rid, Cundinam arca. USDOL also funded a $7 m illion, 3-year inter-regional ILO-IPE C project, which ended in 2007, to com bat the involvem ent of children within armed groups. This project withdrew 789 children from child soldiering and prevented an additional 673 children from beco ming child so ldiers in Co lombia. A 4-year regional project funded by USDOL at $5.5 m illion, and im plemented by ILO-IPE C in Colo mbia, Chile, Paraguay, and Peru, ended in 2007. This projec t withdrew and prevented 5,618 children from domestic work and commercial sexual exploitation in Colombia.[27] USDOL has also funded a 4-year, $4.7 million regional ILO-IPEC project to combat domestic work that also included Brazil, Colombia, Paraguay, and Peru. This initiative withdrew and prevented 2,693 children from CDL, and ended in 2004. A 4-year $800,000 ILO-IPEC project funded by USDOL to com bat child labor in inform al m ining withdrew and prev ented 2,187 children from work in clay, gold, emerald, and coal-mining in Colombia. This project ended in 2004.

The Government of Colom bia is actively involved in these and other initia tives to com bat child labor. The m inimum a ge for em ployment in the country is 15, and all ch ild workers a re prohibited from working at night or perform ing work whe re there is a risk of bodily harm or exposure to excessive heat, cold, or noise.[28] The country has ratified the relevant international agreements on child protection, including ILO Convention 182.[29]

The Colombian Ins titute for Fam ily W elfare (I CBF), Fam ily Commissioners, the Children an d Adolescent Police, the Prosecutor General, an d the National Om budsman are responsible for enforcing laws related to children. The country has adopted national strategies, including The Plan for Childhood (2004-2015), which contains provisions related to child labor, and to specific worst forms of child labor, including trafficki ng, recruitment into armed groups, and commercial sexual exploitation. The National Strategy to Eradicate the Worst Form s of Child Labor 2008-2015, which identifies criteria for guiding future actions has also been adopted, as has the National Plan of Action for the Prevention and Eradication of Commercial Sexual E xploitation of Boys, Girls, and Adolescents Less than 18 Years of Age (2006-2011), which aims to introduce

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[25] Ibid.
[26] USDOL, "Project Status – The Americas." http://www.dol.gov/ilab/programs/ocft/project-americas.htm
[27] USDOL's 2007 Findings on the Worst Forms of Child Labor.
[28] Ibid.
[29] ILO-IPEC, "Colom bia: Child Labour Da ta Coun try Brief." http://www.ilo .org/ipecinfo/product/viewProduct.do; jsessionid=0a038009cebb9bddc54ab204e329c48b7c3d3aabb71.hkzFngTDp6WImQuUaNaKbND3lN4K-xaIah8S-xyIn3uKmAiN-AnwbQbxaNvzaAmI-huKa30xgx95fjWTa3eIpkzFngTDp6WImQuxahuPbx4RbN8Sc2b48OX3b4Dtgj15eMbynknvrkLOlQzNp65In0__?p roductId=7794

improved legislation, provide services to ch   ildren, and encourage institutional capacity-building.[30]

The Governm ent of Colom bia is involved in   several initiatives funded by donors other than USDOL to com bat child labor, m any of whic h are im plemented by ILO-IPEC. In addition, international non-governm ental organizations an d foundations, such as Save the C   hildren and Teléfonica Foundation, are carrying out initiatives to combat child labor.

Combating Exploitative Child Labor through Education in Colombia

On October 1, 2007, Partners of th e Am ericas, in association w ith DevTech System s, CINDE, and Mercy Corps, received a 4-year Cooperative Agreement worth $5.1 million from USDOL to implement a Ti mebound Program in Colom bia, ai med at wi thdrawing and preventing children from exploitative child   labor by expanding   access to and im   proving the quality of basic education and supporting the orig   inal four goals of the USDO   L project as outlined above. Partners of the Am ericas and its associates we re awarded the project through a com petitive bid process. As this is a Timebound Program, the project should aim to meet the specific Timebound Program goals:

1. Prevent the engagement of children in the worst forms of child labor;

2. Provide the necessary and appropriate direct   assistance for the with drawal of children from the worst forms of child labor and for their rehabilitation and social integration;

3. Ensure access to free basic educatio n, and, wherever possible and appropriate, vocational training, for all children removed from the worst forms of child labor;

4. Identify and reach out to children at special risk; and

5. Take account of the special situation of girls.

As stipulated in the Cooperative A greement, this project targets 10,200 children ages 6-17 for withdrawal or prevention from exploitative child labor, focusing on victims of the worst forms of child labo r, particu larly comm ercial sexual ex ploitation of children and recruitment of child soldiers, and the sectors of domestic service, street work, construction, recycling, and agriculture. Targeted urban areas include Bogota, Cali, Yum bo Cartagena, Barranquilla and Santa Marta, as well as nearby rural areas and the departments of Boyacá, Cauca and Santander. The project uses approaches such as introducin   g altern ative and transition   al education al programm ing; strengthening policy, enforcem ent and engagem ent of municipal gove   rnments; and raising awareness to increase public knowledge about hazardous/exploitative child labor.

The Goal of this project is: The reduction and   progressive elim ination of exploitative and the worst forms of child labor in Colombia. The project's objectives are:

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[30] USDOL's 2007 Findings on the Worst Forms of Child Labor.

- To support policies of the Colombian government, such as the National Strategy for the Elimination of Child Labor, and programs for child soldiers, street children, children involved in commercial sexual exploitation, and children working in other hazardous sectors.

- To provide educational interventions to increase enrollment in alternative and transitional educational programming and alleviate barriers to school attendance for working and at-risk children.

- To strengthen policy, enforcement and engagement through: training for municipal governments and sharing of best practices; teacher training in innovative methodologies; coordination among civil society organizations and government institutions; introduction of a summer school program; and better government monitoring of child labor.

- To raise awareness in order to increase public knowledge about the difference between acceptable child work and hazardous/exploitative child labor, and change public attitudes towards child labor issues.

II   PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to midterm and final evaluations. The Combating Exploitative Child Labor through Education in Colombia Timebound program in Colombia went into implementation in October 2007 and is due for midterm evaluation in 2009.

Scope of Evaluation

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with Partners of the Americas and its associates. All activities that have been implemented during from project launch through time of evaluation fieldwork should be considered. The evaluation should assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation should address issues of project design, implementation, management, lessons learned, and replicability and provide recommendations for current and future projects. The questions to be addressed in the evaluation (provided below) are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population.

Midterm Evaluation Purpose

The purpose of the midterm evaluation is to:

1. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government;

2. Determine whether the projec t is on track to ward meeting its objectives and identif y the challenges encountered in doing so;

3. Provide recommendations toward how the pr oject can suc cessfully overcome challenges to meet its objectives and targets by the time of project end;

4. Assess the effectivenes s of the project's st rategies and the project's strengths and weaknesses in project implementation and identify areas in need of improvement; and

5. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, and iden tify steps that can be taken to enhance the sustainability of project components and objectives.

The evaluation should also identif y em erging lessons learned, potential good practices, and models of interven tion that will se rve to inf orm f uture ch ild labor p rojects and polic ies in Colombia and elsewhere, as appr opriate. It will also serve as an important accountability function for USDOL and Partners of the Am ericas and its associates a nd provide direction in making any revisions to workpl ans, strategies, objectives, pa rtnership arrangem ents, and resource allocations that m ay be needed in order for the pro ject to in crease its effectiveness and meet its objectives. Recomm endations should fo cus on ways in which the project can m ove forward in order to reach its obj ectives and make any necessary p reparations or adjustments in order to prom ote the sustainability of project activities. The evalu ation shou ld also assess government involvement and commitment in its recommendations for sustainability.

Intended Users

This m idterm evaluation should provide USDOL, Pa rtners of the Americas and its associates, and other project stakeholders an as sessment of the pro ject's experience in im plementation and its im pact on project benefici aries. USDOL/OCFT and th e m anagement of Partners of the Americas a nd its assoc iates will u se the eva luation r esults as a le arning tool r egarding th e relevance of the approach and strategy being us ed by the project. The evaluation results should also be used by Partners of the Am ericas and its associates, the Governm ent of Col ombia and other current or potential partners to enhance effectiveness in the implementation. Therefore, the evaluation should provide cr edible and reliable in formation in order to suggest how the project could enhance its impact during the rem aining tim e of i mplementation, ensuring the sustainability of the benefits that have been or will be generated.

The final report will be published on the USDOL we bsite, so the report should be written as a standalone docum ent, providing the necess ary background inform ation for readers who are unfamiliar with the details of the project.

Evaluation Questions

Specific questions that the eval uation should seek to answer ar e found below, according to five categories of issues. Evaluators m ay add, rem ove, or shift evaluation ques tions, but the final list will be subject to approval by USDOL and Macro.

Relevance

The evaluation should consider the relevance of   the project to the cultural, econom   ic, and political context in the country, as   well as the extent to   which it is suited to   the priorities and policies of the host country governm   ent and   USDOL. Specifically,   it should address the following questions:

1. Have the project assu   mptions been accurate   and realistic? How, if applicab   le, have critical assumptions been changed?

2. What are th e m ain obstacles o r barriers that th e projec t ha s identif ied as im portant to addressing child labor in this country?   (i.e. poverty, lack of educa tional inf rastructure, lack of demand for education, etc) Has the   project b een su ccessful in addressing these obstacles?

3. Is the project design appropriate for the cultural, economic, and political context in which it works?

4. Please assess the relev ance of the p roject's criteria for selecting action program regions and sectors and subsequently project beneficiaries.

5. How successful has the EpC methodology been in the Colom   bian c ontext? Has the methodology responded to the complex environm   ent where working children or those who are at-risk live? If not, how could it be refined?

6. How has Quantum Learning methodology (Q/L) complemented the EpCs?

7. How has the project design f it within existing initiatives , both by the governm ent and other organizations, to combat child labor?

8. What has th e role of the project been within the Nationa l Committee to Eliminate Child Labor?

9. How has the project adopted and responded to   the challenges posed by the m   ultiple government agencies and international organizations and donors that work on child labor-related issues in Colombia?

10. How has the project fit into the overall desi gn of the broad TBP? Specifically what has been its contribution, if any?

11. What have been the challenges and opportunities for project implementers to work within the fram ework of a broad government prog ram and Tim ebound Program s described in the Federal Register, Vol. 72, No. 114, June 14, 2007?

12. Does the project design adequately support the five TBP goals? If not, which ones are not being supported and why not?

13. Does the project design seem to be adequately supporting the five EI goals? If not, which ones are not being supported and why not?

14. What other major design and/or implementation issues should be brought to the attention of the grantee and DOL?

Effectiveness

The evaluation should assess the ex tent to which the project has reached its objectives, and the effectiveness of project activ ities in contribu ting toward those objectives. Specif ically, the evaluation should address:

1. Has the pro ject a ccurately iden tified and targ eted children engaged in, or at risk of working in, the targe t secto rs ide ntified in the project strategy (commercial sexual exploitation of children, dom estic service, street work, construc tion, child sold iers, recycling, and agriculture)? In a larger sense, did they accurately identify the worst forms of child labor in the country?

2. Assess th e effectivenes s of the *Espacios para Crecer* a nd Q/ L i nterventions. Di d t he provision of these services re sult in children be ing withdrawn/prevented from exploitive child labor/commercial sexual exploitation and ensure that they were involved in relevant educational programs?

3. Assess the effectivenes s of the *Espacios para Crecer* m odel on increasing educational opportunities, creating commun ity ownership, increasing th e capacity of communities, and increasing awareness/understanding of the dangers of child labor.

4. Has the project's awareness-raising strategy been effective?

5. Are there any sector-specific lessons learned regarding the types and effectiveness of the services provided?

6. What monitoring systems does the project use fo r tracking the work status of children? Is it feasible and effective? W hy or why not? How does the project m onitor work status after school and during holidays?

7. What are the m anagement strengths, including technical and financial (controls), of this project?

8. What management areas, including technical an d financial, need to be improved in order to promote success in meeting project objectives?

9. How does the proje ct ensure tha t the subco ntractors un derstand th e def initions of withdrawal and prevention?

10. Has the project had any challenges in accura tely reporting the number of withdrawn and prevented children? If so, how could they be addressed?

11. Are the subcontractors meeting their withdrawal and p revention targets? If not, what are the challenges they face in doing so?

12. Have Partn ers of the Am ericas and associat es been effe ctive at coordinating project activities?

13. How successful has the program 's strategy be en in term s of coordinating with other organizations working on the issue of child labor?

Efficiency

The evaluation should provide analysis as to whether the strategies employed by the project were efficient in term s of the resour ces us ed (inpu ts) as com pared to its qualita tive and quantitative impact (outputs). Specifically, the evaluation should address:

1. Is the proje ct cost-ef ficient in te rms of the scale of the interventions, and the expected direct and long-term impact?

2. Were the project strateg ies efficient in term s of t he financial and hum an resources used, as compared to its outputs? What alternatives are there?

3. Were the monitoring and reporting system de signed efficiently to m eet the needs and requirements of the project?

4. Giving that the project has 130 EpCs run by different subcontractors —community-based and school-based — ho w successful has it b een in coo rdinating activities and exch ange of experiences? Are there differences betw een the EpCs that are community-b ased and school-based in different sites?

5. How has the adjustm ent of OCFT requireme nts regarding cost-sharing affected the success of the project? How has the project overcome this change?

Impact

The evaluation should assess th e positiv e and ne gative changes prod uced by the project – intended and unintended, direct and indirect, as well as any changes in the social and econom ic environment in the country – as reported by respondents. Specifically, it should address:

1. What appears to be the project's im pact to date, if any, on individual beneficiaries (children, parents, teachers, etc)?

2. What appears to be the project' s impact to date, if any, on pa rtners or other organizations working on child labor in the country (NGOs , community groups, schools, national child labor committee, etc)?

3. What appears to be the project's im pact to date, if any, on governm ent and policy structures in terms of system-wide change on education and child labor issues?

4. If applicable, assess the im pact, to the extent possible, of project ac tivities/strategies on education quality (both form al and non-form al interventions). How has the education quality improvement component been received by the government and the communities?

5. Are there any emerging trends or issues that the project should and/or could respond to in order to in crease the impact and relev ance of the project? Are th ere any em erging opportunities to take the work further/have greater impact?

6. At m idterm, are there good practices by the project or the im plementing partners that might be replicated in other areas, or consid ered to be innovative so lutions to the current situation?

7. Has the project been able to work with loca l governments to adopt child labor programs? If not, how could the project do so in the cities where there are EpCs?

8. Please assess how lo cal govern ments, comm unities, subcontractors, and partner organizations have responded to the EpCs as a valid m ethodology to combat child labor and improve the quality of education.

9. What has been the impact of the EpCs and Q/L on teachers and facilitators?

10. Please assess the im pact of project ac tivities/strategies on child ren u nder ex tremely vulnerable conditions, such as child victim s of sexual exploitation, former child soldiers, and child victims of forcible displacement, including Afro-Colombians.

Sustainability

The evaluation should assess whether the project has taken steps to ensure the project's approaches and benefits continue after the co mpletion of the project, including sources of funding and partnerships with other organizations and/or th e governm ent, and identify areas where this may be strengthened. Specifically, it should address:

1. Have an exit strategy and sustainability plan been integrated into the project design? Will it likely be effective?

2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?

3. What have been the m ajor challenges a nd opportunities, if any, of i mplementing partnerships in support of the broad TBP?

4. Assess the level of involvem ent of local/national government in the project and how this involvement has built governm ent capacity and commitm ent to work on child labor elimination.

5. What have been the m ajor challenges an d opportunities, if a ny, of initiating and maintaining coordination with the host count ry governm ent, particularly the National

Committee f or the Era dication of the W orst Form s of Child Labo r (NCECL), the Ministry of Education, the Mini stry of Social Protection, th e Colombian Institute for the Family Well-Being (ICBF), as well as other g overnment agencies active in addres sing related children's issues?

6. What have been the m ajor challenges a nd opportunities, if any, of i mplementing coordination with the ILO/IPEC, Teléf onica Foundation, UNICEF, and Save the Children?

7. What have been som e of the challenges a nd opportunities in worki ng with other national NGOs and/or community-based organizations present in the country?

8. What additional steps n eed to be taken in order to prom ote the sustainability of project components?

III EVALUATION METHODOLOGY AND TIMEFRAME

The evaluation methodology will consist of the following activities and approaches:

A. Approach

The evaluation approach will be primarily qualitative in term s of the data co llection m ethods used as the tim eframe does not allo w for quantitative surveys to be conducted. Quantitative data will be dra wn f rom project r eports to the extent that it is availab le and incorpo rated in th e analysis. The evalua tion approach will be in dependent in term s of the m embership of the evaluation team . Project staf f and im plementing partners will genera lly only be present in meetings with stakeholders, communities an d beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder persp ectives will be triangu lated for as m any as possible of the evaluation questions.

2. Efforts will be m ade to include parent s' and children's voi ces and beneficiary participation generally, using child-sensiti ve approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (*http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026*) and UNICEF Princ iples f or Ethic al Rep orting on Children (*http://www.unicef.org/media/media_tools_guidelines.html*).

3. Gender and cultural sensitivity will be integrated in the evaluation approach.

4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and b eneficiaries, allowing ad ditional questions to be posed tha t are not included in the TOR, whilst ensuring that key information requirements are met.

5. As far as possible, a consisten t ap proach will be followed in each p roject site, wit h adjustments to the made for the different ac tors involved and activities conducted and the progress of implementation in each locality.

B.   Mid Term Evaluation Team

The evaluation team will consist of:

1. The international evaluator

2. One member of the project staff may travel with the team to make introductions.

The international evaluator is Michele González Arroyo. She will be responsible for developin g the methodology in consultation with Macro and the project staff;; directly conducting interviews and facilitating other data collection processes;   analysis of the evaluation m aterial gathered ; presenting feedback on the initial findings of the   evaluation to the natio nal stakeholder meeting and preparing the evaluation report.

C.   Data Collection Methodology

1.   Document Review

- Pre-field visit preparation includes extensive review of relevant documents

- During f ieldwork, doc umentation will be ver ified and ad ditional do cuments m ay be collected

- Documents may include:

  - Project document and revisions,

  - Cooperative Agreement,

  - Technical Progress and Status Reports,

  - Project Logical Frameworks and Monitoring Plans,

  - Work plans,

  - Correspondence related to Technical Progress Reports,

  - Management Procedures and Guidelines,

  - Research or other reports undertaken (baseline studies, etc.), and

  - Project files (including school records) as appropriate.

2. Question Matrix

Before beginning f ieldwork, the e valuator will c reate a q uestion m atrix, which outlin es the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how they are going to allocate their time in the field. It will also help the ev aluator to e nsure tha t they are exp loring all p ossible aven ues for data triangulation and to clearly note where their evaluation findings are coming from.

3. Interviews with stakeholders

Informational interviews will be h eld with a s many project stakeholders as possible. Depending on the circum stances, these m eetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, co mmunity leaders, donors, and govern ment officials. Thus, it is anticipated that meetings will be held with:

- ILAB/OCFT Staff

- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations

- Government Ministry Officials and Local Government Officials

- Community leaders, members, and volunteers

- School teachers, assistants, school directors, education personnel

- Project beneficiaries (children withdrawn and prevented and their parents)

- International NGOs and multilateral agencies working in the area

- Other child protection and/or education organizations, committees and experts in the area

- Labor Reporting Officer at U.S. Embassy and USAID representative

4. Field Visits

The evaluator will visit project sites in Bogot á, Cartagena and Cali. In each city, one school-based and one comm unity-based s ite will b e in cluded. During the visits the ev aluator will observe the activities and output s developed by the project. Fo cus groups with children and parents will be held, and interv iews will be conducted with representatives from loca l governments, NGOs, community leaders and teachers.

D.   Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

E.   Stakeholder Meeting

Following the field visits, a stakeholders' meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary finding and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders will be prepared to guide the discussion and possibly a brief written feedback.

The agenda is expected to include some of the following items:

1. Presentation by the evaluator of the preliminary main findings

2. Feedback and questions from stakeholders on the findings

3. Opportunity for implementing partners who were not interviewed to present their views on progress and challenges in their locality

4. Possible SWOT exercise on the project's performance

5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

F.   Limitations

Fieldwork for the evaluation will last two weeks, on average, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating her findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

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

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

G.   Timetable and Workplan

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

Activity	Responsible Party	Proposed Date(s)
Phone interview with DOL and Grantee Staff/Headquarters	Macro, DOL, Grantee, Evaluator	May 4-8
Desk Review	Evaluator	April
Question Matrix and Instruments due to Macro/DOL	Evaluator	April 24
Finalize TOR and submit to Grantee and DOL	DOL/Macro/Evaluator	May 18
International Travel		May 25
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	May 26
Field Site Visits	Evaluator	May 27 – June 5
National Stakeholder Meeting		June 8
International Travel		June 9
Draft report to Macro for QC review	Evaluator	June 26
Draft report to DOL for 48 hour review	Macro	July 1
Draft report to grantee for 48 hour review	Macro	July 3
Translation of draft report into Spanish	Evaluator	July 16
Draft report released to stakeholders	Macro	July 17
Comments due to Macro	DOL/Grantee & Stakeholders	July 31
Report revised and sent to Macro	Evaluator	August 12
Revised report sent to DOL	Macro	August 14
Final approval of report	DOL	August 28
Finalization & distribution of report	Macro	September 11

IV   EXPECTED OUTPUTS/DELIVERABLES

Ten working days following the ev aluator's return from fieldwor k, a first draft evaluation report will be submitted to Macro. The report should have the following structure and content:

   I.   Table of Contents

   II.   List of Acronyms

   III.   Executive S ummary (providing an overview of the evaluation, summ   ary of m ain findings/lessons learned/good practices, and three key recommendations)

   IV.   Evaluation Objectives and Methodology

   V.   Project Description

   VI.   Relevance

        A.   Findings—answering the TOR questions

        B.   Lessons Learned/Good Practices

   VII.   Effectiveness

        A.   Findings—answering the TOR questions

        B.   Lessons Learned/Good Practices

   VIII.   Efficiency

        A.   Findings—answering the TOR questions

        B.   Lessons Learned/Good Practices

   IX.   Impact

        A.   Findings—answering the TOR questions

        B.   Lessons Learned/Good Practices

   X.   Sustainability

        A.   Findings—answering the TOR questions

        B.   Lessons Learned/Good Practices

   XI.   Recommendations and Conclusions

        A.   Key Recommendations - critical for successfully meeting project objectives

        B.   Other Recommendations – as needed

            1. Relevance

            2. Effectiveness

            3. Efficiency

            4. Impact

            5. Sustainability

XII.   Annexes—including list of documents revi   ewed; interv iews/meetings/site vis its; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be a m inimum of 30 pa ges and a ma ximum of 45 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evalua tor will provide a response to OCFT, in the form   of a comm ent matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings,   conclusions, and recomm endations of the report shall b e determ ined by the eva luator, the repor t is subject to final approval by ILA B/OCFT in terms of whether or not the report meets the conditions of the TOR.

After returning from fieldwork, the first draft evaluation report is due to MACRO on June 26, 2009, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on August 7, 2009, as indicated in the above timetable. All reports including drafts will be written in English. The first draft report will be translated into Spanish to facilitate review from national stakeholders. The final approved copy of the report will be published in both English and Spanish.

V   EVALUATION MANAGEMENT AND SUPPORT

Macro International, Inc. has contracted   with Michele González Arroyo to conduct this evaluation. Ms. González Arroyo hold s a Master of Public Health degree from the University of California at Berkeley, as well as a high school t eaching credential from the state of California. She has tw enty years of experience in plan   ning, im plementing and ev aluating h ealth and education program s. She has previously conduct   ed five process and impact evaluations for USDOL-funded labor, occupational health and sa fety program s in Central and South Am erica, and has worked on other USDOL Child Labor   Education Initiative evaluations. The contractor/evaluator will work   with OCFT, Macro, and relevant   staff fro m Pa rtners of t he Americas and its associates to evaluate this project.

Macro International, Inc. will provid e all logistical and adm inistrative support for their staff and sub-contractors, including travel arrangem ents (e.g. plane and hotel reservations, purchasing plane tickets, providing per diem) and all m aterials needed to provide all deliverables. Macro International, Inc. will also be responsible fo r providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

Macro International, Inc. or its subcontractors should cont act Anabella Bruch (202- 637-6212 ext. 212 or abruch@partners.net) to initiate contac t with field staff. The primary point of contact for the project in Colombia is Clem   encia Chiappe Hoyos, project director (571 6349835 or cchiappe@partners.net).

ANNEX C: INTERVIEW TOOLS

Edúcame Primero—Colombia

Evaluación de medio término

Guía de entrevistas #1—Personal clave y asociados del proyecto

Pertinencia

1. ¿Todavía son precisas y realistas las suposiciones iniciales del proyecto? Si no es así, ¿cómo ha modificado algunas suposiciones críticas?

2. ¿Cuáles son los principales obstáculos o barreras que no permite reducir o eliminar las peores formas de trabajo infantil en Colombia (ej. pobreza, falta de una infraestructura educativa, falta de demanda para la educación, etc.)? ¿Qué ha hecho el proyecto para superar estas barreras? ¿Ha tenido algún impacto?

3. ¿Es apropiado el diseño del proyecto para el contexto cultural, económico y político en Colombia? ¿Por qué sí o por qué no?

4. ¿Fue apropiado el criterio que usó el proyecto para seleccionar las regiones/sitios/beneficiarios del proyecto? ¿Por qué sí o por qué no?

5. ¿Cuánto éxito ha tenido la metodología de los EpC dentro del contexto Colombiano? ¿Ha respondido la metodología al ambiente complejo donde los NNA trabajadores o aquellos que están en riesgo viven? Si no es así, ¿cómo se podría modificar?

6. ¿Cómo ha complementado la metodología de "Quantum Learning" a los EpCs?

7. ¿De qué manera está incorporado el diseño del proyecto dentro de otras iniciativas contra el trabajo infantil, que el gobierno Colombiano u otras organizaciones ya están realizando?

8. ¿Cuál ha sido el rol del proyecto dentro del Comité Nacional para la Erradicación del Trabajo Infantil?

9. ¿Cuáles modificaciones ha tenido que hacer el proyecto para responder a los retos que se presentan al trabajar entre una multitud de agencias gubernamentales y organizaciones/donantes internacionales involucrados en asuntos de trabajo infantil en Colombia?

10. ¿De qué manera se ha incorporado el proyecto dentro del diseño amplio del "Programa con límite de tiempo"? Específicamente, ¿cómo ha contribuido a este programa? (Estrategia nacional para el retiro y prevención de las peores formas de trabajo infantil antes del 2015)

11. ¿Cuáles han sido los retos y oportunidades para el proyecto de trabajar dentro del m arco de un amplio programa gubernamental y "Programa con límite de tiempo"?

12. ¿De qué m anera está apoyando el proyecto la s cinco m etas del "Program a con lím ite de tiempo"? Si no es así, ¿cuáles no está apoyando y por qué?

13. ¿De qué manera está apoyando el proyecto las cinco m etas de las Intervenciones Educativas del USDOL? Si no es así, ¿cuáles no está apoyando y por qué?

14. ¿Hay otros asuntos sobre el diseño y/o la implementación que están afectando el progreso del proyecto?

Eficacia

1. ¿Ha identificado e incluido el proyecto a aquellos NNA que trabajan o que están en riesgo de trabajar en las peores form as de trabajo infantil (explotación sexual com ercial, servicio dom éstico, vendedores ambulantes, c onstrucción, niños/as soldados, reciclaje y agricultura)? ¿Hay otros sectores que deberían haber incluido?

2. ¿De qué manera ayudó el m odelo *Espacios para Crecer* y estrategias de Qu antum Learning para el retiro y prevención de los NNA de las peores for mas de trabajo infantil como la explotación sex ual comercial y asegu rarse de que ellos/ella s estén participando en programas educativos pertinentes?

3. ¿Qué efecto ha tenido el m odelo *Espacios para Crecer* para aum entar las oportunidades educativas, fom entar la particip ación com unitaria, au mentar la capacid ad de las comunidades y aumentar el conocimiento sobre los peligros del trabajo infantil?

4. ¿Qué efecto/impacto han tenido los esfuerzos de sensibilización?

5. ¿Hay algunas lecciones aprendid as para algún sector d e trabajo infantil específico con respecto a los tipos y la eficacia de los servicios proporcionados?

6. ¿Cuáles sistemas de monitoreo utiliza el proyecto para rastrear/seguir el estatus laboral de los NNA? ¿Es práctico y eficaz? Explique. ¿Cómo m onitorea el proyecto el estado laboral después de la escuela y durante los días feriados?

7. ¿De qué manera se aseguran de que los subc ontratistas entiendan las definiciones de los términos "retiro" y "prevención"?

8. ¿Ha tenido algún problema el proyecto para indicar precisamente el número de NNA que hayan sido retirados o prevenidos del trabajo infantil? Si así es, ¿cómo se pueden superar estos problemas?

9. ¿Están logrando los subcontratistas sus núm eros metas de retiro y prevención? ¿Si no es así, ¿cuáles son los retos que tienen para lograrlos?

10. ¿Cuáles son las fortalezas administrativas, incluyendo aspectos técnicos y financieros, de este proyecto?

11. ¿Cuáles son las áreas administrativas (técnicas y financieras) que se deben mejorar para lograr los objetivos del proyecto?

12. ¿Han sido eficaces los socios del proyecto—POA, DevTech, CINDE y Mercy Corps— para coordinar las activiades del proyecto?

13. ¿Qué tan exitosa ha sido la estrategia del proyecto para coordinarse con otras organizaciones que trabajan en asuntos de trabajo infantil?

Eficiencia

1. ¿De qué manera es el proyecto costo-eficiente cuando toma en consideración la magnitud de las intervenciones y el impacto directo y a largo plazo que se espera? ¿Cómo se puede mejorar?

2. ¿Son eficientes las estrategias del proyecto con respecto a los recursos financieros y humanos usados, en comparación con sus objetivos? ¿Cuáles alternativas existen?

3. ¿Fue diseñado eficientemente el sistema de monitoreo e información para lograr las necesidades y requisitos del proyecto?

4. Tomando en cuenta que el proyecto tiene 183 EpCs ubicados en la comunidad y las escuelas, manejados por diferentes subcontratistas, ¿de qué manera han coordinado actividades y el intercambio de experiencias? ¿Existen diferencias entre los EpCs ubicados en la comunidad y los que están en las escuelas? ¿Cuáles?

5. ¿Cómo ha afectado el éxito del proyecto las modificaciones financieras de USDOL? ¿Qué ha hecho el proyecto para superar este cambio? Explique.

Impacto

1. ¿Qué tipo de impacto ha tenido el proyecto hasta la fecha en los beneficiarios individuales (NNA, padres de familia, maestros/as, los que han recibido capacitación, otro)?

2. ¿Qué tipo de impacto ha tenido el proyecto hasta la fecha con los socios/subcontratistas del proyecto u otras organizaciones trabajando en el tema del trabajo infantil en el país (ONGs, grupos comunitarios, escuelas, comités nacionales de trabajo infantil, etc.)?

3. ¿Qué tipo de impacto ha tenido el proyecto, hasta la fecha, en las estructuras políticas y gubernamentales—por ejemplo cambios al sistema educativo o sobre asuntos de trabajo infantil?

4. ¿Cuál es el componente de calidad educativa? ¿Qué tipo de impacto han tenido las actividades/estrategias sobre la calidad de educación (tanto las intervenciones formales como las no formales)? ¿Cuál ha sido la reacción del gobierno y la comunidad?

5. ¿Hay algunas tendencias o asuntos que están surgiendo a los cuales el proyecto debe y/o puede responder y así aumentar el impacto y pertinencia del proyecto? ¿Hay algunas oportunidades surgiendo para que el trabajo tenga un mayor impacto?

6. A medio término, ¿cuáles son algunas "buenas prácticas" que han surgido del proyecto o los sub-contratistas que puedan ser replicadas en otras áreas o que son ejemplos de "soluciones innovadoras" a la situación actual del trabajo infantil?

7. ¿Ha colaborado el proyecto con gobiernos locales para adoptar programas contra el trabajo infantil? Si no, ¿cómo podría el proyecto lograr esta colaboración en los lugares donde existen los EpCs?

8. ¿Cómo han respondido los socios, subcontratistas, comunidades y gobiernos locales a los EpCs como un método válido para combatir el trabajo infantil y mejorar la calidad de educación?

9. ¿Cuál ha sido el impacto de los modelos EpC y la metodología Quantum Learning en los maestros/as y facilitadores?

10. ¿Cuál ha sido el impacto de las actividades/estrategias en los NNA que son sumamente vulnerables, como las víctimas de la explotación sexual, niños/as soldados y víctimas del desplazamiento forzado, incluyendo Afro-Colombianos?

Sostenibilidad—¿Cuáles acciones ha hecho o debe hacer el proyecto para asegurarse de que los métodos y beneficios del proyecto continúen después de terminar el proyecto (ej. nuevas fuentes de financiamiento y alianzas con otras organizaciones y/o el gobierno)?

1. Se ha integrado al diseño del proyecto una estrategia de salida y un plan de sostenibilidad? ¿Va a ser eficaz?

2. ¿Cuánto éxito ha tenido el proyecto para lograr una palanca financiera de otras fuentes? ¿Existe la posibilidad de un financiamiento sostenible?

3. ¿Cuáles han sido los mayores retos y oportunidades de implementar alianzas que apoyan el "Programa con límite de tiempo"?

4. ¿Cuál ha sido la participación del gobierno local/nacional en el proyecto? ¿Cómo ha aumentado la capacidad del gobierno local/nacional y su compromiso para trabajar hacia la erradicación del trabajo infantil

5. ¿Cuáles han sido los mayores retos y oportunidades, si existen, de iniciar y mantener coordinación con el gobierno Colombiano, en particular la Comisión Nacional para la Erradicación de las Peores Formas de Trabajo Infantil, Ministerio de Educación,

Ministerio de Protección Social, y el Instituto Colombiano para el Bienestar Familiar, así como otras agencias gubernamentales que se dedican a asuntos de la niñez?

6. ¿Cuáles han sido los mayores retos y oportunidades, si existen, de coordinar con OIT/IPEC, Telefónica, UNICEF y Save the Children?

7. ¿Cuáles han sido algunos de los retos y oportunidades de trabajar con otras ONGs nacionales y/o organizaciones comunitarias presentes en el país?

8. ¿Cuáles acciones adicionales se deben tomar para promover la sostenibilidad de los componentes del proyecto?

Edúcame Primero—Colombia

Evaluación de medio término

Guía de entrevistas #6—Padres/Madres de familia

1. ¿Por qué creen que sus niños fueron seleccio   nados para participar en este program   a? ¿Querían participar? ¿Creen que la selección de participantes fue justo o hay niños que no deben o deben estar en el programa?

2. ¿Contribuye su hijo/a al hogar trabajando?   ¿Qué oficios hace para usted?   ¿Para otros? ¿Dónde? ¿Cuándo? ¿Cuántas horas por semana?

3. ¿A qué edad empezaron a ayudarles? ¿Todavía están trabajando o ayudándoles?

4. ¿Cómo ayudó el program   a *Espacios para Crecer* pa ra que s us hi jos/as de jaran de trabajar? ¿Está ayudando el programa para que se dediquen a sus estudios? ¿Cómo?

5. ¿Ha ayudado el programa para dar a sus hijos más oportunidades de estudiar? ¿Cómo?

6. ¿Participaron en algunos talleres sobre el te   ma de trabajo infantil?   ¿Cuáles? ¿De qué manera cambió su actitud despué s d e par ticipar en esto s talleres ? ¿Cuáles otros talleres ofreció el programa?

7. ¿Cuáles actividades han sido de mayor beneficio? ¿Por qué?

8. ¿Qué tipo de im pacto ha tenido EpC en sus hijo s/as? O sea, ¿ cuál es la diferencia en las vidas de sus hijos/as ahora que están participando en el proyecto?

9. ¿Tienen más ganas/interés en los estudios? ¿Cuáles son las m etas educativas que tienen? ¿Cómo ayudó EpC fomentar estas metas?

10. ¿Qué opinión tienen sobre la calidad de la educación que están recibiendo sus hijos/as en EpC? ¿En sus ¿Cómo?

11. ¿Tienen alguna sugerencia para que el proye cto tenga mayor impacto en las vidas de sus hijos/as?

Edúcame Primero—Colombia

Evaluación de medio término

Guía de entrevistas #7—Estudiantes

1. ¿Qué hace en las clases de *Espacios para Crecer*? ¿Le gusta las actividades y tareas? ¿Cuáles les gusta más/menos? ¿Por qué?

2. ¿Por qué cree que fue seleccionados para part   icipar en este program a? ¿Quería participar? ¿Cree que la selección de participantes fue justo o hay niños que no deben o deben estar en el programa?

3. ¿Qué oficios/trabajo hace para su m   amá/papá? ¿ Para otros? ¿ Dónde? ¿Cuándo? ¿Cuántas horas por semana?

4. ¿A qué edad empezó a trabajar/ayudar? ¿Todavía está trabajando/ayudando?

5. ¿Trabaja más horas, menos horas, o dejó de trabajar después de su participación en el EpC?

6. ¿Cómo ha cam biado su actitud hacia el trabajo   y la escuela ahora que   está participando en EpC?

7. ¿Cuál es la diferencia en su vida ahora que está participando en EpC?

8. ¿Qué quiere ser cuando sea grande? ¿Cómo va a lograr esa m eta? ¿Cómo puede ayudar EpC para que logre esta meta?

9. ¿Tiene alguna sugerencia para mejorar el programa EpC?

ANNEX E: QUESTION MATRIX

Questions Matrix Methodology—"*Edúcame Primero*"—Colombia

1. Relevance

Topics/questions	Key Informants	Geographical area	Instrument of measurement
1.1 Have the project assumptions been accurate and realistic? How, if applicable, have critical assumptions been changed?	• *Edúcame Primero* project admin. staff and project associates (DevTech, CINDE, Mercy Corps) • Project document and Technical Progress Reports (TPR)	Bogotá	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1)
1.2 What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country? (i.e. poverty, lack of educational infrastructure, lack of demand for education, etc) Has the project been successful in addressing these obstacles?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (Ministerio de Educación, Min. de Protección Social, Instituto Colombiano de Bienestar Familiar) • TPRs	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/comm. leaders (Guide 3) • Colombian gov't (Guide 4)
1.3 Is the project design appropriate for the cultural, economic, and political context in which it works?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
1.4 Please assess the relevance of the project's criteria for selecting action program regions and sectors and subsequently project beneficiaries.	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO, etc)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5)
1.5 How successful has the EpC methodology been in the Colombian context? Has the methodology responded to the complex environment where working children or those who are at-risk live? If not, how could it be refined?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4)
1.6 How has Quantum Learning methodology (Q/L) complemented the EpCs?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3)
1.7 How has the project design fit within existing initiatives, both by the government and other organizations, to combat child labor?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO, etc.)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
1.8 What has the role of the project been within the National Committee to Eliminate Child Labor?	• *Edúcame Primero* project admin. staff and project associates • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Colombian gov't (Guide 4)
1.9 How has the project adopted and responded to the challenges posed by the multiple government agencies and international organizations and donors that work on child labor-related issues in Colombia?	• *Edúcame Primero* project admin. staff and project associates • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5) •
1.10 How has the project fit into the overall design of the broad TBP? Specifically, what has been its contribution, if any?	• *Edúcame Primero* project admin. staff and project associates • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5)
1.11 What have been the challenges and opportunities for project implementers to work within the framework of a broad government program and Timebound Programs described in the Federal Register, Vol. 72, No. 114, June 14, 2007?	• *Edúcame Primero* project admin. staff and project associates • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5)
1.12 Does the project design adequately support the five TBP goals? If not, which ones are not being supported and why not?	• *Edúcame Primero* project admin. staff and project associates • Other donor or international agencies (ILO/IPEC, etc)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Other donor/international agencies (Guide 5)
1.13 Does the project design seem to be adequately supporting the five EI goals? If not, which ones are not being supported and why not?	• *Edúcame Primero* project admin. staff and project associates • Project document and Technical Progress Reports (TPR)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
1.14 What other major design and/or implementation issues should be brought to the attention of the grantee and DOL?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO, etc) • Stakeholders	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5) • Stakeholders' meeting

2. Effectiveness

Topics/questions	Key Informants	Geographical area	Instrument of measurement
2.1 Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (commercial sexual exploitation of children, domestic service, street work, construction, child soldiers, recycling and agriculture)? In a larger sense, did they accurately identify the worst forms of child labor in the country?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO, etc) • Project document and Technical Progress Reports (TPR)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
2.2 Assess the effectiveness of the *Espacios para Crecer* and Q/L interventions. Did the provision of these services result in children being withdrawn/prevented from exploitive child labor/commercial sexual exploitation and ensure that they were involved in relevant educational programs?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Parents of beneficiaries • Direct beneficiaries (children and adolescent)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Parents of EpC students (Guide 6) • EpC students
2.3 Assess the effectiveness of the *Espacios para Crecer* model on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Parents of beneficiaries • Direct beneficiaries (children and adolescents)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Parents of EpC students (Guide 6) • EpC students (Guide 7)
2.4 Has the project's awareness-raising strategy been effective?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Parents of beneficiaries	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Parents of EpC students (Guide 6)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
2.5 Are there any sector-specific lessons learned regarding the types and effectiveness of the services provided?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Parents of beneficiaries • Direct beneficiaries (children and adolescents)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Parents of EpC students (Guide 6) • EpC students (Guide 7)
2.6 What monitoring systems does the project use for tracking the work status of children? Is it feasible and effective? Why or why not? How does the project monitor work status after school and during holidays?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2).
2.7 How does the project ensure that the subcontractors understand the definitions of withdrawal and prevention?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
2.8 Has the project had any challenges in accurately reporting the number of withdrawn and prevented children? If so, how could they be addressed?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
2.9 Are the subcontractors meeting their withdrawal and prevention targets? If not, what are the challenges they face in doing so?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
2.10 What are the management strengths, including technical and financial (controls), of this project?	• *Edúcame Primero* project admin. (director, ed. coord., M&E specialist, financial officer); project associates (Dev Tech, CINDE, Mercy Corps); POA HQ staff • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
2.11 What management areas, including technical and financial, need to be improved in order to promote success in meeting project objectives?	• *Edúcame Primero* project admin. (director, ed. coord., M&E specialist, financial officer); project associates (Dev Tech, CINDE, Mercy Corps); POA HQ staff • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
2.12 Have Partners of the Americas and associates been effective at coordinating project activities?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
2.13 How successful has the program's strategy been in terms of coordinating with other organizations working on the issue of child labor?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO, etc)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5)

3. Efficiency

Topics/questions	Key Informants	Geographical area	Instrument of measurement
3.1 Is the project cost-efficient in terms of the scale of the interventions, and the expected direct and long-term impact?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF) • TPRs, financial documents	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4)
3.2 Were the project strategies efficient in terms of the financial and human resources used, as compared to its outputs? What alternatives are there?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
3.3 Were the monitoring and reporting system designed efficiently to meet the needs and requirements of the project?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
3.4 Given that the project has 130 EpCs run by different subcontractors — community-based and school-based — how successful has it been in coordinating activities and exchange of experiences? Are there differences between the EpCs that are community-based and school-based in different sites?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
3.5 How has the adjustment of OCFT requirements regarding cost-sharing affected the success of the project? How has the project overcome this change?	• *Edúcame Primero* project admin. staff and project associates	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1)

4. Impact

Topics/questions	Key Informants	Geographical area	Instrument of measurement
4.1 What appears to be the project's impact to date, if any, on individual beneficiaries (children, parents, teachers, etc.)?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO/IPEC, etc) • Parents of beneficiaries • Direct beneficiaries (children and adolescents)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donors/international agencies (Guide 5) • Parents of EpC students (Guide 6) • EpC students (Guide 7)
4.2 What appears to be the project's impact to date, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee, etc)?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO/IPEC, etc)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4) • Other donors/international agencies (Guide 5)
4.3 What appears to be the project's impact to date, if any, on government and policy structures in terms of system-wide change on education and child labor issues?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO/IPEC, etc)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4) • Other donors/international agencies (Guide 5)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
4.4 If applicable, assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and non-formal interventions). How has the education quality improvement component been received by the government and the communities?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4)
4.5 Are there any emerging trends or issues that the project should and/or could respond to in order to increase the impact and relevance of the project? Are there any emerging opportunities to take the work further/have greater impact?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor/international agencies (ILO, etc.) • Stakeholders	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5) • Stakeholders' meeting
4.6 At midterm, are there good practices by the project or the implementing partners/sub-contractors that might be replicated in other areas, or considered to be innovative solutions to the current situation?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor/international agencies (ILO, etc.) • Stakeholders	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5) • Stakeholders' meeting

Topics/questions	Key Informants	Geographical area	Instrument of measurement
4.7 Has the project been able to work with local governments to adopt child labor programs? If not, how could the project do so in the cities where there are EpCs?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4)
4.8 Please assess how local governments, communities, subcontractors, and partner organizations have responded to the EpCs as a valid methodology to combat child labor and improve the quality of education.	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4)
4.9 What has been the impact of the EpCs and Q/L on teachers and facilitators?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3)
4.10 Please assess the impact of project activities/strategies on children under extremely vulnerable conditions, such as child victims of sexual exploitation, former child soldiers, and child victims of forcible displacement, including Afro-Colombians.	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders (school teachers, school directors, community leaders) • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor or international agencies (ILO/IPEC, etc) • Parents of beneficiaries • Direct beneficiaries (children and adolescents)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/ comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5) • Parents of EpC students (Guide 6) • EpC students (Guide 7)

5. Sustainability

Topics/questions	Key Informants	Geographical area	Instrument of measurement
5.1 Have an exit strategy and sustainability plan been integrated into the project design? Will it likely be effective?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
5.2 How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
5.3 What have been the major challenges and opportunities, if any, of implementing partnerships in support of the broad TBP?	• *Edúcame Primero* project admin. staff and project associates • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Colombian gov't (Guide 4)
5.4 Assess the level of involvement of local/national government in the project and how this involvement has built government capacity and commitment to work on child labor elimination.	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Colombian gov't (Guide 4)
5.5 What have been the major challenges and opportunities, if any, of initiating and maintaining coordination with the host country government, particularly the National Committee for the Eradication of the Worst Forms of Child Labor (NCECL), the Ministry of Education, the Ministry of Social Protection, the Colombian Institute for the family Well-Being (ICBF), as well as other government agencies active in addressing related children's issues?	• *Edúcame Primero* project admin. staff and project associates • Colombian gov't reps (MinEd, MPS, ICBF)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Colombian gov't (Guide 4)

Topics/questions	Key Informants	Geographical area	Instrument of measurement
5.6 What have been the major challenges and opportunities, if any, of implementing coordination with the ILO/IPEC, *Telefónica Foundation*, UNICEF, and Save the Children?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Other donor/international agencies (ILO, Telefónica, Save the Children, etc.)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Other donor/international agencies (Guide 5)
5.7 What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators)	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2)
5.8 What additional steps need to be taken in order to promote the sustainability of project components?	• *Edúcame Primero* project admin. staff and project associates • Implementing partners/sub-contractors (organizations' directors, EpC coordinators, EpC facilitators) • Local educators and/or community leaders • Colombian gov't reps (MinEd, MPS, ICBF) • Other donor/international agencies (ILO, etc.) • Stakeholders	Bogotá, Cartagena, Cali	• *Edúcame Primero* project admin.; project associates and POA HQ staff (Guide 1) • Implementing partners/sub-contractors (Guide 2) • Local educators/comm. leaders (Guide 3) • Colombian gov't (Guide 4) • Other donor/international agencies (Guide 5) • Stakeholders' meeting

ANNEX G: LOGICAL FRAMEWORK

Logical Framework Matrix - Combating Child Labor Through Education in Colombia

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Critical Assumptions
Goal: Exploitative and worst forms of child labor (ECL) in Colombia progressively reduced at the end of 2010 as stated in the National Strategy and its Time Bound Program.	Number of children from 6 to 17 years old identified as working in the worst forms of child labor (by gender, age, region and type of work). Number of children identified as working who attend formal education.	Colombian Ministry of Protection Child Labor Registration System. Departamento Nacional de Estadística Nacional Survey of Child Labor DANE 2007. Research studies or related documents.	Not applicable

Purpose: Targeted children withdrawn or prevented (W/P) from ECL through attendance in Espacios para Crecer (EpC) or Espacios para Emprender (EpE) programs, and formal education.	QL/EpC - EpE Programs for children W/P from ECL.
	 1. Number of W/P children enrolled in EpC-EpE.
	 Programs:
	
	                      EpC EpE
	 Targets: Cohort 1: 2,500
	               Cohort 2: 4,293
	               Cohort 3: 1,050 2,357
	               Sub-total: 7, 843 2,357
	               Total: 10, 200
	 2. % of W/P children retained in EpC - EpE programs
	 Target: 80%
	 3. % of W/P children completing EpC - EpE programs
	 Target: 80%
	 4. % of W/P EpC - EpE children, by gender, from 6 to 17 enrolled in formal schooling:
	 Target:
	 6-14 years 90% formal school enrollment
	 15-17 years 70 % formal school enrollment
	 5. % of W/P EpC - EPE children retained in formal education
	 Target: 80%
	 6. % of W/P EpC children who complete the formal education grade in which they were enrolled
	 Target: 90%
		Baseline survey inquiring the educational status, work status, the amount of time and activity in which the child works, the conditions of work, and gender, in accordance with the ILO 182 convention.
		 Two census surveys per cohort inquiring work and educational status.
		 The mid-cohort/mid-school year census survey will reveal retention rates.
		 The end of cohort/school year census survey will reveal completion rates.
			Violence and displacement issues in Colombia does not increase in the targeted areas.

Outputs
Output 1. Effective educational EpC and EpE model to remove and prevent children from child labor established.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Critical Assumptions
1.1 Effective Educational EpC-EpE programs established in target areas.	1.1.1 % of ECL W/P children enrolled in EpC and EpE attending at least 80% of the time. Target: 80% 1.1.2 ECL W/P children show improved school performance. Target: 60%	Baseline Survey Update Surveys Attendance records Sample survey of 5% enrolled in Cohort 2.	Macroeconomic factors do not deteriorate. Social barriers do not increase beyond those already identified.
1.2 Barriers to formal school for targeted working or at risk children reduced.	1.2.1 % of W/P children enrolled in EpC or EpE but not enrolled in school at baseline, subsequently enroll in formal education by a result of project action. Target: 60%	Enrollment records. Records of enrollment provided by schools. Services to reduce barriers	EpC funded with private and public funds starting the third year.

Output 2. Actions against child labor undertaken and monitored by the municipal government.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Critical Assumptions
2.1 Increased effectiveness of monitoring the implementation of the National Strategy at the local level	2.1.1 Number of municipalities implementing monitoring actions in support of National Strategy Target: 3	Organizational plans, budgets and reports.	.
2.2 Municipal policies to Eradicate Child Labor implemented in support of the National Strategy.	2.2.1 Number of municipalities implementing actions in accordance with the National Strategy, with project assistance. Target: 3	Technical documents and project reports Policy Documents.	

Output 3. Awareness of parents, educators and community leaders regarding ECL raised.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Critical Assumptions
3.1 Improved knowledge, and attitudes among parents regarding the importance of educating children, child labor laws and the costs and dangers of child labor.	3.1.1 Index of level of awareness and knowledge among targeted parents about the benefits of reaching, with educational services, child laborers or children at risk of working. Target: 75	Randomized sample survey of parents and caregivers in participating children's households.	
3.2 Child labor issues raised in targeted communities through innovative use of media and communications technologies.	3.2.1 Number of media announcements about child labor issues and project educational interventions. Target: 12 3.2.2 Expanded use of communication technologies through web sites, Face Book and U-Tube to deliver anti-child labor messages.	Recordings Project monitoring/ verification. Photographs and report on movement at project booth Video & Sound recordings. List of web sites where messages appear. Feedback from users	

Output 4. Increased understanding of ECL problem and possible solutions by policy makers and project stakeholders.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Critical Assumptions
4.1 Increased understanding of project related child labor issues and possible solutions through studies.	4.1.1 Number of collaborative studies that measure impact of methodologies for reducing child labor. Target: 2 4.1.2 Number of policy decisions influenced by project actions or studies. 4.1.3 EpC program validated for Colombia.	Final reports Official reports on policy and programs and interviews Final report to MOE, Secretariats of Education in target regions, teacher's unions, and other relevant stakeholders.	The project will select research studies to support Colombia's government efforts and will consult with DOL, IPEC, OMI, and UNICEF.

Output 5. Project programs sustained and expanded.

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Critical Assumptions
5.1 EpC and EpE models and/or QL effectively supported and implemented by national, or local entities	5.1.1 Number of entities financing the expansion or utilizing QL methodology. Target 5	Number of EpC or EpE financed by contracts or agreements.	EpCs and EpEs funded with private and public funds starting the third year.

ANNEX H: W/P TARGET NUMBERS 2008–2010

Área Geográfica	Socio Regional	Operador	Meta 2008-2010			Ejecución 2008			Meta 2008*	Retirados y Prevenidos Proyectados 2009			Retirados y Prevenidos Proyectados 2010			Total Cumplido a 12/2010
			Total	Retirados 1/	Prevenidos 2/	Total	Retirados	Prevenidos		Total	Retirados	Prevenidos	Total	Retirados	Prevenidos	
BOGOTA	ACJ	ACJ Bogotá	1.225	440	785	201	75	126	181	419	210	209	608	158	450	1.228
	TOTAL ACJ		1.225	440	785	201	75	126	181	419	210	209	608	158	450	1.228
BOGOTA	CORPOEDUCACON	Corpoeducación	146	52	94	139	6	133	146	0	0	0	0	0	0	139
	TOTAL CORPOEDUCACION		146	52	94	139	6	133	146	0	0	0	0	0	0	139
BOGOTA	MERCY CORPS	Fundación Renacer Btá.	1.600	574	1.026	356	149	207	400	612	306	306	432	19	413	1.400
CARTAGENA		Fundación Renacer Ctga.	1.100	395	705	294	51	243	300	339	170	169	367	74	293	1.000
		Fundación Volver a la gente	800	287	513	223	14	209	400	406	203	203	171	70	101	800
SANTANDER		Fundación El Camino	1.500	539	961	295	108	187	300	651	326	325	530	105	425	1.476
	TOTAL MERCY CORPS		5.000	1.795	3.205	1.168	322	846	1.400	2.008	1.005	1.003	1.500	268	1.232	4.676
CARTAGENA	UNINORTE	Fundación Mamonal	751	270	481	227	207	20	159	337	169	168	377	100	277	941
B/QUILLA		Fundación Universidad del Norte	1.013	364	649	307	100	207	261	427	214	213	332	50	282	1.066
SANTA MARTA		Fundación para el Desarrollo del Niño la Familia y la Comunidad	458	165	293	239	21	218	206	246	123	123	21	21	0	506
	TOTAL UNINORTE		2.222	799	1.423	773	328	445	626	1.010	506	504	730	171	559	2.513
CALI-VALLE	FE Y ALEGRIA	Fe y Alegría	457	164	293	0	0	0		188	94	94	269	70	199	457
	TOTAL FE Y ALEGRIA		457	164	293	0	0	0	0	188	94	94	269	70	199	457
CALI-VALLE	CEDECUR	CEDECUR	950	341	609	0	0	0		710	355	355	255	1	254	965
	TOTAL CEDECUR		950	341	609	0	0	0	0	710	355	355	255	1	254	965
BOYACA	TBD	Boyacá (Samacá)	200	72	128	0	0	0		187	94	93	35	0	35	222
	TOTAL TDB		200	72	128	0	0	0	0	187	94	93	35	0	35	222
TOTAL			10.200	3.663	6.537	2.281	731	1.550	2.353	4.522	2.264	2.258	3.397	668	2.729	10.200

1/ NNA que fueron identificados en la Línea de Base (LB) como trabajadores y que recibiendo los servicios educativos del DOL han dejado de trabajar definitivamente o han reducido sustancialmente su actividad laboral.

2/ NNA que fueron identificados en la Línea de Base como en riesgo de trabajar y que en la actualización continúan fuera del trabajo .

* Meta en concordancia, aunque no señalada en el PRODOC Table of Beneficiaries.

ANNEX I: SUSTAINABILITY MATRIX

Sustainability Plan/Matrix

Sustainability Matrix for Project: Support to the Colombia Time Bound Program on the Elimination of the Worst Forms of Child Labor— *Edúcame Primero Colombia*

Date initially prepared: 30/09/2008

Date of this version: 22/01/2009

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements
Output 1. Effective educational EpC and EpE model to remove and prevent children from child labor established. Effective Educational EpC-EpE programs established in target areas. Barriers to formal school for targeted working or at risk children reduced.	• National Strategy for Preventing Child Labor and Protecting the Young Workers 2008-2015 (NS) issued. • Relevant actors convinced of the benefits of the EpE and EpC interventions. • Economic resources coming from government and private agencies.	• No further action is necessary because the National Strategy for Preventing Child Labor and Protecting the Young Workers 2008-2015 NS has already been issued on February 7 / 2008. • The project showing statistics related to changes in the working status of children and changes in the retention at school. • The project actively seeking for economic support for the EpC´s & EpE´s.	• N/A • Follow up and assess of both the data produced by the project and the socialization the project makes with relevant actors. • Follow up and assess the fundraising strategy for the expansion of the EpC´s and EpE´s.	• In place. • The results of the first year have been presented to: the National Committee, USAID, and the Secretary of Education of Bogotá, The Ministry of Social Protection. We are conducting conversations with Fundación Telefónica to convince them of sponsoring the EpC. We will present our results and ask for sponsors in the Sixth Inter-American Conference in Corporate Social Responsibility and in the Partners Binational Convention Colombia-USA. • The project presented unsolicited proposals to to USAID, Secretary of Education of Bogotá, Partners volunteers and the municipalities of Zipaquirá, Funza, Factativá and Chiquinquirá.

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements
Output 2. Actions against child labor undertaken and monitored by the municipal government. Increased effectiveness of monitoring the National Strategy implementation at the local level Municipal policies to Eradicate Child Labor implemented in support of the National Strategy.	• National Committee requesting biannual reports and stakeholders requesting monitoring results.	• Provide technical assistance to the National Committee for them to establish as a regular practice the request of monitoring reports. Mobilize NGOs with projects seeking the eliminations of child labor to ask for monitoring reports.	• Periodically review the technical assistance interventions undertaken by the project. Reviewing the municipal development plans and national development plans to see if actions on child labor are included.	• The project has committed to support the actions lead by the Ministry of Social Protection and IPEC: they are giving directions to the Departments and Municipalities to include child labor in their development plans. We will place in our local subcontractors the responsibilities of actively encourage the inclusion of child labor programs and economic resources in the development plan.
Output 3 - Awareness of parents, educators and community leaders regarding ECL raised. Improved knowledge, and attitudes among parents regarding the importance of educating children, child labor laws and the costs and dangers of child labor. Child labor issues raised in targeted communities through innovative use of media and communications technologies.	• Parents convinced that their children should not be working before the legal age. • Critical mass of Media people informed about child labor issues	• Educate parents within the project about withdrawing the children from work and having them attending educational services. • Address selected Media people and Schools of Journalism and inform them periodically about child labor issues.	• Administer a Baseline Survey and a second survey (Knowledge and Attitude Perception survey KAP Survey) to a sample of parents or caretakers in the project to assess the degree of change of attitudes and knowledge. • Monitor information submitted by the project and information presented by the Media on child labor issues.	• Baseline survey on parent knowledge and attitudes already design and sent to the NGO´s to be administered on the last three months of the year 2008. • One media announcement issued by the project. • Process of compiling selected Media people addresses and selected Schools of Journalism addresses in progress.

Project Component	Conditions for Sustainability	Further action by institutions and partners involved	Process for monitoring progress on the sustainability elements	Status on the sustainability elements
Output 4 – Increased understanding of ECL problem and possible solutions by policy makers and project stakeholders. Increased understanding of project related child labor issues and possible solutions through studies.	• That the research studies impact policy programs or projects.	• Monitor the selection of research studies that key policy makers considered necessary to formulate policy.	• The indicator in the PMP requires that the research projects impact policy programs.	• The National Committee for the Eradication of child Labor (NCECL) has been selected as the policy making entity to be consulted. • The consulting will take place through a workshop with the NCECL.
Output 5 – Project programs sustained and expanded. EpC and EpE models and/or QL effectively supported and implemented by national or local entities.	• That the project guarantees the sustainability actions.	• Monitor the actions done, after the end of the project.	• Follow up and assess the sustainability actions by local actors.	• A network has been created between IPEC-OIT, Telefónica, World Visison, Save the Children, and Edúcame Primero Colombia in order to work in a coordinated manner.