



**O'BRIEN &
ASSOCIATES**
INTERNATIONAL

**EXTERNAL FINAL EVALUATION
OF THE
COMBATING EXPLOITATIVE RURAL CHILD LABOR IN
PERU
“SEMILLA PROJECT”**



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FINAL REPORT

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This report describes in detail the final evaluation conducted between November and December 2015 of the Combating Exploitative Rural Child Labor in Peru project, better known as the “Semilla project.” Michele Gonzalez Arroyo, an independent evaluator, conducted the evaluation in conjunction with Semilla project team members and stakeholders and prepared the evaluation report according to the contract terms specified by O’Brien and Associates International, Inc. The evaluator would like to thank the students, teachers, parents, community leaders, and government officials who offered their time and expertise throughout the evaluation of the Semilla project in Pasco, Junín and Huancavelica. Special thanks go to the Semilla staff for their coordination of the Peru field visit.



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LIST OF ACRONYMS

CMEP	Comprehensive Monitoring and Evaluation Plan
CPETI	Comité Directivo Nacional para la Prevención y Erradicación del Trabajo Infantil (National Committee for the Prevention and Eradication of Child Labor)
CRDPETI	Comité Directivo Regional para la Prevención y Erradicación de Trabajo Infantil (Regional Committee for the Prevention and Eradication of Child Labor)
DEMUNA	Defensoría Municipal del Niño, Niña y Adolescente (Municipal Child Protection Services)
DESCO	Centro de Estudios y Promoción del Desarrollo
DISER	Dirección General de Educación Intercultural, Bilingüe y Rural (Ministry of Education's Rural Education Services)
DRE	Dirección Regional de Educación (Regional Office of Education)
DRA	Dirección Regional de Agricultura (Regional Office of Agriculture)
DyA	Desarrollo y Autogestión
ENPETI	Estrategia Nacional para la Erradicación de Trabajo Infantil (National Strategy for Prevention and Elimination of Child Labor)
ILAB	USDOL's Bureau of International Labor Affairs
ILO	International Labor Organization
IPEC	ILO's International Program for the Elimination of Child Labor
M&E	Monitoring and Evaluation
MINEDU	Ministerio de Educación (Ministry of Education)
MTPE	Ministerio de Trabajo y Promoción del Empleo (Ministry of Labor)
MPG	Management Procedures and Guidelines
NGO	Non-Governmental Organization
OCFT	USDOL/ILAB's Office of Child Labor, Forced Labor and Human Trafficking
PRELAR	Programa de Reconversión Laboral para Adolescentes en Zonas Rurales (Job Training Program for Adolescents in Rural Zones)
PROCOMPITE	– Iniciativas de Apoyo a la Competitividad Productiva (Peruvian Government Competitive Production Initiatives)
SIG	Semilla's Management Information System
TOC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
UGEL	Unidad de Gestión Educativa Local (Municipal Office of Education)
USDOL	United States Department of Labor
WL	World Learning

EXECUTIVE SUMMARY

On December 31, 2011, the U.S. Department of Labor's (USDOL) Bureau of International Labor Affairs (ILAB) awarded the Centro de Desarrollo y Autogestión (DyA) and its implementing partners, the Centro de Estudios y Promoción del Desarrollo (DESCO) and World Learning (WL), \$13,000,000 over a four-year period to support the project entitled "Combating Exploitative Rural Child Labor in Peru" (Semilla project).

The Semilla project aimed to reduce exploitative child labor in agricultural and rural areas in Peru. Its geographical target area included the Amazonian jungle (Selva) and Andean highland (Sierra) regions within the departments of Pasco, Junín and Huancavelica, involving approximately 161 communities in 13 provinces. The project intended to directly benefit 6,650 children and adolescents engaged in or at risk of entering exploitative child labor, and 3,000 households of targeted children by using a multifaceted approach that promotes sustainable livelihoods.

The purpose of the final evaluation is to assess the degree to which the project met its goal and objectives, and to identify the project's successes and challenges. More specifically, the evaluation analyzed the validity of the project's theory of change; the sustainability of the project's public policy, education and production strategies; and the lessons learned and good practices that may be applied to future projects in Peru or similar contexts. Within this framework, the evaluation addresses key questions related to the project's (1) achievement of project objectives, (2) validity of its theory of change, (3) effectiveness, and (4) sustainability.

Achievement of Project Objectives

Reducing Child Labor: According to project data, Semilla's project strategies effectively contributed to achieving reductions in child labor, hazardous child labor and the number of hours that children worked. This was achieved as a result of the comprehensive project design that included educational services, livelihood activities, public policy efforts, and awareness strategies.

Strengthening Institutional Capacity: The Semilla project successfully strengthened the institutional capacity of a wide variety of public institutions or committees—including the national CPETI, regional CRDPETIs and Ministry of Education—to incorporate policies and programs for the prevention and eradication of child labor. The project was less successful in its efforts to strengthen the Ministry of Agriculture to effectively adopt and promote child labor-free production strategies.

Raising Awareness on Child Labor Issues: The Semilla project demonstrated a hugely significant increase in awareness among heads of households that children below the legal work age should not work, should attend school, and should not be involved in hazardous activities. There also were very significant positive changes in the ability of heads of households to identify child labor hazards. These successes can be attributed to the project's comprehensive, crosscutting, integrated awareness-raising approach. Effectiveness was enhanced by the

culturally sensitive nature of the messaging that was provided through numerous communication outlets.

Supporting Research and Data Collection: Semilla staff contributed significantly to documenting and disseminating research findings regarding the magnitude and specific characteristics of rural child labor. The participatory nature of the research design resulted in the selection of research topics that addressed gaps in information, which were necessary for the appropriate development of public policies.

Validity of Project's Theory of Change

The project's Theory of Change (ToC) was based on the assumption that by improving access to quality education and decreasing reliance on child labor to improve household income, the economic conditions/livelihood of work children and their households would improve. The ToC also assumed that by decreasing cultural acceptance/value of child labor in agricultural areas and building the capacity of local or national institutions to prevent/eradicate child labor, communities and institutions would have the necessary knowledge and tools to sustain child labor eradication efforts.

The project's educational strategies helped improve access to quality education while production strategies decreased the reliance on child labor. Together, these strategies contributed to improved economic conditions/livelihoods of working children and their households. The project's awareness-raising and capacity-building strategies decreased cultural acceptance of child labor in agricultural areas and increased the capacity of communities and governmental institutions to prevent/eradicate child labor. These outcomes collectively suggest that the project's Theory of Change is valid.

Effectiveness

The strategic design of Semilla's educational programs addressed gaps in the quality of and access to education in rural areas, both of which contributed to higher rates of child labor. Collectively, Semilla's educational programs remediated the inadequacies identified, resulting in significant improvements in rural education services and student achievement. The project's production strategies led to significant improvements in agricultural practices including decreased reliance on child labor, increased production, and in many cases increased household income. Improvements in production strategies also contributed to increased community awareness and commitment to prevent and eradicate child labor.

The project's PRELAR program, which was implemented in 2015, demonstrated its effectiveness by reaching high-risk adolescents ages 14 to 17 who are carrying out hazardous tasks in the workplace. The program's curriculum provided students with practical hard and life skills to prepare them for jobs that are safe and legally permitted. Quantitative results of the program's effectiveness will not be available until early 2016; however, early qualitative results indicate strong support for the program from students, parents and municipal officials. The PRELAR program will remain the main focus of project activities to better ensure the transfer of program methodologies to local, regional and national stakeholders.

Sustainability

Semilla's inclusion as part of the National Strategy for the Prevention and Eradication of Child Labor (ENPETI) positioned the project from its inception to have a greater degree of sustainability and influence on public policies and programs that could contribute to the prevention and eradication of child labor. This resulted in the sustainability/transfer of the following initiatives: 1) four of the project's educational programs, 2) marketing strategies that promoted child labor-free production, 3) 14 ordinances prohibiting child labor at the municipal, provincial and regional levels, 4) capacity-building initiatives that strengthened the Ministry of Education and Ministry of Labor's ability to prevent and eradicate child labor.

Recommendations

The Semilla project completed its four-year project implementation timeline on December 31, 2015. A no-cost extension has been approved to complete the PRELAR program objectives and to continue capacity-building activities with the Peruvian government at the national, regional and local levels. However, it is premature to withdraw program support from education and production strategies. USDOL should consider providing **phase II funding for the Semilla project of no less than two years** in support of the following activities.

- 1) **Provide Follow-up Support to MINEDU:** USDOL should enable Semilla education specialists to provide technical support to MINEDU's Rural Education Services staff during the first two years of program implementation. This support is especially critical in light of the national political elections in mid-2016 that will surely result in changes in key MINEDU personnel. The continued support from the Semilla project will help ensure continuity of program services and support efforts to expand program services in other rural areas of Peru.
- 2) **Develop a Strategic Plan to Expand the Marketing of the "Responsible Production" label:** Semilla production specialists should undergo efforts to promote and expand the "Responsible Production" marketing strategy to expand consumer awareness of and support for products cultivated with child labor-free practices.
- 3) **Provide the Necessary Follow-up Support to PRELAR Students:** Semilla should consider expanding its current staff to provide the intensive follow-up that will be needed to support the PRELAR students during the first year after graduating. The support might include the following:
 - a. Promote a formal registration system within the regional labor offices for monitoring adolescent employment activities.
 - b. Conduct outreach to employers to raise awareness of appropriate adolescent employment practices and support efforts to establish special youth employment programs.
 - c. Promote cooperation among PRELAR students with similar business interests so that they will consider jointly launching small business enterprises in lieu of competing with one another.

- d. Involve parents so that they can ensure their children prioritize their schoolwork and are not participating in hazardous child labor.
- 4) **Disseminate Results of the PRELAR Program:** Semilla staff should carefully document the PRELAR program methodology, preliminary outcomes and lessons learned so that the program can be scaled up to a regional and national level. Semilla staff should build the capacity of Regional Labor Offices and the national Ministry of Labor to assume long-term administrative and financial responsibility for the PRELAR program.
- 5) **Document and Disseminate the Strategies and Outcomes of the Semilla Project:** Semilla project staff should develop a summary of the Semilla project experience and develop a plan for disseminating results at the local, regional, and national levels. Semilla staff should be made available to provide technical assistance to municipalities, offices of labor, national labor administration offices and other stakeholders to implement Semilla strategies nationwide.
- 6) **Scale up Public Policy Strategies at the Municipal and Regional Levels:** The Semilla public policy staff should complete its facilitation of the policy development and strategic planning process being carried out by Regional Committees for the Prevention and Eradication of Child Labor (CRDEPTI).

Based on the promising practices and lessons learned from the Semilla project, the following are recommendations for future USDOL-funded child labor projects.

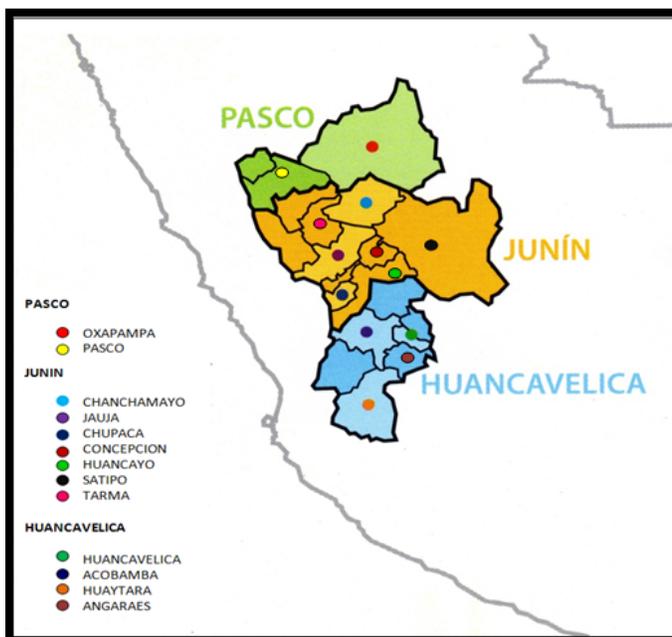
- 7) **Promote Local Public Policies:** Support the development, adoption and implementation of local policies for the prevention and eradication of child labor, which have proven to be just as important as national policies.
- 8) **Develop and Implement a Comprehensive Awareness Strategy:** Develop and implement a comprehensive approach to raise awareness on child labor that is integrated into all aspects of educational and livelihood strategies. The project's awareness strategy should be given the importance of a separate component, similar to education and production components, with specialized personnel and a plan for ensuring the consistent integration of awareness strategies throughout the project implementation period. The project also should include performance indicators related to this component in its performance monitoring plan to monitor the effectiveness of the integrated awareness strategies.
- 9) **Build Relationships with a Variety of Ministries:** Open up communication channels at the start of the project with a variety of ministries including education, labor, agriculture, social services and women, to engage all in contributing to the prevention and eradication of child labor.

I. PROJECT DESCRIPTION AND BACKGROUND

1.1 Project Description

Figure 1: Project Intervention Departments

On December 31, 2011, the U.S. Department of Labor’s (USDOL) Bureau of International Labor Affairs (ILAB) awarded the Centro de Desarrollo y Autogestión (DyA) and its implementing partners, the Centro de Estudios y Promoción del Desarrollo (DESCO) and World Learning (WL), \$13,000,000 over a four-year period to support the project entitled “Combating Exploitative Rural Child Labor in Peru” (Semilla project).



The Semilla project aimed to reduce exploitative child labor in agricultural and rural areas in Peru. Its geographical target area included the Amazonian jungle (Selva) and Andean highland (Sierra) regions within the departments of Pasco, Junín and Huancavelica, involving approximately 161 communities in 13 provinces (Figure 1). The three departments were selected based on their respective percentages of working children ages 6 to 17, surpassing the national average in each case. Other key factors for selection included the high rates of poverty, migration, and ethnic diversity between the Andean highlands and Amazonian jungle region.

The project intended to directly benefit 6,650 children and adolescents engaged in or at risk of entering exploitative child labor, and 3,000 households of targeted children by using a multifaceted approach that promotes sustainable livelihoods. The project’s five immediate objectives were 1) to increase access to quality education for children in target rural communities; 2) to reduce the need for child labor used to support household livelihood; 3) to increase the institutional capacity to address child labor; 4) to increase public awareness of the risks associated with child labor and the benefits of education; and 5) to produce reliable and accessible data (particularly on agricultural child labor) for informing policy decisions and subsequent actions to reduce child labor. Key project strategies and corresponding activities are listed in Table 1.

Table 1: Key Project Strategies and Activities (Source: Semilla Project)

Strategy	Key Activities
1) Educational Services	<ol style="list-style-type: none"> Implement formal educational services including the Academic Leveling program, Multi-grade Quality Improvement strategy, Secondary Tutorial program, and Technical Training for Adolescents program <ul style="list-style-type: none"> Implement non-formal (extracurricular) After-school program

Strategy	Key Activities
2) Livelihood/ Production Strategies	<ul style="list-style-type: none"> • Provide technical assistance and supplies to improve agricultural production for parents of children attending a Semilla educational service or who have children under the age of 18 • Raise awareness of agricultural producers regarding child labor issues during every intervention activity • Provide technical assistance to implement marketing strategies that promote child labor-free agricultural products
3) Public Policy	<ul style="list-style-type: none"> • Strengthen and support relevant ministries within the government of Peru that are involved in children’s issues in general, and child labor issues in particular • Incorporate a child labor focus into national public policies and programs • Implement a diploma course on child labor and public policy in conjunction with the Ministry of Labor • Strengthen the national and regional Committees for the Prevention and Eradication of Child Labor (CPETI and CRDPETI) • Strengthen the capacity of regional and municipal governments to develop policies and strategic plans for the eradication of child labor
4) Awareness-raising	<ul style="list-style-type: none"> • Conduct cross-cutting awareness activities as part of all educational and livelihood strategies • Produce periodic awareness-raising information and publications that reach the general public and position the topic of child labor in local and national media. • Conduct outreach campaigns and public events to disseminate information on child labor and the results of project activities
5) Research	<ul style="list-style-type: none"> • Study the dynamics of child labor and its interaction with the national social welfare program (“Juntos”) • Study the occupational risks associated with children working in agriculture • Study the relationship between exploitative child labor and the employment, income and labor conditions of adults in the household • Survey key actors involved in the development of the National Strategy for the Prevention and Eradication of Child Labor (ENPETI 2012-2021) • Study the characteristics of child labor in indigenous communities including the Ashaninkas, Yaneshas and Quechuas • Study the three ENPETI pilot project experiences, which include Semilla • Study the relationship between children who fall behind in school and their participation in child labor activities

1.2 Project Background

According to the Peruvian government’s 2012 National Households Survey (ENAHO), 23% of the nation’s 7.1 million children between the ages of 6-17 work. More than half of these working children live in rural areas (59%), and of these, the majority work in agriculture (62%).¹ Children

¹ Ministerio de Trabajo y Promoción de Empleo, Estrategía Nacional para la Prevención y Erradicación del Trabajo Infantil en Perú, 2012, Lima, Peru, http://www.trabajo.gob.pe/archivos/file/exposicion/Estrategia_Trabajo_Infantil.pdf

in agriculture reportedly produce cotton, rice, barley, coffee, broccoli, cacao, avocado, and sugar cane. Agricultural work often exposes them to harmful pesticides, long working hours, and extreme weather conditions. Children also are responsible for herding and caring for farm animals, which can result in serious injuries such as being bitten, butted, gored, or trampled by animals.² Despite the hazards associated with agricultural work, there is a strong cultural bias in favor of child labor in the rural sector based on family economic need and a belief that child labor is formative.

International and National Policy Framework: Peru is a signatory of International Labor Organization (ILO) Convention 182 regarding the worst forms of child labor, and ILO Convention 138 regarding minimum age of employment. Peru's National Code on Child and Adolescents, established in 2000, permits children 14 years of age or older to be legally employed for specific types of work and for a specific number of hours per day or 36 hours per week.³ For agricultural tasks, the minimum age is 15. Additional policy was enacted in 2010 when Peru's Ministry of Women and Vulnerable Populations (MIMP) established a Supreme Decree,⁴ which provided a list of prohibitive types of work and tasks for adolescents between the ages of 14 and 17. Prohibitive work includes any type of task that puts the adolescent at physical, mental or emotional risk, or work that interferes with his or her education.

In 2012, Peru took a significant step toward eliminating the worst forms of child labor with the approval of its first National Strategy for the Prevention and Eradication of Child Labor (ENPETI 2012-2021). As part of this strategy, the Government funded and/or supported three pilot programs to reduce child labor in urban and rural areas. Among these pilot programs was the Semilla project, which focused specifically on strategies to eradicate child labor in Peru's rural zones, particularly in agricultural areas.

² USDOL, *2012 Report on the Worst Forms of Child Labor*; Washington DC, <http://www.dol.gov/ilab/reports/child-labor/findings/2012TDA/peru.pdf>.

³ Government of Peru, *Código de los Niños y Adolescentes*, Ley No. 27337, July 2000, Lima, Peru, http://www.tarea.org.pe/images/Codigo_Ninos_Adolescentes.pdf

⁴ Government of Peru, Ministry of Women and Vulnerable Populations, Supreme Decree Number 003-2010-MIMDES, http://www.mimp.gob.pe/yachay/files/defensoriadelpueblo_281014.pdf.

II. EVALUATION PURPOSE AND METHODOLOGY

2.1 Evaluation Purpose

The final evaluation sought to assess the degree to which the project met its goal and objectives, and to identify the project's successes and challenges. More specifically, the evaluation analyzed the validity of the project's theory of change; the sustainability of the project's public policy, education and production strategies; and the lessons learned and good practices that may be applied to future projects in Peru or similar contexts. In addition, the evaluation gave special consideration to the adolescent technical training program (PRELAR), which will continue during the project's eight-month no-cost extension period. Within this context, the evaluation Terms of Reference (TOR) contained a specific set of questions to guide the evaluation. The entire list of evaluation questions can be found in the TOR in Annex A.

2.2 Evaluator

Michele Gonzalez Arroyo carried out the final evaluation. Michele is an education, training and evaluation professional. She has twenty years of practical experience planning and implementing education and training programs focusing on labor, health and education issues for underserved populations. As a certificated secondary school teacher, she also brings experience teaching youth in both formal and non-formal educational settings. Her professional background in education, labor and public health, as well as her broad range of international experience, have allowed her to carry out a wide array of evaluations for international development projects that focus on child labor, labor rights and occupational health and safety. Michele also conducted the interim evaluation of the Semilla project in Peru in July 2014.

2.3 Methodology

The methodology used for the data collection was primarily qualitative in nature. Quantitative data were obtained from project documents and reports and incorporated into the analysis. Data collection methods and stakeholder perspectives were triangulated for many of the evaluation questions to bolster the credibility and validity of the results. A structured interview protocol was followed, with adjustments for each person's background knowledge and level of involvement in project activities. The data collection process included a document review, development of data collection tools, field visits, stakeholder interviews, and the compilation of data into a matrix for final analysis.

Evaluation Schedule. The evaluation was conducted between November and December 2015. The evaluator contributed to the development of the TOR, reviewed project documents, and developed interview tools prior to carrying out fieldwork in Peru. The fieldwork was conducted from November 9-20. The greater part of the data analysis and writing of the report occurred from November 23-December 10, 2015. The complete schedule of evaluation activities appears in Annex B.

Data Collection. The evaluation questions developed by USDOL served as the basis for the guides and protocols used in the key informant interviews and document reviews. The master interview guide can be found in Annex C. Following is a description of the methods employed to gather primary and secondary data.

- *Document Reviews:* The evaluator reviewed and referenced numerous project documents and other reference publications. These documents included the technical proposal, comprehensive monitoring and evaluation plan, baseline study, technical progress reports, and other supporting project materials found on the Semilla website or obtained during the fieldwork component. Annex D shows a complete list of documents that were reviewed.
- *Key Informant Interviews:* The evaluator conducted interviews with stakeholders in Lima and in all three intervention regions: Pasco, Junín and Huancavelica. In total, 239 stakeholders were interviewed individually or in small groups. These included Semilla project staff; local, regional and national government representatives; teachers; children and adolescents benefiting from educational and technical training services; parents of children benefiting from an educational service; producers; and University Diploma students. Table 2 provides a summary of the stakeholder groups interviewed and their characteristics, method of interview and the sample size. A complete list of individuals interviewed appears in Annex E.

Table 2: Stakeholders, Methods, Sample Size, and Sample Characteristics

Stakeholder Group	Method of Interview (Individual or Group)	Sample Size (Number of Persons Interviewed)	Sample Characteristics
Semilla Project Staff	Individual and Group	26	Semilla staff based in Lima, Selva and Sierra regions
Local and Regional Government Officials	Individual and Group	51	Representatives of national, regional or local governments
National Government Officials	Individual and Group	7	Officials from the Ministry of Education and Ministry of Labor
Teachers	Individual and Group	21	Teachers who teach in one of the educational services or who benefit from Semilla’s technical assistance
Parent Beneficiaries	Group	72	Parents of children enrolled in an educational service
Student Beneficiaries (Secondary Tutorial, Leveling, and After-School programs)	Group	24	Children and adolescents who benefit from Semilla’s educational services
Adolescent Technical Training Beneficiaries (PRELAR)	Group	11	Adolescents ages 14-17 enrolled in the six-month technical training program
University Diploma Students (diploma course on child labor and public policy)	Individual	2	Adult students representing government sector and non-governmental organizations

Stakeholder Group	Method of Interview (Individual or Group)	Sample Size (Number of Persons Interviewed)	Sample Characteristics
Community Leaders	Group	11	Members of native indigenous groups in the Selva and Sierra regions
Members of Agricultural Production Associations or Cooperatives	Group	11	Members of associations and cooperatives representing coffee, cacao and avocado producers
Indirect Beneficiaries	Group	4	Producers benefiting from PROCOMPITE agricultural production award
TOTAL		239	

- *Observations:* The evaluator conducted observations of educational services in four sites, adolescent technical training in one site, and production services in five sites within the Selva and Sierra regions (Table 3). This provided an opportunity to assess the quality of educational services by observing the level of student engagement, the degree to which teachers employed learner-centered teaching techniques and classroom management strategies.⁵ It also enabled an assessment of changes to production practices as a result of Semilla’s technical assistance.

Table 3: Observations of Educational, Technical Training and Production Services

Region/Community	Strategy
Sierra/Santa Rosa	Production Strategy: Avocados
Sierra/Muchic	Production Strategy, Agriculture Association: Avocados
Sierra/Ñuñunguayo	Educational Service: Secondary Tutorial classroom Production Service: New potato storage areas
Sierra/Chacampra	Production Service: Alfalfa and <i>Cuy</i> (Guinea Pigs) Educational Service: Multi-grade
Sierra/Huacan	Educational Service: Leveling (<i>Nivelación</i>) classroom
Selva/Villa Rica	Production Strategy: Coffee
Selva/La Florida	Educational Service: Adolescent Technical Training (PRELAR)
Selva/La Merced	Educational Festival “FestiSemilla” (participation of all educational programs and production services in Selva region)

⁵ United Nations Children’s Fund, “Defining Quality in Education,” New York, NY, 2000.
<http://www.unicef.org/education/files/QualityEducation.PDF>

Data Analysis. The document reviews and stakeholder interviews generated a substantial amount of raw qualitative data, which were then categorized, synthesized, and summarized. The data analysis process was driven by the TOR evaluation questions.

Debriefing. The evaluator conducted a debriefing meeting in Lima with 67 project stakeholders to present preliminary findings, solicit clarifications, and gather further input regarding the project's sustainability efforts. Participants included local and national government officials, indigenous leaders, adolescent beneficiaries and project staff.

Limitations. The Semilla project carried out educational and production activities in 161 different communities within a geographical area that spans three departments in both the Andean highland (Sierra) and Amazonian jungle (Selva) regions. While it was impossible to visit every project site during the ten days of evaluation fieldwork, all efforts were made to ensure that the evaluator visited a representative sample of sites in both the Sierra and Selva regions, including some that have performed well and some that have experienced challenges.

The findings for this evaluation were based on information collected from background documents and interviews with stakeholders, project staff and beneficiaries. The accuracy and usefulness of these findings relied on the integrity and relevance of the information provided to the evaluator from these sources.

III. FINDINGS

The following findings are based on fieldwork interviews with project stakeholders in Peru and a review of project documents and reports. The findings address the questions in the TOR and are organized as follows: 1) achievement of project objectives, 2) validity of the project’s theory of change, 3) effectiveness of strategies to decrease child labor, 4) effectiveness and sustainability of public policy strategies, 5) effectiveness of PRELAR program, 6) effectiveness of parent education program, and 7) sustainable livelihood strategies.

3.1 Achievement of Project Objectives

This section assesses the achievement of project objectives as stated in the Project Document and Comprehensive Monitoring Plan (CMEP). The project design had five objectives that were aligned with the common objectives of USDOL-funded child labor elimination projects. Progress or achievement of each of these objectives and the factors contributing to the achievement or non-achievement of objectives are discussed below.

3.1.1 Objective 1: Reduce Exploitative Child Labor in Rural Areas

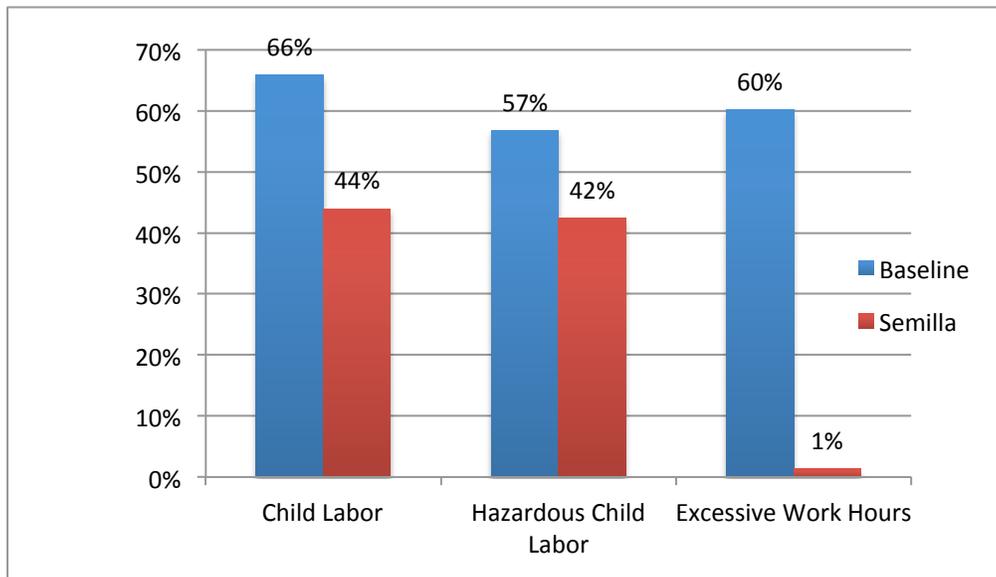
Objective 1 aimed to reduce exploitative child labor in rural areas by providing services to promote education and sustainable livelihoods. Three key performance indicators were established to determine the achievement or non-achievement of this objective: Percentage of children and adolescents participating in child labor, percentage participating in hazardous child labor, and percentage working excessive hours. At least two measurements per year are taken for each child and adolescent beneficiary to determine change rates. The first measurement of a child’s labor status is taken upon enrollment, which serves as the baseline. This is followed by a second measurement that is taken after participating in a Semilla educational program for six months. For children and adolescents who participated multiple years, Semilla continued to monitor their child labor status every six months. While the project has so far enrolled 6,627 children and adolescents, only 4,586 of these beneficiaries have had at least two measurements, which are needed to compare rates of change in their child labor status. Most of the remaining beneficiaries will have a second measurement by December 2015. Table 4 outlines the key performance indicators, baseline values and results as of July 2015. Figure 2 provides a graphic presentation of the results to date.

Table 4: Results of Efforts to Reduce Child Labor, Hazardous Labor and Work Hours Based on 4,586 Beneficiaries

Objective 1	Key Performance Indicators	Participation in Child Labor - Baseline Figures	Participation in Child Labor as of July 2015	% Change between first and st measurement
Reduce exploitative child labor by providing services to promote education and sustainable livelihoods	(1) % of child beneficiaries between the ages of 5-17 who participate in child labor	3,016 or 65.8%	2,013 or 43.9%	-33.2%

Objective 1	Key Performance Indicators	Participation in Child Labor - Baseline Figures	Participation in Child Labor as of July 2015	% Change between first and st measurement
	(2) % of children and adolescents who participate in hazardous child labor	2,602 or 56.7%	1,946 or 42.4%	- 25.2%
	(3) % of children under the age of 12 who work excessive hours	2,791 or 60.1%	61 or 1.3%	-97.8%

Figure 2: Baseline and Post-Intervention Child Labor Participation Rates for 4,586 Beneficiaries



Source: Semilla, July 2015

Discussion: The Semilla project provided educational services to a total of 6,627 child and adolescents from January 2012 to November 2015. Of these, 4,586 have had at least two measurements, which enable a comparison in child labor rates. The most significant decrease was in the number of hours worked. At baseline, 60% of children and adolescent beneficiaries worked an excessive number of hours according to national and international child labor regulations. This dropped significantly to only 1%, which represents a reduction of 98%. Significant reductions were also seen in the total number of children participating in labor. At baseline, 66% of the children and adolescents participated in child labor; at post intervention, this dropped to 44%, representing a reduction of 33%. A similar reduction was seen in percentage of children participating in hazardous child labor tasks, with a baseline of 57% and a post-intervention rate of 42%. This represents a reduction of 25%. Hazardous child labor includes working at night, handling heavy machinery or dangerous tools, carrying heavy loads or coming into contact with dangerous chemicals.

Factors contributing to the decrease in child labor rates: Interviews with project staff and stakeholders attributed the progress in achieving a decrease in child labor, hazardous child labor and hours worked primarily to the **quality educational services** provided by the project. These services offered an alternative to participating in child labor. Some of these educational services such as Multi-grade Quality Improvement strategy and the Secondary Tutorial program allowed students to participate for more than one year, which increases the likelihood of permanent withdrawal from child labor. Another contributing factor leading to success was the project's efforts to **raise the awareness of parents** so that they could identify hazards associated with child labor, and support their children's education over their participation in labor. The livelihood activities implemented with parents also contributed to the reduction in child labor by promoting **child labor-free production practices** and assisting families with production strategies that would **increase household income**.

Barriers to decreasing child labor rates: The project's greatest barrier to decreasing child labor was the widely accepted cultural practice of children working in agriculture. This barrier, however, was less notable during the final evaluation interviews than during the interim evaluation conducted in 2014. This positive change in attitudes and practices regarding child labor may be at least partially attributed to the project's awareness-raising strategies as well as the policies it promoted at the local, regional and national levels.

3.1.2 Objective 2: Strengthen Institutional Capacity

Semilla's capacity-building strategies were intended to strengthen institutional capacity at the municipal, regional and national levels. The expected result of this institutional strengthening was to incorporate child labor prevention and eradication policies into the administration of a wide variety of public institutions. According to Semilla project staff, 50 public institutions in the target zones and Lima have strengthened their capacity and policies on child labor, education, sustainable livelihoods and social protection. The key results and institutions targeted are listed in Table 5.

The strategies used to build institutional capacity included the following:

- Strengthening the multi-sectoral national and regional Committees for the Prevention and Eradication of Child Labor (CPETI and CRDPETIs)
- Developing and implementing a university diploma program focusing on public policy and management in child labor issues
- Adapting and/or developing regional and municipal ordinances that require child labor-free production strategies
- Inserting child labor prevention and elimination strategies in existing governmental programs at the national, regional and municipal levels
- Disseminating results of child labor elimination strategies through policy papers and public forums.

Table 5: Results of Institutional Capacity-building Strategies

Objective 2	Key Performance Indicator	Progress/Achievements as of November 2015
Strengthen Institutional Capacity and Policies on Child Labor, Education, Sustainable Livelihoods and Social Protection	2.1 Number of public institutions that include among their strategies mechanisms to reduce child labor (conditions, focalization, stimuli)	<ul style="list-style-type: none"> • Ministry of Education (MINEDU) has committed to incorporate Semilla’s educational programs as part of its new Rural Education Services (DISER) • Three regional Committees to Prevent and Eliminate Child Labor (CRDPETIs) are developing strategic plans for the prevention and eradication of child labor • Public and private universities are incorporating child labor topics into core curricula to raise awareness of the problems associated with child labor • Three Regional Agricultural Offices are incorporating child labor awareness messages in educational materials • Three Regional PROCOMPITE programs (Peruvian Government Competitive Production Initiatives) require participants to implement child labor-free production strategies • Two indigenous organizations developed and disseminated lists of hazardous child labor work practices • Five Municipal Child Protection Services (DEMUNAs) have been trained on identifying child labor and hazardous child labor, and reporting abuses to the proper authorities

Discussion: While no targets were set for the number of public institutions the project intended to reach, the project worked with a wide range of stakeholders at the national, regional and local levels. At the time of this final evaluation many of the policy accomplishments had only recently been completed or were in the process of being completed. Time is still needed to provide the necessary technical assistance and follow-up with the policies designed to prevent and eradicate child labor. Of greatest concern is the newly formed Rural Education Services (DISER) that has committed but not yet implemented four of Semilla’s educational programs in 2016—Academic Leveling, Multi-grade Classroom, Secondary Tutorial and the After-School Program. The successful implementation of these programs requires further technical assistance and follow-up with the Ministry of Education.

Factors contributing to institutional strengthening: Semilla staff’s dedication, collaboration and organization were instrumental in achieving institutional strengthening objectives. Representatives from the Ministry of Education’s Rural Education Services (DISER) described a collaborative process in which the Semilla staff spent long hours working alongside the DISER staff to assure the proper adaptation and integration of educational programs into the national rural education curriculum. Members of other governmental units, such as the Regional Committees for the Prevention and Eradication of Child Labor (CRDPETIs), attributed the success of the project’s policy strategies to a well-organized and strategic process for developing and promoting regional ordinances to prevent and eradicate child labor as well as for facilitating a follow-up process on how to implement these new ordinances.

Barriers to institutional strengthening: The frequent turnover among government officials in the last four years was cited as the major barrier to gaining further inroads with national

stakeholders. This was especially the case for the Ministry of Labor, which experienced four different ministers, four different vice-ministers and four different directors of the Fundamental Rights, Health and Safety department, which also coordinates CPETI. Project staff stated that they had to spend a tremendous amount of time and energy bringing new officials up to speed and gaining their support for project objectives.

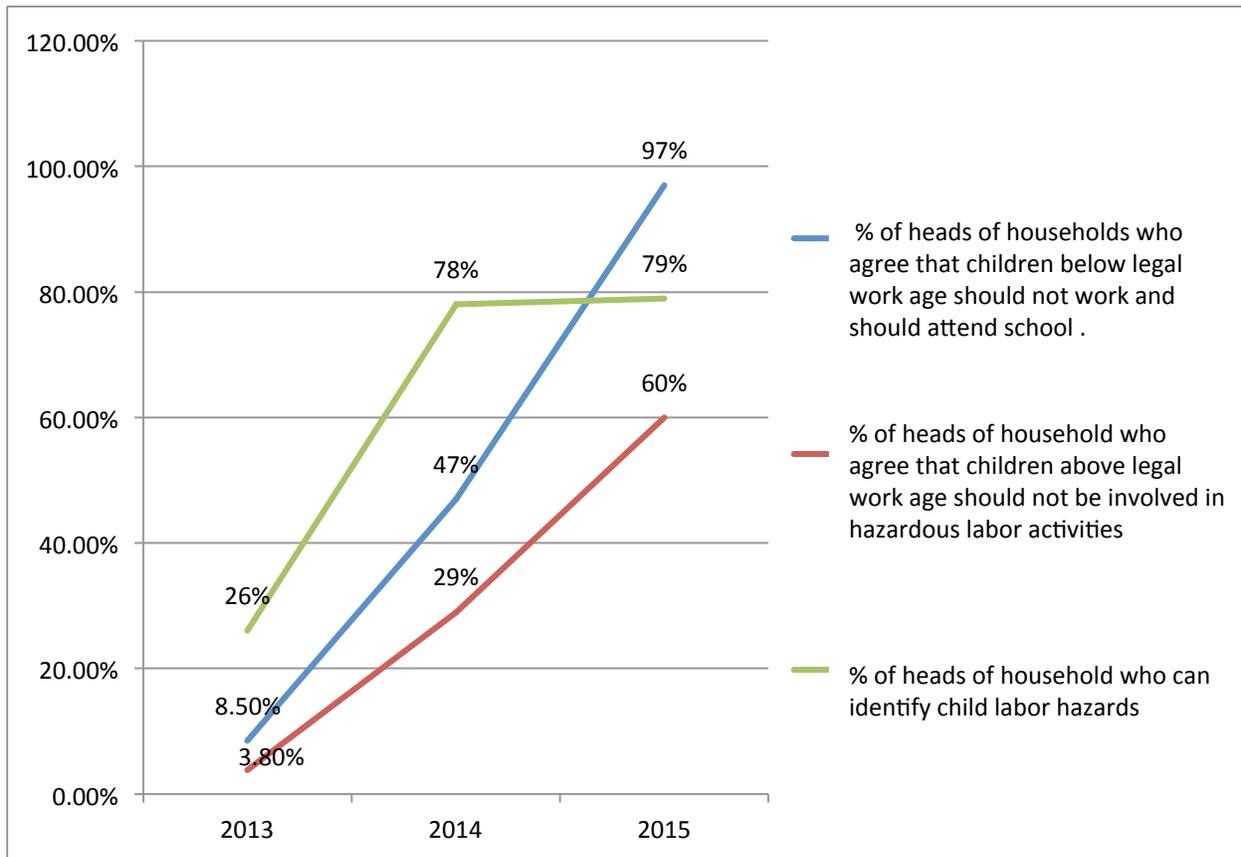
3.1.3 Objective 3: Raise Awareness on Child Labor Issues

The project implemented two overall strategies to raise awareness on child labor issues. One was to integrate key messages into all activities carried out in the educational, production, research and policy components. A second strategy was to develop key awareness activities such as special campaigns, educational fairs, social network messaging and communication bulletins. The awareness objective’s key performance indicators and results as of July 2015 are shown in Table 6. The results are based on those heads of households whose children were enrolled in educational services and/or who were direct beneficiaries of production services. Figure 3 offers a graphic presentation of these baseline and post-intervention results.

Table 6: Results of Institutional Capacity-building Strategies

Objective 3	Key Performance Indicators	Baseline	Results as of July 2015	% Increase in Awareness Levels
Raise Awareness on Exploitative Child Labor, its Root Causes, the Importance of Education, Social Protection and Decent Work for Children/Youth of Legal Working Age	(1) % of heads of households who agree that children below legal work age should not work and should attend school	8.5%	97%	1,041%
	(2) % of heads of household who agree that children above legal work age should not be involved in hazardous labor activities	3.8%	60%	1,479%
	(3) % of heads of household who can identify child labor hazards	26%	79%	204%

Figure 3: Baseline and Post-Intervention Awareness on Child Labor Issues



Source: Semilla Project, July 2015

Figure 4: Indigenous communities participate in regional educational fairs known as “Festi-Semilla” to share results of educational programs



Discussion: There was very significant positive change in awareness and attitudes among heads of household regarding child labor issues. The largest changes were in the ability to identify child labor hazards (1,479% increase from baseline) and in agreement that children below the legal work age should not work and should attend school (1,041% increase from baseline). There was also significant positive change in perceptions regarding children’s participation in hazardous activities (204% increase from baseline).

Factors contributing to the achievement of awareness objective: The success of the project’s awareness efforts can be attributed to its

crosscutting, integrated awareness-raising approach. Awareness messages were incorporated into all educational, production, research and policy activities. These messages took into account the cultural values, customs and beliefs of the Peruvian rural population by clearly distinguishing formative activities from tasks that are dangerous or inappropriate for children and can affect their physical or emotional health and well-being. Awareness events, such as educational fairs known as “FestiSemilla” (Figure 4) provided an opportunity to share educational program results and strategies with parents and the general public. In addition, Semilla provided periodic updates of progress and results to governmental stakeholders at the national, regional and local levels. The evidence provided in these updates was key in promoting the institutionalization of educational programs.

Barriers to achieving project awareness objective: Child labor is often viewed as a tradition and perhaps an economic necessity among parents, teachers and authorities. To overcome this common view, the project reinforced awareness strategies to differentiate between formative activities and hazardous child labor.

3.1.4 Objective 4: Support Research and Data Collection on Child Labor

The diverse research studies conducted by Semilla were intended to document the magnitude and specific characteristics of rural child labor. The seven research studies conducted by Semilla examined the following topics:

- (1) Dynamics of child labor and its interaction with the national social welfare program (“Juntos”)
- (2) Occupational risks associated with children working in agriculture
- (3) Relationships between exploitative child labor and the employment, income and labor conditions of adults in the household
- (4) Key actors involved in the development of the National Strategy for the Prevention and Eradication of Child Labor (ENPETI 2012-2021)
- (5) Characteristics of child labor in indigenous communities including the Ashaninkas, Yaneshas and Quechuas
- (6) Good practices identified in the three ENPETI pilot project experiences, which included Semilla
- (7) Relationship between children who fall behind in school and their participation in child labor activities

The key performance indicators for Objective 4 focused on the extent of dissemination of results among national, regional and local stakeholders. To achieve this objective, the project presented advancements and/or results of the studies to the following audiences:

- National Committee for the Prevention and Eradication of Child Labor (CEPTI)
- National Congress
- Catholic University of Peru
- Networks of non-governmental organizations (NGOs) that address child labor issues

In addition, results of three studies conducted by Semilla were published in the Peruvian academic journal *Peru Hoy*.⁶

Factors contributing to the achievement of research objective: Semilla project staff cited several important factors contributing to the achievement of the project's research objective. One important factor was the participatory nature of the research design, with researchers gathering input from both Semilla staff and Ministry of Labor and Ministry of Education officials. This resulted in the selection of research topics that addressed gaps in information necessary for the development of public policies. For example, one research study focused on root causes of children who lag behind in school. The results of this study contributed to the evidence in support of institutionalizing the Academic Leveling program as an effective means for preventing exploitative child labor. Another important factor in ensuring that research objectives were being met was the periodic discussions that were held between researchers and stakeholders to discuss preliminary findings.

Challenges in achieving research objective: Semilla staff encountered a number of challenges during the course of meeting the research objective. First, there were few skilled researchers experienced in conducting studies on child labor issues. While the researchers selected had extensive experience in occupational issues related to adults, it took time for them to thoroughly understand the problems associated with child labor. Second, it took time for researchers to adjust their studies to be able to make policy recommendations and not to simply add to the body of academic knowledge about the subject. Finally, due to conflicting responsibilities among researchers, deliverables were not always met on time.

3.1.5 Objective 5: Promote long-term sustainability

Objective 5 aimed to promote long-term sustainability of project efforts to combat exploitative child labor and improve livelihoods. The following discussion focuses on project efforts to sustain both educational and production strategies.

Educational programs: The project successfully transferred the Secondary Tutorial program to the Ministry of Education (MINEDU) in 2014. As of 2015, MINEDU was responsible for its full implementation, including funding for teachers and training. MINEDU has committed to institutionalizing the Secondary Tutorial program, as well as the Multi-grade Quality Improvement strategy, Academic Leveling program and the After-school program in 2016 as part of its newly formed Rural Education Services (DISER).

Factors contributing to the successful institutionalization of these educational programs included 1) pilot testing educational programs to demonstrate effectiveness, 2) capacity building among teachers and DISER staff, and 3) providing technical assistance to MINEDU to ensure proper transfer of program strategies.

⁶ Articles published:

- (1) Guerrero, Maró, "El trabajo infantil rural y la inclusion social," *Perú Hoy*, No. 21, July 2012.
- (2) Jungbluth, Werner, "Algunas notas sobre el trabajo infantil rural," *Perú Hoy*, No. 24, Dec. 2013.
- (3) Mendoza, Iván, "Dimensiones económicas y sociales del trabajo infantil rural," *Perú Hoy*, No. 28, Dec. 2015.

Production strategies: Semilla’s production strategies are likely sustainable at the local and regional levels, but less so at the national level. The alternative production strategies introduced in targeted communities will likely be sustained since they have proven to be more efficient and effective than production strategies previously used. Producers demonstrated an understanding of the social and economic benefits of the alternative strategies, and a commitment to continue implementing strategies that do not rely on child labor. The “Responsible Production” label helped raise awareness among producers and consumers to highlight child labor-free production strategies. In addition, the project facilitated the certification of agricultural products with Eurofresh, and of coffee and cacao with Rainforest Alliance. Both of these certifications prohibit the use of child labor.

Factors contributing to the sustainability of production strategies included 1) promoting agricultural practices that do not rely on child labor, 2) providing technical assistance to efficiently and effectively grow new and/or traditional agricultural products, 3) raising the awareness of producers regarding the benefits of child labor-free production and the importance of children attending school, 4) assisting with marketing strategies to promote child labor-free products, 5) facilitating the certification and commitment of international buyers, and 6) obtaining the participation and interest of Ministry of Agriculture Offices at the local level.

Barriers to the sustainability of production strategies: The project was unable to make major inroads with the national Ministry of Agriculture to incorporate child labor-free production in its Agrarian Policy Guidelines. While the Ministry of Agriculture expressed interest, its priorities remain focused on increasing production and for 2016, preparations for the possible disastrous effects of the El Niño weather phenomenon.

3.2 Validity of the Project’s Theory of Change

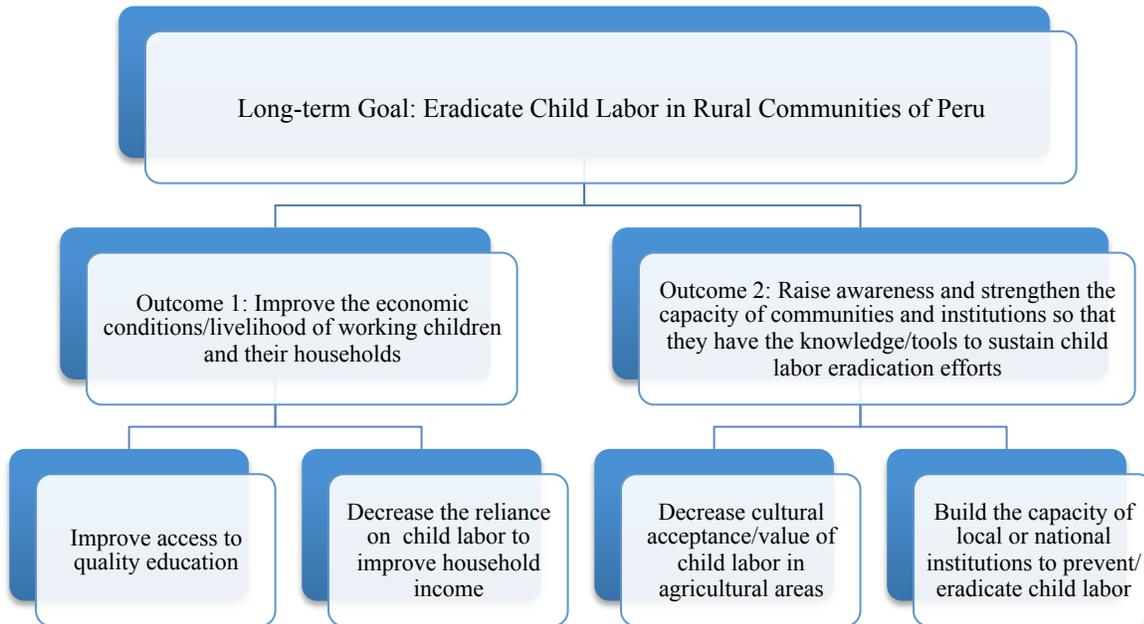
This section assesses the validity of the project’s Theory of Change (ToC), as stated in the project’s Comprehensive Monitoring and Evaluation Plan (CMEP).

3.2.1 Semilla Project’s Theory of Change

The project’s Theory of Change (ToC) was based on the assumption that by improving access to quality education and decreasing reliance on child labor to improve household income, the economic conditions/livelihood of work children and their households would improve. The ToC also assumed that by decreasing cultural acceptance/value of child labor in agricultural areas and building the capacity of local or national institutions to prevent/eradicate child labor, communities and institutions would have the necessary knowledge/tools to sustain child labor eradication efforts.

To achieve these outcomes, the project design included educational, production, public policy and awareness strategies as outlined in Figure 5. Following is a discussion of the validity of these strategies to achieve both outcomes and ultimately, the long-term goal of eradicating child labor in rural communities of Peru.

Figure 5: Semilla’s Theory of Change from Semilla’s CMEP, 2014



Validity of Strategies to Achieve Outcome 1: By the end of the project implementation period, the evaluator validated the assumption that the project’s educational strategies would improve access to quality education in the targeted rural areas. It also was possible to validate the assumption that Semilla’s awareness and production strategies decreased reliance on child labor. This decreased reliance on child labor, accomplished by introducing more effective production strategies, contributed to an overall improvement in the economic conditions/livelihood of working children and their households.

Validity of Strategies to Achieve Outcome 2: It was possible to validate the assumption that efforts to increase awareness would lead to a decrease in the cultural acceptance/value of child labor in agricultural areas, which then would lead to an increased capacity to sustain policies and programs aimed at eradicating child labor. Semilla developed and implemented a comprehensive awareness-raising strategy, which led to changes in knowledge, attitudes and practices of targeted community members and government officials regarding child labor and children’s right to an education. These changes in knowledge, attitudes and practices then contributed to an increased capacity of communities and institutions to sustain efforts aimed at preventing/eradicating child labor in targeted rural areas. This was primarily demonstrated through the numerous public policies enacted as a result of project efforts that formally supported children’s access to quality education and zero tolerance of child labor. Public policy efforts are described in more detail in section 3.5.2.

3.3 Effectiveness of Educational Strategies

The project’s five educational strategies sought to improve the quality and access to education. These strategies included the 1) Multi-grade Quality Improvement strategy, 2) Academic Leveling program, 3) Secondary Tutorial program, 4) After-school program, and 5) Adolescent Technical Training program (PRELAR), discussed in greater detail in Section 3.5. The distribution of participants, disaggregated by gender and age, is shown in Table 7. Following is a

discussion of how each of these strategies contributed to improved access to quality education for the 6,627 child and adolescent beneficiaries.

Table 7: Distribution of Students Participating in Semilla’s Educational Programs

EDUCATIONAL PROGRAM	MALE			FEMALE			TOTAL 6 TO 13 YEARS	TOTAL 14 TO 17 YEARS	General Total
	6 to 13 years	14 to 17 years	Total	6 to 13 years	14 to 17 years	Total			
PRELAR	0	158	158	0	169	169	0	327	327
AFTER SCHOOL PROGRAM	1144	34	1178	1176	33	1209	2320	67	2387
MULTIGRADE	953	27	980	924	34	958	1877	61	1938
LEVELING	515	70	585	671	82	753	1186	152	1338
TUTORIAL HIGH SCHOOL	108	176	284	130	223	353	238	399	637
Total	2720	465	3185	2901	541	3442	5621	1006	6627

Source: Semilla Project, November 2015

3.3.1 Multi-grade Quality Improvement Strategy

Figure 6: Active Learning in Semilla’s Multi-grade Quality Improvement Classroom



A total of 1,938 students benefited from Semilla’s Multi-grade Quality Improvement strategy, which focused on improvements in the quality of education provided by the multi-grade classroom teachers. Often, multi-grade classroom teachers do not have the necessary skills, training, or curricular materials to adequately manage and differentiate multiple grade levels within a single classroom. The primary objective of the quality improvement strategies was to build the capacity of teachers to manage differentiated teaching content and maximize student learning. Multi-

grade classroom teachers interviewed during the final evaluation all expressed improvements in student learning as a result of their improved teaching methodologies. One teacher stated, *“I wish all teachers in multi-grade schools could learn these simple changes that help us be better teachers and allow students to have fun while learning.”* The teachers are sharing their teaching techniques through a newly-formed regional network of multi-grade teachers. The Ministry of Education plans to institutionalize the Multi-grade classroom quality education strategy as part of the newly-formed Department of Rural Education.

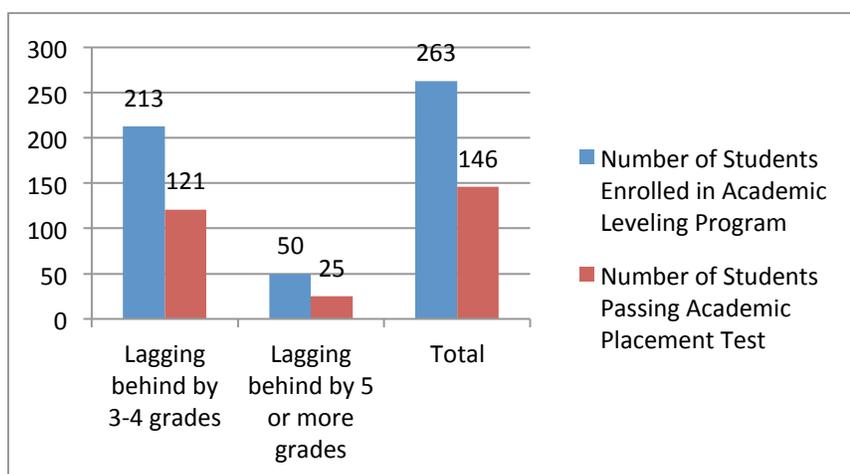
3.3.2 Academic Leveling Program

A total of 1,338 students benefited from the Academic Leveling program, which allowed students who were behind by more than two academic years to complete two years of primary education in just one year. The Peruvian Ministry of Labor has identified children who lag behind in school

to be at higher risk of participating in hazardous child labor and dropping out of school altogether.⁷

Results of students who enrolled in the Academic Leveling program with the lowest academic performance scores—lagging behind by three or more grades—showed remarkable progress by the end of the school year. These results are presented in Figure 7.

Figure 7: Results of Academic Leveling Program for Academic Year 2014



Source: Semilla Project, November 2014

Discussion: Figure 7 shows the results of the academic placement test scores of students enrolled in the Academic Leveling program in 2014. Approximately 57% of students who lagged behind by three or four grades passed the exam that promoted them by two grades. For students who were behind by five or more grades, 50% passed the exam that promoted them by two grades. Results were not available for 2015 at the time of the evaluation fieldwork; however, more recently, test scores for 2015 were available. Of the 343 who took the academic placement test in 2015, 304 students, or 89%, passed the exam that promoted them by two grades. The project partially attributes the high academic placement test scores to adjustments it made to the Academic Leveling Program in 2015, based on the experiences of the two previous years.

Parents of students participating in the Academic Leveling program stated that their children used to dread going to school. The constant teasing and taunting by students of the same age but several grades ahead made their children feel “dumb.” The program has helped their children regain their self-esteem and interest in learning. Teachers of Academic Leveling students stated that the training provided by the Semilla program, which consisted of five multi-day workshops per year, was instrumental in building their capacity to implement the program. The Ministry of Education plans to institutionalize the Academic Leveling program as part of the newly-formed Department of Rural Education.

⁷ Ministerio de Trabajo y Promoción de Empleo, Estrategía Nacional para la Prevención y Erradicación del Trabajo Infantil en Perú, 2012, Lima, Peru, http://www.trabajo.gob.pe/archivos/file/exposicion/Estrategia_Trabajo_Infantil.pdf

3.3.3 Secondary Tutorial Program

A total of 637 students benefited from the Secondary Tutorial program, which gave students in remote rural areas access to secondary education within or near their communities. It allowed them to study locally rather than to travel long distances to attend school. According to Semilla education experts, approximately 50,000 rural students in Peru do not have access to secondary education within reasonable walking distance. Compounding the problem is the fact that students who migrate to urban areas to pursue their secondary education often stay there, leaving few professionals in the rural communities to help foment academic and economic development. Students who do not want to migrate to pursue their secondary education, or who cannot afford to migrate, ultimately discontinue their studies and join the workforce at a very young age. The Secondary Tutorial program introduced by Semilla has resulted in the availability of quality secondary education in remote rural areas of Junin, Pasco and Huancavelica. One outstanding feature of the Secondary Tutorial program was the involvement of parents and community leaders who provided the necessary school infrastructure and housing for teachers and students. The Ministry of Education has already institutionalized the Secondary Tutorial program as part of the newly formed Department of Rural Education.

The Secondary Tutorial program had a particularly important impact on indigenous communities in remote areas of the Amazonian jungle region such as the Ashaninka communities shown in Figure 8. Prior to the implementation of the Secondary Tutorial program, these communities had never had access to secondary education without migrating to urban areas. One Ashaninka leader stated, *“We know the importance of education, but we did not want to send our children to go live in the cities. This created a conflict between preserving our community and culture or pursuing secondary education. Now we have both.”*

Figure 8: Ashaninka Music Teachers (left) and Secondary Tutorial Students (right)



3.3.4 After-school Program

After-school program: Approximately 2,387 students attended the Semilla project's After-school program, which consisted of three hours of academic enrichment for primary school children after the end of the regular school day. The participatory and playful curriculum focused on strengthening communication, math and social skills. The program also included a nutritious meal and parent meetings. The After-school program directly addressed the problem of unprogrammed free time after school, which often resulted in children joining their parents in the field. It was considered by all stakeholders to be a highly effective way to keep students from participating in dangerous forms of child labor, while at the same time enriching student learning and raising parent awareness. The After-school program has been adopted by MINEDU's Rural Education Services as an academic enrichment program in some multi-grade schools where student performance is extremely low.

3.4 Effectiveness of Production Strategies

Semilla's livelihood intervention strategies directly address two root causes of child labor: low productivity/household income and agricultural practices that have traditionally relied on child labor. Livelihood strategies were introduced to approximately 3,058 families in Junin, Pasco and Huancavelica. The following discussion indicates how these strategies decreased reliance on child labor, increased productivity, improved household income and decreased cultural acceptance of child labor.

3.4.1 Decreased Reliance on Child Labor

To decrease the reliance on child labor, the project introduced alternative, more effective and efficient production strategies to parent beneficiaries. These alternatives included threshing machines (Figure 9), potato storage units, two-handed pruners, and strategically situated cacao harvesting stations. The introduction of new technology and methods was focused on the benefits to families of decreased reliance on child labor. This central message was reinforced by activities to raise awareness regarding child labor and the importance of education. During the evaluation interviews, parents who produced barley, potatoes and alfalfa explained how the alternative production strategies introduced by the project were more cost-efficient and did not rely on child labor.

Figure 9: Threshing machine eliminated reliance on child labor for harvesting barley

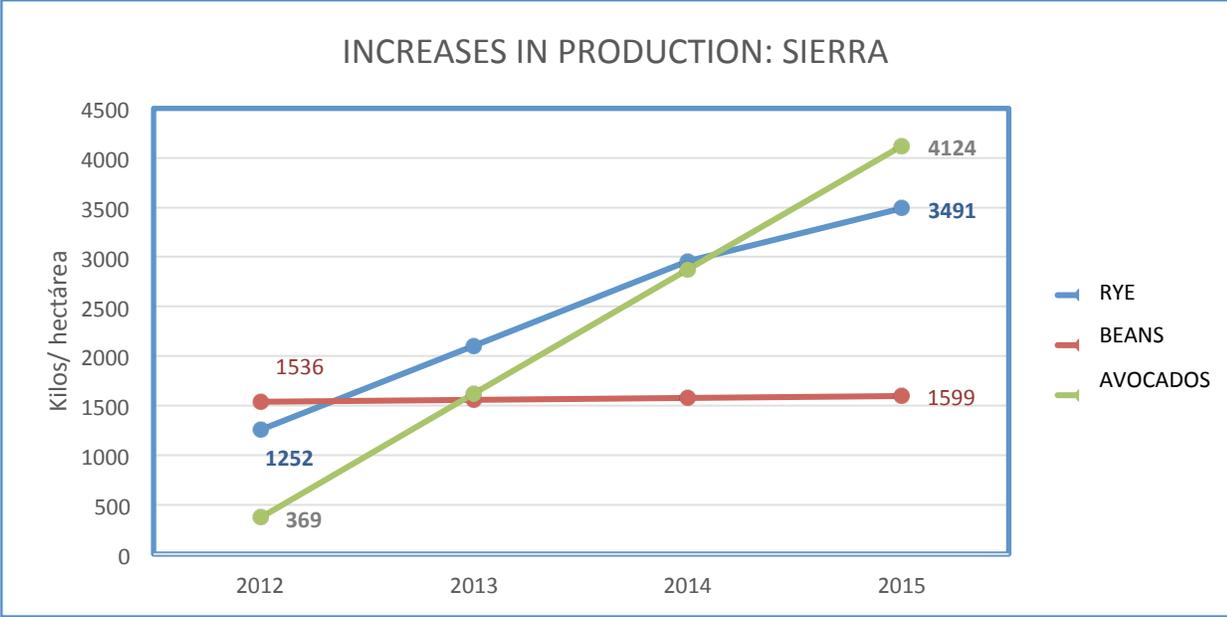


3.4.2 Increased Production

The Semilla project monitored increases in production, which, in turn, could result in increased household income (see Sections 3.4.3 and 3.9). The data demonstrate that, with the use of technology, significant increases in production were achieved with the introduction of crops, such as avocados and cacao, and traditional crops, such as barley. Smaller increases in production were

also achieved with other traditional crops such as beans and potatoes. Coffee is the only crop that did not demonstrate production increases, but this is due to the Rust plague that nearly devastated all of Peru’s coffee in 2013 and 2014. Figure 10 compares the increases in production (kilograms per hectare) for rye, beans and avocados in the Sierra region from January 2012 to July 2015.

Figure 10: Increases in Production (kg/hectare) for Rye, Beans and Avocado in Sierra Region-Jan. 2012 to July 2015



Source: Semilla Project, July 2015

Factors contributing to the sustainability of production activities include the requirement that beneficiaries to have their own land on which to grow the crops promoted by the project, and the interest to meet project objectives. Producers received inputs at the start of their participation, such as seeds, plants, and other supplies, and then they received training on how to manage their crops for future production cycles. For perennial crops, such as avocados and cacao, the trees live up to 15 years. For short-cycle crops, such as beans and alfalfa, the project trained producers to budget for the seeds needed for the next cycle, or how to obtain the seeds from the crops themselves, as in the case of potatoes.

3.4.3 Improved Household Income

The Semilla project introduced alternative crops and marketing strategies in order to increase household incomes. These changes in crops and marketing strategies required both strategic planning and time to achieve the outcomes. For example, the selection of agricultural crops was based on a market and feasibility study to better ensure a positive outcome. Since many of the crops introduced were tree crops, e.g., avocados and cacao, *time* was needed for the trees to mature. In addition, the Rust disease was a serious setback to the coffee production strategy. Due to the significant loss of coffee crops, the producers had to start from the ground up with Rust-resistant varieties. Section 3.9 offers case study analyses of four production strategies that resulted in greater productivity and household income.

3.4.4 Improved Marketing Strategies

Well-known certification programs such as Rainforest Alliance, Fair Trade and Utz all prohibit child labor, but they do not promote child labor-free production. The project worked with parent beneficiaries on the development and implementation of a label to highlight their commitment to child labor-free production. Producers piloting the production label at national coffee and cacao fairs commented that the “Responsible Production” label piqued the interest of consumers and producers alike, and they were frankly surprised by all of the interest. One producer shared that he is normally shy to talk to the public, but he was proud to explain the meaning behind the label to potential buyers and other producers. Producers interviewed were convinced that the label has added value to their product and they would like to formalize the responsible production label into an internationally recognized certification. Project staff stated that they were exploring this possibility but they needed more time to carry out a formal market study on the benefits of formalizing the label and developing a comprehensive marketing plan. In the meantime, producers adopting child labor-free production intend to continue to feature or include the label on their national products.

In addition to the “Responsible Production” label, the project facilitated the Eurofresh certification among avocado producers. This international label certifies organic products for the European market. While the label identifies an organic product, the producers must comply with child labor-free practices. The certification has greatly enhanced the value of the producers’ avocados. In some cases household income tripled. The project would like to expand the Eurofresh certification to other agricultural products and perhaps combine the Eurofresh certification with the “Responsible Production” label. Section 3.9.2 provides a case study of avocado producers who have obtained the Eurofresh certification.

3.4.5 Decreased Cultural Acceptance of Child Labor

One of the biggest challenges for the Semilla project was to dispel the culturally accepted practice of children “helping” their parents with agricultural tasks starting at a very young age. According to Semilla staff, one key awareness tool was the project’s “Activity Clock” that helped parents reflect on the number of hours a child spends doing daily activities—from going to school and doing homework to doing household chores, eating and sleeping. This stimulated discussion on the important difference between formative activities and child labor. The Semilla awareness-raising strategies were most often aimed at parents, but they also appealed to the “community consciousness” that is reflected in the well-known proverb “It takes a village to raise a child.” A child has the best ability to become a healthy adult if the entire community takes an active role in contributing to a child’s health and safety. Semilla staff developed educational materials to raise community members’ awareness regarding the risks associated with agricultural activities.

3.5 Effectiveness of Public Policy Strategies

The success of Semilla’s public policy efforts stems from the fact that the project was seen as one of three pilots under the National Strategy for the Prevention and Eradication of Child Labor (ENPETI). Successful outcomes from these pilots were intended to become part of national public policy for the prevention and eradication of child labor. The Semilla project, therefore, had public policy as its end goal from the very start of its project design and implementation. The

following discussion assesses the effectiveness of Semilla’s educational and livelihood programs in achieving public policies aimed at preventing and eradicating child labor.

3.5.1 Effectiveness of public policy strategies in sustaining educational programs

Institutionalization of Semilla’s Educational Programs: The Ministry of Education (MINEDU) has committed to implement four of Semilla’s educational programs in 2016—Multi-grade Quality Improvement, Academic Leveling, Secondary Tutorial and After-school program—into its newly formed Rural Education Services (DISER). The steps leading up to the successful institutionalization of these educational programs involved 1) raising awareness regarding the links between child labor and children’s education to increase stakeholder buy-in/support for the proposed educational programs; 2) piloting the educational programs to demonstrate their effectiveness in decreasing child labor rates and increasing student performance; and 3) providing technical assistance to MINEDU to ensure proper transfer of program strategies. These steps are described in more detail below.

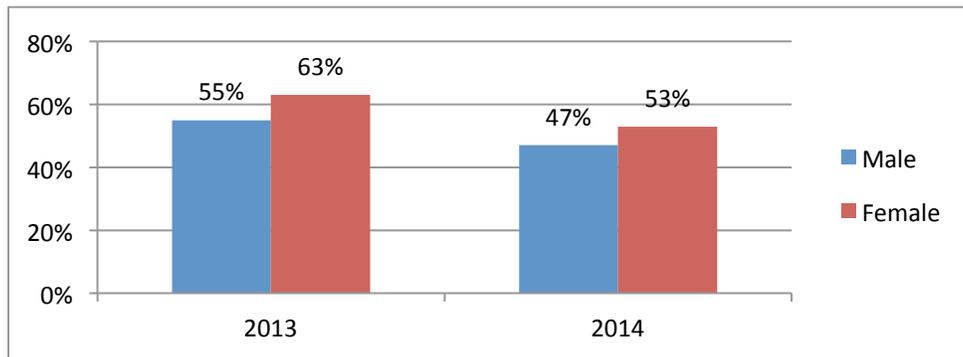
Raising Awareness and Obtaining Buy-in/Support: The successful institutionalization of Semilla’s educational programs began at the program design phase. Efforts were focused on raising awareness among education officials about the links between child labor and poor academic performance in rural areas. Education issues contributing to child labor include 1) poor quality of educational services; 2) reduced access to secondary education; 3) higher rates of students lagging behind in school, and 4) lack of academic reinforcement or educational alternatives during after-school hours and summer break. The educational programs developed by Semilla were designed to address the educational issues contributing to child labor, as identified in Table 8.

Table 8: Semilla’s educational programs and the child labor issues they address

Education Issues Contributing to Child Labor	Semilla’s Educational Programs that Address Issues Contributing to Child Labor
Poor quality of educational services in rural areas	Multi-grade Quality Improvement strategy
Reduced access to secondary education	Secondary Tutorial program
Higher rates of students lagging behind in school	Academic Leveling program
Lack of educational alternatives after school or during summer break, resulting in parents taking children to help with agricultural tasks and/or migrating to different areas in search of work.	After-school program and Summer Enrichment program

Piloting Programs to Demonstrate Effectiveness: An important part of Semilla’s public policy efforts was to validate the effectiveness of the educational programs, both in terms of improving students’ academic performance and in decreasing the incidence of child labor. As discussed in Section 3.1.1, Semilla’s educational and production strategies effectively contributed to a decrease in child labor rates. Figure 11 shows the effect on student performance during the project’s first two years as a result of participation in educational programs.

Figure 11: Percent of student beneficiaries that improved academic performance (2013 and 2014)



Discussion: Based on a comparison of students' entry and exit exams, approximately 50% of students participating in Semilla's educational programs improved their academic performance in 2013 and 2014. In 2013, 55% of males and 63% of females improved their achievement scores and in 2014, 47% of males and 53% of females improved their achievement scores. The quantitative evidence, which was necessary to demonstrate effectiveness of educational programs, was provided by the project's ongoing monitoring of student performance.

Providing Technical Assistance for Transfer of Semilla's Educational Programs to MINEDU's Rural Education Services (DISER): As part of Semilla's public policy strategies, project staff provided technical assistance to MINEDU to transfer the educational programs to its Rural Education Services. Even though project staff was working with MINEDU starting from the program design phase, the project's technical assistance greatly intensified once MINEDU established the Rural Education Services (DISER) in April 2015 and approved the integration of four of Semilla's educational programs. There were four objectives to Semilla's technical assistance:

- Adapt the pedagogical and management models of the four educational services to the structure and curriculum framework of the Ministry of Education.
- Design the technical regulations needed to legally recognize the existence of the four educational services.
- Ensure a budget that is sufficient for implementing the services in 2016.
- Carry out the technical transfer of the educational services to the MINEDU team through the co-execution of those services.

MINEDU's Rural Education officials confirmed that Semilla staff played an instrumental role in adapting the educational models and preparing the legal guidelines and technical rules for the programs' institutionalization. Officials also confirmed that funds have been secured to transfer these programs to the regions in 2016, with plans to scale up programs to other areas. Semilla staff enhanced the transfer process by organizing site visits to the regions and an exchange between MINEDU and Ministry of Education officials in Ecuador. Ecuador's Ministry of Education had already integrated the Academic Leveling program at the national level as a result of a DyA project in Ecuador that was funded by USDOL from 2005 to 2009. The Academic

Leveling program was then transferred to another DyA project in Bolivia funded by USDOL from 2007 to 2014. Based on the successful experiences of these two countries, the Academic Leveling program was transferred to the Semilla project in Peru, followed by its transfer to the Peruvian Ministry of Education.

Current Challenges: Currently, DISER has staff only in Lima, which makes it difficult to provide technical support and to supervise the work of the academic advisors and teachers in the rural areas. In 2016, DISER will assume complete responsibility for implementing Semilla's four educational programs. These responsibilities include printing and distributing student workbooks, providing advisory services to teachers, and monitoring achievements and results. DISER will also transfer resources to the Regional Education Offices to hire teachers and community tutors. In turn, the Regional Offices will be responsible for identifying new beneficiaries. DISER staff felt strongly that it was too early for the Semilla program to end when this first year of implementation is the most critical time for MINEDU/DISER to accompany and support the process. Furthermore, because of the national elections that will take place in mid-2016, the continuity of the educational programs may be compromised.

3.5.2 Effectiveness of Public Policy Strategies to Strengthen Institutional Capacity

The Semilla project's multi-faceted activities aimed at strengthening institutional capacity resulted in the incorporation of child labor policies in a wide variety of public institutions. The institutions targeted and the strategies used to achieve this result are described in greater detail in Section 3.1.2.

3.5.3 Effectiveness of Public Policy Strategies in Sustaining Livelihood Strategies

The project developed a comprehensive public policy plan to sustain livelihood strategies at the national, regional and local levels. At the national level, Semilla proposed that the Ministry of Agriculture incorporate a child labor focus in its Agrarian Policy Guidelines. According to Semilla staff, the Ministry of Agriculture expressed interest, but its current priorities are preparations for the possible disastrous effects of the El Niño weather phenomenon. As a result, the evaluator was unable to meet with Ministry of Agriculture staff to verify interest in or intentions to sustain Semilla's livelihood strategies.

While the project had limited success in sustaining its livelihood strategies at the national level, it had considerable success at the regional level. The project focused efforts on the regional and municipal agriculture authorities, advocating for the integration of child labor awareness topics in technical assistance and training programs. A representative of a Municipal Agricultural Agency in Huancavelica discussed integrating child labor awareness into the technical assistance and training provided to producers. He stated, "*Semilla raised our awareness on child labor issues and provided us with educational models so that we, in turn, could educate our agricultural producers.*"

The Semilla project also successfully integrated child labor prevention into the regional PROCOMPITE program. PROCOMPITE is a regional competitive award given to agricultural producers for the purpose of improving or expanding operations. Only registered associations or cooperatives may apply for PROCOMPITE funds, and now, as part of the requirements to apply for the award, associations must agree in writing that they will not allow child labor.

Furthermore, the association awarded must agree to have all of its members participate in training on the prevention and eradication of child labor. The evaluator interviewed the association of producers that won the PROCOMPITE award in Huancavelica in 2015. They described how their trout-farming business formerly relied on child labor to carry out its tasks. However, with their interest in applying for PROCOMPITE funds, they transitioned to carrying out tasks without child labor. A representative of the trout association interviewed stated, *“We were obliged to comply, but then we eventually realized that we could do our work without the help of our children...Our children belong in school.”*

Municipal Ordinance Promoting Child Labor-Free Production Strategies: One of Semilla’s most impressive public policy achievements involved the municipality of Villa Rica, in the Department of Pasco. This municipality approved an ordinance declaring it to be a “Municipality that promotes child labor-free coffee.” This accomplishment is described in more detail in Section 3.8.1.

3.5.4 Lesson Learned - Public Policy Strategies

A number of lessons learned were identified during the process of initiating and implementing Semilla’s public policy strategies. This learning can be applied to future child labor projects that have public policy as the end goal. The following are some of these key lessons.

- **Recognition as part of a national strategy was fundamental to Semilla’s success:** Semilla’s recognition as a pilot project under the National Strategy for the Prevention and Eradication of Child Labor (ENPETI) was instrumental in achieving its public policy goals. Semilla was essentially an official laboratory of the State for testing interventions that could later be integrated into national public policy for the prevention and eradication of child labor.
- **Sustainability at the core of project design:** It is important to integrate sustainability into all aspects of a project design. Semilla experienced an extraordinary level of success because it had the goal of long-term maintenance of changes at the very core of its comprehensive project design.
- **A multi-sectoral approach leads to comprehensive and effective public policy changes:** Child labor concerns are often seen as the responsibility of the Ministry of Labor. It is important, however, to involve government sectors that have not traditionally participated in efforts to prevent and eradicate child labor, yet have the potential to play an important role. By implementing a multi-sectoral approach, comprehensive and effective public policies can be established among national, regional and local government stakeholders.
- **High rates of turnover create gaps in information:** Frequent changes in staffing among government ministry officials should be expected in many developing countries. It is therefore critical to establish technical advisory bodies that can facilitate the transition to new counterparts and lessen the knowledge gap regarding project objectives and results to date.

3.6 Effectiveness of PRELAR Program

Peru’s National Plan for the Eradication of Child Labor highlighted a special need to target working adolescents ages 14 to 17 who are carrying out hazardous tasks in the workplace. The Semilla project addressed this need by developing the Technical Training Program for

Adolescents program (PRELAR) in conjunction with the Ministry of Labor. The PRELAR program intended to “re-train” adolescents to give them skills for jobs that are safe and legally permitted. Students enrolled in the PRELAR program are required to attend high school during the week, and attend the PRELAR training on weekends.

The Semilla project had intended to launch PRELAR in 2013; however, the frequent turnover among Ministry of Labor staff delayed this plan. This forced the project to consider alternative strategies to implement the program within the project’s timeframe. The project developed a strategy to implement the PRELAR program in conjunction with local governments in five municipalities. The following discussion examines the effectiveness of PRELAR’s program design and the project’s efforts to ensure transfer of methodologies to local stakeholders.

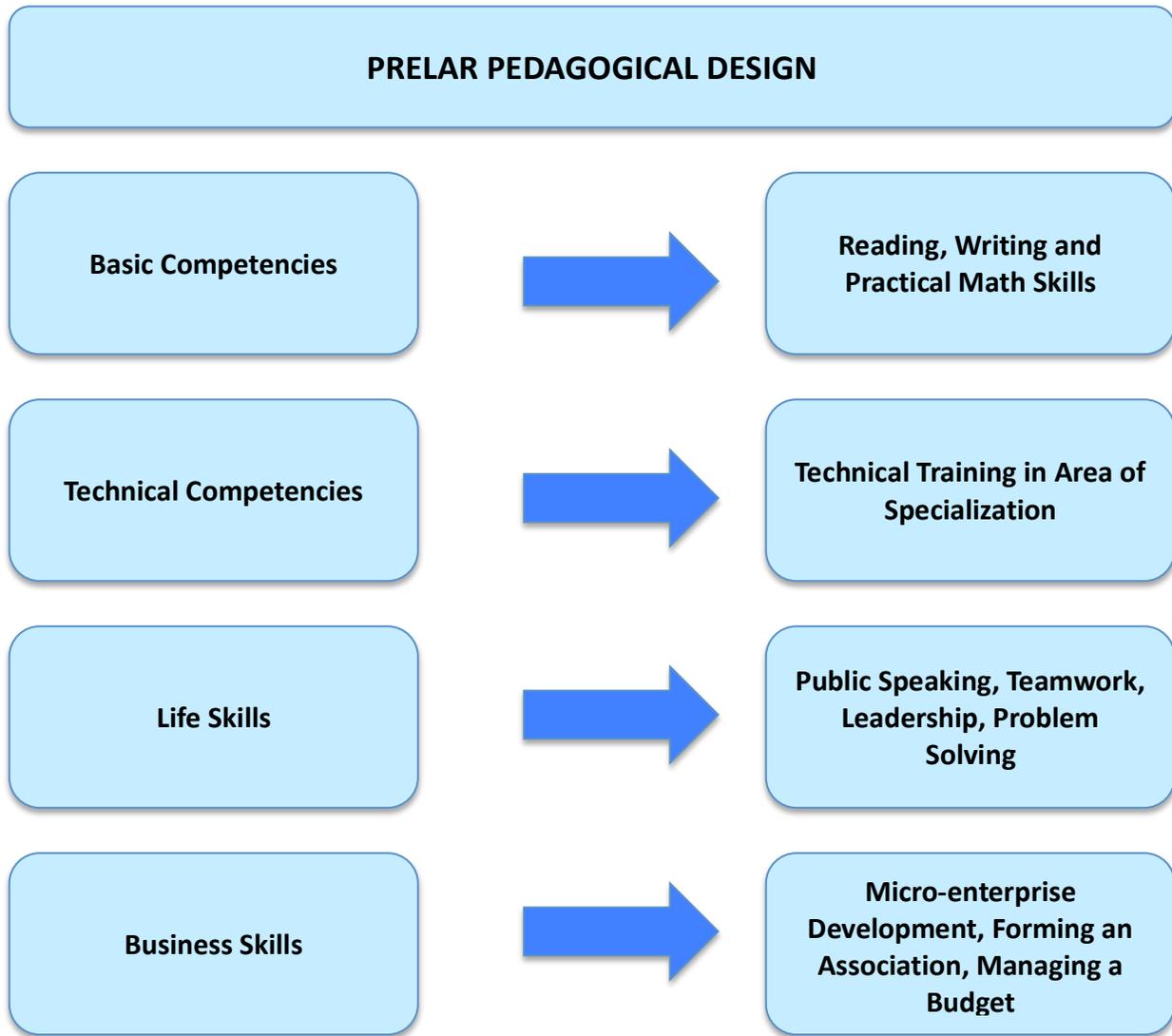
3.6.1 Effectiveness of PRELAR’s Program Design

Local Stakeholder Buy-in: The project proposed executing the PRELAR program in five municipalities—Concepcion and Chupaca in the Sierra region, and Pichanaki, Villa Rica and Chanchamayo in the Selva region. Project design and decision-making were developed and carried out in collaboration between Semilla and the five municipalities. A formal cooperative agreement between Semilla and the five municipalities outlined the roles and responsibilities of the municipal counterparts. Participating municipalities were expected to manage the logistical issues related to the implementation of the PRELAR program, such as student lodging, meals and transportation. They were also expected to provide matching funds to support the program. Semilla was responsible for the implementation of the PRELAR training course.

The project established a PRELAR steering committee with members of the five municipal governments, including mayors and council members, to ensure proper communication and follow-through. Interviews with steering committee members revealed the importance of setting up an infrastructure for collaboration and partnership during the design phase to create local stakeholder ownership of program strategies and outcomes. Members expressed deep commitment to the success of the PRELAR program, its future expansion and its sustainability.

Pedagogical Design: The PRELAR curriculum consisted of 14 modules offering a total of 200 hours of training over a six-month period of time. The well-rounded curriculum encompassing practical hard and soft skills will better prepare PRELAR students as they enter the workforce. Six of these modules were designed to provide 1) basic competencies such as reading, writing and arithmetic; 2) life/soft skills such as working cooperatively, public speaking and leadership; and 3) entrepreneurship and business skills. The remaining eight modules were dedicated to developing the specific technical skills needed in the students’ areas of specialization. The technical areas of specialization were based on a survey of adolescents’ interests and a market study to determine which areas of specialization are in demand. The PRELAR program narrowed the options to a list of six different areas of specialization: 1) cooking/culinary arts, 2) motorcycle mechanics, 3) textile production, 4) computer data entry, 5) dairy processing, and 6) family agricultural production. Figure 12 outlines the pedagogical model developed for the PRELAR program. The well-rounded curriculum encompassing practical hard and soft skills will better prepare PRELAR students as they enter the workforce.

Figure 12: PRELAR’s Pedagogical Design



Implementation Design: Semilla and the Municipal Steering Committee formed alliances with local training institutes to hold the PRELAR training courses at their facilities for eight hours on Saturdays and/or Sundays over a six-month period. Students were all provided scholarships for expenses related to their participation. Following the completion of the PRELAR training program (the first cohort is expected to finish in January 2016), Semilla staff and municipal counterparts will continue to offer support to students as they enter the job market or establish their own micro-enterprises. Municipal funds have been earmarked to support 60 micro-enterprise business plans.

Program Participants: In 2015, the project enrolled 327 adolescents from the five municipalities into the PRELAR program. An additional 150 students are expected to enroll in January 2016. Semilla and municipal authorities made a concerted effort to give enrollment priority to adolescents at high risk of participating in child labor. This included adolescents who were parents, migrants, and living in poverty. Semilla staff coordinated with the Municipal Child

Protection Services (DEMUNAs) so that they would refer high-risk adolescents for possible enrollment. Coordination with the DEMUNAs also worked the other way around—referral of PRELAR students who were found to be in vulnerable situations but who were not yet receiving support from DEMUNA. To date, over 30 student cases have been referred to the DEMUNAs.

Figure 13: PRELAR Student Leader from Selva Region

Interviews with 12 PRELAR students in the Sierra and Selva regions revealed the many hardships adolescents have faced while engaged in labor. Yet these students were able to clearly articulate their career goals. For some, the skills gained in PRELAR would lead to a final career goal, for example to become a chef. For others, the skills gained served as a stepping-stone to an end goal that required higher education. One student commented that his skills as a motorcycle mechanic will help pay for his university education. Another student shared his plans for immediately applying his newly-acquired agricultural skills to improve his family's coffee production. All of the students interviewed recognized the importance of this pilot PRELAR



program and pledged to advocate for its expansion so that their peers could have the same opportunity that they had been given. One student from the Selva region (shown in Figure 13) clearly articulated this intention when he said, *“We need to expand this program. This is the only program in the entire country that helps teens. We are going to be an example for others.”*

3.6.2 Transfer of PRELAR to Local and National Stakeholders

The Semilla project faces a number of challenges to secure the transfer of the PRELAR program methodologies and lessons learned to municipal, regional and national institutions. Chief among these is the extremely compressed timeframe in which to demonstrate the program's effectiveness. Nevertheless, stakeholders identified several important steps that should be taken during the no-cost extension period in 2016, to better ensure transfer of the PRELAR program methodologies to local, regional and national stakeholders. These include gathering further evidence of program effectiveness, disseminating results, and building the capacity of community leaders to effectively advocate for program support.

Further Evidence of Program's Effectiveness and Dissemination of Results: The project will complete the training of its first cohort of 327 students in January 2016 after which students will be monitored on the application of the skills learned. During the six-month no-cost extension period, Semilla intends to enroll an additional 150 students to gather further evidence of program effectiveness and apply some of the lessons learned from the first cohort of students. It remains to be seen, however, if there will be sufficient time and funding to monitor the results of the second cohort. Semilla intends to disseminate results of the first cohort and transfer the methodology and lessons learned from implementing services to both cohorts to municipal, regional and national authorities.

Figure 14: Indigenous leaders travel to Lima to request support from Minister of Labor for PRELAR program



PROJECT HIGHLIGHT - Building the Capacity of Community Leaders:

An important part of the PRELAR transfer process involved building the capacity of community leaders to advocate for program support from local, regional and national authorities. Semilla held workshops with community leaders to teach them the process of soliciting support in writing and requesting formal meetings. A cadre of community leaders traveled to Lima in November 2015 (Figure 14) to meet with Ministry of Labor

officials regarding the early results of the PRELAR program and their request for the Ministry of Labor to support and expand the program in 2016.

3.7 Effectiveness of Parent Education Program

Semilla’s parent education program known as “Espacios para padres” or EPP had two main objectives:

- Strengthen the capacity of local authorities and stakeholders who play a role in children’s safety and well-being
- Raise parent awareness regarding the risks of child labor and the importance of education

One major consideration in the design of EPP was the development of a model with the potential for sustainability. With this in mind, Semilla made the decision to build the capacity of local volunteers, including municipal leaders, teachers and university students, to facilitate parent workshops. The project developed a training of trainers to teach the group of volunteers the content and methodology to implement up to eight parent workshops.

Figure 15: Poster showing what children like and do not like

Semilla’s EPP coordinator explained that at the start of each series of workshops, a diagnostic survey was given to parents to understand their knowledge about and opinions on child labor and other topics related to their children’s welfare. Based on these results, workshop facilitators could tailor some of the workshop content to reinforce or introduce good practices. Semilla’s EPP coordinator also stated that the topic of child labor was embedded in each workshop lesson. The methodology used stimulated discussion and decision-making. This empowered parents to voice their opinions and to feel comfortable making other important decisions such as withdrawing or preventing their children from



participating in child labor.

The EPP strategy reinforced child labor awareness messages that parents may have heard in Semilla activities, radio spots or educational fairs. However, the workshops provided an opportunity to discuss these awareness topics in depth and to draw from the experiences of the workshop facilitator as well as from other parents.

Parent participants interviewed mentioned one workshop that had a particular impact. Parents attended the workshop with their children and then separated. Parents were asked to identify characteristics and behavior they liked or did not like in their children (see Figure 15). Children were asked the same question of their parents’ characteristics. The two groups reunited to discuss the characteristics identified, thus providing anonymous feedback to parents. Parents mentioned that this was the first time they had heard their children’s opinions, which opened the door to discussing other important issues that affect their children’s health and well-being.

3.8 Sustainability

The evaluation TOR specifically asked which project initiatives are most likely sustainable and transferable to the communities and relevant local or national institutions, as well as the factors that led to this sustainability. Table 9 offers a summary of project initiatives that were sustainable/transferable and the factors contributing to this sustainability.

Table 9: Sustainable/Transferable Semilla Project Components and Factors Leading to Sustainability

Sustainable/Transferable Semilla Project Components	Factors Leading to Sustainability
<p>Four of Semilla’s educational programs have been transferred to MINEDU:</p> <ol style="list-style-type: none"> 1) Secondary Tutorial program 2) Multi-grade Quality Improvement strategy 3) Academic Leveling program 4) After-school program 	<ul style="list-style-type: none"> • Increased access to quality education, improved student performance, and a need for the educational programs in rural areas, as demonstrated by results from the pilot phase • Enhanced capacity among teachers and MINEDU staff • Proper transfer of educational programs, which was ensured by technical assistance given to MINEDU •
<p>Production Initiatives:</p> <ol style="list-style-type: none"> 1) Agricultural associations and cooperatives that have adopted child labor-free production practices; 2) Responsible Production label used by these associations and cooperatives to market child labor-free production; 3) Certifications such as Eurofresh and Rainforest Alliance, which further improves the marketability of agricultural products; 4) The selection criteria for the regional PROCOMPITE awards, which require child labor-free production strategies 	<ul style="list-style-type: none"> • Clear understanding among producers of the value of children’s education and the benefits of child labor-free production • New technology that decreased reliance on child labor • The adoption of more efficient and effective child labor-free production strategies, achieved through technical training for producers • Increased household income as a result of adopting more efficient and effective agricultural practices • The formation of agricultural associations or cooperatives, achieved through the provision of

Sustainable/Transferable Semilla Project Components	Factors Leading to Sustainability
	technical assistance <ul style="list-style-type: none"> • Enhanced marketing with the use of the Responsible Production label • Policies requiring child labor-free production, such as those required by the government's PROCOMPITE program
Public Policy Initiatives: 1) Adoption of ordinances supporting the prevention and eradication of child labor, including three at the regional level, four at the provincial level and seven at the municipal level; 2) Strategic plans to implement new decrees/ ordinances	<ul style="list-style-type: none"> • The inclusion of factors to promote sustainability of public policies and programs for the prevention and eradication of child labor in the Semilla project design • The well-organized and strategic processes for developing and promoting regional ordinances to prevent and eradicate child labor and for implementing these new ordinances •
Capacity-building Initiatives 1) Ministry of Labor: Reintegration and strengthening of national CPETI and regional CRDPETIs 2) Ministry of Education: Technical assistance provided to MINEDU to adapt and incorporate educational programs as part of the national rural education services	<ul style="list-style-type: none"> • The effective promotion of policies and practices for the prevention and eradication of child labor achieved through training and technical assistance of the CPETI and CRDPETIs members • The close technical assistance provided to MINEDU over a four-month period to successfully adapt and incorporate Semilla educational programs

Sustainability of Educational Programs: The project successfully transferred the Secondary Tutorial program to the Ministry of Education (MINEDU) in 2014. As of 2015, MINEDU was responsible for its full implementation, including funding for teachers and training. MINEDU has committed to institutionalize the Secondary Tutorial program, as well as the Multi-grade Quality Improvement strategy, Academic Leveling program and the After-school program in 2016 as part of its newly formed Rural Education Services (DISER).

Factors Leading to Sustainability of Education Programs: During the mid-term evaluation in 2014, MINEDU officials expressed a “wait and see” attitude regarding any commitment to sustain the educational programs that were being piloted. The positive results that were available by the final year of the project led to a commitment to institutionalize the programs. These results included the increased access to quality education, improved student performance, and a demonstrated need for these educational services in rural areas. The project’s capacity-building efforts among teachers and MINEDU staff as well as the close technical assistance given to MINEDU to ensure proper transfer of the educational programs greatly enhanced sustainability.

Sustainability of Production Initiatives: Semilla demonstrated sustainability of production activities among beneficiaries by promoting the formation of associations and cooperatives. Semilla staff trained members of these associations in both technical and business skills. The certification of avocados by Eurofresh is accompanied by long-term technical assistance for producers. Household incomes should expect to grow further, barring any type of natural disaster,

as producers increase their production and expand their crops. The Responsible Production label adopted by producer associations is likely sustainable, which also means that the message that it is promoting is sustainable. Finally, the selection criteria of the regional PROCOMPITE award, which requires awardees to adopt child labor-free production strategies.

Factors Leading to the Sustainability of Production Initiatives: The integrated approach to raising the awareness of producers regarding the value of their children's education and the benefits of child labor free production strategies formed the foundation of the production initiatives. Other important factors include the technical assistance provided to producers to adopt more efficient and effective production strategies, form agricultural associations, and market their products with the Responsible Production label.

Public Policy Initiatives: The project's public policy activities led to the successful development and adoption of policies in support of the prevention and eradication of child labor. At the regional level, three decrees/ordinances were adopted; at the provincial level, four; and at the municipal level, seven. Current efforts to develop strategic plans for the implementation of these policies will help ensure their sustainability.

Factors leading to the Sustainability of Public Policy Initiatives are partly attributed to the Semilla project design, which served as one of three pilot projects of the national ENPETI and had at its core the sustainability of strategies and public policies for the prevention and eradication of child labor. Another key factor was the well-organized and strategic process for developing and promoting regional ordinances to prevent and eradicate child labor as well as for facilitating a follow-up process on how to implement these new ordinances.

Initiatives to Build the Capacity of the Ministry of Labor: The project's technical assistance and training aimed at the national CPETI and regional CRDPETIs resulted in the reintegration of committee members who, in some cases, had dispersed or had not progressed in their work, and in strengthening their capacity to effectively promote policies for the prevention and eradication of child labor. The sustainability of these efforts was demonstrated through the development and promotion of the local and regional ordinances. At the national level, the project worked closely with Ministry of Labor officials in the development of the PRELAR program, but with the frequent turnover of key personnel, it was too early to determine the Ministry's commitment to sustain or expand the program.

3.9 Project Highlights: Transforming Community Production Practices

Semilla's production strategies resulted in great success at the local and regional level. Four case studies are highlighted below that describe sustainable outcomes of Semilla's livelihood strategies, all of which resulted in communities transforming their agricultural practices to ones that did not rely on child labor. These cases are highlighted below.

Figure 16: Responsible Production label displayed in stores and cafes

3.9.1 Case 1: Municipal Ordinance Promoting Child Labor-Free Production Strategies

One of Semilla’s most impressive public policy achievements involved the municipality of Villa Rica, in the Department of Pasco. This municipality approved an ordinance in September 2015 declaring it to be a “Municipality that promotes child labor-free coffee.” The mayor of Villa Rica, a firm supporter of the Semilla project, spoke with the evaluator about the transformation of this municipality stating, *“No one ever thought twice about having their children help in the coffee fields—carrying heavy loads of coffee beans, using a machete or even applying pesticides. Now, anyone that has children doing hazardous tasks is reported as a violator of our municipal ordinance.”*



Prior to Semilla’s intervention strategies, over half of Villa Rica’s children and adolescents participated in hazardous child labor to produce what the community claims is “the best coffee in the world.” Now, storefronts and cafes display the “Responsible Production” logo (Figure 16) guaranteeing the sale of child labor-free coffee. The mayor recently approved a large sign in the town square to educate community members and visitors on its responsible production policy.

Villa Rica Municipal Ordinance Number 025-2014-MDVR stipulates that the municipality must develop and implement a comprehensive strategy for the prevention and eradication of child labor. In addition, Mayoral Resolution Number 248A/MDVR declared Villa Rica as a municipality that promotes responsible production practices by not permitting child labor and not allowing adolescents to participate in hazardous tasks.

3.9.2 Case 2: Organic Avocado Producers

The community of Muchic is located at approximately 1,500 meters elevation in a narrow valley at the foot of the Andes. The families living there were characterized as subsistence farmers—typically cultivating beans, corn and alfalfa—with low productivity and meager incomes. The children were expected to help with daily agricultural tasks and to tend to the farm animals before and after school. It was common for male heads of households to migrate to other regions of the country in search of paid work, leaving children behind to complete the often hazardous agricultural tasks.

Figure 17: Members of the “Palto Frondoso” Avocado Association



Muchic was selected as one of Semilla’s production intervention communities within the targeted region of Huancavelica. As in all of the project intervention communities selected, families had to commit to the following:

- Carry out all production activities without hazardous child labor
- Allow children to attend school and not work
- Work cooperatively with other families with the goal of forming an agricultural association
- Attend all technical workshops and awareness

events carried out by Semilla

Semilla technicians and community members carried out a diagnostic assessment to determine alternative income-generating production strategies. Muchic’s fertile valley is located at an ideal altitude for Peru’s booming organic avocado production. According to the Muchic farmers interviewed, never would they have imagined converting their bean and alfalfa fields to avocado plantations. The risks involved seemed unimaginable—especially given that they would not see any returns on their investments for at least three years. Pushing them even further out of their comfort zone was the suggestion that they produce *organic* avocados.

Muchic producers described the sequence of events as one that “turned their world upside down,” but all for the best. Two years ago Semilla helped them through the process of forming an avocado association known as “Palto Frondoso,” which means “Leafy Avocado.” In total, 45 producers in Muchic joined the association. Association membership qualified Muchic producers to receive additional technical and financial assistance from national and municipal agricultural authorities and to formally certify their organic product.

Figure 18: Eurofresh buys 100% of Palto Frondoso’s organic avocados

Three years after planting their first avocado trees, producers were starting to see the fruits of their labors. Semilla assisted producers to establish contact with a large international organic buyer known as “Eurofresh,” which operates in the European market. That first year of production, Eurofresh bought all of the avocados produced, paying top market price. Producers stated that their incomes had almost tripled in three years. With this additional income, they could afford to hire extra help when needed and not depend on their children for labor.



Eurofresh has committed to buying all of Muchic’s organic avocados and will offer ongoing technical assistance to producers as part of its contract in 2016.

Figure 19: Apasc Cacao Cooperative's Responsible Production label promoting child labor-free production



3.9.3 Case 2: Peruvian Cacao Producers Set World Standard for Child Labor-Free Production

In August 2015, the World Cocoa Foundation issued a stern statement regarding the number of children working in unacceptable conditions in the largest cacao producing nations found in West Africa. It stated that reducing the number of children participating in child labor is a “shared responsibility of industry, governments, NGOs, civil society, communities and families.”⁸ In South America, the cacao cooperative “Apasc San Core” (Apasc), supported by the Semilla project, offers an example of success in changing child labor practices.

Apasc San Core is located in a remote jungle region in the Department of Pasco. During the final evaluation interviews, four project beneficiaries from the 54-member Apasc cacao cooperative traveled eight hours to meet with the evaluator in Villa Rica. They shared their stories of how their participation in

the Semilla project helped transform their cacao production practices and community.

Prior to the Semilla project, children commonly participated in cacao production. This often resulted in children missing classes or adolescents dropping out of school in order to earn regular wages. In 2012, Semilla began raising awareness of Apasc producers through campaigns and other outreach activities. Semilla offered members of the Apasc cooperative supplies, training and technical assistance to improve production standards and practices. In return, beneficiaries had to commit to withdrawing their children from dangerous agricultural tasks, supporting their children’s right to attend school, and participating in all technical and awareness workshops.

The project staff also advised Apasc cooperative members in the development of its own chocolate products and marketing strategies. The association is now producing 100% pure organic chocolate bars, truffles and liqueur. These products prominently display the “Responsible Production” label (Figure 19) and are marketed at national cacao/chocolate expositions. In an effort to expand to international markets, Semilla technicians helped Apasc producers improve production standards in order to obtain the prestigious Rainforest Alliance certification.

Apasc producers who were interviewed stated that the combination of improved production and marketing strategies has resulted in significant improvements in families’ annual income levels, with some families doubling or tripling their incomes over the past three years. Most importantly, Apasc cacao producers serve as an example for all cacao-producing countries of a community that has benefited from producing child labor-free cacao.

⁸ World Cocoa Foundation Newsletter, August 2015, <http://worldcocoafoundation.org/wcf-july-august-2015-3/>

3.9.4 Case 4: From Potatoes to Guinea Pigs

The multi-grade primary school in Huamancaca Chico, Junín in the highlands of Peru was selected to participate in Semilla’s education and production strategies. Approximately 30 students attended the multi-grade primary schoolhouse, which was characterized by poor student performance and high rates of dropout. Parents in this community primarily cultivated potatoes as their main source of food and income.

Semilla began its production intervention by helping the school revive its Parent Association (APAFA). As with all of Semilla’s programs, raising parents’ awareness regarding child labor issues formed the foundation of production activities. Parents showed great interest in developing an alternative production activity to generate income. Over the course of one year, Semilla provided technical assistance to enable APAFA members to select an appropriate income-generation activity and to establish an agricultural association. This involved the following:

- Electing an association president with the necessary interest and leadership skills
- Demonstrating the benefits of working together as part of an association
- Ensuring the commitment of each association member to child labor-free production
- Identifying the production activity to generate income
- Filing the appropriate documents for official recognition of the association
- Creating strategic alliances with regional agricultural authorities
- Providing seed money to launch production activities
- Providing technical assistance to producers to ensure positive outcomes.

Figure 20: Guinea pig farmer from “Los Guindales” agricultural association in the Peruvian highlands



In early 2014, a group of parents formally established the “Los Guindales” agricultural association with 32 members dedicated to raising alfalfa and guinea pigs. By mid-2015, the association had over 4,000 guinea pigs and the average household income of members had nearly tripled. Parents interviewed that the production of alfalfa and guinea pigs is all done without hazardous child labor. Furthermore, the parallel educational strategy that targeted their children resulted in great improvements in students’

academic achievements.

News of the association’s success and quality of education spread to other communities. The school director stated that this created a great demand for enrollment in the school. The parent association decided that instead of expanding its school and production association beyond capacity, it would provide assistance to interested communities to share strategies and promote child labor-free production practices.

IV. CONCLUSIONS

Based on the specific findings outlined in Section III, the following conclusions can be made regarding the degree to which the project met its goal and objectives, and the sustainability of the project's public policy, education and production strategies.

4.1 Achievement of Project Objectives

Reducing Child Labor: According to project data, Semilla's project strategies effectively contributed to achieving reductions in child labor, hazardous child labor and the number of hours that children worked. This was achieved as a result of the comprehensive project design that included educational services, livelihood activities, public policy efforts, and awareness strategies.

Strengthening Institutional Capacity: Semilla successfully strengthened the institutional capacity of a wide variety of public institutions or committees—including the national CPETI, regional CRDPETIs and Ministry of Education—to incorporate policies and programs for the prevention and eradication of child labor. The project was less successful in its efforts to strengthen the Ministry of Agriculture to effectively adopt and promote child labor-free production strategies.

Raising Awareness on Child Labor Issues: The Semilla project demonstrated a hugely significant increase in awareness among heads of households that children below the legal work age should not work, should attend school, and should not be involved in hazardous activities. There also were very significant positive changes in the ability of heads of households to identify child labor hazards. These successes can be attributed to the project's comprehensive, crosscutting, integrated awareness-raising approach. Effectiveness was enhanced by the culturally-sensitive nature of the messaging that was provided through numerous communication outlets.

Supporting Research and Data Collection: Semilla staff contributed significantly to documenting and disseminating research findings regarding the magnitude and specific characteristics of rural child labor. The participatory nature of the research design resulted in the selection of research topics that addressed gaps in information, which were necessary for the appropriate development of public policies.

4.2 Validity of Project's Theory of Change

The project's educational strategies helped improve access to quality education while production strategies decreased the reliance on child labor. Together, these strategies contributed to improved economic conditions/livelihood of working children and their households. The project's awareness-raising and capacity-building strategies decreased cultural acceptance of child labor in agricultural areas and increased the capacity of communities and governmental institutions to prevent/eradicate child labor. These outcomes collectively suggest that the project's Theory of Change is valid.

4.3 Project Effectiveness

Educational Strategies: The strategic design of Semilla’s educational programs addressed gaps in the quality and access to education in rural areas, both of which contribute to higher rates of child labor. Collectively, Semilla’s educational programs remediated the inadequacies identified, resulting in significant improvements in rural education services and student achievement.

Production Strategies: The project’s production strategies led to significant improvements in agricultural practices including decreased reliance on child labor, increased production, and in many cases increased household income. Production strategies also contributed to increased community awareness and commitment to prevent and eradicate child labor.

Institutional Strengthening Strategies: Semilla strengthened the institutional capacity of local, regional and national governmental entities by 1) providing public officials with educational opportunities to increase their knowledge and application of strategies to reduce child labor, and 2) improving coordination among governmental institutions to prevent and eradicate hazardous child labor.

PRELAR Program: The PRELAR program, which was implemented in 2015, demonstrated its effectiveness by reaching high-risk adolescents ages 14 to 17 who are carrying out hazardous tasks in the workplace. The program’s well-rounded curriculum provided students with practical hard and life skills to prepare them for jobs that are safe and legally permitted. Quantitative results of the program’s effectiveness will not be available until early 2016; however, early qualitative results indicate strong support for the program from students, parents and municipal officials. The PRELAR program will remain the main focus of project activities to better ensure the transfer of program methodologies to local, regional and national stakeholders. The PRELAR program will remain the main focus of project activities to better ensure the transfer of program methodologies to local, regional and national stakeholders.

Parent Education Program (EPP): The EPP program raised parent awareness regarding the risks associated with child labor. It also provided a forum for parents to discuss concerns related to their children and to acquire skills to become better parents. The most effective aspect of the program was the approach of building the capacity of a network of community volunteers to facilitate the EPP sessions. This enabled local leaders to act as a resource for parents once the Semilla program ends.

4.4 Sustainability

Foundation that Enhanced Sustainability: Semilla’s inclusion as part of the National Strategy for the Prevention and Eradication of Child Labor (ENPETI) positioned the project to have a greater degree of sustainability and influence on public policy. From the project’s inception, strategies focused on developing and implementing sustainable programs and policies that could contribute to the prevention and eradication of child labor.

Regional and Local Public Policies: The project’s dedicated work with regional Committees for the Prevention and Eradication of Child Labor (CRDPETI) contributed to the successful development and adoption of municipal and regional policies for this purpose. The current efforts

to develop strategic plans for the implementation of such policies will help ensure the sustainability of these efforts.

Institutionalization of Educational Programs: MINEDU has committed to integrate Semilla's four educational programs as part of its efforts to improve access to quality education in rural areas. The intensive technical assistance efforts provided by Semilla to MINEDU enabled the successful transfer of educational programs. However, ongoing assistance is still needed to ensure continued program quality and to minimize program disruption following the national elections in mid-2016.

Community Impact: The public policies achieved at the municipal level demonstrate that it is possible to change community norms from those that tolerate child labor to those that legally prohibit such practices. This complete change was possible only with the support of multiple actors including parents, teachers, community leaders and local politicians. Also, as a result of the project's capacity-building efforts, community leaders are now better equipped to continue advocating for the sustainability and expansion of educational programs and production activities.

V. RECOMMENDATIONS

The Semilla project completed its four-year project implementation timeline on December 31, 2015. A no-cost extension has been approved to complete the PRELAR program objectives and to continue capacity-building activities with the Peruvian government at the national, regional and local levels. However, it is premature to withdraw program support from education and production strategies. USDOL should consider providing **phase II funding for the Semilla project of no less than two years** in support of the following activities.

- 1) **Provide Follow-up Support to MINEDU:** USDOL should enable Semilla education specialists to provide technical support to MINEDU’s Rural Education Services staff during the first two years of program implementation. This support is especially critical in light of the national political elections in mid-2016 that will surely result in changes in key MINEDU personnel. The continued support from the Semilla project will help ensure continuity of program services and support efforts to expand program services in other rural areas of Peru.
- 2) **Develop a Strategic Plan to Expand the Marketing of the “Responsible Production” label:** Semilla production specialists should undergo efforts to promote and expand the “Responsible Production” marketing strategy to expand consumer awareness of and support for products cultivated with child labor-free practices.
- 3) **Provide the Necessary Follow-up Support to PRELAR Students:** Semilla should consider expanding its current staff to provide the intensive follow-up that will be needed to support the PRELAR students during the first year after graduating. The support might include the following:
 - a. Promote a formal registration system within the regional labor offices for monitoring adolescent employment activities.
 - b. Conduct outreach to employers to raise awareness of appropriate adolescent employment practices and support efforts to establish special youth employment programs.
 - c. Promote cooperation among PRELAR students with similar business interests so that they will consider jointly launching small business enterprises in lieu of competing with one another.
 - d. Involve parents so that they can ensure their children prioritize their schoolwork and are not participating in hazardous child labor.
- 4) **Disseminate Results of the PRELAR Program:** Semilla staff should carefully document the PRELAR program methodology, preliminary outcomes and lessons learned so that the program can be scaled up to a regional and national level. Semilla staff should build the capacity of Regional Labor Offices and the national Ministry of Labor to assume long-term administrative and financial responsibility for the PRELAR program.
- 5) **Document and Disseminate the Strategies and Outcomes of the Semilla Project:** Semilla project staff should develop a summary of the Semilla project experience and develop a plan for disseminating results at the local, regional, and national levels. Semilla staff should be made available to provide technical assistance to municipalities, offices of labor, national

labor administration offices and other stakeholders to implement Semilla strategies nationwide.

- 6) **Scale up Public Policy Strategies at the Municipal and Regional Levels:** The Semilla public policy staff should complete its facilitation of the policy development and strategic planning process being carried out by Regional Committees for the Prevention and Eradication of Child Labor (CRDEPTI).
- 7) Based on the promising practices and lessons learned from the Semilla project, the following are recommendations for future USDOL-funded child labor projects.
- 8) **Promote Local Public Policies:** Support the development, adoption and implementation of local policies for the prevention and eradication of child labor, which have proven to be just as important as national policies.
- 9) **Develop and Implement a Comprehensive Awareness Strategy:** Develop and implement a comprehensive approach to raise awareness on child labor that is integrated into all aspects of educational and livelihood strategies. The project's awareness strategy should be given the importance of a separate component, similar to education and production components, with specialized personnel and a plan for ensuring the consistent integration of awareness strategies throughout the project implementation period. The project also should include performance indicators related to this component in its performance monitoring plan to monitor the effectiveness of the integrated awareness strategies.
- 10) **Build Relationships with a Variety of Ministries:** Open up communication channels at the start of the project with a variety of ministries including education, labor, agriculture, social services and women, to engage all in contributing to the prevention and eradication of child labor.

ANNEXES

Annex A: Terms of Reference

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 \$900 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 90 countries around the world. Technical cooperation projects funded by USDOL range from targeted action projects in specific sectors of work to more comprehensive projects that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;
2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and
5. Ensuring the long-term sustainability of these efforts.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the project seeks to avert at-risk children from leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

In FY2010, Congress provided new authority to ILAB to expand activities related to income

generating activities, including microfinance, to help projects enhance income generation and address poverty more effectively. The addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

Project Context

According to the Peruvian government’s 2011 Household Survey, 68 percent of child laborers under the legal working age work in rural areas. The worst forms of child labor in rural areas include hazardous activities in agriculture and mining. Children in agriculture reportedly produce cotton, rice, barley, coffee, broccoli, cacao, avocado, and sugarcane, which often exposes them to harmful pesticides, long working hours, and extreme weather. Although information is limited, there are reports that children also perform hazardous activities in the production of Brazil nuts. Children are also responsible for shepherding and caring for farm animals, where they may suffer injuries such as being bitten, butted, gored, or trampled by animals.⁹

Many children also work in mines, where they are exposed to harmful chemicals. Children who work in mining, particularly gold mines, are required to carry heavy loads and work in poorly ventilated, unsafe conditions. Evidence suggests that forced child labor is a problem in informal gold mines.¹⁰

In 2012, Peru made a significant advancement in efforts to eliminate the worst forms of child labor. The Government approved and began implementing its first National Strategy for the Prevention and Eradication of Child Labor for 2012-2021. As part of the strategy, the Government funded and/or supported three new pilot programs to reduce child labor in urban and rural areas. The Government also began collecting more detailed annual statistics on children’s work and initiated two impact evaluations on programs to combat child labor. Further, the Ministry of Labor hired additional inspectors and increased the number of employers sanctioned for child labor violations. The National Police released public information on the number of children rescued from situations of trafficking, as well as information on criminal prosecutions of traffickers. While these efforts demonstrate positive steps, child labor inspections remain underfunded and are insufficient in number, especially in regions with the highest rates of child labor. There is also a lack of coordination and information sharing between Government agencies dealing with child labor issues.

Project Specific Information

⁹ USDOL, *2012 Report on the Worst Forms of Child Labor*; Washington DC, April 7, 2014. <http://www.dol.gov/ilab/reports/child-labor/findings/2012TDA/peru.pdf>.

¹⁰ *Ibid.*

The Combating Exploitative Rural Child Labor in Peru program (Semilla Project) is 4-year, \$13 million project that is funded by USDOL and implemented by Desarrollo y Autogestión (DyA) and its implementing partners, the Centro de Estudios y Promoción del Desarrollo (DESCO) and World Learning (WL). The Semilla project aims to reduce exploitative child labor in agricultural and rural areas in the Huancavelica, Pasco and Junín regions of Peru. All three Departments were selected because they surpass the national average in terms of percentage of working children between the ages of 6 and 17. Other factors considered for choosing these three Departments include the high rates of poverty, migration, and ethnic diversity between the Andean highlands and Amazon region.

The project directly benefits 6,500 children engaged in and at risk of entering exploitative child labor, and 3,000 households of targeted children through efforts to guarantee sustainable livelihoods. The project's multifaceted approach includes education, livelihood, awareness-raising, public policy and research strategies. The specific project objectives are as follows:

- Provide direct educational services to targeted children and sustainable livelihood services to members of their households;
- Support national institutions to improve policies, programs, and delivery of education, social protection, and sustainable livelihood services;
- Raise awareness of exploitative child labor and its root causes and the importance of education for all children;
- Mobilize stakeholders to improve and expand educational opportunities;
- Support research and the collection of reliable data on child labor and its root causes, as well as effective strategies to address it; and
- Ensure long-term sustainability of these efforts.

II. PURPOSE AND SCOPE OF EVALUATION

Final Evaluation Purpose

The main purpose of the final evaluation is to assess the degree to which the project has met its goal and objectives, as defined in the project document and Comprehensive Monitoring and Evaluation Plan. This should include an assessment of the project's public policies and strategies that need to be supported by national, regional, and local governments. This final evaluation should also analyze the project's challenges and successes, assess the validity of the project's theory of change, analyze the sustainability of project efforts, identify good practices and lessons learned, and provide recommendations for future projects in Peru or similar contexts. The recommendations should address the project's exit strategy, with a special focus on the Prelar program, as well as the sustainability of public policies.

Intended Users

This final evaluation should provide USDOL, Desarrollo y Autogestión, the Government of Peru, sub-contractors and other project stakeholders an assessment of the project's experience in

implementation and, to a limited extent, its impact on project beneficiaries. USDOL/OCFT and Desarrollo y Autogestión management will use the evaluation results as a learning tool regarding the relevance of the approach and strategy used by the project. The evaluation results also should provide information, supported by project and evaluation data, that suggest how the project could enhance its impact during the remaining time of implementation and sustain the benefits that have been or will be generated. The report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

Evaluation Questions:

1. How effective has the project been in achieving its objectives as stated in the project document and detailed in its Comprehensive Monitoring and Evaluation Plan? What have been driving factors influencing the achievement or non-achievement of the objectives?
2. How effective has the Prelar program been in terms of its impact, management organization with municipalities, and its pedagogical design?
3. How effective have the project's public policy strategies been in terms of the sustainability of educational programs and livelihood strategies? What do the Ministry of Education and regional and local governments think about these strategies? What lessons can be learned from the difficulties in initiating this program?
4. How effective has "Espacios para Padres" been in reinforcing the project's awareness raising strategy with families in the educational component?
5. Is the project contributing to a decrease in child labor in the target areas? What are the factors influencing or driving the decrease or lack of decrease in child labor? Please describe any other changes in the lives of beneficiary families that could plausibly be attributed to the project.
6. Was the project's Theory of Change (ToC), as stated in the project Comprehensive Monitoring and Evaluation Plan (CMEP), valid? Were there external factors that affected its validity in a positive and/or challenging way during project implementation?
7. What is the quality and effectiveness of the technical/vocational training program for youth? What additional steps could be taken in the final year of the project to support the transfer of project methodologies and lessons learned to communities and local institutions?
8. Which project activities/initiatives are most likely sustainable and transferable to the communities and relevant local or national institutions before the project ends? What factors have led to this sustainability? More specifically:
 - a. What is the outlook for sustainability for the livelihood interventions? Have livelihood interventions been transferred to or adopted by local institutions?
 - b. Did the project strengthen the capacity of the Ministry of Labor? What strategies were developed to work with the Ministry of Labor?

III. EVALUATION METHODOLOGY AND TIMEFRAME

The evaluation methodology will consist of the following activities and approaches. While the evaluation team may propose changes in the methodology, any such changes should be discussed with USDOL and the project, provided that the research and analysis suggest changes and provided that the indicated range of questions is addressed, the purpose maintained, and the expected outputs produced at the required quality.

Approach

The evaluation approach will be qualitative and participatory in nature, and use project documents including PMP and target table data to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from the CMEP, budget, Performance Reporting Form (PRF), and project reports (such as TPRs, Federal Financial Reports, and research reports) to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to **provide introductions**. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive 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 Principles for Ethical Reporting 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 beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.
5. As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

Lead Evaluator

Michele Gonzalez Arroyo will serve as the lead evaluator. Michele is an education, training and evaluation professional. She has twenty years of practical experience planning and implementing education and training programs focusing on labor, health and education issues for underserved populations. As a certificated secondary school teacher, she also brings experience teaching youth in both formal and non-formal educational settings. Her professional background in education, labor and public health, as well as her broad range of international experience, has allowed her to carry out a wide array of evaluations for international development projects that focus on child labor, labor rights and occupational health and safety.

Michele has evaluated more than 20 USDOL-funded labor and child labor projects in over 15 countries in Central America, South America, the Caribbean, and Southeast Asia. Michele conducted the interim evaluation of the Semilla project in Peru in July 2014. She is extremely

familiar with the project, its achievements and challenges, and the operating environment including key stakeholders.

Data Collection Methodology

1. Document Review

- Pre-field visit preparation includes extensive review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents may include:
 - M&E documents (provided by USDOL and the project) including monitoring reports against the CMEP, PRF and Performance Monitoring Report;
 - Needs assessments—both technical and institutional needs assessments;
 - Project document and revisions (or revision requests);
 - Cooperative Agreement;
 - Management Procedures and Guidelines FY 2012;
 - Technical Progress and Status Reports;
 - Relevant Federal Financial Reports and up-to-date Outputs Based Budget;
 - Work plans;
 - Correspondence related to Technical Progress Reports;
 - Research or other reports undertaken (baseline studies, etc.);
 - Project files (including school records) as appropriate.

2. Question Matrix

Before beginning fieldwork, the evaluators will create a question matrix, which outlines the source of data from where the evaluators plan to collect information for each TOR question. This will help the evaluators make decisions as to how they are going to allocate their time in the field. It will also help the evaluators to ensure that they are exploring all possible avenues for data triangulation and to clearly note the source of their evaluation findings. The Contractor will share the question matrix with USDOL if planning and preparation time permits.

3. Interviews with stakeholders

Informational interviews will be held with as many project stakeholders as possible. The evaluation team will solicit the opinions of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action project implementers, and project staff regarding the project's accomplishments, project design, sustainability, and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings 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, community leaders, donors, and government officials. Thus, it is anticipated that meetings will be held with:

- OCFT staff responsible for this evaluation and project prior to the commencement of the field work
- Implementers at all levels, including any official project partners involved

- Headquarters, country director, project managers, and field staff of grantee and partner organizations
- Government ministry officials and local government officials who have been involved in or are knowledgeable about the project
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, educational personnel as relevant
- Project beneficiaries
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area and region
- U.S. Embassy staff member

4. Field Visits

The evaluators will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluators. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites in targeted capacity, advocacy, and policy sectors. During the visits, the evaluators will observe the activities and outputs developed by the project, and conduct focus groups with child beneficiaries. Interviews also will be conducted with representatives from local governments, NGOs, community leaders and educators associated with the project.

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 evaluators to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluators 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 evaluators 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 evaluators' visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary findings 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 evaluators in consultation with project staff. Some specific questions for stakeholders may be prepared to guide the discussion and possibly a brief written feedback form.

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

1. Presentation by the evaluators of the key preliminary findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners not interviewed to present their views on progress and challenges in their locality
4. If appropriate, Possible Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise on the project's performance
5. Discussion of recommendations to improve the implementation during the remaining period 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.

A debrief call will be held with the lead evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed. This is to substitute for the fact that USDOL will likely not attend the stakeholder conference in Lima.

Limitations

Fieldwork for the evaluation will last two weeks, and the evaluators will not have enough time to visit all project sites. As a result, the evaluators will not be able to take all sites into consideration when formulating their findings. All efforts will be made to ensure that the evaluators are visiting a representative sample of sites, including some that have performed well and others 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 evaluators from these sources.

Furthermore, the ability of the evaluators 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. A high-level efficiency assessment is expected to be included in the evaluation (inputs to outputs). The "Efficiency" category is covered in the above section on Evaluation Questions.

Timetable

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

Task	Date
Background project documents sent to contractor	Oct 12
Evaluation purpose and questions submitted to contractor	Oct 5
Draft TOR sent to OCFT and grantee for comment	Oct 8
Logistics call to discuss logistics and field itinerary	TBD
Contractor sends minutes from logistics call	TBD
Finalize field itinerary and stakeholder list for workshop	TBD
Cable clearance information submitted to USDOL	Oct 8
Finalize TOR with USDOL and Grantee and submit to both parties	Oct 15
Interview call with USDOL M&E and Project Manager	Nov 3

Task	Date
Fieldwork	Nov 9-20
Post-fieldwork debrief call	Nov 25
Draft report to USDOL & Grantee for 48 hour review	Dec 14
Comments sent to Contractor	Dec 16
Revised report to USDOL for 2-week review	Dec 18
USDOL and stakeholder comments after full 2-week review	Jan 4, 2016
Final report to USDOL	Jan 8, 2016
Final approval of report	Jan 10, 2016
Editing	Jan 11, 2016
508 compliance review	Jan 13, 2016
Final edited report to COR	Jan 15, 2016
Final edited report to grantee and stakeholders	Jan 15, 2016

IV. EXPECTED OUTPUTS AND DELIVERABLES

Fourteen working days following the lead evaluator’s return from fieldwork, a first draft evaluation report will be submitted to the Contractor. The report should have the following structure and content:

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Context and Description
- VI. Findings (answers to evaluation questions with supporting evidence)
- VII. Conclusions (interpretation of facts including criteria for judgements)
- VIII. Recommendations (critical for successfully meeting project objectives; judgments on what changes need to be made for future projects)
- IX. Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length will not exceed 30 pages for the main body of the 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 lead evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the lead evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

V. EVALUATION MANAGEMENT AND SUPPORT

The lead evaluator is responsible for conducting the evaluation according to the terms of

reference (TOR). She will:

- Review project background documents
- Review the evaluation questions and refine the questions, as necessary
- Develop and implement an evaluation methodology (i.e., conduct interviews, review documents) to answer the evaluation questions, including a detailed discussion of constraints generated by the retrospective nature of this evaluation methodology and data collection and how those constraints could be avoided in future projects
- Conduct planning meetings/calls, as necessary, with USDOL and DyA
- Decide composition of itinerary, field visits, and interviews to ensure objectivity of the evaluation
- Present verbally preliminary findings to project field staff and other stakeholders as determined in consultation with USDOL and DyA
- Prepare initial drafts (48-hour and 2-week reviews) of the evaluation report and share with USDOL and ILO
- Prepare and submit final report

USDOL is responsible for:

- Providing project background documents to the evaluator
- Obtaining country clearance
- Briefing DyA on evaluation to ensure coordination and preparation for evaluator
- Reviewing and providing comments of the draft evaluation reports
- Approving the final draft of the evaluation report
- Participating in the post-trip debriefing

DyA is responsible for:

- Reviewing and providing input to the TOR
- Providing project background materials to the evaluator
- Providing information on all project sites for evaluator to choose from in deciding the evaluation itinerary
- Preparing a list of recommended interviewees
- Scheduling meetings for field visit and coordinating all logistical arrangements
- Providing local ground transportation
- Reviewing and providing comments on the draft evaluation reports
- Participating in the post-fieldwork stakeholder debrief to review and discuss preliminary findings
- Organizing and participating in the stakeholder debrief

Annex B: Interview Evaluation Interview Schedule

Semilla Project – Peru November 8-20, 2015

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
domingo 8 nov	Llegada a Lima	Lima			Alojamiento en el Hotel Antigua Miraflores-Lima
lunes 9 nov	·Presentación y reunión inicial con equipo central del proyecto	Oficina Proyecto Semilla	8:30 am-13:00 pm	Directora Proyecto y equipo central de oficiales	El equipo realizará presentaciones y entregará documentos de proyecto
	·Viaje a zona Sierra	Lima - Chincha	16:00 pm-20:00 pm	Directora del Proyecto	Alojamiento en Hotel Double Tree Paracas o en el Hotel Casa Andina de Chincha. Necesitamos saber la tarifa de la que disponen. Duerme en Paracas o en Chincha. Salida hacia Huaytará a las 6:00 am. En Huayatrá verá la intervención de Palto que no vio en la primera evaluación por la distancia.
martes 10	Llegada a Huaytará		9:00 AM		viaje de Lima a Huaytará dura aproximadamente 6 horas
	Reunion con Asociacion de productores	Santa Rosa	9:30 a.m.-10:30	Agricultores de palto y frejol	Podrá conocer la intervención con los productores: sensibilización, entrega de insumos, capacitación.
	Reunion con Asociacion de productores	Muchic	10:40-11:30	Asociación de productores el palto frondoso	Incorporación del cultivo de palto, plantas del proyecto, uso de equipos para reducir trabajo infantil; sensibilización a familias. Plan de negocios de Asociación de palto preparado para

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
					PROCOMPITE 2014
	Reunion con Asociacion de productores	Huaytará	12:00 - 12:30 a.m.	Junta directiva de Asociación de productores de Quishuarpampa	Capacitaciones enfoque PETI en el marco de PROCOMPITE
	Entrevista Agencia Agraria Huaytará	Huaytará	12:30-01:pm	Entrevista Director Agencia Agraria Huaytará Jorge Rios Almora	Producción libre de trabajo infatil y el trabajo conjunto con Semilla
	Almuerzo		01:00-2:00	Almuerzo	
		Viaje a Huancavelica	2:30 pm - 05:30 pm	viaje a Huancavelica	Son tres horas de ruta
	PROCOMPITE HUANCAVELICA		6: 00 pm - 7:00 pm	entrevista con director de PROCOMPITE Huancavelica Ciro Melgar	Enfoque de trabajo infantil en el programa PROCOMPITE
		Huancavelica			Alojamiento en Hotel Presidente Huancavelica
miércoles 11	Reunión con autoridades educativas de la Región Huancavelica	Oficina Huancavelica	8:30 am - 9:30 am	Reunión Oficina Huancavelica Director UGEL Huancavelica Especialista SIAGIE UGEL Huancavelica Especialista de secundaria UGEL Huancavelica Especialistas Tutorial y Primaria DRE Huancavelica	Desarrollo de programas SEMILLA, Transferencia Secundaria Tutorial, resultados finales SEMILLA. Perspectivas para sostenimiento de servicios educativos 2016
	Reunión von Gerencia de Desarrollo Social Huancavelica y Programa Yachay	Gobierno Regional	9:30 am - 10:30 am	Gerente de Desarrollo Social; Pedro Sueldo, Yachay Amador Poma Inga,	Gestión del Comité de Erradicación del Trabajo Infantil (CRPETI) y proceso de implementación del Plan de Prevención de la Migración laboral

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
	Plan Regional para la Prevención y Erradicación del Trabajo Infantil	Oficina Huancavelica	10:30 am - 11:30 am	CDRPETI, Lenin López Melgar, Director Regional de trabajo Huancavelica, Wilfredo Valenzuela Coordinador Centro de Empleo Huancavelica, Daniel Flores Pucumucha, Coordinador de Tierra de Niños	Infantil. Proceso de construcción del Plan Regional para la Prevención y Erradicación del Trabajo Infantil Huancavelica
	Almuerzo		12:00-13:00	Almuerzo	
	Viaje a Huancayo y almuerzo		13:00 - 3:30 pm		
	Reunión Dirección Regional de Educación Junín	Dirección Regional de Educación Junín	03:30 pm - 4:30 pm	Reunión con funcionarios de DRE Junín (Cesar Córdor Uceda Director de Gestión Pedagógica y Teodolinda Estrella, encargada de Secundaria Tutorial)	Programa Secundaria tutorial, transferencia y otros programas SEMILLA
	Reunión con CDRPETI Junín	Dirección Regional de Trabajo	4:30 pm - 5:30 pm	Reunión con Director de Derechos fundamentales, CDRPTI, Yachay, Demuna Huancayo.	Plan Regional para la Prevención y Erradicación del Trabajo Infantil Junín y CDRPETI
	Reunión soportes de Secundaria Tutorial del Ministerio de Educación	Oficina Huancayo	5:30 pm a 6:30 pm	Reunión equipo de acompañamiento al Programa de Secundaria Tutorial del Ministerio de Educación	Sistema de monitoreo de Secundaria tutorial a cargo del Ministerio. Se puede ver cómo se ha materializado la transferencia del programa de Secundaria Tutorial al Ministerio.

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
					Alojamiento en Hostal Wayta Posada
jueves 12	Rumbo a Ñuñunguayo		6:30 - 8:00 am		
		Ñuñunguayo	8:00 - 9:30	Reunión Padres de familia Docentes y alumnos de Secundaria Tutorial	Producción y educación
	Rumbo a Chacampa	Chacampa	10:15:am		
	Reunión de Multigrado T2	Chacampa	10:15 am - 11:30 am	Reunión docentes, Padres de familia y alumnos de Multigrado. Promotor de Tinyari Chico Presidenta de Asociación de Productores Barrio Sur Comité de productores de Sincos - PROCOMPITE	Padres de familia, mejoramiento de indicadores en educación en alumnos, incremento de productividad, equipos agrícolas.
	Retorno a Huancayo	Huancayo	11:30 am - 12:30 pm		
	Almuerzo	Huancayo	12:30 pm: 1:30 pm	Almuerzo	
	Reunión con Director, padres de Familia docentes y alumnos de Nivelación	Huari	2:00 pm - 2:45pm	Alumnos y padres de familia	Programa de nivelación
	Reunión con Director, padres de Familia docentes y alumnos de Nivelación	Huancan	3:00pm - 3:45pm	Reunión con docentes y director	Programa de nivelación
	Reunión autoridades Comité de Gestión PRELAR	Huancayo - Oficina	4:00pm - 5:00 pm	Alcalde de Distrito de 3 de Diciembre Alcalde de Matahuasi Alcalde provincial de Concepción Gerente de	Gestión Municipal del Programa de Reconversión Laboral Adolescente

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
	Reunión con estudiantes PRELAR	Huancayo - Oficina	5:00 pm-6:00 pm	desarrollo social Concepción Gerente de desarrollo humano Chupaca Adolescentes PRELAR	Funcionamiento del Programa y resultados con los adolescentes Alojamiento en Hostal Wayta Posada
viernes 13	Viaje a Selva (y alguna agenda de entrevistas en la tarde Bienvenida en la Oficina La Merced Reunión Comité de Gestión PRELAR La Merced. , Villa Rica y Pichanaki Rumbo a Villa Rica Almuerzo y Reunión con autoridades Municipales Villa Rica Visita a finca del sector y reunión con promotores del sector Reunión con representante del sector privado	La Merced Oficina La Merced Villa Rica Municipalidad de Villa Rica Villa Rica Camara de Comercio Villa Rica	6:00 10:00-11:00 11:00-12:00 12:00 - 1:00 1:00pm - 2:30pm 2:30-4:00 4:30am - 5:00 pm	Equipo de Semilla en Selva Reunión con autoridades que forman el Comité de Gestión del Programa de Reconversión Laboral Adolescente Jhony Inga (alcalde de Villa Rica) Regidores (Ander Marallano,Eloisa Chinchay) Productores Marco Navarro (representante de la Camara de Turismo Villa Rica Ana salazar Davila especialista del	Viaje de 3 horas aproximadamente Funcionamiento del Programa PRELAR con Municipios El hospedaje se tomará en Villa Rica Municipalidad con Ordenza y Resolución Municipal emprenden acciones decisorias para la erradicación de trabajo infantil en su distrito. Experiencia de politicas públicas en el gobierno local. Gestión del componente de producción. Enfoque de producción libre de Trabajo Infantil Planes de la Promoción del café libre de trabajo infantil peligroso en Villa Rica por parte del sector privado

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
	Reunión con productores cacao en Villa Rica	Intalaciones de las Oficinas de Villa Rica	5:00am - 6:00pm	café Villa Rica y promoción del café libre de trabajo infantil APAS SANCORE (cacao)	La zona del Cacao queda a 5 horas de viaje. No hay tiempo para visitar pero varios productores de cacao pueden venir a la oficina para entrevista
	Reunión con productores de café Villa Rica	Intalaciones de las Oficinas de Villa Rica	6:00am - 7:00pm	Cooperativa Alpacocha , APCI (café) , Yurinaki	Experiencia de productores en la feria internacional de café SCA. Estrategia de comercialización. Concepto de Producción Libre de Trabajo Infantil
					Alojamiento en Hotel El Sol
sábado 14	Rumbo a La Florida		7:30am - 9:00pm		
	Recorrido por los centros de capacitación técnica PRELAR - La Florida y docentes	La Florida	9:00am - 10:00pm	Conociendo los centros de capacitación Técnica. ECAP y docentes	Conociedo los talleres de capacitación Técnica Agropecuaria
	Entrevista estudiantes - PRELAR	La Florida	10:30am - 11:30pm	Estudiantes de los cursos técnicos Villa Rica y Ñagazú	Conociendo Historias de vida, proceso de capacitación y emprendimientos de adolescentes trabajadores
	Rumbo a Pichanaki		11:30- 12:30		Una hora de viaje
	Entrevista padres de familia - PRELAR en Centro de Capacitación Técnica en Pichanaki	Pichanaki	12:30am- 13:30pm	Padres de familia PRELAR	Funcionamiento de PRELAR y dificultades de las familias
	Almuerzo	Restaurante "La Playa"	1:30am- 2:30pm	Almuerzo	Almuerzo

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
	Reunión con Centro Emergencia Mujer	Restaurante "La Playa"	2:30 - 3:00		Funcionamiento del Sistema de Protección y servicios para adolescentes de PRELAR
	Viaje rumbo a la Comunidad de 28 de Julio	Viaje rumbo a la Comunidad de 28 de Julio	3:00am-3:30pm	Viaje rumbo a la Comunidad de 28 de Julio	Viaje rumbo a la Comunidad de 28 de Julio
	Entrevistas - grupo focal /con los responsables de la cooperativa 28 de Julio	Cooperativa 28 de Julio	4:00am-5:00pm	Saúl Cáceres (presidente) Gregorio Callo Gamarra (secretario) Andres Alva (vocero)	Pequeños productores se organizan y fundan su asociación de café libre de trabajo infantil peligroso ,participan en PROCOMPITE, experiencia de emprendedores
	Entrevistas a padres de familia Multigrado y docentes	Padres de familia Multigrado y docentes	5:00am-6:00pm	Padres de familia Multigrado Docentes multigrado	Funcionamiento del Programa Multigrado con docentes del Ministerio de Educación. Aporte de Semilla.
	Retorno a la Merced	Retorno a La Merced	6:30am-8:00pm	Retorno a La Merced	Retorno a La Merced
					Alojamiento en Hotel Gargahum
domingo 15	DESCANZO O PARTICIPACIÓN EN UN FESTISEMILLA DONDE SE PRESENTAN RESULTADOS. EN LA PLAZA CENTRAL DE LA MERCED		9:00- 1:00	Visita Feria en la que se muestran resultados de Semilla. Participan autoridades, padres de familia, docentes, productores y niños. Se realizan actividades de sensibilización y evento de cierre del Proyecto Entrevista con Directores y especialistas de UGELs de la provincia de Chanchamayo, distrito de Pichanaki y distrito de Oxapampa	

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
				(selva central)	
					Alojamiento en Hotel Gargahum
lunes 16	Rumbo a Marankiari		7:30-8:30		
	Entrevista con líderes, tutor comunitario y padres de la Comunidad Nativa de Marankiari	Comunidad Nativa San Miguel Centro Marankiari	8:00am-9:00pm	Alfredo Calep ,Amelia Samaniego , Amanda ,Lideres de la comunidad de San Miguel Centro Marnkiari	Experiencias con la estrategia comunitaria de construcción de listado de trabajos peligrosos, Espacio para padres , funcionamiento de servicio de Secundaria tutorial
	Entrevista con los estudiantes	Comunidad Nativa San Miguel Centro Marankiari	9:00am-10:00pm	Estudiantes	Funcionamiento de la secundaria tutorial
	Entrevista con los Gestores educativos y personal de soporte	Comunidad Nativa San Miguel Centro Marankiari	10am-11:30pm	Juan velasques , María Terreros , gestores educativos del núcleo	El rol del Ministerio de Educación en el seguimiento de los estudiantes de Secundaria Tutorial
	Viaje rumbo a Pichanaki-Condado		11:30-01:30		
	Almuerzo con niños de horario extendido en Condado	Almuerzo	1:30 a 2:30	Niños/as del Horario Extendido	Funcionamiento del servicio y alimentación escolar
	Reunión con tutores de horario extendido		2:30 a 3:30	Tutores de Horario Extendido	Funcionamiento del Servicio
	Retorno a Pichanaki		3:30 a 4:15		
	Conociendo un aula del Nivelación en su horario de reforzamiento escolar	I.E MANUEL GONZALEZ PRADA	4:15- 5:15	Docente y alumnos en reforzamiento escolar / tardes (incluyendo docentes de otras escuelas de zonas más rurales)	Un modelos de reforzamiento a los niños de nivelación del rezago escolar
	Reunión facilitadores Programa Espacios para Padres	Pichanaki	5:30 - 6:30	Facilitadores Espacios para Padres	Funcionamiento del Programa de Espacios para Padres a cargo de voluntarios capacitados

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
Martes 17	Retorno a La Merced		7:00- 8:00 pm	Equipo del proyecto Semilla	por Semilla
					Alojamiento en Hotel Tinto Café
Martes 17	Retorno a Lima	Entrevista con funcionarios Regionales de PASCO	9:00am- 11:00 am	Gerente de Desarrollo Social, Director de Trabajo, Director de Educación	Consideramos avión para que el viaje no sea cansado. Hay que viajar a Jauja (aprox. 2 horas y media por tierra) y luego tomar el avión a Lima que demora media hora. El vuelo cuesta aprox. 150 usd. El retorno por tierra desde la selva dura 8 horas.
		Retorno a Jauja para tomar avión a Lima (3 pm)	11:00 am- 2:00 pm	Equipo del proyecto Semilla	
miércoles 18	Entrevista Ministerio de Educación		10:00- 11:00	Director de la Dirección de Servicios Educativos Rurales. Coordinadoras de Modelos de Atención de Multigrado, Tutorial y Nivelación	Conocer el proceso de transferencia de los servicios educativos al Ministerio
	Entrevista Ministerio de Trabajo		3:00-4:00	Entrevista con Directora de Derechos Fundamentales y equipo técnico	Situación actual del Ministerio. Funcionamiento de CPETI y logros alcanzados. Diplomado. Publicaciones
	Entrevista esudiantes del Diplomado		5:00-6:00	Estudiantes Diplomado	Avances y resultados del Diplomado
					Alojamiento Hotel Antigua Miraflores

Fecha	Actividad	Lugar	Horario	Participantes	Observaciones
jueves 19	Preparación de reunión stake holders				
viernes 20 nov	Reunión Stakeholders	Lima	9:00-12:00	Lista de Invitados por definir	Incluir actores clave del proyecto—el personal de Semilla y una representación de los diferentes stakeholders (puede incluir adolescentes y padres de familia, si es posible y apropiada)
	Evento en Congreso de la República	Lima	3:00-5:00	Evento académico con representantes de FAO, Congresistas y académicos sobre trabajo infantil y agricultura. Lanzamiento de Publicaciones de Semilla	Es un evento importante de Semilla como parte de su estrategia de incidencia política. Se realiza en el local más importante del Congreso de la República. Es el evento central del Proyecto en el marco de su Campaña de Noviembre por los Derechos de los Niños

Annex C: Master Interview Guide

Questions	Stakeholder Group				
	Semilla Staff	Gov't Officials	Educators	Parents	Students
¿Cuál es la evidencia de que el proyecto ha logrado los objetivos tal y como están establecidos en el marco lógico del ProDoc y CMEP?	x	x			
¿Cuáles han sido los factores que más influyeron el logro o no logro de los objetivos?	x	x			
¿Cómo se puede medir la calidad del programa PRELAR? ¿Cuál aspecto ha sido lo más eficaz/exitoso del programa PRELAR? ¿Cuál es el aspecto menos eficaz?		x	x		
¿Cuáles pasos se han tomado para empezar el proceso de transferencia del programa PRELAR a los municipios?		x	x		
¿Cuáles pasos adicionales pueden/deben tomar para apoyar la transferencia de las metodologías del proyecto a las comunidades e instituciones locales?		x	x		
¿Qué tan eficaces han sido las estrategias del proyecto para garantizar la sostenibilidad de los programas educativos y productivos?		x	x		
¿Cuáles acciones han tomado el Ministerio de Educación y los gobiernos locales y regionales para sostener estos programas?		x	x		
¿Cuáles son las dificultades que han tenido en el camino para implementar los programas educativos y productivos? Si tuvieran que implementar los programas de nuevo, ¿qué mejorarían?		x	x		
¿Cuáles fueron las estrategias que mejor funcionaron en las reuniones para ganar la confianza de los padres de familia y que les permitió hablar sobre el tema de trabajo infantil?				x	
¿Cuáles son las dificultades que experimentaron durante la implementación de las sesiones de Espacios para padres?				x	

Questions	Stakeholder Group				
	Semilla Staff	Gov't Officials	Educators	Parents	Students
¿Cuáles son los cambios que observaron en los padres de familia al terminar la serie de sesiones?				x	
¿De qué manera aplicaron lo que aprendieron en los talleres de capacitación y grupos de intercambio?				x	
¿Cuáles fueron los temas más útiles como padre de familia?				x	
¿De qué manera han aplicado lo que han aprendido en las reuniones de “Espacios para padres”?				x	
¿Qué aprendieron sobre el trabajo infantil?				x	
¿Qué cambios hicieron en los trabajos que realizan sus hijos?				x	
¿Cuánto ha contribuido el proyecto directamente a la disminución del trabajo infantil en las comunidades meta?	x				
¿Cuáles otros cambios en las familias beneficiarias se podrían atribuir al proyecto?	x				
¿Retiraron sus hijos del trabajo o todavía están trabajando?				x	x
¿Qué influyó en esa decisión?				x	x
¿Qué otro apoyo recibió del proyecto? ¿Qué tan útil ha sido?				x	x
¿Sigue siendo válida la Teoría de Cambio que establecieron en el CMEP? ¿Qué cambios le hicieron para adaptar a la realidad?	x				
¿Cuáles factores surgieron durante la implementación que resultaron una oportunidad o un reto?	x				
¿Cuáles actividades/iniciativas educativas han sido transferidas a las comunidades e instituciones apropiadas al nivel local o nacional?	x	x	x		
¿Cuáles fueron las estrategias para transferir los programas educativos?	x	x	x		
¿Cómo va a sostener los programas el gobierno local, regional, nacional?	x	x	x		

Questions	Stakeholder Group				
	Semilla Staff	Gov't Officials	Educators	Parents	Students
¿Tienen un marco legal? ¿Han asignado presupuesto para el siguiente año? ¿Tienen un equipo capacitado que conoce la propuesta técnica?					
Cuáles actividades/iniciativas productivas han sido transferidas a las comunidades e instituciones apropiadas al nivel local o nacional?	x	x	x		
¿Cuáles fueron las estrategias para transferir los programas productivos?	x	x	x		
¿Cómo va a sostener los programas el gobierno local, regional, nacional? ¿Tienen un marco legal? ¿Han asignado presupuesto para el siguiente año? ¿Tienen un equipo capacitado que conoce la propuesta técnica?	x	x	x		
¿Qué tipo de asistencia técnica y capacitación ha recibido el MdT del proyecto?	x	x	x		
¿Cómo lo han aplicado en las distintas decisiones y acciones del CEPETI?	x	x	x		
¿Cómo han usado la información prevista por Semilla?	x	x	x		
¿Sirvió haber tenido este piloto? ¿Qué van a hacer para escalar esta experiencia?	x	x	x		
¿Cómo sirvió la asistencia de Semilla para llevar la política de la erradicación de trabajo infantil a las regiones?	x	x	x		
¿Cómo sirvió la asistencia de Semilla para llevar la política de la erradicación de trabajo infantil a otros ministerios?	x	x	x		

Annex D: List of Documents Reviewed

Semilla Project Final Evaluation – November 2015

Project Documents:

- Technical Proposal: “Combating Exploitative Rural Child labor in Peru”
- Baseline Study: “Proyecto Semilla, Combatiendo el trabajo infantil peligroso en comunidades rurales del Perú”
- Comprehensive Monitoring and Evaluation Plan (CMEP) 2013: “Combating Exploitative Rural Child labor in Peru”
- Semilla Project M&E Manual, Jan. 2014
- Semilla Project Communication Strategy Manual: “Manual de comunicación para el cambio,” 2014

Technical Progress Reports (TPR):

- April 2012
- OCTOBER 2012
- APRIL 2013
- October 2013
- APRIL 2014
- October 2014
- April 2015
- October 2015

Government of Peru Documents and Reports:

- Ministerio de Trabajo y Promoción de Empleo, Estrategía Nacional para la Prevención y Erradicación del Trabajo Infantil en Perú, 2012, Lima, Peru, June 17, 2014. http://www.trabajo.gob.pe/archivos/file/exposicion/Estrategia_Trabajo_Infantil.pdf
- Government of Peru, *Código de los Niños y Adolescentes*, Ley No. 27337, July 2000, Lima, Peru, 18 June 2014. http://www.tarea.org.pe/images/Codigo_Ninos_Adolescentes.pdf
- Encuesta Nacional de Hogares, Julio 2012, Lima, Peru, June 28, 2014, file:///Users/mgarroyo3/Downloads/Resultados%20Generales%20ENAH0-2012%20(1).pdf

USDOL Reports, Guidelines and Agreements:

- USDOL, Management Procedures and Guidelines: Grant and Cooperative Agreements, 2011

- USDOL, *2012 Report on the Worst Forms of Child Labor*; Washington DC, June 17, 2014. <http://www.dol.gov/ilab/reports/child-labor/findings/2012TDA/peru.pdf>.
- Notice of Award: Cooperative Agreement between USDOL and Centro de Desarrollo y Autogestión

Other

- United Nations Children’s Fund, “Defining Quality in Education,” New York, NY, 2000. <http://www.unicef.org/education/files/QualityEducation.PDF>

Annex E: List of Persons Interviewed

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Annex F: Project Logic Model: Relationship of Project Outcomes

Impact: Reduction in the number of CL 6-17 years in rural communities				
Improvement in the living conditions of CL and their households		Change in attitudes, generation of knowledge and capacity development in community and institutional structures in support of sustainable efforts to eliminate CL		
Increased access to quality education for children in target communities	Reduced need to use CL in support of household's income	Increased institutional capacity to address CL	Increased awareness on the problem and attitude change towards CL	Reliable and accessible information informs policy and action to reduce CL
<ul style="list-style-type: none"> • Reduction in children's and adolescent's dropout rate • Children with improved educational achievement • Rural schools with strategies to prevent/eliminate CL 	<ul style="list-style-type: none"> • Increased agricultural productivity • Replace use of CL for modern agriculture technology • Improved access to markets • Replace hazardous labor among adolescents with acceptable jobs 	<ul style="list-style-type: none"> • Model interventions to prevent/eliminate CL available • Government officials and members of civil society organizations at local, regional, national level with strengthened capacity to formulate policy on the elimination of CL • National scope social protection, agriculture, education and employment programs, include child labor within their criteria for allocation of benefits or/and conditionality 	<ul style="list-style-type: none"> • Household and rural communities with modified attitudes that contribute to preventing CL and promoting children's education • Increased public awareness about the risks associated with CL, the benefits of education and social protection and the need to prevent and eliminate CL 	