

FUNDED BY THE UNITED STATES
DEPARTMENT OF LABOR

Independent Final Evaluation of the EduFuturo Project: Combating Child Labor Through Education in Peru

World Learning

Cooperative Agreement Number: E-9-K-2-0066



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Funding for this evaluation was provided by the United States Department of Labor under Task Order number DOLQ059622437. Points of view or opinions in this evaluation report do not necessarily reflect the views or policies of the United States Department of Labor, nor does the mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

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LIST OF ACRONYMS

ADE	<i>Áreas de Desarrollo Educativo</i> (Education Development Areas)
APAFA	<i>Asociación de Padres de Familia</i> (Association of Parents of the Family)
CCL	<i>Consejo de Coordinación Local</i> (Local Coordination Council)
CCP	Classroom Curriculum Project
CEI	<i>Consejos Educativos Institucionales</i> (Institutional Educational Councils)
CETI	<i>Comité Nacional para la Erradicación del Trabajo Infantil</i>
CONEI	<i>Consejo Educativo Institucional</i> (Institutional Education Council)
COVINAVCI	<i>Comité de Vigilancia Social por el Bienestar y Derechos de los Niños, Niñas, Adolescentes, Familia y Ciudadanía de la Rinconada</i>
DEMUNA	<i>Defensoría Municipal de Niños y Adolescentes</i> (Municipal Ombudsman for Children and Adolescents)
DRE	<i>Dirección Regional de Educación</i> (Regional Education Directorate)
EBI	<i>Educación Bilingüe Intercultural</i> (Bilingual Intercultural Education)
Educentro	Education Resources Center
EI	Education Initiative
FF	<i>Formación de Formadores</i> (Training the Trainers)
FONCODES	<i>Fondo Nacional de Compensación y Desarrollo Social</i>
GPDE	<i>Gestión de Proyectos de Desarrollo Educativo</i> (Management of Education Development Projects)
GPRA	Government Performance Results Act
ICLP	International Child Labor Programme
IDB	Interamerican Development Bank <i>in Spanish: BID, Banco Interamericano de Desarrollo</i>
ILAB	International Labor Affairs Bureau
ILO	International Labour Organization <i>in Spanish: OIT, Organización Internacional de Trabajo</i>
INABIF	<i>Instituto Nacional de Bienestar Familiar</i> (National Institute for Infancy and Family)
IPEC	International Programme of Eradication of Child Labour <i>in Spanish: Programa Internacional de Erradicación del Trabajo Infantil</i>
ISPP	<i>Instituto Superior de Pedagogía</i> (Superior Pedagogical Institute [of Juliaca])
KAP	Knowledge, Attitude, Practice

MCSMS	Mining Child Labor Sustainable Monitoring System <i>in Spanish: SMSTIM, Sistema de Monitoreo Sostenible de Trabajo Infantil Minero</i>
MIMIDES	Ministry of Women and Social Development
PEAR	<i>Programa de Educación en Áreas Rurales</i> (Program for Education in Rural Areas)
PER	<i>Proyecto Educativo Regional</i> (Regional Education Project)
PMP	Project Monitoring Plan
RIEL	<i>Red Institucional de Ejecución Local para la atención de la niñez y las familias en la Minería Artesanal</i> (Institutional Network for Local Implementation)
SCP	School Curriculum Project
SENATI	<i>Servicio Nacional de Adiestramiento en Trabajo Industrial</i> (National Training Service for Industrial Labor)
SIMOV	<i>Sistema Nacional de Información Monitoreo y Verificación (de la situación de Trabajo Infantil en la minería artesanal)</i>
SUTEP	<i>Sindicato Unitario de Trabajadores de la Educación de Peru</i> (Unitary Syndicate of Education Workers of Peru)
SWOT	Strengths, Weaknesses, Opportunities Threats <i>in Spanish: FODA, Fortalezas, Oportunidades, Debilidades, Amenazas</i>
TIM	<i>Trabajo Infantil Minero</i> (Child Mining Labor)
UGEL	<i>Unidades de Gestión Educativa Local</i> (Units of Local Educational Administration)
USDOL	United States Department of Labor
WFCLM	Worst Forms of Child Labor in Mining

EXECUTIVE SUMMARY

The EduFuturo Project, which began in October 2002, will end its activities in a number of gold-mining communities, north of Puno, Peru, in September 2006. Funded by the United States Department of Labor (USDOL), the project's objective is to reduce the number of school-age children involved in mining activities, as well as to minimize the harmfulness of these activities. To this end, the quality of the schools in these communities has to be improved, the capacity of these communities to undertake development initiatives has to be strengthened, and alliances between communities and surrounding institutions must be established. To assess the project's process, as well as its success in achieving these objectives, a Final Evaluation was undertaken from June 12–23, 2006. The evaluation focused on the design of the project, its implementation, the way it was monitored and managed, and the likelihood of its sustainability. Observations were primarily based on the examination of documentation directly related to the project, as well as interviews with staff members, stakeholders, and beneficiaries.

Participants approved of the projects' design concerning cooperation between grantor and grantee. They also reacted positively toward the change of emphasis in the education-innovation component of the project. Pedagogical improvements made within the schools satisfied many of the educational needs of students and youth. Respondents felt that the most important strategic outcome was a change in parent's attitudes with respect to lowering the cultural value attached to children's mining labor.

Most of the participants said that the project's main design flaw was the poor initial research into the economic, social, cultural, and political factors related to the mining communities. Many felt that a potential solution to this flaw would be to designate the initial year(s) of the project as action-research. (This is a type of research in which many of the people in the communities under study actively participate alongside the researchers throughout the project.) Preparation for the community development initiatives was also viewed to be insufficient. Participants were unhappy that no activities with regard to school involvement in improving children's nutritional health were undertaken.

Participants had a positive opinion about many of the project's instruments: the Useful Vacations Program, libraries, teachers' specialization and in-service courses, parent schools, and the innovative materials accompanying these instruments. These instruments were seen to be mutually sustaining, organizing community support in their application. The controversy that led to the withdrawal of EDUCA, the nongovernmental organization (NGO) dedicated to community reinforcement, was seen as a single unfortunate situation rather than a major setback.

Quantitative data suggests that the project was beginning to have an effect on the prevention, withdrawal, retention, and completion of at-risk students. However, such data is insufficient to provide definitive results. Moreover, the project's main objectives are qualitative in nature. Optimal monitoring results will therefore be produced by a triangulation of quantitative and qualitative monitoring evaluation methods. Tracking career student performance will only be possible once the Peruvian state has implemented a unitary coding system that allows for the identification of all students, wherever they may be located.

The project struggled with two contradicting tendencies prevalent among both its participants and beneficiaries. There is a widespread lack of civic-mindedness, yet a sizeable share of the population is inclined toward self-organization. The project tried to stimulate the latter tendency by employing existing legal dispositions as instruments. In remote areas, such as where the project took place, it is often difficult to obtain authorities' cooperation in implementing existing legislation. Unfortunately, neither the central ministry nor the national technical and vocational training institute played any role in persuading local authorities to support the project. The absence of available Inter-American Development Bank (IDB) funding for socio-entrepreneurial activities during the entire lifetime of the project was also regrettable. The relationship with the teachers' union, however, was positive.

The project's informal management style and its frugality in areas of infrastructure and equipment were both instrumental in the beneficiaries' acceptance of the project's message. The Peruvian Government's lack of interest in the project might be explained by the fact that it had no financial stake in the project. The lack of funding for beneficiary activities, apart from the IDB subsidy, could be explained by the project staff's inability to procure alternative means of financial support, given the time-consuming nature of such undertakings.

Attending to the needs of secondary-school-age children and capitalizing on the potential pedagogical and management role of school principals could bolster the project's sustainability. The improved performance of most of the teachers is a testament to the project's accomplishments, and further proof of the project's success will depend on whether these teachers seek additional training. However, if teachers fail to seek additional training, it may be a result of the project's brief duration (four years). A positive attitude toward in-service training may require additional time to take root.

This project was executed under extremely difficult conditions, and despite some important criticisms, it achieved a number of notable successes.

I OBJECTIVES OF THE EDUFUTURO EVALUATION

The objectives of the USDOL-funded EduFuturo Project were to reduce the number of school-age children engaged in mining and to reduce the harmfulness of these child-labor activities in a number of gold-mining communities North of Puno, Peru. To accomplish these goals, the project attempted to improve the quality of public education provided in these communities, and to build strategic alliances between these communities and public and private institutions in support of the project's efforts.

The Final Evaluation of the EduFuturo Project was designed to assess the project's implementation, in particular whether the project's activities were relevant, effective, efficient, and sustainable. This was done by reviewing the project's design, monitoring, partnership development, and budget management. This evaluation assesses the level of achievement of the project's objectives, including the reasons why it did or did not achieve them. The results are a number of lessons learned and best practices that USDOL can learn from in future project implementation.

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II METHODOLOGY

To collect information, the following techniques were used:

1. The approximately 60 documents sent by USDOL were analyzed on the basis of an in-depth analysis of the Terms of Reference and the subsequently developed guidelines (see Annexes I and II). These documents consisted of Gantt charts, the Midterm Evaluation, the Solicitation of Cooperative Agreement, Budget Revisions, Logical Framework of EduFuturo, Monitoring Plans, Technical Progress Reports and Comments, Project Revision Reports, and Project Status Reports and Comments.
2. Consultation of background publications (see Annex V for bibliography).
3. A preliminary interview session plan was developed and revised with the help of the EduFuturo Project director (see Annex IV for the list of interviewees). The interviewed persons belong to the following groups:
 - International Child Labor Program (ICLP)
 - International Labour Organization (ILO)/International Programme on the Elimination of Child Labour (IPEC)
 - Institutional Network for Local Implementation (RIEL) World Learning
 - Council of Human Rights and Labor U.S. Embassy Lima
 - EduFuturo
 - Education Monitor
 - Education Specialists
 - Community Promoters
 - Regional Direction of Education (DREP)
 - Education Specialists of DREP
 - Units of Local Educational Administration (UGEL)
 - Organizations of Civil Society; Preschool, Primary, and Secondary School Directors and Teachers
 - Presidents of Association of Parents (APAFA)
 - Presidents of Women's (and Mothers') Organizations
 - Presidents of Management Committees.

The applied interview approach was the so-called “general interview guide approach,” (Patton, 1980).¹ The topics of discussion were selected on the basis of the evaluation project guidelines (see Annex II). These interviews had a somewhat improvised character, a result of the fact that these interviews were often implemented on short notice, because of the availability of the participants. The same approach was used in group interviews. Because the inability to plan the interviews, focus group interview were impossible. Focus groups require advance submission of a number of key questions that the small group of interviewees is to consider.

4. Observation of activities. During the evaluation, mining activity was interrupted by the government for environmental reasons, so the observation of surface mining was not possible, and the observation of cave mining was restricted because of poor weather.

The evaluator visited the capital of Puno, the Provincial Capital Putina, the District Municipalities of Ananea and Sina, and the Human Settlements of La Rinconada and Cerro Lunar. During these visits, the interview sessions took place. Educational activities were observed during some of these visits to pre-primary, primary, and secondary schools. These visits also included short encounters with primary school pupils. No interviews were conducted with secondary school students because of time constraints resulting from the long traveling distances. Eleven of the 38 interviewees were primary and secondary school teachers in active service. Many of the other interviewees were ex-teachers, who possessed much local experience. The evaluator also observed the Second Seminar-Workshop on Policies for the Prevention of Child Labor and Education in Putina Province, and the public manifestation to celebrate the Global Campaign for Education 2006.

5. A two-day “retirement” in the lower lying town of Juliaca was introduced during visits to the mining communities, because of the effects on the evaluator of the high altitude at Ananea’s. This retirement provided an opportunity to begin preparation of the report.
6. Debriefing sessions took place with the project director, project staff, and representatives of the various stakeholder organizations.

¹ See the bibliography given in Annex V for complete citations

III FINDINGS

3.1 DESIGN

3.1.1 Outline

The EduFuturo Project design was influenced by the ILO's Convention No. 182, which aims to eliminate the worst forms of child labor. EduFuturo is funded by a grant from USDOL. With the financial support of the same institution, the ILO, through its IPEC program, has developed similar projects in Bolivia and Ecuador. EduFuturo is executed by the U.S.-based NGO World Learning.

The EduFuturo intervention was inspired by ILO and its IPEC program. EduFuturo is characterized by two mutually reinforcing approaches: (1) any approach to the immense problem of child labor must not consider child labor in isolation, but as an integral part of rural and industrial development; and (2) a solution of child labor can only be realized with cooperation between governmental and nongovernmental organizations.

In many economically poor local economies, parents feel the need to involve their children in child labor. This involvement prevents or interrupts a child's schooling, which all but guarantees a life of poverty for the child and creates a cycle of poverty. Educational interventions alone are unlikely to interrupt this cycle to any significant degree, but an interruption is more likely by additional interventions such as improving a parent's condition in the labor market and removing him or her from poverty. However, using educational improvement to decrease the effects of child labor has a strategic advantage over efforts of economic development and poverty reduction because it involves a strong emotional appeal: withholding education is an injustice that harms children. Nevertheless, to eliminate rural poverty, other interventions than those directly addressing child labor are necessary. Therefore, to successfully eliminate child labor, organizations that specialize in poverty reduction, economic development, and educational improvement must collaborate.

Involvement of the Peruvian Government is necessary to guarantee the sustainability of the project. Once the initial period of project funding ends, it will be necessary for the (central or local) government to step in. Such government involvement and cooperation with the civil sector is necessary to ensure that child labor is not overlooked once the initial phase of the project comes to an end and that funding is sustained.

On an operational level, these two strategic development concepts—the cooperative approach and mutual reinforcement of government and NGO efforts—result in the EduFuturo Project. According to its Logical Framework (see Annex VII), the project's aim is to realize the Development Objective (i.e., the reduction of the number of school-age children working in the worst forms of child labor in mining (WFCLM) in the target communities. The Immediate objective is to increase the number of children receiving relevant education in the EduFuturo Project areas.

This is to be accomplished by the following three Outputs:

1. Improved quality of teaching/learning in target communities at three educational levels (pre-primary, primary and secondary).
2. Increased local community initiatives responding to priority needs in education and integral development.
3. Durable strategic alliances established between local communities and public and private organizations (local, regional, and national).

Output 1 is pursued with the following activities:

- Sensitize and motivate teachers and principals to change attitudes and commitment in the prevention of WFCLM.
- Training, monitoring, consulting, inter-learning, and demonstrative classes.
- Training and consulting for teachers and principals in the contextualization and collective development of the School Curriculum Project (SCP) and the Classroom Curriculum Project (CCP) for the prevention of WFCLM.
- Training and support for principals and teachers in school management.
- Support for the elaboration and use of materials for development of life skills, texts, and didactic materials relevant and consistent with SCP and CCP.
- Creation and functioning of an Educentro.

Output 2 is pursued with the following activities:

- Adaptation of the Community Participation Guide with local NGO.
- Sensitization of communities, local authorities, and women's organizations on the prevention of WFCLM.
- Training and technical assistance for local committees in educational development and prevention of WFCLM.
- Training and support to local committees to identify the needs and performance in integral development.
- Promotion of resources from inside and outside of the community.
- Training and technical assistance to promote the organization of children and youth at risk for WFCLM.

Output 3 is pursued with the following activities:

- Sensitizing public and private institutions to the prevention of WFCLM.
- Identification of organizations that have programs compatible with EduFuturo.
- Coordination of programs and resources with partner institutions and community organizations.
- Dissemination of EduFuturo models/products of with inter-institutional and massive strategies.
- Technical support by EduFuturo in design and management for the approval of community projects.

3.1.2 Structural factors affecting the design

The wealthier segment of Peruvian society, which is capable of improving the condition of child laborers, often presents the following arguments when confronted by the subject of child labor: (1) the situation is temporary and those affected will eventually emigrate out of the mining area; or (2) those who mine gold are by definition rich and can take care of themselves.

Even though fluctuations in gold prices on the world market can create a wave of immigration into the mines north of Puno, these gold mining communities have a permanent core population. For example, during a time of low gold prices, the population of La Rinconada was 15,000, which has doubled to an estimated 30,000 during the present period of high prices. This wavelike growth does not seem to affect school enrollment, instead there is more of a linear growth to levels of enrollment. This might be because recent immigrants do not send their children to school immediately, but do so during subsequent years. One measure of success for EduFuturo would be if the total amount of children's hours of work did not increase even with temporary population growth.

There is ignorance about the relationship between the profitability of gold mining and the employment of child labor. Some people argue that because gold mining is so profitable every available source of labor, including children, must be employed. The reality is that gold mining is so unprofitable that the family's whole available workforce has to be mobilized.

To more effectively combat WFCLM, these misinformed beliefs concerning migration and the profitability of gold mining should have helped shape the initial project design, but because of the previously mentioned lack of an initial cultural analysis, this was not the case. The research that revealed these beliefs was conducted when the project was already underway:

- The Knowledge, Attitude, and Practice (KAP) research was conducted in September 2004. By the end of that year, however, the results had not yet been made available (see the December 2004 Status Report).

- The Baseline study was not undertaken until September 2003 and was not finalized until January 2004 (see the December 2003 Status Report).
- Revision of baseline data took place in the first quarter of 2004.
- In the September 2004 Technical Report, the need for improving the knowledge basis (by using primary and secondary school pupils for data collecting) was recognized.

Many explanations concerning the phenomenon of gold mining circulated among the project's personnel. True or not, these explanations are not rooted in research. Given that these beliefs were initially overlooked, perhaps first years of the project should have been considered action research. However, this would have required restructuring the project, and would have necessitated employing one or two socioeconomic researchers. Such a restructuring would have determined the veracity of the personnel's beliefs through research.

The original project design, as described in the Project Document, gave a limited description of the project beneficiaries. It indicated that the project was to concentrate its efforts on communities chiefly dedicated to artesian gold mining, specifically Ananea, Cerro Lunar, La Rinconada, and Oriental. In the second year, the project was to be extended to additional communities bearing the same characteristics. The education component was to target students and teachers of these formal school communities at the pre-primary, primary, and secondary levels. When mentioning the participating communities, the Project Document referred only to the parents involved.

These communities were selected because ILO-IPEC needed a project that would both complement and extend its program for the prevention and elimination of child labor in artesian mining in South America, in the same framework of its projects in La Rinconada and Cerro Lunar. In these two population centers, as well as several centers in the vicinity, there existed a concentration of two types of gold mining: superficial and cave mining.

The project was not conceived at a scale that would encompass all the communities in the Puno Region where these types of mining take place. Consequently, in the course of its first years, the project focused on those communities in which intervention appeared most promising, a selection based on the receptivity of both the general population and the authorities. This criterion was somewhat arbitrary, if considering the distrust and resistance with which the project was received by its potential participants, particularly the teaching staff. An additional, equally persistent, drawback were the informal and "aid-addiction" (i.e., when beneficiaries perpetually dependent on aid) attitudes of many of its beneficiaries. These attitudes are to be expected in this region, so it would have made no sense to seek out communities where this was present to a lesser degree. Accordingly, the existence of these attitudes had to be taken as a point of departure of the intervention. It is a sign of the project staff's sensibleness that they were able to find a strategy to counteract these drawbacks.

The project was designed to (1) prevent the entry of school-age children into mining labor; (2) withdraw school-age children already employed in mining; (3) retain children already in the school system; and (4) ensure the completion of primary and secondary school by these students.

The project's original intention was to attain these objectives through the innovation of the education process: improvement of the curricula, teaching, and equipment of the schools.

By the last quarter of 2004, EduFuturo had increased its direct involvement with children and youth. This was a correct addition, if only because it integrated the professionalizing of teachers and schools with the increased motivation and learning competencies of the students. It brought the objective of reducing the number of hours spent by school-age children in mining and/or a reduction in dangerous or harmful work closer to realization.

The project attempted to change both children's and parents' attitudes toward the necessity and value of education. Such a change involves revealing the importance of education with regards to a child's future well-being.

Taking into account the fluctuating population, the project tried to create within the settled communities an attitude of disapproval of child labor. Community groups would then exercise social control over the immigrant population and this way prevent further child labor in the mines.

In the above description of the projects' outputs, mention is made of "training and support to local committees to identify the needs and performance in integral development." This refers to the development of the ability to propose and implement social and economic mini-projects. This somewhat casual allusion does not reflect that the realization of such an output is a subproject in itself, for which much training personnel and budget must be reserved. Also both in the Logframe and in the Prodoc (see the pages 15 and 16 of the latter) scant mention is dedicated to this. The project director made an effort to compensate for this shortcoming in the design of the project, and inserted the cycle of mini-project development as a theme of the Parent School presentations. Also, the help of specialized NGOs was sought to accompany the community groups in this. It is questionable whether these efforts are not too limited.

3.2 IMPLEMENTATION

The following discussion refers to the three output objectives of the project: (1) improved quality of teaching/learning in target communities; (2) increased local community initiatives responding to priority needs in education and integral development; and (3) sustainable strategic alliances established between local communities and public and private organizations.

3.2.1 Output 1: Improved quality of teaching/learning in target communities

The fight against child labor in mines is promoted in two educational platforms: (1) the establishment of pedagogical networks, including the Superior Pedagogical Institute of Juliaca, the UGEL Putina, and the Regional Education Directorate of Puno, where a problem is brought to the attention of the authorities and solutions are proposed; and (2) the inclusion into the planning within the framework of the Puno Regional Educational Project (PER).

The Useful Vacations program (UVP) is the project's main, but not exclusive, instrument for the withdrawal of students from work in the mines. The program reinforces the formal curriculum

and develops the student's socio-emotional, intellectual, and physical competence. It is implemented during the school's holiday period of December–January, which also happens also to be the period when the availability of rain water facilitates the separation of the gold ore from dirt. The program is implemented by the final year students of the Juliaca Superior Pedagogical Institute.

No specific criteria were developed to target or select the children to participate in UVP. In the initial program implementation in 2004, the participation of children from surrounding larger population centers tended to prevail. These are children who accompany their parents who use the mining season for obtaining additional income, and who, due to previous experiences, are familiar with vacation programs. Such programs were unknown to the pupils and parents in the local villages of the region, and these parents at that time were not strongly motivated to invest in the education of their offspring.

In subsequent years, the parents from local villages of the region became aware of the advantages of the UVP, in the form of improved school results and less exposure to the hardships of mining. They, therefore, requested the project to give preference admission to their children. (This is the current policy.) This is why the UVP of the later years of the project received more children who are permanent inhabitants of the region. These pupils obviously live in conditions which are more deprived of educational opportunities and which present greater temptations to start mining again. The preference therefore appears to be a correct one. The UVP is in principle open to all pupils of the three school levels.

The UVP does reach high-risk children. It is not specifically known whether they were indeed already working in the mines. The new monitoring system, implemented in early 2006, may provide better information in the future. The past data system was unreliable, as it was based on reports from parents and teachers. However, a random sampling survey undertaken by the project revealed that 90% of all children of the region take part in mining labor during holidays, so it is reasonable to expect it is providing an alternative.

The May 2, 2006 Additional Information report from World Learning to USDOL doubted whether the Provincial Education Authority in the provinces will continue the UVP, because of severe budget constraints. In the meantime, negotiations with the college and its new director continue. They are aided by the fact that, because of the involvement of the UVP management committees, the Districts of Ananea and Sina have reserved sufficient funding for the year of 2007, which raises expectations as to the sustainability of this instrument.

Five libraries that are located in schools or in municipalities serve a pedagogical and a social-cohesive purpose. All are supervised by a Library Management Committee, comprising the mayor, school directors, and teachers, parents, and students.

The project designed three self-teaching guides on the subject of child mining labor for students at the three education levels (i.e., pre-school, primary, and secondary). The guides are intended for use in the Child Labor Networks. At present, methodological manuals for teachers are being designed. The availability of such manuals would greatly promote the use of the self-teaching guides, so they should be completed before the end of the project.

The student clubs for children of primary-school and adolescent age groups complement the UVP approach. The clubs combine recreational activities with formal education. The same can be said about the promotion of Adult social and productive organizations in the community, in which organizational and technical learning are combined. The latter also involves the formal state structure, in so far as they seek financial support within municipal development plans through the “participatory budget” mechanism.

The total number of teachers in Sina and Ananea is approximately 600. Their training program is divided into two parts. One-hundred eighty of them have followed the Second Specialization course program. The remaining 420 are provided in-service training sessions.

The Teacher Training Second Specialization program consisted of a Training the Trainers course with 12 participants, and an Educational Development Project Management course with 168 participants. This course was developed on the basis of eight thorough modules. It has had a difficult start because of the EDUCA’s style of implementation. The outsourcing of the teacher training to this educational NGO has not been a success, as EDUCA has shown no sensitivity to the specific needs of both the participants and the project. Objections to EDUCA’s efforts include: (1) EDUCA maintained a pace more aptly suited to large urban centers; and (2) EDUCA was not inclined to integrate its pedagogical interventions with the other activities of the EduFuturo Project. Its withdrawal from the project and the absorption of three new education specialists placed directly under the project director’s management greatly improved the project’s integration, both in terms of its structural parts as well as its personnel relations. Another advantage was the retention of participants, as during EDUCA execution there had been various withdrawals. The Second Specialization program itself has ended, and the participants anxiously awaited the graduation ceremony where they will be awarded certification.

With the in-service program, the remaining teachers are trained, counseled, and monitored by the project’s education specialists in sessions of “continuous teacher training.” These sessions, conducted via 10 self-training modules, ask teachers to reflect upon their own practices and the attitudinal change required. At the end of these sessions, the teachers receive a certificate that describes the competencies acquired.

When the project ends, this non-formal training system will be the only form of teacher training that remains, as the project’s budget does not allow for a formal agreement with CREA for any additional specialization courses. The teachers’ in-service training will then become the responsibility of the education specialists of the UGEL’s, who have been trained in the application of many the project’s accompanying material. These latter education specialists remain employed under the Ministry of Education.

As a final activity of these specialization courses, education innovation projects are proposed and presented in pedagogical day-long sessions. As can be expected, the work is of differing quality, but because they are developed and validated in-service. Groups of teachers involved with the same subject matter interact on the basis of these proposals. The most appreciated innovation proposals are presented in Municipal District Forums, which select the best for the Provincial Forums. Two or three of these projects are selected to compete on the Regional level, and a selection competes at the National level. The EduFuturo Project prides itself that in 2005 a pedagogical innovation project of Putina Province won the national phase of the contest.

The EduFuturo Pedagogical Innovations Base contains the best of these proposals at the Provincial level and a CD-ROM of the projects is in use. The projects refer to such topics as class management, didactic strategies, UVP, playful methods, and comprehensive reading. These innovations result in theoretical and practical guides that deepen the pedagogical insight of teachers. Among the proposals that do not win, a number may be of interest to teachers at the national level. There is, however, no mechanism to publicize these widely.

The Student Workshops are self-help sessions designed to strengthen formal school tasks. Because of the distance to libraries (where the sessions occur), these sessions are difficult to implement in Oriental and Ancocala, but they are a success in communities where there is convenient access to a library. This accessibility problem reveals the insufficient research that preceded the project. The project's original strategy was to establish an Educentro exclusively in Ananea for the use of all school communities that comprised the project. However, this strategy did not take into account the condition of the roadways, which restricts access to the community library. Fortunately, such shortcomings were corrected in at least five of the project communities, yet the project has not extended the library services to the two remaining communities of Ancocala and Oriental.

Apart from the above-mentioned education initiatives, tailored workshops are organized in schools and colleges that satisfy the specific demands of students and teachers. As cross-cutting themes, they manage the strengthening of student's self-esteem and social skills. Gender, sexuality, conflict resolution, health, and social themes form part of this activity, which is greatly appreciated by the participants and helps to increase awareness of the importance of education.

The consultancy in educational management involves two distinctive activities: (1) those in the framework of the schools Institutional Educational Projects; and (2) classroom management. The first activity refers to the help the project provided in developing management tools such as internal regulations, operational manuals, and the schools' contextualized institutional policies; and the second activity refers to the many facets of the classroom and teaching planning and implementation (i.e., methods, materials, and media).

One of EduFuturo's success factors has been its permanent presence in the communities involved. In the UGEL in the Province of Putina, there has historically been much rotation (five directors in four years), but with project support to mid-level personnel, the UGEL monitors and specialists have been relatively constant.

The Parent School, in which the KAP strategy is practiced, involves experience-centered education practices that are intended to raise the level of social connections between the different community groups with which the project work, such as the Parents' Association and APAFA.

The Seminar/Workshop on educational policy guidelines with respect to child mining labor had more participation than expected. Key personnel of grassroots organizations and NGOs assisted with the Seminar/Workshop, as did teachers and parents. The large number of participants is evidence of the project's appeal. The same can be said of the women's groups' Panel Discussion, which employ a pleasant and varied methodology, adjusted to the interests of the audience (i.e., presentations, exercises, and dynamics).

EduFuturo has successfully and importantly avoided creating “aid addiction” to which principals and teachers have become accustomed. Though initially, many expected that the project would hand out materials (e.g., satchels with didactic materials), the majority of teachers have learned that this is not the projects’ idea of development. Other organizations that work in the same areas, however, work in a dependency-strengthening manner, and it is difficult to compete with them.

There has been much discussion about the fact that mining parents face a dilemma with respect to what to do with their children: they are not supposed to take them to the mining areas, but if they leave them at home, the children become more or less abandonees. The alternative to this dilemma is school. In this context, the deficient nutrition situation of the pupils was frequently mentioned. This is a known and proven cause for poor learning results, and the nutritive cookie that is handed out on a daily basis is no solution. Perhaps CONEI should contemplate establishing school gardens—in the context of this project, these would probably require plastic greenhouse tents. The dietary advantages aside, these gardens might persuade hesitant parents to send their children to school. It could also attract parents to help in the cultivation and cooking of meals, and it might acquaint the children with cultivation, perhaps for the first time. Establishing agricultural initiatives of this kind obviously has its drawbacks and challenges as well: high altitude, a lack of arable land, persistent drought, and the resistance of parents. Nonetheless, such an option does not appear entirely unfeasible.² Nevertheless, this establishment of school gardens would be a mini-project in itself, for which community organizations would need to request support.

3.2.2 Output 2: Increased local community initiatives responding to priority needs in education and integral development

With respect to community participation, a number of instruments have been applied that successfully increased the involvement of the parents in the education of their children; their children’s health and nutrition, and schools and teaching; and the wellbeing of the community as a whole. The Parent Schools, the Parents’ Associations, and CONEI have already been mentioned. Parents also play a role in the development of socio-entrepreneurial activities. Other community groups are involved in this development, such as youth and adolescent associations, artesian miners’ associations, and community leaders, which has resulted in socioeducational and socioeconomic mini-projects.

Some of these projects have secured the necessary funding and the efforts have subsequently been realized. Others, especially the socioeconomic projects, have stalled, which is partly a result of the challenges associated with finding sources of funding. The complicated and time-consuming training of such projects (e.g., formulation and planning) affects the amount of time that could be spent on fundraising efforts. The Logframe and Project Document fail to accurately reflect the complexity of the development of the required competencies (see Project Document, pp. 15–16). Moreover, there is simply no budget allocated to it. In an effort to compensate for this flaw, a number of civil society organizations have been contracted. It remains to be seen whether the

² See the remark on school gardens in the December 2004 Status Report, in which the potential of assistance of “other national actors” is suggested. This remark is in reference to possible food aid, but it could be extended to aid in agricultural/horticultural activities. The same remark is made in the September 2004 Status Report, where the participation of women’s groups in this kind of activity is also researched. The March 2004 Technical Report says that Parents’ Groups identified the possible “construction of solar tents to grow fresh vegetables.”

project is sufficiently equipped to provide for this type of socio-economic enterprise. This is critical because, generally, failing socioeconomic projects tend to have a negative motivational effect on their beneficiaries. In the case of the target groups of the EduFuturo Project this is crucial, given the fact that the project region is quite close to the heartland of Sendero Luminoso. During the mission mention was made of the radical political tendencies still existing among the membership of the SUTEP, and it would be naïve to think that these are nonexistent among the adult groups.

Improved parental KAP are supposed to result from the aforementioned activities and instruments implemented by the EduFuturo Project. Its investigation is part of the monitoring activities of the project. It will therefore be discussed in the next chapter.

3.2.3 Output 3: Integral development and sustainable strategic alliances established between local communities and public and private organizations

Contractual, collaborative, and consultative alliances have been forged between the project and public and private organizations to promote the development of the project's activities (e.g., the Superior Institute of Teacher Training of Juliaca and the municipalities). Notable in this respect was the cooperation with the Regional Education Authority in the design of a Regional Educational Project, which outlines the educational tasks between 2006–2015. In this document, the various forms of child mining labor are addressed.

Agreements signed by the communities with public and private organizations referred to the strengthening of socioeducational, socioeconomic, and organizational competencies of the parents, students, community leaders, and mining associations.

3.3 MONITORING

3.3.1 Three Main Monitoring Instruments

The projects' main monitoring instruments included the following:

1. The Performance Monitoring Plan (PMP) has been in use since the end of 2003, with the baseline research data as the point of departure. The PMP is a quantitative description of the changes brought about by the project regarding its four main goals: *prevention* and *withdrawal* of children and youth from working in the mines, and their *retention* in and *completion* of school. It specifies the outputs that the project tries to realize to attain these goals: improved quality of teaching/learning; increased local community initiatives in response to educational and developmental needs; and alliances established between communities and public and private organizations.
2. The Sustainable Monitoring System of Mining Child Labor (SMSTIM), which is based on the project's experiences from its inception in 2002 onward. It has found its definitive form in 2006 (see García & Bautista, Feb. 2006). Some data from 2004 and 2005 are available however. The data allow for a tentative comparison of the yearly results, and suggest a trend in the project's results in reference to the participation in UVP.

3. The Guided Interview, developed in 2006, which provides data on students' own estimations regarding the character of their mining activities.

The construction of these instruments was required by USDOL, in accordance with the Government Performance Requirement Act (GPRA). USDOL lead two useful special-training sessions to make sure that GPRA requirement were met. A third session on the use of database software proved too complicated to manage. The project has therefore decided to develop its own database system.

In addition to these three main instruments, all specific project activities are evaluated on the basis of results produced by tailor-made instruments that also serve to verify the project's internal developments.

3.3.2 Monitoring Results

Monitoring Instrument 1: PMP. This instrument seems to reveal a positive development with respect to the enrollment and completion of pupils at the primary level. Primary-school enrollment during the project period increased from 923 to 1,102, the percentage of persistence decreased slightly from 85 to 82%, and completion increased from 24 to 36%.

At the secondary level, the monitoring indicates less favorable results: enrollment, persistence, completion, and promotion rates show a slight decline.

This decline may be the result of inflated baseline figures resulting from inaccurate information provided by teachers. However, this problem involving the accuracy of information was remedied during the course of the project. As teachers gained confidence in the project, they ceased to exaggerate figures in what may have been a kind of professional survival strategy (i.e., higher rates reflect well on their performance as teachers). Acknowledging this point, the project has produced an even more favorable outcome for primary students than the figures indicate. The slightly negative result for secondary students can be explained by the problems adolescents face when living alone.

The PMP also indicates that teachers have achieved considerable improvement in the quality of instruction and classroom environment. This improvement correlates with the increase in students' performance in mathematics and language subjects and the improvement in the promotion rates of the primary school fourth grade. The subjects of math and language were chosen for monitoring purposes because they are easily quantifiable. The project's other learning goals (e.g. the acquisition of insight into the noxious character of child mining labor, communication skills, and a civic attitude) are more qualitative in nature, and are monitored, if at all, with the other monitoring instruments mentioned in this chapter.

Another intention of the PMP is to measure the number of initiative undertaken by community groups to fulfill educational and economic (entrepreneurial) development needs. In the course of the project, both areas indicate a steep quantitative rise. The instrument is unable to measure whether the beneficiaries have acquired the competencies to manage the intricacies involved in the elaboration and implementation of social and entrepreneurial mini-projects, because these are qualitative in nature (e.g., insight into feasibility, planning attitude, cooperative abilities).

Among parents, the level of the knowledge, attitude development, and behavioral changes with respect to child labor also showed a sharp increase.

The PMP results reflect a steep increase in what are termed “strategic alliances” (i.e., the number of agreements made between EduFuturo and community organizations, and government institutions and NGO).

Monitoring Instrument 2: SMSTIM. This instrument measures the effects of the UVP. The total enrollment in this program increased from 526 students in 2005 to 761 in 2006. There was a 77% attendance rate in 2006. Total completion grew from 72% in 2005 to 84% in 2006. In 2006, 16% of the participants in the UVP had participated in project activities in 2004 or 2005. The participants’ satisfaction rate increased from 2005 to 2006 (86 and 96%, respectively). Participants’ opinions of the value of mathematics, arts, and personal development all improved.

The UVP succeeded in preventing a large number of children from working in the mines. The student beneficiaries claimed a reduction of their mining labor from 2005 to 2006 (34 to 26%, respectively). This reduction of 8% within two years included an even greater percentage reduction among those who went to work on *weekdays*: from 27 to 9%. The overall reduction in the number mining children, however, included an increase in the number of children mining during *weekends*, from 48 to 78%. This means a slight net increase: from 16 to 20% of weekend mining by children attending the UVP. These figures on the whole reflect the positive effect of the UVP intervention on both the prevention and the withdrawal of children and youths with respect to mining.

The figures also indicate a steady improvement in interaction and communication at home, school, and community from 2005 to 2006. The program’s instructors received very favorable reviews.

Monitoring Instrument 3: The Guided Interview. At the request of USDOL, this monitoring instrument was developed in 2006 to measure prevention and withdrawal in the most direct way possible. There had been an agreement between the project and USDOL that the participation of students in the UVP meant “withdrawal,” as it reduced the amount of time spent on mining. At the end of 2005, USDOL decided to sharpen its definition of withdrawal, hereby requiring the examination of the *improvement of labor conditions* in child mining. This change motivated EduFuturo to construct this instrument, which takes into account the delicacy with which project beneficiaries customarily express themselves on the subjects of mining child labor. The instrument depends not on the reporting of parents or teachers, but rather on the views of children and youth themselves regarding which working tasks they perform. As direct observation of the labor is practically impossible because of its dispersion and harsh conditions, this is the closest the project can get in forming an assessment of its primary focus. Unfortunately, because of its recent introduction, it is impossible to produce reliable figures from which meaningful conclusions can be drawn, as yet.

The monitoring figures seem to point to an improvement in the attainment of the project’s general objectives. These results were achieved under the adverse circumstances surrounding the project’s operation. The UVP seems to be a useful instrument in reducing the amount of time spent in mining and in raising a critical awareness of child labor. Despite the participants’

enthusiasm for the program, with a significant majority in favor of its extension in time, the increase in mining labor during the weekends indicates that pedagogical improvements resulting from the UVP are, by themselves, an insufficient means to ensuring the withdrawal of students from mining all together. Reduction or the complete abandonment of Child Mining Labor by increasing educational activities, on top of the UVP and the Children's Clubs, however, does not seem a realistic approach, as it threatens to inundate the pupils. For children of all school levels, summer camps could be contemplated instead, and for youths in the secondary school age, the organization of social activities are suggested.

The project also intended to set up a system to track the education history of individual students, which is crucial to determine completion data. Because of the mobility of the beneficiaries, this will only be possible when all students are provided with a national pupil identification number, which would allow for the tracking of any student wherever he or she might enroll. This "code" is part of a system in which all relevant data can be easily administered in the educational institution of study. Such a system enables the creation of a database that centrally registers the education history of the student. This system is in the process of being introduced in the Puno region, and has already been realized for approximately 20% of students.

A useful instrument has also been developed to monitor the results of the Second Specialization Course for Teachers, which tracks the following: the implementation of the pedagogical innovations, the application of a student file, the use of educational materials, and the teacher-student interaction and class organization (see *Segunda Especialización en 'Gestión de Proyectos de Desarrollo Educativo'*, without date). This instrument must be filled out by the teachers to verify the continuity of application of pedagogical innovations. After the end of the EduFuturo Project, this instrument is to be managed by the UGEL monitors.

The measurement instruments have been developed to measure changes among the beneficiaries that are attributable to the project. To accomplish this, it is necessary to establish if the methodology of the monitoring system produces valid and reliable results. Unfortunately this was not easy, as the instruments were either recently introduced, or are still in development. This delay in the development of monitoring instruments was a result of the time-consuming break-in period of the project (2002 and 2003), which was caused by the complicated social situation of the beneficiary groups that was insufficiently examined initially, as was argued in Section 3.1.

Three other factors restrict the reliability and validity of the monitoring results of the instruments.

The first is the structural tendency of teachers to inflate enrollment and other figures as mentioned above. High enrollment and attendance may preclude the closure of institutions and therefore ensure these teachers' future employment.

The second is the language factor, which influences the perception of the relevance of the education that the student has received and the concomitant performance. It is estimated that half of the students are of indigenous descent, with many speaking Quechua or Aymara as their mother tongue (L1). As it is generally accepted that the "home culture" exerts a thorough influence on school results, it is easy to understand how such a practice negatively biases the measured results of school accomplishments. In monitoring these results, particularly those of

retention and completion, it would have been important to measure the difference between children with Quechua or Spanish as their L1.

Though EduFuturo uses the L1 to communicate with its affiliated groups, at the project's initial conception, the language factor was absent (see EduFuturo Project Document E-9-K-2-0066, 2002). There is an Intercultural Bilingual Education Program (EBI) that is already part of the regular curriculum. Moreover, the Program for Education in Rural Areas (PEAR), with which EduFuturo cooperates, is supposed to reinforce this aspect. Still, bilingualism, together with interculturality, does not take a central place in the project, and this omission is most likely a result of the previously mentioned flaw in initial preparation of the project and of the desire not to confront the pedagogical difficulties and controversies associated with EBI.

The third factor is that these monitoring instruments are applied in a country where people approach most government-related activities with suspicion. Such a climate calls into question the honesty of participants' responses. This is even more of a problem when monitoring culturally controversial issues such as child labor (i.e., the replies may not refer to what the inquirer wants to know, but what the respondent perceives to be socially and politically acceptable).

Considering the existence of these factors, the complementation (triangulation) of the results of these qualitative methods with qualitative monitoring and evaluation methods is necessary to produce reliable results.

The results of the quantitative monitoring do indicate a reduction in child mining labor, yet the possibility has to be considered that the EduFuturo Project only offered incidental contributions to this. It might be that in the near future developments in the economic sphere will play a much greater part in reducing child labor in mining. The cooperatives have increased investments in the artesian gold mining, and the resulting mechanization might make the work of children (and women) superfluous. Industrial mining techniques extract at a rate that is more than double that of artesian mining. In addition to this potential change is the foreseen exhaustion of the ore layers in the Ananea region. These developments might make it very difficult to attribute the reduction of child mining labor to the effects of the project, and poses concomitant monitoring problems.

Adolescent mine laborers are the most difficult to monitor. To gauge their attitudes toward and involvement in mining labor, the qualitative monitoring method of in-depth interviews was applied. This method worked well in conjunction with Youth Club activities, where group discussions of similar subjects are already held. The participants were carefully selected. It was important that the in-depth interviews concentrate not only on the issue of gold-mining labor, as does the guided interview, but also on the youth's life situation and the role of work and education in it. These in-depth interviews will most likely yield insights into the aspirations of these adolescents, as well as into the kind of out-of-school activities that would keep them from seeking the kinds of instant gratification made possible with income earned from gold mining.

This observation does not diminish the value of the project. Qualitative changes in the behavior of participants were monitored and observed, albeit in a nonsystematic way. Students developed learning attitudes and social behavior, parents developed civic attitudes, teachers became more

disciplined and improved their competences, and authorities started to apply existing laws and regulations. Still the short duration of the instruments' application make it impossible to draw definite conclusions from the monitoring results, and it is therefore appropriate that the project took measures to ascertain a continuation of their application after the project's end. The existence of many complicating factors makes it indispensable to add qualitative monitoring methods to the range of instruments used to be able to triangulate their results with the quantitative ones applied.

3.4 CREATION OF PARTNERSHIP AND COORDINATION

One of the functions of the EduFuturo Project has been to act as a facilitator between organizations and government authorities so that they counteract child-mining labor together. The number of individuals and groups involved in the child labor system has made EduFuturo's work difficult. Authorities (e.g., judges, deputy mayors, community presidents, neighborhood presidents) often have a financial stake in mining, and are therefore inclined to deny the existence of child mining labor or to deny its harm, and many parents do the same. To be successful, EduFuturo had to approach these groups with tact. An important aspect of this work was to counsel these authorities as to the laws concerning child labor. There are laws that protect human rights against violence and that make education mandatory. In remote areas of the country, it is often difficult to convince the authorities to enforce these laws, especially if doing so is against their personal interests.

Part of the regional legal framework is the Municipal Child and Adolescents Protection Bureau (DEMUNA). Although all Municipalities are legally required to have a DEMUNA, not all in the EduFuturo region have established them. The project has made efforts to alert mayors and aldermen to this problem.

The first step in creating relationships between organized grassroots groups and the organizations in their area is to strengthen the grassroots groups themselves. Individuals often demonstrate a lack of civic concern by only considering the immediate profit to be gained from mining, rather than the long-term harm to the social structure. In light of this shortsightedness, a number of local organizations have made strengthening community work (civic mindedness) their mission (e.g., the Local Coordination Committees (CCL), APAFA, the Mothers' Clubs, and CONEI). Other groups, such as the Association of Women Miners, neighborhood and zonal organizations, and mining cooperatives, also focus on bolstering local involvement and concern. So, even though many individuals in the project area demonstrate a lack of civic mindedness, there exists an inclination toward self-organization. The project has tried to strengthen this inclination by organizing community groups of interested persons (e.g., Library Management Committees, and Useful Vacations Management Committees).

APAFA, though established by law, are usually rather weak organizations, easily manipulated by the school director, which restricts their efforts to maintain the schools' infrastructure. CONEI have more of a technical-pedagogical function. They are composed of not only representative parents, but also the Director, teachers, and delegates of pupils have a seat. PEAR has their development as its primary responsibility. Under the influence of the project training—they specifically mentioned its Ananea Education Specialist—these bodies facilitated communication and observed the monitors' efforts.

The fact that parents are pressuring the Provincial Direction of Education to establish a Superior Technical College in Ananea shows how important children's education is becoming to these parents. In this context, the absence in the Province of a branch seat of the National Industrial Training Service (SENATI).

The Puno Regional Directorate of Education made it clear that it did not have sufficient funds, personnel, or access to transportation to sustain EduFuturo's activities once the project ends. What it can do is exert pressure on the UGEL Putina so that it continues to pay attention. It seems that the Regional Directorate and the National Ministry have little interest in the project. Neither the U.S. Embassy nor the ILO has been able to influence the Ministry of Education to pay more attention to the issues of education and child labor in the Puno Region. This is in part a result of the lack of stability among the Ministry's leadership, which hampers efforts at creating a sustained interest in any one subject.

It was an important accomplishment that EduFuturo was able to establish a working relationship with the local section of the Unitary Syndicate of Education Workers of Peru (SUTEP), because opposition from this union would have made working with teachers difficult. The unions in Latin America typically resist this type of project, complaining that they are an attempt at privatization or that they increase teacher workloads without increasing pay. It seems that the activities of the Specialization Courses and the permanent in-service training of the teachers, in addition to the permanent presence of the project personnel in the institutions (schools), has helped earn the union's trust.

EduFuturo has worked to strengthen social cohesion of the communities by promoting the organization of Parent Schools, which have been effective in sensitizing parents to the negatives of child mining labor. Members of these groups emphasize the internal social cohesion effects of these organizations more than the *external* ones. Participants provide support to their children and persuade non-organized neighbors to join. These Parent Schools have met with setbacks. The irregular mining schedules sometime affect attendance, as do labor strikes.

The external cohesion effect will show itself more fully after the end of the EduFuturo Project, when groups, particularly the Women's Groups, will need to get in touch with other supporting governmental or nongovernmental social organizations to create economic alternatives. Critical in this is the forthcoming availability of IDB-funds, which, it is hoped, will boost the community-based alternative productivity plans.

Implementing technical assistance in the areas of project design and management of alternative production projects is one of EduFuturo's main challenges. There is no doubt about the importance of finding alternatives to mining, as this can contribute greatly to the withdrawal of children from these activities, but it is quite understandable that parents, especially women, shy away from the considerable responsibilities that are involved in starting an economic project. It is easier to follow the traditional inclination to request donations from the government or NGOs, yet there is the possibility of requesting financial support in the municipal participatory budget in the framework of the CCL.

Despite the efforts of EduFuturo, it is unclear whether many of the women's groups understand the steps involved in the implementation of these projects, something that will be even more

critical when the promised IDB-funds are made available. It is unfortunate that, as these funds become available, the EduFuturo Project will come to an end, which might result in these groups starting projects without the necessary training and accompanying technical assistance. The IDB-fund, therefore, rightly reserves the means to provide the latter. If IDB does not provide training and technical assistance, it might be disastrous for many of the groups as well as the scheme itself, with many of the mini-projects failing.

The National Industrial Training Service SENATI seems to be the institution deigned to render services to those participants whom require continued socioeconomic training. SENATI does not develop activities in the peripheral zones, and has shunned organizing Special Programs for the participants of the EduFuturo Project. This has negatively affected the project's results, especially in view of the possible development of mini-socioeconomic projects financed by IDB.

As part of the Student Workshops, Children Festivals were organized where the results of the children's schoolwork was shown. These festivals were intended to demonstrate to the public the educational and recreational alternatives to mining. However, organizing these festivals proved difficult because they had to be open-air activities, which the climate only allows for part of the year, and mobilizing nearly 800 students presents its own challenges. Despite the project's efforts and thanks to the contradictions of the Church itself, it has not been possible to finalize the involvement of the local parishes.

3.5 MANAGEMENT AND BUDGET

The director, in his dealings with the staff of the different NGOs and government organizations, attempted to act as structured as possible in a region where informality reigns. Appointments are difficult to make and hold, meetings are continuously interrupted, government staff fail to show up for meeting, and people forget agreements. If the project management had not adapted to this work style, the project would have failed. This approach resulted in good working relationships with the stakeholder institutions involved: the regional government; the regional, provincial, and district directors of education; and UGEL. There exist cordial relationships with the many organizations of Civil Society that the project deals with, such as Care, the Red Cross, and SUTEP. There is also a network of school staffs and organizations that have been strengthened by or were created because of inspiration of the project itself: associations, management committees, and communal organizations.

An additional aspect of the practiced management style is centralization. It was nearly impossible for the Project Director's to delegate any of his tasks because everyone wants to deal with "the boss" (i.e., the Project Director). This means that only he can perform the maintenance of the institutional relationships mentioned above.

This work style has the advantage that the other project staff can dedicate themselves to their technical functions. Their production, in the form of contacts with the said institutions and base organizations, and of training events and publications, has been high. The disunity and compartmentalization among the staff that characterized the project during its first two years resulting from previously mentioned difficulties with EDUCA has disappeared. Since that time, the three teams (Rinconada, Ananea, and Sina, each consisting of an Education Specialist of EduFuturo and a Community Promoter of Allin Kawsay) have cooperated without difficulty. The

compartmentalization of the project staff has ended. The staff consists of hardened people (men and women alike) with many years of experience in the region.

With regard to the budget, the Central Education Ministry is not financially engaged in the EduFuturo Project, and, therefore, does not function as an interested counterpart. Although this saves the project some trouble, the fact that the Ministry does not have a stake in it also might bring about a lessening of interest on the part of the Ministry. Projects where the Ministry of Education is a counterpart usually have a tripartite Supervisory Council, composed of representatives of the Ministry, the funding agency, and the executing agency. The annual or semiannual discussions that take place within the council concern the details of the project. These discussions are one way the Ministry might become interested in the project's success, which might then inspire the Ministry to support the project and use its authority to influence groups at the regional, provincial, or district level to support the projects' activities.

There was recently a two-week audit of the project. Although this resulted in a positive statement, it is a pity that its results have not been fed back to the project management, which could have taken advantage of its content.

This report states that the project's relatively modest financial support has worked as a blessing: it counteracted the inclinations of the stakeholders to become dependent on the project and to request its material support instead of relying on their own capabilities. However, the limited budget has also restricted mobility and communication. The poor state of the road infrastructure and the absence of telephone connections in some of the project areas often increases the time needed to accomplish project activities. An extra car for the project director and a satellite telephone connection for all the offices would have greatly improved operations, but the project-budget did not allow for such improvements.

This project has not been very successful in organizing financial help from other sources. It has been difficult to persuade counterpart organizations (e.g., NGOs or local governments) to financially support activities within the realm of this project. This is partly a result of the scarcity of project personnel, as the lobbying for financial support is a very time-consuming activity. It may also be, in part, because of the American origin of the project's funding, which makes other institutions think that the project is too rich to require support. Only IDB has promised to subsidize socioeconomic communal activities for an amount of US\$148,000, which has yet to be made available because of institutional bureaucracy. Only small contributions by municipalities for specific activities have been received.

3.6 SUSTAINABILITY AND IMPACT

The project's contributions, such as UVP, Youth Clubs, and Libraries, have had a positive affect on the withdrawal from mining of the primary-school-age youths. It is, however, in doubt whether the same effect has reached the secondary-school-age group. Those who do not mine and have no money to spend have to endure the temptation of seeing their neighbors who do mine spend their money on beer and other attractions. The tendency to want to conform within this age group draws many into the mining. To increase retention, EduFuturo Project could have added activities that are especially attractive to this age group, such as opportunities to meet

members of the opposite sex under socially controlled circumstances. The Youth Clubs fulfill this role in a limited way.

The principals (preschool, primary, and secondary schools) developed an appreciation for the professionalism of UGEL “monitors” (education specialists). Principals traditionally felt that these monitors were inspectors. Because of the EduFuturo Project, these monitors now are seen as discussion partners and authority figures that help with disciplining teachers, and oversee the application of pedagogical innovations.

It is interesting, however, that they, as principals, express this hope. This reflects the relatively minor role they ascribed to themselves in the maintenance of the teacher’s discipline and methodological innovations of their institutions. This mirrors the weak position principals have in reference to their teachers and the authorities above them. A principal specifically trained, well paid, and supported by his superiors could make a tremendous difference to the managerial and pedagogical functioning of his school, but the education system in a centralized state like Peru seems to be reluctant to invest authority in the school-leader. Relying on the monitors to supervise the pedagogical innovations is a reaction that typifies Peruvian Principals.

The improvements introduced by the project will only be sustained if CONEI keeps up its role as watchdog of the accomplishment of the teachers, while at the same time the UGEL monitors maintain the degree of permanency in the school institutions that they attained as a consequence of the training and support activities of the project.

Principals and teachers of Oriental and Ancocala schools are less optimistic about the future effects of EduFuturo innovations than those of the other communities covered by the project. This is partly a result of the lack of support they received from UGEL Sandía, the district under which they fall, which is geographically and psychologically remote. The Oriental and Ancocala communities have been involved in the project since 2003, but the majority of the schoolteachers in these zones have been rotated, which may explain their perception of not having been well attended to. They would have liked to have been provided with a library; UGEL Sandía monitors have not yet been trained by the project; CONEI was recently installed; and they are not aware of other projects to which they can turn after the withdrawal of EduFuturo. These two mining villages remain isolated, having no piped drinking water and struggling with the municipality of their district for electricity. During the final months of the projects’ involvement, special attention must be paid to these communities, despite the unique difficulty of communicating with them.

Teachers, principals, authorities, monitors, and parents agree that the project has made the majority of the teachers in the project area more honest and disciplined. The many activities that the project has developed to increase their achievements, such as various forms of training and the increased inspection and assistance from the local educational authorities, have met with success. In particular, the phenomenon of absenteeism diminished. Nevertheless, it has to be taken into account that this latter phenomenon has, in part, structural causes. Nearly all teachers live apart from their families, and their natural desire to be with their family will always induce them to grasp any opportunity to absent themselves from their work. Measures should be considered to enable their families to accompany them to the community where they work.

In Sina, the establishment of the library was so positive that the Municipality has agreed to continue the assistance after EduFuturo has ended. This fact may be used to persuade the other municipalities to do the same.

It will be interesting to see whether, after the end of the project, the teachers insist that their in-service training be resumed. Such an insistence would be a symptom of the culture of training having established itself. One has to be realistic and take note of the fact that the duration of the project has probably been too short to establish such a cultural change. No matter how well directed the planned closeout activities may be, their effect will be too brief to affect this.

IV LESSONS LEARNED AND BEST PRACTICES

Despite the project's limited size, it should have been initiated using solid research with respect to the following aspects of social life in the gold mining communities North of Puno:

1. *Economical.* It is important to understand the economic value placed on the extraction and purification, including artisan extraction, of ore in these mining areas. It is also relevant to know how, implicitly and in the framework of family labor, the work hours of the men, women, and children involved are valued.
2. *Societal.* The project would have been better prepared to direct its educational and organizational efforts if it had developed a thorough understanding of certain social structures (e.g., the organization of mining work; the social and geographical origins of the families engaged in mining; the proportions of settled and immigrant populations, and the system of sale of gold).
3. *Cultural.* It is often felt that child mining labor is a natural outgrowth of the Andean agriculture system of family labor. As children from a very early age help out in the household economy, it is only logical that they continue to do so when the head of the household has decided to mine. The fight against this attitude is a central piece in the strategy to combat child mining labor, which was not initially understood by the project. There is also the issue of language concerning the indigenous population.
4. *Political.* Local, personal, and political factors play a central role in the successes and failures of the project. The question of whether an authority is in favor or against educational innovation or the strengthening of grassroots groups plays a decisive role in the institutional support given to EduFuturo Project plans. The lukewarm support of the Puno regional government is a case in point. The project would have gained a great deal if it had not had to learn by trial-and-error whom the supportive and/or the antagonistic authorities were. The project should also have established the amount of sympathy or antipathy held by the mining population toward Sendero Luminoso. The project is located near the group's primary area of operation.

To remedy its lack of research into these issues, the project could have used its staff and beneficiaries as sources of information on these issues. Instead of doing so in an informal manner, the way the project operates now, this could have been done by implementing methodologies aimed at the generation of such data: *action research*. To this end, the project would have required a completely different structure, and specialized staff would have been required.

This option would not have been contradictory to the project's character. Many of the group methods employed in its training and sensitization sessions resemble those often used in action research: microteaching, SWOT analysis, group dynamic exercises, and role-playing. The difference is that, in action research, these methods are applied and monitored in a systematic way and their results are fed back to the participants for validation and publication.

The fight against child mining labor was rightly placed in the framework of a strategy of integrated rural-industrial development. Only in such a manner could the various factors involved in the phenomenon be affected in a mutually reinforcing way. Strengthening educational quality, grassroots organizations, and the articulation of these with NGOs and government institutions is a logical strategy, provided that economic factors are also taken into account.

In the case of the EduFuturo, the economic aspect is instrumental to the development of the socioentrepreneurial skills of the project's participants. This means that the groups that were founded or strengthened by the project acquired the knowledge, attitudes, and skills to undertake social and/or productive mini-projects that improve their socioeconomic situation. It must be understood that this is a demanding aspect of the project's activities. In the original project design, however, it is not treated with due emphasis. This is probably why, in the initial stages of the project, the attention of management and staff was directed at the many other aspects of the project, which meant that it was in the course of the project that the financial and technical support for these types of activities was solicited. As a result, the support for the socioentrepreneurial activities in the form of an IDB-grant has so far not been forthcoming, while the project is already winding up its activities. It is feared that when these funds are made available, the project will no longer be able to assist with these economic activities. The design of the project should have treated the socioentrepreneurial aspect the same as its educational and organizational ambitions, and their financing and technical support should have been safeguarded in advance.

The conditions mentioned in paragraphs 1–3 of this chapter lead to the conclusion that the four-year time period for the project is too short. There were a number of project requirements that required valuable time. The project had to undertake social and economic analyses of the beneficiaries. It had to strengthen their organizational competences. The project also had to persuade its participants to change their attitudes with regard to the education of their offspring, and to develop their socioentrepreneurial skills. Despite the mutual strengthening these activities exert on each other, this is too much to be realized in four years. The same conclusion can be derived when considering that, all over the world, educational changes require much time before taking root, even when faced with circumstances much less adverse than those found in this project.

The argument that the project would have accomplished its objectives within the predicted time-span if there had not been the break-in problems of its first two years is unsupported. Such problems nearly always present themselves in a *sui generis* activity like this (so it better be included in the original planning design), and because the time spent during this two-year period served the indispensable purpose of teaching the project staff how to turn the project into a success. This was not time lost or wasted, but an indispensable learning-experience.

While the monitoring requirements of EduFuturo refer to the direct *output* in the form of education results and reduction of working hours in the mines under better circumstances, all this means that the *outcome* of the EduFuturo Project consists of the described attitude change by the parents. The *impact* of this attitude change is aimed to be a change of culture among the mining communities, implying a value system that disapproves of the children working in or around the

mining industry. The robust change in strategy pursued by the EduFuturo Project is in accordance with these ambitions.

The continual presence of the project staff in the schools, training sessions, daylong sessions, group meetings, and NGO and government institutions, has been an essential factor to its success. The lifestyle of the project's staff, precisely because it did not differ greatly from that of its beneficiaries, reinforced this success. In the personalized type of relationships that are common in Latin American small-scale environments, this creates trust. Projects that have the ambition to fight the feelings of dependency and the *asistencialista* mentality of its beneficiaries must follow this path, because such work depends on the acceptance of the staff as trustworthy.

The language question has been absent from the educational segment of the EduFuturo Project since its inception. This was another oversight in during the preparation phase. There is likewise no mention of it in either the Project Document or the Logframe. This reflects the *assimilation* ideology prevalent in Peru, meaning that development of the indigenous sectors of society is only felt to be possible if they wholly absorb the Hispanic culture. Another model, which is applied in other Latin American countries, or sectors within them, is the integration of indigenous groups as such into national life. This supposes an intercultural approach, meaning an acceptance of the existence of different cultures within one nation, under the supposition that the dominant and the minority cultures freely influence each other, and that this leads to mutual acceptance and national integration. The understanding is that, while adopting Spanish as the national *lingua franca*, all segments of national life retain their own language, or at least speak the language with which they feel most comfortable.

In light of the project's ambitions to reinforce its participants' self-esteem, this unquestioning acceptance of the assimilation theory was untenable. Interculturality was, therefore, implemented as a crosscutting theme in the activities that evolved out of its three components. It was necessary for the EduFuturo Project to work from the assumption that once children become literate in Quechua, they will gain a command of the Spanish language more readily and at a level that is qualitatively better. As a consequence, the project has used the L1 to improve communication with its affiliated groups. There also exists a rural intercultural bilingual program run specifically for the students, and the EduFuturo Project has collaborated closely and continuously with EBI through teacher training. This adaptation to local circumstances was implemented for pragmatic reasons and not because the project design had taken the interculturality and language issues into account.

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V CONCLUSIONS

5.1 DESIGN OF THE EDUFUTURO PROJECT

1. The cooperation of a sub-division of the U.S. Government and a specialized agency of the United Nations was the strategic basis for fruitful cooperation, as it combines the points of departure and the expertise of both institutions.
2. The strategy of fighting against rural poverty and combating the injustice of child labor is important because it has greater “arousal value” than other violations of human rights. In the Peruvian national psyche, defense mechanisms are at work in respect to the phenomenon of child labor. These defenses are highly irrational and stand in the way of reality. ILO has helped to put the phenomenon of child labor on the political map and the EduFuturo Project reinforces this. It also reminds the country’s governing classes of their responsibilities toward the less fortunate sectors of the Nation. This is an important function of foreign aid.
3. The change in project strategy of making the students and teachers the direct beneficiaries of the project was a useful adjustment. It has enabled the integration of two complementary objectives: for the teachers, increased professionalism, and for the students, increased motivation and improved learning competencies.
4. The success of the project is revealed by the positive quantitative outputs in respect to enrolment, persistence, and completion of pupils at the primary level. During the project period enrolment increased from 923 to 1,102, the percentage of persistence decreased slightly from 85% to 82%, and completion increased from 24% to 36%. This quantified design of the monitoring instrument doesn’t supply outcomes and impact of the project which could be supplemented by means of qualitative monitoring instruments.
5. The strategy of the EduFuturo Project has been to produce the *outcome* of an attitude change in the parents: acquiring the conviction that an improvement in quality of life is an attainable objective that can be brought about through their own efforts. The desired *impact* of the project is to build a culture in which child labor is disapproved of in the settled part of the communities, whereby a new kind of social control is exercised over its immigrant population, which discourages them from sending their children to the mines.

5.2 IMPLEMENTATION OF THE EDUFUTURO PROJECT

1. The regional networks of educational institutions that EduFuturo is a part of are useful platforms from which the traditionally ignored problem of child mining labor is called to attention.
2. The preference of participation to the UVP given to pupils which are permanent residents of the project region appears to be a correct one, as these are children are deprived of educational opportunities and live in conditions which tempt them to go mining. The project has not determined whether children are actually working in mining or are at risk

of involvement in mining. The new monitoring system, implemented in early 2006, may provide better information in the future.

3. Formal education usually assumes that the favorable attitudinal and behavioral aspects, as envisioned by the UVP, have already been internalized through child-rearing practices. In the communication- and stimulus-poor contexts of the mining families, this program aims at providing these aspects, strengthening the students' self esteem and improving their ability of social communication (with parents, teachers, and peers).
4. The Libraries project incorporated three mutually strengthening results of the EduFuturo Project: the strengthening of the quality of education, of local communities' organizational competences, and of alliances between communities and social institutions. Its extension to five communities was a correct decision, which is envied by the communities that did not get a library.
5. Both children's clubs and parents' productive organizations are expressions of the symbiosis between the three main outputs pursued by the EduFuturo Project.
6. The continuous teacher training is a form of permanent in-service teacher training with which a qualitative improvement in the teaching/learning situation is attained. This quality improvement implies a greater appeal to mining children, which in turn lowers their threshold to enroll and inevitably contributes to the school's accessibility.
7. The withdrawal of EDUCA from the project and the contracting of the education specialists under the direct management of the director improved the project's integration, both with respect to the mutual adjustment of its structural parts as well as its personnel relations.
8. The success of the tailor-made workshops and Parent Schools that satisfy the specific demands of students, parents, and teachers reflects the great need for raising the cultural level experienced for at least a portion of the communities' populations.
9. The quantity and the composition of the participants of EduFuturo's special workshops, seminars, and manifestations show the attractiveness the project has developed and is evidence of the positive motivation toward its objectives of an important part of the Putina provinces' population. Its merit is that it confronts participants with a wider view of the world than they usually obtain. They discover that in this world there are people that share with them a preoccupation with child mining labor and education.
10. The project strongly maintained the attitude that the success of its accomplishments depends on the actions of all stakeholders involved, particularly institutions of the Peruvian state. A foreign project of this kind can only fulfill the role of catalyst. The fact that some stakeholders and beneficiaries persist in attitudes of dependency and keep begging for material donations is no reason to deviate from this course. The grantor has been instrumental in the support for resistance against these pressures, by backing the project up when it refused to give in to such demands.

5.3 MONITORING OF THE EDUFUTURO PROJECT

1. The PMP, the monitoring system in use from the onset of the EduFuturo Project, uses indicators which focus globally on the project. In regard to child beneficiaries, it focuses only on the enrolment, retention, and completion of children in school, rather than their work status. In 2005, USDOL request that the project measure withdrawal and prevention of children from exploitive child labor, and at the end of 2005, USDOL provided guidance that in order to accurately measure withdrawal and prevention, the project should monitor children's work status in addition to their attendance in school. Therefore, the original monitoring system cannot produce definitive conclusions as to the character of the mining activities practiced by the students. Although new monitoring systems were developed, because of the short period of time that satisfactory monitoring instruments were applied, the validity of the results on children's work status to date is restricted. This situation was inevitable given the complicated situation in which EduFuturo was implemented.
2. Output monitoring figures show that the EduFuturo Project, particularly UVP, withheld a sizeable number of children from working in the mines.
3. The slight increase of mining labor during the weekends shows that pedagogical improvements resulting from UVP are insufficient to withdraw students from mining definitely.
4. Reduction or the complete abandonment of Child Mining Labor by increasing educational activities does not seem a realistic approach, as it threatens to provide too many activities and overwhelm the pupils.
5. The students' mobility makes tracking their retention and completion nearly impossible. Such tracking will only be possible with the introduction of a national pupil identification number that will allow the tracking of a student's school career regardless of his or her location. Implementation of such a code began in the project's communities in 2006.

5.4 CREATION OF PARTNERSHIP AND COORDINATION BY THE EDUFUTURO PROJECT

1. This sensitizing and organization of authorities and grassroots groups to the problem of child mining labor obliged the project to bring the problem to attention in a non-accusatory way. This approach so far has met with success. In Peru, there are sufficient laws against child labor. To make authorities apply these laws required the EduFuturo Project to raise the awareness of their rights of the pupils themselves.
2. There exists among the target groups of the project a lack of civic mindedness. Yet, at the same time, there exists an inclination to self-organization. The project has tried to strengthen the latter by organizing community groups, many of which have obtained legal recognition, which makes them partners in negotiations with state authorities, a condition that reinforces their civic-mindedness.

3. It is important to make sure that participants involved in negotiations with authorities do not develop unrealistic expectations. If the project does not prepare participants to cope with the potential unwillingness, ignorance, or lack of interest of authorities, participants could become disappointed, apathetic, cynical, or even extremist members of society, which is undesirable in a region close to the center of Sendero Luminoso's activities.
4. It was important that EduFuturo established a positive relationship with the teachers union SUTEP. The activities of the Specialization Courses and the permanent in-service training of the teachers, in addition to the permanent presence of the project personnel in the schools, have been instrumental in the attainment of this support.
5. Parent Schools have been a powerful instrument in strengthening parents' groups with respect to the internal and external effects on social cohesion. Internally, it positively influenced parents' attitudes toward child mining. Externally, the effect will show itself when the IDB financing becomes available and groups, particularly Women's Groups, to get in touch with supporting NGOs or government social organizations to realize the community-based alternative productivity plans.
6. The EduFuturo Project ends at the moment when the IDB funds are made available for Women's Groups to undertake economic activities. This poses a certain risk to these groups starting projects without adequate training and accompanying technical assistance, jeopardizing the sustainability of the project's efforts.
7. The IDB-fund foresees making available funds as grants, and not as credits. This is a risky strategy, particularly in the case of the type of beneficiaries of the EduFuturo Project, as it suggests to them that free money is available.

5.5 MANAGEMENT AND BUDGET OF THE EDUFUTURO PROJECT

1. The project management adapted its work style to the informality required in the project environment. If it had not done so, the project would not have gained the confidence of its local stakeholders and beneficiaries.
2. The disunity and the compartmentalization of the project staff that characterized the project during its first two years ended after the withdrawal of EDUCA.
3. The absence of a quid pro quo from the part of the Central education ministry means that there is no supervisory committee to the project. Participation in such a forum could have aroused the interest of the Ministry, which could have led it to influence the regional, provincial, or district level to support the projects' activities.
4. An increase in funding to improve mobility and communication would have greatly improved project efficiency.
5. Only two agreements were made with outside organizations to continue funding EduFuturo programs once the project ends.

5.6 SUSTAINABILITY AND IMPACT OF THE EDUFUTURO PROJECT

1. The communities of Oriental and Ancocala feel that they were somewhat neglected by the EduFuturo Project. This may be a result of particularly difficult communication issues and the rapid rotation of teachers. However, the project team attended to them in the same fashion as they have with other beneficiaries.
2. The project achieved a sizeable reduction in teacher absenteeism.
3. If after the withdrawal of the project the teachers insist that their in-service training continue, the culture of training has become sustainable. If this does not occur, it could be a result of the fact that the duration of the project has been too short to establish such a culture change.

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VI RECOMMENDATIONS

6.1 DESIGN

1. USDOL should continue its international cooperation within the framework of a strategy developed by an agency such as ILO, because a sensitive subject like the existence of child mining labor can better be put on the political map by a multilateral organization (of which the recipient country is a member), and because the resulting projects combine the expertise of the bilateral and the multilateral organization.
2. The design of projects located in complicated contexts and covering sensitive areas like EduFuturo should always have the flexibility to allow for changes in strategy on the basis of experiences acquired in the course of its implementation. For example, in EduFuturo, making the students direct beneficiaries of the project the same as the teachers created synergic effects between the increased professionalism of the teachers and the increased motivation and learning competencies of the students.
3. One unresolved question is why the fluctuation of population growth is accompanied by a linear growth in the school population in the communities EduFuturo covers. It may be that parents tend to move to the mining zones without their children because of the harsh living conditions. The decision whether to bring their children at some later point is based on their own personal evaluation of the circumstances. Under these circumstances, at least initially, new immigrants may not send their children to school. It is important to resolve this question, because the design of the project (e.g., the choice of the beneficiaries or the number of teachers trained) is directly influenced by these demographic factors.
4. The project in its original design should have been sufficiently supported to provide for the needs of the socioeconomic enterprises of community groups, ascertaining financial support for such activities and the concomitant technical assistance.

6.2 IMPLEMENTATION

1. Several of the following processes the EduFuturo Project implemented successfully should be tried in other education projects aimed at the reduction of child labor:
 - a. The setting up of regional networks of educational institutions as a method of forming platforms on which a traditionally ignored problem like that of child labor is called to attention.
 - b. The implementation of communication- and stimulus-rich educational alternatives to child labor. This approach, in EduFuturo promoted by the UVP, is directed at strengthening the students' self-esteem and improving social communication abilities (e.g., with parents, teachers, and peers).

- c. The activation of community support for the educational innovations the project tries to put into operation. In the case of EduFuturo, this refers to the Library Management Committee and the Useful Vacations Management Committee among others. These tripartite bodies allow for a synergy of the project's three elements: strengthening quality of education, raising communities' organizational competencies, and strengthening alliances between communities and social institutions. In the case of EduFuturo, Youth Clubs and Parent Schools also strove to activate community support. The library committee stands a chance of being continued if the municipalities (or other institutions) are willing to subsidize a Library Assistant to facilitate its functioning. The UGEL education specialist will be responsible for stimulating the Useful Vacations Management Committee.
 - d. The experience-centered education of the Parent Schools and the tailor-made workshops. The mining population, despite the hardships it endures on a daily basis, feels a need for a raise in awareness of themes that go beyond daily experiences and immediate problems.
 - e. The continuous in-service teacher training with which a qualitative upgrading of the teaching/learning situation is attained.
 - f. The counteracting of aid-dependency by systematically resisting pressures from some beneficiaries to be provided with material donations, and by emphasizing the responsibilities of the participants and the Peruvian state.
2. The educational innovation projects that were developed under the auspices of the EduFuturo teacher specialization course and that did not win on the district, provincial, or national level, but which might be of interest for teachers, should be distributed nationwide.
 3. The CONEI and/or the socioentrepreneurial mini-projects facilitated by the BID-grant should consider the establishment of school gardens. Before a decision is made, each institution should weigh the dietary advantages of a garden for the students and how a garden would make attending school more attractive than the alternatives.
 4. Before the termination of the project, the self-teaching guides on child mining labor, used in primary and secondary schools, should be complemented by a teachers' manual.

6.3 MONITORING

1. Following the withdrawal of the EduFuturo Project, the UGEL in the Provinces involved should implement the monitoring instruments that have been developed. These instruments have been developed in the course of the project and, therefore, have only been in use for a short period. Their implementation over a longer period will produce ever more valid results.

2. The monitoring system of the pupils as applied by the UGEL monitors after the withdrawal of the EduFuturo should include tracking with respect to retention and completion, because, as a result of frequent migration, many students complete their schooling elsewhere in the country. This tracking will become possible with the national introduction of a pupil identification number, which will allow the determination of the student's school career regardless of his or her location.
3. It is essential that the monitoring and evaluation of the EduFuturo Project not only relies on quantitative methods, but on qualitative methods as well. Examples of the latter are pre-post in-depth interviews, rated observations, and focus groups. For reliable monitoring and evaluation results, the data obtained by *quantitative* methods should be complemented (triangulated) by data obtained by *qualitative* methods.
4. In monitoring the retention and completion rates, a differentiation should be made between children with Quechua or Spanish as their L1, because the language proficiency in Spanish may influence the reliability of the monitoring results.

6.4 CREATION OF PARTNERSHIP AND COORDINATION

1. Projects that work to organize grassroots groups to solve the problem of child labor should push for the enforcement of already existing laws against child labor. Authorities often do not enforce these laws because doing so runs contrary to their personal interests. This means that these problems have to be brought to their attention in a tactful, non-accusatory way. The acquisition of a legal status of the grassroots groups and the awareness of the pupils involved of their own human rights should play an important part in this, as it makes them formal partners in negotiations with the authorities.
2. When a project is implemented in a remote region of a country, where it is partly dependent on the collaboration of municipal and provincial governments, the project should request organizations or institutions with access to the Central Ministry (e.g., an Embassy or a multilateral organization) to lobby this Ministry to encourage local governments to cooperate fully with the project. This would even be easier if the Central Ministry had a financial stake in the project, by committing it to help make the project a success.
3. In a project like EduFuturo, which has as its goal the strengthening of organizational and technical capacities of participants to realize productive and social sector objectives, the National Industrial Training Service is the institution indicated to intervene. Such an organization should be persuaded into organizing special programs for these participants.
4. The project document, on the basis of which the IDB-fund for socioentrepreneurial activities was made available, should be scrutinized for its ability to provide technical assistance to these activities of the community groups. Without the necessary technical assistance, these projects run the risk of failure. The project document should also be revised so that projects will be financed by means of credit instead of grants.

6.5 MANAGEMENT AND BUDGET

1. For projects in economically disadvantaged areas, the project should be careful not to appear too carefree with funds, and should make an effort to live like and among the locals. If a project fails to do this, it might not gain the confidence of its local stakeholders and beneficiaries. Being careful with the project funds should not hinder project activities (e.g., EduFuturo's lack of satellite communications).
2. If a project hopes to secure financial support from outside organizations, staff time must be made available to lobby for this, as it is a time-consuming activity.
3. The results of the recent midterm audit should be made available to the EduFuturo Project staff.

6.6 SUSTAINABILITY AND IMPACT

1. To improve the attraction and retention of at-risk children, EduFuturo should have considered implementing activities that are especially attractive to secondary-school-age children (e.g., social events). The way they are organized now, Youth Clubs only fulfill this role in a limited way.
2. Educational Projects, such as EduFuturo, should do all they can to strengthen the role of the school principals, so the principals do not have to rely on the support of monitors, supervisors, or inspectors for the supervision of teaching staff and the introduction of pedagogical innovations.
3. In the last months of the project's involvement, special attention should be given to the communities of Oriental and Ancocala, despite the difficulty in communicating with them.
4. As nearly all teachers live and work a far distance from their homes, there is often a natural desire to be with their families. The project should think of ways to alleviate this problem, if possible, by encouraging teachers to move their families to their place of work.
5. In Sina, the municipality will pay the salary of the library assistant once EduFuturo activities come to an end. This fact could be used in negotiations with other municipalities to do the same.