



International Programme on the Elimination of Child Labour (IPEC)



International
Labour
Office

IPEC Evaluation

**Stop Child Labour in Agriculture:
contribution to the prevention and
elimination of child labour in Mexico, in
particular, its worst forms in the
agricultural sector, with special focus on
indigenous children and child labour as a
result of migration**

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An independent final evaluation by a team of external consultants

Master version in Spanish

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This document has not been professionally edited.

NOTE ON THE EVALUATION PROCESS AND REPORT

This independent evaluation was managed by ILO-IPEC's Evaluation and Impact Assessment section (EIA) following a consultative and participatory approach. EIA has ensured that all major stakeholders were consulted and informed throughout the evaluation and that the evaluation was carried out to highest degree of credibility and independence and in line with established evaluation standards.

The evaluation was carried out by a team of external consultants¹. The field mission took place in November –December 2013. The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO or any other organization involved in the project.

Funding for this project evaluation was provided by the United States Department of Labor (USDOL). This report does not necessarily reflect the views or policies of the United States Department of Labor nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government.

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Table of contents

Executive summary	iv
Abbreviations	xii
Part A: Evaluation framework	1
Chapter 1: Final independent evaluation.....	1
1.1 <i>Purposes</i>	1
1.2 <i>Methodology</i>	1
1.3 <i>Methodological limitations</i>	2
Chapter 2: The project.....	3
2.1 <i>Description</i>	3
2.2 <i>Context</i>	4
2.3 <i>Evolution</i>	5
Part B: Findings and results	8
Chapter 3: Objective 1 - Strengthen legal, institutional and policy framework to prevent and eliminate child labour, in particular its worst forms in the agricultural sector	8
Chapter 4: Objective 2 - By the end of the project, social partners are implementing actions to eliminate child labour in agriculture	11
Chapter 5: Objective 3 - By the end of the project, knowledge base to inform actions of key actors to combat child labour in agriculture is increased.....	13
Chapter 6: Objective 4 - By the end of the project, pilot demonstrative direct action interventions for withdrawal and prevention of children from work in agriculture will have been implemented and documented in selected states	15
Chapter 7: Response to the midterm evaluation recommendations	19
Part C: Results analysis	21
Chapter 8: Project design	21
Chapter 10: Project effectiveness.....	23
Chapter 11: Project efficiency.....	24
Chapter 12: Project sustainability	25
Part D: Conclusions	27
Part F: Recommendations	31
Part G: Potential good practices	33
Annex I: Terms of Reference (ToR)	35
Annex II: Fieldwork agenda (in Spanish)	60
Annex III: List of interviewed persons (in Spanish)	64
Annex IV: Matrix of the federal y state results (in Spanish)	66
Annex V: Instruments (in Spanish)	78
Annex VI: Fieldwork guidelines (in Spanish)	91

Executive summary

Project design

Generally speaking, the project design is valid considering the proposed objectives and strategies which complement one another to deal with the issue of elimination of child labour (ECL) from its multiple causes. In the project design there are 4 (four) primary elements identified as positive:

One, the strategy of co-responsibility. “The ECL is everyone’s task” has had a positive result. It is applied through four valid objectives in appropriate geographic areas, convening all influential sectors on the result of preventing and eliminating child labour in its worst forms, directly or indirectly. This fosters the birth of alliances and work groups in the states (as with the CITI²). The call made to all key stakeholders has been a good decision. The presence of the federal’s and state’s Department of Agriculture, Livestock, Rural Development, Fisheries and Food (SAGARPA) and Ministries of Health has had an important effect, although these are mainly present in the CITIs, and have not had an active role, which has limited reaching the target group with the necessary services for prevention and elimination.

Two, the use of available information for the analysis of the situation on child work has been effective. This has resulted in identifying states and communities for intervention. Likewise it is good to have a specific component to improve knowledge regarding child labour. This has resulted in lessons and recommendations that this evaluation identifies.

Three, the inclusion of the production value chain in the strategy; this involves new actors such as transporters and sugarcane producers. This also takes advantage of previous ILO work with the sugar sector, which has standards and demands from the international market in child labour matters, thus supporting the adoption of changes.

Four, the inclusion of a follow up system of migrant child labour, the Direct Beneficiary Monitoring and Reporting System for Migrants (DBMR-M), as it supports registration and verification of prevention and withdrawal of child and adolescent workers, and accountability in a context where there are no follow up or control systems in place. In the lessons learned section, other aspects of the DBMR-M are reflected upon.

Project relevance

In Mexico, the majority of working children and adolescents carry out their activities in the farming sector, in the manufacturing industry, in construction, in commerce and in services, affecting their health, education and development. It is estimated that some 3,014,800 children and adolescents are involved in productive activities (10% of the total population between 5 and 17 years of age) and that these are primarily adolescents between 14 and 17 years of age (71%)³.

The project “Stop Child Labour in Agriculture” primary objective is: “*To contribute to the prevention and elimination of child labour, in particular the worst forms in the agricultural sector in Mexico, with special focus on indigenous children and child labour as a result of internal migration.*” In this regard, the project is *very relevant*, because it intervenes with working children and adolescents in agriculture, critically

² Interministerial Commission for the Prevention and Eradication of Child Labour and Protection of Young Workers of Permitted Legal Age in Mexico

³ ILO/IPEC “Nor impartial, nor indifferent. Media and Journalists: key stakeholders in the elimination of child labor in Mexico.” ILO, 2012. First edition.

affected in their human development. Concentrating in the worst forms of child labour in migration contexts in Mexico is very relevant because it addresses the root causes of poverty and because these kinds of economic activities constitute a barrier for social inclusion.

Intervening at state and federal levels is relevant because both levels are important for the project immediate objectives achievement. The project has also convened the pertinent institutions at federal and state levels, in order to complement efforts between levels, as well as introducing, in some cases, the child labour matter in institutions such as the Human Rights State Commission (CEDH) of Veracruz.

The strategies of the project are relevant and complementary with the educational programmes of Program on Primary Education for Migrant Children (PRONIM) and National Council of Educational Promotion (CONAFE), and with regular schools (Sinaloa), since they identify with and are closer to the target population (children and migrant agricultural workers) and are compatible with social programme efforts such as Agricultural Day Labourer's Attention Programme (PAJA).

Project effectiveness

The first objective, relative to the strengthening of the legal and institutional framework has been largely attained. Several groups of stakeholders have been strengthened, trained, informed, advised and sensitized in order to construct a strategy to address migrant children and adolescents, settled and non-migrants of agricultural day labour families at federal and state levels. Capacity has been developed in all states, in the general public, entrepreneurs, workers' organizations and executing entities to plan, make visible and follow-up the child labour matter and to undergo initial actions which lead to the prevention and withdrawal of children from child labour.

The second objective, relative to social partners performing actions to eliminate child labour, has been mostly met. One can appreciate the level of change in knowledge and attitudes of entrepreneurs and workers' organizations. The level of commitment for direct action is still incipient and varies amongst different stakeholders.

Including civil society and Government, as well as agricultural employers' and workers' organizations, has proved to be very successful in the prevention and elimination of child labour⁴. The "Rural Development Commissions," identified in the design as important mechanisms to position the child labour matter, were not actually an important stakeholder in the geographic intervention areas. There were important advances in sensitizing and developing the commitment of national employers' and workers organizations that operate at the local level.

The third immediate objective has had a high level of achievement. The programme produced academic studies and relevant knowledge, and disseminated the CL problem through sensitization and training to journalists, universities and other key stakeholders. These outcomes had effects in government action in relation to CL, strengthened the matter in some universities and gave a greater public platform to the issue. To sensitize journalists has been challenged regarding this objective because journalism looks for immediate news and social issues are hard to be included in the news in a complex context as the Mexican one.

The fourth immediate objective is the withdrawal and prevention of children and adolescents from child labour. In terms of quantitative target, the mean attained is 70.7%. Sinaloa and Veracruz have had the longest implementation periods and have achieved over 80% of its target (Veracruz began one year prior to Sinaloa). Oaxaca met 67.7% of its target, as this was the last state to participate. Furthermore,

⁴ See chapter "Results and Findings."

regarding disseminating child labour matters in the states that expel and receive agricultural workforce, it has made progress, differentiating child labour from their worst forms, especially to teachers, community leaders, parents, children and adolescents. Alliances have been formed to address child labour and capacity has been developed mainly in the entities that mainstream it in their programmes.

Project efficiency

In relation to meeting immediate objectives, overall they have been met with differences at the federal and state levels (see section “Effectiveness” for achievement of objectives). The main factors causing delay in the delivery of some outcomes are the following: (i) until 2012, the absence of ILO/IPEC state liaisons which would have facilitated the monitoring and meeting of targets; (ii) the late delivery of some products by the consultants (in objectives 1 and 3); (iii) the extension and complexity of the baseline survey to then initiate actions in the Action Program (objective 4); (iv) training, understanding, adoption and delivery of the DBMR-M (objective 4) in the Action Programmes implementing organizations as in ILO/IPEC. There are external/ contextual factors, which were important in relation to the deceleration of the implementation speed. These are described below in Chapter II, the Context section.

Project sustainability

Project design affirms that sustainability will be achieved due to: (i) adoption of the Action programme for Elimination of Child Labour matter by multiple institutions, including amendments in the legal framework; (ii) development of key stakeholders’ capacity to mobilize their resources (human, technical and financial); (iii) strengthening of inter-institutional coordination spaces in CL issues; (iv) the production and promotion of information to sensitize employers’ and workers’ organizations, as well as public opinion-makers; and (v) the development of demonstrative direct action programmes. Since there is no explicit exit strategy, it is assumed that the achievement of the presented factors above would make possible the desired sustainability.

Based on the evaluation findings, one can affirm that governmental institutions, especially the Ministry of Labour at federal level and Labour Ministries in the selected states, employers’ organizations, especially sugar cane, unions and NGOs (among the main ones) have adopted and mainstreamed the child labour matter into their agendas. Though for it to be sustainable, there is still a need to continue sensitizing these stakeholders to minimize the risk of losing ground when personnel and authority rotation would happen. The inter-ministerial groups or committees that work in the child labour issue have manifested interest and commitment in continuing with the matter without the project, although it is the evaluators’ judgement that this process must be followed from an international organization such as ILO, to attain a higher degree of consolidation.

Conclusions

1. *Overall* the project has attained significant progress in meeting objectives and outcomes. The projects’ greatest effects in respect to its scope and sustainability achieved were in the first three objectives; at less extent in the fourth objective (especially in the child labour withdrawal).
2. *Prevention and elimination of child labour* in its worst forms has been mainstreamed for the first time in the public agenda, at the Ministries of Labour at federal level and in the states where the project has worked (excluding Michoacan due to changes in authorities and the security situation) and in diverse public and private stakeholders, including employers’ and workers’ organizations. More knowledge regarding child labour and changes in attitude or institutional stance have been achieved. The evaluation has confirmed that in the states of

Chiapas, Oaxaca, Sinaloa and Veracruz there is recognition of the child labour issue, whereas before it was denied, considering it natural or unknown in official and social discourses.

3. The matter of elimination of child labour is at an initial stage in the agenda of different government sectors as well as employers' organizations, adult education institutes, universities and NGOs at state level. Its causes and consequences are being recognized, understanding it as a social and public problem. Recognition of child labour has not yet happened in indigenous organizations and municipalities in the targeted states because work has not been done with these organizations. Regarding municipalities, only efforts on dissemination have been made.
4. An important achievement is that project partners' understand and apply the conceptual difference child labour and its worst forms. They have improve their capacities to differentiate both forms of child labour and hence, to increase mainstreaming of its actions in the partners activities. This situation is still at an initial stage as the project is ending when the child labour matter is beginning to be inserted in the partners' agendas.

Lessons learned

1. Regarding the design

- a. A project that addresses child labour must be designed with less ambitious goals and phases (each phase 3-4 years). A first phase should be focused in sensitizing and developing capacity; a second one should be oriented towards the consolidation of inter-institutional articulation at local level in selected areas, and a third one, implementing an exit strategy, resulted in established programs and networks aimed at Action programs in child labour in public and private institutions, as well as in the communities.
- b. Developing targets according to a local diagnosis has proved essential in designing an intervention.

2. Regarding the strategies

The experience showed that differentiated strategies are required for "family work" and for commercial agricultural work (i.e. international and national markets) because specific characteristics of child work are present in each one. Developing material locally, from children and adolescents and their families themselves is key for the adoption of the matter in a culturally appropriate manner.

3. Regarding local migration

It is key to understand local migration from its origin, transit and destination to articulate interstate strategies regarding social support strategies to migrant families, tracking specific groups of families to see their evolution and type of support treatment considering the three levels of government (local, state and federal).

4. Regarding development of institutional capacity

Federal and state Departments of Labour and Social Welfare' (STPS) leadership is essential for summoning ECL actions. Without them inter-institutional articulation and mutual agreements will be several affected

Exchange of experiences, as well as learning tours in migratory areas, enhances the adoption of experiences and allows for the creation of links between equal parts (i.e. authorities). In this sense, presenting results along the way, and not at the end of the experience, strengthens actions to eliminate child labour.

5. Regarding direct action programmes

Institutional agreements for service provision in a territory are a prerequisite to implementation in order to guarantee an adequate and timely service. One additional learned lesson is that the coordination between different authority levels is basic to address the child labour issue and specially to develop decision-making capacities on it.

The weak inter-institutional articulation at state level and the absence of basic services (especially education, health and nutrition) in rural areas affects withdrawal and protection of working children and adolescents, reducing the efficiency of the programmes. It is fundamental to subscribe inter-institutional agreements to settle articulation at local level. The willingness of local authorities has a decisive influence in programme operation.

When children and adolescents are withdrawn from work without an effective educational system, alternative labour training (such as vocational training) and a system of rights protection can result in reversion to the initial situation due to the absence of viable short term alternatives.

6. Regarding commitment with the employer sector

- a. It is important to obtain commitments and to grant accreditation to motivate entrepreneurs on the elimination of child labour, including verifications in the entire value chain, in sugarcane, coffee and horticulture. The accreditation is not enough if they do not commit with specific actions, in relation to training of the youngsters, which come out of work in production areas. Employers should agree that frequent labour inspections will be implemented and that the accreditation badges on child labour free products would be periodically renewed.
- b. Local agreements between employers and unions to address child labour in a joint manner, together with local authorities and social programmes as well as prominent participation of children and adolescents and their families, requires more support to achieve effective commitments regarding children withdrawal of CL situations..

7. Regarding the target group

- a. The age group with highest risk are adolescents 14-17 years old because their educational alternatives are very restricted (i.e. limited access to risk-free labour alternatives and to labour training). They are at higher risk to be involved in illicit activities, to early pregnancies and others that should be researched.
- b. Support to adolescents who cannot work, unaccompanied migrant children and adolescents as well as the ones who remain alone in communities because the family migrates to commercial areas, require specific attention (gender specific oriented). The support should focus on enhancing life plans that make sense and labour and educational alternatives for the short term.

8. Regarding the DBMR-M

The tools for registration of beneficiaries and case monitoring are very important and must be designed and validated from the beginning and not during the process itself. Base lines need to consider migrant population characteristics, particularly the agricultural cycle contexts and the needs of each family member. For this reason, it is necessary to have tools to quickly collect information and to evaluate families which allow for a quick intervention based on their identification, be this in the community of origin, in transit, or at the final destination.

Recommendations

1. For Labour Ministries at federal and state levels

- a. To sensitize and commit with the Child labour elimination agenda at the highest political level in all pertinent secretaries, in an on-going basis; moreover further ECL training within the institutions, particularly the STPS should be carry out.
- b. To assess the establishment of a network of labour protection in the STPS and other competent institutions of sending and receiving migration states so that corresponding regulations regarding the law for working adults are applied. In this framework, promote a public policy that regulates migratory and arrival processes, which ensures welfare and security for the transit worker and his/her family, during the time that they remain in the arrival communities. In the design, consider strategies with a multisectoral and interinstitutional approach rather than specific programs.

2. For the CITIs and coordination spaces for Child labour action programs

- a. To refine elimination of child labour plans to midterm (2 to 3 years) including results, an on-site monitoring system, and focus on specific geographic areas and monitoring with on-site visits to verify the inter-institutional provision of services.
- b. To adopt the objectives, strategy, and methodology (with required adjustments) of the project “Stop Child Work in Mexico” to execute projects and programs leading to the ECL, including its worst forms, considering a strong interstate and intrastate coordination effort.
- c. Articulation amongst state CITIs and its link and adaptation with federal programmes against poverty, as well as more participation of Department of Social Development (SEDESOL), Department of Agriculture, Livestock, Rural Development, Fisheries and Food (SAGARPA), Department of Health (SS) and state level National System for Integrated Family Development (DIF) systems to family support is needed.
- d. To increase alignment with mandatory celebration of June 12, “World Day against Child Labour” in all public offices relevant to the child labour issue.
- e. To continue the CITIs the awareness campaigns and training for their members.

3. For employers’ and workers’ organizations

- a. For employers’ and workers’ organizations to promote and commit actions and social corporate responsibility strategies that can facilitate, for instance, access to educational services for adolescents. In this context, to promote joint actions between agricultural employers and workers’ organizations for the elimination of child labour, convening at a municipal level, CITIs and social federal programmes, as well as the DIF for ECL actions in areas of influence.
- b. To set up a communication network between employers’ organizations to develop joint communication campaigns at national level, involving also workers’ organizations, for sensitizing and participation of the society at large, especially promote more awareness among national and international consumers regarding child labour.
- c. To provide food support to shelters where families with minors are identified and to facilitate day-care and nurseries in shelters, in coordination with the local municipality and the DIF in areas where the action program has been developed.

- d. For those farmers'/producers' organizations to assure support to adolescents vocational education workshops/training by paying their day's wage and transportation to the workshop location or some mechanisms of compensation for the work team they belong to.

4. For the National Institute of Statistics and Geography of Mexico (INEGI), universities and networks such as the Social Roundtable against exploitation of children and adolescents

To carry out studies regarding households with adolescent head of families to learn what happens when the adolescent stops working, what he/she does and what are his/her options.

5. For further Direct Action Programs leading to Child labour action programs regarding education:

- a. Integrate children into regular school in the whole country re-integration and financial training component for families, -i.e. non-regular education programs such as Program on Primary Education for Migrant Children (PROMIN), National Council of Educational Promotion (CONAFE) and National Institute for Adult Education (INEA) and regular inclusive education for migrant families and indigenous migrant working children upon their return
- b. Promote flexibility in validation of previous years of education for children when children get back to their places of origin
- c. Have a single report card and allow for the enrolment in school at any time during the year and generation of stimuli through scholarships or other incentives for vocational education

6. For further Child labour action programs regarding a comprehensive approach:

- a. Include the concept of health and self-care concept (physical, emotional, sexual and reproductive health) in training
- b. Promote the self-esteem of the adolescent through exchanges to enhance his/her leadership in "life project with positive direction" and taking into account of children adolescents opinions and needs in the exercise of their right to participate
- c. Include ECL community promoters with capacity on monitoring and training
- d. Adopt an intercultural approach and a knowledge dialogue⁵ to roll-out the AP's (i.e. study the indigenous rights and their intercultural vision to adopt a strategy of "knowledge dialogue").

7. For the regional and Mexico ILO offices

Assure the presence of IPEC in Mexico to continue developing alliances and promoting social dialogue and support of stakeholders in developing their capacity to address child labour. Its presence has been required by all counterparts and has been deemed necessary by being an international organization with technical and convening capacity.

⁵ Knowledge Dialogue: meeting of people and institutions, which, starting from recognizing themselves as different in their cultures, histories and conceptions, they assume the challenge of articulating, learning from one another, to create coexistence amongst cultures.

**Map of the intervention areas
of the programme “Stop child labour in agriculture”
2009-2013**



Abbreviations

AARC	Farmers' Association of Rio Culiacan
AP	Action Programme
AUGE	Desarrollo Autogestionario Civil Association
CANACINTRA	National Chamber of the Transformation Industry
CCE	Corporate Coordinating Council
CDHDF	Human Rights Commission of the Federal District
CEDAS	State Assistance Council for Childhood and Adolescence
CEDH	State Commission for Human Rights
CEDNNA	State Council of Children and Adolescent Rights
CITI	Interministerial Commission for the Prevention and Eradication of Child Labour and Protection of Young Workers of Permitted Legal Age in Mexico
CL	Child Labour
CNC	National Peasant Confederation
CNDH	National Human Rights Commission
CNIAA	National Chamber of the Sugar and Alcohol Industries
CNPR	National Confederation of Rural Property Owners
CNTE	National Coordinator of Education Workers
CONAFE	National Council of Educational Promotion
CONCAMIN	Confederation of Industrial Chambers of Mexico
CONCANACO	Confederation of National Chambers of Commerce, Services and Tourism
CONEVAL	National Council for Evaluation of Social Development Policy
COPARMEX	Mexican Employers' Association
CROC	Revolutionary Workers and Peasants Confederation
CROM	Regional Confederation of Mexican Workers
CSEC	Commercial Sexual Exploitation of Children
CSR	Corporate Social Responsibility
CTM	Confederation of Mexican Workers
CyMAT	Working Environment and Conditions of Child Labour in Agriculture
DBMR	Direct Beneficiary Monitoring and Reporting systems
DENNA	Children and Youth Rights
DIF	National System for Integrated Family Development
DTyPS	Work and Social Provision Directorate
ECL	Elimination of Child Labour

EIA	Evaluation and Impact Assessment ILO-IPEC evaluation unit
FAO	UN Food and Agriculture Organization
ICATMI	Training Institute for Workers in the State of Michoacan
ICATSIN	Training Institute of the State of Sinaloa
ICATVER	Training Institute for Workers in the State of Veracruz
ILO	International Labour Organization
IMSS	Social Security Institute of Mexico
IMSS	Mexican Social Security Institute
INEA	National Institute for Adult Education
INEGI	National Institute of Statistics and Geography of Mexico
IPEC	International Programme on the Elimination of Child Labour
ITSP	Technological Institute of Patzcuaro
IVEA	Institute for Adult Education Veracruz
LFT	Federal Labour Law
NGO	Non-governmental Organizations
NOA	National Officer
NSC	National Steering Committee
OTIACH	State Observatory of Child and Adolescent Labour of the State of Chiapas
PAJA	Agricultural Day Labourer's Attention Programme
PATI	Action Programme Against Child Labour (Veracruz)
PEC	Quality Schools Programme
PECL	Action Programme for Eradicating Child Labour
PGR	Attorney General's Office
PRONIM	Program on Primary Education for Migrant Children
RETEM	State Network for Michoacan's Educationals Transformation (Civil Association)
SAGARPA	Department of Agriculture, Livestock, Rural Development, Fisheries and Food
SALUD	Department of Health
SCREAM	Support of children's rights through education, art and media
SCT	Department of Communications and Transportation
SE	Department of Finance
SECTUR	Department of Tourism
SEDESOL	Department of Social Development
SEGOB	Department of the Interior
SEP	Secretariat of Public Education

SEPSOL	Department of Social Policy (Michoacan)
SIMAPRO	System for Integrated Measurement and Improvement of Productivity
SIMPOC	Statistical Information and Monitoring Programme on Child Labour
SNTE	Mexican National Educational Workers Union
SRE	Department of Foreign Affairs
SS	Department of Health
SSP	Public Security Ministry Secretaría de Seguridad Pública
STC	Save The Children
STPS	Department of Labour and Social Welfare
TIA	Agricultural Child Labour
TIP	Dangerous Child Labour
UAM	Autonomous Metropolitan University
UCW	Understanding Children's Work
UMICH	University of Michoacan
UNICEF	United Nations Childrens Fund
UNWOMEN	UNWomen
UPN	National Educational University
USDOL	United States Department of Labour
USIN	University of Sinaloa
UVER	University of Veracruz

Part A: Evaluation framework

Chapter 1: Final independent evaluation

1.1 Purposes

1. The final evaluation of the programme “Stop Child Labour in Agriculture” is managed by the Evaluation and Impact Assessment Section (EIA) of the International Labour Organization-International Programme on the Elimination of Child Labour (ILO/IPEC) in Geneva and has the following purposes⁶:
 - a) Determine project effectiveness at national and states levels: achievement of Project objectives at outcome and impact levels and understanding how and why have/have not been achieved.
 - b) Identify relevant unintended changes/side effects at outcome and impact levels.
 - c) Assess the project implementation efficiency.
 - d) Establish the relevance of the project outcomes and the level of sustainability attained.
 - e) Provide recommendations regarding relevant stakeholders, building on the achievements of the Project in supporting the NAP at state and national level toward the sustainability of the project outcomes and initial impacts.
 - f) Identify emerging potential good practices for key stakeholders.
2. The evaluation scope covers the project as a whole, including issues regarding the original design, execution, learned lessons, replicability and recommendations for future projects. Likewise, it should cover expected results (i.e. planned) and unexpected in terms of non-planned outputs and outcomes (i.e. side effects or externalities).

1.2 Methodology

3. The final evaluation undertook a mainly qualitative approach to answer evaluation questions. For this purpose individual and group interviews were conducted, as well as direct observation, participant and nonparticipant, multi-stakeholder workshops and document review.
4. The evaluation started with an initial phase (November 27th through December 2nd) which comprised of a series of interviews by phone and via Skype to ILO-IPEC officials and United States Department of Labour (USDOL). In the first desk review, Technical Progress Reports (TPR) were read, as well as instruments for the design of the base line, sensitization and dissemination materials created for the project, research and studies generated by the project, and the projects’ document. As outcome, an inception report was prepared which included an evaluation matrix and tools to be applied on the fieldwork phase.
5. The fieldwork phase took place between November 4th and December 9th with interviews to key stakeholders⁷ related to the project in Mexico Federal District and in the States of Oaxaca, Sinaloa, Veracruz (visits of 5 to 6 days) and Chiapas (half a day), including authorities, government programmes officials and members of companies, trade unions, families and civil society

⁶ See Terms of Reference in Annex N° 1.

⁷ See Field Evaluation Agenda in Annex N° 2 and List of People Interviewed in Annex N° 3.

organizations. The visit to Michoacan was suspended due to security reasons, carrying out instead interviews with key people via Skype. After finishing each visit to the states (except Chiapas for being a particular intervention), multi-stakeholders workshops were held with those interviewed and others not previously interviewed, to crosscheck information. In the workshops conclusions, lessons learned and recommendations were produced by groups of stakeholders. Additional documents review was undertaken. Almost all interviews, with previous authorization of interviewed, were recorded in order to appropriately register the data during the report writing.

6. It is important to note that in the section “Findings and Results” focus is on the changes generated, rather than the activities per se. So there was no need to record everything that took place in the project (i.e. activities). In this sense, this evaluation does not intend to be a systematization exercise, since the semi-annual reports (the TPRs) register these activities in detail.

1.3 Methodological limitations

7. *A first limitation* in the evaluation has been relying on a logical framework that covers only output and activity indicators; no outcome/effect indicators. The project periodic reports develop also only information at activity and output level (quantitative and qualitative data). The evaluation team addressed the subject of changes at the effect level in the questions to key stakeholders, as well as in the stakeholders’ workshops and asked to counterparts on brief information with precisions on magnitude and level of achievement of outcomes.
8. *A second limitation*, considering that the project was ending in February 2014, was to have information on the final results available only by January 2014, when the evaluation report was being drafted. Thus, the project was asked to send an advance report and to revise result tables, to estimate the degree of achievement and attainment of results in a more precise manner.
9. *A third limitation* was that the fieldwork took place in November, when the migratory process is just beginning. Thus, when that the visits took place there was not yet a significant number of migrants to be interviewed. Even more difficult was to find those families attended in previous years. Nonetheless, families living in the areas near the agricultural fields were interviewed (Sinaloa and Veracruz) and in the communities of origin (Oaxaca and Veracruz), also schoolchildren and teachers of educational centres near agricultural fields and small-scale farms were interviewed.
10. *A fourth limitation* was not being able to travel to the state of Michoacán due to security reason, which was substituted with interviews via Skype. In the case of Chiapas, the visit took place during half a day, with interviews to the Department of Labour and Social Welfare and consultants.

Chapter 2: The project

2.1 Description

11. The purpose of the International Program for the Elimination of Child Labour (IPEC) of the ILO is the progressive elimination of child labor especially its worst forms. The Project “Stop child labour in Agriculture” is implemented by the ILO/IPEC and financed by the United States Department of Labour (USDOL) with a contribution of \$4,750,000 dollars. The project started in September 2009 (effectively in January 2010) and has a final execution date in February 2014. In its design, previous experiences and good practices of similar programmes in Central America were taken into account, as well as from projects regarding sexual exploitation developed previously in Mexico by ILO/IPEC. It is important to note that in Mexico it is the first time that ILO/IPEC tackles the issue of indigenous migrant children in agriculture child labor. Probably there has not been or there isn’t any previous project of this kind in the country.
12. The project works on national and state levels in Chiapas, Michoacán, Oaxaca, Sinaloa and Veracruz. The states were selected for direct intervention actions based on specific criteria (influence of child labour, presence of indigenous children and child labour originated by internal migration; agricultural development linked to the agro export business, etc.). Due to the escalating insecurity and the lack of interest by the state of Michoacán in signing a collaborative agreement with the project, at the time of the midterm evaluation the state of Oaxaca⁸ was added in the direct action programmes (AP) to meet the goal of protect, prevent, and withdrawn children and adolescents from child labour (CL).
13. The project focuses on the theme “dangerous child labour in agriculture, with particular attention drawn to indigenous childhood and child labour originated by internal migration”. While the main focus is on migrant indigenous children, the project’s vision also encompasses “settled” CL, meaning those that live permanently in the intervention areas, being these areas surrounded export agriculture or areas with small family-based farming. The project design contemplates the achievement of the following four objectives:
 - **IMMEDIATE OBJECTIVE 1:** By the end of the project, the legal, institutional and policy framework to prevent and eliminate child labour, in particular the worst forms in the agricultural sector, will be strengthened.
 - **IMMEDIATE OBJECTIVE 2:** By the end of the project, social partners are implementing actions to eliminate child labour in agriculture.
 - **IMMEDIATE OBJECTIVE 3:** By the end of the project, knowledge base to inform actions of key actors to combat child labour in agriculture will be increased.
 - **IMMEDIATE OBJECTIVE 4:** By the end of the project, pilot demonstrative direct action interventions for prevention and withdrawal of children from agricultural work will be *implemented and documented in the selected states.*
14. The project had a midterm evaluation in January-February of 2012⁹. The current final evaluation report has been drafted at the end of the project (February 2014) under the evaluation specific Terms of Reference to report project’s achievements and final results, as well as establishing lessons and recommendations.

⁸ Oaxaca entered by petition of the State Government considering the difficult implementation in the state of Michoacán.

⁹ See “Accomplishments of the Intermediate Evaluation Recommendations” in the section B.2.

2.2 Context

15. The evaluation has taken into consideration context factors which explain the acceleration or deceleration of the project's implementation process, i.e. those factors which affected in a positive or negative way, directly or indirectly, the advances and achievements.
16. Mexico has ratified ILO Convention 182 on the worst forms of child labour (drafted in 1999) in the year 2000, the ILO Convention 169 of 1989 regarding indigenous and tribal peoples in 1990 and is about to ratify the Convention 138 (1973) on the minimum working age. Currently, minimum-working age in Mexico is 14 years but there is a proposed law to elevate it to 15 years. On June 12th, Mexican president sent to the Federal Congress a proposal to amend the article 123, paragraph A, section III of the Political Constitution, in order to raise the minimum working age from 14 to 15 years. Moreover, Mexico adopted for the first time a list of dangerous jobs with restrictions for adolescents between the ages of 14 and 17 through the Labour Reform of November 30th 2012, which entered into force the day after,. This list represented an important progress in the process of harmonization of the national laws with international standards.
17. Mexico ratified UN Convention on the Rights of the Child in the year 2000.
18. The development of important governmental programs of conditioned money transfers which orient their efforts to increase the education of children in urban and rural areas, with special attention to girls (for instance the program "Oportunidades" of Mexico's Department of Social Development – SEDESOL), is positive. It has been confirmed that this program significantly contributes to increasing school attendance and, in doing so, reduce the presence of child labour¹⁰. On a federal level, the social programme that offers Conditional Cash Transfers which focuses on families of migrant agricultural day labourers is the Program for Agricultural Day Labourers (PAJA) of SEDESOL. This programme grants economical support directed to improving food, health and education of agricultural day labourers, aids in infrastructure and accompaniment services, among others.
19. With respect to the educational service, regular education has not enough capacity to attend the poorest, and, although it is of better quality than non-regular education, this capacity is still a major challenge. Due to this, in 2013 an educational reform to improve educational quality was approved. It included, among the proposed changes, the evaluation of elementary school teachers, which are largely affiliated to the Mexican National Educational Workers Union (SNTE). The lack of agreements within the union has favoured the protest of the dissident wing, the National Coordinator of Education Workers (CNTE), which was on strike during the last four months of 2013, leaving the children without classes for months. The most affected states were Veracruz, Michoacán, Oaxaca and Chiapas.
20. Given the deficiencies of regular education, there are options of non-regular education to bring education services closer to children and adolescents in extreme poverty in rural areas. Among these initiatives is the Primary Education Program for Migrant Children (PRONIM) – directed at the target population – and the educational service provided by the National Council of Educational Promotion (CONAFE). Additionally, there are some initiatives, under the states, to improve educational access for migrant children (itinerant classes by PRONIM and coordination with a few agricultural companies in Sinaloa.) However, the weaknesses due to a lack of budget, training and support to teachers and promoters, as well as the scarce basic infrastructure of educational spaces, impede the provision of at least minimal quality services for the CL prevention and elimination (as

¹⁰ See: UCW, "The Mexican Experience on Reducing Child Labour", Rome, September 2012, pp. 109. The study was conducted within the ILO/IPEC program and has been a model for the "Oportunidades" programme.

in Oaxaca and Veracruz). All this is worsened by the poor health condition and malnutrition of the target population.

21. The absence of structures and specific plans like a National Steering Committee on Child Labour and a National Action Plan for the Prevention and Elimination of Child Labour, have resulted in a larger planning and consulting effort on federal and state levels. Although there is no national plan, the 13 Departments participating in CITI are currently drafting the corresponding sections which will hopefully merge into a plan. Nevertheless, the National Development Plan 2013-2018 lays down, for the first time, the objectives to contribute to eliminate child labour. This opened opportunities to insert the issue at policy and plan levels. Since June 12, 2012 a National Inter-secretarial Commission for the PECL and the protection of adolescent workers was created. This commission has met three times to date (December 2013).
22. A key factor for the implementation of direct action programs and inter-institutional coordination to provide services on a local level is that Mexico doesn't have a system of protection of children's rights nor a specific institution dedicated to it.
23. Adding to all this, in the case of indigenous migrant children, the agricultural harvest cycle takes place during six months, between November and May, especially for sugar cane and coffee crops, while for vegetables the cycle is even shorter, which implies capturing the attention and granting services in a very brief lapse of time, in contexts of scarce inter-institutional coordination. Thus, this factor should be considered when the results achieved are analysed in terms of prevention and withdrawal of children and adolescents.
24. In Mexico municipal governments are elected every three years, whereas presidential and state elections are every six years. This affects the establishment of strategies for capacity development and influence on public policy. One year before federal or state elections, the attention of the political class is drawn exclusively to this event, decreasing the rhythm of public management or accelerating it with electoral ends that significantly affect public policy. Once elected, it needs about six months before the new authorities take office, and this could mean a shift in priorities and political commitments.
25. Finally, it is worth noting that even if Mexico is the second most important economy in Latin America, it is a country plagued by enormous inequalities. Between 2010 and 2012 poverty increased in the country. According to the National Council for the Evaluation of Social Policy (CONEVAL), 500 thousand people fell below the poverty line in those years¹¹.

2.3 Evolution

26. The four years project formally began in September 2009 and its end was extended from September 2013 until February 2014, but its implementation was progressive and uneven, especially in the states that applied Direct Action Plans (AP), and it did not begin in the same dates, thus in the analysis of the results must be considered the different periods of time that each one took in the project implementation: Oaxaca 15 months, Sinaloa 28 months, Veracruz 28 months and Michoacán 15 months. As explained farther ahead in this report, Chiapas did not have a Direct Action Programme; nonetheless work at an institutional level began in the year 2010. Previously,

¹¹ CONEVAL is the entity in charge of coordinating social programs evaluations and of measuring poverty in Mexico based on the National Survey of Income Expenditure carried out by the INEGI. See the : <http://www.coneval.gob.mx/Paginas/principal.aspx>

each state worked three to four months on the proposal's design¹² As for Michoacán, its intervention model had to face several difficulties, for instance it was affected by a shift in the priorities of the state government, when before 2007 strongly promoted the ECL. The following governments did not assign the same priority to the issue, plus there were severe public insecurity issues and a lack of governability in the state. Given the conditions faced in Michoacán, as suggested by the intermediate evaluation, Oaxaca was included in the second part of the ILO/IPEC project to meet settled goals.

27. Table N° 1 details the main milestones of the project and the factors of context that will later explain the results met at the end of the implementation cycle of the project "Stop Child Labour in Agriculture 2009-2013".

Table 1: Milestones and context factors

Year	Project milestones	Context factors
2009	<ul style="list-style-type: none"> September: project approval 	
2010	<ul style="list-style-type: none"> January: The project is formally presented by the STPS and ILO. February: Project coordinator is hired April: ILO-IPEC team is convened June: Strategic planning workshop in Chiapas June: Strategic planning workshop in Michoacán September: Sugar sector approach begins. Exchange of experiences between Mexico and El Salvador. 	<ul style="list-style-type: none"> Elections and taking of office of authorities in Sinaloa. Elections and taking of office of authorities in Veracruz
2011	<ul style="list-style-type: none"> May: Work inspectors workshop (Cuernavaca) June: Strategic planning workshop in Veracruz. June: Social networking campaign: Mexican artists against CL. June: PAD agreement Auge Veracruz July: Strategic planning workshop in Veracruz August: PAD agreement StCh Sinaloa December: baseline Veracruz; Exchange of experiences (federal authorities and Chiapas) with the SENAME/Chile on the System of Single registration and Intervention on Worst Forms of Child Labour. 	<ul style="list-style-type: none"> Elections in Michoacán
2012	<ul style="list-style-type: none"> January-February: intermediate external evaluation. 1st semester: base line Sinaloa January: planning workshop in Oaxaca April: Agreement PAD INICIA in Michoacan May: baseline Oaxaca June: Presentation of results of the national survey on social perceptions regarding CL; the Alliance for the protection of Children and Adolescent Rights and against child labour exploitation in Sinaloa is installed. Signing of the Declaration of "Zero Tolerance" for CI in the value chain of the sugarcane industry and Action Plan to make the Sugarcane industry in Mexico a sector free of CL. August: Launching of the campaign "I don't transport children to the field" in Sinaloa September: Signing of the Agreement of the State of Veracruz and the agro industrial sector for the elimination of CL; Presentation of the study of Tendencies in Mexico (UCW) 	<ul style="list-style-type: none"> National Elections 1st semester of new authorities taking office in Michoacán. 2nd semester Federal authorities are elected. 2nd. Semester authorities elected in Chiapas.

¹² As for the timing of the project with the States, Chiapas and Michoacán began between March and May 2010, In Oaxaca in January 2012 and in Sinaloa and Veracruz in 2011, although in both states work began in 2010 with no institutional partners.

Year	Project milestones	Context factors
	<ul style="list-style-type: none"> October: Lubizha Oaxaca Agreement; National PAD Workshop November: Reform of the LFT: dangerous jobs. 	
2013	<ul style="list-style-type: none"> January: A new system of information registration in the PAD with a specific focus on migration. April: The Interinstitutional Group against CL in Oaxaca is installed. May: SIMPOC workshop regarding measurements of CL June: Constitutional reform is sent. The CITI of Chiapas is installed. July: The Federal CITI is installed. August: PAD INICIA Michoacan ends. The CITI of Veracruz is installed. The National Workshop of Work Inspections takes place (with participants from all 32 Mexican states) September: The process of construction of the National Plan against CL October: the systematization of PAD begins and the PAD AUGE Veracruz ends. November: The PAD StC in Sinaloa ends; The CITI in Sinaloa is installed. December: The PAD Lubizha Oaxaca ends; National Workshop of Direct Attention 	<ul style="list-style-type: none"> 1st semester, taking of office of Federal authorities. 1st semester, taking of office of authorities in Chiapas. February: STPS participates in the meeting of the OAS regarding CL and in the Latin-American exchange of Good Practices regarding CL and the ILO. October: Federal Government and Chiapas State Government participate in the III World Conference regarding Cl in Brazil. December: STPS participates in the meeting of the leading group of the ALC Free of CL Initiative
2014	<ul style="list-style-type: none"> January: Presence of the Philharmonic band of children and adolescents of Coatecas Altas in the delivery of the badge of agricultural business free of Cl given by the STPS; National SCREAM Workshop for the network of universities which have signed agreements with the STPS February: International Trade Union Forum with exchange of experiences with Argentina, Brazil, Colombia, Paraguay, Panama and Dominican Republic; 4th ordinary session of the CITI and delivery of results by IPEC; Exchange of experiences Mexico-Brazil in the sugar cane sector; establishment of the CL Protocol on a national level and training platform for work inspectors. Exchange of experiences of work inspection Mexico-Argentina. Launching of the campaign "Secrets of the Harvest", The Action Plan against CL in Chiapas is launched. End of project 	

28. It is important to mention that, after the intermediate evaluation, which was conducted between January and February 2012, the speed of implementation increased due to the fact that the projects' agreements and structures were installed and coincided with a change of government at the federal level.

Part B: Findings and results

29. In the first part of this section, the projects 'main outputs and effects are briefly described. In Annex No. 4 these are presented in a table by immediate objective. It is important to remark that we are not presenting project activities developed, but rather the focus is on project results.
30. The project design presents four objectives and ten expected results. The first three objectives were attained at national level and in four states: Chiapas, Oaxaca, Sinaloa and Veracruz. The objective 4 refers only to direct action programs (AP), which were carried out in the states of Sinaloa, Veracruz, Michoacán and later on in Oaxaca.

Chapter 3: Objective 1 - Strengthen legal, institutional and policy framework to prevent and eliminate child labour, in particular its worst forms in the agricultural sector

31. At a national level, the program facilitated and provided technical assistance to what is possibly its most important contribution: the codification of a list of dangerous jobs for youth of legal working age, which is stated by the Federal Labour Law (LFT) of November 30th, 2012 in its article 176. The ratification of the ILO Convention 182 was an outstanding issue for Mexico since 2000. Now, agricultural work is prohibited for youth and children under the age of 16, which affects directly agricultural child labor. In Sinaloa's agro-industrial companies it is already possible to note its effect. This situation, however, generates other important challenges related to exit opportunities for youth, such as educational options or income generation, including those addressed to adolescent-parents. Oaxaca and Veracruz are in the process of printing the "List of Dangerous Child Labour" of the Federal Labour Law (LFT) and its implications for adults and adolescents, to be disseminated amongst the working population. Additionally, as a result of the awareness raised by the amendments in the law, Oaxaca and Chiapas grant special licences to protect the rights of adolescent workers. In the case of Oaxaca, to date 890 authorizations have been granted, which guarantee the rights of adolescents (that are under the legal age to work) in 16 municipalities within the state. In Chiapas, the employer is obliged to obtain a licence when hiring adolescents under legal working age, committing to not disrupt their educational process.
32. The project follow-up has been very important to make possible that in June 2013 the federal government, through the Department of Work and Social Protection (STPS), sent out a proposal of constitutional reform to the Mexican Congress to move the minimum legal working age to 15 years. Hence after this s, Mexico will ratify ILO Convention 138.
33. At state level, there have been few amendments in the legal framework regarding child labour beyond the LFT reform, which is enforced in the entire country. Some achievements have been noted in Sinaloa, where the transport sector has been identified, for the first time, as a key piece in the commercial agricultural value chain. This was possible because the STPS and Save the Children were involved, thanks to the role played by the project. Thus, at the end of the project, in Sinaloa it was pending the approval of the modification of article 285 of the General Regulation of the Traffic and Transport Law of the State of Sinaloa to prohibit transporters to carry children under 16 years old to agricultural fields, involving for the first time the Transport and Road Management Directorate in actions against CL. Transporters are indirect employers of day-workers and they also work for agro-industrial companies. On its behalf, the Oaxaca state is drafting a final version of a proposal for legislative amendments relating to CL to be presented in the current period of the state Congress. During this evaluation this document was not available, therefore its scope and reach is unknown.

34. The project provided technical support and trained the Department of Labour and Social Protection (STPS) personnel as well as federal and state labour inspection authorities. It is an important step at federal and state level, except in Michoacán, that the STPS lead CL issue. If the STPS leadership is strong at a federal level, at state level it varies. Considering the achievements obtained in CL inspection and in the coordinating of committees and inter-secretarial alliances against CL, it can be said that leadership of labour institutions is strong in Sinaloa and Chiapas, intermediate in Veracruz, and still low in Oaxaca.
35. In the agenda of the STPS federal inspection, the matter has been integrated since 2012, with growing interest in agricultural work. The Ministry worked hand in hand with the PAD, undertaking inspections in regions where these took place. It is important to note that, in some states, the STPS is an innovation. This fact is particularly true for Chiapas and Oaxaca, where ST's have just a few years of creation. This expresses the lag behind about labor issue at a state level, even more regarding CL. The case of Sinaloa is particular, because even if labor issues are appointed to the State's Department of the Interior, yet it is the state Directorate of Labour and Social Prevision that for several years now have effectively acted on the matter.
36. Other very important contribution by the project has been the drafting of the Protocol of Action ("Protocolo de Actuacion") for federal and state labour inspection regarding CL. The precedent of this outcome was the meeting held on May 2011, in which the State and Federal Labor Inspectorates of the four states participating in the project met. In this meeting the need to draft a protocol was identified to facilitate the coordination of the inspectorate bodies. Later on, another meeting took place in Boca del Rio, Veracruz, in August 2013 with participants from the federal Inspectorate as well as from 32 states Inspectorates. The importance lies in that prior to this meeting, there was no authorized procedure, so each federal and state inspector acted independently, with minor actions, due to a lack of training and instruments. With the protocol, CL inspection criteria are homologated. At the federal level, the Inspections of Security and Hygiene is in charge of CL matters. The protocol has been validated and was in process of being sent to the states during this evaluation study.
37. Additionally, an important project output with effects still to be seen is the accreditation of companies that do not employ child labour. The project recommended to the states that they draft proposals for the Code of Conduct (self-regulation) to be adopted by employers' organizations. The participation of companies in the CL matter is still incipient. The certification was only obtained, until now, by five businesses in Chiapas. In the case of Sinaloa, aside from the fact that the labour inspection is recognized on a national level as the most efficient in terms of withdrawing minors from CL, in the north and central areas of the state, where strong labor exploitation is still persistent, it is international commerce which makes effective this restriction to the exporting agro-industry. Labor inspection in Sinaloa, together with the Alliance for Children and Adolescent Rights of the State¹³, has detected an increase in the CL problem in the southern region, comprised of small communal farms that produce for the internal market –mainly chilli and tomato. In this case awareness raising actions were aimed at producers, farmers, ejidatarios (holders of a share in collective farms, also known as ejidos), commissioners of these communal lands, municipal councillors, transporters, agricultural day labourers and housewives; illustrating the serious situation that prevails in relation to farming child labour.
38. In relation to improve the capacity building to prevent and eradicate CL, the biggest push comes with the renovation of authorities in the federal government. The National Development Plan 2013-

¹³ The Sinaloa Alliance for Children and Adolescent Rights is a space of inter-institutional and inter-sectorial coordination in the state which follows up actions against CL; it is a mixed institutional body composed by the government, employer's and worker's organizations as well as civil society representatives.

2018 includes for the first time in its objective, promoting decent work to contribute to the elimination of child labour. It is a turning point in looking at CLat federal government, which influenced state governments. Among the first actions, accompanied in every step by the ILO/IPEC project, there is the installation of inter-ministerial committees at a state and federal levels so contribute to elimination of CL and protecting young workers. In June 12th 2013 a decree was signed for the creation of the Interministerial Commission for the Elimination of CL and for the Protection of Adolescents of Legally Allowed Working age on a federal level. On June 27th 2013, this commission is formally installed. In the Inter-ministerial Commission for the Prevention and Elimination of CL and the Protection of Adolescents of Legally Allowed Working Age (CITI) in Mexico City, leaded by the STPS, 15 public institutions, representatives of workers and employers as well as members of civil society, participate as special guests. These institutions received technical assistance from ILO, the United Nations Children's Fund (UNICEF) and the United Nations Entity for Gender Equality and the Empowerment of Women (UNWOMEN).¹⁴

39. In August 2013 the states and federal government convened in Veracruz for a inspectors' workshop, in which 30 of the 32 federal entities participated. Towards the end of this year, 15 state level inter-ministerial commissions were expected to be installed. Chiapas was the first state to install its inter-ministerial commission. Of the states where the APs are executed, only Michoacán was missing, due to the lack of governability. With the committees a new opportunity is launched to treat the matter with a crosscutting strategy that involves multiple levels, stakeholders and actions.¹⁵ Nonetheless, there are still great challenges regarding involvement and coordination between the different stakeholders as well as strengthening their leadership.
40. It is worth noting that previously, as an output of the programme, in those states where the AP were executed there already existed inter-institutional alliances to prevent and eliminate child labour. These alliances or groups became the state CITIs. With the exception of Sinaloa, the members of these first alliances became a part of the commission. In the CITI of Sinaloa, however, employers, workers associations and organized civil society of the Alliance for the Rights of Children and Adolescents were not included and only the governmental sector participated. ILO/IPEC has been proposing the inclusion of private and non-governmental stakeholders. Even though, in the states where AP's are developed, the institutions in charge of leading the CITI are the Labour Departments and the State Council for the Assistance of Childhood and Adolescence (CEDNNA) in Oaxaca and the State Council for the Assistance of Childhood and Adolescence (CEDAS) and the State Human Rights Commission (CEDH) in Veracruz have been key so far. Regarding the committees' work plans, on a federal level the National Plan for the prevention and elimination of child work (PECL) was in the drafting process at the time of this this evaluation. In the states where the project has direct intervention, Veracruz and Chiapas already had a state plan against CL (which had been operating since before the installation of the CITI's) and in Sinaloa and Oaxaca state plans were still waiting to be finished at the beginning of 2014. In Michoacán it was not possible to establish an inter-institutional alliance and, since April 2012, the DIF refused to sign the

¹⁴ The members of the Intersecretarial Federal Commission are: Social Security Institute of Mexico (IMSS), the Office of the President of the Republic, the Attorney Generals' Office (PGR), Department of Agriculture, Livestock, Rural Development, Fisheries and Food (SAGARPA), Department of Communications and Transportation (SCT), Department of Social Development (SEDESOL), Department of Economy (SE), Department of Public Education (SEP), Department of the Interior (SEGOB), Department of External Affairs (SRE), Department of Health (SS), Department of Tourism (SECTUR), Department of Labour and Social Welfare (STPS), National System for Integrated Family Development (DIF Nacional), National Commission for Human Rights (CNDH). Guest members: International Labour Organization-International Programme on the Elimination of Child Labour (ILO-IPEC), Confederation of Industrial Chambers of Mexico (CONCAMIN), National Chamber of the Sugar and Alcohol Industries (CNIAA), United Nations Children Fund (UNICEF), UNWomen, Labour Congress, Corporate Coordinating Council (CCE) and Save the Children (STC).

¹⁵ The programme has advised other state and municipal interministerial commissions such as the one in the State of Mexico and those of the municipalities of Tuxtla Gutiérrez and Tapachula in Chiapas and Hermosillo in Sonora.

proposal to execute the Agricultural PECL program in the region of Los Reyes where the AP operated.

Chapter 4: Objective 2 - By the end of the project, social partners are implementing actions to eliminate child labour in agriculture

41. In objective 2, the strategies for social dialogue involved employers' and workers' associations as well as state and federal governments, seeking to generate a tripartite vision to attend to the issue of ECL. One of the main outputs of this strategy was placing the matter in the agenda of these organizations as a result of the awareness raising strategy. At a federal level, a training programme was designed in order to sensitize workers' and employers' organizations. The intensity and level of commitment differs between the different organizations and entrepreneurs. In this last one, a firm commitment and an internalization of the issue is perceived within social responsibility areas, however, it does not always permeate to higher decision-making levels.
42. At a federal level, the project involved the following organizations of the employers' sector: Confederation of Industrial Chambers of Mexico (CONCAMIN); National Chamber of the Sugar and Alcohol Industries (CNIAA); Corporate Coordinating Council (CEE) and the Mexican Employers' Association (COPARMEX). On behalf of workers' organizations, the project has worked closely with the Workers Confederation of Mexico (CTM) and the Revolutionary Confederation of Labourers and Farmers (CROC), as well as the Work Congress. The participation of the CNIAA has been key, as it encompasses 11 (eleven) sugar mills, to implement specific actions through their social responsibility departments to attend the matter of ECL in the entire value chain of the sugar industry. Likewise, they have developed good practices with an ECL focus, which include better salaries and life conditions, certificate of competencies and so on. This partnership signed in June 2013, in the framework of the celebrations for the global day against CL, the declaration "Zero CL Tolerance" in the value chain of the sugarcane sector; at the same time signed an AP to make sugarcane agribusiness in Mexico a sector free of CL.
43. In the states, national organizations that operate at state level also participate, aside from local organizations. Among participant organizations there are the state level CTM, CNC, CNPR and CROC as well as the involvement of employers' organizations and local unions. CNC and CNPR are self-organized peasant organizations (i.e. with their own structures) that have had a key role in agricultural work with the sugarcane industry. The participation and presence of unions varies in each state. Overall, to involve these sectors, related to the agribusiness, has been a success. Workers' and employers' associations have participated in work groups in Chiapas, Veracruz, Oaxaca and Sinaloa. Regarding the CITIs, only in Sinaloa these stakeholders were not included. Hence, ILO/OPEC has been proposing to the state government their inclusion.
44. In Sinaloa, the Association of Farmers of the Culiacan River (AARC) – the most important employers' association of the state- actively participates in ECL activities. Employers begin to integrate into their agendas the protection of adolescent labor. Among local workers' organizations, there is the Transport Union CTM Sinaloa and the Confederation of Agricultural Associations of the State of Sinaloa in the framework of the Alliance for the Rights of Children and Adolescents (DENNA), aside from the AARC. PECL transporters were trained together with the DTyPS, participating in the campaign with stickers with the slogan: "I don't transport children to the field!" Even though these new stakeholders are being sensitized, they still present resistance when facing the strong competition amongst transporters ("If I don't drive them, someone else will") and because they place the responsibility on the migrant family and not on themselves. Overall 41 state work units have been involved. The degree of participation of organizations varies, from incipient awareness building to concrete actions—like the construction of proper shelters, nurseries,

schooling and transport services. There is ample participation of the SEDESOL Program of Care to Agricultural Day Workers (PAJA).

45. In Michoacán, in contrast to other states, the direct action programme was not enforced, there was no ECL work group and the CITI was not yet installed at the end of this evaluation. Nonetheless, the sugar mills Lázaro Cárdenas and Santa Clara have committed to specific actions, in great measure due to the commitments established with the CNIAA at a national level. These stakeholders work together with other stakeholders involved in the project. Both sugar mills were trained in the ILO's System for Integrated Measurement and Improvement of Productivity (SIMAPRO) that includes CL content. For instance, the Santa Clara sugar mill, together with other local sugarcane organizations, led concrete actions with children, adolescents and their families (identified in the harvest), thanks to funds which served as counterpart to the actions of the ILO-IPEC programme in order to create real alternatives for children, adolescents and their families. The Santa Clara sugar mill undertakes PECL actions through its social responsibility department and in very close relationship with the NGO INICIA and the state level Network for the Educational Transformation of Michoacán, Civil Association (RETEM).
46. In Oaxaca few employers' organizations participated in the project (such as the Mexican Employer's Association, (COPARMEX) and the Mexican Association of Hotels and Motels of Oaxaca and the National Chamber of the Transformation Industry (CANACINTRA), among others; in a significant level workers' and farmers' organizations were also involved (CNC, CROM, CROC, CTM, etc.). This is mainly because it is a state that expels manpower, as it has limited business activity. Child and adolescent labour migrates to other states or it is focussed to family economy. In the case of the employers, in August 2013, COPARMEX-Oaxaca subscribed the "Code of business conduct for the prevention and elimination of CL". Moreover, it also committed to developing information and permanently awareness. On behalf of workers' organizations, the role of the CROC in Oaxaca has been especially important. Between November and December 2013, this organization developed the micro programme "Activities of sensitization and training on Child Labour for union members and their families", using ILO SCREAM (Support to Children's Rights through Education, Arts and the media).
47. In Veracruz, the tasks of awareness raising and training have been at all levels. In August 2012 the Veracruz CNC chapter and the agribusiness signed an agreement to prevent and eliminate CL in which the local CNC participates. In the case of employers' organizations, those affiliated to the Regional Coffee Council in Coatepec, to the CONCANACO and CANACINTRA of the Municipalities of Tuxpan and Poza Rica and to the COPARMEX have been sensitized, as well as employers of the sugarcane industry. The sugar mills have committed to the AP developed by Auge and also develop their own activities; particularly in the sugar mill La Gloria, the matter of the PECL was institutionalized in its social responsibility programme (CSR), convening the sugar mills of the group in other states. As in Michoacan, the sugar mills of La Gloria and El Modelo were trained by ILO in the SIMAPRO with CL contents and maintain strategic alliances with public programmes (i.e. Ministry of Education, PRONIM, Institute Work Training of Veracruz - ICATVER and National Work Service) to attend to the CL problem with sugar cane cutters, basically interstate migrants. Other sugar mills also undertake a few actions against CL, such as Central Progreso (trainings and verifications), Grupo Pantaleón (progressive increase of the age of hired workers) and Constancia-Beta San Miguel (EMALUR educational project). The STPS Inspectorate provides in an on-going basis the Forums "General Work Conditions and Elimination of child labour" for businesses.
48. From the workers' organizations, the CNC participates actively in the sensitization and production of materials, as in the training to 50 farmer committees. In August 2012, the CNC of Veracruz and

the agro-industry signed the treaty to prevent and eliminate CL. The sugar mill industry integrates the Auge AP coordinating platforms. The training was able to integrate in the agendas of the sugar mill sector the protection of adolescent work.

49. In Chiapas, the project has developed actions to strengthen capacity of employers' and workers' organizations. Employers and government take on direct actions for human and educational development related to CL in day worker's families, beyond the project. For instance, 19 multimodal schools were installed in coffee farms. With the participation of PAJA and employers were improved shelters in Tapachula and Tuxtla (construction of kitchen, bedroom, and toilets). The STPS created employer protocols to meet the LFT in relation to CL and the protection of adolescent work.¹⁶

Chapter 5: Objective 3 - By the end of the project, knowledge base to inform actions of key actors to combat child labour in agriculture is increased

50. At a federal level, among others, two studies were carried out which had important effects in public policy. One was the study carried out by Understanding Child Work (UCW) "The Mexican Experience in the Reduction of Child Work: empirical evidence and policy lessons", which became a reference for the "Oportunidades" programme in the design of its strategy to increase school enrolment and reducing CL. The other study was based in surveys on prevailing perception about CL in Mexico. This study has been used in disseminating campaigns on ECL made by the STPS. The project has also given technical assistance to the Social Development Department (SEDESOL) on agricultural CL and migration (March 2013). On its behalf, the Autonomous Metropolitan University (UAM) and the National Educational University (UPN) have generated studies (B.A. thesis) and forums on the matter, and have created a web page regarding CL matters in Mexico, www.elotrojardin.mx. Regarding training addressed to journalists and key stakeholders, in Mexico's Federal District, sessions were conducted and a manual for journalists, "Nor impartial nor indifferent" was created. Likewise, it is worth noting that the actions with key stakeholders and journalists were undertaken in all states where the project works. Journalists are better informed than few years ago to report on CL issues; however, there is still need for a higher degree of involvement and knowledge of the matter in this sector. With the exception of actions with national entities which work in the Federal District, a few actions were conducted with parliament members and with the Human Rights Commission of the Federal District (CDHDF)
51. The documentation of work done in the states through the Direct Beneficiary Monitoring and Reporting system (DBMR-M) tool contains valuable information on migration, day workers and CL which is available to decision makers in the social development sector. Moreover, the study that systematizes good practices and learned lessons of the AP, which at the moment of this evaluation has not yet been concluded, will serve as an important knowledge base.
52. On a state level:
- **In Sinaloa**, the study "Working Environment and Conditions of Child Labour in Agriculture" (CyMAT) about dangerous processes in the cultivation of cucumber and vegetables was produced. Only one of the nine programmed CyMAT studies was carried out. According to Save the Children (STC) Sinaloa, this is due to the fact that consultants did not conclude the projects; however, the motive is unknown. The study has helped the work of the state DTyPS. Moreover the University of Sinaloa (USIN) conducted research projects on ECL.

¹⁶ In the latest progress reports worker and employer organizations are not specified in the CITI.

- **In Michoacan**, dissemination mechanisms also took place such as the state forum “Stop Child Work: Everyone’s Commitment” with 130 participants. The AP involved academicians interested in the issue of migrant day workers and their families. Thus, the Superior Technical Institute of Patzcuaro (ITSP), the University of Michoacán and the National Educational University (Zamora Venue and Zacapu Venue) participated. Among others, the ITSP develops training programmes (profiles) on production capacity for adults and adolescents within the CL framework in the AP geographic zones. In spite of all the problems existing in the state, and the challenges met by the project, the dissemination in these zones was successful. The State Network for Michoacán Educational Transformation (RETEM) and the Training Institute for Work of Michoacán (ICATMI), previously trained by ILO on CL, replicate the training.
- **In Oaxaca**, the National Institute of Statistics and Geography of Mexico (INEGI) mainstreamed, since June 2013, CL in its information services for the State, which will allow generating valuable statistical information for programme design and evaluation of results of the actions and services toward the target population. The System for the Identification, Follow up and Monitoring of NNA in situation or at risk of Child Labour was also created. It was recently created (in November 2013), thus its effectiveness is still unknown. It may mean a very important step forward in strategies against CL. With project support, Children and Adolescents informative flyers on rights with content about CL on the LFT and legal courts that one may appeal to were also created. The flyers were to be distributed in 172 municipalities with lower human development indexes. This material would also be ready once the project will be completed. Thus it is still not possible to know its effects. Nonetheless, the information that has been disseminated to the population in extreme poverty requires more follow up. In Oaxaca, the magazine “Observatorio Ciudadano” dedicated one of its 2013 issues to CL and linked the matter to the issue of insecurity, which has attracted journalistic attention. Besides, in 2013 the project conducted sensitization workshops for journalists (two workshops with 30 participants in each). With regard to NGOs, public institutions, media, workers’ and employers organizations, between July 2012 and October 2013, capacity building activities were performed with 638 participants.
- **In Veracruz**, the STPS, the State Council for Childhood and Adolescence Assistance (CEDAS) of the DIF and the Human Rights State Commission (CEDH) have produced dissemination materials. For instance, they created a brochure regarding the international, national and state legal normative on CL to be disseminated amongst public employees. Amongst the dissemination materials is the “Work-o-meter” geared at adolescents with regard to conditions and type of work that they can do. These materials have been reproduced in Spanish, Nahuatl and Totonaco. These works would be finished in November 2013, thus their effects at the time of this evaluation are unknown. The same three institutions created a sensitization plan, where 367 children and adolescents participated along their families. In Veracruz a CyMAT study was also conducted during the coffee harvest. The risks at work for children, adolescents and adults working at the greenhouse, the slaughterhouse and the field were assessed. The study led some coffee farms to undergo a few improvements to shelters and schools where migrant coffee day labourers’ families temporarily inhabit¹⁷. Sensitization workshops aimed at journalists and media were also conducted in August and September 2012. This allowed the STPS to position itself as the source in matters of CL amongst the media. The University of Veracruz (UVER) joined into research projects in matters of ECL, reproducing and disseminating materials on the issue.

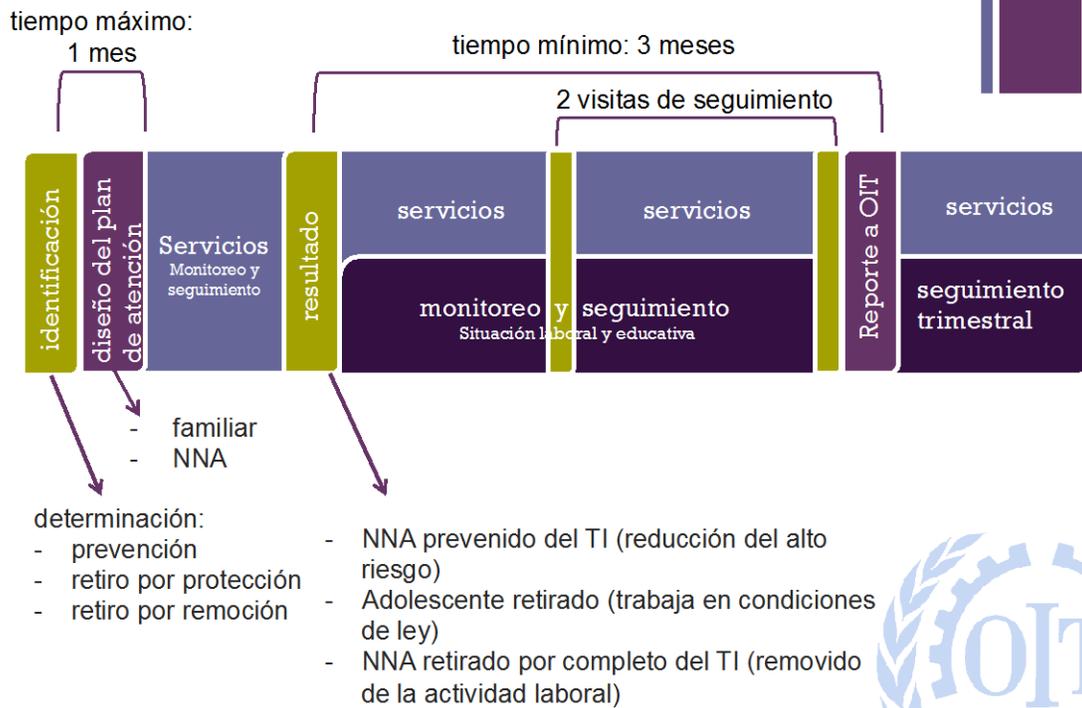
¹⁷ It is worth noting that coffee harvest is not considered dangerous work by the population and in this sector, CL is not only totally acceptable, but those children picking coffee is part of its publicity. This situation is changing, especially for those who, driven by the competition, are seeking a distinguishing badge.

- **In Veracruz, Sinaloa and Oaxaca**, research regarding the characterization of CL was carried out. In these studies, the common characteristics and particularities of CL are developed for the implementation of pertinent, relevant and effective strategies on the subject. This information is already available to decision-makers.
- **In Chiapas**, the “Child and Adolescent Work Observatory of the State of Chiapas” is being created. It would be the first of its kind in the country. It pretends to generate information for the planning and evaluation of policies and programs that prevent and eliminate CL in the state, undergoing prevention, detection, attention and follow up activities. Due to the fact that it is still in process, its reach and effects are still unknown. The Chiapas example is interesting, as it involves the social communication area of the state government in the dissemination of matters relevant to ECL. The state radio system is a part of the CITI. In this manner, continuous radio spots are transmitted in the radio and television system regarding the prevention and elimination of CL. This dissemination has increased the visualization of the matter in the state. Regarding the training of other key stakeholders, other federal Departments were trained in ECL matters, such as SEDESOL and the Department of Public Education (SEP).
- Finally, the June 12th celebration, “World Day against Child Labour”, is on federal and state agendas where the AP is implemented. The materials referring to world campaigns were distributed by the project in the country 32 states through the STPS, National DIF and the CNDH. Information and sensitization activities were registered in many states across the republic. In all these, events with important media coverage took place, which provided more visibility to the CL matter.

Chapter 6: Objective 4 - By the end of the project, pilot demonstrative direct action interventions for withdrawal and prevention of children from work in agriculture will have been implemented and documented in selected states

53. The direct action program (AP) model, developed by ILO/IPEC, has the specific objective of withdrawing and preventing 6,500 children and adolescents from migrant agricultural day labourer families from CL. This is based in a comprehensive care strategy that includes sensitization, providing income and infrastructure alternatives, training, education and generation of information. The strategy seeks to improve the situation of families with an ECL focus, giving options to children and adolescents and their parents as well as fostering settling and local development. The work was performed at a community level and with families; it sought coordination with the State institutional strategy and/or with government programmes. All states had two objectives: one particular regarding the prevention and withdrawal of children and adolescents and another objective, which varies from state to state, related to the generation of information, capacity building, creation of a favourable climate for the ECL and positioning the matter at the local agenda level, amongst others.

+ fases del modelo de atención



Source: Diagram elaborated by the ECL project

54. As it was previously mentioned, the AP was implemented in four states with different initial timeframes. The following Table 2 shows the states, total goals and results achieved. It is worth noting that ILO/IPEC could not validate the information presented by INICIA, A.C. because ILO-IPEC did not receive corresponding proof documents which were repeatedly requested. Thus, data in Michoacán have not been reported.

Table 2: Results in the APs (number of children)

		Total reported	With services and without visits	With services and 1 visit	Total Attended	Identified without services	Total identified
Oaxaca	Withdrawal	31	3	261	295	166	461
	Prevention	511	1	95	607	9	616
	Total	542	4	356	902	175	1077
Sinaloa	Withdrawal	562	315	36	913	185	1098
	Prevention	1962	240	13	2215	89	2304
	Total	2524	555	49	3128	274	3402
Veracruz	Withdrawal	475	14	42	531	78	609
	Prevention	1056	19	20	1095	65	1160
	Total	1531	33	62	1626	143	1769
Michoacán	Withdrawal	0		239	239	197	436
	Prevention	0		256	256	191	447
	Total	0		495	495	388	883
Total	Withdrawal	1068	332	578	1978	626	2604
	Prevention	3529	260	384	4173	354	4527
	Total	4597	592	962	6151	980	7131

Table 3: Summary of withdrawn and prevented children in percentages

		Reported / targets	Reported/ Covered population	Reported/ Identified	Identified/ targets
Total	Withdrawal	37.4%	53.9%	41.0%	91.3%
	Prevention	96.6%	84.5%	77.9%	124.0%
	Total	70.7%	74.7%	64.4%	109.7%

55. As observed in Tables 2 and 3, the goals of children and adolescents withdrawn and prevented were met on average in 70.7 % while on withdrawn there is the highest gap, 37.4% of the goal, those prevented reached 96.6%. This result is similar in all states (see Table 4), which means that withdrawal is harder to achieve being the worst proportion in the State of Oaxaca (which reports only 10% goal achievement), followed by Sinaloa with 50% achievement; and Veracruz with 80.8%. Against this, the goals achieved and even exceeded were found in the prevented children, which is positive considering that the matter of CL is not dealt with amongst families of agricultural workers. Seeds have been planted.

Table 4: Disaggregated goals /PAD

Sinaloa	Goal	Results	% Achievement
Withdrawal	950	476	50.1%
Prevented	1600	1962	122.6%
Total	2550	2438	95.6%
Oaxaca	Goal	Results	% achievement
Removed	300	31	10.3%
Prevented	500	511	102.2%
Total	800	542	67.7%
Veracruz	Goal	Results	% Achievement
Removed	500	404	80.8%
Prevented	950	1056	111.1%
Total	1450	1460	100.7%

56. In order to attain AP objectives, each agency adapted the TI matter to its philosophy and strategy, using and adapting SCREAM material to its context. Nonetheless, there was a constant in terms of involving the following federal programmes: PRONIM, CONAFE, regular schools, Training Institutes (ICATSIN, ICATMI, ICATVER) and PAJA, with participation of state or municipal DIF and, of course, with the STPS. In Annex N° 4 the AP's main outcomes are shown, as well as their effects. It is worth noting that, even though there are significant advances in direct action communities, there is still significant resistance with respect to CL and certain confusion between child work and child labor. This is particularly true in Veracruz, Michoacán and Oaxaca.
57. In Sinaloa, valuable alliances were formed: with the Institute for Work Training of Sinaloa (ICATSIN), to provide training courses in computers, cooking techniques, and beauty to migrant children and adolescents; with schools to sensitize children, adolescents and their families to accept migrant children; with the PRONIM and the SEDESOL to attract primary school children of migrant agricultural day labourer families with "smart classrooms"; all this with the important task of training and sensitizing children, adolescents and their families in CL matters. The clearest effects reported by STC are: 209 children were incorporated to the primary school education system, 199 children and adolescents obtained birth certificates, 300 adolescents between the ages of 14 and 17 were protected from dangerous work, 239 adolescents certified their capacities to work through courses conducted by ICATSIN.
58. Michoacán was a complicated state for AP implementation since the beginning. The problems in this state have worsened in the last year. The communities where the programme operated were attended for the first time by INICIA, A.C and by the programmes where alliances had been formed. Aside from INICIA, the local governments of Chilchota and Coeneo, ICATMI, municipal DIF, RETEM, SEPSOL, PEC, PRONIM and UMICH also participate in the strategy. In matters of CL, 9 schools of the municipalities of Chilchota and Coeneo were sensitized and families were informed regarding CL risks. Fifteen (15) neighbourhood groups were created with ICATMI in collaboration with the RETEM for the development of business ideas that could become options, which could contribute, to the family economy (96 people) and settlement. The main effects were the sensitization in the matter in target municipalities and the dissemination of material to allied institutions.
59. In Oaxaca the participation of children and adolescents was significant in CL prevention activities offered in PROMIN schools and regular schools, as in community spaces. The most relevant aspects of the program: 1) the creation of the Philharmonic Band of Coatecas with the participation of 29 migrant day labourer children and adolescents or sons of migrant day labourers which stopped

participants migration; and 2) the capacity building and work of 11 Community Promoters, who are community women, who gave follow up activities and monitored children and adolescents at risk of CL. Other activities were executed, like income generating and food security projects for families of migrant day labourers with the purpose of generating permanence in the area. However, there are still no elements to draw conclusions on the effects, since poverty, alcoholism and the needs in the care area are significant and the time of the project was too short. A project effect in Coatecas Altas has been to expedite 400 birth certificates corresponding to children, adolescents and their parents.

60. In Veracruz, the AP created alliances with ICATVER, IVEA, SEP, SS and with La Gloria sugar mill. The main outputs of AUGÉ were related to informational and sensitization sessions, as well as school levelling (digital club) through teachers and directors, donation of school supplies, support in productive income-generating projects geared at generating permanence and improving the health and food intake of the family, among others. The most visible effects of the intervention were: positioning the matter in social responsibility departments in the coffee sector (Finca Roma, CORECAFE, CAFECOL) and in the La Gloria sugar mill; training on the use of the registration cards of sugar cane field workers, making operative 7 child and adolescent local protection committees and the sensitization of teachers, children, adolescents and parents in 40 schools in 32 communities.
61. In all the AP's, the DBMR-M system was implemented to systematize and follow up AP beneficiaries. In all the states it was considered that the tool was complicated in its application. The reasons given were mainly the speed with which it was explained and implemented, the need for more training, the lack of previous diagnosis which would allow for a better adaptation of the tool to the local context, as well as the quantity of information that had to be gathered and processed, which overwhelmed the capacity of the team. The AP teams in Sinaloa, Oaxaca and Veracruz agree with the fact that there were lessons learned and that information regarding the model of attention could be gathered that was made available at the end of this evaluation, but at a high cost for the performance of the project.

Chapter 7: Response to the midterm evaluation recommendations

62. In the state level, the midterm evaluation suggested promoting the design of programs with the perspective already mentioned, but limiting it to two states, as indicated in the project. The project was able to stay in five states, decelerating AP processes in Michoacán, opening Oaxaca and keeping the project's strategy except in Objective 4 in Chiapas.
63. Regarding work with the STPS, the intermediate evaluation specified that it could carry out important progress in training federal and state inspectors for applying and managing the "List of Dangerous Child Work" as well as protocol for labour inspection, when these instruments are legally in force. This recommendation was met.
64. With relation to the objective of mobilizing employers' organizations in favour of ETI, it is suggested adopting in another sector the same strategy that has been working with the sugarcane sector. It is not convenient to take on more than two sectors. The project begins to work with the coffee sector (See B.1).
65. The intermediate evaluation in relation to stimulating capacity for action of agricultural day labourers, suggests support for the formation of organizations or unions that group them. This final evaluation agrees with ILO/IPEC that this is not applicable as it does not correspond to the

institutional mission, and less so of the project to promote organization of the population or creation of unions, but instead of developing their capacities.

66. With respect to the implementation of the AP it was suggested to strengthen support that the project offers to executing agencies through the direct hiring of local experienced technicians in institutional strengthening whose main tasks would be: i) facilitate necessary institutional coordination for the provision of services by governmental organizations, ii) offer technical assistance for employer organizations to concrete support actions to the project and iii) monitor actions of organizations in charge of executing the AP. The project was able to hire local liaisons in the states of intervention.
67. Finally, it was suggested to ILO and USDOL to consider the possibility of extending the execution timeframe of this project, at least, until the end of 2013. The recommendation, which was accepted.

Part C: Results analysis

In this part of the final evaluation, an analysis of findings and results is performed following the Terms of Reference evaluation questions. These are organized regarding project design, relevance, efficiency, effectiveness and sustainability.

Chapter 8: *Project design*

68. Overall, the project design is valid considering objectives and strategies proposed which complement one another to deal with the issue of elimination of child labour (ECL) from its multiple causes. In the project design there are 4 (four) primary elements identified as positive:
69. One, the strategy of co-responsibility. “The ECL is everyone’s task” has been very successful. It has been operationalized in four valid objectives and appropriate geographical areas, since it implies convening all influential sectors on the result of preventing and eliminating child labour in its worst forms, directly or indirectly. This fosters the birth of alliances and work groups in the states (as with the CITIS). The ample call made has been a good decision. The presence of the Department of Agriculture, Livestock, Rural Development, Fisheries and Food (SAGARPA) and the Ministries of Health – at state and federal levels – has been important. Even though these are mainly present in the CITI or state commissions, they haven’t had an active role, which limits reaching the target group with the necessary services for prevention and elimination.
70. Two, the use of available information for the analysis of the situation on child labor has been positive, which has meant identifying states and communities for intervention. In addition, it is positive to have a specific component to improve knowledge regarding CL, which has brought teachings and recommendations that this evaluation gathers, in corresponding sections.
71. Three, the inclusion of the issue in the strategies of the production value chain, which attracts new actors such as transporters and sugarcane producers. Moreover, take advantage of previous ILO work with the sugar sector, which has standards and demands of the international market in CL matters, thus favouring the adoption of changes.
72. Four, the inclusion of a follow up system of migrant child labour like the Direct Beneficiary Monitoring and Reporting System for Migrants (DBMR-M), that favours registration and verification of prevention, withdrawal and protection of child and adolescent workers, and accountability in a context where there are no follow up or control systems in place. In the learned lessons sections, other aspects of DBMR-M are reflected upon.
73. There are, however, 6 (six) elements identified by this evaluation as weaknesses in the design:
 - *One, not having a national planning consultant* for designing and programming the strategy, which could have prevented learning curves, especially considering the contextual factors and assumptions.
 - *Two, the short execution time*, considering that it is a pioneer project in ECL matter in childhood and agriculture, on a federal and state levels and that Mexico does not have a protection system with a responsible Governing body, in matters of children’s rights. This system would have generated precedents, processes, structures and sensitized leaderships with specific previous actions by which the project could have been complemented.

- *Three, initial absence of project level state coordinators*, given the complexity of intervention levels (four objectives) and geographical areas covered, the federal and five states levels (six intervention areas), and the scale of the proposed goals. Initially the project did not consider human resources that acted as a liaison, whose subsequent extension (from 2012 on) resulted very pertinent at a local level, day by day.
- *Fourth, the external logic, change of authorities and factors of context.* (i) the time considered in the design is limited for the processes that ought to be launched, which mainly imply: identification of counterparts and their training, call to sectors and public and private stakeholders, sensitization according to audience, drafting of outcomes and agreed on plans, articulation of actions towards the target group and individual accompaniment to families for withdrawal and prevention. (ii) The project was launched with a limited previous local experience. The electoral logic that permeates Mexico and was present at federal, state and municipal levels during its execution could be foreseen. This logic is usually influencing all public action one year previous to elections. (iii) Lack of a system of protection of children's rights, as mentioned lines above. Some of these factors were present in the design but their effects over the speed of implementation were underestimated. Now, for this project and in the federal level (different than the state one), the changes in authorities mean a window of opportunity since the new authorities have demonstrated high political will and commitment with the ECL, generating a higher speed of implementation during the last year, 2013.
- *Five, the goals of withdrawing children from CL are ambitious* to be a pioneer program that opens an uncharted path. It should have been more realistic, since more time needs to be considered for the following aspects: (i) the period of family exposure to the program does not exceed six months a year, as they must migrate in order to obtain income; (ii) the precariousness of the educational system to include migrant indigenous children and follow-up their learning process has been one of the restrictive factors to the attainment of the withdrawal goal, together with the viability of income alternatives in the short term (for instance in indigenous communities with very limited markets).
- *Six, the absence of specific strategies on child labour in indigenous cultural contexts*, this implies starting from family conceptions and local culture to differentiate the worst forms of labour and orient them towards new paradigms. The project, in some cases, sensitized the local community. Through slogans constructed in urban settings; however, it is required to be based on local culture to attain higher efficiency in withdrawal, by being adapted in the families' minds and daily practices.

Chapter 9: Project relevance

74. In Mexico, the majority of working children and adolescents carry out their activities in the farming sector, in the manufacturing industry, in construction, in commerce and in services, affecting their health, education and development. It is estimated that some 3,014,800 children and adolescents undergo productive activities (10% of the total population between 5 and 17 years of age) and that are primarily adolescents between 14 and 17 years of age (71%)¹⁸.
75. The project "Stop Child Labour in Agriculture" has as primary objective: "To contribute to the prevention and elimination of child labour, in particular the worst forms in the agricultural sector in Mexico, with special focus on indigenous children and child labour as a result of internal migration." In such sense, the project is very relevant, because it intervenes in the sector of working children and adolescents in agriculture, critically affected in their human development.

¹⁸ ILO/IPEC "Nor impartial, nor indifferent. Media and Journalists: key stakeholders in the elimination of child labor in Mexico." ILO, 2012. First edition.

Concentrating in worst forms of CL in migration contexts in Mexico is very relevant because it addresses the roots of poverty and because this kind of economic activities constitute a barrier for social inclusion.

76. Child labour is defined as a phenomenon with multiple causes, thus considering that to address it, one must act in relation to all its causes. The strategy and methodology of the project “Stop Child Labour in Agriculture” is relevant because of its cross cutting concept, based on the correlation of actions and in co-responsibility in the existence of CL by different actors: government, private initiative, community, civil society and family.
77. The immediate objectives and set strategies are relevant. However, some causes in the design must be addressed in PECL strategies, like weak local development and income alternatives in origin places to orient strategies of labour training.
78. A key strategy for ECL that the project has not addressed in the design is the importance of children and adolescents in the defence and promotion of their rights. Project coordination affirms that the leadership of children and adolescents in defence and promotion of their rights has been stimulated from within the PAD using the SCREAM methodology. The evaluators judge that these actions have been incipient since this leadership can be attained by empowering them so that they may make decisions regarding the matters that concern them on public levels, through independent organizations or spaces in schools or in the community that favour reflexion, organized dialogue and the promotion of their human capacities, in harmony with their context.
79. The levels of selected intervention, state and federal, are relevant because they have direct value for immediate objectives. Moreover the project has convened pertinent institutions at federal and state levels, seeking complementary efforts and in some cases introducing the matter to institutions such as the Human Rights State Commission (CEDH) of Veracruz.
80. The strategies of the project are relevant and complementary with the educational programmes of PRONIM and CONAFE, and with regular schools (Sinaloa), since they identify with and are closer to the target population (children and migrant agricultural workers) and are compatible with social programme efforts such as PAJA. The main barriers in the implementation of the strategies are treated in the next chapter, “Effectiveness.”

Chapter 10: Project effectiveness

81. ***The first objective, relative to the strengthening of the legal and institutional framework*** has been largely attained. In this sense, several groups of stakeholders have been reinforced, strengthened, trained, informed, advised and sensitized in order to construct a strategy to address migrant children and adolescents, settled and non-migrants of agricultural day labour families on federal and state levels. Capacities have been developed on a public level, employers’ and workers’ organizations and executing entities of each state to plan, make visible and follow up the CL matter and to undergo initial actions with lead to the prevention and withdrawal in the parties involved.
82. ***The second objective, about social actors performing actions to eliminate CL***, has been mostly met taking on account the positive level of change in knowledge and attitudes of employers’ and workers’ organizations. The level of commitment for direct action is still incipient and varies amongst stakeholders.
83. To include civil society and Government has proved to be very successful; whenever they coordinate in the prevention and elimination of CL. Same applies for employers’ and workers’

organizations in the agricultural sector¹⁹. “Rural Development Commissions,” identified in the design as important mechanisms to position the CL matter, did not present themselves as an important option in the intervention areas. There were important progress in sensitizing and committing organizations and national employers’ and workers’ organizations that operate at a local level.

84. **The third immediate** objective has been mostly achieved. The programme produced academic studies, information, and relevant knowledge and disseminated the CL issue through sensitization and training journalists, universities and other key stakeholders. These outputs had effects in government action in relation to CL, strengthened the matter in some universities and gave a greater public platform to the issue. The journalists’ training has been the most important challenge of this objective because this is a stakeholder that seeks immediate news and social issues are hard to approach in a complex context as the Mexican one.
85. **The fourth immediate** objective, withdrawal and prevention of children and adolescents from CL, attained on average 70.7% of its target. Sinaloa and Veracruz have had the longest implementation periods and have met over 80% of its target (Veracruz began one year prior to Sinaloa). Oaxaca met 67.7% of its target, as this was the last state to adhere. Furthermore, the dissemination of CL issues in the states that expel and receive agricultural workforce has made progress. The differences between the worst forms of CL and other child labour forms have been explained, especially to teachers, community leaders, parents, children and adolescents. Alliances have been formed to address CL and capacity has been developed mainly in the entities that assume the CL matter in their programmes.

Chapter 11: Project efficiency

86. In relation to meeting immediate objectives, in general they have been met with differences at the federal and state levels (see the above section on “Effectiveness” for objectives achievement), being the main factors of delay in the delivery of some outputs the following factors: (i) until 2012, the absence of ILO/IPEC state liaisons which would have facilitate the monitoring and meeting of targets; (ii) the late delivery of some products by the consultants (in objectives 1 and 3); (iii) the extension and complexity of the baseline survey to only once completed, to initiate actions in the AP (objective 4); (iv) training, understanding, adoption and delivery of the DBMR-M (objective 4) on the AP executing units, as within ILO/IPEC. There are also external or contextual factors, which were important in relation to the deceleration of the implementation speed. These are consigned in Chapter II, The Context, of the Project document.
87. With relation to the relationship between achieved results and costs, if results justified the costs: the answer is yes, because one has to consider two elements in the development of any PECL strategy: (i) the project is a first time to work on the ECL matter by the ILO in Mexico at federal and state levels, this fact has a seed-cost; and (ii) complexity and quantity of products of each of the four objectives and levels of intervention, due to a multi-causal strategy, in a social context of exclusion. None of these factors is negative in itself, but they are part of the cost of interventions to address ECL. The cost that is underestimated is the support in terms of local technicians, local travel and field visits for family follow-up (objective 4), according to distances and targets of each AP.
88. With respect to the capacity of executive organisms, non-governmental organizations were selected transparently and with clear criteria. However it is worth noting that in the target states (with the exception of Oaxaca), there are very few non-governmental organizations. Adding to this, non-

¹⁹ See previous chapter “Results and Findings.”

governmental organizations (NGO) with childhood specialty are scarce, same applies for technicians that live near the poorest communities. The case of Sinaloa is an exception, since in this state there are precedents of work with indigenous migrant families in commercial agriculture and Save the Children is an expert in the matter. In the case of governmental entities, the matter of CL was not dealt; it is thanks to the project that it has been mainstreamed into their plans and agendas in a preliminary manner. Due to this, these counterparts required training and follow-up in ECL strategies and there were positive results, regardless of the time to build their capacities to approach CL matters, especially with the ILO/IPEC approach.

89. In matters of fundraising, the project was able to assign 80,000 dollars from ILO Communication funds. Also another 80,000 dollars were allocated from an ILO Global fund toward listing dangerous child works and actions performed in Chiapas.
90. Regarding the Direct Beneficiaries Monitoring Reporting for Mobile Populations (DBMR-M) implemented with the objective of drafting a strategy and an adapted monitoring system which allows to overcome the difficulties of the traditional model facing migrant populations, the output is complex and extensive, although very necessary. Initially difficulties were reported to fill it, since it takes time to be understood, as well as for the training and the reporting, at a time when the target group to be approached was distant (Oaxaca and Veracruz). However, the executive units managed to report and use DBMR-M at the end of the period. These reports are necessary and useful for following up the goals set in the reports and for the analysis of the CL problematic in the context of migration, towards decision making regarding policies for this population.

Chapter 12: Project sustainability

91. Project design states that sustainability (effects lasting over time) will be achieved through the following aspects: (i) adoption of the PECL by multiple institutions, including change in the legal framework; (ii) development of capacities to mobilize their resources (human, technical and financial); (iii) strengthening of CL inter-institutional coordination platforms; (iv) the production and promotion of information to sensitize employers' and workers' organizations, as well as opinion-makers; and (v) the development of demonstrative direct action programmes. Since there is no explicit exit strategy, it is assumed that the achievement of these aspects will facilitate the expected sustainability.
92. Based on the evidence found in this final evaluation, we can state that governmental institutions, especially the Ministry of Labour at federal level and the Labour Ministries of the selected states, employers' organizations, especially sugar cane, workers' organizations and NGOs (among the main ones) have adopted and mainstreamed the CL matter into their agendas. Though for it to be sustainable over time, there is still the necessity by each institution of internally be sensitized and minimize the risk of losing ground when facing personnel and authority rotation. The inter-ministerial groups or committees that work in the CL matter have manifested interest and commitment in continuing working on CL without the project, although it is the evaluators' judgement that this process must be followed from an international organization such as ILO, to attain a higher degree of consolidation.
93. The positioning of the ECL issue in the general public is still incipient, given the magnitude of the problem and the high social tolerance of the CL phenomenon. The existence of the Round Table ("Mesa social") against Children and Adolescent Exploitation is an encouraging element in the perspective of maintaining the CL matter in the public opinion.

94. An incipient impact has been found in the withdrawal of children and adolescents in direct action programs. Its sustainability is still uncertain for those factors discussed in the “Context” and the “Efficiency” Sections. The major achievements which are oriented to long-term impacts are in the segment of prevented children and adolescents, meaning that seeds have been planted in families where CL dangers were not considered.
95. With respect to the project facilitating substantial participation of indigenous organizations and regarding the degree of their contributions in terms of design and implementation, there isn’t evidence of specific project work.
96. To consolidate these achievements without the project, ILO/IPEC drafted, in December 2013 (at the end of the project), a document containing the methodology for capacity building in order to eliminate CL. This document includes glossaries and manuals for “training of trainers” and assures the continuity of the PECL approach. The mentioned document has been finalized and validated; pending only its publication.
97. Regarding the adoption of gender perspective for sustainability, the project has developed with more emphasis the gender theme in its immediate objective 3 since it has generated information and disaggregated analysis by gender regarding CL, which is then used for sensitization strategies to different stakeholder groups and for drafting state PECL plans, and also as academic research material on the matter, among its main uses. At AP level mini programmes, specific strategies were developed with mothers.

Part D: Conclusions

1. *On a general level*, the project has attained significant progress in meeting objectives and outcomes. The projects' major effects regarding its scope and sustainability were achieved in the first three objectives, in a less extent in the fourth objective (especially in the withdrawal of children and adolescents).
2. The *prevention and elimination of the worst forms of child labour matter* has been included for the first time in the public agenda, in the Ministries of Labour at federal level and in the states where the project has intervened (excluding Michoacán due to changes in authorities and the security situation) and in diverse public and private stakeholders agendas, including those of employers' and workers' organizations, that reflected increased knowledge and changes in institutional attitude regarding CL. The evaluation has confirmed that in the states of Chiapas, Oaxaca, Sinaloa and Veracruz CL is now recognized as an issue, whereas before its existence was denied, being considered as natural or unknown in official and social discourse.
3. The matter of ECL is at an initial stage in the agenda of states' different public sectors as well as employers' and workers' organizations, vocational and adult education institutes, universities and NGOs. Its causes and consequences are being recognized, understanding it as a social and public problem. CL recognition has not yet been achieved in project targeted states indigenous organizations and municipalities because work has not been done with these indigenous organizations. Regarding municipalities, only punctual efforts have been made, mainly on dissemination.
4. An important point is that the project partners differentiate between child labour and its worst forms of CL. The capacity of self-questioning has been strengthened regarding which tasks are allowed for children. This has motivated mainstreaming CL in the partners on going activities. This process is still starting, due to the fact that the project ends precisely when the matter begins to be inserted into public agendas.
5. Project intervention time length has not been well estimated to seek for inter-institutional coordinated action. In some cases, it was hoped that in 15 months children withdrawals, protection and prevention actions will be produced, when the target group is only on place 6 months by year.
6. The technical assistance and follow-up role of ILO/IPEC has been key in inter-link the government stakeholders, private sector companies, employers' and workers' organizations, nongovernmental organizations, universities, etc. Without the follow-up of an international organization with ability to convene and exchange at national and international level, these changes would not be institutionalized.

Part E: Lessons learned

1. Regarding the design

- a) A project that addresses ECL must be designed with less ambitious goals and phases (each phase 3-4 years). A first phase should be focused in sensitizing and developing capacity; a second one should be oriented towards the consolidation of inter-institutional articulation at local level in selected areas, and a third one, implementing an exit strategy, resulted in established programs and networks aimed at PECL in public and private institutions as well as in the communities.
- b) Developing targets according to a local diagnosis has proved essential in designing an intervention.

2. Regarding the strategies

The experience showed that differentiated strategies are required for “family work” and for commercial agricultural work (i.e. international and national markets) because specific characteristics of child work are present in each one. Developing material locally, from children and adolescents and their families themselves is key for the adoption of the matter in a culturally appropriate manner.

3. Regarding local migration

It is key to understand local migration from its origin, transit and destination to articulate interstate strategies regarding social support strategies to migrant families, tracking specific groups of families to see their evolution and type of support treatment considering the three levels of government (local, state and federal).

4. Regarding development of institutional capacity

- a) Federal and state STPSs’ leadership is essential for summoning ECL actions. Without them inter-institutional articulation and mutual agreements will be several affected
- b) Exchange of experiences, as well as learning tours in migratory areas, enhances the adoption of experiences and allows for the creation of links between equal parts (i.e. authorities). In this sense, presenting results along the way, and not at the end of the experience, strengthens actions to eliminate child labour.

5. Regarding plans for the elimination of child labour (PECL)

It is not sufficient to draft a short-term (one year) plan to eliminate child labour in a state. It is essential to orient activities toward results with a midterm horizon (two to three years), highlighting differentiated strategies to address CL and its worst forms.

6. Regarding direct action programmes

- a) Institutional agreements for service coordination in a geographic area are a pre-requisite to implementation in order to guarantee adequate and timely services. This coordination between different authority levels is basic to address the ECL issue and specially to develop decision-making capacities in CL.
- b) The weak inter-institutional coordination at state level and the absence of basic services (especially in education, health and nutrition) in rural areas affects withdrawal and protection of working children and adolescents and it reduces the efficiency of the programs. It is central to subscribe inter-institutional agreements to settle coordination

at local level. The willingness of local authorities influences in a decisive manner program operation.

- c) Withdrawn children and adolescents from CL without an effective educational system, alternative vocational training and a system of rights' protection can revert to the initial situation for the absence of viable short term alternatives.
- d) To convene children and adolescents for CL prevention has been relatively quicker in rural areas (i.e. family and commercial agriculture) because children and adolescents attend school in the areas where they live.
- e) CL has to be introduced to families taking on account their livelihoods strategies; hence not introducing the CL issues as an absolutely prohibition. It is important to design culturally pertinent dissemination materials for any target group, considering multiculturalism, gender differences and recognizing the existent in which people activate and exchange ideas.
- f) The main obstacle for CL prevention and withdrawal has been that for working children, adolescents and parents, work is culturally accepted as a an educational process, not been aware of the worst forms and their consequences. In addition this happens in a framework of scarce opportunities of improving quality of life through education. Education is discredited, as it does not contribute to improve income levels vis-á-vis illegal alternative economic activities.
- g) It is essential to consider that the strategies focused on the migrant population should be performed from the arrival/target communities, as well as to move toward empowering the demand and not institutional supply/services from programs such as PAJA/SEDESOL.

7. Regarding commitment with the entrepreneurship r sector

- a) It is important to achieve commitment and to grant accreditation to motivate entrepreneurs to be involved in ECL. These processes should include *verifications* throughout the entire value chain in sugarcane, coffee and horticulture. The accreditation is not enough if the entrepreneurs do not commit with specific actions, in relation to training of the adolescents, which come out of work in production areas. Employers should agree that frequent labour inspections will be implemented and that the accreditation certificates on CL free products would be periodically renewed.
- b) Local agreements between employers and unions to address child labor in a joint manner, together with local authorities and social programmes as well as prominent participation of children and adolescents and their families, requires more support than want has been allocated to achieve effective commitments regarding children withdrawal from CL situations.

8. New stakeholders not identified in the design

- a) The introduction of the ECL issue in the public security framework has resulted appropriate (Oaxaca case). The Citizen observatory has been linked to the project and therefore it has incorporated dissemination, visibility and sensitization of the CL issue. The publication of a special report on CL as well as the implementation of a round table to work with with media has been central to sensitise at state level.
- b) It is key to involve consumers in ECL, through international and national alliances with consumers associations and major chains of food commercialization.

- c) The community radio has been an innovative tool to disseminate prevention and elimination of child labor issues at communities. However, its efficiency has not been able to be measured in terms of how much the messages have permeated in terms of information, change of attitudes and practices.

9. Regarding the target group

- a) The age group with highest risk regarding CL is the adolescents 14-17 years old because their educational alternatives are very restricted (i.e. limited access to risk-free labour alternatives and to labour training). They are at higher risk to be involved in illicit activities, to early pregnancies and other areas to be researched.
- b) Support to adolescents who cannot work, unaccompanied migrant children and adolescents, and those who remain alone in communities because the families migrate to commercial areas, require specific attention (i.e. gender specific oriented). The support should focus on enhancing “life plans” that make sense and labour and educational alternatives for the short term.
- c) The most vulnerable agricultural day labourers are working in communal lands and small properties that are targeted to the national market. They have no labour protection, are unfamiliar with legislation regarding child work, are at the mercy of transporters, and their employers are not easy to identify for authorities.

10. Regarding the DBMR-M

The tools for registration of beneficiaries and the cases monitoring are very important and must be designed and validated from the beginning and not later during the implementation process. Baselines need to consider migrant population characteristics, particularly the agricultural cycle context and the particular needs of each family member. For this reason, it is necessary to have tools to quickly collect information and to evaluate families which allow for a quick intervention based on their identification; being each family in the community of origin, in transit, or at the final destination.

Part F: Recommendations

1. For Labour Ministries at federal and state levels

- a) To sensitize and commit with the PETI agenda at the highest political level in all pertinent secretaries, in an on-going basis; moreover further ECL training within the institutions, particularly the STPS should be carry out.
- b) To asses the establishment of a network of labour protection in the STPS and other competent institutions of sending and receiving migration states so that corresponding regulations regarding the law for working adults are applied. In this framework, promote a public policy that regulates migratory and arrival processes, which ensures welfare and security for the transit worker and his/her family, during the time that they remain in the arrival communities. In the design, consider strategies with a multisectoral and interinstitutional approach rather than specific programs.

2. For the CITIs and coordination spaces for PECL

- a) To refine ECL plans to midterm (2 to 3 years) including results, an on-site monitoring system, and focus on specific geographic areas and monitoring with on-site visits to verify the inter-institutional provision of services.
- b) To adopt the objectives, strategy and methodology (with required adjustments) of the project “Stop Child Work in Mexico” to execute projects and programs leading to the ECL, including its worst forms, taking on account a strong interstate and intrastate coordination effort.
- c) To coordinate amongst state CITIs and their links to and adaptation to federal programmes against poverty, as well as more involvement of national programs such as SEDESOL, SAGARPA, SS and State DIF systems to support families as needed.
- d) To increase alignment with mandatory celebration of June 12, “World Day against Child Labour” in all public offices relevant to the PECL issue.
- e) To continue the CITIs developing awareness campaigns and training for their members.

3. Recommendations for employers’ and workers’ organizations

- a) For employers’ and workers’ organizations to promote and commit actions and social corporate responsibility strategies, that can facilitate, for instance, access to educational services for adolescents. In this context, to promote joint actions between agricultural employers and workers’ organizations for the ECL, convening at a municipal level, CITIs and social federal programmes, as well as the DIF for ECL actions in areas of influence.
- b) To set up a communication network between employers’ organizations to develop joint communication campaigns at national level, involving also workers’ organizations, for sensitizing and participation of the society at large, especially promote more awareness among national and international consumers regarding CL.
- c) To provide food support to shelters where families with minors are identified and to facilitate day-care and nurseries in shelters, in coordination with the local municipality and the DIF in areas where the AP has been developed.
- d) For those farmers’/producers’ organizations to assure support to adolescents vocational education workshops/training by paying their day’s wage and transportation to the

workshop location or some mechanisms of compensation for the work team they belong to.

4. For the INEGI, universities and networks such as the Social Roundtable against exploitation of children and adolescents

To carry out studies regarding households with adolescent head of families to learn what happens when the adolescent stops working, what he/she does and what are his/her options.

5. For further Direct Action Programs leading to Child labour action programs regarding education:

- a) Integrate children into regular school in the whole country re-integration and financial training component for families, -i.e. non-regular education programs such as Program on Primary Education for Migrant Children (PROMIN), National Council of Educational Promotion (CONAFE) and National Institute for Adult Education (INEA) and regular inclusive education for migrant families and indigenous migrant working children upon their return
- b) Promote flexibility in validation of previous years of education for children when children get back to their places of origin
- c) Have a single report card and allow for the enrolment in school at any time during the year and generation of stimuli through scholarships or other incentives for vocational education

6. For further Child labour action programs regarding a comprehensive approach:

- a) Include the concept of health and self-care concept (physical, emotional, sexual and reproductive health) in training
- b) Promote the self-esteem of the adolescent through exchanges to enhance his/her leadership in “life project with positive direction” and taking into account of children adolescents opinions and needs in the exercise of their right to participate
- c) Include ECL community promoters with capacity on monitoring and training
- d) Adopt an intercultural approach and a knowledge dialogue²⁰ to roll-out the AP’s (i.e. study the indigenous rights and their intercultural vision to adopt a strategy of “knowledge dialogue”).

7. For the regional and Mexico ILO offices

Assure the presence of IPEC in Mexico to continue developing alliances and promoting social dialogue and support of stakeholders in developing their capacity to address CL. Its presence has been required by all counterparts and has been deemed necessary by being an international organization with technical and convening capacity.

²⁰ Knowledge Dialogue: meeting of people and institutions, which, starting from recognizing themselves as different in their cultures, histories and conceptions, they assume the challenge of articulating, learning from one another, to create coexistence amongst cultures.

Part G: Potential good practices

98. This section addresses potential “Good Practices” (GP) identified by the final evaluation. The project has developed a very exhaustive systematization of good practices²¹ and this section does not pretend to cover all good practices found, nor all of the positive results found. The evaluating team have identified a series of GP, which are still in process. For this report only a few GP have been selected, considering mainly the criteria of innovation and because these have adapted to the challenges and characteristics of the Mexican context.

1. **In Oaxaca**, the strategy for the elimination of child labor at a community level developed by Lubizha A.C. has facilitated the presence of dozen community promoters, reaching more families with sensitization messages. In the seven project-targeted communities, local parents committees have been appointed to deal with the promotion of the CL issue. These two strategies of community involvement and citizen participation have shown success, although still incipient, and require support for consolidation.
2. **In Michoacán**, the state DIF developed two relevant experiences regarding addressing the target group, one on children and another on mothers. Regarding children, a participatory diagnosis was developed with working children through a drawing contest about their migratory and work experience. The testimonials that were gathered point out that children and adolescents do not value migration positively because it promotes uprooting, and the disarrangement of social and educational models. In relation to mothers, educational strategies were developed connecting them with their own childhood and memories of work, made them aware now about the importance of being a child and having an education for the children.
3. **In Sinaloa**, several meetings have taken place at a local level, for instance in the “sindicatura” of Isla del Bosque, municipality of Escuinapa, where producers, farmers, community members, community leaders, municipal administrators, transporters, agricultural day labourers and housewives convened, aside with the community leaders of the unions of Teacapán, Cristo Rey and Palmito el Verde of the same municipality. In these meetings, it is discussed and reported the grave situation that rules this part of the state on the use of child labour in agricultural fields. These meetings are led by Save the Children and by the state’s Ministry of Labour, in a joint manner. This GP favours prevention and elimination of CL by reaching directly areas where agricultural workers families live. Another innovative approach has been to inform on legislation on CL to producers, franchisees, transporters and drivers. In addition have participated members of the Regional Transporters’ Alliances for the Transportation of Personnel and Agricultural workers to the fields in the “sindicatura” of Villa Unión, Mazatlán and others from the municipalities of El Rosario and Escuinapa. A total of 12,000 members of this alliance were benefited, besides a sticker with the phrase “I don’t transport children to the field” was handed out.
4. **In Veracruz**, the NGO AUGE works with active and participatory methodologies, such as “popular education” and “human development” that go from the local images through reflexive dialogue. These methodologies are well received by families, especially by children and adolescents. Through them sugar cane adolescent workers have been integrated in schools and other educational options, strengthening in their personal processes of empowerment and leadership. With school age children in very poor and small coffee production communities, they have worked successfully through drawings, songs and play in

²¹ Document of good practices of the project “Stop Child Labour in Agriculture,” preliminary version, December 2013.

school sessions for levelling and reintegration to avoid desertion. Sugar mill “La Gloria” has promoted the development of meeting spaces for community women who welcome temporal migrant women, of the same or other states, offering them friendship, training in craftsmanship and supportive talks about female and family health. These contacts have developed migrant woman communication capacity and their self-esteem and self-valuation.

5. **In Sinaloa**, there is a law proposal for the creation of a Register of transportation and roadways, so that transporters may join the CL elimination campaign. To protect labour rights of agricultural day labourer groups, there have been systematic agricultural field inspections in the state. There have been detected low indexes of child labour, especially in those who are not affiliated to an agricultural association. The STPS has ordered additional visits and has applied sanctions.
6. **In Chiapas**, there is a high commitment for the ECL at the highest level of the state authorities, including the Labour Secretary (recently formed in 2008). Under the leadership and commitment of this last one a “State Observatory of Child and Adolescent Labour of the State of Chiapas” (OTIACH) is being designed. Its objectives are: to generate and disseminate existing information regarding the characteristics of child and adolescent labor in the state and its municipalities; to disseminate results of local, national and international studies as well as other available qualitative and quantitative studies on child and adolescent labour; and to promote the participation of government and civil society stakeholders in the processes of generating knowledge and executing actions to detect, prevent, protect, withdraw and monitoring working children and adolescents in CL situation, including its worst forms. It is considered a BP, because it will become a permanent programme giving sustainability to efforts launched by PECL with state funding.



**International Labour Organization- International Programme on the
Elimination of Child Labour
ILO-IPEC**

**Terms of Reference
For**

Final

Final Independent Evaluation

“Stop Child Labour in Agriculture: Contribution to the prevention and elimination of child labour in Mexico, in particular the worst forms in the agricultural sector, with special focus on indigenous children and child labour as a result of internal migration”

ILO Project Code	MEX/09/50/USA
ILO Iris Code	101935
Country	Mexico
Duration	48 months
Starting Date	30 September 2009
Ending Date	28 February 2014
Project Locations	Mexico Federal District and Chiapas, Michoacán, Oaxaca, Sinaloa and Veracruz States
Project Language	Spanish-English
Executing Agency	ILO-IPEC
Financing Agency	US DOL
Donor contribution	USDOL: USD 4,750,000

Abbreviations

AP	Action Programme
C182	ILO's Worst Forms of Child Labour Convention, No. 182 of 1999
CL	Child Labour
EIA	ILO/IPEC Geneva's Evaluation and Impact Assessment Section
DWCP	Decent Work Country Programmes
ECLT	Elimination of Child Labour in Tobacco Foundation
FAO	United Nations Food and Agriculture Organization
HQ	Headquarters
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
NAP	National Action Plan
NC	National consultant
NGO	Non governmental Organization
PRSP	Poverty Reduction Strategy Paper
TBP	Time Bound Programme
TL	Team leader
UCW	Understanding Children Work Programme
UN	United Nations
UNDAF	United Nations Development Assistance Framework
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labour

I. Background and Justification

1. The aim of the International Programme on the Elimination of Child labour (IPEC) is the progressive elimination of child labour, especially its worst forms. The political will and commitment of individual governments to address child labour - in cooperation with employers' and workers' organizations, non-governmental organizations and other relevant parties in society- is the basis for IPEC action. IPEC support at the country level is based on a phased, multi-sector strategy. This strategy includes strengthening national capacities to deal with this issue, legislation harmonization, improvement of the knowledge base, raising awareness on the negative consequences of child labour, promoting social mobilization against it, and implementing demonstrative direct action projects (AP) to prevent children from child labour and remove child workers from hazardous work and provide them and their families with appropriate alternatives.
2. The operational strategy of IPEC has over the years focus on providing support to national and local constituents and partners through their project and activities. Such support has to the extent possible been provided in context of national frameworks, institutions and process that have facilitated the building of capacities and mobilisation for further action. It has emphasized various degrees of a comprehensive approach, providing linkages between action and partners in sectors and areas of work relevant for child labour. Whenever possible specific national framework or projects have provided such focus.
3. Starting in 2001, IPEC has promoted the implementation of such national frameworks through the national Time Bound Programme (TBP) approach which has evolved into the current National Action Programmes (NAPs). The NAP is the framework to operationalize the national CL labour policy as a statement of a country's course or approach to dealing with the problem of CL. It is intended to be a set of coherent and complementary policies, strategies and interventions with the long-term purpose of reducing and eventually eliminating CL.
4. NAPs are designed to be based on existing and planned interventions in all national relevant social and economic sectors, with linkages to UNDAF and other UN projects. They represent a project framework, not a standalone project. The NAP formulation and implementation is a national responsibility, requiring national leadership and ownership, as well as national resource mobilization.
5. Mexico has currently no CL NAP, but Mexican authorities have expressed interest in preventing and eliminating CL in agriculture as part of a national and state strategy aimed at the agricultural sector.
6. At global level the agricultural sector is also the economic sector in which most child labourers' work, often in hazardous conditions. The 69% of all CL happens in this sector. ILO/IPEC is working together with FAO, IFAD, CGIAR and IUF since 2007 under the International partnership for cooperation on child labour in agriculture to face this challenge. More information can be found at <http://www.ilo.org/ipec/areas/Agriculture/lang--en/index.htm>.
7. From the perspective of the International Labour Organisation (ILO), the elimination of child labour is part of its work on standards and fundamental principles and rights at work. The fulfilment of these standards should guarantee decent work for all adults. In this sense, the ILO provides technical assistance to its three constituents: government, workers and employers. This tripartite structure is

the key characteristic of ILO cooperation and it is within this framework that the activities developed by the Programme should be analyzed.

8. ILO Decent Work Country Programmes (DWCPs) have subsequently been developed and are being introduced in the ILO to provide a mechanism to outline agreed upon priorities between the ILO and the national constituent partners within a broader UN and International development context. For further information please see :

<http://www.ilo.org/public/english/decent.htm>

9. The DWCP defines a corporate focus on priorities, operational strategies, as well as a resource and implementation plan that complements and supports partner plans for national decent work priorities. As such, DWCP are broader frameworks to which the individual ILO project is linked and contributes to. DWCP are beginning to be gradually introduced into various countries' planning and implementing frameworks. The DWCP for Mexico is at draft stage.

Programme Background

10. Mexico has ratified the ILO Worst Forms of Child Labour Convention, 1999 (No. 182) in 2000, and the ILO Indigenous and Tribal Peoples Convention, 1989 (No.169) in 1990. The country has not, however, ratified the ILO Minimum Age Convention, 1973 (No.138).
11. The country does not have a National Steering Committee on Child Labour nor a National Plan of Action for the Prevention and Elimination of Child Labour; However, Mexico has used extensive conditional cash transfer projects in order to increase education among marginalized children, with a focus on girls' enrolment. The *Oportunidades* conditional cash transfer project reaches out to millions of girls and boys in the country and, contributing to eliminate CL in the agricultural sector.
12. The project has been designed taking on account good practices and lessons learned, in particular from three projects: Elimination of Child Labour in the Commercial Agriculture Sector of Central America and Dominican Republic Project (RLA/00/P54/USA)" and "Support for the Prevention and Elimination of Commercial Sexual Exploitation of Children (CSEC MEX/02/P50/USA) and the Protection of CSEC Victims in Mexico Project" (MEX/05/50/USA)
13. It works at two levels: the national level (mainly Mexico Federal District) and the state level (i.e. Chiapas, Michoacán, Oaxaca, Sinaloa and Veracruz).
14. The project strategy focuses on:
 - a. increasing the knowledge base on child labour in the agricultural sector in Mexico;
 - b. strengthening the legal, institutional and policy framework for the prevention and elimination of child labour, particularly the worst forms in agriculture;
 - c. mainstreaming child labour concerns into workers' and employers' agendas and relevant social dialogue forums;
 - d. reinforcing strategies to raise awareness among social partners, other key stakeholders and the civil society, to mobilize action against child labour;

- e. enhancing the capacities of social partners and other key stakeholders to effectively fight against child labour; and
 - f. Implementing direct action projects to pilot test child labour prevention, protection and removal strategies, and document them so that they can be included in broader policy frameworks and replicated elsewhere.
15. The objectives of the projects are:
- a. Development objective:

To contribute to the prevention and elimination of child labour, in particular the worst forms in the agricultural sector in Mexico, with special focus on indigenous children and child labour as a result of internal migration.
 - b. Immediate objectives:

IO.1. By the end of the project, the legal, institutional and policy framework to prevent and eliminate child labour, in particular the worst forms in the agricultural sector are strengthened.

IO.2. By the end of the project, social partners are implementing actions to eliminate child labour in agriculture.

IO.3. By the end of the project, knowledge base to inform actions of key actors to combat child labour in agriculture increased.

IO.4. By the end of the project, pilot demonstrative direct action interventions for withdrawal and prevention of children from work in agriculture will have been implemented and documented in selected states.
16. The corresponding outputs are presented in Annex II.
17. The project strategy includes strong educational (provision of basic education and vocational training) and income-generation alternatives components. The provision of services to project beneficiaries is linked to government social projects, including *Oportunidades*.
18. The overall target encompasses 6,500 children for withdrawal and prevention from child labour (2,250 will be removed from work, 500 protected in the workplace/undertaking and 3,250 prevented from entering into child labour).
19. The remaining 500 girls and boys are withdrawn or prevented from hazardous work through the provision of other non-education related services, which include income generation and/or skills training for parents of children at risk; and the provision of information and orientation on child labour through face-to-face counseling and occupational safety and health information, as well as the provision of health services.
20. Among them 6,000 boys and girls are targeted to receive educational and/or training services directly from the project.
21. As of September 2013, the Project has reported the following achievements:
- 1. The hazardous child labour list was approved in the national labour legislation.

2. A proposal of constitutional reform to raise the minimum age of work from 14 to 15 years was developed by the Ministry of Labour (STPS) with project support.
3. The Federal Labor Inspectorate had incorporated the issue of child labour in their agenda (i.e. training activities at national level)
4. New Child Labour Committees at national and state level were formed to address child labor concerns and existing committees incorporate the issue of child labor into their agendas.
5. Elimination of CL include in the National Development Programme
6. Child labour issues have been mainstreamed into the agendas of various commercial agricultural sectors (i.e. sugar cane, coffee, and vegetables). Some examples are:
 - a. Improving working conditions for adult workers in the household which include the improvement of wages and living conditions, to reduce the risk of children becoming engaged in child labor.
 - b. Child labor issues incorporated into the National Program for the Sugar Cane Agro-industry (PRONAC) as part of the sustainability, productivity and food security agenda of that policy.
 - c. Four sugarcane mills corporate social responsibility programs on child labor.
 - d. Agreement between the Veracruz State Government and sugar agribusiness leaders with the aim to prevent and eliminate child labour in the supply chain,
 - e. A “Zero Tolerance Declaration against CL in the Sugar Cane Value Chain” as well as a work plan that will guide its actions through 2016 and 2020, according with the international ILO goals adopted.
7. A mapping of child labor information currently available in Mexico. This information is publicly available to institutions to inform public policies and program development.
8. Various research studies conducted to support decision-making of key stakeholders.
9. Re-introduction of child labor into the National Conditional Cash Transfer program “Oportunidades”.
10. The creation of the first webpage that exclusively focuses on child labor issues in Mexico
11. Institutionalization of World Day Against Child Labour (June 12)
12. Journalists are better prepared to inform the public and contribute to the change in perceptions and tolerance towards child labor. Training provided and a handbook for journalists has been prepared and published.
13. Implementation of a pilot model of a DBMR-M for adaptation of the current DBMR to the context of migrant populations.

Background to the Final Evaluation

21. ILO considers evaluation as an integral part of the implementation of technical cooperation activities. Provisions are made in all projects in accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures.
22. Evaluations of ILO/IPEC projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project. As per IPEC evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried to determine the final Terms of Reference.
23. The project has undergone through a midterm evaluation in January-February 2012. A summary of key conclusions and and recommendations are included in Annexes II.
24. To strengthen the utilization of the evaluation, a post-evaluation workshop, to be leaded by government representatives with project support for national stakeholders will be developed to discuss the evaluation report recommendations regarding the follow-up process, particularly relevant being this a final evaluation. This workshop will be implemented in early February 2014, before the end of the project.
25. The Evaluation and Impact Assessment section (EIA) of ILO-IPEC in Geneva is the responsible unit of managing this evaluation, as per usual procedure with all ILO-IPEC projects.

II. Purpose and Scope

Purpose

26. The main purposes of the final evaluation are to:
 - a. Determine project effectiveness at national and states levels: achievement of Project objectives at outcome and impact levels, and understanding how and why have/have not been achieved
 - b. Identify relevant unintended changes/side effects at outcome and impact levels
 - c. Assess the project implementation efficiency
 - d. Establish the relevance of the project outcomes and the level of sustainability attained.
 - e. Provide recommendations regarding relevant stakeholders, building on the achievements of the Project in supporting the NAP at state and national level toward the sustainability of the project outcomes and initial impacts
 - f. To identify emerging potential good practices for key stakeholders.
27. The final evaluation should provide all stakeholders (i.e. national stakeholders, the project management team and IPEC) with information to assess and revise, as it is needed, strategies, objectives, partnership arrangements and resources. It should suggest a possible way forward for the future.
28. The analytical scope should include identifying levels of achievement of objectives and explaining how and why they have been attained. The purpose is to help the stakeholders to learn from this experience.

Scope

29. The evaluation will focus on the ILO/IPEC project mentioned above, its achievements and its contribution to the overall national efforts to achieve the elimination of WFCL. The evaluation should focus on all the activities that have been implemented since the start of the projects to the moment of the field visits. (i.e. action projects/projects)
30. The evaluation should look at the project as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for current and future projects.
31. The evaluation should cover expected (i.e. planned) and unexpected results in terms of non planned outputs and outcomes (i.e. side effects or externalities). Some of these unexpected changes could be as relevant as the ones planned. Therefore, the evaluation team should reflect on them for learning purposes.

III. Suggested Aspects to be Addressed

32. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Guideline, the specific ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and the OECD/DAC Evaluation Quality Standard.
33. The evaluation will address the overall ILO evaluation concerns such as relevance, effectiveness, efficiency and sustainability (and potential impact) to the extent possible as defined in the ILO Policy Guidelines for Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations (i-eval resource kit)', January 2012.
34. In line with results-based framework approach used by ILO-IPEC for identifying results at global, strategic and project level, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation concerns and the achievement of the Immediate Objectives of the project using data from the logical framework indicators.
35. Annex I contains specific suggested aspects for the evaluation to address. Other aspects can be added as identified by the evaluation team in accordance with the given purpose and in consultation with ILO/IPEC Geneva's Evaluation and Impact Assessment section (EIA) and the project coordinator. It is not expected that the evaluation address all of the questions detailed in the Annex; however the evaluation must address the general areas of focus. **The evaluation instrument (summarised in the Inception report) should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.**
36. Below are the main categories that need to be addressed:
 - Design
 - Effectiveness and efficiency of the project (Implementation of the process and achievement of objectives)
 - Potential impacts
 - Relevance
 - Sustainability
 - Special Aspects to be Addressed

IV. Expected Outputs of the Evaluation

37. The expected outputs to be delivered by the evaluation team are:
 - Inception report: this report based on the Desk review should describe the evaluation instruments, reflecting the combination of tools and detailed instruments needed to address

the range of selected aspects. The instrument needs to make provision for the triangulation of data where possible. The report will consider the points defined in the EIA Inception report outline.

- Stakeholders workshops in 3 states (Oaxaca, Sinaloa and Veracruz) at end of the state field visits and at national level at the end of the overall field work
 - Draft evaluation report (in English and Spanish). The evaluation report should include and reflect on findings from the field work and the stakeholder workshops
 - Final evaluation report (in Spanish, master version, and English) including:
 - ✓ Executive Summary with key findings, conclusions, recommendations, lessons and good practices
 - ✓ Clearly identified findings
 - ✓ A table presenting the key results (i.e. figures and qualitative results) achieved per objective (expected and unexpected)
 - ✓ Clearly identified conclusions and recommendations linked to the various key stakeholders (i.e. specifying to which actor(s) applies each one)
 - ✓ Lessons learned
 - ✓ Potential good practices and effective models of intervention.
 - ✓ Appropriate Annexes including present TORs and Standard evaluation instrument matrix (adjusted version from the one included in the Inception report)
38. The total length of the report should be a maximum of 30 pages for the main report, excluding annexes; additional annexes can provide background and details on specific components of the project evaluated. The report should be sent as one complete document and the file size should not exceed 3 megabytes. Photos, if appropriate to be included, should be inserted using lower resolution to keep overall file size low.
39. All drafts and final outputs, including supporting documents, analytical reports and raw data should be provided both in paper copy and in electronic version compatible for Word for Windows. Ownership of data from the evaluation rests jointly with ILO-IPEC and the consultants. The copyright of the evaluation report will rest exclusively with the ILO. Use of the data for publication and other presentations can only be made with the written agreement of ILO-IPEC. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.
40. The final report will be circulated to key stakeholders (those participants present at stakeholder evaluation workshop will be considered key stakeholders), including project staff for their review. Comments from stakeholders will be consolidated by EIA-ILO/IPEC Geneva and provided to the team leader. In preparing the final report the team leader should consider these comments, incorporate as appropriate, and provide a brief note explaining why any comments might not have been incorporated.

V. Evaluation Methodology

41. The following is the proposed evaluation methodology. While the evaluation team can propose changes in the methodology, any such changes should be discussed with and approved by EIA and the Project, provided that the research and analysis suggest changes and provided that the indicated

range of questions is addressed, the purpose maintained and the expected outputs produced at the required quality.

42. The evaluation team leader will be asked to include, as part of the specific evaluation instrument to be developed, the standard evaluation instruments that ILO/IPEC has developed for documenting and analyzing achievements of the project and contributions of the Action Programmes (included in the Inception report template).
43. The evaluation will be carried out using a desk review of appropriate materials, including the project documents, progress reports, mid-term evaluation report, outputs of the project and the action projects, results of any internal planning process and relevant materials from secondary sources. At the end of the desk review period, it is expected that the evaluation consultant will prepare a brief document indicating the methodological approach to the evaluation in the form of the evaluation instrument, to be discussed and approved by EIA prior to the commencement of the field mission. This is the Inception report.
44. The evaluation team leader will interview the donor representatives and ILO/IPEC HQ and regional backstopping officials through conference calls or face-to-face interviews early in the evaluation process, preferably during the desk review phase.
45. The evaluation team will undertake field visits to the project in Chiapas, Michoacán, Oaxaca and Sinaloa and Veracruz States. The evaluators will conduct interviews with project partners and implementing agencies, direct beneficiaries (i.e. children) and teachers and facilitate workshops towards the end of the field visits at the states of Oaxaca, Sinaloa and Veracruz, at national level in Mexico DF.
46. The selection of the field visits locations should be based on criteria to be defined by the evaluation team. Some criteria to consider include:
 - Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than averages for understanding how process worked and results have been obtained
 - Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions.
 - Areas known to have high prevalence of child labour.
 - Locations next to and not so close to main roads
47. The national workshop will be attended by key stakeholders (i.e. partners), including the donor as appropriate and IPEC staff. These events will be an opportunity for the evaluation team to gather further data, present the preliminary findings, conclusions and recommendations and obtain feedback.
48. The consultant will be responsible for organizing the methodology of the workshops. The identification of the number of participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team.
49. The team leader will be responsible for drafting and finalizing the evaluation report. Upon feedback from stakeholders to the draft report, the team leader will further be responsible for finalizing the

report incorporating any comments deemed appropriate. The evaluator team leader will have the final responsibility during the evaluation process and the outcomes of the evaluation, including the quality of the report and compliance with deadlines.

50. The evaluation will be carried out with the technical support of the IPEC-EIA section and with the logistical support of the project office in Mexico DF. EIA will be responsible for consolidating the comments of stakeholders and submitting it to the team leader.
51. It is expected that the evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.

The team responsibilities and profile

52. Team leader (International consultant):

Responsibilities	Profile
<ul style="list-style-type: none"> • Desk review of project documents • Development of the evaluation instrument • Briefing with ILO/IPEC-EIA • Telephone interviews with IPEC HQ and regional officers and the donor • Technical guidance to national consultant • Undertake field visits in Mexico (DF and states) • Facilitate stakeholder workshops • Draft evaluation report • Finalize evaluation report 	<ul style="list-style-type: none"> • Not have been involved in the project. • Relevant background in social and/or economic development. • Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects. • Experience in evaluations in the UN system or other international context as team leader • Experience in the Latina America • Experience in the area of children's and child labour issues and rights-based approaches in a normative framework and operational dimension are highly appreciated. • Experience at policy level and in the area of education and legal issues would also be appreciated. • Experience in the UN system or similar international development experience including preferably international and national development frameworks in particular PRSP and UNDAF. • Fluency in Spanish is and English is essential • Experience facilitating workshops for evaluation findings.

53. National consultant

Responsibilities	Profile
<ul style="list-style-type: none"> • Desk review of project documents • Contribute to the development of the evaluation instrument • Organize interviews of stakeholders and field visits in the country • Co-Facilitate stakeholder workshop (under the team leader leadership) • Contribute to the evaluation report through systematizing data collected 	<ul style="list-style-type: none"> • Relevant background in country social and/or economic development. • Experience in the design, management and evaluation of development projects, in particular with policy level work, institutional building and local development projects. • Relevant country experience, preferably prior working experience in child labour. • Experience in the area of children's and child labour issues and rights-based approaches in a normative framework are highly appreciated. • Experience facilitating workshops for evaluation findings.

and providing analytical inputs • Others as required by the team leader	<ul style="list-style-type: none"> • Fluency in Spanish essential (and English an asset) • Knowledge of local languages in the field visit areas an asset • Experience in the UN system or similar international development experience desirable.
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Evaluation Timetable and Schedule

54. The total duration of the evaluation process including submission of the final report should be within two months from the end of the field mission.

55. The timetable is as follows:

Phase	Responsible Person	Tasks	No of days	
			TL	NC
I	Evaluation team leader	<ul style="list-style-type: none"> • Briefing with ILO/IPEC • Desk Review of project related documents • Telephone briefing with IPEC EIA, donor, IPEC HQ and ILO regional 	5	3
II	Evaluation team with logistical support by project	<ul style="list-style-type: none"> • In-country for consultations with project staff • Consultations with project staff /management • Interviews with project staff and partners • Field visits • Consultations with girls and boys, parents and other beneficiaries • Workshop with key stakeholders • Sharing of preliminary findings 	33	33
III	Evaluation team leader	<ul style="list-style-type: none"> • Draft report based on consultations from field visits and desk review, and workshop • Debriefing 	10	2
IV	EIA	<ul style="list-style-type: none"> • Circulate draft report to key stakeholders • Consolidate comments of stakeholders and send to team leader 	0	0
V	Evaluation team leader	<ul style="list-style-type: none"> • Finalize the report including explanations on why comments were not included 	1	0
TOTAL			49	39

TL: Team leader NC: National consultant

56. Summary schedule

Phase	Duration	Dates
I	5 Days	28 October – 1 November
II	33 Days	4 November – 6 December
III	10 Days	8- 17 December
IV	23 Days	18 December-10 January
V	1 Day	13 January

57. Sources of Information and Consultations/Meetings

Available at HQ and to be supplied by EIA	<ul style="list-style-type: none"> • Project document • Mid-Term Evaluation report • EIA Guidelines and ILO guidelines
Available in project office and to be supplied by project management	<ul style="list-style-type: none"> • Progress reports/Status reports • Technical and financial reports of partner agencies • Other studies and research undertaken • Action Programme Summary Outlines • Project files • National Action Plans

58. Consultations (at national and state level as applies) with:

- Project management and staff
- ILO/HQ and regional backstopping officials
- Partner agencies
- Social partners Employers' and Workers' groups
- Government stakeholders (e.g. representatives from Department Labour, Social Development etc)
- Government representatives, legal authorities etc as identified by evaluation team
- National partners involved in the further development, enhancement and implementation of national processes
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account.)
- Parents of boys and girls
- Community members as identified by the project management and evaluation team leader
- USDOL
- US Embassy staff

Final Report Submission Procedure

59. For independent evaluations, the following procedure is used:

- The evaluator will submit a draft report to IPEC EIA in Geneva
- IPEC EIA will forward a copy to key stakeholders for comments on factual issues and for clarifications
- IPEC EIA will consolidate the comments and send these to the evaluator by date agreed between EIA and the evaluator or as soon as the comments are received from stakeholders.
- The final report is submitted to IPEC EIA who will then officially forward it to stakeholders, including the donor.

VI. Resources and Management

Resources

60. The resources required for this evaluation are:
- For the evaluation team leader:
 - Fees for an international consultant for 49 work days
 - Fees for local DSA in project locations
 - Travel from consultant's home residence to Mexico DF and field locations in line with ILO regulations and rules
 - For the national consultant:
 - Fees for 39 days
 - Fees for local DSA in project locations
 - For the evaluation exercise as a whole:
 - Local travel in-country supported by the project
 - Stakeholder workshop expenditures in Mexico
 - Any other miscellaneous costs.
61. A detailed budget is available separately.

Management

62. The evaluation team will report to IPEC EIA in headquarters and should discuss any technical and methodological matters with EIA, should issues arise. IPEC project officials and the ILO Office in Mexico DF will provide administrative and logistical support during the evaluation mission.

TORs Annex I. Suggested aspects to address

Design

- Determine the validity of the project design, the effectiveness of the methodologies and strategies employed and whether it assisted or hindered the achievement of the project's goals as set out in the Project Document.
- Assess whether the project design was logical and coherent:
- Were the objectives and targets of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including financial and human resources)?
- Were the linkages between inputs, activities, outputs and objectives clear and logical?
- Were the different components of the project clearly and realistically complementing each other?
- Have been the time frame for project implementation and the sequencing of project activities logical and realistic?
- Assess whether the project design was logical and coherent and took into account the institutional arrangements, roles, capacity and commitment of stakeholders.
- Assess the external logic of the project: degree to which the project fits into existing mainstreaming activities that would impact on child labour.
- How well did the project design take into account local, national and sub-regional efforts already underway to address child labour and promote educational opportunities for targeted children and existing capacity to address these issues?
- Does the project reflect specific considerations for root causes of CL in agricultural sector, especially regarding migrant and indigenous children?
- Analyze whether available information on the socio-economic, cultural and political situation was taken into consideration at the time of the design and whether these were reflected in the design of the project.
- To what extent were external factors identified and assumptions identified at the time of design? Have these underlying assumptions on which the project has been based proven to be true?
- Assess whether the problems and needs were adequately analysed.
- Was the strategy for sustainability of project results defined clearly at the design stage of the project?
- How relevant and useful are project indicators and means of verification for measuring project impacts and outcomes. Do they reflect the combined focus on direct action projects and mainstreaming activities?
- What lessons were learned, if any, in the process of conducting baseline survey for the identification of target children?
- Does the project design fit within and complement existing initiatives by other organizations to combat child labor?

Effectiveness and efficiency of the project (Implementation of the process and achievement of objectives)

General

- Assess whether the project has achieved its immediate objectives. If not, what were the factors that contributed to the project delay and were they justifiable?
- Examine delivery of project outputs in terms of quality and quantity
- Assess the effectiveness of the project. In general, did the results obtained justify the costs incurred?
- Have unplanned outputs and results been identified and if so, why were they necessary and to what extent are significant to achieve project objectives?

- Assess the project's gender mainstreaming activities.
- How effective were the APs, and research and policy activities, and how are they contributing to the project meeting its immediate objectives?
- How was the capacity of the implementing agencies and other relevant partners to develop effective action against child labour enhanced as a result of project activities?
- How has the project responded to obstacles (both foreseen and unforeseen) that arose throughout the implementation process? Has the project team been able to adapt the implementation process in order to overcome these obstacles without hindering the effectiveness of the project?
- Have there been any changes to external factors and the related assumptions in design?
- Assess the process for documenting and disseminating models: scale-up, lessons, etc.

Enabling environment (Capacity Building)

- Analyse the level and nature of the project's contribution and support to the enabling environment at national and local levels.
- Assess how much has the project contributed to build the capacity of government agencies on the federal, state, and local levels to coordinate quality services to migrant workers?
- Examine any network that has been built between organizations and government agencies working to address child labour on the national state, and local levels.
- How effective has the project been at stimulating interest and participation in the project at the local, state and national levels?
- How effectively has the project leveraged resources (e.g., by collaborating with non-IPEC initiatives and other projects launched in support of the NAP process thus far)?
- Assess the relevance of the leveraged resources
- How well has the project coordinated and collaborated with other child-focused interventions supported by other organizations?
- How successful has the project been in mainstreaming the issue of child labour into on-going efforts in areas such as education, agriculture and poverty reduction?
- How relevant and effective were the studies commissioned by the project in terms of affecting the national debates on child labour?
- Examine how the ILO/IPEC project interacted and possibly influenced national level policies, debates and institutions working on child labour.
- Assess to what extent the planning, monitoring and evaluation tools have been promoted by the project for use at the state and national levels
- Assess the extent to which the ILO/IPEC project has been able to mobilize resources, policies, projects, partners and activities to be part of the NAP.

Direct Targeted Action

- Assess the effectiveness of the different action projects implemented and their contribution to the immediate objectives of the project.
- Has the capacity of community and state levels agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?
- Has the entire target population been reached?
- How effective were the strategies implemented for child labour monitoring? Are the initiatives on child labour monitoring likely to be sustainable?
- Assess the criteria for selecting beneficiaries and implementing agencies for the projects
- Identify whether actions have been taken to ensure the access of girls, indigenous people, migrant children and other vulnerable groups to services and resources.

- How do the levels of cooperation, team working, roles and linkages among related agencies and networks support the implementation of the project?
- In cases where the action programs link beneficiaries with existing programs, assess the value-added of the project's interventions.

Potential impact

- Assess the major high level changes that the project has contributed towards the project development objective at national, and local levels
- Has the project generated unintended impacts on child labour prevention and elimination?

Relevance of the Project

- Examine whether the project responded to the real needs of the beneficiaries and stakeholders.
- Assess validity of the project approach and strategies and its potential to be replicated and scaled up.
- Assess whether the problems and needs that gave rise to the project still exists or have changed.
- Assess the appropriateness of the sectors/target groups and locations chosen to develop the projects based on the finding of baseline surveys.
- How is this project supporting and contributing towards the formulation of a NAP?
- How did the strategy used in this project fit in with the national education, agriculture and anti-poverty efforts, and interventions carried out by other organizations (including national and international organizations)?

Sustainability

- Examine if outcomes would last after project based on the phase out strategy implemented.
- Assess to what extent a phase out strategy has been defined and planned and what steps have been taken to ensure sustainability (e.g. government involvement).
- Assess whether these strategies had been articulated/explained to stakeholders.
- Assess whether the program's interventions to withdraw and prevent children from exploitative child labour are making lasting impacts on the beneficiaries. Will the result of children being withdrawn or prevented be sustained or are additional interventions needed?
- Assess what contributions the project has made in strengthening the capacity and knowledge of national and local stakeholders (government and implementing agencies) and to encourage ownership of the project to partners.
- Assess project success in leveraging resources for on-going and continuing efforts to prevent and eliminate child labour towards the formulation of a NAP.
- Analyse the level of private sector / employers' organizations support towards a NAP, paying specific attention to how these groups participated in project activities.
- Assess the degree to which the project has facilitated the substantive participation of indigenous organizations and the extent to which their input has been reflected in project design and implementation.
- Assess the degree to which the project has worked with a gender perspective, reflected in project design and implementation, with focus on sustainability of project outcomes.

Specific Aspects to be addressed:

- Discuss what gaps and opportunities remain within project achieved results in addressing exploitive child labour at the national and local levels. Consider the validity of applied strategies for other states in Mexico and for the national level.

- Has the project developed innovative useful approaches and tools to work with migrant and indigenous children and their families regarding child labour?
- Assess efficiency and effectiveness of the DBMR for migrant children
- Analyze the Public-Private Partnerships developed through the project for sugar and coffee in terms of results and sustainability
- Examine variations, if any, on project effectiveness among states.
- How effectively has the project built on and complemented the efforts of previous and current ILO-IPEC child labour and child labour-linked projects?
- How has the project addressed the recommendations of the midterm evaluation?

ToRs **Annex II. Objectives and outputs**

DEVELOPMENT OBJECTIVE: To contribute to the prevention and elimination of child labour, in particular the worst forms in the agricultural sector in Mexico, with special focus on indigenous children and child labour as a result of internal migration
IMMEDIATE OBJECTIVE 1: By the end of the project, the legal, institutional and policy framework to prevent and eliminate child labour, in particular the worst forms in the agricultural sector is strengthened
Output 1.1. National law and regulations to prevent and eliminate child labour are harmonized with international labour standards
Output 1.2. Capacity of labour inspectorate and other relevant actors to address child labour in agriculture strengthened
Output 1.3. Policy framework and Action Plans to prevent and eliminate child labour adopted/ reinforced and implemented at national and state levels (2 states)
IMMEDIATE OBJECTIVE 2: By the end of the project, social partners are implementing actions to eliminate child labour in agriculture
Output 2.1. Information and awareness of workers' and employers' organizations on child labour increased and social dialogue enhanced
Output 2.2. Employers', workers' and peasants' organizations technical capacity on child labour strengthened
IMMEDIATE OBJECTIVE 3: By the end of the project, knowledge base to inform actions of key actors to combat child labour in agriculture increased
Output 3.1. A knowledge and information toolkit on child labour in agriculture in Mexico produced, compiled, made available and disseminated
Output 3.2. Key stakeholders (social partners, opinion makers, coordination committees, parliamentarians, authorities, NGOs, children and their families) aware and informed on the negative consequences of child labour in agriculture
Output 3.3. Journalists, mass media operators and other key stakeholders informed, trained and aware of the negative consequences of child labour in agriculture
IMMEDIATE OBJECTIVE 4: By the end of the project, pilot demonstrative direct action interventions for withdrawal and prevention of children from work in agriculture will have been implemented and documented in selected states
Output 4.1 Local models to prevent and withdraw, at least 6,500 children from child labour in agriculture are in place in selected states
Output 4.2. Project direct beneficiaries provided, as relevant, with quality educational services and/or marketable vocational training alternatives
Output 4.3. Project target families provided, as relevant, with quality income generation and vocational training marketable alternatives

ToRs Annex III. Project mid-term evaluation report, February 2012

Conclusions and recommendations

1. The principal conclusion of this evaluation is that there has been a delay in achieving the expected project outputs due to causes related to the project's design, its management approach, and the capacity of the organizations that are to implement the DAPs. This delay is jeopardizing the achievement of the immediate objectives and the sustainability of the project. Nevertheless, the project has generated several initiatives and instruments with potential for contributing to the prevention and elimination of child labour, and it has managed to make this issue more visible among the various government and non-governmental stakeholders, at both the national and state levels. This is no small accomplishment in a context in which public policies and institutions at national level have traditionally considered child labour a problem at legal and regulatory level; but in which there have been very few significant experiences and efforts to address it, beyond the presence of an institutional framework (National Development Plan) and officers experts in child labour (i.e. the Social Inclusion Undersecretary of the STPS) . The evaluation's main conclusions and recommendations are indicated below.

Conclusions

Conclusions regarding project design

2. The project analysis reveals that its objectives and expected outputs are pertinent for the country and that its sustainability strategy is consistent with the approach adopted. However, there are not suitable grounds for several of the assumptions on which the action strategies rest. This has meant that some of these strategies did not adequately consider the political and institutional context in which the project is being implemented. Furthermore, some of the immediate objectives do not respect the logic of the chain of outputs, and thus there is not a suitable linkage between activities, outputs, effects and impacts. It was also found that, although the project presents 25 monitoring and evaluation indicators, very few of these are conceived so as to measure the expected outputs. Most are indicators of completion of activities. Finally, the composition of the project team was determined to be inappropriate for its objectives and context.

Conclusions regarding fulfilment of Objective 1: strengthening of the legal, institutional and policy framework

3. The project's most important progress towards achieving this objective has been support for the preparation of a list of hazardous child labour. To be effective, this list should be incorporated into the Federal Regulations for Workplace Safety, Hygiene and Environments. This is expected to occur in coming months, and it is an important step towards adapting national laws and regulations to international standards; in this case, to Article 4 of Agreement 182, of which Mexico is a signatory. The project has also managed to support the drafting of a first proposal for a protocol for the inspection of child labour in agriculture. Although the Office of Labour Inspection has made several observations to the protocol, it has served to bring the issue to the table.
4. At the state level, the project has made little progress in generating public policies. It has managed to identify the institutional players that should be involved in PECL, has facilitated the production of a shared vision on problems and objectives in the area of child labour, and has promoted the establishment of ties between institutions. Nevertheless, the strengthening of an institutionality that can work in favour of the PECL and the formulation of state policies or plans that have resources and people in charge of implementing still looms distant. To a great extent, this is due to the lack of political will among top state officials, the lack of societal demand to address the issue of child

labour, and the weak institutional capacity in this area. All of these are problems whose solution requires medium- and long-term actions.

Conclusions regarding fulfilment of Objective 2: awareness and strengthening of the capacity for action of the workers and employers organizations

5. The most promising process with regard to awareness and strengthening the capacity for action by employers' organizations is the experience that the project, in coordination with the SIMAPRO project, has gained in the sugar cane agroindustry, working from the premise that it is necessary to prevent and eliminate child labour along the whole value chain. It has thus managed to generate a willingness to work to prevent and eliminate child labour, among a series of players ranging from sugar cane growers to industrial consumers of that crop. Despite these advances, it can still not be seen that the players are actually implementing actions of prevention and withdrawal of child labourers on sugar cane plantations. The sugar cane growers and sugar mill employees point out that, although several meetings have been held, there are no concrete actions because a clear strategy for delivery of services by public organizations is lacking.
6. The project has made little progress with employers in other productive sectors. Moreover, the fact that there are no farmworker unions is an important obstacle to incorporating the voice of workers in this process.

Conclusions regarding fulfilment of Objective 3: generation and dissemination of relevant information on child labour

7. The project strategy geared to forming a working group among the growers' organizations to disseminate information on child labour is appropriate because it will lay the groundwork for strengthening the capacity for gathering, analysing and using the necessary information with a view to developing policies geared to PECL. The studies and investigations that are being generated, and should be published as soon as possible, will contribute to that end. Nevertheless, a directed strategy is lacking, particularly the use of that information by decision-makers.

Conclusions regarding fulfilment of objective 4: pilot demonstration interventions for the withdrawal and prevention of children of child labour in agriculture

8. The DAPs that are being implemented in Sinaloa and Veracruz have still not completed the steps required prior to implementation of the activities of prevention and withdrawal of children of child labour (identification of project beneficiaries and commitments by the service-providing institutions). Meanwhile, the DAP programmed for Michoacán cannot be implemented as it was foreseen. This causes a serious problem for achieving this objective, because there are only 18 months left before the project ends. Moreover, the period for the prevention and withdrawal activities will be only six months long due to the fact that it is subject to the farming cycle. What would have been appropriate for corroborating the elimination of child labour among farm workers would have been the intervention and subsequent follow-up on the activities during at least two farming cycles. Furthermore, the project has not formulated demonstration interventions to impact the basic cause of child labour among farm workers: the migration caused by the lack of income in the communities of origin.
9. Multiple difficulties has led to this delay: i) administrative problems that caused a delay in hiring the project staff; ii) institutional weakness of the NGOs to successfully carry out the type of DAP required by the ILO; iii) an increase in violence in the states of Sinaloa, Michoacán and Veracruz;

iv) difficulties in coordinating support from government projects in the provision of services; and v) changes in state officials.

Recommendations

Given the low level of achievement of the outputs foreseen by the project and the complexity of the institutional policy context described in previous pages, it is considered appropriate to make recommendations aimed primarily at the organization that is implementing the project and at government organizations at the federal levels. These recommendations are as follows:

Recommendations for the federal government and the ILO

Promote and support the design and implementation of a federal program for the prevention and elimination of child labour.

1. It is not very likely that the project can make more progress in the legal sphere due to the fact that the presidential elections, and the subsequent swearing-in of the new officials, will occupy a large part of the agenda of the federal public institutions during the remainder of 2012 and early 2013. The same situation is foreseen regarding the adoption of federal policies and action plans favoring PECL. For these reasons, and in view of the fact that the project's aim and its sustainability rest on the government's capacity to mobilize the necessary human and financial resources and to carry out interventions of projects effectively and efficiently, it is suggested that efforts be focused on achieving Objective 1, by formulating a proposal for a federal project for the prevention and elimination of child labour. This proposal could be drafted with technical support from the group of institutions that have been working with the project in the area of information and statistics related to child labour: DIF, IFAI, INEGI, SEDESOL, STPS, SEP, UNICEF and ILO. It could also benefit from the technical assistance that experts from ILO's headquarters and regional office could provide, as well as the experience that other LAC countries have had in implementing this type of program, particularly Brazil.
2. Through a suitably constructed strategy of awareness-raising and information, this proposal should be submitted to consideration by the presidential candidates. Once the new president has been elected, efforts will be made to have the project form part of the new administration's agenda of priority projects and national development plan. For it to be possible for such a proposal to be considered, it should include the budget that would be required over the next six years, the funding sources, the operating mechanisms, the number of beneficiaries by state, and the indicators on which follow-up and evaluation will be based. Given the importance of the Secretariat of the Treasury in the allocation of public funds and in the evaluation of spending, it is important for that office to have a representative on the inter-institutional working group.
3. In keeping with the ideas set forth in the preceding paragraph, the federal government's suggestion is to undertake the design of a project for the prevention and elimination of child labour in rural areas. A project of this kind could be the start of a national project of broader scope, which, as in the case of "Oportunidades," could be of central importance not only to the country's public policies but also, and primarily, to families' day-to-day lives.

Recommendation for state governments and the ILO

Promote and support the design and implementation of a program for the prevention and elimination of child labour in two states.

4. At the state level, it is also suggested that the design of projects with the same perspective be promoted, but only in two states, as the project indicates. Since significant progress has already been made in Veracruz, it would undoubtedly be one of the places in which this *initiative* should be developed. The other state could be chosen between Sinaloa and Oaxaca, as a function of top officials' willingness to head this process.

Recommendation for the STPS and the ILO

Train federal and state inspectors in managing and applying the list of hazardous jobs and the labour inspection protocol.

5. With respect to work with the STPS, the project can carry out important projects in training federal and state *inspectors* in the management and application both of the aforementioned list and of the protocol for labour inspections, once these instruments are legally in force.

Recommendations for the ILO

Promote the sugar sector's strategy in another productive sector.

6. With regard to the objective of mobilizing the employers' organizations in favour of PECL, it is *suggested* that the same strategy that has been yielding results in the sugar sector be adopted in another sector. It would not be advisable to address more than two sectors because efforts would become scattered. The most important challenge is considered to be making the employers' organizations capable of undertaking actions on their own, regardless of those undertaken by the state organizations. This does not mean that they should not pursue coordination with those institutions, but rather that the employers' capacity for action should not depend on what the governmental institutions do, but rather, to the contrary, they should demand, and serve as an example for, actions by public officials.

Promote the organizing of farm workers.

7. As for the development of the farm workers' capacity for action, it is necessary to support training in the organizations or unions that bring them together. As long as this does not occur, they will not be able to become players that impact their own living conditions. However, this is a task that goes far beyond *the* project's mandate and that should be handled by other ILO projects more focused on supporting the workers' exercise of their rights of association, in coordination with the national workers unions in the country.

Decentralize the project's human resources in order to strengthen implementation of the DAPs.

8. The project management model, which centralizes its human resources in Mexico City, does not respond to the management challenges that Mexico's political-administrative structure poses for the project. It is necessary to have project personnel (regardless of the type of contract) in the capitals of those states in which direct action projects are foreseen, perhaps reducing the number of state and local environments, as well as introducing a more permanent monitoring mechanism. The functions that the project personnel in the state capitals could perform are: i) to facilitate the institutional coordination needed for the provision of services by government *organizations*, ii) to provide technical assistance to the employers' organizations so that they can specify actions to support the project, iii) to provide technical orientation to the institutions that are implementing the DAPs, and iv) to follow up on the actions of the organizations that are implementing the DAP. The actions that

the project is carrying out in Mexico City could be assigned to consultants charged with specific tasks coordinated by the project's ATP.

Concentrate DAP implementation efforts.

9. Second, it is considered necessary to review the geographical areas in which the action projects will be undertaken so as to obtain more concentrated efforts. The strategy adopted by the DAP of Michoacán seems better suited to the financial and material resources available to the projects. It designated a single municipality for the implementation of activities, whereas the Sinaloa and Veracruz DAPs have chosen five and eight municipalities, respectively, as their sphere of action. These numbers seem excessive.
10. Third, with respect to the option that the project is considering as an alternative to the agreement that could not be signed with the DIF of Michoacán,²² it is suggested that it be taken into account that extending the implementation of the DAP to four states will considerably increase the volume of work related to inter-institutional coordination and follow-up on the actions, even though this would not mean an increase in the number of beneficiaries. As an alternative, two measures are suggested: i) to increase the number of beneficiaries in the states of Sinaloa and Veracruz, to make it equal to 50% of the number anticipated for the state of Michoacán, and ii) to design a DAP in Oaxaca focusing mainly on attacking the issue of the families' low income in their communities of origin,²³ with a number of beneficiaries equal to the remaining 50% of the beneficiaries anticipated for Michoacán. The advantage of this alternative is that the organizations that are implementing the DAPs in Sinaloa and Veracruz will soon have the baseline survey information available, whereby the additional beneficiaries could be identified. To the contrary, new implementing agencies would have to begin from square one and wait until the new cycle of harvests starts in order to prepare the baseline over a six-month period, select the beneficiaries and undertake the prevention and elimination tasks. Given the project experience thus far, this is not very viable. In addition, the organizations that are already implementing the Veracruz and Sinaloa DAPs have gained valuable experience during this time, but the new NGO would not have that benefit. In the case of Oaxaca, the DAP would not be as affected by the time restrictions imposed by the farming cycle since the NGO would work with communities in their place of origin.

Recommendation for USDOL and ILO

Extend the project implementation period.

11. Finally, in consideration of the foregoing, both the conclusions and the recommendations suggest that the ILO and USDOL consider the possibility of extending the project implementation period at least until the end of 2013, in order to have enough time to implement the tasks that are still pending and achieve the objectives.

²² The project proposal is: 1) to sign a 15-month DAP implementation agreement with a Michoacán NGO in May 2012 in order to provide protection to 60 adolescents, withdraw 500 children from hazardous work, and keep another 500 from working; 2) to implement a DAP in the state of Oaxaca to provide labour protection to 40 adolescents, withdraw 400 children from hazardous work and keep another 600 from working. A 15-month DAP implementation agreement would be signed with an NGO in April 2012.

²³ It is also suggested that the IDEQ model be implemented in those communities.

Annex II: Fieldwork agenda (in Spanish)

Evaluación México

Day	Horario	Entrevistado	Tema
Lunes 4 de noviembre	9am a 2pm	Victoria Cruz, IPEC/OIT	Antecedentes y resultados del proyecto
	3.30pm a 5.30pm	Sr. Thomas Wissing, Director OIT	Visión general del proyecto de la OIT, proyección a futuro...
Martes 5 de noviembre	8am a 10am	Florencia Nesis, consultora externa del IPEC	Programas de Atención Directa del IPEC en los estados
	11:00 a 12:00	Armando Ortega	
	12:30 pm a 2pm	Dip. Verónica Juárez Piña, Pdta. De la Comisión de la Niñez	Fortalecimiento institucional, normativo y de políticas públicas
	4pm a 6pm	Juan Trejo, INEGI	Grupo ETI, MTI de la ENOE, análisis de la línea de base (caracterización del TI agrícola)
Miércoles 6 de noviembre	9.30am a 11.30am	Mtro. Alejandro Alcántara, Director General de la Inspección Laboral (STPS)	Protocolo para inspectores. Fortalecimiento de la inspección.
	12pm a 1pm	Dr. Francisco Tomero	Listado de trabajos peligrosos para adolescentes
	4.30 pm a 6.30pm	Mtro. Ignacio Rubí, Subsecretario de Inclusión Laboral, STPS y Sergio Saldaña, Director Gral. de Igualdad Laboral	Estrategia nacional contra el trabajo infantil
Jueves 7 de noviembre	9am a 10.30am	Alison Sutton, UNICEF	Trabajo infantil (con educación y DIF) y relación con IPEC
	11: 30 am a 1pm	Telefónica Giovanna	
	1:30pm a 3pm	Almuerzo	
	3:30pm a 5pm	Maripina Menéndez, Directora de Save the Children	
	4:00 pm a 5pm	Dora Ordoñez, DIF	
	18:00 a 19:30	Edgar Ramírez y Jorge Vargas, Sedesol	Generación del conocimiento, atención directa, PAJA, PET, relación con la CITI
	18:00 a 19:30	Erick Zertuche	
Viernes 8 de noviembre	8am a 9.30 am	Laura Alvarado, consultora externa del IPEC	Sistematización de los programas de atención directa y formación de formadores.
	9.45am a 12.30pm (La CNIAA invitará el desayuno)	Max Camiro (CNIAA), José Américo Saviñón (CNPR), Celso Campos (CNC)	Plan de acción del sector azucarero; programas pilotos en Veracruz y Michoacán; Declaración de cero tolerancia; nuevo proyecto con el IPEC (noviembre-enero)
	13:00 a 14:30	Kristen Lorgen y Kemy Monahan (consejera de asuntos laborales).	
	15:00 a 16:30	Norma del Río	
	17:00 a 18:00	Adriana Arreola	
	17:00 a 18:00	Rosaura Galeana	

Evaluación OIT MEXICO

Domingo 3	Lunes 4	Martes 5	Miércoles 6	Jueves 7	Viernes 8	Sábado 9
DF 9:00 – 10:00	9:30 – 18:00 Reunión Proyecto IPEC Victoria, Flor, Valentina, Erika OIT Comte Nr. 35, Colonia Anzures (esquina con Thiers)	OIT: Thomas Wissing OIT: IDEQ Mario OIT: SIMAPRO Leo STPS: Ignacio Rubí, Sergio Saldaña Asuntos Internacionales Inspección del Trabajo Emb. De Estados Unidos: Katherine Monahan	CTM CROC COPARMEX CONCAMIN CNIAA CNC CNPR Coca Cola	Save The Children: Maripina UNICEF: Alison Suton UPN: Rosaura Galeana UAM	SEDESOL: Jorge Vargas SEP: Eva Hamilton DIF: Laura Alvarado, Consultora sistematización de PA Florencia Nesis, Consultora DBMR- M y Línea de Base	

Sinaloa

Domingo 10	Lunes 11	Martes 12	Miércoles 13	Jueves 14	Viernes 15	Sábado 16
09:00 – 10:00	Entrevista Eider de Gana y revisión de la agenda estatal, Enlace IPEC	Entrevista a beneficiarios / Norte Entrevista Camioneteros	Entrevista equipo centro Save The Children	Entrevista a beneficiarios PA	Reunión/taller de retroalimentación con contrapartes estatales	DF
10:00 – 11:00						
11:00 – 12:00	Visita al PA Save The Children	Los Mochis – Culiacán (autobús)	Entrevista a contrapartes estatales (DTyPS, DIF, AARC, CAADES...)	Entrevista a contrapartes locales	Entrevista de cierre Eider de Gana	
12:00 – 13:00	Entrevista al equipo de trabajo					
13:00 – 14:00	Comida	Hotel Culiacán: San Marcos (3 noches)			Traslado al aeropuerto	
14:00 – 15:00	Continúa entrevista Eider de Gana					
15:00 – 16:00						
16:00 – 17:00						
17:00 – 18:00						
18:06 – 19:30 DF – Los Mochis Aeroméxico Hotel Los Mochis: Por confirmar (2 noches)					19:10 – 22:00 Interjet Culiacán - DF	

Oaxaca

Domingo 17	Lunes 18	Martes 19	Miércoles 20	Jueves 21	Viernes 22	Sábado 23	
09:00 – 10:00	Entrevista a Lorena Robles y revisión de la agenda, Enlace IPEC	8:00 – 9:30 Traslado a Ejutla (auto)	Continúa visita a beneficiarios Contrapartes locales Escuela de música	Entrevista a contrapartes estatales	9:00 – 12:00 Reunión/Taller de retroalimentación con contrapartes estatales	DF	
10:00 – 11:00		9:30 – 12:00 Entrevistas a PA Lubizha			Traslado a Oaxaca (auto)		Entrevista de cierre Lorena Robles
11:00 – 12:00		Entrevista contrapartes estatales			Visitas a beneficiarios		
12:00 – 13:00							
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00					Traslado al aeropuerto		
18:00 – 19:00							
17:20 -18:25 Interjet DF – Oaxaca (con otras opciones durante el día, se puede consultar en www.interjet.com.mx) Hotel Oaxaca: por confirmar (2 noches)	Feriado Nacional 6:45 – 7:50 Interjet DF – Oaxaca	Hotel en Ejutla: por confirmar (1 noche)	Hotel Oaxaca: por confirmar (2 noches)		18:50 – 20:00 Interjet OAX - DF		

Veracruz

Domingo 24	Lunes 25	Martes 26	Miércoles 27	Jueves 28	Viernes 29	Sábado 30
9:00 – 10:00	9:00 – 12:00 Entrevista a María Teresa Guillén, Enlace IPEC	8:00 – 9:30 Traslado a Teocelo (auto)	07:30 – 09:30 Traslado de Xalapa a zona cañera (Cardel) (auto)	Visita a contrapartes estatales (CEDH,	9:00 – 12:00 Reunión/taller de retroalimentación con contrapartes estatales	DF
10:00 – 11:00		9:30 – 17:30 Entrevista PA AUGE	09:30 – 15:00 Visita a Ingenio,		Entrevista de cierre María Teresa Guillén	
11:00 – 12:00	12:00 – 18:00	Visita a contrapartes				
12:00 – 13:00	Entrevista a contrapartes					
13:00 – 14:00						

Domingo 24	Lunes 25	Martes 26	Miércoles 27	Jueves 28	Viernes 29	Sábado 30
14:00 – 15:00	estatales (STPSyP, CEDAS)	locales (escuelas, municipios, etc) y beneficiarios en zona cafetalera)	contrapartes locales y beneficiarios		Traslado a la terminal	
15:00 – 16:00			Traslado de cardel a Xalapa			
16:00 – 17:00		Traslado de Teocelo - Xalapa				
17:00 – 18:00						
18:00 – 19:00						
15:00 – 19:30 DF – Xalapa (en autobús / ADO Platino) (con otras opciones más temprano o más tarde. Consultar en: www.ado.com.mx El boleto debe ser comprado de manera personal vía telefónica o por internet. Hotel Xalapa: por confirmar (5 noches)					16:00 – 20:30 XAL – DF (ADO Platino)	

Chiapas y DF

Domingo 1	Lunes 2	Martes 3	Miércoles 4	Jueves 5	Viernes 6	Sábado 7	
9:00 – 10:00	Reuniones con contrapartes estatales ST StC Carlos Meza	Videoconferencia Michoacán: PA Inicia, ICATSIN, SEP (por definir)	09:00 – 17:00 OIT Preparación del taller nacional de contrapartes (eventualmente alguna reunión adicional en DF)	Taller nacional modelo de atención directa	Taller Nacional de contrapartes		
10:00 – 11:00							Entrevistas a contrapartes en DF
11:00 – 12:00					STPS: Lídice y Graciela		
12:00 – 13:00		Traslado al aeropuerto		Ririki: Nashieli Ramírez			Preparación del taller nacional de contrapartes
13:00 – 14:00							
14:00 – 15:00							
15:00 – 16:00							
16:00 – 17:00							
17:00 – 18:00							
18:00 – 19:00							

Annex III: List of interviewed persons (in Spanish)

Lugar y fecha: Distrito Federal/ Noviembre 4, 2013

Lugar y fecha: Distrito Federal/ Noviembre 5, 2013

Lugar y fecha: Distrito Federal/ Noviembre 6, 2013

Lugar y fecha: Distrito Federal/ Noviembre 7, 2013

Lugar y fecha: Distrito Federal/ Noviembre 8, 2013

Lugar y fecha: Los Mochis, Sin. /Noviembre 11, 2013

Lugar y fecha: Guasave y Ahome, Sin./ Noviembre 12, 2013.

Lugar y fecha: Culiacán y Villa Juárez, Sin. / Noviembre 13, 2013.

Lugar y fecha: Culiacán y Navolato, Sin./ Noviembre 14, 2013.

Lugar y fecha: Oaxaca de Juárez y Ejutla de Crespo, Oax./ Noviembre 18, 2013

Lugar y fecha: Cuatecas, La Pe y Ejutla de Crespo, Oax./ Noviembre 19, 2013

Lugar y fecha: Oaxaca de Juárez, Oax./ Noviembre 20, 2013

Lugar y fecha: Oaxaca de Juárez, Oax./ Noviembre 21, 2013

Lugar y fecha: Teocelo y Cosautlán, Ver./ Noviembre 25, 2013

Lugar y fecha: Cardel, Ver./ Noviembre 26, 2013

Lugar y fecha: Xalapa, Ver./ Noviembre 27, 2013

Lugar y fecha: Xalapa, Ver./ Noviembre 28, 2013

Lugar y fecha: Tuxtla Gutiérrez, Chiapas/ Diciembre 1º, 2013

Lugar y fecha: México D.F./ Diciembre 2, 2013

Lugar y fecha: México D.F./ Diciembre 3, 2013

Lugar y fecha: México D.F. (skype)/ Diciembre 4, 2013

Lugar y fecha: México D.F./ Diciembre 5, 2013

Lugar y fecha: México D.F./ Diciembre 9, 2013

Lugar y fecha: México D.F./ Diciembre 11, 2013

Lugar y fecha: México D.F./ Diciembre 12, 2013

Lugar y fecha: México D.F./ Diciembre 13, 2013

Annex IV: Matrix of the federal and state results (in Spanish)

OBJETIVO INMEDIATO 1: Al final del proyecto, el marco legal, institucional y de políticas para prevenir y erradicar el trabajo infantil, en particular las peores formas en el sector agrícola se ha fortalecido			
Producto 1.1. La legislación nacional y reglamentos para prevenir y erradicar el trabajo infantil se han armonizado con las normas internacionales del trabajo			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> Reforma a la LFT (Art. 176) (Nov. 30, 2012) Se envía la propuesta del Ejecutivo para proponer la reforma constitucional al Art.12, frac. III (Junio 12, 2013) 	<ul style="list-style-type: none"> Se tipifican en Ley por primera los trabajos peligrosos e insalubres prohibidos para menores En proceso 	<ul style="list-style-type: none"> Se establece que los menores de 16 años no podrán realizar actividades agrícolas, entre otras El listado estaba pendiente desde la ratificación del convenio 182 Consenso tripartito Se propone cambiar la edad mínima a 15 años, ratificando el Convenio OIT 138
Sinaloa	<ul style="list-style-type: none"> Propuesta de Reforma al Reglamento General de la Ley de Tránsito y Transportes del Estado de Sinaloa 	<ul style="list-style-type: none"> En proceso de aprobarse 	<ul style="list-style-type: none"> Prohíbe trasladar niños y niñas menores de 16 años a los campos agrícolas
Oaxaca	<ul style="list-style-type: none"> Propuesta de reformas a leyes estatales que relacionan el TI 	<ul style="list-style-type: none"> En proceso 	<ul style="list-style-type: none"> La versión final está lista para presentarse en el actual periodo de sesiones de la Cámara de diputados (participación del CEDNNA)
Producto 1.2. Las capacidades de la Dirección de Inspección del trabajo y otros actores pertinentes para combatir el trabajo infantil en la agricultura se han fortalecido			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> La STPS lidera el tema de TI Capacitación y apoyo técnico a inspectores Elaboración del Protocolo de Actuación para la inspección laboral federal y estatal en el tema de TI, Boca del Río, Ver. Ago. 2013 	<ul style="list-style-type: none"> TI en la agenda de la inspección laboral federal (desde 2012 y TI agrícola) 	<ul style="list-style-type: none"> El protocolo homologa la inspección federal y estatal y el tratamiento del TI El TI entra en el rubro de inspección en seguridad e higiene El IPEC y la STPS completaron el protocolo el cuál estaba por enviarse a los estados para su implementación a fines de 2013
Sinaloa	<ul style="list-style-type: none"> La Secretaría de Gobierno y la Dirección del Trabajo lideran el tema de TI 	<ul style="list-style-type: none"> TI en la agenda de la Inspección del Trabajo 	<ul style="list-style-type: none"> Sinaloa se coloca como ejemplo a nivel nacional en la desincorporación de trabajo infantil
Oaxaca	<ul style="list-style-type: none"> La SETRAO a cargo de liderar el tema de TI Capacitación a 4 inspectores de SETRAO y 2 de la Delegación Federal del Trabajo Sello "Empresa Libre de Trabajo de Infantil" En proceso de impresión el listado del TIP y sus implicaciones para adultos y adolescentes 	<ul style="list-style-type: none"> TI en la agenda de la Inspección del Trabajo de SETRAO 	<ul style="list-style-type: none"> La inspección laboral es un tema incipiente en Oaxaca. El TIA se da principalmente en la agricultura de subsistencia familiar y en la agricultura comercial, frecuentemente fuera del Oaxaca (Estado expulsor de mano de obra).
Veracruz	<ul style="list-style-type: none"> La Secretaría del Trabajo a cargo de liderar los procesos 	<ul style="list-style-type: none"> TI en la agenda de la Dirección de Inspección del 	<ul style="list-style-type: none"> La inspección estatal está en sólo 45 de los

OBJETIVO INMEDIATO 1: Al final del proyecto, el marco legal, institucional y de políticas para prevenir y erradicar el trabajo infantil, en particular las peores formas en el sector agrícola se ha fortalecido			
	institucionales en materia de TI <ul style="list-style-type: none"> • Sensibilización a inspectores (noviembre 2012) • Capacitación de inspectores estatales (5 de un total de 11 (a noviembre de 2013) • Autorizaciones para el trabajo adolescente • En proceso de impresión los materiales para difusión del listado TIP para adultos y adolescentes 	Trabajo <ul style="list-style-type: none"> • TI forma parte de las actividades de difusión sobre la reforma laboral de la Secretaría del Trabajo • Se otorgaron 890 autorizaciones que garantizan los derechos de los menores en edad de trabajar en 16 municipios. 	212 municipios del Estado. Existe falta de claridad legal entre la inspección estatal y la federal en el tema del azúcar. <ul style="list-style-type: none"> • Aumento del número de inspecciones en el sector urbano relacionado con el trabajo infantil
Chiapas	<ul style="list-style-type: none"> • La Secretaría del Trabajo (ST) lidera los procesos institucionales en materia de TI • Capacitados los inspectores (6 en el estado) • Aplicación de la Metodología Srceam a nivel subsecretarios y funcionarios • Expedición de licencia para permitir el trabajo decente de menores condicionando la escolaridad • Inspecciones ordinarias y extraordinarias en los sectores de la caña, café, banana para TI • Distintivo libre de trabajo infantil: Marca Chiapas 	<ul style="list-style-type: none"> • TI totalmente compenetrada en la agenda de la inspección laboral 	<ul style="list-style-type: none"> • Cinco empresas se certificaron con el distintivo de la ST
Producto 1.3. El marco de políticas y los Planes de acción para prevenir y eliminar el trabajo infantil son adoptados / reforzados e implementados a nivel nacional y estatal (en 2 estados)			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> • Plan Nacional de Desarrollo 2013-2018 • Nombrada y funcionando la Comisión Intersecretarial contra el TI (Jun 12, 2013) • En proceso de elaboración el Plan Nacional para ETI 	<ul style="list-style-type: none"> • Fortalecimiento de experiencias y conocimientos en el tema de TI • Sensibilización de los participantes • Los programas sociales incluyen en sus reglas de operación el TI 	<ul style="list-style-type: none"> • Formada por 15 instituciones (13 secretarías federales de estado, el DIF nacional y la CNDH) • El Plan estaría listo a fines de 2013
Sinaloa	<ul style="list-style-type: none"> • Nombrada y funcionando la Alianza por los DENNA y contra la Explotación Laboral/la Alianza da paso a la CITI (Nov. 8 2013) • Plan Estatal contra el TI (inicios de 2014) • Convenios con PRONIM, ICATSIN y DtyPS 	<ul style="list-style-type: none"> • Fortalecimiento de experiencias y conocimientos para el desarrollo de un plan estratégico en el combate del trabajo infantil • Las comunidades de ejecución del PETI están sensibilizadas sobre la problemática del TI • Se visibilizó la problemática en la zona sur a través de la Alianza, lo que posibilitará acciones conjuntas 	<ul style="list-style-type: none"> • El DENNA lo conforman 18 integrantes (DTyPS, DFT, COFEPRIS, IMSS, CAADES, AARC, SINTOAC, etc.) • Existe buena articulación • La CITI involucra a las instituciones gubernamentales, mientras que la Alianza incluye también a empleadores, asociaciones de trabajadores y sociedad civil organizada
Michoacán	<ul style="list-style-type: none"> • Propuesta para ejecutar el programa PETI Agrícola en la Zona de Los Reyes del Estado de Michoacán (abril 2012) • Convenios entre Inicia y: SEP, ICATMI, ayuntamientos de Coeneo y Chilchota, Educación Indígena, Subsecretaría de 	<ul style="list-style-type: none"> • El DIF estatal no firmó el convenio. • Se ofrecen por primera vez servicios educativos y de capacitación con enfoque del PETI en las zonas del PAD 	<ul style="list-style-type: none"> • La proximidad del cambio de gobierno rezagó el tema • INICIA trabajó en asociación con RETEM

OBJETIVO INMEDIATO 1: Al final del proyecto, el marco legal, institucional y de políticas para prevenir y erradicar el trabajo infantil, en particular las peores formas en el sector agrícola se ha fortalecido			
	educación básica a nivel federal y estatal		
Oaxaca	<ul style="list-style-type: none"> Nombrado y funcionando el Grupo Intersectorial para la Erradicación del Trabajo Infantil (GIS) en el Estado de Oaxaca (Abril 26, 2013) (el GIS completo se convirtió a comisión) Plan Estatal de Erradicación de Trabajo Infantil (inicios de 2014) 	<ul style="list-style-type: none"> Intercambio incipiente de experiencias y conocimientos para el desarrollo de un plan estratégico para el combate del trabajo infantil 	<ul style="list-style-type: none"> El GIS lo conforman 26 integrantes De acuerdo con sus integrantes, la articulación es aún un desafío. Preocupa la falta de liderazgo de SETRAO para la convocatoria y el desarrollo del GIS
Veracruz	<ul style="list-style-type: none"> Nombrado y funcionando el Comité Estatal para la Prevención y Erradicación del TI, (Septiembre 23, 2013) (el comité anterior fue en agosto 30, 2012) Plan Veracruzano contra el Trabajo Infantil y su cronograma (2012-2014) 	<ul style="list-style-type: none"> Fortalecimiento de experiencias y conocimientos para el desarrollo de un plan estratégico Mayor sensibilización en el tema de TI 	<ul style="list-style-type: none"> El Comité lo conforman 15 instituciones (gobierno, organizaciones de trabajadores y empleadores y Sociedad Civil) El Comité es uno de los avances más significativos para dar seguimiento a la ejecución del Plan Importante participación de del CEDAS y la CEDH Se requiere mayor cooperación de todos los actores: pocos cambios más allá de la sensibilización Se percibe como problemático la rotación de los participantes en las reuniones del Comité.
Chiapas	<ul style="list-style-type: none"> Nombrada y funcionando la Comisión Interinstitucional para la Erradicación del Trabajo Infantil en el Estado de Chiapas (Junio 12, 2013) Instrumento jurídico que obliga y rige las acciones de la Comisión Plan Estatal para la Prevención y Erradicación del Trabajo Infantil en el Estado de Chiapas Sistema de Gestión y Atención para la Erradicación del Trabajo Infantil en Chiapas (SIGAETI) Participación del DIF: "Todos a la escuela" 	<ul style="list-style-type: none"> Fortalecimiento de experiencias y conocimientos para tomar acciones Mayor sensibilización en el tema de TI Articulación interinstitucional (con los tres niveles de gobierno) 	<ul style="list-style-type: none"> Integrada por 33 instituciones Integra la información de las NNA en situación de Trabajo Infantil detectados por la inspección laboral y da seguimiento a la atención integral Chiapas fue el Estado que contó con más apoyo y asesoría directa del equipo central de IPEC

OBJETIVO INMEDIATO 2: Al final del proyecto, los actores sociales están llevando a cabo acciones para eliminar el trabajo infantil en la agricultura			
Producto de 2.1. La información y sensibilización de trabajadores y de las organizaciones de empleadores sobre trabajo infantil se ha incrementado y el dialogo social se ha mejorado			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> Se colocó el tema del TI en las agendas de empleadores y trabajadores Desarrollo de buenas prácticas por parte de la industria azucarera con enfoque de ETI en un diálogo sectorial Firma de la declaración "Cero Tolerancia al TI" en la cadena de valor del sector cañero (Jun 12, 2013) Participan en la CITI como invitados CONCAMIN, CNIAA, CCE, el Congreso Laboral Alianzas con CROC, CTM y COPARMEX 	<ul style="list-style-type: none"> Organizaciones de trabajadores integran a sus agendas el tema y realizan acciones contra el TI (2012): CTM, CROC, CNIAA, CNPR 	<ul style="list-style-type: none"> Están comprometidos con el tema de TI 11 ingenios de la red de azucareros
Sinaloa	<ul style="list-style-type: none"> Fortalecimiento del diálogo social tripartito alrededor del tema del TI en el sector hortalizas y sector transporte Se coloca el tema de TI en las agendas de empleadores y trabajadores 	<ul style="list-style-type: none"> Participan sindicatos y CTM y 41 unidades de trabajo (incluida la AARC,) 	<ul style="list-style-type: none"> Se involucra a toda la cadena de valor La AARC es el organismo que representa a los empleadores mas importantes del estado
Michoacán	<ul style="list-style-type: none"> Se colocó el tema del TI en las agendas de empleadores y trabajadores Los ingenios adoptan en sus objetivos institucionales la prevención y erradicación del TI 	<ul style="list-style-type: none"> Los ingenios Lázaro Cárdenas y Santa Clara son capacitados con contenidos en TI (SIMAPRO) El ingenio Santa Clara se compromete y realiza acciones del PETI a través del Dep. Resp. Social 	<ul style="list-style-type: none"> Guía de Autoformación y Evaluación por Competencias con contenidos
Oaxaca	<ul style="list-style-type: none"> Se coloca el tema de TI en las agendas de empleadores y trabajadores 	<ul style="list-style-type: none"> COPARMEX-Oaxaca suscribió el "Código de conducta empresarial para la prevención y erradicación del TI" (agosto 2013) 	<ul style="list-style-type: none"> Propuesta elaborada por CEDNNA/SETRAO/Delegación Federal del Trabajo El código se ha presentado a Cámaras empresariales en Oaxaca: CANACINTRA, COPARMEX, CMIC, CNPR y CANACO
Veracruz	<ul style="list-style-type: none"> Fortalecido el diálogo social tripartito alrededor del tema del TI en el sector cañero y cafetalero Integrada la participación de la Liga de Comunidades Agrarias y Sindicatos Campesinos del Estado de Veracruz (CNC) Sensibilizados incipientemente sobre TI los afiliados del Consejo Regional del Café de Coatepec Sensibilización a 113 afiliados a CONCANACO y CANACINTRA los Municipios de Tuxpan y Poza Rica en los talleres de sensibilización Sensibilización a COPARMEX (octubre 2012) y organizaciones de empleadores del sector azucarero 	<ul style="list-style-type: none"> Sector azúcar integrado en las mesas de coordinación del PATI Protección del trabajo adolescente forma parte de la agenda del sector cañero Firman convenio la agroindustria y la Liga de Comunidades Agrarias y Sindicatos Campesinos del Estado de Veracruz (CNC) para prevenir y erradicar el TI en el marco del Comité (Agosto 30, 2012) Los ingenios La Gloria y El Modelo son capacitados con contenidos en TI (SIMAPRO) 	<ul style="list-style-type: none"> Participación incipiente del sector del café Guía de Autoformación y Evaluación por Competencias con contenidos

OBJETIVO INMEDIATO 2: Al final del proyecto, los actores sociales están llevando a cabo acciones para eliminar el trabajo infantil en la agricultura			
Producto de 2.1. La información y sensibilización de trabajadores y de las organizaciones de empleadores sobre trabajo infantil se ha incrementado y el dialogo social se ha mejorado			
	Productos	Efectos	Comentarios
	(agosto 2012)		
Chiapas	<ul style="list-style-type: none"> Se coloca el tema de TI en las agendas de empleadores y trabajadores 		
Producto de 2.2. La capacidad de las organizaciones de empleadores, trabajadores y campesinas sobre el trabajo infantil reforzado			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> Sensibilización y compromiso con acciones concretas relacionadas con TI Diseño de un programa de entrenamiento para sensibilizar a organizaciones de trabajadores y empleadores para apoyar en el TI y desarrollo de actividades 	<ul style="list-style-type: none"> Coca-Cola se compromete a acciones específicas (diseño y traducción de la guía SIMAPRO, reuniones anuales para el tema de TI) Desarrollo de buenas prácticas con la Industria azucarera (cadena de valor, mejora de salarios y condiciones de vida, certificado de competencias, etc.) 	
Sinaloa	<ul style="list-style-type: none"> Actores clave del sector productivo informados e involucrados en acciones para prevenir y eliminar el TI Fortalecimiento de capacidades de transportistas: Campaña: ¡Yo no traslado Niños al campo! (Junto con la DTyPS) Se involucra a la Dirección de Vialidad y Transporte en las acciones contra el TIA. 	<ul style="list-style-type: none"> Avances en los albergues de los empleadores agroindustriales interesados en el mercado globalizado Integradas en las agendas de los agroexportadores la protección del trabajo adolescente 	<ul style="list-style-type: none"> En los surcos destinados al mercado nacional continúa el flujo de mano de obra infantil Influye la reforma a la LFT (nov 2012) Aún importantes resistencias de los transportistas
Oaxaca	<ul style="list-style-type: none"> Participación activa de la Confederación Revolucionaria de Obreros y Campesinos (CROC) 	<ul style="list-style-type: none"> El tema de trabajo infantil insertado en la agenda sindical 	<ul style="list-style-type: none"> El microprograma “Actividades de sensibilización y capacitación sobre Trabajo Infantil para agremiados y sus familias” por realizarse entre noviembre y diciembre 2013.
Veracruz	<ul style="list-style-type: none"> La dirección de inspección de la STPS imparte de manera permanente los Foros “Condiciones Generales de Trabajo y Erradicación del trabajo Infantil” Alianza estratégica entre el sector público (Secretaría de Educación, PRONIM, ICATVER, Servicio Nacional de Empleo) y privado (Ingenio Pánuco y La Gloria) Compromisos de los ingenios azucareros con el PATI Sensibilización y producción de materiales de comunicación y capacitación a 50 Comités Campesinos de la CNC de Veracruz 	<ul style="list-style-type: none"> Capacitados 113 afiliados a las Cámara Nacional de Comercio y la Cámara Nacional de la industria de la Transformación de los Municipios de Tuxpan y Poza Rica por la DI (a noviembre de 2013) Los ingenios La Gloria y Pánuco adoptan la prevención y erradicación del trabajo infantil como objetivo y llevan acciones a través de las áreas de responsabilidad social y programas de gobierno Compromisos: 	<ul style="list-style-type: none"> En el ingenio Constanza-Beta San Miguel cuenta con ludoteca y una biblioteca comunitaria, programa de alfabetización en los albergues de cortadores de caña para sus hijos e hijas. Se realizan talleres con los niños y niñas en el que se incluye el tema de trabajo infantil

OBJETIVO INMEDIATO 2: Al final del proyecto, los actores sociales están llevando a cabo acciones para eliminar el trabajo infantil en la agricultura			
Producto de 2.1. La información y sensibilización de trabajadores y de las organizaciones de empleadores sobre trabajo infantil se ha incrementado y el dialogo social se ha mejorado			
	Productos	Efectos	Comentarios
		<ul style="list-style-type: none"> • El Ingenio Central Progreso: (fecha) cláusula en las actas constitutivas de los grupos de cosecha sobre la legislación y normatividad del TI y realizar capacitaciones y verificaciones • Grupo Pantaleón (octubre 2012) : Aumenta progresivamente la edad de los cortadores que contratan (a partir de 2016 sólo mayores de edad) • Ingenio Constancia-Beta San Miguel (fecha): desarrollan el proyecto EMALUR (mujer de la tierra) para proyectos educativos. 	
Chiapas	<ul style="list-style-type: none"> • Protocolo de los empleadores (cumplir la Ley con relación a TI) • Aportación de recursos: Sedesol (PAJA) y empresarios para mejora de albergues • Instalación de 19 escuelas multimodales en las fincas cafetaleras 	<ul style="list-style-type: none"> • Empleadores y gobierno llevan a cabo acciones directas para desarrollo humano y educativo relacionados con el TI de las familias de jornaleros 	<ul style="list-style-type: none"> • Mejoramiento de albergues en Tapachula y Tuxtla: construcción de cocina, dormitorio, baños • El finquero paga al maestro cuando hay retrasos

OBJETIVO INMEDIATO 3: Al final del proyecto, la base de conocimientos para informar a las acciones de los actores clave para combatir el trabajo infantil en la agricultura se incrementó			
Producto 3.1. Un <i>toolkit</i> de herramientas sobre trabajo infantil en la agricultura en México, producido, disponibilidad y difundido			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> • Dos estudios rigurosos y representativos sobre el TI coordinados por el Proyecto (con UCW y la encuesta sobre percepciones del TI) • Compromiso de la estrategia nacional de trabajar con el proyecto OIT-IPEC “alto al TI en agricultura” (marzo 2103) • Asistencia técnica a SEDESOL sobre TI agrícola y migración (marzo 2013) • La UPN: estudios sobre migración, educación y TI, foros y jornadas universitarias • Información sobre migración, jornaleros y TI disponible para tomadores de decisiones sector desarrollo social 	<ul style="list-style-type: none"> • Conocimiento utilizado para las campañas de la STPS sobre ETI • Intercambio de información con la STPS sobre el TI en las áreas del proyecto OIT-IPEC • El programa Oportunidades toma como referente el estudio realizado por UCW • Se fortalece el tema en universidades 	
Sinaloa	<ul style="list-style-type: none"> • Estudio caracterización del TIA en Sinaloa • Estudio realizado por la Dirección del TyPS y STC sobre procesos peligrosos en el cultivo del pepino y hortalizas 	<ul style="list-style-type: none"> • Insumos para las estrategias de la Dirección del TyPS 	<ul style="list-style-type: none"> • 8 de 9 estudios CyMAT para realizar el listados de trabajos peligrosos no se concretaron
Michoacán	<ul style="list-style-type: none"> • Foro estatal “Alto al Trabajo Infantil; Compromiso de Todos” 	<ul style="list-style-type: none"> • Informados 150 participantes 	
Oaxaca	<ul style="list-style-type: none"> • INEGI incorpora el tema de TI en sus servicios de información al estado de Oaxaca (6 de junio de 2013) • Sistema de identificación, seguimiento y monitoreo de las y los niños y adolescentes en situación o riesgo de Trabajo Infantil (Nov 2013) • Estudio de caracterización del TIA en Oaxaca • Cartillas de derechos de los NNA para distribuirse en 172 municipios de menor desarrollo humano (nov 2013) 	<ul style="list-style-type: none"> • Generación de información estadística de calidad para el diseño de programas y para evaluar los resultados de las acciones y servicios de la población objetivo • No se cuenta aún con elementos para conocer sus efectos 	<ul style="list-style-type: none"> • Las cartillas son únicamente informativas sobre los derechos de los NNA, donde se incluye el tema del trabajo infantil, y las instituciones y organizaciones dónde buscar apoyo legal.
Veracruz	<ul style="list-style-type: none"> • Tríptico sobre normativa legal internacional, nacional y estatal sobre trabajo infantil. dirigido a servidores y servidoras públicas. Material elaborado por la STPSP, CEDAS Y CEDH (noviembre 2013) • Estudio sobre condiciones y medio ambiente de trabajo infantil (CyMAT) en la etapa de la cosecha del café • Estudio “Caracterización del Trabajo Infantil Agrícola TIA en Veracruz”. Se realiza en coordinación con OIT y 	<ul style="list-style-type: none"> • Información para tomadores de decisiones del sector social 	<ul style="list-style-type: none"> • Se realizaron visita a fincas cafetaleras para evaluar los riesgos en el trabajo para NNA y adultos en el vivero, beneficio y en el campo (septiembre 2012-mayo 2013). • Entre el material de difusión se encuentra el “Trabajómetro” dirigido a adolescentes sobre las condiciones y tipos de trabajo

OBJETIVO INMEDIATO 3: Al final del proyecto, la base de conocimientos para informar a las acciones de los actores clave para combatir el trabajo infantil en la agricultura se incrementó			
	Universidad de Chapingo <ul style="list-style-type: none"> Elaborado material de difusión por la STPSP, CEDAS Y CEDH en español, náhuatl y en totonaco (noviembre 2013) 		que pueden realizar
Chiapas	<ul style="list-style-type: none"> Observatorio de Trabajo Infantil y Adolescente del Estado de Chiapas 	<ul style="list-style-type: none"> Información para planeación y evaluación de políticas y programas que prevengan y erradique el TI 	<ul style="list-style-type: none"> Es el único en el país. Realizarán actividades de prevención, detección, atención y seguimiento.
Producto de 3.2. Actores claves (actores sociales, formadores de opinión, comités de coordinación, parlamentarios, autoridades, organizaciones no gubernamentales, los niños y sus familias) están conscientes e informados sobre las consecuencias negativas del trabajo infantil en la agricultura			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> Colocado en la agenda el Día Mundial contra el TI IV Encuentro Internacional contra el Trabajo infantil (Telefónica, marzo 2013) 	<ul style="list-style-type: none"> Mayor visualización del TI 	<ul style="list-style-type: none"> Este proceso se vio favorecido por la alianza entre STPS, DIF y CNDH
Sinaloa	<ul style="list-style-type: none"> Colocado en la agenda el Día Mundial contra el TI Informados periodistas, organizaciones de empleadores y trabajadores, transportistas e instituciones públicas 	<ul style="list-style-type: none"> Cobertura importante en medios el Día Mundial contra el TI Mayor sensibilización 	<ul style="list-style-type: none"> Con énfasis en visibilización, reconocimiento e inclusión social de los adolescentes trabajadores
Michoacán	<ul style="list-style-type: none"> Colocado en la agenda el Día Mundial c/T Aliados del PAD: Instituto Tecnológico Superior de Pátzcuaro, la Universidad, la Pedagógica Nacional (Sede Zamora y Sede Zacapu) 	<ul style="list-style-type: none"> Amplia cobertura mediática del Día Mundial c/T Desarrollan programas de capacitación productiva (perfiles) para adolescentes y adultos 	
Oaxaca	<ul style="list-style-type: none"> Colocado en la agenda el Día Mundial contra el TI El observatorio ciudadano dedica un número al tema del TI 	<ul style="list-style-type: none"> Amplia cobertura mediática del tema de TI Mayor sensibilización sobre el tema de TI 	<ul style="list-style-type: none"> Los periodistas se sensibilizan porque se monta el tema de TI en el de seguridad
Veracruz	<ul style="list-style-type: none"> Colocado en la agenda el Día Mundial c/T Plan de sensibilización elaborado por la STPSP, el CEDAS y la CEDH Participan nuevos actores en el PATI: la Subsecretaría de la Juventud, la Asociación de Padres de Familia del Estado 	<ul style="list-style-type: none"> Visibilidad del tema en el estado Participación de 367 niños, niñas, adolescentes y sus familias 	
Chiapas	<ul style="list-style-type: none"> Colocado en la agenda el Día Mundial c/T Se involucra comunicación social del gobierno del Estado 	<ul style="list-style-type: none"> Amplia cobertura mediática del tema de TI Spots continuos en el sistema de radio y televisión 	
Producto 3.3. Periodistas, operadores de medios de comunicación y otros actores clave informados, capacitados y conscientes de las consecuencias negativas del trabajo infantil en la agricultura			
	Productos	Efectos	Comentarios
Federal	<ul style="list-style-type: none"> La UAM crea la página web sobre asuntos de TI en México www.elotrojardin.mx 	<ul style="list-style-type: none"> Mayor conocimiento sobre trabajo infantil Mejor uso la información disponible sobre TI 	

OBJETIVO INMEDIATO 3: Al final del proyecto, la base de conocimientos para informar a las acciones de los actores clave para combatir el trabajo infantil en la agricultura se incrementó			
	<ul style="list-style-type: none"> Taller "Fortalecimiento de capacidades a instituciones Públicas y organizaciones sociales y académicas en su función de fuentes de información sobre el Trabajo Infantil" (octubre 2012, 20 participantes) Capacitaciones a periodistas Manual para periodistas "Ni imparcial ni indiferente" 	<ul style="list-style-type: none"> Los periodistas están mejor preparados para informar sobre TI y cambiar las percepciones y tolerancia 	
Sinaloa	<ul style="list-style-type: none"> La USIN se incorpora a proyectos de investigación – acción en materia de PETI 	<ul style="list-style-type: none"> Mayor conocimiento en el tema 	
Michoacán	<ul style="list-style-type: none"> RETEM e ICATMI han sido capacitados sobre TI y reproducen la información ellos mismos 	<ul style="list-style-type: none"> Mayor sensibilización en el tema de TI 	
Oaxaca	<ul style="list-style-type: none"> Dos talleres de sensibilización a periodistas (30 participantes en c/u) (fecha) Actividades de fortalecimiento de capacidades con 638 participantes de ONG, Instituciones Públicas, Medios de Comunicación, Organizaciones de Trabajadores y de Empleadores (julio de 2012-octubre de 2013) 	<ul style="list-style-type: none"> El grupo de estadísticas y el grupo de Coordinación Estatal para la Atención de Jornaleros Agrícolas y sus Familias hacen suya la agenda del PETI. 	<ul style="list-style-type: none"> Se realizó una jornada recreativa del PAD celebrada en la escuela del PRONIM de Coatecas Altas, con un performance ¡No al trabajo infantil!
Veracruz	<ul style="list-style-type: none"> Sensibilización a la Comisión Estatal de Derechos Humanos y a los servidores públicos municipales del CEDAS-DIF (marzo 2013) Sensibilización a periodistas y medios de comunicación (ago y sep 2012) La Secretaría de Trabajo del estado se posiciona como fuente en el tema de TI en los medios La UVER se incorporan a proyectos de investigación – acción en materia de PETI 	<ul style="list-style-type: none"> Sensibilización a nivel municipal Cobertura en aumento sobre TI y sus peores formas (agrícola, calles, trata y explotación sexual comercial) La UVER reproduce información 	<ul style="list-style-type: none"> De acuerdo a los entrevistados, el tema de TI va por un proceso parecido al tema de trata de personas, que hoy está ya totalmente integrado en la agenda estatal y en la sociedad. Hubo resistencia en el tema de TI. Entre otros hay temas culturales y confusión entre cooperación en la familia y explotación infantil Realizado un taller con medios de comunicación (agosto 2012) y Realizado un taller de sensibilización dirigido a periodistas (septiembre 2012)
Chiapas	<ul style="list-style-type: none"> Otras secretarías fueron capacitadas (SEP, SEDESOL, etc.) 		

OBJETIVO INMEDIATO 4: Al final del proyecto, intervenciones de acción directa demostrativas para el retiro y la prevención del trabajo infantil en la agricultura se han implementado y documentado en estados seleccionados			
Producto 4.1. Modelos locales para prevenir y retirar, por lo menos 6.500 niños del trabajo infantil en la agricultura están operando en los estados seleccionados			
Productos	Efectos	Comentarios	
Sinaloa	<ul style="list-style-type: none"> PAD "Si juego y aprendo... mi vida voy construyendo ¡Alto al trabajo infantil en los campos agrícolas de Sinaloa!" (ejecuta STC : sep 2011-nov 2013) 	<ul style="list-style-type: none"> Prevenidos: 1,962 Removidos: 562 	<ul style="list-style-type: none"> La meta se cumplió en 95.6%.
Michoacán (En este estado corr.al Obj. Inm. 2)	<ul style="list-style-type: none"> PAD: "Alternativas educativas para prevenir y erradicar el trabajo infantil en cuatro municipios de Michoacán" (ejecuta INICIA: mayo 2012-oct 2013) 	<ul style="list-style-type: none"> No se tiene elementos para reportar. 	<ul style="list-style-type: none"> El programa IPEC no valida los resultados entregados por INICIA
Oaxaca	<ul style="list-style-type: none"> PAD: "Sueños y sonrisas: Construyendo arraigo y desarrollo local" (ejecuta Lubizha: oct 2012-dic 3013) 	<ul style="list-style-type: none"> Prevenidos: 511 Removidos: 31 	<ul style="list-style-type: none"> La meta se cumplió en 67.7%.
Veracruz	<ul style="list-style-type: none"> PAD: "Desde el surco y el sendero los niños y las niñas a las escuela van primero" Alto al trabajo infantil en la producción de café y caña de azúcar en Veracruz (ejecuta AUGE: sep 2010-dic 2013) 	<ul style="list-style-type: none"> Prevenidos: 1,056 Removidos: 475 	<ul style="list-style-type: none"> La meta se cumplió en 100.7%.
Nacional	<ul style="list-style-type: none"> Total 	<ul style="list-style-type: none"> Prevenidos: 3,529 Removidos/protegidos: 1,068 Total: 4,417 NNA 	<ul style="list-style-type: none"> La meta total se cumplió en 70.7%.
Producto 4.2 Beneficiarios directos del proyecto provistos, cuando sea relevante, con servicios educativos de calidad y / o alternativas de formación profesional con potencial de mercado			
Producto 4.3. Las familias objetivo provistas, cuando sea relevante, con alternativas de capacitación de calidad para formación profesional y actividades de generación de ingresos			
Productos	Efectos	Comentarios	
Sinaloa	<ul style="list-style-type: none"> Se logra la incorporación de diferentes actores en beneficio de los beneficiarios y sus familias (trabajadoras sociales, ICATSIN, PROMIN, maestros de escuelas regulares y CONAFE, Registro Civil) Sensibilización a NNA, docentes y padres de familia en torno a TI . Coparticipes: 18 instituciones clave 1654 padres y madres de familia 344 docentes. Apoyo a 11 familias con capital semilla 300 familias de NNA beneficiarios recibieron información sobre generación de ingresos y los apoyos de los programas de gobierno existentes 	<ul style="list-style-type: none"> 209 Niños y Niñas fueron incorporados al sistema educativo de Educación Primaria 199 NNA obtuvieron su acta de nacimiento 300 adolescentes entre 14 y 17 años fueron protegidos de trabajo peligroso 239 Adolescentes certificaron sus capacidades para el trabajo a través de cursos dirigidos por el ICATSIN No se cuentan con elementos para conocer los efectos del los proyectos productivos y alimentarios en el TI 	

OBJETIVO INMEDIATO 4: Al final del proyecto, intervenciones de acción directa demostrativas para el retiro y la prevención del trabajo infantil en la agricultura se han implementado y documentado en estados seleccionados			
	<ul style="list-style-type: none"> Compras colectivas de alimentos; gestiones directas con DICONSA, El Banco de alimentos y con proveedores particulares. 		
Michoacán	<ul style="list-style-type: none"> Sistematización del Modelo de Atención para el PETI Capacitación SCREAM sobre los derechos de NNA implementado en centros escolares del nivel básico: Sensibilizadas 9 escuelas de los municipios del área de acción: 4 en CONEO y 5 en Chilota 300 familias informadas sobre los riesgos del TI 8 instituciones locales participan en la estrategia de monitoreo y seguimiento de TI (ICATMI, ITSPA, Ayuntamientos de Chilchota y Coeneo, RETEM, dos escuelas e INICIA) Se establecen mesas de diálogo sobre jornaleros migrantes y sus familias en torno al TI y se cumplen acuerdos entre los ayuntamientos de Chilchota y Coeneo, ICATMI, DIF municipal, la RETEM, INICIA, SEPSOL, PEC, PRONIM y UMICH El tema TI en medios impresos y electrónicos fue visible en la entidad Conformación de 15 grupos vecinales con ICATMI en torno a ideas de negocios que procuren opciones de desarrollo en la economía familiar: 96 personas 	<ul style="list-style-type: none"> Generación de conocimiento para el diseño de políticas públicas respecto al TIP Sensibilización en los municipios del plan de acción directa Vinculaciones con actores locales No se cuenta con elementos para conocer sobre el éxito de los proyectos productivos y sus efectos en el TI 	<ul style="list-style-type: none"> Faltan registros y listas de asistencia a los talleres. Esto han sido solicitados por IPEC 2 primarias, 4 secundarias y 3 del nivel medio superior Una parte importante de la información provista por INICIA no ha podido ser verificada por IPEC por falta de registros y congruencia en los datos. La información con estas observaciones no está incluida en la presente tabla PEC, PRONIM y UMICH participaron entre may- dic 2012 Participación en dos conferencias de prensa y colaboración en dos reportajes sobre TI en Michoacán
Oaxaca	<ul style="list-style-type: none"> La Banda Filarmónica de Coatecas en funcionamiento: participan 29 NNA 188 familias de niños, niñas y adolescentes beneficiados fueron provistas de apoyos de generación de ingresos, mejora de vivienda y seguridad alimentaria Las 7 comunidades de intervención del PAD están sensibilizadas en la importancia de reconstruir y cuidar el medio ambiente Capacitadas 125 jóvenes en proyectos de generación de ingresos (corte y peinado, producción de alimentos con Agroecología) 3554 NN participaron en actividades de prevención del TI brindados en las escuelas y espacios comunitarios Capacitadas 11 Promotoras Comunitarias para el 	<ul style="list-style-type: none"> El taller de música ha detenido la migración de los adolescentes participantes No se tienen elementos aún para concluir sobre los efectos de los proyectos agroecológicos y productivos en el TI Mayor sensibilización en las 7 comunidades del PAD sobre TI Se expidieron 400 actas de nacimiento en Coatecas Altas 	<ul style="list-style-type: none"> En las comunidades atendidas hacen falta espacios de recreación y educativos. En las jornadas comunitarias apoyaron instituciones como STC, DIF, IOAM, CEDNNA, SSP, DDHPO.

OBJETIVO INMEDIATO 4: Al final del proyecto, intervenciones de acción directa demostrativas para el retiro y la prevención del trabajo infantil en la agricultura se han implementado y documentado en estados seleccionados			
	<ul style="list-style-type: none"> seguimiento y monitoreo de niños, niñas y adolescentes Eventos especiales de sensibilización sobre TI en las comunidades atendidas con amplia colaboración interinstitucional, participaron: 621 NNA participantes en las jornadas comunitarias Población beneficiaria está informada sobre sus derechos y cómo ejercerlos 		
Veracruz	<ul style="list-style-type: none"> Alianza con ICATVER, IVEA, SEP, SS, Ingenio la Gloria Posicionamiento del tema en el área de acción Principales servicios otorgados: 1) Sesiones de información y sensibilización: 320 NNA 2) Talleres SCREAM: 936 participantes 3) Nivelación escolar (club digital) con grupos de NN a través de maestros y directores: 368 capacitados 4) Talleres de sensibilización para padres de familia: 208 5) 986 beneficiarios de Kit útiles escolares/uniformes y mochilas 7) 70 proyectos productivos 8) Capacitación en el trabajo*: 209 participantes NNA y 26 padres 9) Seguimiento Producción de material educativo e informativo para las familias de los beneficiarios Sistematización del Modelo de Atención del PATI 	<ul style="list-style-type: none"> Sensibilizados maestros, NNA y padres de familia (40 escuelas y 32 localidades) Se posiciona el tema en las áreas de responsabilidad social del café (Finca Roma, CORECAFE, CAFECOL) Integrado el tema en la CNP y CNPR del área de la Gloria Capacitación en el uso de la cédula de registro de los cortadores de caña en la Gloria (45 coordinadores) En funcionamiento 7 comités locales de protección a la niñez y la adolescencia No se cuentan con elementos para conocer efectos directos de los proyectos productivos en el TI Los talleres de capacitación han desincentivado el trabajo infantil 	<ul style="list-style-type: none"> En AUGE consideran que la herramienta SCREAM no consideraba el rezago educativo (deben saber leer y escribir). Resistencia al tema de TI en las comunidades. Los propios promotores tuvieron serias dudas entre la línea de TIP y TIF. AUGE abordó el tema hablando sobre los riesgos (aprendizaje) Los comités ayudaron en la identificación de situaciones de TI y de familias que podrían ser beneficiarias de proyectos productivos.

Fuentes: Informes finales de IPEC Veracruz y Oaxaca (elaborado por los enlaces); informes finales del PAD de Sinaloa y Oaxaca (elaborados por STC y Lubizha); Información proporcionada en los cinco estados y a nivel federal; ocho Informes técnicos de progreso (2010-2013); presentaciones de los talleres del 5 de diciembre; entrevistas semi-estructuradas a los diferentes actores realizada para el estudio de evaluación.

Annex V: Instruments (in Spanish)

Evaluación final noviembre-diciembre 2013

Alto al trabajo infantil en la agricultura

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

Herramienta n° 1 – cuestionario semi-estructurado - Entrevista a autoridades nacionales y locales

ENTREVISTA EN PROFUNDIDAD	
Nombre del entrevistado(a):	
Nombre del entrevistador(a):	
Cargo e institución:	
<ul style="list-style-type: none"> ○ Es autoridad nacional: ○ Es autoridad subregional/local 	Región: Fecha
PREGUNTAS	
<ul style="list-style-type: none"> • ¿Cuáles son las acciones que ha realizado su institución/programa en relación al Proyecto OIT-IPEC? Es decir, ¿cómo se inserta en el proyecto? Diseño:	
<ul style="list-style-type: none"> • ¿Son los objetivos y metas del proyecto claros, realistas y posibles de lograr dentro del plazo establecido y con los recursos asignados (financieros y humanos)? • ¿En qué sentido el diseño del proyecto toma en cuenta los arreglos, los roles y la capacidad de institucional? ¿Qué tan comprometidas han estado las partes interesadas? • ¿El proyecto atiende las causas profundas del trabajo infantil en sector agrícola, sobre todo de niños migrantes e indígenas? • ¿Qué lecciones se aprendieron en el proceso de identificar a los niños objetivo? • ¿El proyecto ha complementado esfuerzos de proyectos anteriores y actuales sobre trabajo infantil? 	

ENTREVISTA EN PROFUNDIDAD

<p>Efectividad y eficiencia:</p> <ul style="list-style-type: none"> • ¿Qué objetivos se han alcanzado? De ser el caso, ¿cuáles fueron los factores que contribuyeron a la demora? • ¿Se han identificado productos y resultados no previstos? ¿Si es así, por qué fueron necesarios y en qué medida fueron significativos para lograr los objetivos planteados? • ¿Cómo fue la coordinación entre las distintas partes involucradas para desarrollar una acción eficaz contra el trabajo infantil como resultado de las actividades del proyecto? • ¿Cómo se ha respondido a los obstáculos (previstos e imprevistos) que han surgido durante el proceso de implementación? • ¿Se han producido cambios en los factores externos y los supuestos relacionados en el diseño? 	
<p>Promoción de un entorno favorable:</p> <ul style="list-style-type: none"> • ¿Cómo ha contribuido el proyecto en favorecer el entorno [nacional ó local] para reducir, prevenir o erradicar el trabajo infantil? • ¿Cómo se ha fortalecido la capacidad de su programa/institución para coordinar la oferta de servicios de calidad a los trabajadores migrantes? • ¿Se ha construido alguna red para abordar el trabajo infantil en el nivel [federal/estatal/local] del programa/institución a su cargo? • ¿Qué tanto interés ha habido a nivel [local/estatal/nacional] en la participación en el proyecto? • ¿Qué tan bien el proyecto ha contribuido en la coordinación y colaboración con otras organizaciones centradas en los niños? • ¿Qué tanto el proyecto ha logrado integrar esfuerzos en curso en áreas como educación, agricultura y reducción de la pobreza? • ¿Su programa/institución ha usado los instrumentos de planificación, seguimiento y evaluación promovidos por el proyecto? 	
<p>Acción dirigida directa:</p> <ul style="list-style-type: none"> • ¿Se ha fortalecido la capacidad para planificar, ejecutar y evaluar acciones para prevenir y eliminar el trabajo infantil? ¿En qué sentido? • ¿Se ha llegado a toda la población objetivo? • ¿Qué medidas se han adoptado para lograr el acceso de las niñas, los indígenas, los niños migrantes y otros grupos vulnerables a los servicios y recursos que requieren? ¿Cómo se garantiza este acceso? 	

ENTREVISTA EN PROFUNDIDAD	
<p>Impacto potencial</p> <ul style="list-style-type: none"> • ¿Cuáles han sido los principales cambios que ha logrado su programa/institución con la intervención del proyecto? • ¿Ha generado el proyecto impactos no deseados en la prevención y eliminación del trabajo infantil? 	
<p>Relevancia del Proyecto:</p> <ul style="list-style-type: none"> • ¿Considera que las estrategias del programa tienen potencial para ser replicadas en otros contextos? • ¿De qué manera la estrategia del proyecto articula a su programa/institución con otros programas relacionados con educación, pobreza y sector agrícola? ¿Y con intervenciones de otras organizaciones? 	
<p>Sostenibilidad:</p> <ul style="list-style-type: none"> • ¿Han sido suficientemente claras las estrategias del proyecto? • ¿Las intervenciones del programa de retiro y prevención de niños de la explotación laboral infantil están haciendo impactos duraderos sobre los beneficiarios? ¿El resultado podrá mantenerse o se requerirían intervenciones adicionales? • ¿Qué contribuciones ha hecho el proyecto en el fortalecimiento de la capacidad y el conocimiento del programa/institución que usted representa? • ¿De qué manera se pueden obtener recursos futuros para continuar los esfuerzos para prevenir y eliminar el trabajo infantil? • ¿En qué grado el proyecto ha facilitado la participación de organizaciones indígenas? • ¿En qué grado el proyecto ha trabajado con una perspectiva de género? 	

Evaluación final noviembre-diciembre 2013

Alto al trabajo infantil en la agricultura

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

Herramienta n° 2 – Cuestionario semi-estructurado - Entrevista a equipo OIT nacional y local

ENTREVISTA EN PROFUNDIDAD	
Nombre del entrevistado(a):	
Nombre del entrevistador(a):	
Cargo e institución:	
<ul style="list-style-type: none"> ○ Es autoridad nacional: ○ Es autoridad subregional/local 	Región: Fecha
PREGUNTAS	
Diseño: <ul style="list-style-type: none"> • ¿Son los objetivos y metas del proyecto claros, realistas y posibles de lograr dentro del plazo establecido y con los recursos asignados (financieros y humanos)? • ¿En qué sentido el diseño del proyecto toma en cuenta los arreglos, los roles y la capacidad de las institución y programas? ¿Qué tan comprometidas han estado las partes interesadas? • ¿Qué tan bien el diseño del proyecto tiene en cuenta los esfuerzos locales , nacionales y sub -regional ya en marcha para abordar el trabajo infantil y la promoción de las oportunidades educativas para los niños seleccionados y la capacidad existente para hacer frente a estos problemas? • ¿Qué lecciones se aprendieron en le proceso de identificar a los niños objetivo? • ¿El proyecto ha complementado esfuerzos de proyectos anteriores y actuales sobre trabajo infantil? 	
Efectividady eficiencia: <ul style="list-style-type: none"> • ¿Qué objetivos se han alcanzado? De ser el caso, ¿cuáles fueron los factores que contribuyeron a la demora? • ¿Se han identificado productos no previstos? ¿Si es así, por qué fueron necesarios y en qué medida fueron significativos para lograr los objetivos inmediatos? • ¿Cómo ha sido la capacidad de los organismos de ejecución y otros socios pertinentes para desarrollar una acción eficaz contra el trabajo infantil como resultado de las actividades del proyecto? • ¿Cómo se ha respondido a los obstáculos (previstos e imprevistos) que han surgido durante el proceso de implementación? 	

ENTREVISTA EN PROFUNDIDAD	
<ul style="list-style-type: none"> ¿Se han producido cambios en los factores externos y los supuestos relacionados en el diseño? 	
<p>Promoción de un entorno favorable:</p> <ul style="list-style-type: none"> ¿Cómo ha contribuido el Proyecto en favorecer el entorno [nacional y local] para reducir, prevenir o erradicar el trabajo infantil? ¿Se ha construido alguna red para abordar el trabajo infantil en el nivel federal/estatal/local? ¿Qué tanto interés ha habido a nivel local/estatal/nacional en la participación en el proyecto? ¿Qué tan eficaz ha sido el proyecto en apalancar otros recursos? ¿Qué tan bien el proyecto ha contribuido en la coordinación y colaboración con otras organizaciones centradas en los niños? ¿Qué tanto el proyecto ha logrado integrar esfuerzos en curso en áreas como educación, agricultura y reducción de la pobreza? ¿En qué sentido los estudios encargados por el proyecto han nutrido el debate sobre el trabajo infantil? ¿Qué tanto se han usado los instrumentos de planificación, seguimiento y evaluación promovidos por el proyecto? 	
<p>Acción dirigida directa:</p> <ul style="list-style-type: none"> ¿Se ha llegado a toda la población objetivo? ¿Las medidas que se han adoptado garantizan el acceso de las niñas, los indígenas, los niños migrantes y otros grupos vulnerables a los servicios y recursos que requieren? ¿De qué manera los niveles de cooperación, trabajo en equipo, los roles y los vínculos entre los organismos y redes relacionadas han apoyado la implementación del proyecto? Impacto potencial ¿Cuáles han sido los principales cambios que se han logrado con la intervención del proyecto? ¿Ha generado el proyecto impactos no deseados en la prevención y eliminación del trabajo infantil? 	
<p>Relevancia del Proyecto:</p> <ul style="list-style-type: none"> ¿Considera que las estrategias del programa tienen potencial para ser replicadas en otros contextos? ¿De qué manera la estrategia del proyecto articula a su programa/institución con otros programas relacionados con educación, pobreza y sector agrícola? ¿Y con intervenciones de otras organizaciones? 	
<p>Sostenibilidad:</p> <ul style="list-style-type: none"> ¿Se ha definido y planificado una estrategia de salida? ¿Qué medidas se han adoptado para asegurar la 	

ENTREVISTA EN PROFUNDIDAD

sostenibilidad (por ejemplo, la participación del gobierno)?

- ¿Las intervenciones del programa de retiro y prevención de niños de la explotación laboral infantil están haciendo impactos duraderos sobre los beneficiarios? ¿El resultado podrá mantenerse o se requerirán intervenciones adicionales?
- ¿De qué manera se obtendrán recursos futuros para continuar los esfuerzos para prevenir y eliminar el trabajo infantil?
- ¿En qué grado el proyecto ha facilitado la participación de organizaciones indígenas?
- ¿En qué grado el proyecto ha trabajado con una perspectiva de género?

Evaluación final noviembre-diciembre 2013

Alto al trabajo infantil en la agricultura

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

Herramienta n° 3 – Cuestionario semi-estructurado - Entrevista a operadores de programas

ENTREVISTA EN PROFUNDIDAD	
Nombre del entrevistado(a):	
Nombre del entrevistador(a):	
Cargo e institución:	
En caso sea pertinente para el Estado: <ul style="list-style-type: none"> ○ Es autoridad nacional: ○ Es autoridad subregional/local ○ Otro: 	Región: Fecha
PREGUNTAS	
<ul style="list-style-type: none"> • ¿Cuáles son las acciones que ha realizado su programa en relación al Proyecto OIT-IPEC? Es decir, ¿cómo se inserta en el proyecto? Precise una línea de tiempo Diseño: <ul style="list-style-type: none"> • ¿Son los objetivos y metas del proyecto claros, realistas y posibles de lograr dentro del plazo establecido y con los recursos asignados (financieros y humanos)? • ¿En qué sentido el diseño del proyecto toma en cuenta los arreglos, los roles y la capacidad de su institución/programa? ¿Qué tan comprometidas han estado las partes interesadas? • ¿El proyecto ha tenido en cuenta los esfuerzos locales para abordar el trabajo infantil y la promoción de las oportunidades educativas para los niños seleccionados? ¿Existen las condiciones para hacer frente a estos problemas? • ¿El proyecto atiende las causas profundas del trabajo infantil en sector agrícola, sobre todo de niños migrantes e indígenas? 	
Efectividad y eficiencia: <ul style="list-style-type: none"> • ¿Qué objetivos se han alcanzado? De ser el caso, ¿cuáles fueron los factores que contribuyeron a la demora? • ¿Se han identificado productos y resultados no previstos? ¿Si es así, por qué fueron necesarios y en qué medida fueron significativos para lograr los objetivos planteados? • ¿Cómo se ha respondido a los obstáculos (previstos e imprevistos) que han surgido durante el proceso de implementación? 	
Promoción de un entorno favorable: <ul style="list-style-type: none"> • ¿Cómo ha contribuido el Proyecto en favorecer el entorno para reducir, prevenir o erradicar el trabajo infantil? • ¿Cómo se ha fortalecido la capacidad de su programa para ofrecer servicios de calidad a los trabajadores migrantes? 	

ENTREVISTA EN PROFUNDIDAD	
<ul style="list-style-type: none"> • ¿Se ha construido alguna red para abordar el trabajo infantil? • ¿Qué tanto interés ha habido por parte de las autoridades involucradas y las organizaciones en la participación en el proyecto? • ¿Qué tanto su programa ha logrado integrar esfuerzos existentes de educación, agricultura y reducción de la pobreza? • ¿Su programa ha usado los instrumentos de planificación, seguimiento y evaluación promovidos por el proyecto? 	
<p>Acción dirigida directa (excepto Michoacán):</p> <ul style="list-style-type: none"> • ¿Se ha fortalecido la capacidad para planificar, ejecutar y evaluar acciones para prevenir y eliminar el trabajo infantil? ¿En qué sentido? • ¿Se ha llegado a toda la población objetivo? • ¿Qué medidas se han adoptado para lograr el acceso de las niñas, los indígenas, los niños migrantes y otros grupos vulnerables a los servicios y recursos que requieren? ¿Cómo se garantiza este acceso? • 5 Impacto potencial • ¿Cuáles han sido los principales cambios que ha logrado su programa con la intervención del proyecto? • ¿Ha generado el proyecto impactos no deseados en la prevención y eliminación del trabajo infantil? 	
<p>Relevancia del proyecto:</p> <ul style="list-style-type: none"> • ¿De qué manera la estrategia del proyecto articula a su programa con otros programas relacionados con educación, pobreza y sector agrícola? ¿Y con intervenciones de otras organizaciones? 	
<p>Sostenibilidad:</p> <ul style="list-style-type: none"> • ¿Han sido suficientemente claras las estrategias del proyecto? • ¿Las intervenciones del programa de retiro y prevención de niños de la explotación laboral infantil están haciendo impactos duraderos sobre los beneficiarios? ¿El resultado podrá mantenerse o se requerirán intervenciones adicionales? • ¿Qué contribuciones ha hecho el proyecto en el fortalecimiento de la capacidad y el conocimiento del equipo involucrado? • ¿En qué grado el proyecto ha facilitado la participación de organizaciones indígenas? • ¿En qué grado el proyecto ha trabajado con una perspectiva de género? 	

Evaluación final noviembre-diciembre 2013

Alto al trabajo infantil en la agricultura

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

Herramienta N° 4 – Cuestionario semi-estructurado - Entrevista a niños/niñas y sus familias

ENTREVISTA EN PROFUNDIDAD	
Nombre del entrevistado(a):	
Nombre del entrevistador(a):	
Programa e institución:	
<ul style="list-style-type: none"> o Estado: o Municipio/localidad: o Contexto: 	Región: Fecha
PREGUNTAS	
CARACTERÍSTICAS DEL HOGAR: <ul style="list-style-type: none"> • Características sociodemográficas de la familias • Lengua • Localidad de origen • Causas y condiciones de la migración • Edad y genero de los miembros de la familia: total y los que viajan • Actividades económicas e ingreso familiar: antes y después de estar en el programa • Principales carencias Diseño: <ul style="list-style-type: none"> • ¿Los objetivos del programa son claros? • ¿Es importante que los niños y niñas vayan a la escuela en lugar de trabajar? ¿Por qué? • ¿Qué es lo que principalmente requiere su familia para que sus hijos/as estudien y evitar que éstos trabajen? • ¿Qué tan comprometida se siente la familia con los objetivos del programa? ¿Por qué? 	
Efectividad y eficiencia: <ul style="list-style-type: none"> • ¿El programa ha cumplido con las expectativas de la familia? ¿En qué sentido? • ¿Cuáles son las principales mejoras que percibe la familia? ¿En qué ha cambiado la situación de los niños? ¿Y de las niñas? • ¿Cuál es el mayor inconveniente del programa? ¿Por qué? • ¿Qué aspectos valora más del programa? • ¿Qué considera que pudiera ayudar a mejorar al programa? 	
Promoción de un entorno favorable: <ul style="list-style-type: none"> • ¿Las oportunidades educativas han mejorado para sus niños y niñas? ¿En qué sentido? 	

ENTREVISTA EN PROFUNDIDAD	
<ul style="list-style-type: none"> • ¿Qué otras organizaciones los apoyan para que los niños y niñas no tengan que trabajar? ¿Cómo los apoyan? ¿Qué opinión tiene de éstas? • (Para los que tienen hijos/as entre 15 y 17 años) En el caso de sus hijos/as adolescentes que continúan trabajando, ¿han recibido capacitación? ¿Cómo ha sido? ¿En qué ha cambiado su situación? • ¿El programa ha facilitado, mediante la coordinación con otros programas, el acceso a servicios que la familia requiere (como educación, servicios de salud, apoyos productivos)? ¿Cómo les garantizan este acceso? 	
<p>Acción dirigida directa (excepto Michoacán):</p> <p><i>Impacto potencial</i></p> <ul style="list-style-type: none"> • ¿Cuáles han sido los principales cambios que ha logrado el programa en la vida de la familia? • ¿Ha generado el programa efectos no deseados (que les perjudiquen)? 	
<p>Relevancia del Proyecto:</p> <ul style="list-style-type: none"> • ¿Considera que el programa atiende las necesidades más apremiantes de su familia, principalmente de los menores? • ¿Los problemas y necesidades de su familia que el programa busca resolver sigue existiendo o han cambiado? 	
<p>Sostenibilidad:</p> <ul style="list-style-type: none"> • ¿Han sido suficientemente claras las acciones del programa y los compromisos de los beneficiarios? • ¿Considera que los efectos del programa de retirar y prevenir el trabajo de los niños/as son duraderos? ¿El resultado podrá mantenerse o volverán a su situación anterior? 	

Evaluación final noviembre-diciembre 2013

Alto al trabajo infantil en la agricultura

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

Herramienta N° 5 – Cuestionario semi-estructurado - Entrevista a académicos

ENTREVISTA EN PROFUNDIDAD	
Nombre del entrevistado(a):	
Nombre del entrevistador(a):	
Cargo e institución:	
<ul style="list-style-type: none"> o Estado: o Municipio/localidad 	Región: Fecha
PREGUNTAS	
<ul style="list-style-type: none"> • ¿Qué acciones ha apoyado el programa IPEC-OIT en la investigación, el conocimiento y la difusión del tema del trabajo infantil migrante en México relacionado con la academia? 	
Diseño: <ul style="list-style-type: none"> • ¿El proyecto se inscribe adecuadamente en las actividades existentes para impactar en el trabajo infantil? • ¿El proyecto atiende las causas profundas del trabajo infantil en sector agrícola, sobre todo de niños migrantes e indígenas? • ¿El proyecto ha complementado esfuerzos de proyectos anteriores y actuales sobre trabajo infantil? 	
Efectividad y eficiencia: <ul style="list-style-type: none"> • ¿Los productos del proyecto han sido significativos para lograr los objetivos planteados? (listar los productos) • ¿Se han producido cambios en los factores externos que afecten los supuestos relacionados en el diseño? Explique los cambios nacionales y principales hitos 2009-2013. 	
Promoción de un entorno favorable: <ul style="list-style-type: none"> • ¿Cómo ha contribuido el Proyecto en la academia para aumentar el conocimiento y las acciones sobre reducir, prevenir o erradicar el trabajo infantil? • ¿Qué tan bien el proyecto ha contribuido en la coordinación y colaboración con otras organizaciones centradas en los niños? • ¿Qué tanto el proyecto ha logrado integrar esfuerzos en curso en áreas como educación, agricultura y reducción de la pobreza? • ¿En qué sentido los estudios encargados por el proyecto han nutrido el debate sobre el trabajo infantil? 	
Acción dirigida directa: <ul style="list-style-type: none"> • ¿El proyecto ha fortalecido la capacidad para planificar, ejecutar y evaluar acciones para prevenir y eliminar el trabajo infantil? • ¿La academia está familiarizada con los PAD del proyecto? Si sí: 	

ENTREVISTA EN PROFUNDIDAD	
<ul style="list-style-type: none"> • ¿Las medidas adoptadas para lograr el acceso de las niñas, los indígenas, los niños migrantes y otros grupos vulnerables a los servicios y recursos que requieren son las adecuadas? ¿Cómo se puede garantizar este acceso? • ¿Son acciones replicables? • ¿De qué manera la cooperación con la academia ha retroalimentado el proceso de implementación del proyecto? <p><i>Impacto potencial</i></p> <ul style="list-style-type: none"> • ¿Cuáles han sido los principales cambios que ha logrado la intervención del proyecto a través del convenio que tiene con su institución académica? • ¿Ha generado el proyecto impactos no deseados en la prevención y eliminación del trabajo infantil? 	
<p>Relevancia del Proyecto:</p> <ul style="list-style-type: none"> • ¿El programa responde a las necesidades reales de las partes interesadas? • ¿Considera que las estrategias del programa tienen potencial para ser replicadas en otros contextos? • ¿Cómo ha sido la estrategia del proyecto de articular programas relacionados con educación, pobreza y sector agrícola? ¿Y con intervenciones de otras organizaciones? 	
<p>Sostenibilidad:</p> <ul style="list-style-type: none"> • ¿Han sido suficientemente claras las estrategias del proyecto? • ¿El resultado podrá mantenerse o se requerirían intervenciones adicionales? • ¿Qué contribuciones ha hecho el proyecto en el fortalecimiento de la capacidad y el conocimiento para atender el problema del trabajo infantil en México? • ¿En qué grado el proyecto ha facilitado la participación de organizaciones indígenas? • ¿En qué grado el proyecto ha trabajado con una perspectiva de género? 	

Evaluación final noviembre-diciembre 2013

Alto al trabajo infantil en la agricultura

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

Herramienta n° 6 – Cuaderno del taller de actores

El taller de actores es el **momento clave** de todo el proceso de evaluación. Es aquí donde los grupos de actores involucrados en la experiencia: autoridades, expertos o académicos, operadores locales, etc. tendrán que explicitar e intercambiar los conocimientos que han construido individual y colectivamente sobre la experiencia en el proyecto y a la vez, representa el primer intercambio entre evaluadores y evaluados respecto a los hallazgos, conclusiones, recomendaciones y eventualmente, desafíos. Este taller debe ser visto como un momento de aprendizaje y sirve también para ratificar, completar y aclarar la información recogida en las entrevistas. Cada taller nacional y regional tiene el **objetivo principal** de recoger la percepción de los actores locales respecto a los cambios en el desarrollo de capacidades locales; a la vez, presentar las conclusiones preliminares de las evaluadoras.

PROGRAMA GENÉRICO TALLER MULTIACTORAL DE EVALUACIÓN			
Hora	Actividad	Descripción	Procedimiento
8:30 am.	Bienvenida al taller	<ul style="list-style-type: none"> Presentación de participantes 	Se solicita se presenten indicando nombre y rol en la organización, así como las reglas básicas incluyendo las expectativas. Evaluadoras
9:00 -9:15	Objetivos del taller	<ul style="list-style-type: none"> Se presentan los objetivos, eje y preguntas de la sistematización 	Se explica el para qué. Evaluadoras
9.45 am.10:00 am	Conclusiones preliminares	<ul style="list-style-type: none"> Presentación de hallazgos, conclusiones, aprendizajes y desafíos preliminares 	Evaluadoras.
10:00-10:30 am	Resultados o cambios	<ul style="list-style-type: none"> Los actores clave en grupos explican y exponen los cambios en productos, efectos y posibles impactos logrados por la intervención 	Trabajo en grupos en mesas
10:30 am.	<i>Refrigerio</i>		
10:30-11:30 am.	Aprendizajes	<ul style="list-style-type: none"> Los actores clave en grupos explican y exponen los aprendizajes "que volveríamos a hacer y qué no?" 	Trabajo en grupos en mesas
12.30 pm.	Pendientes y Recomendaciones	<ul style="list-style-type: none"> Los actores clave precisan los pendientes (qué no se pudo hacer y por qué) y Recomendaciones para intervenciones similares en el futuro 	Trabajo en grupos en mesas
1.00 pm.	Plenaria de exposición trabajos en grupos		

Annex VI: Fieldwork guidelines (in Spanish)

Programa ALTO AL TRABAJO INFANTIL EN LA AGRICULTURA

Contribución a la prevención y erradicación del trabajo infantil en México, en particular sus peores formas en el sector agrícola, con un enfoque especial en la niñez indígena y el trabajo infantil como resultado de la migración interna

I. Relación de grupos de actores a ser entrevistados y preguntas relevantes de la evaluación

En los TDR de la presente evaluación se especifican las categorías y criterios que deben abordarse en la evaluación final del proyecto, éstas son:

- 1 Diseño
- 2 Eficiencia y efectividad
- 3 Promoción de un entorno favorable
- 4 Acción dirigida directa
- 5 Impacto potencial
- 6 Relevancia del proyecto
- 7 Sostenibilidad

Asimismo, se mencionan los aspectos especiales a ser abordados. Para cada categoría se presentan una serie de preguntas que deben responderse en el proceso de elaboración del estudio. Con el fin de poder identificar las preguntas de especial relevancia de acuerdo al interlocutor que se entrevistará, en el presente documento se ordenan los grupos de actores (stakeholders) a ser entrevistados en ocho categorías, éstos son:

- Organismos y agencias Internacionales (OIT, OIT-IPEC, UNICEF, etc.)
- Funcionarios nacionales, Parlamentarios y Enlaces locales
- Académicos, Consultores y ONG
- Inspectores laborales
- Operadores de Programas a nivel nacional y local
- Organizaciones gremiales (de trabajadores, empleadores, campesinos, productivos, etc.)
- Niños (as) trabajadores y sus familias
- Líderes comunitarios y docentes

En la tabla N° 1 se cruzan las categorías de la evaluación por el tipo de interlocutor que se entrevistará. Dentro de cada casilla se proponen las preguntas, de acuerdo a su número, que se consideran relevantes preguntar al interlocutor en cuestión. Por ejemplo, con los representantes de organismos internacionales, en la categoría de diseño, sería conveniente conversar sobre las preguntas 1.3, 1.6., 1.9 y 1.16 (más abajo están las preguntas tal cual vienen en los TDR).

Tabla 1. Preguntas por categoría de evaluación que se consideran relevantes conversar con el interlocutor en cuestión

Categorías/ Interlocutores	Equipo técnico Organismos Internacionales	Funcionarios nacionales, Parlamentarios Enlaces locales	Operadores de Programas	Académicos Consultores ONG	Inspectores laborales	Organizaciones gremiales y empresariales	Niños trabajadores y sus familias	Líderes comunitarios y docentes
1. Diseño*	1.3, 1.6, 1.9, 1.16	1.3, 1.6, 1.10, 1.16	1.3, 1.6, 1.8, 1.9, 1.10	1.3,1.6, 1.7, 1.10, 1.15, 1.16	1.3, 1.6, 1.8	1.6, 1.8, 1.10	1.6, 1.9, 1.10	1.6, 1.8, 1.9, 1.10
2. Efectividad y eficiencia (proceso y logros de los objetivos)	2.1, 2.4 2.7, 2.8, 2.9	2.1, 2.4, 2.7, 2.8, 2.9	2.1, 2.4, 2.7	2.1, 2.4, 2.5, 2.8	2.1, 2.4	2.1, 2.7	2.1, 2.5	2.1, 2.5, 2.7
3. Promoción de un entorno favorable (fortalecimient o de capacidades)	3.4, 3.5, 3.7, 3.8	3.1, 3.2, 3.3, 3.4, 3.7, 3.8, 3.9, 3.11	3.1, 3.2, 3.3, 3.4, 3.8, 3.11	3.1, 3.4, 3.7, 3.8, 3.9, 3.11	3.1, 3.2, 3.3	3.1, 3.3, 3.4	3.4	3.4, 3.8
4. Acción dirigida directa	4.3, 4.6, 4.7	4.2, 4.3, 4.6, 4.7	4.2, 4.3, 4.6	4.2, 4.3, 4.6		4.2, 4.7		4.6, 4.7
5. Evaluación de Impacto potencial		5.1, 5.2	5.1, 5.2	5.1, 5.2	5.1	5.1, 5.2	5.1, 5.2	5.1, 5.2
6. Relevancia del Proyecto	6.2, 6.6	6.2, 6.6	6.3	6.1, 6.2, 6.3			6.1, 6.3	6.1, 6.3
7. Sosteni-bilidad	7.2, 7.4, 7.6	7.3, 7.4, 7.5, 7.6, 7.8, 7.9	7.3, 7.4, 7.5, 7.8, 7.9	7.8, 7.9	7.3, 7.5	7.3, 7.5, 7.7, 7.8	7.3, 7.4, 7.5	7.3, 7.4, 7.5
8. Aspectos especiales	8.6	8.6		8.6		8.4		

*Los números de pregunta que no aparecen en las casillas se considera análisis de gabinete. Los resultados globales del estudio darán mayor respuesta a las mismas.

Preguntas contenidas en la Tabla 1:

1. Diseño:

- 1.1 Determinar la validez del diseño del proyecto, la eficacia de las estrategias y metodologías empleadas y si estos han facilitado o dificultado el logro de los objetivos del proyecto según lo que especifica el documento del proyecto.
- 1.2 Evaluar si el diseño del programa es lógico y coherente.
- 1.3 ¿Los objetivos y metas del proyecto son claros , realistas y son posible de ser logrados dentro del plazo establecido y con los recursos asignados (incluidos los recursos financieros y humanos)?
- 1.4 Los vínculos entre insumos, actividades, productos y objetivos son claros y lógicos?
- 1.5 ¿Los diferentes componentes del proyecto se complementan unos a otros en forma clara y realista? Evaluar si el diseño del proyecto era lógico y coherente, y tuvo en cuenta los arreglos institucionales, los roles , la capacidad y el compromiso de las partes interesadas.
- 1.6 Evaluar la lógica externa del proyecto : grado en que el proyecto se inscribe en las actividades de integración existentes que impactarían sobre el trabajo infantil.
- 1.7 Qué tan bien el diseño del proyecto tiene en cuenta los esfuerzos locales , nacionales y sub - regional ya en marcha para abordar el trabajo infantil y la promoción de las oportunidades educativas para los niños seleccionados y la capacidad existente para hacer frente a estos problemas?
- 1.8 ¿El proyecto refleja las consideraciones específicas para las causas profundas de la CL en el sector agrícola , sobre todo con respecto a los niños migrantes e indígenas?
- 1.9 Analizar si la información disponible sobre la situación socio- económica , cultural y política se tomó en consideración en el momento de la concepción y si éstos se refleja en el diseño del proyecto.
- 1.10 ¿En qué medida fueron los factores externos identificados y los supuestos identificados en el momento del diseño? ¿Han demostrados ser estos validos?
- 1.11 Evaluar si los problemas y necesidades se analizaron adecuadamente .
- 1.12 ¿La estrategia para la sostenibilidad de los resultados del proyecto se definen claramente en la fase de diseño del proyecto ?¿Qué tan relevantes y útiles son los indicadores del proyecto y medios de verificación para la medición de los impactos y efectos del proyecto. ¿Reflejan el enfoque combinado de acción directa y actividades de integración de la temática?
- 1.13 ¿Qué lecciones se aprendieron, de ser el caso , en el proceso de realización de estudios de base para la identificación de los niños objetivo?
- 1.14 El diseño del proyecto encaja dentro y complementa las iniciativas existentes de otras organizaciones de lucha contra el trabajo infantil?

2. Efectividad y eficiencia del proyecto (implementación del proceso y logros de los objetivos)

- 2.1 Evaluar si el proyecto ha alcanzado sus objetivos inmediatos. Si no es así, ¿cuáles fueron los factores que contribuyeron a la demora y si son justificables?
- 2.2 Examinar la entrega de los productos del proyecto en términos de calidad y cantidad.
- 2.3 Evaluar la eficacia del proyecto. En general, ¿los resultados obtenidos justifican los costos incurridos?
- 2.4 ¿Se han identificado productos y resultados no previstos y si es así, por qué fueron necesarios y en qué medida fueron significativos para lograr los objetivos del proyecto?
- 2.5 Evaluar las actividades de incorporación de la perspectiva de género del proyecto.
- 2.6 Qué tan efectivos fueron los Programas de Acción, y las actividades de investigación y de políticas, y cómo han contribuido al proyecto el cumplimiento de sus objetivos inmediatos?
- 2.7 ¿Cómo fue la capacidad de los organismos de ejecución y otros socios pertinentes para desarrollar una acción eficaz contra el trabajo infantil mejorada como resultado de las actividades del proyecto?
- 2.8 ¿Cómo ha respondido el proyecto a los obstáculos (ambos previstos e imprevistos) que surgieron durante el proceso de implementación? Ha sido el equipo de proyecto capaz de adaptar el proceso de implementación con el fin de superar estos obstáculos sin perjudicar la eficacia del proyecto?
- 2.9 ¿Se han producido cambios en los factores externos y los supuestos relacionados en el diseño?
- 2.10 Evaluar el proceso de documentación y difusión de modelos: scale-up, lecciones, etc.

3. Promoción de un entorno favorable (fortalecimiento de capacidades)

- 3.1 Analizar el nivel y la naturaleza de la contribución del proyecto y el apoyo de un entorno propicio a nivel nacional y local.
- 3.2 Evaluar cuánto ha contribuido el proyecto para fortalecer la capacidad de los organismos gubernamentales de nivel federal, estatal y local para coordinar los servicios de calidad a los trabajadores migrantes?
- 3.3 Examinar cualquier red que se ha construido entre las organizaciones y los organismos gubernamentales que trabajan para abordar el trabajo infantil a nivel nacional, estatal y local.
- 3.4 ¿Qué tan efectivo ha sido el proyecto en estimular el interés y la participación en el proyecto en los niveles local, estatal y nacional?
- 3.5 ¿Cuán eficaz ha sido el proyecto en apalancar recursos (por ejemplo, mediante la colaboración con las iniciativas no-IPEC y otros proyectos en marcha en apoyo del proceso del PNA)?
- 3.6 Valorar la importancia/relevancia de los recursos apalancados
- 3.7 ¿Qué tan bien el proyecto ha coordinado y colaborado con otras intervenciones centradas en los niños el apoyo de otras organizaciones?

- 3.8 ¿Qué tan exitoso ha sido el proyecto en integrar la cuestión del trabajo infantil en los esfuerzos en curso en áreas como educación, agricultura y reducción de la pobreza?
- 3.9 ¿Qué tan relevante y efectivo fueron los estudios encargados por el proyecto en términos de influir los debates nacionales sobre el trabajo infantil?
- 3.10 Examinar cómo el proyecto interactuó y posiblemente influenciado las políticas a nivel nacional, debates e instituciones que trabajan sobre el trabajo infantil.
- 3.11 Evaluar en qué medida los instrumentos de planificación, seguimiento y evaluación han sido promovidos por el proyecto para su uso a nivel estatal y nacional
- 3.12 Evaluar el grado en que el proyecto ha sido capaz de movilizar recursos, políticas, proyectos, socios y actividades para ser parte del PNA.

4. Acción dirigida directa

- 4.1 Evaluar la eficacia de los diferentes proyectos de acción implementados y su contribución a los objetivos inmediatos del proyecto.
- 4.2 Ha sido la capacidad de la comunidad y las agencias estatales y organizaciones fortalecida para planificar, iniciar, ejecutar y evaluar las acciones para prevenir y eliminar el trabajo infantil?
- 4.3 ¿Se ha llegado a toda la población objetivo?
- 4.4 ¿Qué tan efectivas fueron las estrategias implementadas para el monitoreo del trabajo infantil?
¿Las iniciativas de monitoreo del trabajo infantil podrán ser sostenibles?
- 4.5 Evaluar los criterios de selección de los beneficiarios y los organismos de ejecución de los proyectos.
- 4.6 Identificar si se han adoptado medidas para garantizar el acceso de las niñas, los indígenas, los niños migrantes y otros grupos vulnerables a los servicios y recursos que requieren.
- 4.7 ¿De qué manera los niveles de cooperación, trabajo en equipo, los roles y los vínculos entre los organismos y redes relacionadas han apoyado la implementación del proyecto?
- 4.8 En los casos en que los programas de acción vinculan los beneficiarios de los programas existentes, evaluar el valor añadido de las intervenciones del proyecto.

5. Impacto potencial

- 5.1 Evaluar los cambios principales, de nivel superior, a los que el proyecto en relación al objetivo de desarrollo del proyecto a nivel nacional y local
- 5.2 ¿Ha generado el proyecto impactos no deseados en la prevención y eliminación del trabajo infantil?

6. Relevancia del proyecto

- 6.1 Analice si el programa responde a las necesidades reales de los beneficiarios y las partes interesadas.
- 6.2 Evaluar la validez del enfoque y las estrategias del programa y su potencial para ser replicado.

- 6.3 Evaluar si los problemas y necesidades que dieron origen al programa sigue existiendo o han cambiado.
- 6.4 Evaluar la pertinencia de los sectores y grupos objetivo y las zonas elegidas para desarrollar los proyectos basados en los estudios basales disponibles.
- 6.5 ¿Cómo el proyecto apoya y contribuye a los PNA?
- 6.6 ¿Cómo se inserta/articula la estrategia del proyecto con los programas en educación, los esfuerzos nacionales de lucha contra la pobreza y los del sector agrícola; así como las intervenciones llevadas a cabo por otras organizaciones (incluyendo organizaciones nacionales e internacionales)?

7. Sostenibilidad

- 7.1 Examine si los efectos se mantendrían tras el proyecto basado en la estrategia de salida implementada.
- 7.2 Evaluar en qué medida una estrategia de salida se ha definido y planificado y qué medidas se han adoptado para asegurar la sostenibilidad (por ejemplo, la participación del gobierno).
- 7.3 Evaluar si estas estrategias se han articulado / explicado a las partes interesadas.
- 7.4 Evaluar si las intervenciones del programa de retiro y prevención de niños de la explotación laboral infantil están haciendo impactos duraderos sobre los beneficiarios. ¿El resultado podrá mantenerse o se requerirían intervenciones adicionales?
- 7.5 Evaluar qué contribuciones el proyecto ha hecho en el fortalecimiento de la capacidad y el conocimiento de los actores nacionales y locales (gobiernos y organismos de ejecución), así como para fomentar la apropiación del proyecto por los socios.
- 7.6 Evaluar el éxito del proyecto en el apalancamiento de los recursos para los continuos esfuerzos para prevenir y eliminar el trabajo infantil hacia la formulación de un PNA.
- 7.7 Analizar el nivel de apoyo del sector privado / organizaciones de los empleadores hacia un PNA, prestando especial atención a la forma en que estos grupos participaron en las actividades del proyecto.
- 7.8 Evaluar el grado en que el proyecto ha facilitado la participación sustantiva de las organizaciones indígenas y el grado en que sus aportaciones se ha reflejado en el diseño e implementación del proyecto.
- 7.9 Evaluar el grado en que el proyecto ha trabajado con una perspectiva de género, que se refleja en el diseño y ejecución del proyecto, con especial atención a la sostenibilidad de los resultados del proyecto.

8. Aspectos específicos que deben abordarse

- 8.1 Discutir qué brechas y oportunidades se mantienen en el marco de los resultados obtenidos en el tratamiento de la explotación laboral infantil a nivel nacional y local. Considere la validez de las estrategias aplicadas para otros estados en México y para el nivel nacional.

- 8.2 El proyecto ha desarrollado enfoques y herramientas innovadores y útiles para trabajar con los niños migrantes e indígenas y sus familias en materia de trabajo infantil?
- 8.3 Evaluar la eficiencia y eficacia del DBMR para niños migrantes
- 8.4 Analizar las asociaciones público-privadas desarrolladas a través del proyecto para los sectores de azúcar y café en términos de resultados y la sostenibilidad
- 8.5 Examine las variaciones, si es el caso, sobre la efectividad del proyecto entre los Estados.
- 8.6 ¿Con qué eficacia el proyecto se ha diseñado y ejecutado complementado los esfuerzos de proyectos anteriores y actuales sobre trabajo infantil, así como de otros proyectos relacionados a la temática?
- 8.7 ¿Cómo ha respondido el proyecto a las recomendaciones de la evaluación de medio término?

Con relación a la evaluación de los objetivos inmediatos del proyecto, éstos se organizan en la tabla 2 en función de los interlocutores idóneos y se comparan con los que se entrevistarán en las fechas del 4 de noviembre al 6 de diciembre de 2013 por el equipo de evaluadores. Los interlocutores idóneos marcados en verde son aquellos que podrían aportar al estudio, pero no están agendados para las entrevistas.

Tabla 2. Objetivos inmediatos, interlocutores idóneos y entrevistas concertadas para noviembre y diciembre 2013

Objetivos Inmediatos	Interlocutores idóneos	Entrevistas concertadas
1: Fortalecer el marco legal, institucional y de políticas para la PETI	Funcionarios Organismos internacionales (OIT, UNICEF, FAO) Funcionarios nacionales (ST, SEP, SEDESOL, DIF)* Funcionarios locales (contrapartes) Académicos Consultores Parlamentarios ONG(REDIM)*	OIT IPEC-OIT Save The Children UNICEF Embajada de E.U. ST SEDESOL, DIF, SEP En los cuatro estados UPN UAM Laura Alvarado, consultora Florencia Nesis, consultora
2. Capacitación, información y asistencia técnica a organizaciones de trabajadores y empleadores para que ejecuten acciones en pro de la PETI	Enlaces locales Inspectores Laborales Operadores de Programas (contrapartes) Organizaciones campesinas y/o indígenas Organizaciones de trabajadores y de empleadores Representantes de productores de caña de azúcar	Los cuatro estados Los Mochis Ejutla Oaxaca Xalapa CNC (política) IDEQ (productiva) CTM, CROC COPARMEX CONCAMIN CNIAA, CNPR, COCA COLA
3. Producir y difundir información sobre el trabajo infantil en la agricultura	Funcionarios nacionales Organizaciones de empleadores y trabajadores Organizaciones campesinas e indígenas Líderes de opinión Parlamentarios Líderes comunitarios Niños trabajadores y sus familias ONGs	ST SEDESOL, DIF, SEP CTM, CROC COPARMEX CONCAMIN CNC IDEQ Los Mochis, Ejutla y Xalapa

Objetivos Inmediatos	Interlocutores idóneos	Entrevistas concertadas
4. Ejecutar y documentar intervenciones piloto	Niños trabajadores que migran solos Niños migrantes y sus familias Líderes comunitarios Docentes	Beneficiarios: Los Mochis Ejutla (escuela de música) Xalapa (ingenio) Escuela de Música Ejutla

**ST: Secretaría del Trabajo. SEP: Secretaría de Educación Pública. SEDESOL: Secretaría de Desarrollo Social. DIF: Desarrollo Integral de la Familia.*

***Red por los Derechos de la Infancia en México*

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
DISEÑO			
1.1 Determinar la validez del diseño del proyecto, la eficacia de las estrategias y metodologías empleadas y si estos han facilitado o dificultado el logro de los objetivos del proyecto según lo que especifica el documento del proyecto.	Revisión documentos del proyecto Entrevistas individuales	Cuestionario semi estructurado para equipo técnico	Personal de OIT/IPEC en Ginebra Equipo técnico Personal OIT/IPEC en México
1.2 Evaluar si el diseño del programa es lógico y coherente.	Revisión documentos del proyecto	----	---
1.3 ¿Los objetivos y metas del proyecto son claros , realistas y son posible de ser logrados dentro del plazo establecido y con los recursos asignados (incluidos los recursos financieros y humanos)?	Revisión documentos del proyecto	----	----
1.4 Los vínculos entre insumos, actividades, productos y objetivos son claros y lógicos?	Revisión documentos del proyecto	----	-----
1.5 ¿Los diferentes componentes del proyecto se complementan unos a otros en forma clara y realista?	Revisión documentos del proyecto	----	-----
1.6 Evaluar si el diseño del proyecto era lógico y coherente, y tuvo en cuenta los arreglos institucionales, los roles, la capacidad y el compromiso de las partes interesadas.	Revisión documentos del proyecto. Entrevistas individuales	Cuestionario a autoridades Cuestionario a equipo técnico	Autoridades Equipo técnico OIT/IPEC
1.7 Evaluar la lógica externa del proyecto: grado en que el proyecto se inscribe en las actividades de integración existentes que impactarían sobre el trabajo infantil.	Revisión documentos del proyecto.	---	
1.8 Qué tan bien el diseño del proyecto tiene en cuenta los esfuerzos locales, nacionales y sub -regional ya en marcha para abordar el trabajo infantil y la promoción de las oportunidades educativas para los niños seleccionados y la capacidad existente para hacer frente a estos problemas?	Entrevistas individuales	Cuestionario a autoridades Cuestionario a equipo técnico	Autoridades nacionales y locales
1.9 ¿El proyecto refleja las consideraciones específicas para las causas profundas de la CL en el sector agrícola , sobre todo niños migrantes e indígenas?	Entrevistas individuales	Cuestionario a autoridades Cuestionario a equipo técnico Entrevistas individuales	Autoridades nacionales, niños y sus familias
1.10 Analizar si la información disponible sobre la situación socio- económica, cultural y política se tomó en consideración en el momento de la concepción y si éstos se refleja en el diseño del proyecto.	Entrevista a equipo técnico. Revisión documental Entrevista Universidades, REDIM	---	---
1.12 ¿En qué medida fueron los factores externos identificados y los supuestos identificadas en el momento del diseño? ¿Han demostrados ser estos válidos?	Entrevista a equipo técnico. Revisión documental	---	Equipo técnico
1.13 Evaluar si los problemas y necesidades se analizaron adecuadamente.	Entrevista a equipo técnico. Revisión documental	----	Equipo técnico
1.14 ¿La estrategia para la sostenibilidad de los resultados del proyecto se definen claramente en la fase de diseño del proyecto ?	Revisión documental	----	Equipo técnico
1.15 ¿Qué tan relevantes y útiles son los indicadores del	Revisión documental	----	----

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
proyecto y medios de verificación para la medición de los impactos y efectos del proyecto. ¿Reflejan el enfoque combinado de acción directa y actividades de integración de la temática?			
1.16 ¿Qué lecciones se aprendieron, de ser el caso, en el proceso de realización de estudios de base para la identificación de los niños objetivo?	Entrevistas individuales Taller final en cada estado y a nivel federal	-----	Todos los grupos de actores
1.17 El diseño del proyecto encaja dentro y complementa las iniciativas existentes de otras organizaciones de lucha contra el trabajo infantil?	Entrevistas individuales Revisión documental	Cuestionario a autoridades Cuestionario a equipo técnico Entrevistas individuales	Operadores de programas, actores clave
MATRIZ DE EVALUACIÓN			
2. Efectividad y eficiencia del proyecto (implementación del proceso y logros de los objetivos)	Taller final con preguntas a los grupos invitados Entrevistas grupales Observación directa	Cuestionario semi estructurado	Personal de OIT/IPEC en Ginebra Equipo técnico Personal OIT/IPEC en México
2.1 Evaluar si el proyecto ha alcanzado sus objetivos inmediatos. Si no es así, ¿cuáles fueron los factores que contribuyeron a la demora y si son justificables?	Taller final con preguntas a los grupos invitados Entrevistas	Cuestionario a autoridades Cuestionario a equipo técnico Entrevistas individuales	Operadores de programas, actores clave
2.2 Examinar la entrega de los productos del proyecto en términos de calidad y cantidad.	Entrevistas, revisión documental	Cuestionario a autoridades Cuestionario a equipo técnico Entrevistas individuales	Equipo técnico, Operadores de programas, actores clave
2.3 Evaluar la eficacia del proyecto. En general, qué los resultados obtenidos justifican los costos incurridos	Entrevistas, revisión documental	Cuestionario a autoridades Cuestionario a equipo técnico Entrevistas individuales	Equipo técnico, Operadores de programas, actores clave
2.4 Se han identificado productos y resultados no previstos y si es así, por qué fueron necesarios y en qué medida fueron significativos para lograr los objetivos del proyecto?	Entrevistas, revisión documental	Cuestionario a equipo técnico Entrevistas individuales	Equipo técnico, Operadores de programas, actores clave
2.5 Evaluar las actividades de incorporación de la perspectiva de género del proyecto.	Entrevistas, revisión documental	Cuestionario a equipo técnico Entrevistas individuales	Equipo técnico, Operadores de programas, actores clave
2.6 Qué tan efectivos fueron los Programas de Acción, y las actividades de investigación y de políticas, y cómo han contribuido al proyecto el cumplimiento de sus objetivos inmediatos?	Entrevistas, revisión documental, talleres federal y estatales	Cuestionarios semi estructurados a nivel local	Equipo técnico, Operadores de programas, actores clave
2.7 ¿Cómo fue la capacidad de los organismos de ejecución y otros socios pertinentes para desarrollar una acción	Entrevistas, revisión documental, talleres federal	Cuestionarios semi	Equipo técnico, Operadores de

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
eficaz contra el trabajo infantil mejorada como resultado de las actividades del proyecto?	y estatales	estructurados	programas, actores clave
2.8 ¿Cómo ha respondido el proyecto a los obstáculos (ambos previstos e imprevistos) que surgieron durante el proceso de implementación? Ha sido el equipo de proyecto capaz de adaptar el proceso de implementación con el fin de superar estos obstáculos sin perjudicar la eficacia del proyecto?	Entrevista a equipo técnico	Cuestionario a equipo técnico	Equipo técnico,
2.9 ¿Se han producido cambios en los factores externos y los supuestos relacionados en el diseño?	Revisión documental, entrevistas, talleres finales	Cuestionario equipo técnico	Actores clave institucionales y equipo técnico
2.10 Evaluar el proceso de documentación y difusión de modelos: scale-up, lecciones, etc.	Revisión documental, entrevistas, talleres finales	Cuestionarios semi estructurados	Actores clave institucionales y equipo técnico
3. Promoción de un entorno favorable (fortalecimiento de capacidades)			
3.1 Analizar el nivel y la naturaleza de la contribución del proyecto y el apoyo de un entorno propicio a nivel nacional y local.	Revisión documental, entrevistas, talleres finales	Cuestionarios semi estructurados, Preguntas talleres	Equipo técnico, Operadores de programas, actores clave
3.2 Evaluar cuánto ha contribuido el proyecto para fortalecer la capacidad de los organismos gubernamentales de nivel federal, estatal y local para coordinar los servicios de calidad a los trabajadores migrantes?	Revisión documental, entrevistas, talleres finales, observación	Cuestionarios semi estructurados, Preguntas talleres	Equipo técnico, Operadores de programas, actores clave (autoridades, empresarios)
3.3 Examinar cualquier red que se ha construido entre las organizaciones y los organismos gubernamentales que trabajan para abordar el trabajo infantil a nivel nacional, estatal y local.	Revisión documental, entrevistas, talleres finales,	Cuestionarios semi estructurados, Preguntas talleres	Equipo técnico, , actores clave gubernamentales
3.4 ¿Qué tan efectivo ha sido el proyecto en estimular el interés y la participación en el proyecto en los nivel local, estatal y nacional?	Revisión documental, entrevistas, talleres finales,	Cuestionarios semi estructurados, Preguntas talleres	Equipo técnico, Operadores de programas, actores clave (autoridades, empresarios)
3.5 ¿Cuán eficaz ha sido el proyecto en apalancar recursos (por ejemplo, mediante la colaboración con las iniciativas no-IPEC y otros proyectos en marcha en apoyo del proceso del PNA)? Valorar la importancia/relevancia de los recursos apalancados	Revisión documental, entrevistas	Cuestionarios semi estructurados	Equipo técnico
3.6 ¿Qué tan bien el proyecto ha coordinado y colaborado con otras intervenciones centradas en los niños el apoyo de otras organizaciones?	Revisión documental, entrevistas	Cuestionarios semi estructurados	Equipo técnico, actores clave
3.7 ¿Qué tan exitoso ha sido el proyecto en integrar la cuestión del trabajo infantil en los esfuerzos en curso en áreas como educación, agricultura y reducción de la pobreza?	Revisión documental, entrevistas	Cuestionarios semi estructurados	Equipo técnico, , actores clave gubernamentales
3.8 ¿Qué tan relevante y efectivo fueron los estudios encargados por el proyecto en términos de influir los	entrevistas	Cuestionarios semi estructurados	Equipo técnico, actores clave universidades

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
debates nacionales sobre el trabajo infantil?			
3.9 Examinar cómo el proyecto interactuó y posiblemente influenciado las políticas a nivel nacional, debates e instituciones que trabajan sobre el trabajo infantil.	Revisión documental, entrevistas, talleres	Cuestionarios semi estructurados. Preguntas talleres	Equipo técnico, actores clave gubernamentales, universidades, redes.
3.10 Evaluar en qué medida los instrumentos de planificación, seguimiento y evaluación han sido promovidos por el proyecto para su uso a nivel estatal y nacional	Revisión documental, entrevistas,	Cuestionarios semi estructurados	Equipo técnico
3.11 Evaluar el grado en que el proyecto ha sido capaz de movilizar recursos, políticas, proyectos, socios y actividades para ser parte del PNA.	Revisión documental, entrevistas,	Cuestionarios semi estructurados	Equipo técnico, actores clave
4. Acción dirigida directa			
4.1 Evaluar la eficacia de los diferentes proyectos de acción implementados y su contribución a los objetivos inmediatos del proyecto.	Revisión documental, entrevistas, talleres	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico, actores clave locales
4.2 Ha sido la capacidad de la comunidad y las agencias estatales y organizaciones fortalecida para planificar, iniciar, ejecutar y evaluar las acciones para prevenir y eliminar el trabajo infantil?	Revisión documental, entrevistas, talleres	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico, actores clave locales
4.3 ¿Se ha llegado a toda la población objetivo?	Revisión documental, entrevistas, talleres	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico, actores clave locales
4.4 ¿Qué tan efectivas fueron las estrategias implementadas para el monitoreo del trabajo infantil? ¿Las iniciativas de monitoreo del trabajo infantil podrán ser sostenibles?	Revisión documental, entrevistas,	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico,
4.5 Evaluar los criterios de selección de los beneficiarios y los organismos de ejecución de los proyectos.	Revisión documental, entrevistas,	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico, actores clave locales
4.6 Identificar si se han adoptado medidas para garantizar el acceso de las niñas, los indígenas, los niños migrantes y otros grupos vulnerables a los servicios y recursos que requieren.	Revisión documental, entrevistas,	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico, actores clave locales
4.7 ¿De qué manera los niveles de cooperación, trabajo en equipo, los roles y los vínculos entre los organismos y redes relacionadas han apoyado la implementación del proyecto?	Revisión documental, entrevistas,	Cuestionarios semi estructurados, preguntas talleres	Operadores locales, equipo técnico, actores clave locales
4.8 En los casos en que los programas de acción vinculan los beneficiarios de los programas existentes, evaluar el	Revisión documental, entrevistas,	Cuestionarios semi	Operadores locales, equipo técnico,

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
valor añadido de las intervenciones del proyecto.		estructurados, preguntas talleres	actores clave locales
5. Impacto potencial			
5.1 Evaluar los cambios principales, de nivel superior, a los que el proyecto en relación al objetivo de desarrollo del proyecto a nivel nacional y local	Revisión documental, entrevistas y talleres finales	Cuestionarios semi estructurado	Equipo técnico y actores clave
5.2 ¿Ha generado el proyecto impactos no deseados en la prevención y eliminación del trabajo infantil?	Revisión documental, entrevistas y talleres finales	Cuestionarios semi estructurado	Equipo técnico y actores clave
6. Relevancia del Proyecto			
6.1 Analice si el programa responde a las necesidades reales de los beneficiarios y las partes interesadas.	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave
6.2 Evaluar la validez del enfoque y las estrategias del programa y su potencial para ser replicado.	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave
6.3 Evaluar si los problemas y necesidades que dieron origen al programa sigue existiendo o han cambiado.	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave
6.4 Evaluar la pertinencia de los sectores y grupos objetivo y las zonas elegidas para desarrollar los proyectos basados en los estudios basales disponibles.	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave
6.5 ¿Cómo el proyecto apoya y contribuye a los PNA?	Revisión documental, entrevistas, talleres finales	Cuestionarios semi estructurado, preguntas talleres	Equipo técnico y actores clave
6.6 ¿Cómo se inserta/articula la estrategia del proyecto con los programas en educación, los esfuerzos nacionales de lucha contra la pobreza y los del sector agrícola; así como las intervenciones llevadas a cabo por otras organizaciones (incluyendo organizaciones nacionales e internacionales)?	Revisión documental, entrevistas, talleres finales	Cuestionarios semi estructurado, preguntas talleres	Equipo técnico y actores clave
7. Sostenibilidad			
7.1 Examine si los efectos se mantendrían tras el proyecto basado en la estrategia de salida implementada.	Entrevistas; Revisión documental, Talleres finales. Observación directa	Cuestionarios semi estructurado, preguntas talleres	Equipo técnico y actores clave
7.2 Evaluar en qué medida una estrategia de salida se ha definido y planificado y qué medidas se han adoptado para asegurar la sostenibilidad (por ejemplo, la participación del gobierno).	Entrevistas; Revisión documental, Talleres finales.	Cuestionarios semi estructurado, preguntas talleres	Equipo técnico y actores clave
7.3 Evaluar si estas estrategias se han articulado / explicado a las partes interesadas.	Entrevistas; Revisión documental, Talleres finales.	Cuestionario semi estructurado, preguntas talleres	Equipo técnico y actores clave

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
7.4 Evaluar si las intervenciones del programa de retiro y prevención de niños de la explotación laboral infantil están haciendo impactos duraderos sobre los beneficiarios. ¿El resultado podrá mantenerse o se requerirían intervenciones adicionales?	Entrevistas a niños y niñas, y sus familias, entrevistas a operadores del programa	Cuestionario semi estructurado	Equipo técnico y actores clave
7.5 Evaluar qué contribuciones el proyecto ha hecho en el fortalecimiento de la capacidad y el conocimiento de los actores nacionales y locales (gobiernos y organismos de ejecución), así como para fomentar la apropiación del proyecto por los socios.	Entrevistas; Revisión documental, Talleres finales	Cuestionario semi estructurado, preguntas talleres	Equipo técnico y actores clave
7.6 Evaluar el éxito del proyecto en el apalancamiento de los recursos para los continuos esfuerzos para prevenir y eliminar el trabajo infantil hacia la formulación de un PNA.	Entrevistas; Revisión documental,	Cuestionario semi estructurado	Equipo técnico
7.7 Analizar el nivel de apoyo del sector privado / organizaciones de los empleadores hacia un PNA, prestando especial atención a la forma en que estos grupos participaron en las actividades del proyecto.	Entrevistas; Revisión documental,	Cuestionario semi estructurado	Equipo técnico y actores clave empresariales
7.8 Evaluar el grado en que el proyecto ha facilitado la participación sustantiva de las organizaciones indígenas y el grado en que sus aportaciones se ha reflejado en el diseño e implementación del proyecto.	Entrevistas; Revisión documental,	Cuestionario semi estructurado	Equipo técnico y actores clave locales
7.9 Evaluar el grado en que el proyecto ha trabajado con una perspectiva de género, que se refleja en el diseño y ejecución del proyecto, con especial atención a la sostenibilidad de los resultados del proyecto.	Entrevistas; Revisión documental,	Cuestionario semi estructurado	Equipo técnico y actores clave
8. Aspectos específicos que deben abordarse			
8.1 Discutir qué brechas y oportunidades se mantienen en el marco de los resultados obtenidos en el tratamiento de la explotación laboral infantil a nivel nacional y local. Considere la validez de las estrategias aplicadas para otros estados en México y para el nivel nacional	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave
8.2 El proyecto ha desarrollado enfoques y herramientas innovadores y útiles para trabajar con los niños migrantes e indígenas y sus familias en materia de trabajo infantil?	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave locales
8.3 Evaluar la eficiencia y eficacia del DBMR para niños migrantes	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave locales
8.4 Analizar las asociaciones público-privadas desarrolladas a través del proyecto para los sectores de azúcar y café en términos de resultados y la sostenibilidad	Revisión documental, entrevistas	Cuestionarios semi estructurado	Equipo técnico y actores clave empresariales.
8.5 Examine las variaciones, si es el caso, sobre la efectividad del proyecto entre los Estados.	Revisión documental, entrevistas, talleres finales	Cuestionarios semi estructurado, preguntas talleres	Equipo técnico y actores clave locales

Tabla 3 MATRIZ DE EVALUACIÓN			
Pregunta de evaluación	Medio de verificación/fuente	Herramienta	Informantes clave
8.6 ¿Con qué eficacia el proyecto se ha diseñado y ejecutado complementado los esfuerzos de proyectos anteriores y actuales sobre trabajo infantil, así como de otros proyectos relacionados a la temática?	Revisión documental, entrevistas,	Cuestionarios semi estructurado	Equipo técnico y actores clave
8.7 ¿Cómo ha respondido el proyecto a las recomendaciones de la evaluación de medio término?	Entrevista	Cuestionario semi estructurado	Equipo técnico