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IPEC

International Programme on the Elimination of Child Labour

IPEC Final Evaluation

Combating Child Labour in the Fireworks Industry of El Salvador

**ELS/00/05/060
P 260 08 225 060**

A Final Independent Project Evaluation by

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TABLE OF CONTENTS

ABBREVIATIONS	3
FOREWORD.....	4
EXECUTIVE SUMMARY	6
I. INTRODUCTION.....	10
1. Recent Developments.....	10
Background.....	10
Child labor in Fireworks Production	11
2. The Project: Structure, Organization, and Administration.....	11
3. The Project Evaluation	16
Objective.....	16
Methodology.....	16
II. RESULTS.....	20
1. Design.....	20
The Base Line Study	20
The Beneficiary Population.....	21
The Intervention	22
Participation of the Beneficiary Population.....	23
Structural Cohesion	23
Position in the Institutional Framework	23
2. Implementation and Results	24
Coordination	24
Settings	27
The Planning of the Action Programs	27
Actors, Beneficiaries, and Actions	29
Monitoring and Follow-up Actions	30
3. Completion of Objectives by Component	31
Social Protection.....	31
Prevention.....	32
Withdrawal	32
Training	35
Awareness-Creation	36
Income-Generating Activities.....	37
Specific Concerns.....	42
3. Sustainability	46
Social Protection Component.....	46
Income-Generating Activities Component.....	47
Monitoring and Follow-up Component.....	47
5. Revision of the Budget.....	48
6. The Midterm Evaluation of the Project	49

III. CONCLUSIONS AND RECOMMENDATIONS.....	50
Conclusions	50
1. Regarding the Social Protection Component	50
2. Regarding the Income-Generating Activities Component	53
3. Regarding the Implementation	56
4. Regarding legal matters	57
Recommendations	57
Final Considerations.....	60
ANNEX N° 1: METHODOLOGY	62
ANNEX N° 2: CRITERIA, FACTORS, INFORMATION COLLECTION TECHNIQUES, SOURCES AND ANALYSIS TECHNIQUES BY EVALUATION FOCUS	65
ANNEX N° 3: INFORMANTS.....	68
ANNEX N°4: STAKEHOLDER WORKSHOP	72
ANNEX N°5: BASIC INSTRUMENTS.....	75
ANNEX N°6: FOCUS GROUPS WITH MOTHERS	110
ANNEX N° 7: EVALUATION AGENDA.....	111

ABBREVIATIONS

ACOPILTI	Cooperative of Production, Savings, and Credit of the Pyrotechnics Industry Free of Child Labor /Cooperativa de Producción Artesanal, Ahorro y Crédito de la Industria Pirotécnica Libre del Trabajo Infantil de Responsabilidad Limitada
ADESCO	Association for Development of Communities
APROPISA	Association of Pyrotechnics Producers
CBES	Department of Firefighters
CINDE	Center for Childhood Development/Centro de Desarrollo Infantil
CIPI	Youth and Children Circle
ILO	International Labour Organisation
INSAFORP	Salvadorian Institute of Vocational Training
IPEC	International Programme for the Elimination of Child Labour
ISNA	Salvadorian Institute for Development of Children and Adolescents
MINEDUC	Ministry of Education
MINTRAB	Ministry of Labor and Social Prevision
OMAM	Municipal Office for the Support to Microenterprises
TBP	Time Bound Programme
UCA	University of Central America

FOREWORD

The following report documents the independent evaluation that was carried out to assess the S/05/060/P 260 08 225 060 Project, "Erradication of Child Labour in the Pyrotechnics Industry of El Salvador." This project is managed by the International Labour Office (ILO) through the Subregional Office for Central America, Haiti, Panama, and the Dominican Republic. It is financed by the government of the United States.

The evaluation took place between June 7th and June 30th, 2004, in accordance with the Terms of Reference.

The work closely followed a specific format that was designed and approved by IPEC-Costa Rica. This format was based on a work agenda, included in the appendixes that was developed, analyzed, and revised by IPEC members in Costa Rica and by IPEC-El Salvador. The evaluator designed and implemented a series of actions within the framework of the agenda. Along with the inspection and revision of documents, these actions included a series of discussions with the Project Coordinator, and an assessment of all related materials that were collected using the strategy developed. This allowed for an effective identification of all relevant aspects of the Project in relation to the purpose of the evaluation.

The purpose of the evaluation was to carry out an independent analysis of the results of the Project in relation to its objectives. To such effect, the specific objectives of the evaluation were the following:

- Analyze the programs of action
- Assess the benefits of the interventions
- Assess the sustainability of the actions
- Analyze support networks and connections established
- Assess the integrity of the intervention strategy
- Document the successes, lessons learned, and knowledge and information that was acquired in the field, specifically relating to the Project
- Provide feedback on the achievements and processes to all parts involved
- Provide suggestions for future work based on Project

The evaluation recognizes the importance of the Project as an effort to eradicate one of the worst forms of child labor in El Salvador. Communal and governmental recognition of the Project has allowed the creation of a strong foundation within the country aimed at eradicating child labor in the pyrotechnics industry.

The evaluator would like to thank IPEC-El Salvador for all the support she received, which allowed to her to carry out all the necessary field work to complete her evaluation. She would like to mention that this report was possible thanks in large part to the willingness of those involved to openly share any information pertinent to the evaluation. She also recognizes the support offered by the implementing agencies as well as all the information that they provided. She appreciates the technical cooperation of the IPEC-Costa Rica office. She would like to give a special acknowledgement to the Project's technical team for their committed support.

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EXECUTIVE SUMMARY

This is an external and independent evaluation of the completed Project “ELS/05/060/P 260 08 225 060 Eradication of Child Labor in the Pyrotechnics Industry of El Salvador”. The Project was drafted in October of 2000. It was put into action in February of 2002, and concluded on June 23, 2004. It was financed by the government of the United States.

To implement two of the Project’s components (Social Protection and Income-Generating Activities), the Project called upon two NGO’s to develop the programs of action, El Bálsamo Association, and Fe and Alegría Association. This was done through IPEC-Costa Rica and IPEC-El Salvador. The Project’s target locations were Ciudad Delgado, Apopa, Mejicanos, and Cuscatancingo.

The Project objectives were:

- Objective 1:** Upon completion of the project, child labor will have been prevented and the children will have been isolated from pyrotechnics production in El Salvador.
- Objective 2:** Upon completion of the project, the organization of social partners, community organizations, labor inspectors, local authorities, and employee and employer organizations will have been strengthened to act against child labor in the pyrotechnics industry of El Salvador.
- Objective 3:** Upon completion of the project, communities, heads of family, factory owners, and local authorities will be mobilized to take actions against child labor.

The target population of the Project was the following: 1007 boys, girls, and adolescents of both sexes and by age group prevented from working in pyrotechnics manufacturing; 1493 girls, boys, and adolescents of both sexes and by age group withdrawn from work in pyrotechnics manufacturing, and 500 beneficiary families, which took part in diverse programs, including workshops aimed at developing income-generating activities. 1311 children and adolescents were initially identified (for details and age groups see Table 5 in this report).

This evaluation focused on the Project’s design, execution, and performance, and set out to provide an independent analysis of the Project’s results with respect to its initial objectives. This was done by analyzing the programs of action, assessing the benefits of the interventions, assessing the sustainability of the actions, analyzing the support networks and connections created, assessing the integrity of the intervention strategy, providing feedback to all parts involved, and providing suggestions for future projects and orientations. An evaluation strategy was developed that included the review of documents, field work supported by a wide array of informants related to the actions carried out by the Program, and a workshop for interested actors to analyze the results assess the sustainability of the efforts once the Project was completed. Different techniques were

used such as interviews, workshops, focus groups, observation, and document analysis, and all information gathered was analyzed to complete the report according to the objectives stated by the evaluator.

The external evaluation revealed that the Base Line Study, as part of the design of the Project completed by a university, had credibility issues. This was especially the case when defining the target population; as a result, time had to be invested to verify the information and to create a Project database. Faults were identified in the design; the misapplication of relevant socio-cultural information in the implementing agencies' proposals for operation resulted in inefficient actions. This was most evident in the execution of the Income-Generating Activities component. Moreover, the design underestimated the impact that some external factors might have on the success of the Project, such as political cooperation at national and local levels, the pyrotechnics culture of El Salvador, the reaction of producers and factory owners, the beneficiary population's economic expectations, the complexity of the legal framework and the difficulty of legal reform, and the impact of changes in the administrative procedures of IPEC and the donor.

The Project's intervention strategy enjoyed various successes in the areas of Social Protection and Income-Generating Activities:

- The identification of 467 children less than 7 years of age belonging to families involved in the pyrotechnics industry. In three municipalities (Mejicanos, Apopa and Ciudad Delgado), daycare centers received educational material, as well as furniture and monetary aid from the Project, with the partial support of the municipalities. One municipality collaborated with the pay of schoolteachers.
- The withdrawal of 684 boys, girls, and adolescents of both sexes from pyrotechnics manufacture and their reinsertion in the school system, with support from the local schools and the development of a school support system with four different reinforcement centers. 782 training sessions were held with schoolteachers at two different times. With the support of MINEDUC, school registration was extended, money was allocated for teachers at the reinforcement centers, and university students donated materials; local governments and communities provided the necessary infrastructure; the Project focused on ensuring these efforts were sustainable. The Project also financed work materials, provided schools with educational kits, and organized recreational, cultural, and sporting activities. These efforts had a strong effect on the families and the children targeted; they value education and hold it as a priority, their perspective on life was widened, and children are significantly more aware of their rights as well as the risks involved with pyrotechnics manufacture.
- The training sessions and workshops aimed at creating awareness and instilling a sense of immediacy with respect to the eradication of child labor in pyrotechnics manufacturing were directed at a wide audience: mayors, communal leaders, government employees in key institutions like the Ministry of Education, Work, and Defense, personnel from INSA, firefighters, etc. This was accompanied by press and radio campaign on the risks of child labor in the pyrotechnics industry.
- The awareness-creation in families with child workers was an important element that favored the withdrawal. Mothers and fathers were able to count on school support groups for their children, personal reinforcement workshops, counseling, and training in income-

generating activities. The awareness-creation directed at other actors has been a key aspect to place child labor eradication in fireworks production on the national agenda. However, this achievement requires follow-up to guarantee sustainability.

- The vocational training received by adolescents in areas such as computer maintenance, and metal work, proved effective. It isn't necessarily sustainable unless further training is offered and job placement according to skills learned is carried forth.
- The Project was not successful with the Income-Generating Activities component. A strategy was established that had coordination problems between the two implementing agencies, and the agency responsible for this component was late to start its operations. There was little organization during the first year, and the component met with resistance from the target population because of the unwillingness to take out loans and leave behind the relative income security offered by fireworks production. As a result, there was a limited use of the available funds for the planned actions. A renegotiation of these funds provided for a different use: the purchase of land (with IPEC funds) to build a model workshop for the production of pyrotechnics without child laborers, piloted by a group of associated workers and supported by means of training and the development productive activities. It was difficult to implement changes in the framework of donor requirements regarding remaining funds from Income-Generating Activities, and the Project was in a situation of negotiation at the closing of operations that this evaluation was unable to assess.
- Workshops were offered to families on how to take out loans, credit procedures, income-generating activities, investment consulting, and adolescents received vocational training with the help of Fe and Alegría Association. Many families have been able to develop their own productive activities and job placement has been relatively successful.
- The creation of local economic support committees met with delays at a Municipal level. Once organized, municipal personnel were trained in all these areas by the implementing agency responsible for this component.
- The Project was committed to making the execution very demanding to guarantee the achievement of the proposed objectives. In this regard, the Project had two different coordination efforts during its two years of operation, which affected its execution and development. The first coordination effort was inefficient and resulted in delays that affected the Project's actions as a whole. The second coordination effort boosted all components and actions. Nevertheless, the overall Project, the degree of impact, and the sustainability of the actions are endangered unless the efforts are succeeded by a 1-year follow-up and reinforcement phase.
- Important support networks were created that still need strengthening. This includes the public sector: MINEDUC, MINTRAB, INSA, Mayor's Offices, the Ministry of Defense, the National Firefighter's Organization, the Ministry of Health, and local and community organizations.
- The Project lacked systematic studies that could support the programs of action and that could be executed in the context of a sustainability phase.
- The Project's execution had important deficiencies during the initial coordination; the development of planned actions was stunted and reflected upon the entire Project, and there was an ineffective and informal communications structure that did not allow for a proper coordination between the two implementing agencies. The agencies themselves were lacking in management during the first year and there was a poor organization for the

implementation of the programs of action. The Project's most significant and effective actions were executed at the Project's end, which compromises the impact and sustainability of the overall efforts.

This evaluation carried out a stakeholder workshop to assess the efforts that needed to be sustained; and in which it was agreed that a sustainability phase for at least a year would be proposed to the donor. This phase would be focused on keeping the children in school, maintaining the developed prevention strategies, and strengthening the awareness-creation strategies aimed at families and community sectors. It would also be focused on guaranteeing the commitments and support promised by the Municipalities, INSA, MINTRAB, MINEDUC, the Ministry of Defense and the National Firefighter's Organization, to support the productive sectors with the collaboration of El Bálsamo. To make this activity successful, support and external consulting services would be included.

The evaluation concludes by offering recommendations to the different entities involved, outlining which efforts are effective at contributing to the eradication of child labor in fireworks production, and suggesting methods that will strengthen the support needed to make the elimination of child labor a reality.

I. INTRODUCTION

1. Recent Developments

Background

In relation to other Central American countries, El Salvador is a small nation characterized by a high population density. This, along with a series of structural factors, makes it a difficult and complex challenge to successfully carry out projects aimed at social and economic development.

The economic situation is of extreme importance when it comes to the definition, execution, and impact of any project or proposal of a socioeconomic and/or cultural nature. This is especially so when the project is aimed at the most oppressed and vulnerable. Despite social and economic improvements according to international indicators on a macro level, the differentiations based on class are apparent; the deficiencies in income distribution, as well social exclusion, have been steadily growing since 1996. After a significant growth in GDP after 1989 when an economic stability and structural reform plan was put into law, the Salvadoran economy saw little growth, and in 2001, the economy went into recession.

Two earthquakes and a drought in 2001 had a negative impact on the economy, adversely affecting various productive sectors such as garment production, agriculture and cattle raising; this was partially compensated by the moderate growth in the service industry, banking, and construction. Overall, however, poverty levels remained extremely high. While there has been a small reduction in poverty levels, figures show that the rural population is the most affected; in 2001, 39% of the Salvadoran population lived in rural areas and was poor. Living conditions for the poor are characterized by limited or nonexistent access to the CPI Market Basket; exclusion and desertion from the school system; malnutrition and depressed cognitive development; almost no opportunities for recreation; and deplorable levels of physical and emotional health, all of which feed into the cycle of poverty. As a result, an informal economy based on subsistence has flourished, in which child labor is considered necessary in many Salvadorian families. Since job-creation is virtually nonexistent, especially stable jobs in the productive sectors, informal jobs based on subsistence are inevitable and reproduce the cycle of poverty. Moreover, it exacerbates the inaccessibility to basic services such as food, housing, healthcare, education, and recreation. This becomes a cycle, and low-end work becomes the norm, with limited productivity. Practices inherited and meshed into the culture of sectors such as the pyrotechnics sector reproduce the poverty cycle and hinder development. .

The ILO has found that there are almost 2 million children between 5 and 17 years of age (30% of the total population) in El Salvador, of which an 11.5% are workers. More than half live in rural areas and suffer long work days, exploitation, violence, and abuse.

Child labor in Fireworks Production

The growing pyrotechnics industry in El Salvador has resulted in the use of child labor in different stages of production and manufacturing of fireworks and rockets. The nature of the processes of production in this sector minimizes the magnitude of the child labor problem. The cheap production of pyrotechnic products is a cultural practice that is well-entrenched, more so in those municipalities that have traditionally been producers of such products. Because of the cultural nature of this activity, child participation is tolerated and widespread in every stage of production. This, coupled with the existence of intermediaries, has led to the creation of a low-end production of pyrotechnics that thrives on poor families that live in these municipalities. It is in those activities of production in which entire families have become entrenched that boys, girls, and adolescents are more likely to be found working; child participation in this type of labor is dangerous to the well-being of the child, and the boy or girl worker is at risk of death. The use of chemical products, the packaging of fireworks, placing wicks/time-fuses on the artifacts, the use of gunpowder, etc, are all highly dangerous activities that can result in irreparable accidents. APROPISA reports that there are more than 500 pyrotechnics producers in the country who employ over 7000 workers, including children. 90% of these employees work for large producers in informal and low-end workshops under conditions that are insecure and oftentimes illegal.

The existing legal framework designed to protect children in matters pertaining to work is the following:

- Convention on the Rights of the Child, ratified April 26 1990
- Code on the Family, approved in 1993
- Convention 138 “On the Minimum Age to Work” ratified July 27 1994
- Convention 182 “On the Worst Forms of Child Labor”, ratified October 12 2001
- Constitution of the Republic, Article 38 Numeral 10
- Code on Labor, Article 114 and succeeding articles
- National Plan of Action for the Eradication of the Worst Forms of Child Labor in El Salvador

The issue of child labor in the pyrotechnics industry has been introduced to the Salvadorian society at large in the context of the Project being evaluated.

2. The Project: Structure, Organization, and Administration

The Project (ELS/05/060/P 260 08 225 060) “**Eradication of Child Labor in the Pyrotechnics Industry of El Salvador**” is implemented by ILO/IPEC and financed by the United States Department of Labor, which has allocated US\$1 008 327, 00 for Project use. The Project also depends on US\$118 000, 00 of local contribution to support human resources, materials, and facilities. It has been carried out by two implementing agencies: El Bálsamo Association and Fe and Alegría Association, both NGO previously selected for such propose. The function under budgets awarded to them by the donor under the

management of ILO-IPEC, for US\$331 900, 00 and US\$234 700, 00 respectively. Its written report was drafted in 2001. It initiated budgetary operations in October of 2000 with the appointment of a coordinator, and in January of 2002, the intervention was started by Fe and Alegría Association. The other implementing agency began its work in September of that same year. The Project was completed on June 30th 2004. It covered four municipalities in the metropolitan area, a total of 588 651 inhabitants (Ciudad Delgado, Apopa, Mejicanos and Cuscatancingo).

The Project was designed to combine the actions of the two selected NGO, Fe and Alegría Association and El Bálsamo Association, to execute the Social Protection and Income-Generating Activities Components respectively, with the collaboration of other communal groups and organizations. Amongst those were the following: ADESCO (Association of Community Development), workers organizations such as APROPISA (Association of Pyrotechnics Producers), employers and governmental institutions at various levels such as ISPM (Salvadorian Institute for the Protection of the Minor, actually known as the Salvadorian Institute for Development of Children and Adolescents ISNA), Ministry of Labor and Social Prevision MINTRAB, the Department of Firefighters CBES, the Arms and Explosives Division of the National Civil Police PNC, the Ministry of Health, the Ministry of Education (MINEDUC), and the Office of the Mayor. Programs were developed to deal with the complexity of the existing socio-economic structure and its relation to child labor. Each of the aforementioned institutions would have a specific role in the Project's execution. Other actors were incorporated as the Project went along as part of the natural dynamic of its implementation.

The Project objectives were:

Development Objective

“This project will contribute to the elimination of child labor in the pyrotechnics industry of El Salvador.”

Immediate Objectives

- Objective 1:** Upon completion of the project, child labor will be eliminated from the pyrotechnics industry of El Salvador, and children will be distanced from all stages of manufacture and production,
- Objective 2:** Upon completion of the project, the organizational capability of partners, organizations and communal agencies, labor inspectors, local authorities and employee and employer organizations will be strengthened to take action against child labor in the pyrotechnics industry of El Salvador.
- Objective 3:** Upon completion of the project, communities, parents, factory owners, managers, employees, and local authorities will have received awareness training, and will be vigilant and ready to take actions to prevent child labor.

For the Project's success, and intervention strategy was considered (awareness-creation, orientation, and training) for the target population defined (children, adolescents of both sexes, and their families) by using the local and national forces in place to guarantee the sustainability of the efforts to eradicate child labor in pyrotechnics manufacturing. The resulting programs and activities fall into one of three components:

- **Monitoring:** implemented by ILO- IPEC. Initially, collaboration with APROPISA was proposed, but later rejected.
- **Social Protection:** Executed by Fe and Alegría Association. Initially it was assigned to Nueva Vida Pro-Niño de la Calle Foundation.
- **Income-Generating Activities:** Executed by El Bálsamo Association.

An initial proposal considered carrying out a study on the nature of child labor in the pyrotechnics industry in the selected municipalities by a trusted institution under the technical supervision of ILO-IPEC and the Bureau of ILO-Statistics, that would provide a starting point from which to select the target population. The study, referred to as the Base Line Study, was done by the Dr. José Matías Delgado University in a three month period starting in June of 2000. A year later the results were presented in a Workshop Seminar.

The selected NGO presented the programs of action with respect to their component to develop and defined the following objectives:

Table 1
General and specific objectives of the programs of action of the implementing agencies, by component to be developed

	Fe and Alegría Association Social Protection Component	El Bálsamo Association Income-Generating Activities Component
General Objective	Contribute to the eradication of child labour in the pyrotechnics industry of Ciudad Delgado, Apopa, Mejicanos and Cuscantancingo, in the Department of San Salvador	Contribute to the elimination of child labour in the pyrotechnics industry of Ciudad Delgado, Apopa, Mejicanos and Cuscantancingo, of the Department of San Salvador, through the generation of new income-generating activities, strengthening existing production units, and creating work for mothers and fathers of children and adolescents of both sexes that form part of the Project's target population
Specific Objective 1	Upon completion of the program, 2500 boys, girls and adolescents of both ages will receive attention and child labour will have been prevented and children and adolescents will have been withdrawn from pyrotechnics production	Upon completion of the program, 500 families and 319 adolescents will have received training for managing alternative income generating activities, out of which 50 families will have improved their level of income; 150 families will have strengthened and improved existing fireworks production units; 100 families will have been inserted in the formal labour market and a part of adolescents will have received credits to implement alternative income generating activities, contributing to improving their living conditions
Specific Objective 2	Upon completion of program, children, mothers and fathers of families, communities, factory and workshop owners, workers and local authorities will be made aware and mobilized to undertake action against child labour	Upon completion of the program the municipalities of Ciudad Delgado, Mejicanos, Apopa y Cuscatancingo will have strengthened their capacity and will have a team trained in the design, management and implementation of projects that promote local development
Specific Objective 3	Upon completion of program, the capacity of community organizations, labour inspectors, workers and employers organizations and local authorities will be strengthened to take action against child labour in the fireworks industry of El Salvador.	Upon completion of the program the revision of the legal framework in fireworks production will have been promoted

The target population of the Project was the following: 1007 boys, girls, and adolescents of both sexes prevented from working in pyrotechnics manufacturing, according to age group; 1493 girls, boys, and adolescents of both sexes withdrawn from work in pyrotechnics manufacturing, according to age group, and 500 beneficiary families, which took part in diverse programs, including workshops aimed at developing income-generating activities.

Table 2
Distribution of Project's target population according to type of intervention

	Families	Children under 7 years of age	Children between 7 and 15 years	Adolescents between 16 and 18	Total child population
Prevention		287	620	100	1007
Withdrawal			1274	219	1493
	500				
Total	500	287	1894	319	2500

According to the Project Document the initially planned administrative structure was the following: a coordination in Ciudad Delgado to manage the daily operations of the social protection and awareness-creation components, and two administrative staff (one secretary responsible for general office work and database maintenance, and a finance official in charge of the Project's financial accounts and reports). The ILO IPEC in Costa Rica would provide technical and administrative support and would coordinate actions with IPEC-NSC. IPEC Geneva would provide technical resources and coordinate with the donor. However, the Project was managed differently: a coordination dependant on ILO IPEC in El Salvador, and with support from IPEC in the following forms: assistance to the project and monitoring, and administrative support in financial matters.

Fe and Alegría Association and El Bálsamo Association have been in charge of the implementation of the project, and have hired 9 new employees and 3 new employees respectively to do so. They also depend on the existing human resources within their organizations. The Project is coordinated from the IPEC-ILO office in San Salvador. The Project has had two different coordinators: one from October 2000 to December 2003, and the second from January 2003 until June 2004. There has been significant internal mobility of personnel hired in the implementing NGO's themselves.

The Project is composed of two different phases. The initial phase took place between October of 2000 and September of 2002. The second phase acts as a continuation of the first, and was implemented from October 2002 to June 2004. The intervention has been diverse in the two phases.

Phase 1: preparation of the PRODOC and completion of the Base Line Study by the Dr. José Matías Delgado University.

Phase 2: execution of the Project under two separate coordination efforts.

The nature of the Project's interventions fall into the following intervention phases:

Table 3
Project Intervention Phases, by implementing agency

Fe and Alegría Association	El Bálsamo Association	ILO/IPEC
1. Prevention of child labour in the pyrotechnics industry	1. Development of income-generating activities	1. Monitoring and Follow-up
2. Withdrawal of children from work in the pyrotechnics industry	2. Improvement in production and safety standards of pyrotechnics manufacture	
3. Provision of health services, sports, and recreational activities to the target population	3. Workshops offering professional training to families	
4. Awareness-creation	4. Technical training to local governments	
	5. Promote the reform and review of the current legal framework surrounding pyrotechnics production	

3. The Project Evaluation

Objective

Starting with the Terms of Reference, the evaluation's overall purpose was to provide an independent analysis of the Project's results with respect to its objectives. To do so, the evaluation set out to:

- Analyze the programs of action
- Assess the benefits of the interventions
- Assess the sustainability of the actions
- Analyze support networks and connections created
- Assess the integrity of the intervention strategy
- Document the achievements, successes, lessons learned, and knowledge gained in areas specific to the Project
- Provide feedback for all parts involved with the Project's execution and achievements
- Provide suggestions for future work based on the Project's experience

The evaluation assessed the validity of the design and the execution and performance of the Project by using the following criteria: relevance, effectiveness, efficiency, and sustainability. Matters of special interest and unexpected effects/results were also taken into account.

Methodology

Described in Appendix 1, it considered two fundamental processes: the disaggregation of information, and the structuring, by means of an evaluation design that considers three

criteria: design, execution, and performance of the Project. To do so, different work phases were defined:

Preliminary Phase. Each evaluation focus was viewed in function of the questions formulated by IPEC-Costa Rica. This resulted in a series of factors that attempt to cover all aspects included in the Terms of Reference and that the evaluator considered necessary to complete her goals. Each one of the factors was used to elaborate tools aimed at collecting information in the most exhaustive way possible..

Table 4
Factors according to focus of evaluation and proposed criteria

Focus: Design Criteria: Relevance, pertinence and Project design.	Focus: Implementation Criteria: Management efficiency, effectiveness, and pertinence to Project development	Focus: Performance Criteria: Efficiency, relevance and quality of the developed processes, activities with regard to their results by objective of the project
1. Overall/Global design	1. Planning	1. Actuality of Project
2. Starting points	2. Programming	2. Project's pertinence to the nature of the child labour
3. Beneficiary population	3. Management	3. Project beneficiaries according to the criteria of attention to those most excluded
4. Location	4. Organization	4. Synergies
5. Processes	5. Capability for internal and external execution	5. Progress and achievement of objectives
6. External factors of influence	6. Resources	6. Results
7. Follow-up mechanisms	7. Progress	7. Mainstreaming
8. Participation rules	8. Achievement of objectives	8. Components
	9. Effective use of resources	9. Financial resources
	10. Conceptual comprehension	
	11. Actor participation	

Sources of information were defined. There were of three different types: a) physical –the IPEC-Costa Rica database, the IPEC-El Salvador database, the Fe and Alegría database in the Municipality of Mejicanos, and the El Bálsamo Association database; b) digital –the ILO-IPEC websites and networks, and UNICEF website; and c) human -which was made up of personnel from the IPEC-Pyrotechnics Project in El Salvador, personnel from Fe and Alegría and El Bálsamo, Governmental organizations, community, employer, local, and school organizations, and University groups and family, girls, boys and adolescents targeted by the Project.

There was an extensive list of materials that were read and consulted upon in later revisions to understand the Project's development, for documentation purposes, and to support statements and interpretations in the evaluation. Regarding the human information

sources, adequate access to the Project's actors was planned in advance. Whenever possible, the number of information-providers was increased; this was done with support from the Project and the two implementing agencies (Appendix 7).

The creation of tables of factors and essential aspects facilitated the identification of a network of actors and information sources; techniques and tools were created to identify information. This resulted in a group of Base Instruments that were presented to IPEC-Costa Rica as preliminary evaluation design guides (Appendix 5). For field work, it was decided that these would be adjusted to fit the development of the information-gathering processes. The Base Instruments allowed for the creation of work tools for use in the execution of the proposed techniques.

Field Work Phase. Through a qualitative approach based on a quantitative use of data, an intervention strategy was used that considered a wide array of information-providers (Appendix 3) from the Project's most representative scenarios. A series of information-gathering techniques were used: document revision, semi-structured interviews, both individual and collective, aimed at personnel from the NGO, governmental organizations with ties to the Project, community organizations, and staff from educational institutions, workshops with children, informal conversations with indirect beneficiaries, observation of low-end fireworks and plastic explosives manufacture in the Project's impact zones, observation of Centers for Scholastic Support, CINDE's, pyrotechnics factories, training workshops aimed at community leaders, databases, and a focus group with female heads of family.

The analysis of the information gathered was carried out by using the Base Instruments to build a contextual foundation and by reflection and interpretation of all the examined materials.

Stakeholder Workshop Phase. Once the field work was completed, a stakeholder workshop was offered to all those with ties to the Project. The workshop's agenda was organized and the participants were called upon by IPEC-El Salvador staff (Appendix 3 & 4). There were participants from the following sectors and institutions:

- Ministry of Labor and Social Prevision
- United States Department of Labor (donor)
- IPEC/ILO El Salvador
- IPEC/ILO Honduras
- Mayor's Office of Ciudad Delgado
- Mayor's Office of Apopa
- Mayor's Office of Mejicanos
- El Bálsamo Association personnel
- Fe and Alegría Association personnel
- Community leaders
- Those associated to ACOPIITI

The purpose of the workshop was to present, discuss and analyze the main results of the evaluation and their relationship to the interested actors in the Project, and to provide suggestions and proposals on how to contribute to the sustainability of the Project's most significant actions.

There was an initial introduction to the activity in which the workshop's agenda was explained. Then, the evaluation's findings were presented, with special attention to the most significant actions and the issues raised by the Project during its execution; this was used as a jumping-off point for a group work activity. Following this presentation, participants were divided into teams of no more than seven people to work on a guide that would be used to create the workshop's final product. The guides were shared and combined to create a proposal with suggestions and commitment efforts to strengthen the eradication of child labour in the pyrotechnics industry that exists in the Municipalities targeted by the Project. Finally, the project was formally presented to all the workshop's participants, followed by a discussion. To conclude, the team coordinators held an hour-long meeting with the evaluator to make the final changes to the evaluation document agreed upon in the workshop.

Preparation of Evaluation Report Phase. After completing the above-mentioned phases this report was prepared, which was revised by IPEC-Costa Rica and IPEC headquarters in Geneva. The report is made up of three different parts: the introduction, the results, and the conclusions and recommendations. The document includes relevant appendixes.

II. RESULTS

1. Design

The Base Line Study

For the initial design, the Project drew upon the information present in the Base Line Study, which was completed in June of 2000 by the University “Dr. José Matías Delgado”. This study allowed for an assessment of the nature, causes, consequences, and degree of the child labour problem in the pyrotechnics industry, and facilitated the identification of the target families in the selected communities. The study, presented in a Seminar Workshop in June of 2001, provided information that was not properly used when defining the Project’s intervention procedures. The credibility of the Study’s results was put into question by the Fe and Alegría Association when they started their operations, because numerous addresses of registered families did not exist, and some people were never actually registered. This forced the Project and this Association to carry out a new census of the population involved in pyrotechnics manufacture, with the support of the municipalities. APROPISA provided a list of existing fireworks factories to aid the efforts. It became evident that an accurate census was almost impossible, since in many cases children were taken out of the house or were hid when personnel from Fe and Alegría would come to interview the family members.

Other problems interfered with the process. The form used to collect information was problematic because of the length of the questionnaire. Moreover, there was no way to guarantee that people were in fact telling the truth, in light of the illegal nature of the work that many families took part in, and the time of day in which the census was carried out. Fe and Alegría continued identifying boy and girl workers through 2002 and 2003, feeding the Project database. The most significant thing to mention is that, in terms of time invested, the Project was never able to identify the target population established by the PRODOC, which was discovered through the monitoring activities of the project.

The consequences of the lack of credibility of the information in the Base Line Study were most obvious in the amount of time that was invested, the unplanned use of different resources to complete the census, and the delays in the execution of the social interventions planned. An ineffective execution of information-gathering procedures, the resulting database with significant deficiencies, a confused coordination of actions, the limited involvement of Fe and Alegría at that point in time, and the improper coordination under the first coordinator affected the execution of the social protection component and delayed the implementation of El Bálsamo’s planned actions. The entirety of the Project was affected because of situations such as an undependable database with little information regarding the cultural, social, and economic nature of the target communities; the monitoring and follow-up efforts did not reach Project objectives in part because the interventions did not count on sufficient information for an effective execution. When the Project came to an end, the coordination and the head of monitoring and follow-up have made significant efforts to create a simple and effective register of the 503 families identified. As a consequence of the multiple efforts to register the population, this

evaluation was confronted with uncomfortable experiences within the interviewed families as a result of the Project's information-gathering actions. The Project did not have a good initiation regarding this aspect.

The Beneficiary Population

The Project initially stipulated a larger population than the one that was actually worked with. According to the project database, the children and adolescents identified totaled 1311, and the families 506 (See Table 5). The Project coordinators and Fe and Alegría have insisted that the number of children working or at risk of entering the pyrotechnics workforce does not reach 2000, something which has created friction and was a cause for discussion and concern within in the Project.

Table 5
Child population according to sex and age

Municipality	0 to 6 years			7 to 15 years			16 to 17 years			Overall total
	F	M	Total	F	M	Total	F	M	Total	
Apopa	37	58	95	96	74	170	33	14	47	312
Ciudad Delgado	140	97	237	162	168	330	32	39	71	638
Cuscatancingo	8	7	15	19	13	32	2	5	7	54
Mejicanos	65	53	118	73	79	152	27	10	37	307
Overall total	250	215	465	350	334	684	94	68	162	1311

Source: IPEC /OIT. El Salvador, June 2004.

The Base Line Study provided information on the cultural, social, and economic nature of the families involved in fireworks production. It is a socially vulnerable population that is almost always poor. They have no access to proper housing; entire families live in one or two-room shacks with no ventilation. They endure unsanitary conditions that risk their well-being and have nothing that would protect them from the hazards of pyrotechnics manufacture. The following could be observed in many of the houses that were visited: proximity of kitchens to the fireworks workshops, absence of steel rods for the discharge of electrostatic energy, absence of fire extinguishers, water containers, and sand. Only one house reported the presence of a minor working in pyrotechnics production, and only one had a fire extinguisher.

In some cases observed during the evaluation, up to two entire families lived in the same house. The concept of "family" used in the evaluation has many profiles: one or two adults responsible for the well-being of the group, boys and girls in a wide range of ages, single mothers and their children, etc. These family units live on the very low income they get from pyrotechnics labor; sometimes they carry out other low-end jobs. Low-end fireworks production is carried out in confined spaces in or around the home, outdoor areas on barren grounds to avoid fires, but without the necessary conditions needed to ensure safety.

The work they are involved in is one of two kinds: i) the manufacture of products specific to a stage of production for large, medium, and/or small producers (like preparation of gunpowder, wicks, fabrication of tubes, etc). The contractor¹ pays for the amount of product manufactured on a weekly basis, avoids paying certain taxes like social insurance and doesn't have to pay for operations costs associated with having a factory; ii) complete production process: factory owners hire personnel and sell the product themselves, either selling it to other macro-producers or distributors or selling it directly. In both cases, the risk of accidents or death falls upon the pyrotechnics producers.

Some of the families also live with and support elderly and/or sick relatives, who cannot stay home by themselves, especially when a woman is the head of the family. However, these family characteristics cannot be adequately considered unless further monitoring and follow-up is carried out to gather more information that can provide a clearer socio-economic and cultural profile of the target population.

The Intervention

The PRODOC clearly outlines the complexity surrounding the issue of pyrotechnics production in El Salvador, in particular the use of child labour and the economic structure that surrounds and is dependant upon fireworks manufacture. The acknowledgement of a needed integration of a multi-institutional strategy left out various design considerations: a) the cultural nature of the fireworks production, which requires a rigorous social and economic profile of the target population b) the provision of services of a social and economic nature which, like the mobility of labour, would increase the support of the required interventions; c) the duration of the intervention, as it seems improbable to successfully carry out actions aimed at creating fundamental changes in the life of an individual in such a short period of time; d) the expectations of the target population when making the change to other income-generating activities along with the economic dependence to the current practices; e) the description of how actions of the NGO's can complement each other with respect to the time allotted to the Project; f) the political idiosyncrasies of the country which facilitates the mobilization of discourses, commitments, and actors, affecting the proposed actions; g) the description of the coordination procedures between the two NGO, especially since they are so different and were responsible for sensitive efforts; a solid definition was needed in this sense and h) the variations in the policies of the donor and the policies of the regional offices of ILO-IPEC.

Also, the PRODOC failed to take into account the participation of actors that could offer a higher degree of sustainability to the actions developed by the Project, like school staff and community leaders –there is limited reference to these actors in the document. Similarly, there was no mention of training materials for academic support centers, CINDE, or family monitoring in the area of awareness-creation. Case studies and investigations were not part of the Project's design either. These could have been considered as part of the

¹ The evaluation did not look at the direct relation between the contractors and IPEC. During discussions with firework producers these referred to their own activities, and they were cautious in offering information. It is important to bear in mind that fireworks production, as it is done in the municipalities, is an illegal activity.

activities to be realized if they had been considered as outputs for achieving the objectives of the project.

It is evident that during project implementation and especially during the second year there were adjustments brought about by project monitoring or by discussions, that allowed to correct design errors of the project, such as the decision not to invest in the improvement of technology in the fireworks industry.

Participation of the Beneficiary Population

Regarding this issue, El Bálsamo Association had a role in the elaboration of the Project due to the fact that it had already elaborated a project of its own in 1999 that it shared with APROPISA and the personnel at ILO. However, even though it had knowledge of the population and of APROPISA, there is no evidence that ILO-IPEC carried out an adequate assessment of this preceding project with other strategic sectors that might probably have strengthened local government commitments. Information was gathered that reports that APROPISA was initially considered as the one of the Project's implementing agencies. This might be the reason why APROPISA was resistant towards the Project once the two NGO to implement the programs of action were selected.

Both El Bálsamo and Fe and Alegría acknowledged that when they started operations, they had failed to understand the level of commitment that was required. This is related to the minimal level of participation with the Project's design. With the exception of Fe and Alegría, which wasn't included in the PRODOC, this represents a negative point with respect to the design.

Structural Cohesion

The design proposes objectives of long-term impact given the nature of the changes attempted. These required a solid and well developed execution of the strategies, a greater coordination, linkage and complementarities between the agencies and a chronology which would allow a more realistic execution of the planned actions. The indicators have little bearings in the PRODOC and don't respond to a clear vision, process or strategy defined. Administrative changes in the policies of ILO and of the donor were not considered as possible external factors in the project document, which weakened the design structure of the project that aimed to touch upon a sensible area: family's income. The organization of the content makes the information repetitive. Along the same lines, the summary outlines/schemes that complement the PRODOC and that describe the Action Programs of the implementing agencies reproduce the same defects of the document.

Position in the Institutional Framework

The Project was established itself as an addition to the existing efforts to protect childhood and adolescence. It represented an important means of action, on a political and

social level, to eradicate child labour in pyrotechnics manufacture. The coordination of the Project included awareness-creation mechanisms aimed at several public entities. The Project established a series of meetings with different governmental institutions and personnel to tackle the issue of child labour, such as ISNA, MINTRAB, and MINEDUC. It has been possible to identify important legislative deficiencies that limit the ability to execute protective measures for pyrotechnics producers directed at their factories and homes which were not considered in the PRODOC. An accident in the El Tucán Company in 2002 burned an entire residential block to the ground. IPEC lobbied for a change in legislation. There were significant tensions in early 2003, and the legislative power made pyrotechnics control a responsibility of the Ministry of Defense. The institution authorizes the import and export of raw materials and finished products. However, it is the National Firefighter's Organization which is responsible for inspection and security, and makes sure factories and workshops meet established regulations. MINTRAB is not involved in the process, but is responsible for monitoring and child labour issues.

There is also the Technical Commission for Evaluation and Control². It produces technical reports with the necessary recommendations to authorize the use and commercialization of materials produced. However, while the actors involved in pyrotechnics legislation are distributed along the entirety of the existing governmental structure, the commitment towards child labour prevention is oftentimes lost, and the agreements and norms that are officialized on paper are seldom followed through in reality. This is one of the greatest obstacles that stand in the way of creating a clear and authoritative political movement needed to create the legislation that would effectively protect children from working in fireworks manufacture. The PRODOC considered the role of the majority of the actors involved.

2. Implementation and Results

Coordination

It is evident that an effective and efficient coordination between the implementing NGOs is necessary for the success of the Project; this, however, was problematic throughout the entire implementation. The information from the evaluation shows that the first coordination of the Project could have channeled relevant and effective coordination and could have directed efforts towards activities such as visits to workshops, or interventions with the organizations Fe and Alegría, so as to give space for constructing synergies to make the project more dynamic. Taking into account the short duration of the project, this time was not effectively used. The Project's limited performance in the first year was also a result of a lack of understanding when it came to coordinating two different implementing agencies, which lead to the misuse of valuable time with respect to intervention processes. The Project's coordination is directly responsible for this aspect, which met with more difficulty when a change was made halfway during the Project's

² From here on, it will be referred to as the Technical Commission. It includes the participation of the Logistics Director of the Ministry of Defense, the Chief of the Arms and Explosives Division of the National Civil Police, the head of the Firefighter's Organization, the Director for the Environment and Natural Resources, and the Secretary of the High Council for Public Health.

development (2002-2004). The second coordination that entered at the beginning of 2003 assumed functions more effectively to achieve the goals of the Project, through trying more mechanisms of coordination among the NGO's and other actors of the Project. An example of this was the coordination with the Department of Public Education of San Salvador to expand the training component, or the actions in the Technical Commission. In this regard and taking into account the Project's duration, IPEC should have had a more decisive role when deciding the change. The first coordination effort began in October of 2000 and did not exploit certain opportunities to build a stronger foundation and provide first-rate coordination with the selected NGO's. During the first year of work with Fe and Alegría, it didn't show signs of flexibility regarding the intervention strategies and did not support any efforts to overcome the stagnant nature of intervention during this period. IPEC failed to act and did nothing to remove the coordinator from her position, which was having a negative effect on the overall execution and reflecting badly on IPEC itself.

In early 2003, only 15% of Fe and Alegría's budget had been used to develop the action programs, which is a testament to the minimal progress made due to the deficient management in the agency. The evaluation is of the opinion that this agency was unaware of the proportions and commitment that the Project entailed so the work that was planned and the organization that was put in place could not adequately administer the financial side of the programs nor bring about an effective coordination of the actors involved. For example, too much time was spent with the workers in pyrotechnics production, but the agency was unable to respond when it had to shift its focus to the monitoring efforts. The agency was not able build an effective foundation to act in this regard during the long time it was focused on this issue. Another failure was the inability to structure a support base from which to organize efforts in an effective and committed fashion to reach Project objectives. If a consistent support base amongst municipalities, the Firefighter Corps, the Department of Defense and the Department of Labor had been constructed and if it had been directed by common objectives or goals, the results could have been better, but the synergies were not always oriented in the framework of common objectives among the institutions. A good and consolidated base with common objectives of the Project could have had a better impact regarding eradication of child labour in fireworks.

The second coordination effort met with difficulties and it proved an uphill battle. The Project was in the middle of its execution and the agencies had been unable to direct the funds towards the planned actions. El Bálsamo Association started operations seven months after it was initially planned, and it was expected that the beneficiary population, through awareness-creation workshops executed by Fe an Alegría, would facilitate the implementation of its actions. The Project's second coordinator, through a change in focus regarding the role of the coordination efforts, renegotiated the organization procedures of the agencies to guarantee a higher level of compliance to the established objectives and programmes of action. She suggested decentralizing the agencies; to the personnel in charge of the Project, she proponed creating a coordination of the component programs of action that each agency was responsible for, redefining the lines of action to follow by reducing or increasing the amount of activities necessary to cover the entire target population. IPEC provided financial consulting to Fe and Alegría; the accounting office had to be rehauled and consulting and training was necessary in the preparation of financial reports. El Bálsamo did not need this support. When the second year began, each NGO had

their own coordination strategy in place, but the execution was still minimal, thus the scramble to compensate for the work that was not done. The changes in personnel in both NGO negatively affected the entirety of the intervention and eroded the already questionable efficiency of the coordination network in place between the local actors, IPEC-El Salvador and IPEC-Costa Rica.

Neither of the Project's two coordinations could put in place the necessary mechanisms needed to direct the actions between the two NGO. The informal means of communication used by people involved in the Project affected the participation and the expectation of the actors involved, specifically those of the target population. The flow of information was inadequate, product of the coordination deficiencies that sprung upon initiation of the Project. Moreover, formal communication also affected the level of support that was needed from other actors, specifically governmental. Invitations to community events and meetings with government entities to ask for collaboration were very general, and oftentimes there was an inability to clearly define the support needed. While a significant level of awareness has been created among these institutions regarding child labour eradication in fireworks and plastic explosives production, there was a failure to create lasting commitments aimed at making the efforts sustainable. This is the case with MINEDUC, MINTRAB, and the Ministry of Defense, among others.

The Project is perceived and conceptualized differently with different levels of comprehension between all actors involved. This can be seen, for example, in the Mayor's Office of Ciudad Delgado, when the Mayor said that by delegating the Project to the NGO and not making the Municipalities responsible, support was jeopardized. This is a testament to the Mayor's confusion regarding the Project. This is also evident in the Technical Commission, which thought that the Project was related to a different project from a pyrotechnics production cooperative, or in community leaders, who view the Project as a solution to the communities many needs unrelated to the target population but having to do with professional and vocational training. Some pyrotechnics producers, both part of the Project or not, expected to receive money from the Project to improve their workshops claiming that this is what they were told by Fe and Alegría when they were invited to activities. A clear and adequate perception of the Project as a whole was problematized due to a fragmented management of the Project's actions and uninformed and informal communication between actors and agencies.

This evaluation noticed the efforts at coordination of actors in Fe and Alegría, government institutions, community organizations, and local entities, as well as the work that was done during the second coordination effort. It observed significant progress in the legislative aspect and in the diffusion of information pertaining to child labour in pyrotechnics production in newspapers, radio, and television. The second coordination was able to make the issue of child labour in pyrotechnics manufacture a visible topic in the media, favoring the awareness-creation strategies and promoting discussion. However, this effort came to an end along with the Project itself.

A failure in coordination was evident with APROPISA. APROPISA was not able to adequately understand the actions and intentions of the Project. After having been considered as one of the implementers of the Project, they played a spectator role with

minimum prominence in a process that could have been a lot more active in the eradication of child labour, for example through consolidating model shops, or in proposing other solutions. At all times the relations with APROPISA were complex, because the economic interests of the firework producers community needed to be considered, who in many cases was part of the target population of the Project.

Settings

The intervention was carried out in four municipalities of San Salvador: Ciudad Delgado, Mejicanos, Apopa and Cuscatancingo. It was always clear that Ciudad Delgado had the biggest manufacture of pyrotechnics of all four. This municipality had important support from the Mayor's Office as well as from community groups; it has enjoyed the most successes and produced the most controversies. The widespread nature of the factories in this area and the location of homes in canyons and mountains resulted in a difficult accessibility to the target families. In some cases, the factories and workshops are next to many homes, and workers use the street to dry out materials. This is a testament to the complexity of low-end pyrotechnics production and the diversity of the settings.

When investigating the legality of the pyrotechnics activities in general, the Technical Commission, for instance, points out that illegal production is known to exist, especially regarding the failures to meet safety regulations, but that closing down factories or eliminating some work implies making a large sector of the population jobless. In light of tragic events in pyrotechnics factories, operations have been carried out to find explosive material, but this does little to solve a situation which is rooted in the structural problem that is poverty. The factories in the target municipalities are located in the middle of shantytowns or poor residential areas. This evaluation observed the irregular flow of electricity into a factory selected at random, El Tauro in Ciudad Delgado, with an uncovered cable without any type of control. It is interesting to point out that since 2003, no accidents have been reported as a result of explosions or burnings. There have been no news of such, which doesn't necessarily mean it hasn't occurred, but it would seem as though there have been no accidents since that year.

Of the four municipalities, Cuscatancingo had the least successes. Apopa and Mejicanos, had a greater collaboration regarding the programs of action.

The Planning of the Action Programs

The planning of the work to be carried out during the first year had serious deficiencies. Fe and Alegría was unable to direct the funds, not even at 15%. The new information-gathering efforts for the population database resulted in delays in the execution of direct intervention actions, made worse by the limited comprehension of Fe and Alegría of the Project's scope and intentions and the limited coordination achievement with the actors involved. The inefficiency during the first year, along with the change in coordination management, was met with an overhaul of the intervention strategy plans for 2003. A series of more concrete activities were planned to develop the social protection component, support networks of necessary Government actors both at local and national

level were defined, and an area of work was developed to give guidance on how to support beneficiaries according to the objectives of the project. Since it was known that the target population was different than that established in the PRODOC, the collaboration of the Ministry of Education was needed. The Ministry of Education supported the project through the following: training of teachers to help boys and girls from firework producer families, awareness raising for teachers and school directors in the field of child labour and in particular in the area of fireworks production, and the identification of the target population. They also collaborated through providing didactic material and through monitoring fire-working children in schools. In this sense the support focused on withdrawing children from fireworks, and it allowed increasing the coverage which was part of the strategy of the second project coordination. It allowed to integrate efforts and institutions. All this implied changes in the action programs.

The planning by Fe and Alegría met with delays in the approval of labor reports, taking a lot out of its personnel with regards to time and motivation. Until July of 2003, IPEC procedures were time-consuming when it came to processing and approving reports. IPEC-Costa Rica had centralized the process, so the duration of approval processes for reports affected the planning and implementation of interventions.

As a result of a deficient planning process in 2002, there was a low level of intervention with respect to the target population. Fe and Alegría reported a period in which the necessary funds were not deposited, affecting the development of some activities. The slow use of funds in the first year showed that planning was absent in 2002. As a result, at the Project's projected end in 2004, training sessions and activities are being implemented that have no chance of making the planned impact, unless a sustainability phase is carried out. A one-year delay for a two-year project aiming at cultural changes cannot afford a defective planning of its action programs.

The Income-Generating Activities component has reached the least amount of people but has been the most complex. It was developed by El Bálsamo Association and it had two addendums to re-establish budgetary issues in order to achieve the objectives. The participation of the agency, which began in September of 2002, did not produce the planned results. A population willing to work with credits and loans and change productive activities, and open to training and awareness-creation workshops, was not the reality of the target zones. The planning of the actions was directly affected by a low demand for these services by the participants. The Association underestimated the unwillingness of pyrotechnics population to take out loans and have debts, and their complacent attitude towards stable and weekly income generated from fireworks production. 14 months later, in November of 2003, the funds were still unused, just like had happened at Fe and Alegría.

At the beginning of 2004, on top of the low use of the funds for credits, the municipalities involved had not been able to follow through on an initiative to award low-end pyrotechnics producers with land for model workshops to eliminate pyrotechnics workshops in households or those using child labour. Through an agreement with El Bálsamo and by addendum, some budgetary specifications were modified that involved a change in strategy. This change considered hiring a consultant to design and supervise a model workshop in technical matters investments, among them, the acquisition of land

(with IPEC funds) for the model workshop. An awareness-creation program was also planned to be directed at mass communication (radio, press, television, etc.) and consulting for the municipalities regarding local economic development and municipal ordinances.

To do this, new negotiations had to be planned because what was suggested in Geneva was to return all unused funds to the donor. Taking into account the possibility of spending the money on Project objectives through training and support efforts directed at cooperatives, it was possible to redefine the programming and execution of the actions. El Bálsamo shifted its actions to focus on training, but change has been difficult with this NGO. The execution of the model workshop plans has not progressed. In March 2004, land was identified and valued by the Technical Commission, but it did not have clear construction criteria. Two trips to Guatemala were done to observe and learn from the model workshops in that country, which included a group of the recently-organized cooperative members, members of the Technical Commission, and mayors.

Nevertheless, the planning suffered another change when the donor closed the funds for credits³; IPEC suggested a 50% donation and the rest in credit as funds for El Bálsamo. This did not receive approval from the donor, and resulted in a crisis in relations between El Bálsamo and IPEC, which has left the cooperative members in a compromising situation. El Bálsamo refuses to implement the addendum signed in March 2004 when it had accepted the donation, and IPEC is committed to the cooperative through various levels of the Salvadorian community.

The changes that take place in the natural progression of a project generate new products and actions and involve alliances, actors, and budgetary changes that modify the execution of the project's activities. The last four months, this has been the case regarding El Bálsamo Association.

Actors, Beneficiaries, and Actions

An inadequate intervention strategy due to the lack of leadership, a deficient coordination, and little planning during 2002, did not make it impossible to create networks of actors and count on the participation of the beneficiary population. These were negative to the Project, but taking into account only the Project's second year, it can be seen as a success, especially with respect to the social protection component. In 2003, there was a concerted effort to strengthen the networks that had been created in 2002. This proved difficult because of the existing problems with informal communication, the pressures to meet the objectives, and marked friction that started to emerge between the two NGO.

The Project developed a series of work to be shared, strengthened, or support by diverse actors of Salvadorian society, at a local, national, and international level. At a governmental level, actors were mobilized through meetings with the Technical Commission to deal with aspects relating to the Norms in the Law of Control and

³ It is being explained that the need for changes in the project's strategy for funds for credits were necessary based on guidance provided by the donor on what kinds of income generating activities could be supported with donor funds. Income generating activities, such as skill training, were still allowed.

Regulation of Arms, Munitions, Explosives, and Similar Articles and the hiring of minors in pyrotechnics production and in the elaboration of criteria to approve the construction of a model workshop; the MINTRAB in particular in issues of monitoring and follow-up, along with the ISNA; the Ministry of Defense, in aspects pertaining to the inspection of pyrotechnics factories; the MINEDUC in awareness-creation issues, extensions of school registration for children involved in pyrotechnics production, support of teachers and school administration to create sensitivity among children and families, and the Firefighter's Organization in matters of security. In light of the existence of the Interinstitutional Committee for Child Labour Monitoring, the Project made it clear that focusing attention on the problem of child labour in pyrotechnics production is an urgent matter.

At a local level,, there were the municipal mayors as government representatives, with several support mechanisms in place like the hiring of teachers for preschool centers and centers of scholastic support, infrastructure, the elaboration of economic development plans; community groups and local leaders, with an important role in the development of community activities of a recreational and cultural nature, the promotion of reading; schools have allowed for the documentation of child workers, training sessions aimed at mothers and fathers, and some sectors that have been hired to develop Project activities, like INSAFORP.

Schools were of strategic importance and were dynamic additions to the Project efforts. The most successful achievements are found at the lowest levels of local organization but are diluted when dealing with higher levels of governmental organization. The Project's most dynamic period took place the year before elections and it came to an end when there was a change in government. This changes the positions and names of the actors. At a local level, the changes were less tangible.

On an international level, connections were established with the Project to Eradicate Child Labour in Fireworks Production in Guatemala. This made it possible to realize two visits to Guatemala and to learn from a model workshop developed there.

Monitoring and Follow-up Actions

Monitoring and Follow-up directed at the target population was initiated in early 2003 through a plan elaborated by the first coordinator, who was responsible for the coordination of the monitoring and follow-up efforts until December of that year, when she was replaced. Little was done during the first half of 2003 in this area. However one needs to take into account that regarding child labour monitoring, through support from IPEC and authorities such as MINTRAB and INSA there is now a process of identifying girls and boys working in different production areas within the country, as well monitoring them and verifying their withdrawal. Further there is the project monitoring as such. In the project, an ILO manual for monitoring and systematization at the regional level in Guatemala and in the coffee sector of El Salvador was being used. Subsequently the person in charge of this component committed himself to updating the information on the database and to designing a template in Access for the quick input and access of information. Upon completion of the

Project, 503 families and 1311 children and adolescents of both sexes have been registered. This has allowed an effective handling of information.

The materials collected by Fe and Alegría have met with problems when transforming it into a digital record. In the middle of 2003, 50% of the files were incomplete. The database created requires that it be kept up-to-date so information can be dependable. For example, it is important to know the current state according to age group; many boys and girls registered in 2002 belong to a different age group today. The lack of follow-up actions does not allow for the upkeep of the data.

Monitoring has been carried out through a more simple formula. This evaluation takes note of the fact that the information registered does not allow to discriminate whether or not the child is currently working because the information-gathering process includes false data due to the nature of the activity. The process of information-gathering gives evidence that some families would hide the children or take them out of the household through back doors in the presence of Fe and Alegría, and they would inform neighbors and factory and workshop owners. This affected the real figures. Also, according to the time of year in which the census was carried out there was more or less occurrence of child labour. It cannot be said with certainty how accurate the census is. Table 6 shows the number of families monitored and given follow-up throughout the life of the project. It is evident that through the monitoring and follow-up component time has been invested to gather accurate information but not to the actual effort at providing follow-up. This can be understandable since the activities in fact have been delayed. It is important to indicate that one of the main achievements of the monitoring was the realization that the identified target population was smaller than the one identified in the Project Document, which in some way affected the achievement of objectives foreseen in the Project Document.

Table 6
Number of families interviewed per year according to type of visit, 2002-2004

Municipality	2002		2003		2004		Total
	Monitoring	Follow-up	Monitoring	Follow-up	Monitoring	Follow-up	
Apopa	9	-	99		5	1	114
Ciudad Delgado	56	-	200	27	6	-	289
Cuscatancingo	1	-	22	3	4	-	30
Mejicanos	46	-	53	35	-	-	134
Total	112	-	374	65	15	1	567

Note: Monitoring corresponds to first visit. Follow-up, second visit.

Source: IPEC /OIT. El Salvador, June 2004.

3. Completion of Objectives by Component

Social Protection

This has been one of the components with widest coverage, implemented by Fe and Alegría. The agency was responsible for the prevention and withdrawal of children and adolescents and awareness-creation among families. It shared some training activities with El Bálsamo. The personnel in charge was insufficient for the task at hand. A strategy was used that was implemented by four educators to deal with the entire population in the four municipalities. The alliance with the schools was part of the strategy that was put in place in 2003 to develop the actions. It has the support of the school directors, with emphasis on the incorporation of children too old for their grade levels and the incorporation of those who had deserted the school system, their reinsertion, and tuition was waived with support from MINEDUC. The level of commitment from the teachers was raised so they could support the families and make education a positive social value. 26 school centers were consolidated with ties to child labour eradication actions. Some of these received donations and awareness-creation sessions, and teachers were trained to effectively deal with the diversity.

This component specified the following objectives:

Specific Objective 1. Upon completion of the program, 2500 boys, girls, and adolescents of both sexes will receive necessary services and child labour will have been prevented, and the children and adolescents will have been withdrawn from pyrotechnics production.

Prevention

The population defined to be prevented from work in fireworks production included boys and girls under 7 belonging to pyrotechnics-producing families. This age group was considered given the evidence of children in this age group working in the fireworks sector. 465 children were identified in this category and a selected group received health services. A daycare center was established in the Market of La Placita in Ciudad Delgado. It serviced 50 children, including sons and daughters of mothers who worked in the market. This evaluation would like to make note of the cleanliness and the care and attention that the children receive from the two teachers paid for by the Municipality. The Project financed part of the equipment used for child care. Another daycare center was established in Mejicanos and another one in Apopa. The centers were supplied with materials that are necessary for working with boys and girls. According to the mayor of Ciudad Delgado, a program called Compasión is preparing for a project that, once the Fireworks Project is completed, will assume providing services to the target population through education.

Withdrawal

The concept of withdrawal used in the Project considered the removal wherever possible of children and adolescents of both sexes from fireworks, rocket, and explosives production. To do so, it was necessary that children remain in school, take part in recreational activities outside of school, and for mothers and fathers to receive training concerning the value of education. The Project was able to withdraw 684 children from work, of which 350 are girls (see table 5). The developed action program consisted of

tutoring children outside the school in Centers for Academic Reinforcement through informal educational methods, and they received training and awareness-creation on the risks and dangers of pyrotechnics work. Since work in fireworks production does not require much knowledge and is relatively easy, a large effort was done to change the perception of children on pyrotechnics production. There were two centers in Ciudad Delgado, one in Mejicanos, and the other in Apopa. Cuscatancingo did not have any.

Through the connections and synergies established with the schools, two training sessions were carried out between March and May of 2004 directed at teachers with a varying number of school administration staff. The first session dealt with child labour and the use of informal educational methods in formal education. The second session, with the support of the publishing house Santillana, dealt with other topics such as improving reading skills to support the organization of community libraries, and through this increase the participation of fire-workers in cultural activities. The lower number of school centers in the second training session was a result of mandates from the Ministry to avoid missing classes. The distribution of school centers and teachers in school centers according to municipality is shown in table 7.

Table 7
Educational training sessions per Municipality

Municipality	# of educational centers 1st training session	# of school teachers that received training	# of educational centers 2nd training session	# of school teachers that received training
Ciudad Delgado	14	118	13*	138
Mejicanos	10	96**	5	96
Apopa	10	217	9	117
Cuscatancingo	6	**	*	-
TOTAL	40	431	26	351

* Includes Delgado City and Cuscatancingo

** Includes Mejicanos and Cuscatancingo

With the purpose of carrying out actions to support child labour eradication in fireworks production, certain establishments were used: the Juana López school, the Evangélic Church and the Municipal House of San Antonio Las Vegas in Ciudad Delgado. In Mejicanos, the house of Sandra Reyes was used, the girl of Chagüite, only survivor of a fire that broke out in a pyrotechnics factory in 2003 as well as the Miguel Pinto school center. In Apopa, the following centers were used: the Republic of China school, the House for Youth, and the Cantón San Nicolás school center.

The Project also provided materials to the schools who had child workers in fireworks. The MINED had given IPEC scholastic material (20 Study Guides in diverse subjects for elementary and secondary education) that the Project distributed along with other materials: whiteboards, dictionaries, markers and erasers, coloring pencils, abacus, glue, construction paper, scissors, paper, pencils, and pens. The academic support centers received scholastic packages worth \$655,40 with notebooks, paper, boards, glue, pens, pencils, and coloring pencils. The communal homes were also given scholastic packages

valued at \$303,65. Moreover, some centers were given furniture, equipment, and books for their libraries.

The scholastic support centers worked in two shifts to accommodate all the children according to their class schedules. Multiple activities were developed for weekdays and weekend days: adult-child forums, child-child forums, recreational, sport, and cultural activities, aimed at widening the children's world view to focus on other things besides pyrotechnics production. The impact of these activities can only be assessed in the medium term. University students and staff paid by the project jointly worked in these activities. The university students received training on how to elaborate monitoring and school reinforcement guidelines. The University students participated in the framework of a non-formal education program, and provided educational support to girls and boys. This process was accompanied by visits to homes of families to sensitize them on the importance of educational activities. The evaluation confirms that this type of activity has been carried out.

Within the scholastic support centers children were supported with didactic materials provided by the project. In the case of the university students, the observation was made that in order to support their training as educational collaborators, specific material was required regarding child labour in fireworks industries. In other centers, the teachers creatively used waste material in artistic working with children. The children also received health support services, nevertheless, this was one of the aspects with minor importance. Further there was a program for psycho-social attention supported by private universities. The Salvadorian Institute of Social Security and the communal and municipal clinics also participated in some of the health campaigns. In the area of recreation and sport, several familiar activities were carried out that were very positively valued by the children and by the mothers who attended the workshops during this evaluation.

Through the workshops carried out in the different municipalities, this evaluation found that the boys and girls understand the importance of personal care when it comes to fireworks production, that some families have switched productive activity, that there are some children who like participating in fireworks production and help out when there's high demand with a higher regard for safety now that families are aware of the risks involved. Girls are more resistant to falling back to pyrotechnics production. This evaluation also gathered information on Sandra Reyes, the only survivor of the last pyrotechnics factory fire, who is a testament to the risks involved in pyrotechnics production. She has received important support from the Project, especially in her physical and emotional recovery. A book has been published on her case that gives evidence of the risk involved in this activity and the effort to lead a life marked by fire.

Some female heads of households have expressed that they have completely abandoned work in pyrotechnics manufacture because they are not allowed to make sparklers anymore, but others have been unable to quit the business and continue producing pyrotechnics-related products, but no longer use their sons and/or daughters in the process. However, they mention that if the financial situation in the home becomes increasingly acute, they will have to employ child labour as a means of survival. Some are adamant about never using child labour because the Project has made them aware of the dangers and

they don't want to run the risk of losing a son or daughter. The willingness of mothers to continue working in the pyrotechnics industry seems directly related to the needed family income, the type of rocket produced, and the stage in the process that takes place.

This evaluation has observed the following achievements, according to teachers and school officials: greater interest from schoolchildren, changes in attitude as well as a new perspective on education, improvement of academic performance, greater interest from the children to carry out their homework and schoolwork, greater levels of social participation, lesser levels of aggressiveness and violence, greater self-esteem, participation in recreational activities, greater levels of artistic expression, and more confidence when it comes to expressing themselves in relation to pyrotechnics production activities.

In the case of the teachers, professional successes have been achieved during the development of the Project such as: greater ability to manage and handle groups, greater personal and professional self-confidence to assume work related to vulnerable groups, more involvement such as visitations to the homes of pyrotechnics-producing families, a change in perspective regarding child labour, acknowledgement of the social stigmas attached to this specific population, more awareness of the mistreatment of child workers, and a greater knowledge of the country's socio-economic situation.

Specific Objective 2. At the end of the program, the boys, girls, and adolescents of both sexes, mothers and fathers, communities, factory and workshop owners, employees and local authorities will be trained, mobilized, aware, and ready to take action against child labour.

Training

Through Fe and Alegría, the Project considered a series of actions aimed at training different actors. The strategy included coordination with El Bálsamo, the Firefighter's Organization, and the Ministry of Work, to offer three different shifts in training sessions directed at pyrotechnics factory owners that employ child labour. The activity dealt with issues of safety and security as well as legal issues and awareness-creation strategies. Training workshops were also offered to community leaders to consolidate indirect actions aimed at child labour eradication.

The municipalities of Apopa and Ciudad Delgado, had an active role. They offered centers and establishments in which to carry out training sessions, especially in Apopa. With the support of the Youth Leaders of the House of the Youth of the Municipality of Apopa, a total of 153 boy and girl workers were reached. These children show an interest in the Project and want to continue providing support. The evaluation is aware of the interest displayed by personnel from the House of Culture of Ciudad Delgado to carry out actions that promote the sustainability of the efforts undertaken once the Project comes to an end.

Adolescents between the ages of 16 and 18, received vocational training in six groups in the following topics: computer maintenance, mechanic welding, and cosmetology. Mothers also received training with El Bálsamo and Fe and Alegría. Their opinions on the training sessions are generally positive, but they consider that they lacked practice and feel they only learned the very basics, which won't be enough for them to substitute pyrotechnics manufacture with another activity. They gave the example of handicrafts and said that despite of the fact that they are nice and well made, many people know how to produce them which makes selling difficult.

Awareness-Creation

The actions developed to create awareness among the direct and indirect beneficiaries related to work in fireworks production was one of the most significant achievements of the Project, although not enough was done because of the limited time available. A change in mentality is of little success if it is not accompanied by follow-up provisions. Through meetings, workshops, and house visits, work was carried out with the families. Visits were also carried out to pyrotechnics factories to create awareness among factory owners so they won't hire children. The discourse that circulated through all actors responsible for the component made an emphasis on the disadvantages and threats of this type of work. This was done in the context of the stunting of the physical, emotional, and intellectual development of a person, the importance of childhood and the chance at an education. Emphasis was made on the possibility to overcome poverty through other productive activities, and on the value of physical and mental health.

Many different actors joined in on the awareness-creation efforts. This was the case of the Firefighters, which were part of many campaigns; the MINEDUC coordinated with schools to train teachers and donate materials, as well as support follow-up efforts directed at child workers who go to school; and a government agency, the Attorney General of the Republic, that provided legal consulting, individual psychological attention, and family counseling.

It can be said that this component has enjoyed significant successes.

Specific Objective 3. At the end of the project, the capacity to organize and take action against child labour in the pyrotechnics industry of El Salvador will be strengthened among social partners, community organizations, labour inspectors, employee and employer organizations.

Upon completion of the Project, the target population defined was not reached in its entirety. It was also impossible to carry out adequate follow-up actions as expressed upon initiation of the efforts to eradicate child labour in the pyrotechnics industry of El Salvador. The number of staff responsible for this did not allow for this. One aspect that interfered with the development of this component was the political-economic factor, apart from dispersion of homes and workshops particularly in the biggest municipality. One can say that the intentions and actual possibilities of concrete support by Government entities such

as support to centers, furniture, staff salaries are not always effective. Instead, they are diluted in political discussions and threaten the sustainability of future actions.

In terms of support a series of coordinations were realized:

- ONG-, MINEDUC- Schools in the municipalities: this was the most dynamic synergy created, with the greatest coverage.
- ONG-Mayor's office: it was created with partial support and diverse levels of commitment. Ciudad Delgado and Apopa were the most active. Cuscatancingo was the least committed.
- ONG- Community leaders: was dynamic and proactive. It is valued to be a sustainability effort. The availability of these sectors is important in APOPA
- ONG- Ministry of Health: the commitment was limited to the registration of the origin of the boy or girl identified when he or she becomes part of the pyrotechnics community. Nothing was done with the information gathered. Campaigns on health and nutrition were carried out through coordinating with the Salvadorian Institute for Social Security and with community and municipal clinics. The campaigns were also realized in centers for non-formal education, thus providing information in this area.
- Project-MINTRAB: participated more closely with the monitoring and follow-up actions.

The most important achievement in this matter has been the mainstreaming of the child labour issue regarding fireworks and explosives production in social, national, communal, family, and education circles, along with its dangers, implications for development, security, and limitations to overcome poverty and social vulnerability. For the NGO, the success marks and increase in its ability to carry out actions aimed at marginal populations.

Income-Generating Activities

The development of income-generating activities by El Bálsamo focused its efforts in two areas: awarding micro-credits to pyrotechnics-producing families y providing necessary training in productive activities and skills to make the credit affordable. The Project set out to develop this component in those cases where families could switch their productive activity by eliminating the household fireworks workshop, or in cases in which families could move the work to a location that would not risk the welfare of the family, especially that of children. The beginning of operations by El Bálsamo was planned to follow the actions of awareness-creation by Fe and Alegría. Generally speaking, this was the component that met with the most amount of difficulties.

This evaluation has observed that the alternative economic activities proposed, if they are not competitive, if they don't have a minimum technological base and an adequate management base, eventually die out. The small business is vulnerable if those that responsible for the flow of income are not familiar with cooperative work and don't have the skills needed to execute it. In addition, desire for change is key, something that is not always present among the Project's beneficiaries. Some people take on the new activities as an addition to pyrotechnics production, and only during periods of low fireworks production.

Specific Objective 1. At the end of the program, 500 families and 319 adolescents will have received training in the management of income-generating activities, of which 50 families will have increased their income levels through the implementation of a new, sustainable productive activity; 150 families will have strengthened and improved existing pyrotechnics production units for those beneficiaries that will continue in the industry; 100 families will be inserted in the job market, and a number of adolescents will have obtained credit to execute a new income-generating activity, thus improving their living conditions.

The program had to make a series of changes in the strategy but not in the objectives. Due to the fact that El Bálsamo started operations late, the completion of the objectives was not reached until later in the Project's execution, in 2003 and 2004, most notoriously during the last year. Some of the actions developed have counted on the coordination with Fe and Alegría, although generally speaking, the coordination was deficient.

El Bálsamo defined a line of action to award the credits as the first step in the execution of its component. This action considered management training directed at those who wanted to access a micro-credit. The themes to be developed were given the title Personal Entrepreneurial Characteristics, and this was accompanied by the development of other aspects such as the administration of small businesses, commercialization, customer care, production, planning, costs, and conflict resolution. This would allow those candidates in line for credit an opportunity to switch productive activities. 459 people were trained, but the training efforts did not bring about the expected changes. The training process made evident the fact that the taking out of loans proved a bothersome procedure for the beneficiaries and was not greater than \$160,00. Only 158 credits were awarded (Table 8), in commerce and production (Table 9) in relatively small amounts and whose success cannot be measured in the short-term. According to type of business, the sale of clothes and the production and sale of food covered 91 credits. Women applied for credits more so than men. The sustainability of this component is dependant on follow-up actions.

Table 8
Distribution of credits awarded by El Bálsamo according to municipality and gender of applicant

Municipality	APOPA		CIUDAD DELGADO		CUSCATANCINGO		MEJICANOS		Total
	M	F	M	F	M	F	M	F	
Type of credit									
New credits	3	38	1	23	0	5	1	29	100
Revolving credits	4	25	0	12	0	2	0	15	58
Total	7	63	1	35	0	7	1	44	158

Table 9
Distribution of credits according to economic title

	ACTIVITY		PRODUCTION		TOTAL	
	Number	Amount \$	Number	Amount\$	Number	Amount\$
New credits	77	12212,69	23	3311,44	100	15524,13
Revolving credits	43	7501,37	15	2361,78	58	9863,15
Total	120	19714,06	38	5673,22	158	25387,28

The micro-credit strategy took off in May of 2003 with 30 credits. During 2002, nothing was done in this respect. In light of the fact that credit placement was less than 15% of what was planned, a modification of the strategy and a placement of funds was achieved addendum. This signified leaving aside the improvement efforts of 60 productive units and conditioning the awarding of credits to the abandonment of pyrotechnics production activities. This occurred due to a change in the legal framework that regulates pyrotechnics production at a national level. With this change, the overall strategy was modified. The funds were reassigned to other actions such as: vocational training, awareness-creation and the efforts involved with building the model workshop.

The vocational training was carried out during the Project's second year, making it impossible to appreciate the results and impact in their entirety. Only in 2004, 159 trained persons were reported, of which an 88.41% were women; only 4 people attended two training sessions. These are distributed by municipality as shown in table 10.

Table 10
Persons trained per Municipality

Municipality	Total	
	Frequency	Percentage
Apopa	36	22,64
Ciudad Delgado	79	49,69
Cuscatancingo	1	0,63
Mejicanos	43	27,04
Total	159	100,00

Source: OIT/IPEC. Monitoring and Follow-up, June 2004.

This evaluation reports the opinions and perceptions of the beneficiary population and the expected changes in them, but does not include an assessment of how permanent these changes are, as it would be desirable. This is understandable because the training sessions occurred late in the life of the Project. The costs incurred by the training efforts are very small, close to \$4000,00 during 2003, while in 2004, they totaled \$26000,00. This supports the idea that the changes brought about by these recent actions cannot be seen immediately, and require a sustainability plan to guarantee se success of the investment made. Moreover, it would be convenient to assess the group of trained actors in the short and long-term. This component was directed at adolescents of the target population through

the hired actions of INSAFORP during 2004, at 24 people from the municipalities in the local support committees, mothers and fathers, and pyrotechnics producers. The training sessions covered the topics found in the following table:

Table 11
Topics developed during training sessions, according to community of Municipality and beneficiaries

Municipality	Community	Entrepreneurial topics subject to credit	Support Committee Topics	Vocational and Training Related Topics
Apopa	Chintuc Popotlán	Personal entrepreneurial characteristics Basic registers Costs Commercialization Administration Production	Personal entrepreneurial characteristics Basic registers Costs Commercialization Administration Production Planning Decision-making and conflict identification Drafting documents Loans analysis	Bakery Cosmetology Industrial machinery operation
Ciudad Delgado	San Francisco Pasaje Brasil Villatoro Casco Urbano			
Mejicanos	Community of 4 de October Chagiüte Montrel-Bethel and Guadalupe community			Confectionery Jarcia and rafia Sales technician
Cuscatancingo	Community of Divina Providencia			---

The Project was also able to train 56 pyrotechnics factory and workshop owners in matters relating to hygiene and occupational safety through El Bálsamo and coordinated actions with the MINTRAB and the Department of Firefighters of El Salvador.

In that sense and from visits during the evaluation there is evidence in the fireworks producers' homes of the knowledge that those families now possess about hygiene and safety. The project has promoted activities to provide pamphlets on safety in the workshops. During the evaluation field visits there was evidence of diverse levels of safety in the production process: from homes with relative safety management to the absence of safe production conditions: for example regarding tins with water, fire extinguishers, adequate use of knives and of electrostatic energy, use of explosives. The evaluation could verify that some women who produce *milpitas* (a type of firework) were putting them in the street for drying, and they had no protection against contact of their skin with the explosives. In some rooms of the houses boxes with firework products were found next to beds or dining tables, without any safety measures in the daily activities of the family. The evaluation could verify that the people know about safety but do not apply it in practice. Without having a monitoring process that allows analyzing the impact of the project in this area, one can not attribute people's knowledge about hygiene and safety in the production process to the project. The communication media also impacts public opinion, through disseminating information on fires and burns caused by gunpowder. But it is evident that the Project has made efforts to increase the knowledge of the firework producers, and through awareness raising give rise to the idea of safety and hygiene in fireworks production.

Regarding the model workshop, the governments of the four municipalities would initially donate land to build these model workshops, but this never materialized. The Project was only able to push for a proposal to acquire land (with IPEC funds) for a group of 15 pyrotechnics manufacturers associated with ACOPIITI. Upon completion of this evaluation (the field work for the evaluation was completed out in June 2004), negotiations had not yet finalized. Architectural plans were completed. In March 2004, another visit to Guatemala was organized to observe the model workshop that had been built as part of an effort by IPEC to eradicate child labour in fireworks production in Guatemala. However, relations between IPEC and El Bálsamo have been turning sour because of changes regarding micro-credits given by the donor in February 2004. At the time of the evaluation, a tense climate surrounds the question of purchasing land.

Specific Objective 2. Upon completion of the project, the Municipalities of Ciudad Delgado, Mejicanos, Apopa and Cuscatancingo will have strengthened their capacity for action, supported by a technical team trained in the design, management, and execution of projects that promote local development through technical assistance provided by the Project.

In February 2004, a consultant was hired by El Bálsamo to strengthen the economic development potential of the municipalities. Despite the very recent appointment, the results have been tangible and have opened the door for further actions from the Municipalities. Ciudad Delgado elaborated a profile for a project to boost alternative productive activities for 25 people that work in pyrotechnics production. At the moment, a proper execution of the project is still being analyzed. In Mejicanos, the Municipal Office for the Support to Microenterprises (OMAM) is coordinating a proposal with the consultant to install handicraft vendor points and food kiosks.

The training directed at municipal technical teams will be able to contribute in some manner to the strengthening of planning processes aimed at creating local economic development projects. Community organizations have a vested interest in the development of conceptual tools and methodologies to foster productive community work.

The evaluation has shown that the work carried out by El Bálsamo was met with significant delays. With this in mind, talking about the successes and achievements beyond what can be reported quantitatively is premature and lacking. While foundations have been created to allow the participation of different actors, the sustainability of the actions is jeopardized in lieu of how recent the efforts are.

Specific Objective 3. Upon completion of the Project, the review and revision of the legislative framework in place will have been promoted.

Through El Bálsamo, meetings were held with governmental institutions to go over the existing municipal ordinances and any related legislation. In Apopa as well as in Ciudad Delgado, efforts are being made with the ISNA for the protection of children.

Within the framework of this component's actions, the Project's Coordination had a series of meetings with the Technical Commission, whose influence in the definition of criteria for the construction of a model pyrotechnics workshop, and its contribution to the elaboration of relevant norms aimed at eradicating child labour in fireworks production is undeniable. These have strengthened in 2004 and it would be desirable to continue the work in these aspects. However, the proposals that the Commission has suggested still find themselves in the Legislative Assembly and have stagnated.

Unfortunately, the Project lost the possibility of working with APROPISA, an organization which could have created other expectations with respect to its participation in the Project's implementation. At this point it should be clarified that the relation of APROPISA with the Project was complex and difficult. Since the start, APROPISA had generated different expectations regarding its participation. In the project document APROPISA, together with Bálamo, appeared as one of the implementing agencies. Subsequently, it appeared as one of the key actors but became an obstacle with a negative perception towards the Project. Diverse actors in this evaluation showed that APROPISA perceived the Project as an opponent to the fireworks industry. Nevertheless one must recognize that a lot of the information regarding the location of the firework producers was provided by APROPISA. This made it possible to carry out the population census, and to explain that firework producers associated to APROPISA became part of ACOPIITI. If the conflict of interest had not been there, the Project perhaps would have had other achievements. But one must also be aware of the change in the legal framework, which generated more conflict of interest for firework activities in workshop conditions. This means that the situation is not simple and becomes more complicated in such a difficult context. The Project lost collaboration possibilities through this. This is an example of external factors that can impact the development of a project without having a desired outcome.

Specific Concerns

This evaluation has observed various aspects which it considers could be a source of reflection for other projects of this nature. The first is the design of projects which aims at changing the lifestyles and productive activities, by using strategies that are far away from the cultural reality of the target population. An important characteristic that was observed in pyrotechnics manufacture is that low-end production of fireworks, rockets, and plastic explosives is a cultural trait that is strongly rooted in family and community tradition. Those pyrotechnics producers interviewed in Ciudad Delgado, for example, have a certain pride for the work inherited from their families, which gives them a proud sense of sustenance ("I raised my kids on pure fireworks" "crié a mis hijos a puro cohete"). They express a certain illusion to own a pyrotechnics complex where they can do their jobs, learn new techniques and produce new products; in other words, they would like to professionalize their activities even more. In this specific regard, the Project underestimated the deep-rooted nature of the activity and failed to calculate the effect that this would have on the effective execution of the income-generating activities component.

It was also noted that the idea of having an independent work is important to the families. Having their own workshop and their own productive activity, not depending on any chief and selling according to the tradition (payment by completed product, not by hour), forms part of their self-image and their social practices. They do not wish to enter into the culture of debt by taking up a loan nor by joining an association, which is considered risky and expensive. It seems that the firework producers want to avoid increasing their poverty through bank debts. The cooperative initiative has not been easy for the members, who have been resistant and distrustful. Since the formulation of the project this aspect should have been explored to design the micro credit strategy, and to have a better knowledge of the society and of the type of occupation amongst the target population. For the fireworks families it is not understandable to give up an activity in which they are competent and in which they earn a steady income, and replace it with another activity that does not guarantee market security. It does not seem profitable either because of their weekly economical commitments and because they do not waste time through additional efforts. The micro credit proposal partly failed because of having ignored this aspect.

Families also seemed aware of their educational limitations when attempting changes in and developing new income-generating activities. The Project underestimated the culture of the family as a productive unit, and the communal identification with the production of fireworks and pyrotechnics; when new ventures and activities were suggested that were unfamiliar to the target population, they dismissed them by saying things like “now everyone knows how to make handicrafts, and selling them is impossible... no one will buy more than one.” Other suggested activities, like work in cosmetics and beauty-related fields, were also dismissed due to the relatively high technological and educational investment that was needed for their development. The focus of the training workshops on the development of new skills proved ineffective, since families expressed that the work they already took part in required little effort and was dependable. The notions of hard work, effort, time, and the reliance on resources provided by external actors, did not favor an adequate shift in productive activities.

Something else that must be considered when executing a project of this nature, regarding the effective coordination of such, is the clear distinction of what it means to implement the actions and coordinate the actions –especially when there is more than one ONG carrying out various functions and orientations. In this Project, a problem with the proper conception of these terms is evident. Coordination between the implementing agencies was deficient, and became more difficult because of the nature of the activities. While Fe and Alegría could more easily access the target population with awareness-creation actions and support for the families, the other NGO had trouble convincing the beneficiary population to take out credits and commit to them,. In this respect, the projects should consider mechanisms to strengthen coordinated actions and above all, discourses agreed upon. Otherwise, each NGO works independently, resulting in a waste of time and energy that negatively affects the Project’s overall execution.

A third aspect to be considered is related to the administrative procedures of those involved, particularly those of IPEC. The organizational structure of IPEC in El Salvador results in the concentration of a great amount of situations in the CTA not only of this project but of others as well. There is a need to assess and reflect on whether this structure

is the most efficient and flexible when it comes to channeling the information, for example. This evaluation noticed that before July 2002, the administrative structure of the Project in relation to IPEC-El Salvador and IPEC-Costa Rica was time-consuming, and was slow to make decisions and would result in great amounts of work for the CTA in IPEC-El Salvador. IPEC might think about this because it also could help explaining the problems of the coordination in the first year.

The cultural perceptions of child labour within the target populations is an important factor to be taken into account when planning projects of this nature. The family perceptions of child labour are varied; most times, the work is not viewed as work per se, but as an activity that helps out the family, especially when the child worker is under 12 years of age. It is also viewed as a necessary part of a child's life so he or she can gain experience that will help him or her in the future. This evaluation thinks it is important for anyone working in these types of projects to receive training and education on this matter so they can provide proper services to the populations that are targeted. The Project has made it clear, through awareness-creation efforts, that boys and girls under the age of 16 and adolescents of both sexes between the ages of 16 and 18 should be studying and receiving vocational training in occupations less risky and dangerous than fireworks manufacture. Some might perceive this as a fight against productive activity, especially among the large producers of pyrotechnics. Some mothers who were interviewed considered that, depending on the economic situation and the family structure, is necessary for older children to participate in the less dangerous tasks involved in fireworks production to help out in the home and keep away from drugs and gangs. Closeness to the children is seen as a positive safeguard. Other mothers were emphatic about the fact that, after knowing all the dangers involved in this type of work, they would not allow their sons and/or daughters to take any part in pyrotechnics manufacture. Other seem to think that as an after school activity or in periods of high demand, child labour isn't all that bad. This is a testament to the importance to create clear discourses aimed at awareness-creation.

Another key point is the perception of the child laborer regarding their work in the pyrotechnics industry. Those children that took part in a workshop during the evaluation maintain that the work is dangerous and they would rather not do it, but that in most cases, "they have no way out." Children older than 12 said that collaborating at home enables them to buy the newest things and is a way to keep busy. In the workshop with child workers, some maintain that the work is "nice" and it is "useful" to know how to make rockets and fireworks so they can have an occupation, but still recognize the importance of going to school. It is not a simple task to create a faithful map of discourse used with the children. This evaluation observed that the focus was on safety and risks and on the right to an education. Several children in the workshop simply seemed to regurgitate phrases they had memorized regarding child labour in fireworks production. One would need to review if the discourse in the schools and support centers was compatible with the reality of poverty and daily life of children at home, and with the concepts that evolved from this reality in children and their families.

Another concern is the risk of accidents, burns, or deaths among the working child population, which persist as long as the current conditions of household workshops are not improved. Also, while the Project has provided children with academic support,

recreational and social activities, etc, their withdrawal is relative and temporary. Also it needs to be mentioned that the improvement of working conditions in pyrotechnics activities is not a reality among the families visited. It is evident that if upon completion of the Project a local effort at sustaining the awareness-creation and school reinforcement efforts, as well as economic actions, does not take place, it is probable that in the short-term, these families will return to pyrotechnics production activities that employ child labour. The reoccurrence and temporal nature of the work was underestimated by the Project, which did not count on a strategy that was able to effectively promote the permanent withdrawal of children from work in fireworks production. The question can be raised regarding what exactly was understood by prevention and withdrawal within the framework of a two-year long project.

Another cause for concern is that in a Project of this nature, certain skills and conditions needed by hired personnel were not considered, and there was an absence of studies, investigations, and case studies that could provide tools and methodologies to effectively address project issues as they sprung up. The Project lacked the participation of a sociologist who could have, for example, oriented certain interventions and supported awareness-creation efforts and the production of support material. Looking at the fact that interventions in the area of culture and family economy were designed that affected sectors in society with particular characteristics of poverty, the project would have benefited from this type of professional. It would have enabled support to the project coordination and eventually to the implementing agencies in sociological aspects of the intervention, and in conducting research or case studies to understand the development of certain activities of the project, and to understand important aspects of social behavior that could be useful for similar child labour projects. Reflection processes are necessary in projects that enter complex social areas, and they can be made more dynamic through professionals in this area.

Also, there was no study planned to assess the changes experienced by children receiving scholastic reinforcement. The observable changes are of an informal nature –not false, of course- but it would have been important to document these changes amongst the target population. At the end of the project, it would be advantageous to put attention not only to managing the project but also to the quality of the interventions, and to the conceptual backing that needs to guide any strategy. The evaluation states that after 2003 for example, the staff hired by Fe and Alegría, who had diverse but not necessarily pedagogical profiles, has engaged actively and in a committed way and with enough charisma to start the action program. But it would have been good to pay attention to the staff profiles to guarantee the success of the work.

Lastly, it is important for IPEC to consider that political support is imperative for the successful development of projects of a socio-economic nature. A society's political climate, the mobilization of different actors, the economic interests of organized productive sectors like APROPISA, etc, are factors that can make or break a project's actions. In projects of this nature, the political factor, both at a national and at a local level, plays a key role.

3. Sustainability

The delays in the implementation of the programs of action have jeopardized the sustainability of some of the Project's successes. To explore and assess the sustainability of some of the Project's successful actions, this evaluation carried out a stakeholder workshop. The workshop's main objective was the following:

“To present the main evaluation results related to the Project's interested actors for their discussion and analysis, and to come up with a list of suggestions and proposals for the contribution to the sustainability of the most significant actions in the eradication of child labour in the pyrotechnics industry of El Salvador” (See Appendix 4) .

To do so, a presentation of the results was prepared to be presented in the Workshop. This was reviewed by personnel from ILO-IPEC. Invited actors (Appendix) participated in a 7-hour-long workshop listening and discussing the results and elaborating proposals. Nonetheless, the formulation of ideas to be cemented and consolidated proved a difficult task.

It is convenient to mention again that the Project was unable to plan adequate sustainability strategies because it spent the second year trying to reach the objectives proposed. The evaluation was able to observe how training sessions were still being implemented when the Project was ending to complete goals set; this does not favor a sustainability of the actions if these haven't even concluded. Thus, a sustainability plan seems one of the possibilities that could contribute to the consolidation of the Project's actions by component.

Social Protection Component

This component's sustainability is dependant on various key aspects. This evaluation has observed that schools play a prominent role with respect to the eradication of child labour since it is where children spend most of their time. Moreover, they are the institutions that have collaborated the most, with support from the departmental level of the Ministry of Education (MINEDUC). The withdrawal of children from pyrotechnics production needs the school as support. Schools have counted on the donation of scholastic materials and could develop greater commitment towards the cause upon completion of the Project. They also represent an excellent medium in which to carry out awareness-creation efforts not only at the children but their families. Until today, families have recognized and valued the role that the schools have played in their children's development.

It is important to mention that academic reinforcement has been an attractive effort for the families, and this is a job that can be channeled by universities and schools with the participation of the municipalities. They could be organized with the help of trained community leaders, who have shown interest in keeping these efforts growing.

There is also a contingent of personnel experienced in child labour issues relating to pyrotechnics production willing to continue with this process, particularly the technical

team of Fe and Alegría which are now out of work, just like some of the teachers that gave their support by working in the daycare centers and the centers for academic reinforcement. It would be expected that these people be considered to coordinate and provide sustainability to these efforts.

Awareness-creation and education regarding the importance of eradicating child labour in fireworks production should remain a priority. All participants in the Workshop for Interested Actors unanimously insisted on the need to guarantee the sustainability of this component. It is a task that should involve the greatest number of actors possible currently tied to the Project. The participation of the Municipalities and communal organizations is essential, as these are the most adequate institutions to spearhead the efforts. The drafting of an official agreement between the municipalities, MINEDUC, and communal organizations was considered to consolidate the efforts. However, there are no funds to pay for the personnel needed to support these actions once the Project has concluded; the creation of a communal organization committed to the cause is the only affordable option.

Regarding the supply of didactic materials and furniture, it is very difficult to guarantee the sustainability of such efforts in light of the fact that there is an absence of funds.

Income-Generating Activities Component

The most discussed initiative was the donation of land (by municipalities) to the members of the ACOPIITI cooperative so they can begin all necessary procedures for constructing the model workshop using the architectural plans that were elaborated. Moreover, it is necessary that these people count on entrepreneurial consulting that could be provided by the municipalities, while follow-up could come from the Technical Commission in relation to functioning, security, and maintenance. The stakeholder workshop considered it necessary that ACOPIITI have this land, but also have the conditions needed to guarantee the project's success.

As far as the credits awarded to develop income-generating activities, including those with only one credit or those with two or more, El Bálsamo has committed to providing follow-up to these people once the Project has concluded. It was proposed in the workshop to call upon groups of young pyrotechnics workers to form part of and create local economic development support groups. This could be carried out by Local Support Groups that El Bálsamo had helped to create.

Monitoring and Follow-up Component

The MINTRAB has the right structure so that the databases built by the Project can be absorbed to continue with the follow-up of some pyrotechnics-producing families. Joint efforts with the INSA could use this information to support a wide array of actions directed at protecting children and adolescents. It seems important for schools to provide registers of child workers in the pyrotechnics industry so that the database can be completed and can

be used for follow-up actions. Access to the database can be extended to other institutions, reason why it needs careful assessment of its information.

5. Revision of the Budget

A review and examination of the budget allows the evaluator to refer to the following aspects:

1. The budgets of the implementing agencies were not modified in any mayor way, and neither were the budgets of the budgetary guidelines.
2. Modifications were made to the budgetary lines regarding the actions proposed to widen the coverage and impact. In the case of Fe and Alegría, the proposed changes prolonged the execution from 25 to 29 months, improved the salaries of the technical team, hired personnel to create popular versions of information materials on the risks of child labour in the pyrotechnics industry, the creation of radio campaigns, and the production of safety regulation manuals, training sessions, donations to target groups, and miscellaneous. The changes can be appreciated in the Project's final stage in which there was a concerted effort to reach the objectives not met at the end of 2003. This evaluation regards the changes to be important in that they boosted the Project's most successful component. Fe and Alegría's budget remained at US \$331,900.00
3. In El Bálsamo's case, the salaries of the technical team, the money for training, and other monies were all increased for half a month. But the budgetary line 20 regarding subcontracts included the hiring of a consulting agency to design to model workshop, using funds to complement the required funds of US\$8500,00. As part of the reorientation of the Revolving Funds surplus, two lines of action were included in which it was attempted to improve the awareness-creation efforts by using mass communication. They also included the following: acquisition of a piece of land (with IPEC funds) for a model workshop, two vendor points for handicrafts, two beauty salons, a dressmaking workshop and five food kiosks. In the aspect on the reorientation of the Revolving Funds there has been a major conflict and it was still under discussion at the time of the evaluation. The budgetary change in donations affects an important part of the overall budget and it represents a total of US\$ 55,778.05.
4. Another change at El Bálsamo was the hiring of a consultant to provide counseling to the municipalities in issues relating to local economic development and municipal ordinances.
5. When examining the efficiency of the Project, it can be said that it was in 2003 when the main budgetary changes were realized to guarantee the achievement of objectives, and it was in 2004 when disbursements picked up speed. However there were difficult situations, in particular with regard to the change in policies by the donor regarding revolving loan funds. This can be considered as an external factor that posed challenges to the project, IPEC and a group of beneficiaries (ACOPILTI). If one considers the nature of the objectives that include changes in production as well as changes in attitudes and behavior, it is clear that the efficiency is not always adequate, although much money has been

invested in a short period of time. Quality can be compromised. For example, training activities in the last months of the project to change production forms can be considered as part of achieving the objectives. But it cannot be guaranteed that the quality is adequate, because it cannot be affirmed in the short term that the results justified the cost. They can only be valorized if they produced the expected results in the long term, but the project cannot guarantee this outcome. In other areas there is more reason to speak of efficiency as for example the multiple action in awareness raising. The evaluation states that regarding efficiency in administration, it includes long processes and this is beyond the control of those who coordinate.

6. The Midterm Evaluation of the Project

The results of the midterm evaluation showed some aspects that were impacting on the development of the Project in a negative way, and others that were important to keep in mind because of their promising character. However, this evaluation states that the report is a document of little clarity in editing and that the report is not very concrete in the recommendations. The evaluation makes reference to the aspects that were taken up by the Project to strengthen the work from the second coordination, who joined the project at the beginning of 2003, just at the moment when the report was finished. The second coordination had an action plan based on reports and meetings with the actors from the implementing agencies, and subsequently could implement the observations derived from the midterm evaluation.

- The project coordination increased action to expand the participation of the institutions that could support the Project at the local and national level, for example through dialogue, meetings, and training workshops. The coordination was of great value. Awareness raising activities for firework producer families on eliminating child labour in fireworks were developed more actively.
- The recommendations in the area of monitoring such as the elaboration of instruments and techniques for systematization and analysis were taken into account, in the sense that it was during the last year when this component was activated, although it did not reach optimum levels.
- Implementing agencies were approached in order to improve their management for achieving the objectives, which led to improved contracting of personnel and activities.
- The awareness raising plan proposed by Fe y Alegría was incorporated in the developed action framework of the agency. In this respect they developed actions of dissemination about the child labour problem in fireworks industries.
- Fe y Alegría reoriented its complete action plan, improving the combination of its activities.
- Fe y Alegría were able to expand their action through an open collaboration with the schools, result of the support that was given by MINEDUC. The midterm evaluation had referred to the usefulness of fireworks workers' children being supported in

regular educational programs, and the Project implemented this by managing this collaboration.

- Actions were increased to achieve the objectives. Budget disbursement increased from that moment.
- Bálsamo intensified the strategy for vocational training and the means for encouraging credits grants.

III. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Regarding the Social Protection Component

1. The Project has etched a place for itself as one of the most important movements addressing the problem of child labour in one of its worst forms in Salvadorian society, and especially in the municipalities where it was implemented. It has created awareness among pyrotechnics producers who employ children and adolescents of both sexes, their families, governmental institutions in charge of inspection and control, child labour, and security in fireworks and rocket manufacture. It has prioritized awareness-creation and training, and has created new skills among members of the target communities, local governments, and community leaders. It has increased the competence and capacity of two NGOs, but this needs reinforcement and this cannot be solved without support nor within a few months.
2. The Project has built an important social consensus within the pyrotechnics population. All actors that have played a role in the Project's execution recognize its importance, which signals the beginning of an important shift in the pyrotechnics industry which could lead to the absolute elimination of child labour in all processes of fireworks production.
3. The work carried out in the Social Protection component has been the most aggressive regarding coverage of the target population and successes in awareness-creation, provision of services to children and adolescents withdrawn and prevented from work in fireworks and explosives manufacture, training of adolescents, mothers, and fathers. The commitment towards education proved a significant intervention.
4. There are important developments and situations that signal a demand for increased prevention and withdrawal of children from fireworks production, as well as demands to widen the coverage of the Project. The justification is given taking into account the nature of the social protection activities that have been carried out to date, and their impact on individuals and families of beneficiaries.

5. The Project had difficulties upon initiation; it was unable to bring about cohesion between the target population defined in the PRODOC and the one identified by the Base Line Study. This study provided confusing data to the implementing agencies, resulting in the inefficient execution and performance of the Project overall, adversely affecting the impact and effectiveness of a short-lived Project.
6. The Base Line Study has information of a socio-economic and cultural nature that feeds into the summary schemes of the implementing agencies, but it is not reflected on their operations. Activities executed by the implementing NGO affected the Project's efficiency but gave way to certain management experiences that can be regarded as Project successes: an *in situ* understanding of the social, economic, political, and cultural reality of the target areas and the families considered by the Project, the gathering of dependable information to feed the database and an eventual increase in competency of the actors responsible for the programs of action. The investment in time needed to develop the intervention is the most significant lesson learned.
7. There was a lack of studies that could have not only documented the experiences of the Project, but provide guides to develop the intervention strategies. This is a significant deficiency in the Project's design.
8. Child labour prevention in pyrotechnics production is a delicate issue requiring long-term commitments from an array of all different actors repeatedly listed in this report. The action program of the responsible NGO was able to service children in Mejicanos, Apopa, Cuscatancingo y Ciudad Delgado. The actions were successful but insufficient; since there is a need to provide support to mothers with young children in school or preschool age through educational support centers, especially to those who do not have economic support from other family members. Prevention is difficult during school vacations, which usually coincide with the high season for pyrotechnics production, especially in households with workshops. There is less urgency in families that have opted for a different productive activity and have stopped producing pyrotechnics. Intervention in this area was supported by scholastic materials, furniture, and equipment which could be incorporated in a follow-up phase with the participation of school centers. The achievements thus far have a good chance of remaining sustainable through creative efforts and strategic alliances with community actors.
9. The intervention for the withdrawal of boys that opted for a mixed system of attention is one of the successful strategies of the Project, especially when taking into consideration the fact that this was achieved in only one year. This should be seen under the following points of action: a) through the four centers for academic reinforcement and b) through the schools themselves. The benefits include support to child development through an integrated attention plan (psychological, social, recreational, cultural, school, etc.), that strengthens capacities, attitudes and intellectual capacity in order to value education and the

withdrawal of children from work. It also supports awareness raising for children regarding their rights, their knowledge about risks of working in fireworks, and knowledge on safety and protection. As result of these support efforts, changes can be appreciated regarding the socialization and communication between the withdrawn boys and girls. The strategy was highly valued by girls, boys and their families.

10. In terms of added value for the withdrawal strategy of children from work in fireworks production, important successes are reported among the school staff, coordinating personnel, promoters, and collaborators in matters pertaining to informal education methods to support formal education that need to be exploited by the Project's end.
11. The focus on the need to reinsert child workers in the educational system and provide reinforcement is a strategy that needs strengthening because of the inherent potentials. High levels of participation, involvement, and sustainability actions would consolidate this valuable effort to eradicate child labour in fireworks production. The support received from schools and from the Ministry of Education makes the school look the most promising entry point to sustain action against child labour en general and in fireworks in particular.
12. The awareness-creation strategies directed at pyrotechnics-producing families created different responses: from the wide appreciation and support for the complete eradication of fireworks production in the home, to the support for the activity in favor of child participation. This aspect deserves attention: psychological attention, psychosocial support, academic reinforcement of sons and daughters, and the provision of school materials and food can be made sustainable through a plan of action where the mothers organize to keep the efforts alive, with the support of community leaders.
13. Vocational training directed at adolescents in a wide array of areas, while it might constitute an alternative aimed at widening the perspective on human development, was limited in terms of themes and implementation time. This can be understood in the light of the year that was lost in the implementation of the project, and can be interpreted as the beginning of a process that needs follow-up to meet the expectations created among trained adolescents. Training of community leaders revealed a potential, it would be regrettable if it was not sustained through an action plan. The strategy of training these actors gave evidence of the potentials to sustain action against child labour in fireworks.
14. No case studies and systematization studies were found in the context of the Project that documented cases of families and their children in the process of prevention, withdrawal, and training, that can provide an adequate picture of the changes undergone. This is something that the Project owes itself and which could be part of a sustainability phase. The publication of the case of Sandra, a girl from Chagüite who survived a labour accident and who was supported through the project in her therapy, was the only example of such work.

15. The Project provided support in the form of didactic materials and financial help for activities and services aimed at human development. Despite the economic structure of the country that works against the Project's beneficiaries, there is a high degree of resilience inside the target population that favors the creation of initiatives to overcome the lack of resources. The Project saw evidence of the untapped potential of association, something that could be exploited in a sustainability phase.
16. A deficiency regarding this component has been the reduced monitoring and follow-up that does not allow an analysis of the change, impact, and socio-economic and educational demands of the population. The monitoring mechanism, resulting from a late organization, needs to be strengthened by the municipalities to be implemented by schools, local organizations, etc, and by ILO-IPEC and other governmental organizations like the Ministry of Labour and any entity related to the topic of child labour in pyrotechnics production.
17. The evaluation is concerned with the loss of trained personnel grouped into specific competencies for action against child labour in the pyrotechnics industry and pertinent socio-cultural knowledge.

2. Regarding the Income-Generating Activities Component

1. The late entry of El Bálsamo to carry out intervention efforts, disconnected to the actions of Fe and Alegría, executed at a different time, and using information that did not reflect the reality of the target population, did not allow the Project to meet its objectives in this component. Together with coordination problems of the project especially in the first year, Bálsamo as well as Fe y Alegría had diverse difficulties that affected their work: delay of activities, lack of knowledge regarding the culture of the target population, and confused expectations regarding what was demanded from them as well as changes in the organizational process.
2. As a result of administrative deficiencies in the NGO, as well as programming deficiencies, and a lack clarity in the strategies for intervention and communication, the Project's overall execution was deficient. Nevertheless, successes were reported in the target population and in the indirect beneficiary population, as well as in the NGO itself, which is important to keep in mind. ,
3. In an identical manner to Fe and Alegría, the summary outline considered the results of the Base Line Study, not only in terms of the target population, but to understand the cultural aspects related to the family economy. The underestimation of a culture dismissive of debt, independent labour and a minimal entrepreneurial spirit, coupled by low levels of education, did not allow

for an effective development of the micro-credit efforts. In reality the NGO had one year to carry out the majority of planned action.

4. In light of the nature of the NGO's orientation, El Bálsamo developed an action program with a more entrepreneurial vision (as opposed to social) that did not work well with the social perspective of the other NGO and that could not be coordinated effectively between the two agencies. The vocational training offered to the target population did not coincide with the population's work expectations. In this respect, Bálsamo faced the limitation of having a commercial alliance with the institution that provided training services to a population that did not have the capacity to make use of the training. The training topics particularly on work changes were restricted to a low range of possibilities, proposed by a few people. This affected the efficiency and impact of the project.
5. Under a simple scheme to meet candidacy requirements to receive credit, as well as the preparation to adequately handle the credit with follow-up and counseling, this evaluation collected several perspectives of the beneficiaries and of the El Bálsamo personnel: grateful attitude for the opportunity to learn something new, concern with the impossibility to widen and deepen the knowledge gained, fear of entering a labour market that is uncompetitive, especially in terms of technological applications, and ability to make the change from one work to another a reality.
6. A positive result is the group of efforts to increase the area of economic development of the Project's target municipalities, which unfortunately has been short-lived. An interesting alternative would be to provide sustainability along with the support of the Municipalities. This evaluation considers that a joint effort of the Municipalities and the community leaders with the productive activities created, with possible alliances with other projects of the same level, could be an interesting synergy. Local economic development committees have the possibility to build projects that group together small sectors dynamically, with consulting in productive activities. Training must include more than the basic level of skills training.
7. This evaluation underlines the concern of some families regarding the training in jobs that become saturated. In a population with almost no entrepreneurial skills, offering similar vocational training to a large number of people quickly soaks up the already low demand for the type of work offered, leaving many in the beneficiary population jobless. It would be beneficial to diversify training and widen the market perspective to include national and possibly international scenarios of association.
8. El Bálsamo has identified support niches to develop networks of productive cooperation for impoverished sectors. Hiring a consultant to increase the potential of this effort was unfortunately limited to the conclusion of the Project. The Association was late to develop this aspect.

9. The income-generating activities component was limited by problems in the design of summary outlines that reproduced the defects in the PRODOC. El Bálsamo was unable to use all the funds to issue credits for the many reasons mentioned in this evaluation. For example, the absence of studies on the target population, the late development of the intervention with regard to other project components, the long-term nature of the objectives, the dispersion of the indicators, and the lack of unforeseen administrative costs. Bálsamo was not able to disburse the whole micro credit resources because of various factors (coordination, management of the micro credit policy, culture of debt, low entrepreneurial vision of beneficiaries, short time, lack of monitoring, other factors).
10. Elevating the levels of safety in pyrotechnics workshops, and the incorporation of new clients in income-generating activities were affected at the beginning of 2003. The initiative to support a model workshop for a possible cooperative and for factory and workshop owners with a history of child labour use, has been one of the controversial and polemic scenarios that are currently under consideration.
11. The initiative of a pyrotechnics producers cooperative in one of municipalities in the zone of impact represents a progressive alternative as an opportunity for success to be maintained in a responsible and committed fashion by the actors involved. The people involved reflect the change, solidarity, the association which can be increased, and the confidence in themselves to develop efforts. Locally speaking, a model alternative can function as economic support for workshop owners and pave the way for a safer industry free of child labour. At a national level, a development of the necessary alliances needs to be consolidated to make productive ideas a reality and a shared responsibility. At an administrative level, IPEC has supported the creation of the cooperative and has established commitments with El Bálsamo.
12. The administration of the rotary fund, met with some differences in focus inside the Association. The expectations of the people and productive realities were not taken into account when acceding to minimum amounts of credit awarded. The family perceptions of debt clashed with the micro-credit policies for most of the beneficiary population, which finds that it is better and less complicated to collect the weekly money generated from their work in fireworks production. ,
13. El Bálsamo was able to strengthen indirect actors such as municipal councils, communal boards, support committees for credit, and was involved in awareness-creation activities with Fe and Alegría. Some of these networks created would be sustainable and form part of some future plan.
14. There are important lessons learned in the Association regarding management, organization, programming, coverage of strategies, knowledge of the communities and the child labour issue in pyrotechnics production. At long-

term, these are beneficial for the Association and the professional development of the actors.

3. Regarding the Implementation

1. The social and economic structure of the country in which the Project is developed defined the limits in design, implementation, coverage, duration, and political commitments of the Project. Two different coordination efforts at different moments in time, with different achievements, gave the Project two different lives. Looking at the results without looking at processes disvalues the history of the project, whereas looking only at processes without looking at responsibilities for outcomes means omitting learning for improvement. The project has learned in many aspects that need to be reviewed by IPEC regarding organization and administrative structure, by NGOs regarding carrying out projects with wider impact, and by government authorities regarding social responsibilities.
2. The Project has flaws in its design that limited the proper flow of information, the coordination, and its flexibility. There was no planning that could effectively deal with external –and internal- factors that were unforeseen. Moreover, the overall performance was compromised by establishing objectives in the PRODOC that could not be reached in a two-year period.
3. The underestimation of the cultural stranglehold that the pyrotechnics industry has on the target population put a stop on the execution of the Project on an international scale. The agencies have recognized that the Project’s scope was never translated into action; the preparations carried out at an organizational level before operations began were deficient, and thus there were flaws upon initiation that were not adequately addressed. Moreover, the Project’s communications network that was put into place (which demands the timely preparation of reports, their revision, and approval) was inefficient and resulted in miscommunication and delays. IPEC needs to address these mechanisms and redefine the time needed to reach ambitious objectives, especially when they aim for changes in communities with strong cultural traditions.
4. The changes in norms and guidelines, especially those addressing technical aspects like the preparation of reports and the management of monetary funds, had a role in the overall inefficiency of the Project and most probably in the perception of the Project itself. These changes are a response to the natural development of the projects, but some might be a product of new demands or unplanned changes.
5. The evaluation contends that the Project can be enriched with personnel such as sociologists, who could provide other solutions to strengthen the implementation. Moreover, the design could have included investigations of

specific impact in the target population, case studies, and concept development. This could include consulting directed at gathering experiences and using it to guide ongoing efforts.

4. Regarding legal matters

1. The Project's most important achievement, in the eyes of this evaluation, is the level of sensitivity and awareness that has been created in Salvadorian society with respect to hazardous child labour in one of its worst forms -pyrotechnics manufacture. The issue is now on the national agenda, along with its implications, fallout, and the human losses suffered; child labour in pyrotechnics production is now prohibited by the Special Regulations for the Pyrotechnics Industry. Organizations and institutions have united to lobby in favor of child labour eradication, and the efforts have become a force that seems unlikely to go away any time soon. This evaluation contends that while governmental support is growing, it is presently at a very green stage, and letting it die out would be an irreparable loss. Institutions like MINTRAB, MINEDUC, the Ministry of Health, the Ministry of the Environment, the Ministry of Defense, the Firefighter's Organization, and INSA, have been mobilized by the Project and are currently working on developmental actions and commitments that if handled properly, will be able to make a lasting difference..
2. At a local level it is evident that the level of commitment of these efforts is felt, and there is a varying degree of collaboration and commitment in the targeted municipalities: Ciudad Delgado, Apopa, Mejicanos and to a lesser degree, Cuscatancingo. The evaluation is concerned that the appearance of economic cooperation projects might weaken the efforts and actions developed and do away with an intervention aimed to help the most impoverished sectors. This evaluation considers that the municipalities involved have been developing experiences to make pyrotechnics a culturally productive activity, safe, successful, and free of child labour, as long as there is a gradual elimination of household workshops.

Recommendations

The evaluator and the participants of the Workshop for Interest Actors consider it important for IPEC to propose a sustainability phase to the donor of no less than six months in duration, based on a plan that will strengthen the results appreciated thus far and complete specific actions that will benefit the target population.

The execution, planning, and organization of this phase considers that:

1. It is necessary to provide continuity to the prevention and scholastic reinforcement efforts directed at the population that was worked with in 2004, especially because the children are in the middle of the school year and it would

seem unwise to eliminate the support they have received thus far and crush academic expectations created.

2. Teacher and administrative personnel have valuable experiences from an educational perspective, in communities hoping to keep their sons and daughters in school, and these must not be lost. A progressive process delegating actions in these communities could be implemented for a year: six months to work with community groups that would be responsible for this process.
3. An awareness-creation effort has been initiated that is directed at teachers and school administration personnel that must not limit itself to two sessions. With the interests of the Department of Scholastic Execution of the MINEDUC, to support the eradication of child labour in fireworks production, with special attention to the role that schools play in calling upon actors, it is convenient to strengthened these actions with a reinforcement plan in the schools. This plan would include cement the identification and follow-up of children withdrawn from fireworks production, support for awareness-creation directed at the families, and support for school infrastructure.
4. It is essential to strengthen the efforts at awareness-creation on the subject of child labour eradication in the pyrotechnics industry, especially in the illegal production of fireworks in households, among governmental institutions.
5. It is urgent to consolidate the withdrawal of boys and girls from the pyrotechnics industry, counting on the support of INSA and MINTRAB for monitoring and follow-up.
6. It is urgent that the adolescents who received professional training participate in reinforcement workshops and find stable work. An accompanying effort of this sort is essential to guarantee lasting results.
7. It would be useful to document successful experiences of the prevention and withdrawal of child labour in pyrotechnics through the use of qualitative studies. These should be investigative in nature and of high quality, to allow the ILO a widened perspective on interventions directed at similar target populations.
8. It is necessary to strengthen the synergies created between local governments, economic support committees, school boards, and community leaders by establishing local programs of action aimed at those people who have developed income-generating activities.
9. It is advisable to quickly identify the needed support, physical, human, and other for the centers of scholastic reinforcement. Universities can act as excellent collaborators and could carry out small projects with the students. Municipalities must be actively committed in this respect.
10. It would be convenient that the commercialization points of jarica and lazo that exist, the five kiosks and the workshops created receive follow-up for at least six months by El Bálsamo so other new businesses of pyrotechnics workers receive economic support.
11. The ACOPIITI project must come to fruition. It is important that these pyrotechnics manufacturers not only buy the land, but receive consulting and support to build the model workshop, administer it, and manage the finances.
12. It is advisable to carry on with the negotiations with the Municipalities so that, through municipal ordinances, participation of children in the production on fireworks is controlled, and families receive needed support. The local

governments need to define the means of promoting child labour eradication. Given the illegal nature of fireworks production, it is advisable that the municipalities contribute through means of ordinances to regulate the fireworks production that put children at risk, and that these ordinances be normative means to eradicate child labour.

13. It is important to take advantage of the relatively easy organization of meetings with government institutions, which have prioritized the eradication of child labour in pyrotechnics production in their agendas, but still have other legal matters pending. The National Firefighter's Organization is of particular importance, along with the Ministry of Defense, in the definition of actions and the focus of such actions.
14. It would be beneficial to the sustainability plan to consider the participation and coordination of personnel specifically hired to develop the Project.

Other recommendations include:

IPEC: Go over and assess the administrative process directed at the execution of projects based on the NGO structure and effort review management, in light of the analysis of procedures, including Project coordination and the reabsorption of technicians who have worked with the beneficiary population.

El Bálsamo: The first priority of the Project is to carry through the commitments agreed upon, especially with ACOPIITI. Those that are part of this cooperative have invested valuable time in the creation of the cooperative, and there are initiatives that must come to fruition regarding the collaboration to complete the structural plans for the model workshop. The second priority is to provide consulting and follow-up to the persons that took out credits.

Fe and Alegría: It is necessary for this NGO to continue with the informal education efforts, the training aimed at female heads of households, and to define its programs of action and how to take advantage of what was learned during the Project's implementation. It would be regretful to let this experience go to waste.

IPEC-El Salvador: It would be desirable for IPEC to document Project experiences as part of its academic body of information. It would be convenient for IPEC to take an active role in the elimination of situations that jeopardize the efficiency of the interventions and the flow of information, and guarantee the permanence of successful actors.

Technical Commission: Must keep working to support the legal framework in place that aims to eradicate child labour in fireworks productions and ACOPIITI.

Municipalities of Ciudad Delgado, Apopa and Mejicanos: Guarantee the necessary support to make sure that scholastic reinforcement centers are maintained, new productive activities remain sustainable, eradication of child labour in pyrotechnics production is promoted, and the activity is safe for all inhabitants.

Ministry of Defense and Firefighter’s Organization: it is urgent that a plan for the gradual elimination of low-end pyrotechnics workshops from households is developed that won’t threaten the activity, guarantee its development, and eliminate the use of child labour. A collaborative effort with the Municipalities is essential. It would be best if Ciudad Delgado would spearhead these efforts.

Final Considerations

The final reflection as a product of this evaluation points towards the following ideas:

1. The experiences from the interventions provide lessons learned that can eventually be applied in other situations and areas. In this respect the fireworks project constitutes an important experience. For example, the confidence put into a baseline study leads to Projects being developed with these characteristics, but there should have been some type of control. In this respect the project entirely trusted a university study that did not provide the necessary information for action. It is important to remember this in future projects to guarantee that the baseline material for interventions has the substance that such interventions demand.
2. IPEC needs to put attention to the forms of coordination between implementing agencies that might have divergent areas of work, so that they work in agreement and with monitoring. This evaluation as well as the midterm evaluation indicates that the coordination of a project is one of the crucial elements that can end or lead to the success of a project.
3. The development of a monitoring strategy is a task that needs to be managed and developed from the start of the Project to guarantee access to the sources of information, and to turn itself into a good tool for improving the quality of the project. There is indication that if the monitoring system is not constituted from the beginning, it hinders many work possibilities, and it consumes energy and effort when there is pressure to implement activities.
4. A project like the fireworks project leaves a wealth of valuable information for other projects. In this case, the underestimation of the culture of the target population regarding changing their forms of production deserves studies and investigations that form the basis for new proposals. In this sense it would be advantageous if the design of projects in this area included these experiences.
5. The development of the project shows that during community action the involvement of key sectors such as authorities always is an issue with great vulnerability. It also shows that in political contexts where lobbying and negotiation are required, it is a task which needs much attention and careful work in order to obtain results. In future projects it is important that this aspect be followed up permanently.
6. It is clear that the sustainability of the Project must be outlined very well in the project document, but also it is necessary to develop sustainability throughout project implementation. Projects in international cooperation can be perceived like sources of money and not as a tool for generating productive action. For this reason, sustainability needs to be one of the key areas on which the projects must work on from the beginning.

7. It is advisable to review the impact that long mechanisms for transaction and approval of reports might have on the performance of a project. In some cases the structures of institutions that administrate and implement projects can lead to administrative processes that demand a lot of time and take away the motivation of those who have to render accounts. The administration must be flexible, and in any case it is advisable to use personnel who facilitates and supports processes and provides capacity to the involved people.
8. A project of this nature can be replicated if carefully taking into consideration all the experience that is accumulated in the different areas, with special emphasis on the knowledge regarding the culture of production in the sector. Additionally, a very good coordination seems necessary for the personnel involved in the implementation, especially if there is more than one actor. The experience shows that different approaches lead to different results, because there are different actors within the same sector with different resources.
9. In the case of the fireworks project, the structure of a macro TBP program that operates at the national level and that involves this fireworks project, has its advantages and disadvantages. The first advantage is that the Project is seen in the context of the same thematic area, which allows to identify potential areas and actors for constructing or increasing synergies (for example, contacts with political authorities). It also enables administrative resources (data bases, access to information, accounts, for example) and it can be a base for security since the project is part of a bigger structure. But simultaneously, it can be a limitation in some situations. In this respect, the CTA who coordinates a program of national coverage such as the TBP has a very broad area of work that does not always guarantee the particular attention to specific problems that can evolve within a project in it's daily development. It is important that the impact of these aspects be analyzed. But in any case looking at the advantages, the insertion of the project in the framework of a bigger program such as the TBP allows to increase synergies such as those developed with government authorities, and the security to be able to count on support including logistics support.

ANNEX N° 1: METHODOLOGY

El desarrollo de la evaluación final del Proyecto, se inscribe dentro de los requisitos básicos que están considerados en los Términos de Referencia de esta evaluación.

El diseño de una ruta evaluativa a partir de la definición de tres focos evaluativos definidos por en los Términos de Referencias, consideró procesos de desestructuración de la información y estructuración. Los focos de la evaluación fueron tres: el diseño, ejecución y desempeño del Proyecto. A partir de ellos, la evaluación aporta información y recomienda las acciones que podrían ser objeto de sostenibilidad mediante la colaboración de los actores más activos y comprometidos con el desarrollo del Proyecto.

La evaluación consideró la definición de fases de trabajo:

- **Fase Preparatoria.** Durante esta fase, se procedió a elaborar un prediseño de la evaluación, tarea que consistió en conceptualizar cada uno de los focos evaluativos en función de las preguntas que se formularon en OIT/IPEC en Costa Rica y que están vertidos en los Términos de Referencia. Esto dio origen a la construcción de una serie de factores que procuraron abarcar los aspectos contenidos en los Términos de Referencia y aquellos que la evaluadora consideró necesarios para el logro de su meta. Cada uno de los factores se desglosó en aspectos para la elaboración de instrumentos que permitieran recolectar la información de la manera más exhaustiva posible. Los factores definidos para cada uno de los focos evaluativos según los criterios de evaluación se encuentran en el cuadro N°1.

Cuadro N° 1
Factores seleccionados según el foco evaluativo y los criterios propuestos

<i>Foco: Diseño</i> <i>Criterios: Relevancia, pertinencia y actualización del diseño del Proyecto</i>	<i>Foco: Ejecución</i> <i>Criterios: Eficiencia en la administración y eficacia y pertinencia en el desarrollo del Proyecto</i>	<i>Foco: Desempeño</i> <i>Criterios: Eficacia, pertinencia y calidad de los procesos desarrollados, sus actividades respecto a los resultados por objetivo del proyecto</i>
9. Diseño global	11. Planificación	10. Actualidad del Proyecto
10. Puntos de partida	12. Programación	11. Pertinencia de la naturaleza del Proyecto con la situación del trabajo infantil
11. Población beneficiaria	13. Administración	12. Beneficiarios del Proyecto en función de los criterios de atención a los más excluidos
12. Ubicación	14. Organización	13. Sinergias
13. Procesos	15. Capacidad de gestión interna y externa	14. Avance y logro de objetivos
14. Factores externos de influencia	16. Recursos	15. Resultados
15. Sistema de seguimiento	17. Avance	16. Institucionalización
16. Reglas de participación	18. Logro de objetivos	17. Componentes

	19. Aprovechamiento	18. Recursos financieros
	20. Comprensión conceptual	
	12. Participación actores	

El detalle de los factores y aspectos correspondientes según el foco evaluativo, se encuentran en el anexo N°2.

Durante esta etapa, se definieron las fuentes de información que se consultarían. Estas fueron de tres tipos: a) Documentales físicas: consideró la base de información de OIT /IPEC en Costa Rica; OIT /IPEC en El Salvador; la base de datos de la Asociación Fe y Alegría en el Municipio de Mejicanos y la base de datos de la Asociación El Bálsamo; b) Documentales digitales: incluyó la Web OIT/IPEC; Web UNICEF y c) Humanas: estuvo constituida por el personal del Proyecto de OIT/ IPEC/Coheterías en El Salvador; personal de la Asociación Fe y Alegría, personal de la Asociación El Bálsamo; organizaciones gubernamentales, comunales, empresariales, artesanales, docentes y estudiantes de las Universidades, familias, niños, niñas y adolescentes del Proyecto

Se planificó la lectura de una extensa lista de materiales relativos al Proyecto y a materiales de IPEC, que permitieron acciones de revisión de la información seleccionada, para la comprensión del desarrollo del Proyecto, para la documentación y para el soporte de la interpretación. La información se obtuvo del documento del Proyecto (PRODOC), los esquemas sumarios de las Asociaciones Fe y Alegría y El Bálsamo, los adedums de ambas ONG's, los informes de avance del Proyecto, el Estudio de Línea de Base, la evaluación de medio término, la correspondencia del Proyecto, los materiales usados para labores de sensibilización, los registros periodísticos, las presentaciones del Proyecto en diferentes eventos, los informes financieros y otros documentos vinculantes al Proyecto como leyes y reglamentos nacionales.

En el caso de las fuentes humanas, se planificó el acceso a los actores del Proyecto mediante la construcción de una agenda de informantes que se envió a IPEC / El Salvador para realizar los contactos durante el trabajo de campo (Anexo N°7). Esta agenda se amplió conforme se avanzó en ese trabajo como producto de las necesidades que se fueron presentando. Se contó con el apoyo de la Coordinación del Proyecto en El Salvador y de actores clave de las dos agencias implementadoras del Proyecto.

A partir de la construcción de tablas de factores y sus aspectos esenciales, se identificó una red de actores y de unidades de información para los que se planificó el tipo de técnicas a emplear y los instrumentos para la identificación de la información. Esto dio origen a un conjunto de instrumentos de base que se presentaron a IPEC /San José primero en calidad de preliminares en el diseño de la evaluación (Anexo N°5). Se previó que en el trabajo de campo, se ajustarían según el desarrollo de los procesos de recolección de datos. Los instrumentos de base permitieron la construcción de instrumentos de trabajo en el desarrollo de las técnicas propuestas.

- **Fase Trabajo de campo.** Mediante un tratamiento cualitativo con manejo cuantitativo de los datos, se optó por una intervención para la recolección de información en el campo que consideró una amplia gama de informantes (Anexo N°3) provenientes de los escenarios más representativos de las intervenciones del Proyecto. Se emplearon varias técnicas de recolección de datos atendiendo a la disponibilidad real de los informantes: revisión documental, entrevista semi estructurada individual y colectiva al personal de las ONG's, organizaciones gubernamentales con alguna vinculación con el Proyecto, organizaciones comunales, educativas, un taller con niños, conversación dirigida

con el personal del Proyecto e IPEC, conversación informal con beneficiarios indirectos del Proyecto, observación de talleres artesanales pirotécnicos, zonas de influencia del Proyecto, centros de Apoyo Escolar, CINDE's, fábricas de producción pirotécnica, casas de habitación con producción mediada en la pirotecnia, eventos de capacitación a líderes comunales, bases de datos y un grupo focal con madres de familia (Anexo N°6). Se realizaron visitas a sectores de Ciudad Delgado y Mejicanos donde se encuentran concentradas casas que poseen talleres, para observar el trabajo en ellas. Además se observaron las instalaciones de Fe y Alegría en Zacamil y de Bálsamo, donde laboran los equipos técnicos. También se visitó el Centro Municipal de Santa Catarina en Apopa para observar una sesión de capacitación del Diplomado en Gestión en Organización y Funcionamiento de Bibliotecas Comunitarias con 12 participantes, todos líderes de la comunidad y una capacitación acerca de la creación de proyectos. Se aprovechó para conversar ampliamente con una líder comunal, Iris Margarita Avilés, quien anima talleres tallerse de creatividad con niños trabajadores en pirotecnia.

El análisis de la información consideró acciones de integración en los instrumentos de base, y acciones de reflexión e interpretación.

• **Fase Taller de Partes Interesadas.** Al concluir el trabajo de campo, se realizó un taller con las partes interesadas en el Proyecto, cuya agenda y participantes se socializó con el personal de OIT/IPEC en El Salvador (Anexo N°4). Consideró representantes de las siguientes instituciones y sectores:

- Ministerio de Trabajo y Previsión Social
- Departamento de Trabajo de los Estados Unidos (donante)
- IPEC/OIT El Salvador
- IPEC/OIT Honduras
- Alcaldía de Ciudad Delgado
- Alcaldía de Apopa
- Alcaldía de Mejicanos
- Personal de Asociación El Bálsamo
- Personal de Asociación Fe y Alegría
- Líderes comunitarios
- Asociados de ACOPIITI

El taller se propuso para presentación los principales resultados de la evaluación relacionados con los actores interesados en el Proyecto para su discusión, análisis y definición de sugerencias y propuestas para la contribución de la sostenibilidad de las acciones más significativas en la erradicación del trabajo infantil en la industria pirotécnica en El Salvador.

Se realizó una presentación de la actividad en la que se explicó la agenda elaborada. Posteriormente se empleó un espacio para hacer una presentación de los hallazgos de la evaluación en atención a las acciones más significativas y los temas relevantes desarrollados por el Proyecto durante su ejecución, como material de base para un trabajo de equipos. Luego, los participantes, se agruparon en equipos de no más de siete personas, bajo una coordinación por grupo, para trabajar una guía que daría origen a un producto de los participantes. La guía dio pautas para la producción de una propuesta de recomendaciones, sinergias y compromisos para contribuir a sostener la erradicación del trabajo infantil en la industria pirotécnica de los municipios involucrados en el Proyecto. Finalmente, los participantes expusieron los trabajos ante un plenario en el cual también opinaron y comentaron sobre los trabajos elaborados. Para concluir, los coordinadores de los equipos, se quedaron con la evaluadora durante una hora para hacer las revisiones finales que serían incorporadas al documento de la evaluación.

Fase Preparación del informe de evaluación. Mediante el desarrollo de la totalidad de las fases anteriores se ha elaborado este informe que será revisado y enriquecido por la oficina de IPEC en Costa Rica y de la sede de IPEC en Ginebra. El informe se organizó en tres partes: la introducción,

los resultados y las conclusiones y las recomendaciones. El documento recoge los anexos pertinentes.

ANNEX N° 2: CRITERIA, FACTORS, INFORMATION COLLECTION TECHNIQUES, SOURCES AND ANALYSIS TECHNIQUES BY EVALUATION FOCUS

FOCO EVALUATIVO: *Validez del diseño*

CRITERIO: *Relevancia, pertinencia y actualización del diseño del Proyecto*

Factor	Aspecto
1. Diseño global	<ul style="list-style-type: none"> • Lógica manifiesta en la redacción del proyecto • Coherencia del proyecto • Existencia de indicadores de logro pertinentes • Existencia de medios de logro pertinentes • Utilidad de los indicadores de logro
2. Puntos de partida	<ul style="list-style-type: none"> • Problemas y necesidades como punto de partida • Definición de estrategias para resolver problemas y necesidades
3. Población beneficiaria	<ul style="list-style-type: none"> • Descripción de la población beneficiaria • Descripción de la forma de obtención de beneficios en población meta
4. Ubicación	<ul style="list-style-type: none"> • Marco institución que contiene al proyecto • Definición de papeles y responsabilidades de participantes
5. Procesos	<ul style="list-style-type: none"> • Descripción de actividades, insumos y productos
6. Factores externos de influencia	<ul style="list-style-type: none"> • Percepción de factores tangibles externos • Influencia de factores externos en la implementación del proyecto • Influencia de factores externos en el logro de objetivos del proyecto
7. Sistema de seguimiento	<ul style="list-style-type: none"> • Funcionamiento de elementos del sistema • Utilidad del sistema • Contribución del sistema al proceso de toma de decisiones
8. Reglas de participación	<ul style="list-style-type: none"> • Definición previa de obligaciones de los interlocutores

FOCO EVALUATIVO: Ejecución**CRITERIOS: Eficiencia en la administración y eficacia y pertinencia en el desarrollo del Proyecto**

Factor	Aspectos
1. Planificación	Modo como se planificó el logro de objetivos Calidad de la planificación propuesta en el Proyecto
2. Programación	Previsión espacio temporal de las acciones para el logro de objetivos
3. Administración	Definición de orientaciones técnico administrativas para el sistema de actores Definición de apoyos del sistema de actores Fuerzas y debilidades técnico administrativas del personal del proyecto y otros actores Funcionamiento de las estructuras locales y nacionales de la administración en el proyecto
4. Organización	Descripción de los mecanismos de concreción de los objetivos
5. Capacidad de gestión interna y externa	Modos de producción de sinergias y acuerdos con actores ajenos al proyecto Modos de fortalecimiento de las sinergias entre los actores del proyecto Capacidad propia en la gestión del trabajo al interior del Proyecto y en sus relaciones interinstitucionales Colaboración de las agencias del Gobierno en el Proyecto
6. Recursos	Modos como el proyecto consiguió y mantuvo recursos humanos Utilización hecha de los recursos humanos, materiales y financieros del Proyecto Naturaleza, calidad y cantidad de los recursos de los recursos locales Avance alcanzado por los procesos de capacitación del personal nacional del IPEC y de las agencias implementadoras en el contexto del Proyecto
7. Avance	Procedimientos implementados para el cumplimiento de objetivos Modificaciones respecto a las acciones previstas inicialmente en el proyecto Modo como han incidido factores externos en el avance del proyecto Valoración de la influencia de los factores externos incidentes en el proyecto
8. Aprovechamiento	Modo como se han aprovechado las recomendaciones de la evaluación de medio término Modo como se han aprovechado las experiencias de otros proyectos equivalentes
9. Comprensión conceptual	Grado de comprensión que tiene el sistema de actores respecto al concepto de niño prevenido y niño retirado del trabajo infantil
10. Participación actores	Formas y ámbitos de participación de actores en el proyecto Impacto en los resultados del proyecto, de la participación del sistema de actores Impacto de las sinergias construidas por el Proyecto con el Gobierno Impacto del Proyecto en sus relaciones con estructuras locales y nacionales Participación de los beneficiarios en el Proyecto en el cumplimiento de las actividades del Proyecto

FOCO EVALUATIVO: Desempeño**CRITERIOS: Eficacia, pertinencia y calidad de los procesos desarrollados, sus actividades respecto a los resultados por objetivo del proyecto**

Factores	Aspectos
1. Actualidad del Proyecto	Vigencia del Proyecto en relación con el contexto y prioridades detectadas
2. Pertinencia de la naturaleza del Proyecto	Consideración de la situación del trabajo infantil
3. Beneficiarios del Proyecto	Criterios de atención a los más excluidos
4. Sinergias	Existencia de relaciones entre el IIPEC y otras organizaciones en el país Pertinencia del proyecto con otras intervenciones existentes Eficacia del Proyecto a partir de los diferentes programas de acción Eficacia de las coordinaciones entre actores individuales y colectivos Creación de redes sinérgicas entre organizaciones Integración de actores no tradicionales en los esfuerzos de erradicación del trabajo infantil
5. Avance y logro de Objetivos	Avance de logros del Proyecto en término de objetivos de desarrollo y objetivos específicos propuestos Avance del Proyecto en función del diseño, elaboración, publicación y puesta en práctica de propuestas previstas en los objetivos
6. Resultados	Identificación de factores obstaculizadores del logro de objetivos Calidad y cantidad de los productos obtenidos Lecciones aprendidas Posibilidad de replicación de actividades realizadas Cambios tangibles en la erradicación del trabajo infantil Marco legal generado
7. Institucionalización	Creación de capacidades en los actores involucrados para actuar frente al trabajo infantil Gestión nacional de recursos financieros Compromisos gubernamentales en el nivel nacional y local Apropiación del programa en el nivel local Capacidad técnica y financiera de las instituciones locales y nacionales y los grupos meta, en la continuación de acciones y entrega de servicios
8. Sostenibilidad	Sostenibilidad del programa a nivel nacional según pertinencia, coherencia, adecuación y eficacia de los factores y acciones desarrolladas Alternativas económicas desarrolladas por el Proyecto para asegurar la sostenibilidad del proyecto
9. Componentes	Contribución de la educación en la erradicación del trabajo infantil Participación de familias en promoción de la escolarización de sus hijos Mejoramiento de las capacidades y competencias de los docentes que laboran con niños en riesgo Sostenibilidad de logros educativos Percepción familiar de la educación Condiciones de salud de la población meta Mejoramiento del sistema de salud Contribución del Proyecto en seguridad e higiene en ámbitos de producción de industria de cohetes Promoción de alternativas laborales y económicas Ingresos en familias en trabajos alternos al trabajo en coheterías Apoyos del Proyecto a la sostenibilidad de los trabajos nuevos Sostenibilidad de logros económicos Éxitos del Proyecto en término de sensibilización y movilización social
10. Recursos financieros	Eficiencia en la asignación de recursos a los programas de acción del Proyecto Existencia de recursos en el país necesarios para mantenimiento de acciones a largo plazo

ANNEX N° 3: INFORMANTS

PERSONAL OIT/IPEC EL SALVADOR

1. Benjamín Smith, ATP, IPEC El Salvador
2. Italo Cardona, Coordinador Nacional, IPEC El Salvador
3. Henry Arias, Asistente Administrativo IPEC
4. Roberto Morales, Especialista Alternativas Productivas

PERSONAL PROYECTO COHETERÍAS, IPEC EL SALVADOR

1. Rhina López, Coordinadora Proyecto
2. Edwin Núñez, Asistente Proyecto Cohetería y Monitoreo

PERSONAL ASOCIACIÓN FE Y ALEGRÍA

1. Yolanda Fabián, Área de Salud
2. Paula Santos Hernández, técnica de Educación
3. Carmela Gibaja, Directora del Centro
4. Ruth Arévalo, Coordinadora componente de educación y sensibilización
5. Jacqueline Castro, Encargada finanzas Fe y Alegría
6. Ada María Morales, técnica Área social y sensibilización
7. Gilma Hernández de Mayorga, técnica Área de capacitación vocacional

PERSONAL ASOCIACIÓN EL BÁLSAMO

1. Rosa María Enríquez, Coordinadora Servicios No Financieros
2. Misael Mejía, Coordinador Componente Alternativas Productivas
3. Carmen Yolanda, Consultora Área de Desarrollo Económico de las Municipalidades
4. Roxana Ostorga, Promotora de Capacitación
5. Sandra Beltrán, Asesora Microcrédito
6. Norma Pereira, Directora Ejecutiva

INSTITUCIONES GUBERNAMENTALES

1. Álvaro Mejía, Jefe Departamento Higiene Ocupacional Ministerio de Trabajo y Previsión Social
2. Juan Pablo Cruz Alfaro, Ministerio de Defensa Nacional: Comisión Técnica de Evaluación y Control de Artículos Similares a Explosivos
3. Lucía Zavaleta, Consejo Superior de Salud Pública: Comisión Técnica de Evaluación y Control de Artículos Similares a Explosivos
4. Juan Carlos Rivas Argueta, Cuerpo de Bomberos de El Salvador: Comisión Técnica de Evaluación y Control de Artículos Similares a Explosivos
5. Héctor David Hernández, Ministerio de Defensa: Comisión Técnica de Evaluación y Control de Artículos Similares a Explosivos
6. Edwin Mauricio Alfaro, Policía Nacional Civil: Comisión Técnica de Evaluación y Control de Artículos Similares a Explosivos
7. Víctor Serrano, ISNA
8. Noé Ardón, Jefe de Promoción Social de la Alcaldía de Ciudad Delgado

ALCALDES

1. Nelson Ulises Rosales, Alcalde Municipal de Ciudad Delgado

ADMINISTRADORES DE TALLERES

1. Sonia Elena Palacios, Cooperativista, ACOPIILTI
2. Julio Coreas, Trabajador, ACOPIILTI
3. Manuel Cortés, Cooperativista, ACOPIILTI
4. Ernesto Antonio García, Cooperativista, ACOPIILTI
5. Ana María Reyes Cortés
6. Luis Alonso Nolasco Reyes
7. Gloria Noemis Ramírez
8. Víctor Manuel Medina
9. María Juárez de García
10. Judith Hortencia García

ESTUDIANTE UNIVERSITARIA COLABORADORA EN EL PROYECTO

- a. Mayra Jadit Perla, universidad Centroamericana

DOCENTES

1. Sandra Ponce, Maestra Centro de Apoyo Escolar San Antonio de las Vegas

2. Ada Ramírez, Maestra CINDE, Ciudad Delgado
3. Juanita, Maestra CINDE, Ciudad Delgado
4. Yolanda Ibáñez, Capacitadora del Curso Planes y Proyectos
5. Iris Margarita Avilés, Animadora de talleres de creatividad en Popotlán

NIÑOS DEL PROYECTO

1. Sandra Reyes, niña sobreviviente de explosión en cohetería en el Chagüite
2. José Antonio Avabe Jirón, Colonia Chintuc
3. José Elías, Ciudad Delgado
4. Evelin Díaz Martínez, Popotlán
5. Marlene , Popotlán
6. Nelson Eduardo Rodas, San Antonio Las Vegas
7. José David Rodas, San Antonio Vegas
8. Lluís Danilo Ardos Fuentes, Colonia Chintuc
9. René Alfonso Martínez Dordon, Colonia Chintuc
10. Ricardo Antonio, San Antonio Las Vegas
11. César Guillermo Guzmán, Ciudad Delgado
12. Madelyn Roxana García, Ciudad Delgado
13. Cindy Marisol Ávalos, Apopa
14. William Enrique Itzan Meléndez, Apopa
15. Sergio, Apopa
16. Erick, San Antonio Las Vegas
17. Giovanni Alexander, Popotlán
18. Guillermo Alexander, Zacamil
19. Mercedes Guadalupe, Ciudad Delgado
20. Diego Tejón, Ciudad Delgado
21. Daysi Liah García, Comunidad 4 de Octubre

TALLER DE PARTES INTERESADAS

1. Luis Fernando Represa Aguilar, DAE-PNC
2. Héctor David Hernández Hernández, Ministerio de Defensa Nacional

3. Manuel de Jesús Leiva, Consejal Alcaldía de Ciudad Delgado
4. Antonio Mejía, ACOPIITI, Ciudad Delgado
5. Sonia Antonio Palacios, ACOPIITI, Ciudad Delgado
6. Misael Mejía Mejía, Asociación El Bálsamo
7. Ricardo Martínez Vásquez, Cuerpo de Bomberos
8. Ruth de Arévalo, Asociación Fe y Alegría
9. Rolando Peña, Consejo Superior de Salud Pública
10. Celina del Carmen Pineda, Casa de la Juventud, Apopa
11. Edilberto Grande Peña, Líder Comunal, Colonia de Chintúc, Apopa
12. Eusebia Orellana, Líder Comunal, Colonia de Chintúc, Apopa
13. Guadalupe Guzmán , Líder Comunal, Colonia Villatoro, Ciudad Delgado
14. Teresa Castillo Hernández, Colonia Villatoro, Ciudad Delgado
15. Gloria Ramírez Villatoro, Ciudad Delgado
16. Víctor Serrano, ISNA
17. Helen Signor, IPEC /CR
18. Carmen Yolanda Hernández, Asociación El Bálsamo
19. Daisy Dolores Alvarado, MTPS
20. Paulino Isidoro, OIT /Honduras
21. Italo Cardona, OIT /El Salvador
22. Roberto Morales, OIT /El Salvador
23. Silvia Marroquín, Ministerio de Salud Pública
24. Norma Pereira, Directora Ejecutiva El Bálsamo
25. Corina Palma, Policía Nacional
26. Gloria López, Policía Nacional
27. Juan Carlos Santos, ACOPIITI
28. Ben Smith, ATP, OIT EL Salvador
29. María Luisa Lemus, Alcaldía de Apopa
30. Marta Elsa Ramos, Alcaldía de Apopa
31. Carlos Brizuela, Unidad de Salud, Milingo, Ciudad Delgado
32. Dina de Mejía, Alcaldía e Mejicanos
33. Sandra Vásquez, Alcaldía de Mejicanos

34. Paula Santos, Asociación Fe y Alegría
35. Ricardo Orellana, Gestión Educativa, Ministerio de Ecuación
36. Walter Paredes, Gestión Educativa, Ministerio de Educativa
37. Rhina López Bernal, Coordinadora Proyecto, OIT/IPEC

ANNEX N°4: STAKEHOLDER WORKSHOP

Descripción:

Como parte de la evaluación final del Proyecto, se ha propuesto desde los Términos de Referencia, la realización de un Taller con las Partes Interesadas. Para tal efecto se ha planificado una actividad que se realizará el día Miércoles 23 de junio de 8:00am a 4:00 pm. Este taller se ha propuesto con el siguiente objetivo general:

Objetivo General

Presentación de los principales resultados de la evaluación relacionados con los actores interesados en el Proyecto para su discusión, análisis y definición de sugerencias y propuestas para la contribución de la sostenibilidad de las acciones más significativas en la erradicación del trabajo infantil en la industria pirotécnica en El Salvador.

Objetivos específicos

1. Difundir ente los actores involucrados en el Proyecto, los resultados más significativos objeto de sostenibilidad de las acciones dirigidas a la erradicación del trabajo infantil en la industria pirotécnica
2. Reflexionar entre los actores del Proyecto, mediante la discusión amplia y concertada, los hallazgos de la evaluación del Proyecto, para derivar propuestas, sinergias viables y compromisos que promuevan la sostenibilidad de acciones relevantes realizadas para la erradicación del trabajo infantil en la industria cohetera en los municipios donde el Proyecto actuó
3. Socializar los resultados de las propuestas, sugerencias y recomendaciones que los diferentes grupos de actores hayan elaborado como un insumo para incorporar al documento de la evaluación y para la visión futura de la erradicación del trabajo infantil en El Salvador.

Método de trabajo

Se realizará una presentación de la actividad en la que también se explicará la agenda elaborada. Posteriormente se empleará un espacio para hacer una presentación de los hallazgos de la evaluación en atención a las acciones más significativas y los temas relevantes desarrollados por el Proyecto durante su ejecución, como material de base para un trabajo de equipos. Luego, los participantes, se agruparán en equipos de no más de siete personas, bajo una coordinación por grupo, para trabajar una guía que dará origen a un

producto de los participantes. Esta guía va dirigida a dar pautas para la producción de una propuesta de recomendaciones, sinergias y compromisos para contribuir a sostener la erradicación del trabajo infantil en la industria pirotécnica de los municipios involucrados en el Proyecto. Finalmente, los participantes expondrán los trabajos ante un plenario en el cual también podrán opinar y comentar sobre los trabajos elaborados. Para concluir, los coordinadores de los equipos, se quedarán con la evaluadora durante una hora para hacer las revisiones finales que serán incorporadas al documento de la evaluación.

Agenda propuesta

Hora	Actividad
8:00 am – 8:30 am	Apertura del taller
8:30 am – 8:45 am	Instrucciones del trabajo y descripción del taller
8:45 am – 10:00 am	Presentación de resultados
10:00 am – 10:20 am	Receso
10:20 am – 10:30 am	Organización del trabajo de equipo
10:30 am – 12:00 md	Trabajo de equipos
12:00 md – 1:30 md	Receso
1:30 pm – 4:00 pm	Actividad de plenario
4:00 pm – 4:10 pm	Cierre de la actividad
4:10 pm – 5:00 pm	Elaboración de documento con coordinadores de equipos

Proyecto Erradicación del trabajo infantil de la industria pirotécnica del Salvador
Guía para el Trabajo de equipos

Instrucciones

1. Al interior de cada grupo se elige, a una persona que actuará como coordinadora del equipo: dinamiza la participación, organiza las propuestas de los participantes, distribuye el tiempo, registra la información del grupo, planifica la presentación en el plenario, comparte responsabilidades y tareas y genera un clima de equipo, no de grupo.
2. El equipo revisa de nuevo los objetivos del taller para interiorizar su trabajo como grupo.
3. El equipo discute los resultados que considera pertinentes según el objetivo específico N°2.
4. El equipo se organiza para construir propuestas, sugerencia y/o compromisos

Objetivos específicos

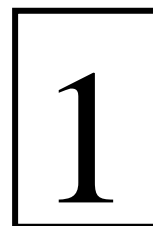
4. Difundir ente los actores involucrados en el Proyecto, los resultados más significativos objeto de sostenibilidad de las acciones dirigidas a la erradicación del trabajo infantil en la industria pirotécnica
5. Reflexionar entre los actores del Proyecto, mediante la discusión amplia y concertada, los hallazgos de la evaluación del Proyecto, para derivar propuestas, sinergias viables y compromisos que promuevan la sostenibilidad de acciones relevantes realizadas para la erradicación del trabajo infantil en la industria cohetera en los municipios donde el Proyecto actuó
6. Socializar los resultados de las propuestas, sugerencias y recomendaciones que los diferentes grupos de actores hayan elaborado como un insumo para incorporar al documento de la evaluación y para la visión futura de la erradicación del trabajo infantil en coheterías en El Salvador.

ANNEX N°5: BASIC INSTRUMENTS

Instrumento Revisión Documental: PRODOC

Foco evaluativo: Validez del diseño

Criterios: Relevancia, pertinencia y actualización



del diseño del Proyecto

Factor	Aspecto a considerar	Valoración Estado actual	Comentario / Sugerencia
9. Diseño global	<p>1.1. Lógica manifiesta en la redacción del proyecto ¿Presenta el Proyecto una lógica en su redacción que le da unidad y sentido en sus componentes, fundamentación, objetivos, tiempos y recursos previstos?</p> <p>1.2. Coherencia del proyecto en sus componentes ¿Presenta el Proyecto una relación consistente en la estructura y contenido de sus componentes?</p> <p>1.3. Existencia de indicadores de logro pertinentes ¿Explicita el Proyecto los indicadores en estrecha relación con la naturaleza del problema que procura atender?</p> <p style="padding-left: 20px;">a. Existencia de medios de logro pertinentes ¿Consideró el Proyecto, los medios necesarios para su desarrollo?</p> <p style="padding-left: 20px;">b. Utilidad de los indicadores de logro para medir el impacto ¿Fueron los indicadores de logro pertinentes para valorar el impacto del Proyecto?</p> <p style="padding-left: 20px;">c. Flexibilidad que ofrece para el desarrollo de acciones ¿Se visualiza en el Proyecto una flexibilización en su diseño para responder a situaciones imprevistas o cambios para garantizar su ejecución?</p> <p style="padding-left: 20px;">d. Carácter innovador o creativo respecto otros proyectos equivalentes (búsqueda de soluciones nuevas o viejos o permanentes problemas)</p>	<p>1 2 3</p> <p>1 2 3</p> <p>1 2</p> <p>1 2</p> <p>1 2 3</p>	

	<p>¿Hay evidencias en la estructura, en las relaciones y en el contenido, que den cuenta de rasgos de innovación y originalidad del diseño del Proyecto o responde a los clásicos diseños de Proyectos de Cooperación Internacional?</p> <p>e. Revisiones efectuadas proveedoras de ajustes y modificaciones</p> <p>¿Hasta qué punto el Proyecto fue modificado y contribuyó a mejorar su autonomía y originalidad?</p> <p>f. Garantiza la sostenibilidad una vez concluido</p> <p>¿Hay evidencias en el Proyecto que den cuenta de la previsión de la sostenibilidad de las acciones desarrolladas en El Salvador?</p>	<p>1 2</p> <p>1 2 3</p> <p>1 2 3</p> <p>1 2 3</p>	
10. Puntos de partida	<p>2.1. Problemas y necesidades como punto de partida</p> <p>¿Se aprecia en el documento una sólida y actualizada fundamentación?</p> <p>¿Se aprecian actualizaciones desde los informes presentados y en la Evaluación de Medio Término?</p> <p>2.2. Definición de estrategias para resolver problemas y necesidades</p> <p>¿Reconoce la fundamentación del Proyecto estrategias exitosas que se incorporan a su diseño?</p> <p>2.3. Fundamentado</p> <p>¿Está fundamentado el Proyecto en condiciones, datos y experiencias (administrativas, por ejemplo) que garanticen su desarrollo exitoso?</p>	<p>1 2</p> <p>1 2</p> <p>1 2 3</p>	
11. Población beneficiaria	<p>3.1. Descripción de la población beneficiaria</p> <p>¿Cuáles son las características relevantes elegidas para definir la población meta?</p> <p>3.2. Descripción de la forma de obtención de beneficios en la población meta</p> <p>¿Explicita el Proyecto los procedimientos que darán cuenta directa de los impactos del mismo?</p>	<p>1 2 3</p>	
12. Ubicación	<p>4.1. Marco institucional que contiene al Proyecto</p> <p>¿Describe claramente el Proyecto este marco?</p> <p>4.2. Definición de papeles y responsabilidades de los actores y sectores responsables (ejecutores)</p> <p>El Proyecto ofrece una clara definición de roles, funciones y líneas de acción y jerarquía</p> <p>4.3. Definición de papeles y responsabilidades de los actores y sectores participantes</p>	<p>1 2</p> <p>1 2</p> <p>1 2</p>	

	El Proyecto ofrece una clara definición de roles, funciones y líneas de acción y jerarquía		
13. Procesos	<p>5.1. Descripción de actividades, insumos y productos ¿Posee una descripción lo suficientemente clara y con una lógica que posibilite apreciar el impacto del Proyecto?</p> <p>5.2. Coherencia de los procesos formulados respecto a los objetivos Se evidencia coherencia entre los procesos y los objetivos del Proyecto que se mantiene también en los informes</p> <p>5.3. Viabilidad de los procesos según tiempos, espacios y actores estimados o previstos Los procesos formulados muestran su condición de posibilidad de realización para el contexto en el que se previeron</p> <p>5.4. Consultados con el mayor número de actores para garantizar su compromiso en una ejecución exitosa En el diseño, el Proyecto muestra haber considerado a los principales actores necesarios para lograr sus propósitos</p>	1 2 3 1 2 3 1 2 1 2	
14. Factores externos de influencia	<p>6.1. Previsión de factores externos de posible influencia en el diseño del proyecto El Proyecto previó desde su diseño factores externos de influencia relevante para su desarrollo</p> <p>6.2. Previsión de factores externos en la implementación del proyecto El Proyecto previó factores externos de posible influencia relevante en su desarrollo</p> <p>6.3. Previsión de la influencia de factores externos en el logro final de los objetivos del proyecto El Proyecto previó factores externos de posible influencia relevante en los logros</p>	1 2 1 2 1 2	
15. Sistema de seguimiento	<p>7.1. Funcionamiento de los elementos del sistema de seguimiento Existe un sistema de seguimiento del Proyecto</p> <p>7.2. Utilidad del sistema de seguimiento El Proyecto describe la utilidad del sistema de seguimiento</p> <p>7.3. Contribución del sistema de seguimiento al proceso de toma de decisiones ¿Cuál es la contribución más significativa del sistema de seguimiento para la meta del Proyecto y para su gestión?</p>	1 2 1 2	
16. Reglas de participación	8.1. Definición previa de obligaciones de los interlocutores (informes) El Proyecto describe la obligación de entrega de informes	1 2	

	8.2. Descripción de los procedimientos de participación El Proyecto considera claramente los procesos de participación de los actores involucrados		
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Nota: Elaborado con base en los Términos de Referencia

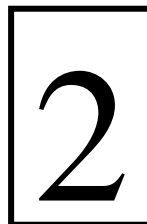
Comentarios globales:

Valoración	Argumentación /evidencias

Confrontación del PRODOC con Informe de Evaluación Medio Término

<i>Factor</i>	Aspectos que se modifican	Aspectos que cambiaron
1. Diseño global		
2. Puntos de partida		
3. Población beneficiaria		
4. Ubicación		
5. Procesos		
6. Factores externos de influencia		
7. Sistema de seguimiento		
8. Reglas de participación		

Instrumento Entrevista Coordinación Proyecto PRODOC
Foco evaluativo: Validez del diseño



Criterios: Relevancia, pertinencia y actualización del diseño del Proyecto

Aspecto a considerar	Valoración Estado actual	Comentario / Sugerencia
1.1. ¿Presenta el Proyecto una lógica en su redacción que le da unidad y sentido en sus componentes, fundamentación, objetivos, tiempos y recursos previstos?	1 2 3	
1.2. ¿Presenta el Proyecto una relación consistente en la estructura y contenido de sus componentes?	1 2 3	
1.3. ¿Explicita el Proyecto los indicadores en estrecha relación con la naturaleza del problema que procura atender?	1 2	
1.4. ¿Consideró el Proyecto, los medios necesarios para su desarrollo?	1 2	
1.5. ¿Fueron los indicadores de logro pertinentes para valorar el impacto del Proyecto?	1 2 3	
1.6. ¿Se visualiza en el Proyecto una flexibilización en su diseño para responder a situaciones imprevistas o cambios para garantizar su ejecución?	1 2	
1.7. ¿Hay evidencias en la estructura, en las relaciones y en el contenido, que den cuenta de rasgos de innovación y originalidad del diseño del Proyecto o responde a los clásicos diseños de Proyectos de Cooperación Internacional?	1 2 3	
1.8. ¿Hasta qué punto el Proyecto fue modificado y contribuyó a mejorar su autonomía y originalidad?	1 2 3	
a. ¿Hay evidencias en el Proyecto que den cuenta de la previsión de la sostenibilidad de las acciones desarrolladas en El Salvador?	1 2 3	
3.1. ¿Cuáles son las características relevantes elegidas para definir la población meta?	1 2 3	
3.2. Explicita el Proyecto los procedimientos que darán cuenta directa de los impactos del mismo?	1 2	
4.1. ¿Describe claramente el Proyecto este marco?	1 2	

4.2. El Proyecto ofrece una clara definición de roles, funciones y líneas de acción y jerarquía	1	2	
4.3. El Proyecto ofrece una clara definición de roles, funciones y líneas de acción y jerarquía	1	2	
5.1. Posee una descripción lo suficientemente clara y con una lógica que posibilita apreciar el impacto del Proyecto?	1	2	3
5.2. Se evidencia coherencia entre los procesos y los objetivos del Proyecto que se mantiene también en los informes	1	2	3
5.3. Los procesos formulados muestran su condición de posibilidad de realización para el contexto en el que se previeron	1	2	
5.4. En el diseño, el Proyecto muestra haber considerado a los principales actores necesarios para lograr sus propósitos	1	2	
6.1. El Proyecto previó desde su diseño factores externos de influencia relevante para su desarrollo	2	2	
6.2. El Proyecto previó factores externos de posible influencia relevante en su desarrollo	1	2	
6.3. El Proyecto previó factores externos de posible influencia relevante en los logros	1	2	
7.2. El Proyecto describe la utilidad del sistema de seguimiento	1	2	
7.3. ¿Cuál es la contribución más significativa del sistema de seguimiento para la meta del Proyecto y para su gestión?			
8.2. El Proyecto considera claramente los procesos de participación de los actores involucrados	1	2	

Comentarios globales:

Valoración	Argumentación /evidencias

Confrontación del PRODOC con información Coordinadora del Proyecto

<i>Factor</i>	Aspectos que se modifican	Aspectos que cambiaron
9. Diseño global		
10. Puntos de partida		
11. Población beneficiaria		
12. Ubicación		
13. Procesos		
14. Factores externos de influencia		
15. Sistema de seguimiento		
16. Reglas de participación		

Instrumento Revisión Documental PRODOC / Informes
Foco evaluativo: Ejecución



Criterios: Eficiencia en la administración y eficacia y
Proyecto

pertinencia en el desarrollo del

Factor	Aspectos	Valoración Estado actual	Comentario / Sugerencia
11. Planificación	1.1. Modo como se planificó el logro de objetivos Valore la pertinencia de la planificación que se aprecia para el logro de objetivos a. Calidad de la planificación propuesta en el Proyecto Califique la calidad de la planificación a lo largo del desarrollo del Proyecto		
12. Programación	2.1. Previsión espacio temporal de las acciones para el logro de objetivos ¿Existió previsión de tiempo y espacio para el desarrollo de las acciones del Proyecto? ¿Hubo ajustes argumentados? ¿Fueron beneficiosos para el impacto del Proyecto, los ajustes efectuados?		
13. Administración	3.1. Definición de orientaciones técnico administrativas para el sistema de actores El Proyecto contó con apoyo técnico oportuno y relevante para el impacto del Proyecto 3.2. Definición de apoyos del sistema de actores ¿Las redes de apoyo que se construyeron fueron las adecuadas? ¿Cuáles fueron los principales impactos y logros de las redes de apoyo? ¿Cómo ha contribuido el Proyecto a consolidar, gestar y promover redes de apoyo para erradicar el Trabajo Infantil? ¿Cómo se pueden sostener las redes de apoyo construidas al concluir el Proyecto?		

	<p>3.3. Fuerzas y debilidades técnico administrativas del personal del proyecto y otros actores Señalar las fortalezas del Proyecto desde el punto de vista administrativo</p> <p>Señalar las debilidades del Proyecto desde el punto de vista administrativo</p> <p>3.4. Funcionamiento de las estructuras locales y nacionales de la administración en el proyecto Valorar el funcionamiento de las estructuras nacionales en el Proyecto en término de acciones efectivas Análisis en los cuatro municipios y compare</p>		
14. Organización	<p>4.1. Descripción de los mecanismos de concreción de los objetivos Identifique la lógica de organización que dio lugar a la concreción de los objetivos</p>		
15. Capacidad de gestión interna y externa	<p>5.1. Modos de producción de sinergias y acuerdos con actores ajenos al proyecto Valorar las formas exitosas de producción de acuerdos y apoyos de utilidad para la sostenibilidad de las acciones desarrolladas por el Proyecto</p> <p>Leciones aprendidas en materia de autogestión y gestión local identificadas</p> <p>5.2. Modos de fortalecimiento de las sinergias entre los actores del proyecto Identificación de las formas innovadoras construidas para sostener procesos de erradicación del Trabajo infantil</p> <p>Identificación de las formas innovadoras construidas para sostener procesos de producción económica de las familias de niños trabajadores</p> <p>5.3. Capacidad propia en la gestión del trabajo al interior del Proyecto y en sus relaciones interinstitucionales Identificación de procesos de gestión al interior del Proyecto</p> <p>5.4. Colaboración de las agencias del Gobierno en el Proyecto Valoración de la colaboración concreta y comparativa de las agencias</p>		

16. Recursos	<p>6.1. Modos como el proyecto consiguió y mantuvo recursos humanos</p> <p style="padding-left: 40px;">a. Utilización hecha de los recursos humanos, materiales y financieros del Proyecto</p> <p>6.3. Naturaleza, calidad y cantidad de los recursos de los recursos locales</p> <p>6.4. Avance alcanzado por los procesos de capacitación del personal nacional del IPEC y de las agencias implementadoras en el contexto del Proyecto</p>		
17. Avance	<p>7.1. Procedimientos implementados para el cumplimiento de objetivos</p> <p>7.2. Modificaciones respecto a las acciones previstas inicialmente en el proyecto</p> <p>7.3. Modo como han incidido factores externos en el avance del proyecto</p> <p>7.4. Valoración de la influencia de los factores externos incidentes en el proyecto</p>		
18. Aprovechamiento	<p>8.1. Modo como se han aprovechado las recomendaciones de la evaluación de medio término</p> <p style="padding-left: 40px;">a. Modo como se han aprovechado las experiencias de otros proyectos equivalentes</p> <p style="padding-left: 40px;">b. Logros concretos en diversos ámbitos del Proyecto</p> <p>Población integrada a los centros preescolares</p> <p>Nivel de asistencia escolar</p> <p>Nivel de participación familiar en la educación de sus hijos</p> <p>Índices de deserción y la repetición escolar</p> <p>Atención a sobre-edad</p> <p>Experiencias de incorporación de niños al sistema escolar</p> <p>Percepción de los niños sobre el trabajo infantil, su prevención y su erradicación</p> <p>Cambios de las familias frente al trabajo infantil</p> <p>Respuesta efectiva de las escuelas en la atención de los niños</p> <p>Cantidad de jóvenes capacitados</p> <p>Nivel de respuesta de las escuelas en la atención de problemas de inserción escolar</p> <p>Capacidad de los centros escolares para atender a la población y respuesta de IPEC y del MINEDUC frente a posibles dificultades</p>		

	<p>Población infantil y adolescente atendida en el marco del Proyecto</p> <p>Familias atendidas</p> <p>Logros en materia de salud</p> <p>Mejoras logradas en las condiciones de salud.</p>		
19. Comprensión conceptual	9.1. Grado de comprensión que tiene el sistema de actores respecto al concepto de niño prevenido y niño retirado del trabajo infantil		
20. Participación actores	<p>10.1. Formas y ámbitos de participación de actores en el proyecto</p> <p>Caracterización de los modos de participación relevantes en el Proyecto</p> <p>10.2. Impacto en los resultados del proyecto, por la participación del sistema de actores</p> <p>Acuerdos alcanzados</p> <p>Productos elaborados</p> <p>Actividades desarrolladas</p> <p>10.3. Impacto de las sinergias construidas por el Proyecto con el Gobierno</p> <p>Iniciativas logradas</p> <p>Comités formados (agrupaciones)</p> <p>Acuerdos logrados</p> <p>Competencias desarrolladas</p> <p>10.4. Impacto del Proyecto en sus relaciones con estructuras locales y nacionales</p> <p>Sistema de inspección o acciones de Inspecciones</p> <p>Sensibilización alcanzada</p> <p>Apropiación de las acciones desarrolladas para la erradicación del Trabajo Infantil</p> <p>Efectos no previstos</p> <p>10.5. Participación de los beneficiarios en el Proyecto en el cumplimiento de las actividades del Proyecto</p> <p>Involucramiento de los sectores en el Proyecto</p>		

Nota: Elaborado con base en los Términos de Referencia

Comentarios globales:

Valoración	Argumentación /evidencias

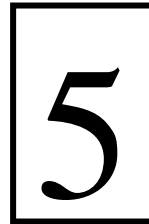
Confrontación del PRODOC con Informe de Evaluación Medio Término e Informes Parciales de Coordinación del Proyecto

Factor	Aspectos	Evaluación Medio Término	Informes Posteriores 2003- 2004	Valoración preliminar
1. Planificación	1.1. Modo como se planificó el logro de objetivos 1.2. Calidad de la planificación propuesta en el Proyecto			
2. Programación	2.1. Previsión espacio temporal de las acciones para el logro de objetivo			
3. Administración	3.1. Definición de orientaciones técnico administrativas para el sistema de actores 3.2. Definición de apoyos del sistema de actores 3.3. Fuerzas y debilidades técnico administrativas del personal del proyecto y otros actores 3.4. Funcionamiento de las estructuras locales y nacionales de la administración en el proyecto			
4. Organización	4.1. Descripción de los mecanismos de concreción de los objetivos			
5. Capacidad de gestión interna y externa	5.1. Modos de producción de sinergias y acuerdos con actores ajenos al proyecto			

	<p>5.2. Modos de fortalecimiento de las sinergias entre los actores del proyecto</p> <p>5.3. Capacidad propia en la gestión del trabajo al interior del Proyecto y en sus relaciones interinstitucionales</p> <p>5.4. Colaboración de las agencias del Gobierno en el Proyecto</p>			
6. Recursos	<p>6.1. Modos como el proyecto consiguió y mantuvo recursos humanoS</p> <p>6.2. Utilización hecha de los recursos humanos, materiales y financieros del Proyecto</p> <p>6.3. Naturaleza, calidad y cantidad de los recursos de los recursos locales</p> <p>6.4. Avance alcanzado por los procesos de capacitación del personal nacional del IPEC y de las agencias implementadoras en el contexto del Proyecto</p>			
7. Avance	<p>7.1. Procedimientos implementados para el cumplimiento de objetivos</p> <p>7.2. Modificaciones respecto a las acciones previstas inicialmente en el proyecto</p> <p>7.3. Modo como han incidido factores externos en el avance del proyecto</p> <p>7.4. Valoración de la influencia de los factores externos incidentes en el proyecto</p>			
8. Aprovechamiento	<p>8.1. Modo como se han aprovechado las recomendaciones de la evaluación de medio término</p> <p>8.2. Modo como se han aprovechado las experiencias de otros proyectos equivalentes</p>			
9. Comprensión conceptual	<p>9.1. Grado de comprensión que tiene el sistema de actores respecto al concepto de niño prevenido y niño retirado del trabajo infantil</p>			
10. Participación	<p>10.1. Formas y ámbitos de participación de actores en el proyecto</p>			

actores	<p>10.2. Impacto en los resultados del proyecto, de la participación del sistema de actores</p> <p>10.3. Impacto de las sinergias construidas por el Proyecto con el Gobierno</p> <p>10.4. Impacto del Proyecto en sus relaciones con estructuras locales y nacionales</p> <p>10.5. Participación de los beneficiarios en el Proyecto en el cumplimiento de las actividades del Proyecto</p>			
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Aspecto	Argumentos
<p>Desde el PRODOC, la Evaluación de Medio Término y los informes parciales, ¿qué le faltó hacer al Proyecto para lograr la meta esencial esperada?</p> <p>Los procesos desarrollados, ¿realmente tuvieron sentido como una contribución a la problemática del trabajo infantil en El Salvador?</p> <p>¿Fueron necesarios los cambios que se propusieron en la ejecución del Proyecto?</p> <p>Quienes ejecutaron los procesos, ¿eran quienes tenían que hacerlos?</p>	



ONG´s
Puesto:

Instrumento Entrevista Personal /Coordinación Proyecto y
Nombre: _____

Foco evaluativo: Ejecución

Criterios: Eficiencia en la administración y eficacia y pertinencia en el desarrollo del Proyecto

Aspectos /Preguntas o temas a indagar	Comentario
<p>a. Modo como se planificó el logro de objetivos</p> <p>¿A qué criterio respondió la planificación?</p> <p>_____</p> <p>b. Calidad de la planificación propuesta en el Proyecto</p> <p>Valore la planificación de los procesos desarrollados por el Proyecto como parte de su gestión y su trabajo en equipo 1 2 3 4 5</p> <p>Valore el desarrollo de los procesos de las ONG´s para el cumplimiento de objetivos 1 2 3 4 5</p> <p>Indique lo que pudo haberse cambiado y no se hizo</p> <p>Señale las razones por las cuales eso no fue posible</p>	
<p>2.1. Previsión espacio temporal de las acciones para el logro de objetivos</p> <p>¿Contó usted con su equipo de previsiones del tiempo para ejecutar el trabajo?</p>	

<p>¿Contaron las ONG's y sus equipos de provisiones del tiempo para ejecutar el trabajo?</p> <p>¿Cuáles obstáculos impidieron el desarrollo del trabajo en el tiempo previsto?</p> <p>¿Cómo se resolvió?</p>	
<p>3.1. Definición de orientaciones técnico administrativas para el sistema de actores</p> <p>¿Cuáles fueron los mejores apoyos técnico administrativos que tuvo el Proyecto?</p> <p>¿Pudo el Proyecto difundir a otros actores, apoyos técnicos par resolver los problemas? En caso afirmativo, ¿cómo lo hizo?</p> <p>3.2. Definición de apoyos del sistema de actores</p> <p>¿Cuáles fueron los apoyos relevantes que tuvo el Proyecto en su ejecución?</p> <p>Califique esos apoyos según el sector de actores:</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>Ubíquelos según el orden de apoyo dado:</p> <p>1° _____</p>	

2° _____

3° _____

4° _____

5° _____

6° _____

7° _____

3.3. Fuerzas y debilidades técnico administrativas del personal del proyecto y otros actores

¿Tuvo el Proyecto debilidades que repercutieron en su impacto en la erradicación del trabajo infantil?

En caso afirmativo, comente si estas fueron de:

- Diseño
- Contratación
- Apoyos institucionales
- Financieros
- Contexto
- Humanos
- Otro. Especifique:

3.4. Funcionamiento de las estructuras locales y nacionales de la administración en el proyecto

Califique la funcionalidad de estas estructuras por separado

_____ 1 2 3 4 5

<p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>_____ 1 2 3 4 5</p> <p>¿Cuál estructura facilitó el desarrollo del proyecto de manera destacada?</p>	
<p>4.1. Descripción de los mecanismos de concreción de los objetivos</p> <p>¿Cuáles fueron los tres logros organizativos más significativos que hicieron posible el desarrollo del proyecto?</p> <p>¿Cuáles son tres recomendaciones que daría usted a IPEC en término de organización de proyectos equivalentes en otros lugares?</p> <p>¿Se contó con asesoría efectiva de IPEC Ginebra y/o San José en los procesos de organización?</p> <p>¿Cómo respondió la organización de los procesos desarrollados a la cultura salvadoreña en los contextos donde el proyecto se desarrolló?</p> <p>¿Tuvo el Proyecto posibilidad de posicionarse mediante la organización desarrollada en la cultura salvadoreña?</p> <p>¿Posibilitó la organización del Proyecto, construir una base de datos como un insumo para el conocimiento de la situación de erradicación del Trabajo Infantil en los municipios donde el Proyecto se desarrolló?</p>	
<p>5.1. Modos de producción de sinergias y acuerdos con actores ajenos al proyecto</p> <p>Señale las sinergias (indique los nombres de las instancias) reales logradas con posibilidad de sostenibilidad una vez que el proyecto desaparezca</p> <p>_____</p> <p>_____</p>	

<p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>5.2. Modos de fortalecimiento de las sinergias entre los actores del proyecto</p> <p>¿Cuáles sugerencias daría usted a IPEC para que esas sinergias se difundan?</p> <p>5.3. Capacidad propia en la gestión del trabajo al interior del Proyecto y en sus relaciones interinstitucionales</p> <p>Califique la gestión propia del Proyecto en sus relaciones interinstitucionales</p> <p>1 2 3 4 5</p> <p>Señale los tres aspectos más sobresalientes de la gestión autónoma del proyecto</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>¿Impide o facilita la gestión que se promueve desde el Proyecto el logro de los objetivos y el impacto del proyecto?</p> <p>¿De qué manera el impacto del Proyecto se puede correlacionar con la gestión de su coordinación y de las agencias ejecutoras?</p> <p>5.4. Colaboración de las agencias del Gobierno en el Proyecto</p> <p>¿Cómo valora usted para el impacto positivo del Proyecto en la erradicación del trabajo infantil, la participación y colaboración de las agencias gubernamentales?</p> <p>¿De qué manera la población meta limitó o promovió la gestión en el Proyecto para el logro de las metas propuestas?</p> <p>Ordene en orden de facilitación de la gestión del Proyecto, la colaboración de los siguientes actores en el Proyecto:</p> <p>Familias _____</p> <p>Industriales _____</p>	
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<p>Bomberos _____ Policía _____ Comité Nacional _____ Minist.de Salud _____ Minist. de Educ _____ Universidades _____ Escuelas _____ Alcaldía de CD _____ Alcaldía Apopa _____ Alcaldía Mejicanos _____ Alcaldía Cuscat _____ ISPM _____ Otro _____</p>	
<p>6.1. Modos como el proyecto consiguió y mantuvo recursos humanos Refiérase a las situaciones de contratación de personal y su mantenimiento</p> <p>6.2. Utilización hecha de los recursos humanos, materiales y financieros del Proyecto Comente acerca de los mejores empleos de recursos hechos por el Proyecto y que pueden ser ejemplo para otros proyectos</p> <p>6.3. Naturaleza, calidad y cantidad de los recursos de los recursos locales Valore cada uno de esos aspectos: Naturaleza 1 2 3 4 5 Calidad 1 2 3 4 5 Cantidad 1 2 3 4 5</p> <p>6.4. Avance alcanzado por los procesos de capacitación del personal nacional del IPEC y de las agencias implementadoras en el contexto del Proyecto ¿Qué le queda en término de competencias a EL Salvador con el desarrollo de este proyecto? ¿Cómo ha de usarse (y dónde) el desarrollo de competencias profesionales una vez que el Proyecto finalice en el ámbito específico de la erradicación del trabajo infantil?</p>	
<p>7.1. Procedimientos implementados para el cumplimiento de objetivos Valorar este punto con un cuadro de logro.</p> <p>7.2. Modificaciones respecto a las acciones previstas inicialmente en el proyecto</p>	

<p>¿Fueron efectivas para el impacto del Proyecto, los cambios efectuados?</p> <p>7.3. Modo como han incidido factores externos en el avance del proyecto ¿Cuáles son realmente los factores más amenazantes para la erradicación del trabajo infantil en coheterías, que influyeron en el Proyecto? ¿De dónde provinieron?</p> <p>7.4. Valoración de la influencia de los factores externos incidentes en el proyecto Indique el efecto directo de esos factores en los asuntos esenciales del proyecto: componentes</p> <p>actores</p> <p>población meta</p>	
<p>8.1. Modo como se han aprovechado las recomendaciones de la evaluación de medio término</p> <p>Valorar las principales inserciones efectuadas desde el documento referido</p> <p>8.2. Modo como se han aprovechado las experiencias de otros proyectos equivalentes</p> <p>Referirse a si el Proyecto de Guatemala ha proporcionado aprendizajes de utilidad para el Proyecto</p>	
<p>9.1. Grado de comprensión que tiene el sistema de actores respecto al concepto de niño prevenido y niño retirado del trabajo infantil</p>	
<p>10.1. Formas y ámbitos de participación de actores en el proyecto</p> <p>10.2. Impacto en los resultados del proyecto, de la participación del sistema de actores</p> <p>10.3. Impacto de las sinergias construidas por el Proyecto con el Gobierno</p> <p>10.4. Impacto del Proyecto en sus relaciones con estructuras locales y nacionales</p> <p>Explorar este punto que bien puede ser trabajado en el Taller del 23</p>	

10.5. Participación de los beneficiarios en el Proyecto en el cumplimiento de las actividades del Proyecto

¿Participaron quienes tenían que participara en el Proyecto como para garantizar la sostenibilidad de los procesos esenciales de erradicación del trabajo infantil en coheterías?

¿Quiénes más han de estar presentes en el proceso posterior al concluir el Proyecto?

Análisis del beneficio directo en la población meta, a partir del desempeño del proyecto:

¿Fue efectivo el Proyecto? Lo que se consiguió requirió realmente del Proyecto o se pudo haber logrado con las sinergias desarrolladas por el Gobierno nacional y local? ¿Porqué se requirió necesariamente del Proyecto? ¿Qué va a pasar cuando acabe el Proyecto?

¿Se traduce esa efectividad en un efecto a largo plazo?

6

**Instrumento Revisión Documental PRODOC, Evaluación
Coordinación del Proyecto**

Medio Término e Informes

Foco evaluativo: Desempeño

Criterios: Eficacia, pertinencia y calidad de los procesos desarrollados, sus actividades respecto a los resultados por objetivo del proyecto

Factores	Aspectos	Valoración estado actual	Comentario Sugerencia /
11. Actualidad del Proyecto	1.1. Vigencia del Proyecto en relación con el contexto y prioridades detectadas Cotejar indicadores de contexto extraídos del PRODOC, Sumario de ONG's y datos del 2004 para mirar la actualidad. Mirar incrementos, descensos y comportamiento sociodemográfico Analizar en escala ordinal		
12. Pertinencia de la naturaleza del Proyecto	12.1. Consideración de la situación del trabajo infantil Idem información de 1.1. Analizar en escala ordinal		
13. Beneficiarios del Proyecto	13.1. Criterios de atención a los más excluidos Cotejar este punto con entrevista a actores		
14. Sinergias	14.1. Existencia de relaciones entre el IIPEC y otras organizaciones en el país Identificarlas en documentos y ver si se han incrementado, si aparecen nuevos actores 14.2. Pertinencia del proyecto con otras intervenciones existentes Revisar las intervenciones por actores en hoja de cotejo de actores (ONG's) 14.3. Eficacia del Proyecto a partir de los diferentes programas de acción Revisión y cotejo por componente: Indicadores de Educación Indicadores de Salud Indicadores de alternativas de producción		

	<p>¿Han dado los apoyos requeridos para la población meta en los asuntos vinculantes con la problemática que poseen o se camuflan con otros servicios que se asumen normalmente para los niños y adolescentes no trabajadores de las comunidades de interés?</p> <p>14.4. Eficacia de las coordinaciones entre actores individuales y colectivos ¿Cuán eficaz ha sido para el Proyecto el Comité Nacional desde los informes de avance y la evaluación de Medio Término??</p> <p>14.5. Creación de redes sinérgicas entre organizaciones Analizar esto en informes</p> <p>14.6. Integración de actores no tradicionales en los esfuerzos de erradicación del trabajo infantil Identificar esta situación en informes y evaluación de Medio Término</p>		
15. Avance y logro de Objetivos	<p>15.1. Avance de logros del Proyecto en término de objetivos de desarrollo y objetivos específicos propuestos</p> <p>15.2. Avance del Proyecto en función del diseño, elaboración, publicación y puesta en práctica de propuestas previstas en los objetivos</p> <p>Nota: Cotejar</p>		
16. Resultados	<p>16.1. Identificación de factores obstaculizadores del logro de objetivos Clasificarlos desde informes</p> <p>16.2. Calidad y cantidad de los productos obtenidos Enlistarlos desde informes</p> <p>16.3. Lecciones aprendidas Analizar informes</p> <p>16.4. Posibilidad de replicación de actividades realizadas Mirar esto en Taller final</p> <p>16.5. Cambios tangibles en la erradicación del trabajo infantil Mirar esto en Taller final</p> <p>16.6. Marco legal generado Revisar estos productos y explorar en los periódicos y en correspondencia del proyecto</p>		
17. Institucionalización	<p>17.1. Creación de capacidades en los actores involucrados para actuar frente al trabajo infantil Indagar con cuidado este valor agregado. Explorarlo conjuntamente con el análisis de documentos y autorías Valorarlo también en los temas de actividades y talleres. Ver tangibles en obras</p> <p>17.2. Gestión nacional de recursos financieros</p>		

	<p>Explorar este en informes y completarlo con entrevista instrumento 7</p> <p>17.3. Compromisos gubernamentales en el nivel nacional y local</p> <p>Entrevista instrumento 7</p> <p>7.5. Apropriación del programa en el nivel local</p> <p>Capacidad técnica y financiera de las instituciones locales y nacionales y los grupos meta, en la continuación de acciones y entrega de servicios</p>		
8. Sostenibilidad	<p>8.1. Sostenibilidad del programa a nivel nacional según pertinencia, coherencia, adecuación y eficacia de los factores y acciones desarrolladas</p> <p>Ver informes y evaluación</p> <p>Llevarlo a Taller</p> <p>8.2. Alternativas económicas desarrolladas por el Proyecto para asegurar la sostenibilidad del proyecto</p> <p>Informes y evaluación Medio Término</p>		
9. Componentes	<p>9.1. Contribución de la educación en la erradicación del trabajo infantil</p> <p>Informes</p> <p>9.2. Participación de familias en promoción de la escolarización de sus hijos</p> <p>Informes y completarlo con entrevistas a familias</p> <p>9.3. Mejoramiento de las capacidades y competencias de los docentes que laboran con niños en riesgo</p> <p>Informes y completarlo con entrevistas</p> <p>9.4. Sostenibilidad de logros educativos</p> <p>Llevarlo a taller</p> <p>9.5. Percepción familiar de la educación</p> <p>Informes</p> <p>9.6. Condiciones de salud de la población meta</p> <p>Informes</p> <p>9.7. Mejoramiento del sistema de salud</p> <p>Informes</p> <p>9.8. Contribución del Proyecto en seguridad e higiene en ámbitos de producción de industria de cohetes</p> <p>Informes</p> <p>9.9. Promoción de alternativas laborales y económicas</p> <p>Informes</p> <p>9.10. Ingresos en familias en trabajos alternos al trabajo en coheterías</p> <p>Informes</p> <p>9.11. Apoyos del Proyecto a la sostenibilidad de los trabajos nuevos</p> <p>Informes</p>		

	9.12. Sostenibilidad de logros económicos 9.13. Éxitos del Proyecto en término de sensibilización y movilización social Informes		
10. Recursos financieros	10.1. Eficiencia en la asignación de recursos a los programas de acción del Proyecto Valorar si es posible responder a estas dos preguntas: ¿Cuál es el costo de sacar a un niño del trabajo infantil? ¿Cuánto costó al Proyecto prevenir a un niño del trabajo infantil? Informes 10.2. Existencia de recursos en el país necesarios para mantenimiento de acciones a largo plazo Llevarlo al taller de partes interesadas		

Aspecto	Argumentos
Desde el PRODOC, la Evaluación de Medio Término y los informes parciales, ¿puede decirse que el Proyecto fue eficaz para lograr la meta esencial esperada?	
Los procesos desarrollados, ¿fueron de calidad en todos los aspectos o dónde estuvo la calidad concentrada?	
¿Qué tan pertinentes fueron los procesos desarrollados para el propósito esencial del Proyecto?	
¿Es viable recomendar una réplica de este Proyecto en término de los procesos desarrollados y el impacto derivado?	
¿Hay un impacto del Proyecto debido a los desarrollos logrados?	
¿Qué se aprendió del desempeño del Proyecto que sea de utilidad para IPOC?	



Instrumento Entrevista Personal Proyecto

Nombre: _____ **Puesto:** _____

ONG: _____

Foco evaluativo: Desempeño

Criterios: Eficacia, pertinencia y calidad de los procesos desarrollados, sus actividades respecto a los resultados por objetivo del proyecto

Aspectos	Valoración estado actual	Comentario / Sugerencia
17.4. Criterios de atención a los más excluidos ¿Son pertinentes los criterios usados en el proyecto para prevenir, y sacar a los niños y adolescentes del trabajo de coheterías? ¿Siguen siendo válidos según los indicadores socioeconómicos actuales? ¿Tienen posibilidad de mantenerse en el mediano plazo?		
17.5. Existencia de relaciones entre el IIPEC y otras organizaciones en el país ¿Han sido las relaciones del Proyecto las necesarias y estratégicas o se han dado por relación política solamente? ¿De qué manera han promovido el impacto y la dinamización del Proyecto en su meta esencial? ¿Cuáles de las sinergias han sido las más significativas en el impacto del proyecto?		
17.6. Pertinencia del proyecto con otras intervenciones existentes ¿Es realmente el proyecto la estrategia adecuada para contribuir en el problema del trabajo infantil en el		

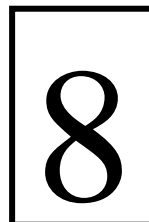
<p>conjunto de acciones salvadoreñas?</p> <p>¿Qué es lo que representa el proyecto si El Salvador ha desarrollado normativa al respecto o es el Proyecto el que lo detona?</p> <p>17.7. Eficacia del Proyecto a partir de los diferentes programas de acción</p> <p>17.8. Eficacia de las coordinaciones entre actores individuales y colectivos</p> <p>17.9. Creación de redes sinérgicas entre organizaciones</p> <p>17.10. Integración de actores no tradicionales en los esfuerzos de erradicación del trabajo infantil</p>		
<p>17.11. Avance de logros del Proyecto en término de objetivos de desarrollo y objetivos específicos propuestos</p> <p>17.12. Avance del Proyecto en función del diseño, elaboración, publicación y puesta en práctica de propuestas previstas en los objetivos</p> <p>Nota: Cotejar</p>		
<p>17.13. Identificación de factores obstaculizadores del logro de objetivos</p> <p>17.14. Calidad y cantidad de los productos obtenidos</p> <p>17.15. Lecciones aprendidas</p> <p>17.16. Posibilidad de replicación de actividades realizadas</p> <p>17.17. Cambios tangibles en la erradicación del trabajo infantil</p> <p>17.18. Marco legal generado Productos concretos</p>		
<p>17.19. Creación de capacidades en los actores involucrados para actuar frente al trabajo infantil</p> <p>¿Cuáles les competencias fueron las más destacadas en usted a raíz del desarrollo de este Proyecto?</p> <p>17.20. Gestión nacional de recursos financieros</p> <p>Indagar la sostenibilidad de este aspecto al concluir el Proyecto con ONG's y asociaciones comunales, alcaldes</p>		

<p>y ministerios</p> <p>¿Qué aporta económicamente un municipio en el proceso de erradicación del trabajo infantil?</p> <p>¿Qué recursos económicos capta una asociación comunal para la causa de erradicación y prevención del trabajo infantil?</p> <p>17.21. Compromisos gubernamentales en el nivel nacional y local ¿Qué se ha logrado en el nivel del Municipio?</p> <p>¿Qué se ha logrado a través de la Coordinación Nacional?</p> <p>¿Qué ha logrado el ISPM?</p> <p>10.5. Apropiación del programa en el nivel local</p> <p>¿Tiene realmente un significado e importancia en los municipios?</p> <p>10.6. Capacidad técnica y financiera de las instituciones locales y nacionales y los grupos meta, en la continuación de acciones y entrega de servicios</p> <p>Idem 7.2</p>		
<p>8.1. Sostenibilidad del programa a nivel nacional según pertinencia, coherencia, adecuación y eficacia de los factores y acciones desarrolladas Indagar la percepción en actores</p> <p>8.2. Alternativas económicas desarrolladas por el Proyecto para asegurar la sostenibilidad del proyecto Ver esto en ONG</p>		
<p>9.1. Contribución de la educación en la erradicación del trabajo infantil ¿Cuál ha sido al menos un logro específico, directo y tangible de la educación en familias y niños?</p> <p>9.2. Participación de familias en promoción de la escolarización de sus hijos ¿Cómo se podría calificar esta participación a nivel ordinal?</p> <p>¿Qué factores o aspectos potencian la participación exitosa y permanente de las familias en los procesos de erradicación del trabajo infantil?</p> <p>9.3. Mejoramiento de las capacidades y competencias de los docentes que laboran con niños en riesgo</p>		

<p>Especificar tres logros en este sentido</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>9.4. Sostenibilidad de logros educativos</p> <p>¿Cuáles son los logros y qué se ha previsto por parte de la escuela para sostenerlos al acabar el Proyecto?</p> <p>9.5. Percepción familiar de la educación</p> <p>¿Qué ve la familia como valor y como pérdida en la escuela?</p> <p>¿Reta la escuela a la familia en la inserción del niño, o la complica?</p> <p>¿Qué le resuelve la escuela a la familia para dejar que un niño no trabaje y estudie? ¿Es significativo el logro en tanto lo puede visualizar en el corto plazo?</p> <p>¿Se deja abierta la puerta para que el niño se escolarice al mínimo y retorne al trabajo?</p> <p>¿Hay retorno al trabajo infantil de beneficiarios del Proyecto?</p> <p>9.6 Condiciones de salud de la población meta</p> <p>¿Han variado o no las condiciones de salud de los beneficiarios del Proyecto por acciones del Ministerio de salud para ellos?</p> <p>9.7. Mejoramiento del sistema de salud</p> <p>¿Qué ha mejorado en el servicio para este grupo en término de lo que es vinculante para el Proyecto?</p> <p>9.8. Contribución del Proyecto en seguridad e higiene en ámbitos de producción de industria de cohetes</p> <p>¿Cuál es la manifestación de la contribución?</p> <p>¿Es esta mejoría la mínima adecuada ?</p>		
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<p>9.9. Promoción de alternativas laborales y económicas</p> <p>¿Cómo se han logrado esas alternativas?</p> <p>¿Son paliativas o son sostenibles y retadoras para las familias?</p> <p>9.10. Ingresos en familias en trabajos alternos al trabajo en coheterías</p> <p>¿Cómo se compone el ingreso con trabajos alternos al de las coheterías en las familias bajo el Proyecto?</p> <p>9.11. Apoyos del Proyecto a la sostenibilidad de los trabajos nuevos</p> <p>9.12. Sostenibilidad de logros económicos</p> <p>¿Cómo ha logrado el Proyecto ser sostenible y qué recomendaciones da para el futuro a corto y mediano plazo?</p> <p>9.13. Éxitos del Proyecto en término de sensibilización y movilización social</p> <p>¿Qué se ha logrado?</p> <p>¿Cómo debe seguir haciéndolo?</p> <p>¿Quién ha sido más exitoso y porqué?</p>		
<p>10.1. Eficiencia en la asignación de recursos a los programas de acción del Proyecto</p> <p>¿Cuál es el beneficio de las ONG´s con este Proyecto?</p> <p>10.2. Existencia de recursos en el país necesarios para mantenimiento de acciones a largo plazo</p> <p>¿De dónde se puede sacar el dinero en los municipios?</p> <p>¿Qué piensan de ello los industriales?</p>		

Instrumento Entrevista Personal Docente

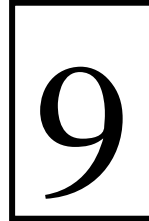


Nombre: _____

Puesto: _____

Focos evaluativos: *Ejecución y desempeño*

Temas a indagar	Estado actual	Comentario
Participación de las escuelas en el tema del Trabajo Infantil		
Logros concretos del servicio educativo a los grupos meta: permanencia y acceso		
Logros en sensibilización		
Acciones de prevención al trabajo infantil		
Sostenibilidad de las acciones emprendidas		
Recursos suministrados		
Viabilidad de la permanencia de reinsertados a la escuela		
Acciones pendientes para sostener procesos		
Recomendaciones para futuros proyectos		



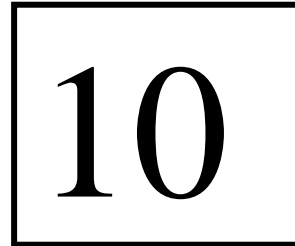
Instrumento Entrevista Personal Salud

Nombre: _____

Puesto: _____

Focos evaluativos: Ejecución y desempeño

Temas a indagar	Estado actual	Comentario
Participación del sector salud y sinergias con el Proyecto		
Logros concretos del servicio en salud		
Logros en atención ofrecida		
Sostenibilidad de las acciones emprendidas		
Recursos suministrados		
Acciones pendientes para sostener procesos		
Apreciación respecto al proyecto y su impacto		
Recomendaciones para futuros proyectos		



Instrumento Entrevista Personal Coheterías

Nombre: _____ ***Puesto:*** _____

Focos evaluativos: Ejecución y desempeño

Temas a indagar	Comentario	Sugerencias
Cambios ejecutados en tecnología		
Cambios ejecutados en disminución de número de talleres ilegales		
Estado actual de las condiciones de la industria por Municipio		
Mejoras introducidas en materia legal, productiva y de procesos de erradicación del trabajo infantil		
Familias beneficiadas por los cambios efectuados		
Soportes previstos en el corto y mediano plazo		

Guía para realizar taller con niños

Propósito: Explorar en los niños y niñas sus percepciones acerca del apoyo que recibieron del Proyecto y sus opiniones acerca del trabajo pirotécnico en sus hogares.

Actividades:

1. Quién soy yo y mi familia.
2. Dinámica
3. Refrigerio
4. ¿Qué aprendo y hago en el centro de apoyo escolar?
5. ¿Qué pienso sobre hacer cohetes en mi casa?
6. Dinámica
7. Cierre

Método: A los niños y niñas se les saluda, se les explica la actividad a realizar y se les da las gracias por su colaboración en la actividad. Para la primera actividad los niños y niñas recibirán un gafete con su nombre que colgaran con una cinta a su cuello y una ficha con el dibujo de una fruta. Se diseñaron dos fichas por fruta para que los niños trabajen en parejas la presentación oral de su persona. Recibirán dos hojas de papel bond para realizar por escrito una descripción de su persona y su familia. Se les darán ideas de algunos aspectos podrán considerar para iniciar el trabajo si hace falta pero tendrán la libertad de agregar lo que deseen. También respecto a su familia y se les pedirá que indiquen si trabajaban en pirotecnia. Se colocarán en grupos alrededor de una mesa para cuatro personas. Luego pasarán al frente en parejas según la identificación que se les había entregado. Cada pareja intercambiará la presentación de su compañero.

La segunda actividad será precedida de un refrigerio y una dinámica colectiva. En cada mesa se les colocará un pliego grande de papel bond con dos preguntas (Nº2 y Nº3) y en grupo discutirán las respuestas. Un niño o niñas escribirá lo que el grupo decida. Posteriormente se socializarán las respuestas y se concluirá con una dinámica y un agradecimiento por su colaboración.

ANNEX N°6: FOCUS GROUPS WITH MOTHERS

1. ¿Ha participado en talleres de capacitación? En caso afirmativo, comente qué ha aprendido y cómo valora esa actividad.
2. ¿Qué cosas cree que puede hacer la municipalidad para evitar que los hijos trabajen y dejen la escuela?
3. ¿Cómo se podría mantener la producción pirotécnica en su casa, sin niños trabajando y sin riesgo de explosión?
4. ¿Qué beneficios concretos han tenido ustedes como madres mediante los centros de apoyo escolar?
5. ¿Ha podido mejorar sus ingresos económicos con alguna nueva actividad económica promovida por el Proyecto?
6. ¿Qué cree puede dar usted a la comunidad para evitar el trabajo infantil en coheterías?
7. ¿Qué piensa realmente de que los niños y niñas trabajen y ayuden en la casa haciendo alguna tarea de cohetes?
8. ¿Qué cambios ha realizado en su hogar en relación con el trabajo de sus hijos en la preparación de cohetes?
9. ¿Cómo ven ustedes la idea de asociarse para su producción pirotécnica?
10. ¿Qué opina usted sobre las coheterías en su casa? ¿Qué es lo bueno y lo menos bueno que tiene realizar el trabajo en su casa?

ANNEX N° 7: EVALUATION AGENDA

Fecha	Hora	Actividad propuesta
M9 junio	8:00am	Presentación consultora en OIT El Salvador Benjamín Smith, ATP, IPEC El Salvador Rhina López, Coordinadora Proyecto
	9:00am-12:30md	Revisión de documentos del Proyecto
	2:00pm – 4:00 pm	Reunión trabajo con Coordinadora Proyecto Rhina López
	4:00pm – 5:00 pm	Concertación de agenda Rhina López
J10 junio	9:00am -12:30md	Reuniones personal Proyecto Rhina López (selección familias para entrevista; aspectos proyecto) Edwin Núñez, Asistente Proyecto Cometería y Monitoreo
	2:00pm – 4:00 pm	Revisión documentos, informes y productos Ajustes de técnicas de entrevistas para el proceso de evaluación
	4:00pm – 5:00 pm	Revisión agenda Italo Cardona Roberto Morales Rhina López
V11 junio	9:00am -12:30md	Entrevistas Personal ONG Fe y Alegría Yolanda Fabián, Área de Salud
		Paula Santos Hernández, técnica de Educación
		Carmela Gibaja, Directora del Centro
		Ruth Arévalo, Coordinadora componente de educación y sensibilización
	12:30md - 2:00pm	Almuerzo con el equipo técnico Fe y Alegría
2:00pm – 5:00 pm	Conversación con Personal Fe y Alegría: Ada María Morales, técnica Área social y sensibilización Gilma Hernández de Mayorga, técnica Área de capacitación vocacional Visita a maquiladoras, fábrica El Centauro y talleres pirotécnicos, municipios de Ciudad Delgado y Mejicanos Entrevistas a familias, municipios Ciudad Delgado y Mejicanos Visita del CINDE, municipio Ciudad Delgado Visita a Centro de Apoyo Escolar, San Antonio Las Vegas	
5:30pm – 7:00 pm	Análisis información recolectada	
S12 junio	9:00am – 11:00am	Observación Celebración Día Mundial contra la explotación infantil, Museo Tin Marín Conversación informal con Sandra, niña sobreviviente de explosión en cohetería Conversación informal, Norma Pereira, Directora Fundación El Bálsamo
	2:00pm-8:00pm	Integración información
D13 junio	9:00am – 12:00md	Integración información
	2:00pm-4:00pm	Observación Clausura del Seminario “Manejo de Bibliotecas y alfabetización”, Apopa
L14 junio	9:00am-4:00pm	Reunión Personal ONG Fundación El Bálsamo Rosa María Enríquez, Coordinadora Servicios No Financieros
		Misael Mejía, Coordinador Componente Alternativas Productivas
		Carmen Yolanda, Consultora Área de Desarrollo Económico de las Municipalidades
		Roxana Ostorga, Promotora de Capacitación
		Sandra Beltrán, Asesora Microcrédito Norma Pereira, Directora Ejecutiva

	6:00pm–8:00pm	Entrevista Roberto Morales, Especialista en Alternativas Productivas
K15 junio	9:00am- 11:00 am	Entrevista a administradores de talleres: Ana María Reyes Cortés Alonso Nolasco Reyes Gloria Noemis Ramírez Víctor Manuel Medina
	11:00am – 1:00pm	Entrevista Cooperativa ACOPIITI Sonia Elena Palacios, Cooperativista Julio Coreas, Trabajador Manuel Cortés, Cooperativista Ernesto Antonio García, Cooperativista
	3:00pm-7:00pm	Integración de información
M16 junio	8:00am – 9:30am	Revisión documental, oficinas OIT/IPEC/
	10:00am – 12:00md	Entrevista Comisión Técnica de Evaluación y Control de Artículos Similares a Explosivos Nelson González, Ministerio de Trabajo y Previsión Social
	12:00 md –2:00pm	Entrevista a estudiante universitaria UCA colaboradora en el Proyecto Mayra Jadit Perla
	2:00pm-3:00pm	Álvaro Mejía, Jefe Departamento Higiene Ocupacional Ministerio de Trabajo y Previsión Social
	3:30pm-4:30pm	Nelson Ulises Rosales, Alcalde de Ciudad Delgado
	5:00pm-6:00pm	Víctor Serrano, ISNA
J17 junio	9:00am – 12:00md	Taller con niños del Proyecto
	2:30pm-3:00pm	Entrevista Carlos Alberto Menéndez Morales, Alcalde Municipal de Mejicanos
V18 junio	9:00am – 12:00md	Revisión y análisis información
	2:00pm-3:00pm	Revisión documental
	4:00pm – 6:00pm	Entrevista monitoreo y seguimiento Proyecto
S19 junio	9:00am – 12:00md	Grupo Focal, familias del Proyecto
	2:00pm-7:00pm	Integración de información Preparación taller de partes interesadas
D20 junio	9:00am – 12:00md	Integración de información
L21 junio	9:00am – 12:00md	Entrevista Italo Cardona, Coordinador Nacional, IPEC El Salvador Entrevista Benjamín Smith, ATP, IPEC El Salvador
	2:00pm-4:00pm	Reunión Rhina López
K22 junio	9:00am – 1:00md	Entrevista Henry Arias, Asistente Administrativo IPEC
	11:00am – 12:00md	Reunión Jacqueline Castro, Encargada finanzas Fe y Alegría
	2:00pm-4:00pm	Revisión global información Rhina López
M23 junio	8:30am – 5:00 pm	Taller Partes Interesadas*
J24 junio		Regreso a Costa Rica