



International Programme on the Elimination of Child Labour (IPEC)



International  
Labour  
Office

# ***IPEC Evaluation***

## **Eliminating Child Labour in El Salvador through Economic Empowerment and Social Inclusion**

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**An independent mid-term evaluation by a team of external  
consultants**

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**This document has not been professionally edited.**

## NOTE ON THE EVALUATION PROCESS AND REPORT

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

The evaluation was carried out by a team of external consultants<sup>1</sup>. The field mission took place in February and March 2013. The opinions and recommendations included in this report are those of the authors and as such serve as an important contribution to learning and planning without necessarily constituting the perspective of the ILO or any other organization involved in the project.

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## Abbreviations

<b>ADESCOS</b>	Community Development Association
<b>AGAPE</b>	Greek word that means love without conditions
<b>ANEP</b>	National Association of Private Enterprise (Asociación Nacional de la Empresa Privada)
<b>AP</b>	Action Programme
<b>APA</b>	Agricultural Suppliers Association (Asociación de Proveedores Agrícolas)
<b>BFA</b>	Bank of Agriculture Development
<b>C182</b>	ILO's Worst Forms of Child Labour Convention, No. 182 of 1999
<b>CCT</b>	Conditional Cash Transfer
<b>CENT</b>	National Center for Agricultural and Forestry Technology (Centro Nacional de Tecnología Agropecuaria y Forestal)
<b>CENTROMYPE</b>	Foundation for the Promotion of Competitiveness of Micro and Small Enterprise (Fundación Promotora de la Competitividad de la Micro y Pequeña Empresa)
<b>CICOP</b>	Integral center for Communications and Journalism
<b>CL</b>	Child Labour
<b>CMES</b>	Comprehensive Monitoring and Evaluation Strategy
<b>COMURES</b>	Corporation of Municipalities of Republic of El Salvador (Corporación Municipalidades de la República de El Salvador)
<b>CONAMYPE</b>	National Council for the Micro and Small Enterprise (Consejo Nacional de la Micro y Pequeña Empresa)
<b>CONNA</b>	National Council of Children and Adolescents (Consejo Nacional de la Niñez y la Adolescencia)
<b>CSR</b>	Corporate Social Responsibility
<b>CSTS</b>	Trade Unions Confederation of Workers of El Salvador
<b>DBMR</b>	Direct Beneficiary Monitoring and Reporting System
<b>DIGESTYC</b>	General Directorate of Statistics and Census (Dirección General de Estadísticas y Censos)
<b>DWCP</b>	Decent Work Country Programme
<b>ECL</b>	Elimination of Child Labour through Empowerment and Social Inclusion
<b>ECOS</b>	Community Health Team (Equipo Comunitario de Salud)
<b>EIA</b>	ILO/IPEC Geneva's Evaluation and Impact Assessment section
<b>EIMES</b>	Integrated Strategy of Monitoring and Evaluation (Estrategia Integral de Monitoreo y Evaluación)
<b>ELS</b>	El Salvador
<b>ETP</b>	Escuela Inclusiva de Tiempo Pleno/Full Time Inclusive School

<b>FEM</b>	Flexible Education Model
<b>FGR</b>	Attorney General's Office (Fiscalía General de la República)
<b>ETS</b>	Full Time School model
<b>FUNDAZUCAR</b>	Sugar Fundation (Fundación del Azúcar)
<b>GAP</b>	Global Action Plan
<b>IAB</b>	Integrated Area-based Approach
<b>IE</b>	Impact evaluation
<b>ILO</b>	International Labour Organisation
<b>INSAFORP</b>	Vocational Training Institute of El Salvador (Instituto Salvadoreño de Formación Profesional)
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>ISNA</b>	The Salvadoran Institute for the Integral Protection of Childhood and Adolescence
<b>LEPINA</b>	Law on Protection of Children and Adolescents (Ley de Protección Integral de la Niñez y la Adolescencia)
<b>MCPCA</b>	Municipal Committees for the Protection of Childhood and Adolescence
<b>MINEC</b>	Ministry of Economy (Ministerio de Economía)
<b>MINED</b>	Ministry of Education (Ministerio de Educación)
<b>MINSAL</b>	Ministry of Health and Social Welfare (Ministerio de Salud Pública y Asistencia Social)
<b>MINTRAB</b>	Ministry of Labour and Social Security (Ministerio de Trabajo y Previsión Social)
<b>MUSYGES</b>	Movement for the Unity of Salvadoran Trade Unions and Corporations
<b>NAP</b>	National Action Programme
<b>NNA</b>	Children and Adolescents (Niños, Niñas y Adolescentes)
<b>PATI</b>	Temporary Income Support Programme (Programa de Apoyo Temporal de Ingreso)
<b>PDD</b>	Fixed-term Programme (Programa de Duración Determinada)
<b>PRSP</b>	Poverty Reduction Strategy Papers (Estrategia Nacional de Reducción de la Pobreza)
<b>TOR</b>	Terms of Reference
<b>SARAR</b>	Self Confidence, Association with other, Reaction with wit, planned actions, Responsibility
<b>SCREAM</b>	Supporting Children's Rights through Education, Arts and Media
<b>STP</b>	Technical Secretary of the Presidency
<b>UCW</b>	Understanding Children Work (ILO-UNICEF-World Bank Programme)
<b>UN</b>	United Nations
<b>USDOL</b>	United States Department of Labour
<b>WFCL</b>	Worst Forms of Child Labour

## **Executive Summary**

### **Introduction**

The following Executive Summary report sets out the results of the midterm evaluation of the programme “Eliminating Child Labour in El Salvador through Economic Empowerment and Social Inclusion” (ECL) implemented by the International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organization (ILO) with funding from the United States Department of Labor (USDOL) from December 31<sup>st</sup> 2010 through November 30<sup>th</sup> 2014.

In accordance with ILO/IPEC’s aim of the progressive elimination of child labour, especially its worst forms, the programme “Eliminating Child Labour in El Salvador through Economic Empowerment and Social Inclusion 2010-2014” (ECL) was implemented.

The programme’s design contemplates developing a gradual, multi sectorial strategy unprecedented in the country, as it implies acting simultaneously<sup>2</sup> on three levels to prevent and eradicate child labour, especially in its worst forms. On a macro level, national capacities of government agencies with competence over child labour, politics and legislation<sup>3</sup> were strengthened, introducing the innovation of working directly with the public sector. On a meso level, 15 municipalities and 75 schools with the greatest concentration of child labourers in determined urban and rural areas<sup>4</sup> were involved. On a micro level, the intention is to intervene directly in 6,500 households (to prevent or withdraw 16,250 child labourers from the work field) through the livelihood component. Special attention is drawn to work with women and youth to develop business enterprises in order to generate income and progressively diminish dependence on child labourers’ income. The programme is oriented towards all areas and sectors where women work in prioritized areas. Here lies another innovation of the programme’s theory of change<sup>5</sup>, as it considers the eradication of child labour as an indirect outcome of income generation on a household level. The programme applies the “Integrated Area-based Approach” (IABA) with the idea of empowering on a local level for a unified service delivery and begin creating “geographical or administrative areas free of child labour.” Consequently, there has been intervention on a local and municipal level in three (3) “waves” or sequential phases.

### **A. Results analysis**

#### **1. Institutional arrangements, roles, capacity and commitment**

The project is based on work with the “Road Map” and with the Child Labour National Committee which are the instances of current debate on CL, also working simultaneously with over 30 institutions. The inclusion of the “Road Map to make of El Salvador a country free of Child Labour and its Worst Forms,” as one of the component of the Presidential Agenda which sets the priorities of the executive branch, is already a relevant and valuable achievement.

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<sup>2</sup> In the past, with IPEC/ILO support, El Salvador implemented two “Fixed-term programmes to eliminate the worst forms of child labour” (2001-2009) and others on a subregional level. About the background and the legislation approved or ratified by El Salvador, see Annex N° 1.

<sup>3</sup> The programme was revised in November 2011, increasing the number of targeted municipalities, stepping up from 10 to 15 as well as the number of households, children and adolescents with an additional budget of 4 million US dollars.

<sup>4</sup> The areas were determined with information of the School Census 2010 and 2011 of the Ministry of Education.

<sup>5</sup> To see the programme Theory of Change see Annex III of the TOR, page 20.

The year 2012 has meant advances at output level, in 2011 the project lay its foundation. To date, the outputs at macro and meso levels are found to be relatively more advanced than those on a micro level, whose advance with the target group is at 5- 7%. Given the project's level of progress in its execution, the approach with families is still in its initial stages, confirming that a deconstruction process has begun in terms of discourse and paradigms about CL and expectation (curiosity) regarding the valuation of education.

The programme is in its initial phase in which 11 institutions that participate in the Road Map and 15 institutions which conform the National Committee for Erradication in its Worst Forms and 15 municipalities and some one hundred families have been engaged. Results are at output level, there are still no evidences of net benefits.

For the first time in the country's history wide process of capacity building, research, statistics and monitoring of child labour are in place, especially for corresponding studies (ISNA, MINTRAB, MINEC y DIGESTYC), which will help to focalize poverty alleviation social programs, as institutions will be in charge of producing information incorporating the CL matter. The Information System of the Monitoring and Evaluation of CL, which contains two modules: (a) information system (databases, indicators, chart and graphics generation, studies and researches); and (b) the followup system of the Road Map indicators. This will support decision-making and policy design. Furthermore, the information produced for the baseline will be useful to orient any poverty alleviation program in 15 municipalities with the highest concentration of poor families and CL. Additionally, as product of the STP and with the Integral Protection System the matter of child labor is being incorporated in data gathering identification and monitoring formats of beneficiary families of the governments' social programmes.

One of the main strategies at the macro and meso levels is the development of institutional capacity, especially in public entities with direct incidence over the child labour matter, so that these same entities, without intermediation, become those that ultimately implement the programme. The programme strategy has been adapted to fit institutional characteristics, since the beginning of the programme consultations with the members of the National Committee for the Elimination of Child Labour, of the "Road Map to make of El Salvador a country Free of Child Labour and its Worst Forms" as well as with involved municipalities have taken place. After these consultations, pertinent staff members were trained, sensitized and complemented with studies regarding institutional strengths and weaknesses so that these are considered at the moment of drafting their plans. In some cases, institutions increased their commitment involving other technical units or departments, as is the case of MINED, which implied further training and consultations, but also more commitment and appropriation of the CL matter. In other cases, the CLE programme should have supported the celerity of actions by some entities, as is the case with INSAFORP so that it does not fall behind in its corresponding implementation; or momentarily set aside some strategies such as "bolas de empleo" at local MINTRAB levels which function in an incipient manner due to high personnel rotation, among other external factors.

## **2. Capacity of the implementing agencies and other relevant partners**

The objective N° 5 "Improve livelihoods" has shown no partner or sole counterparts (even at a national level) as with the other objectives, meaning it lacks sufficient capacity to reach the programmes target group and develop all strategies in a complete manner, even when institutions like INSAFORP and CENTROMYPE exist, each with their own strengths and weaknesses. Nonetheless, municipalities, particularly those in the third wave are being explored as they have demonstrated having political will and installed capacity to provide vocational training. In the same manner with the Bank of Agricultural Development, an agreement is soon to be drafted in order to establish a means to offer micro loans. Through this, they would be capable of reaching families in an appropriate manner. Two barriers are important to point out: difficulties in attending workshops (distance, machismo and a very low educational

level) and a lack of personnel that articulate at local level beyond the municipalities' level. This explains that attaining the target group in this objective has been incipient (5-7% of the total goal). Situation which brings challenges for adjusting approach strategies

The ECL programme presents significant advances on a macro level in terms of strengthening El Salvador's national capacity to investigate and analyze child labour . This objective has implied training processes to governmental institutions (Ministry of Labour, Ministry of Education, ISNA, Ministry of Economy, DIGESTYC, Ministry of Health, the Technical Secretary of the Presidency, Ministry of Agriculture, , and Secretary of Social Inclusion) and municipalities of selected areas (Waves 1 and 2). Trained institutions value these processes and note that actions of registry and information analysis have been appropriated. The National System of Information regarding Child Labour, within the Roadmap's framework, administered by the MINEC, is currently being designed, and has plans to insert a Unit on Child Labour with its own resources in their institutional structure. The sustainability of this national system is given in that it reports directly to the National Committee on Child Labour and its counterparts, on one hand, and to its level of coordination and insertion to the system currently being set up by the CONNA, on a national as well as local level.

Capacities have been strengthened in a network of public institutions responsible for social welfare, as well as those responsible for the fight against poverty and those related to the elimination of child labour, mainly those with responsibility in the "Road Map." On a municipal level, all 15 entities show interest, political will, resource assignment and commitment in the matter, even when the processes initiated are incipient.

### **3. Monitoring and evaluation**

Currently, the Integral Monitoring and Evaluation Strategy (EIME) has been designed and indicators are being approved, its use by the Child Labour National Committee is foreseen within the Roadmap's framework. Fundamental to its viability is the use and usefulness that it has for the group of counterparts. If the reports that are issued are debated within the National Committee, one may say that it is useful. As in any EIME, simplicity is its greatest virtue, suggesting that the system be complemented with sistematization of processes, especially for following youth and women's businesses.

Resources devoted to implementing the EIME are justified and counting with a EIME is key. The baseline is being of great use to the program and the country, as will be the impact evaluation and the internal monitoring system, if it become part of the information management system by the programmes counterparts. Soon, baselines of all 15 municipalities will be published, contributing to the issue on a local level, this will provide direction to the Local Childhood Protection Systems. In relation to documentation and analysis, counterparts of objective (3) manifest having increased their capacity to define, make operative, revise and include the issue of Child Labour in their information gathering instruments, having been included in their statistical procedures, as is the case of the DIGESTYC, ISNA, MINEC and MINTRAB. There is a Child Labour National Information System that will have an observatory, etc. All of this will increase the problem's visibility for attention from public policy and society; all outputs are oriented towards these outcomes.



## **B. Conclusions**

### **1. Regarding the design**

#### **Validity**

**1.1** The project design is valid. Its validity has been demonstrated after analyzing the obtained results (as outputs and progress towards effects) on a micro, meso and macro levels. The effectiveness of the strategies has been greater on macro and meso levels than at the micro (family) level. Regarding the counterparts, at a macro and meso level capacities have been developed and there are evidences suggesting a high level of commitment with the Project, as with the appropriation of the discourse in their programs. At a micro level (families), the strategy with more progress has been the educational sector, meanwhile in the “Livelihoods” objective there is important progress especially in identifying counterparts and defining processes, the objective has been adapted, based on the challenges found and results are still incipient.

#### **Logic and internal and external consistency**

**1.2.** The project design is valid. Its validity has been demonstrated after analyzing the obtained results (as outputs and progress towards effects) on a micro, meso and macro levels. The effectiveness of the strategies has been greater on macro and meso levels than at the micro (family) level. Regarding the counterparts, at a macro and meso level capacities have been developed and there are evidences suggesting a high level of commitment with the ECL matter, as with the appropriation of the discourse in their programs. At a micro level (families), the strategy with more progress has been the educational sector, meanwhile in the “Livelihoods” objective there is important progress especially in identifying counterparts and defining processes, the objective has been adapted, based on the challenges found and results are still incipient.

**1.3.** The project design foresees simultaneous performance on a macro, meso and micro levels to prevent and eliminate child labour and is found to be logical and coherent – in general terms – on an external and internal level due to the factors that lie beneath the existence and proliferation of child labour. However, to achieve desired impact more time is needed to install processes of capacity development and generate results, especially on a level that improves the educational offer and family income. At the programmes midterm phase, results are found to be in-process and still in an initial stage. On an internal level, it is fundamental to adjust personnel in order to have an ILO/IPEC intermediate team that follows and monitors actions on a municipal level to ensure the consolidation of simultaneous objectives and to establish successful networks that share common methodologies and arguments with new local stakeholders, (families, community and religious leaders, among others). In the same manner, it is fundamental in the short term to articulate actions on a municipal level with the Child and Adolescence Protection System, currently under construction.

### **2. Regarding effectiveness**

#### **Preparatory outputs**

**2.1** The ECL Project has been relatively effective in attaining the outputs, except those related to the Child Protection System on a local level, which is found to be in its initial stages (due to the country’s institutional set up) and the livelihood component which has found initial difficulties to assisting the target group (especially women) to attend trainings, due to long distances, the fact that they need to ask their husbands permission to attend workshops and some weaknesses of counterparts and the low number of beneficiaries in the communities. The main threat is time, as it is too short to implement all six, equally

complex components. Certainly ILO/IPEC is shortstaffed considering that they perform all activities on a micro, meso and macro levels.

### **Delivery of project outputs**

**2.2** Even when the ECL project begins in 2011, its execution was launched in 2012, with a dialogue process and consultations with participating institutions, sensibilizing them and adjusting the outputs to current institutional approaches, all of which have taken due time. One can assert that the programme is currently concluding its initial phase in which no results can be found on a general outcome level, even less so on an impact level, but processes have been initiated over supported bases with national institutional counterparts.

### **Unplanned results**

**2.3** On the initial implementation level in which the project is found, it reports advances as planned and foreseen results are observed. Some adolescents and youth trained by the Livelihoods objective begin to show incipient changes in discourse and attitude due to the sensitization and formation of the Programme, which have opened the possibility of a new vision of their own life projects which could impact in the reduction of CL for future generations and their children.

### **Positive and negative factors outside of the control of the project**

**2.4** Positive factors have been commitment and political will expressed by some thirty public institutions, as well as the FUNDAZUCAR Foundation and the Agricultural Suppliers Association which have implemented a successful Social Responsibility experience. MINED commitment seen on its national directorates, technical and departmental units as with selected schools has been a positive factor. In the case of the “Livelihoods objective” several factors have diffculted adequate reach towards families in the scope and magnitude that was expected due to geographic dispersion, the time that it takes to contact beneficiaries, and machismo which prevents women from participating in training workshops, adding to this a low educational level that hinders their initiative and directly affects their self esteem. The reality becomes more complex if, to these previous factors, one adds an immediate, short term environment which does not favor future planning (for instance, a general culture that faces daily emergency situations in terms of obtaining income in a context of low economic development and where child labour is valued over education (for example, over 50% of families of working children in Juayúa declare that for that their children to succeed in life, attending school is not necessary.) There are hopes that with municipal sensitization plans in place, together with other measures, like a common approach on a local level, the current CL culture will be offset by a more favorable one.

### **Gender mainstreaming and vulnerable groups**

**2.5** Those processes initiated on local level implied enquiries to women regarding their concerns and preferences in terms of training. Nonetheless these inquiries and visits to selected homes have shown to be a starting point with lots of drawbacks for women in terms of submissiveness, low self esteem and very low educational levels. This is a challenge to overcome in the next phase. In the research objective, information has been gathered by gender and it is possible now to analyze and design more targeted strategies. Activities in both the Education and Livelihood objectives expect reaching vulnerable groups, having developed instruments, studies, and focalization plans.

## **Research and policy contributing**

**2.6** The results in terms of developing capacities for research on CL and introducing the matter in public institutions agenda in charge of ECL policies has been effective, finding signs of orientation towards desired outcomes and impacts. Nonetheless, no significant conclusions can be made regarding the scope of reach of the objectives as these are still in process of implementation.

## **Effectivity to stimulate interest and participation**

**2.7** In general, the program has fundamentally been set in institutional capacities and in their commitment, stimulating empowerment and appropriation in the CL agenda. There is a positive valuation of the ECL programme by participating public entities, which manifest having been empowered in the matter as a result of ECL programmes intervention on three levels. The project has inserted the matter of CL in some thirty institutions; this process is found on an implementation level and on an output level. Those processes regarding Education and Poverty Alleviation (through the Technical Secretary of the Presidency, STP) are found more advanced than in the promotion of alternative employment, which is still incipient.

**2.8** The educational sector, by means of the application of strategies of the model of the full time inclusive school, has demonstrated. commitment to the ECL approach, professional and technical competencies capable of developing educational strategies for retention of children and adolescents in school, proactive synergies with mothers and fathers, (parent schools incorporating CL issues alerting parents about dangerous agricultural practices and motivating them to value education) as well as improving educational services. These experiences are still incipient, and some of these experiences forecast important outcomes for ECL. Nonetheless, for this to happen, a strong and viable interinstitutional articulation must take place in order to follow up with families and meet the outcome. This aspect remains to be strengthened.

## **Project leveraged resources**

**2.9** The adopted strategy implies the appropriation of processes by institutions so that they may carry them on with their own resources. The FUNDAZUCAR experience is an example of beginning activities that complement and leverage funds since ECL project contributed 33% of funds, financing La Noria experience and leveraging resources from the aforementioned Foundation. It is worth noting, for Livelihoods, that INSAFORP provides financial resources for vocational training and in general all public entities, including municipalities, provide resources for the implementation of activities.

## **Use of planning, monitoring and evaluation tools**

**2.10** Child labour indicators are available in the National Information System on CL administered by the MINEC. CL monitoring and evaluation tools are available since the end of 2012 and are foreseen to be shared and used by the Technical Committee in 2013.

**2.11** The main tool for the identification of those districts with the higher population of children has been the 2010 and 2011 School Census. The identification of beneficiaries was based on the baseline. The School Census capacity is positively valued because it reaches all schools, even when child workers who are out of the educational system are omitted. In either case it allows a closer approach to those areas with more presence of child work. In regards to attracting beneficiaries, the advantage lies in relying on schools and the commitment of municipalities. The weakness is that efforts are not yet articulated (schools-municipalities-livelihoods) to have a common approach (methodology, arguments, materials, local leadership networks) and be able to reach families that are geographically dispersed and a culture that validates CL.

### **3. Regarding relevance**

**3.1** The ECL project continues to be highly relevant in the country's context, considering the high prevalence of CL as well as because its presence favours the permanence of the cycle of poverty. It is validated that the project strategies attend the factors that are behind CL: improvement of the quality of the school to improve retention, articulation of a protection system at a local and national level, increase in family income, etc. There is a wide institutional network for its inclusion. The problems and needs still exist, especially in a culture in which child work is considered "normal", diminishing the value of school and in which violence plays a "life" alternative for youth. For this reasons, one must consider that the problems that lie beneath CL require a medium and long term treatment.

**3.2** The experience of leveling children and adolescents that deserted schools and the results of these tests demonstrate a very precarious educational level, confirming that abandoning school prevents children and adolescents' development and severely prevents their performance as citizens and workers. These results could be useful in sensibilizing about the negative effects of CL in children and adolescents. (Less than 10% approved all courses).

**3.3** The ECL program's intervention has demonstrated its validity by taking on three levels simultaneously: macro meso and micro, and is replicable if more time is considered for its execution, detailing goals by phases and considering the articulation of local networks (municipalities, ADESCOS, religious leaders) to favor direct follow-up of families by their own municipalities and local networks, and integrating these initiatives to local development and childhood protection systems.

### **4. Regarding sustainability**

**4.1** The main strategy is the development of public and private capacity to undertake CL prevention and elimination actions, this implies that the matter be installed in their work plans and budgets, with trained staff who are sensitive to the matter, an aspect which the program has considered since the beginning and which has been clearly defined. The central purpose of this strategy is the appropriation of the CL matter in institutional agendas so that they may be able to undertake these actions on their own, based on each institutions role and with their available resources. This strategy is fundamental for attaining sustainability, understood as the permanence of the intervention over time and the expansion of their impacts; its great limitation is periodic political changes in the government which could threaten the loss of acquired institutional knowledge and capacities that the Programme has contribute to create in matters of CL.

**4.2** At midterm it can be stated that the outputs and changes produced up to date have a tendency towards desired outcomes, particularly in regards to change of knowledge, attitudes and institutional practices. From the beginning of the project the idea has been to develop public capacities of the country's main institutions with relevance and responsibility over CL and in this manner become part of their agendas and may be developed as part of their routines and work plans. This applies in almost all immediate objectives, except in the "Livelihoods" objective which seeks to install its processes in municipalities and within the Bank of Agricultural Development (BFA) and probably from within CONAMYPE.

**4.3** The programme has opened a fan of innovative processes, programs, policies and norms regarding CL in some thirty institutions of the public sector, some fifteen local governments and in the private, sugarcane sector, which gathers most child labor in its worst forms in rural areas. All institutional stakeholders recognize having significantly increased their capacity as an outcome of the program.

## C. Lessons learned

1. **On implementation.** The programme is found to be in its initial implementation stages due to its magnitude, complexity and to the fact that to meet sustainability goals, it has respected institutional timeframes and rhythms. Adding to this is the discovery of a few barriers to reach the target group (especially women in the livelihoods objective); and the few staff in charge of the project, especially for articulating on a local level. Current ILO/IPEC staff is in charge of everything from a national level to a local level, in most municipalities even approaching the target group, house to house, contemplating an uncertain context in terms of security. On a general level nonetheless, it has taken the necessary steps to the fulfillment of the objectives, especially on an output level.
2. **On the sustainability.** The best strategy for sustainability has been the development of capacities in the municipal and public sectors. Although this process takes more time than originally expected, there is evidence that this is the path to appropriation and perdurability in the processes.
3. **On the impact.** The design of interventions on three levels: macro, meso and micro is valid if there is a follow up component in municipalities and households that must consider an intermediate team that acts on a local level, especially to strengthen networks that may allow immediate action in insecure contexts, not originally contemplated.
4. Among the factors to be taken into account for the achievement of the impact, a changing context in terms of security must be considered. To this, it may be added that there is a very low level of local economic development and an enormous depreciation of the education as an alternative to the early entry into gangs. Together with this, there is a family culture that does not visualize the future and is dichotomous; a family culture where child labour is valued versus the entry into gangs considered to be “opportunity” areas competing with education, within a framework of urges and needs for ensuring the family survival. This is a challenge for the flexibility of the intervention, especially when it comes to approaching the families due to elimination of child labour.
5. **External factors.** Two external factors exist which have proven to be important in meeting desired impacts, and which were not foreseen in the design. One is incipient local economic development in target municipalities, manifesting in the populations urge to generate significant income and take on income generating activities. Another external factor is security, which does not present fixed scenarios, but rather changing ones, generated by the direct effect and unexpected events carried out by the government to fight delinquency. In such manner, if territorial limits, sanctions and control mechanisms are in place, criminal organizations move to new regions where they had no previous presence. The main restrictive factor for meeting the outcomes and probably impacts is time, meaning its execution timeframe, due to the fact that for the corresponding stakeholders to duly appropriate the processes and their instillation, institutional times must be respected and there must be assigned personnel in place for articulating at a local level.
6. **In Livelihoods,** the approach to women in households with child labour must be made by a woman whom must be able to influence the entire family as to allow the women of the household to participate in workshops and events. Along with this, it has been learned that the offer for vocational training must adjust to the characteristics of this target group that presents submissiveness, low self esteem and high levels of illiteracy, especially in rural areas. In urban areas women participate more and tend to quickly grasp the ideas presented to them in workshops and other initiatives. Current service providers are not enough familiar with the context and target group
7. **Regarding Inclusive Education,** one of the lessons learned is that strengthening teacher competencies and education is an important factor for sensibilization and improvement of inclusive educational practices. Likewise, having a projects’ funding with the involvement of different stakeholders of the educational community is a favorable condition for change.

Sufficiency tests have not worked because it was insufficient to only give academic reinforcement in the syllabus, without approaching the competencies that the child had lost in the time in which he or she was absent from school, for instance regarding reading and writing. The process of accompanying overaged child workers must be done as an extra curricular activity, as it implies a personalized process with distinct educational methodologies.

According to the MINED, from their experience they have learned that the process to decrease the amount of hours that a child works happens in a period of two years with the following processes: change in families cultural patterns, one on one accompaniment with the students, sensitization and constant follow up with the educational community; if the student lives in a remote community and to reach the school children must walk for over 45 minutes a transport stipend must be provided.

#### **D. Potential good practices**

Four good practices have been identified, as follows.

1. Commitment of the private sector exemplified in the case of FUNDAZUCAR.
2. National Información System on Child Labour
3. The inclusive schools (“escuelas incluyentes”) for the elimination and prevention of child labouro Infantil.
4. Vocational training for adolescents from 15 years old and women heads of households with working children.

#### **E. Recomendations**

In this section we present prescriptions or instruction actions which are necessary to attaining the programmes desired outcomes and impacts, stating who must execute them in 2013. Unless specified these are directed to the Project team.

##### **1. For articulating the Road Map with the National Protection System**

- 1.1 That CONNA, MINTRAB and MINEC settle on concrete measures to articulate CL National Information System with the Information System on Childhood and Adolescence that CONNA has been implementing.

##### **2. To accelerate the System for Childhood Protection.**

- 2.1 The ECL programme must generate a meeting between the 15 target municipalities with the CONNA to determine specific functions and identify their needs and plans, encouraging a network of support between municipalities through internships and technical exchanges. Towards the end of 2013, Child Labour Municipal Commitees must be articulated with the protection system promoted by CONNA in 2012, identifying target municipalities. Beginning with a group of municipalities, it must be established that toward the end of 2014, all 15 municipalities have protection systems in place.

##### **3. To strengthen EIME.**

- 3.1 Complement the internal monitoring system with the realization of continous systematizations with women and youth that are trained and begin new business ventures, with the purpose of capturing their proceses and documenting them. It will give qualitative information to the impact evaluation. Likewise it should be stimulated the sistematization in the Inclusive

Education objective. This systematization may be registered through images (photographs, audios and micro videos)<sup>6</sup>.

- 3.2 Systematize the experience of FUNDAZUCAR in La Noria, editing microvideos with testimonies and publications. The idea is that these materials may prove useful to strengthen the approach with families in schools and communities.
- 3.3 Followup child labour knowledge management activities and organize a contest between participating entities so that their products be known by the National Committee, CONNA and by the municipalities.

#### **4. To improve strategies with municipalities**

- 4.1 From ILO/IPEC to hire a technical team who serves as intermediary between the national and local level, especially to articulate the activities of the objectives that are now developed almost in parallel and to provide follow up to families, especially in the Livelihoods objective.
- 4.2 Strengthen the role of municipalities in the programme, through giving them functions in the Livelihoods objectives and their articulations with school's initiatives, in a progressive manner, taking on account municipalities according to their installed capacity and political will.
- 4.3 Oversee if COMURES makes progress in its commitments with the program and explore with the Salvadoran Institute for Municipal Development (ISDEM) the possibility of opening a specific partnership agreement. COMURES, the corporation of municipalities, may focus on the sensibilization and the recognition of good practices around the elimination of child labour.
- 4.4 Accompany the implementation of sensibilization plans. Continue developing capacities to municipalities in the direct approach to families to convince them, through arguments and counter arguments regarding the elimination and prevention of CL; especially regarding on how to adjust materials using testimonies, facilitating meetings, and active methodologies of "learn by doing." Approach leaders of ADESCOS (Community Development Associations), religious leaders and schools to motivate them about CL and activate these and other local networks (Health ECOS), in the same manner articulate these initiatives to Parent Schools and stimulate exchange of experiences and awards to good practices in sensitization, in alliance with COMURES.

#### **5. For Livelihoods**

- 5.1 Motivate differentiated strategies for third wave municipalities that show capacities to work in vocational training processes in synergy with other projects or from within their installed capacity, and that carry on by themselves vocational training processes. In this respect San Francisco Menéndez, Izalco, Santiago de María, Jiquilisco, Apastepeque, Sensuntepeque, Ilobasco, San Luis la Herradura, Aguilares and of the first wave, Juayúa show progress. In total 10 of 15 municipalities have potential to advance in this matter (political will, adequate space, teachers and similar projects). Also connect and strengthen training programs implemented by INSAFORP with labour demand.

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<sup>6</sup> See Preval's website [www.preval.org](http://www.preval.org) Publications "Monitoreo por Imágenes."

## **6. For Inclusive Education**

- 6.1 Stimulate exchange between schools and internships to strengthen good practices with rewards.
- 6.2 Broaden and strengthen flexible educational disciplines for youth and adolescents and carry out a diagnostic to all overaged child workers in comprehensive reading, writing and mathematics. Each child's plan must consider the results obtained in the diagnosis, applying playful or recreational methodologies in each case. Consider Educational Departmental Directorates in all processes, from planning to evaluation.



## **Introduction**

The following report sets out the results of the midterm evaluation of the programme “Eliminating Child Labour in El Salvador through Economic Empowerment and Social Inclusion” (ECL) implemented by the International Programme on the Elimination of Child Labour (IPEC) of the International Labour Organization (ILO) with funding from the United States Department of Labor (USDOL) from December 31<sup>st</sup> 2010 through November 30<sup>th</sup> 2014.

The midterm evaluation is managed by ILO/IPEC Geneva's Evaluation and Impact Assessment section and implemented by an international team leader and a national consultant, under specific Terms of Reference<sup>7</sup> to be developed between February and April 2013.

The report is organized as follows. Section A shows the “Evaluation Framework”, detailing midterm evaluation and programme characteristics. Section B “Results” presents a summary and the performance of each of the programme six objectives on an output level and its tendency towards desired outcomes and impacts. Section C “Results Analysis” reflect about changes and D “Conclusions” summarizes the Results based on evaluation criteria such as Effectiveness, Relevance and Sustainability, as well as aspects relating to the design included in the Terms of Reference (TOR) questions. Section E presents the “Learned Lessons”, Section F presents the “Good practices” identified and Section G the “Recommendations”, both collected from the stakeholders and reported by the evaluating team.

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<sup>7</sup> See Annex N° 1 Terms of Reference.

## A. Evaluation framework

### 1. The Programme

1. The project “Eliminating Child Labour in El Salvador through Economic Empowerment and Social Inclusion 2010-2014” (ECL) is implemented according to ILO/IPEC’s aim of the progressive elimination of child labour, especially its worst forms
2. The programme’s design contemplates developing a gradual, multi sectorial strategy unprecedented in the country<sup>8</sup>, as it implies acting simultaneously on three levels to prevent and eradicate child labour, especially in its worst forms. On a macro level, national capacities of government agencies with competence over child labour, politics and legislation<sup>9</sup> were strengthened, introducing the innovation of working directly with the public sector. On a meso level, 15 municipalities and 75 schools with the greatest concentration of child labourers in determined urban and rural areas<sup>10</sup> were involved. On a micro level, the intention is to intervene directly in 6,500 households (to prevent or withdraw 16,250 child labourers from the work field) through the livelihood component. Special attention is drawn to work with women and youth to develop enterprises in order to generate income and progressively diminish dependence on child labourers’ income. The programme is oriented towards all areas and sectors where children work in prioritized geographic areas. Here lies another innovation of the programme’s theory of change<sup>11</sup>, as it considers the eradication of child labour as an indirect outcome of income generation on household level. The programme applies the “Integrated Area-based Approach” (IABA) with the idea of empowering at the local level for a unified service delivery and begin creating “geographical or administrative areas free of child labour.” Consequently, there have been interventions at local and municipal level in three (3) “waves” or sequential phases. In each wave a group of municipalities has been gradually included as it is presented in the following Section (B) Outcomes.
3. The immediate objectives of the project are six, (according to the logical framework<sup>12</sup>). They will be further analyzed in detail regarding performance in Section (B) Results.
4. To guarantee the evaluability of the programme, especially to validate the hypotheses raised in the theory of change, a monitoring and evaluation component (another innovative element) was established in the design, an Integral Monitoring and Evaluation Strategy (EIME) that includes an impact evaluation.
5. The agencies implementing the program are 11 institutions that participate in the Road Map; 15 institutions which conform the National Committee for Eradication in its Worst Forms; and 13 and 15 municipalities. This multiplicity of counterparts is another innovation of the ECL programme, being oriented in developing their capacities as to show sustainability of the hypotheses raised in the logical framework, acting on several levels of the society.

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<sup>8</sup> In the past, with IPEC/ILO support, El Salvador implemented two “Time-Bounded Programme to Eliminate the Worst Forms of Child Labour” (2001-2009) and others on a subregional level. About the background and the legislation approved or ratified by El Salvador, see Annex N° 1.

<sup>9</sup> The programme was revised in November 2011, increasing the number of targeted municipalities, stepping up from 10 to 15 as well as the number of households, children and adolescents with an additional budget of 4 million US dollars.

<sup>10</sup> The areas were determined with information from of the School Census 2010 and 2011 of the Ministry of Education.

<sup>11</sup> To see the programme Theory of Change see Annex III of the TOR, page 20.

<sup>12</sup> See Annex N° 1 TOR; Annex II Objetivos and Outputs.

<sup>13</sup> See annex N° 2 “ECL counterparts”.

6. The evaluation of the ECL, ranging from February to April 2013, follows the approach, questions and criteria presented in the following section.

## **2. Evaluation methodology**

7. The external and independent midterm evaluation of the current programme is carried out under management by the Evaluation and Impact Assessment Section (EIA) of the ILO/IPEC in Geneva, in accordance with the Terms of References (TOR), validated with stakeholders. It must be noted that an approach focusing on the utility and organisational learning of the evaluation process was applied, based on a broad enquiry to the stakeholders, so that it would also feed the IMES and contribute to the final impact evaluation.
8. Regarding the scope of the midterm evaluation, the TOR specify that it must meet all the objectives and activities that have been implemented since the start of the ECL programme until the moment of the field visits, it should look at the Project as a whole, and make a balanced analysis of all the components, including the foreseen results, as well as observe possible unforeseen results. All the ILO/IPEC orientations in matter of evaluation, including gender aspects, have been followed.
9. To such effect, the evaluating team carried out wide documentary review, field visits to interview stakeholder and area samples, as well as nonparticipating observation at events.
10. For the first phase of the evaluation (February 11-15) the team leader received key documentation on ILO and IPEC evaluation approach followed by a review of key documents and phone and *skype* meetings to ILO/IPEC staff members and USDOL, among others. At the end of this phase an inception report was written. The field work phase took place in El Salvador (February 18-March 9) and consisted in interviews to the technical team as well as more than fifty representatives of the majority of ECL programme counterparts, chosen by the evaluation team. With the technical team the programme was reconstructed as a whole using the “Timeline” and the same was done for each component.
11. The municipalities of San Francisco Menéndez, Santiago Nonualco, Juayúa, Jujutla, Izalco, Jiquilisco were visited as well as the town of Ilobasco to visit schools, interview authorities and observe undergoing events which corresponded to the program. The localities were selected by the evaluators based on their adherence to the three waves<sup>14</sup>, among others (see Annex 4). In each interview their relation to the programme was examined and their opinions, challenges as well as suggestions were noted. All interviews were recorded on audio and the majority with photographic backup<sup>15</sup>.
12. Besides the interviews to a qualitative purpose sample of the stakeholders involved in the programme on a national and local level, documentary information was gathered including texts, photographs and other materials. Also non participant observation regarding local training on Livelihood and Education was performed.
13. At the end of the field work phase, over 50 counterpart representatives, previously selected by the evaluating team, were gathered in a multistakeholder workshop. The workshop had two objectives: to present the findings and preliminary conclusions with the aim to contrast them with the perceptions and opinions of the participants, as well as to construct learned lessons and identify working areas with good practices. Participants worked in teams and elaborated their results. Once

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<sup>14</sup> The term ‘waves’ designates the subsequent stages of implementation in order to attain successively the project’s total goal of selected localities.

<sup>15</sup> Material available upon request.

the field work phase was finished, the team proceeded to write the report in its preliminary version to be presented to the involved parties.

14. Even though the TOR affirm the necessity of deal with all results, the evaluators make a record that up to the date of the evaluation (february-April 2013) the implementation still continues (the third wave is on a formalization level, for instance) to be able to have robust evidence on an outcome level, as such, observations are made at output level but towards effects and impacts.

## B. Results

### Summary

15. The midterm evaluation outlined ECL programme milestones as well as those of the national context since the programme begun (December 2010) till the date of the evaluation (March 2013)<sup>16</sup>, with the purpose of knowing the degree of evolution of the programme and the factors found in the context which affected its implementation. In this way, one can declare that towards the beginning of 2014 the program has been found to be concluding its initial phase, in the sense that it has *set the bases* for its execution.
16. The first year, till March 2011, was dedicated to the *launch with the preparatory actions for the implementation* of the programme, where strategies and overall management were organized. This year ILO/IPEC personnel were hired and validation and awareness workshops were implemented to adjust expected outcomes to national counterparts' institutional approaches; key research studies were made as well as the baseline, an awareness-raising process and training to two (2) municipalities; aspects relating to impact evaluation were debated; and, together with the Ministry of Labour (MINTRAB), the list of dangerous works was compiled. Towards the end of this first year, activities with five other municipalities were underway and the target was increased from ten to fifteen municipalities, as did the number of households. This same year, the emergency caused by the E12 storm affected the programme's pace, and diffculted field work in the municipalities during the second semester.
17. A very important *second factor* relating to the overall context was the beginning of institutional setup for the application of the Law on Protection of Children and Adolescents (LEPINA), especially the National System for the Protection of Childhood and Adolescence, delegating the role of governing entity of this system to the National Council of Children and Adolescents (CONNA). This process has been reflected in the implementation of the programme: meanwhile in the CONNA approaches, roles, personnel, budgets and management aspects were defined, the programme followed its course within the "Road Map to make of El Salvador a Country Free of Child Labour and its Worst Forms" and Child Labour National Committee, with seven years of previous trajectory. The process of articulating the Road Map with achievements by the CONNA in the set up of the National System for the Protection of Childhood and Adolescence will bring challenges to adjust the strategy of the ECL programme.
18. The second year (2012) was characterized by the *acceleration in the implementation*, even without concluding work with all the municipalities and the target group. On this second year the baseline was continued in the municipalities of the second and third waves (March through May and October through December, respectively) as well as the awareness-raising and implementation of communication plans. Agreements were signed and plans were developed together with the Vocational Training Institute of El Salvador (INSAFORP)<sup>17</sup> for livelihood training (June); and the "Strengthening Programme for the development of the knowledge base on child labour, to reinforce capacities in the production and analysis of information, as well as in monitoring and impact evaluation" That year, as part of El Salvador's Road Map implementation in the period 2012-2014, operative plans were created with each institutional counterpart, which implied adjusting strategies, training personnel and including CL themes in their operative management instruments.

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<sup>16</sup> See Annex N° 6 "Timeline".

<sup>17</sup> INSAFORP has become a strategic project partner adjusting its training offer whilst providing vocational training services to direct beneficiaries.

Furthermore, Project staff participated in CL protocol design for the Salvadorean Institute for the Protection of Childhood and Adolescence (ISNA) and Joint Project programs were worked with governmental institutions such as MINTRAB (2012) and CONNA (2013). Amongst the *contextual factors* it is important to consider that in March of that year *municipal elections* took place, which implied a pre electoral time with scant possibilities of accelerating the implementation on a local level, followed by the sensitization of the elected authorities.

19. In this context, after two years of implementation of the program, the evaluation found results at output level and a number of processes underway, some of which are clearly *oriented* towards effects and impacts and others still incipient.
20. In the following pages a review of the results progress is shown for each of the objectives. In Annex N° 7 “Progress Chart” more details can be found. This is a more descriptive section whereas the analitic and evaluative part can be found in Section (C), Conclusions.

**Immediate Objective (1)** *By the end of the project, child labour elimination strategies will have been adopted by national and local institutions that implement poverty reduction programmes, as well as decent work and social protection programmes for the rural and urban poor.*

**Output 1.1** *Policies and alternative programmes addressing child labour’s socioeconomic root-causes within the appropriate frameworks of poverty reduction and social protection.*

21. Programme staff has done an intense labour of dialogue and coordination with 11 institutions that participate in the Road Map and 15 institutions which conform the National Committee for Eradication in its Worst Forms. to make possible the execution of the programme actions, as well as its institutionalization by means of inclusion in their activities. Initially a sensitization framework would be generated and a technical debate would be opened to incorporate the child labour (CL) theme in their programs. In practice the debate was elevated to a political level with the people responsible of the portfolios so that through their leadership the issue could be inserted in plans and programs.
22. The Operative Programme of the “Road Map to make of El Salvador a Country Free of Child Labour and its Worst Forms 2012-2014” was approved by the government midway through 2012, with new authorities, quantifying investment requirements. Previously, the I Meeting of the National Committee of Children and Adolescents for the Elimination of Child Labour was held under the presidency of the Labour and Social Welfare Ministry and the Salvadoran Vicepresident, as well as directors and representatives of member organizations to approve the Executive Decree and the Operative Plan of the Road Map. In December of the same year, the programming of the Road Map was integrated within the “Portfolio of Presidential Programs”, with support of the Technical Secretary of the Presidency (STP). The monitoring of this Road Map was entrusted to the Ministry of Labour and Social Welfare (MINTRAB), the Ministry of Economy (MINEC) (responsible for the follow-up) and the Technical Secretary of the Presidency.
23. On the STP level an internal training on CL has been initiated to sensitize and train presidential programs officers, to adjust monitoring tools, inserting them into their operative plans (January 2013). In regard to programs oriented to poverty reduction and social welfare, a study has been funded to draft a procedure which identifies the STP programs with child labour matters and what has to be done through an action plan which will be ready in March 2013.
24. Financial and technical support was given to prepare the draft of the section regarding child labour in the National Policy of Childhood and Adolescence, with the CONNA, with the idea of including

the themes of education, abuse, etc., with CL and identifying the rights which are infringed, so that they can be exercised, especially on a local level (October-December 2012).

***Output 1.2 Child labour elimination-related coordination mechanisms between public, municipal and civil society organizations at national and local levels set up and fully operational.***

25. In this output the National Committee is strengthened and articulation processes are developed on national and local levels (the Municipalities and the welfare system institutions). The Operative Plan of the Road Map has promoted sensitization, role recognition and facilitation of the interinstitutional coordination in three sessions of the National Committee that took place between 2011 and 2012.
26. The ECL program has made progress in the sensibilization, training and generation of processes and instruments for the prevention and elimination of child labour in the MINTRAB, MINEC, STP, DIGESTYC and ISNA's Institutional Protocol.
27. An action programme was signed with the Corporation of Municipalities of the Republic of El Salvador (COMURES) (approved and funded) with no advances in its execution because the person responsible for the follow-up of the agreement by the COMURES has not yet been hired.
28. The Salvadoran Institute for the Integral Protection of Childhood and Adolescence (ISNA) has drafted its Institutional Protocol for the elimination and prevention of CL, currently in process of approval.
29. The slow development of this output and the scarce advance in its implementation is related to the implementation of the LEPINA law<sup>18</sup> since the CONNA-as governing entity of the National System of Protection of Children and Adolescents- begun constructing its institutional strategy in 2012 (budget formulation, beginning of interinstitutional meetings, etc.). In same year 9 Departmental Protection Committees were formed and the law authorizes the creation of Local Committees for Children Rights (Comités Locales de Derechos del Niño). The CONNA has yet to approve the corresponding regulations. In 2013 the challenge is to connect these initiatives to the ECL programme.

***Output 1.3 Child labour prevention and elimination concerns mainstreamed into relevant workers' and employers' organizations' national policy agendas and operational plans.***

30. The purpose of this output is to include the CL issue in the chain value by helping CSR efforts in promoting the knowledge of the consequences of child labour within the unions as well as to identify production chains such as sugar cane and others where there is more concentration of CL. Moreover, this output deal with working with trade unions regarding their commitment to CL.
31. At entrepreneurial association level, one of the programmes main allies is The Sugar Foundation, (FUNDAZUCAR) with whom the ECL program signed an Action Plan (March 2012) and shows advanced results in matter of prevention and elimination of CL. As a consequence, today the issue of CL is one of their areas of work, within the framework of their CSR actions. They work, in partnership with the Agricultural Suppliers Association (APA).
32. Based on the activities that comprehend the process of production and harvest of sugar cane, FUNDAZUCAR has developed a basic risk analysis which has allowed to determine which activities are considered dangerous for the sector.

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<sup>18</sup> The LEPINA law was effective towards 2011.

33. In the programme framework, innovative approaches have been applied to work with children, adolescents and their families (learn by doing, research action) in La Noria Educational Center with SARAR<sup>19</sup> and “Farmers of the Future” methodology<sup>20</sup>. With this intervention, a change of ideas and behaviours is taking place in teachers, adolescents and parents; partially helped by the fact that they are discovering non-dangerous farming alternatives, of short-scaled cycles which allow year long harvest (demonstrative gardens and APA). Today adolescents learn and some teach their parents what they have learned.
34. The APA prepared a Code of Conduct with special regard to CL all along its distribution line. This code is set to be approved in their institutional assembly.
35. Businessmen and employers grouped in the National Association of Private Enterprise (ANEP) have now a “Program and Implementation Manual of corporate actions against CL” (as a draft awaiting validation), drawn up adapting an ILO handbook to Salvadoran reality. Based on this manual, four experiences will be applied in matters of CL in the chain of value and monitoring activities. Meanwhile, for the development of these initiatives, the sectors of construction, coffee, and services and commerce have been identified. A fourth sector is on the way to be identified.
36. A study was conducted by the ECL program regarding child labour and collective negotiation, in which union organizations were also involved, identifying priority areas to incorporate CL clauses, as well as economic sectors. Furthermore, trade unions (Movement for the Unity of Salvadoran Trade Unions and Corporations ( MUSYGES) and the Trade Unions Confederation of Workers of El Salvador (CSTS) have a “Program and Implementation Manual of Trade Unions Activities against Child Labour” (drafted, awaiting approval), to produce proposals in a more practical manner.

***Immediate Objective 2.*** *By end of project, child labour law enforcement and protection mechanisms, particularly for the worst forms of child labour, will be developed and fully operational.*

***Output 2.1*** *Enforcement and follow-up of child labour law regarding minimum age for admission to employment or work and hazardous child labour improved through Labour Inspectorate action.*

37. This output concerns the strengthening of the operativity of the MINTRAB. Together with the MINTRAB, in July 2011, a list of dangerous jobs has been drafted and approved (Agreement #241) and support has been given for training to MINTRAB’s International Relations Directorate, with regard to CL issues and the drafting of the reports of Conventions 138 and 182. Besides, the methodology for child labour risk analysis is in process of being developed based on Agreement 241. An Inspection Guide has been applied and it is in its pilot phase to specifically include child labor, which implies identifying CL, the method and what to do (not only in agriculture), as well as standarize the process. As such, it is a pilot test for the duly tried adaptation (initiation in September 2012 and beginning field phase in March). The MINTRAB will concentrate its inspection activities towards the end of the year 2013; when it is standarized, personnel will be trained through a virtual classroom and a module with attendance.
38. Specialists of MINTRAB were trained in Norms in matters of CL and a Manual to classify activities considered as worst forms of child labour is now in place. The report of Agreements 138 and 182 will be presented towards 2014.

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<sup>19</sup> Self Confidence, Association with other, Reaction with wit, planned actions, Responsibility.

<sup>20</sup> See Annex N° 8 Best Practices.



**Output 2.2** *With support of MTPS, capacity of MSPAS and other key stakeholders to prevent, screen and refer for assistance children in hazardous child labour strengthened.*

39. A draft of the interinstitutional action protocol has been created which has been held in suspense, waiting for the moment of articulation with the National Childhood and Adolescence Protection System leadered by CONNA. Amongst other items, it is of special interest to the program, rights violation and the procedure of how to treat it through administrative and judicial means on the Protection Council level and then by branching it to the different sectors. The idea of the ECL programme is to follow the LEPINA law, waiting for the moment to lay out the matter, once CONNA has been moving at the local level. The interinstitutional protocol is forseen to be treated in 2013, validating it where the ECL programme works.
40. Meanwhile the program concentrated on sectorial protocols in 2012. Protocols were produced for the identification and reference mechanisms of working children and adolescents with the MTPS and ISNA. With the Ministry of Health and Social Welfare (MINSAL), support was given to the Attention to Victims of Violence program, to incorporate CL, with technical assistance for the elaboration and reproduction of materials to be applied in their protocol and attention influx, as with training at the level of Community Health Teams (ECOS) which have a file for each family in which one of the items is whether the children work or not; in areas with poor and very poor population. In 2012 ECOS trainees were trained and the workshop process will be set to start as of April 2013. The internal protocol of ISNA has been drafted for attention in cases that include working children and adolescents, amongst others, and it is already at the central level for final approval.

**Output 2.3** *Law enforcement procedures on specific worst forms of child labour (C.182, Art. 3: a, b and c) improved through coordinated work of key national authorities and institutions (other than Labour Inspectorate).*

41. “This result relates to the issue of crimes relating to the worst forms of child labour. For attaining this result the intervention began with the Attorney General’s Office (FGR), which by constitutional mandate is the public entity in charge of investigating and persecuting crimes. The first step was taken by the Prosecutor Training School which was to meet with those in charge of following up criminal cases where children and adolescents are implicated, with the purpose of contextualizing and identifying which articles in the Penal Code punish the use of children and adolescents in committing crimes considered within the scope of child labour, setting aside drugtrafficking and extortion crimes. The existence of interinstitutional procedures regarding the persecution of such crimes by justice operators was also inquired, showing that, despite the existence of many protocols there are inefficiencies in their implementation and that it is a challenge to standarize and articulate these on an interinstitutional level. For these reasons the ECL programme commissioned a study which will be ready in March 2013, which includes a methodology for the revision and updating of interinstitutional procedures for the persecution of these crimes. The study contemplates the victims approach and the use of children even when they are perpetrators, to give them an adecuate treatment by justice officials. This study will generate an Interinstitutional Coordination Guide for the implementation of a legal framework applicable to minors or adults that reclute, offer and/or use children and adolescents to commit illicit activities, with emphasis in the crime of extortion and those relative to drug trafficking. The purpose of this Guide is to guarantee the fulfilment of responsibilities, powers and mandates inherent to each of the employees, strengthening the progressive implementation of best practices and supporting the areas of opportunity which have been detected to avoid breaches, contradictions, duplicities and usurpation of functions, with the optimization of resources and the revision and permanent actualization of procedures. This Guide is expected to be published and disclosed with all functionaries who are involved in the treatment of

these cases. Also, the Prosecutor Training School, in charge of training prosecutors, will seek to include these themes to their Annual Training Plan. It is worth noting that these issues have not been dealt with before, unprecedented paths are being carved.

**Output 2.4** *A system to provide rehabilitation and reintegration services (protection measures) to victims of worst forms of child labour in place and fully operational.*

42. The aim is to establish victim protection services and initially the Ministry of Justice was identified to train the General Migration Direction (Dirección General de Migraciones), awaiting that other thematical processes will be concluded to include the matter of CL. A manual has been edited with the General Attorney Training School and the CL matter has been inserted in their attorney training programs. With the (Procuraduría de Derechos Humanos) the process has not been initiated.

**Immediate Objective (3)** *By end of project, national capacity to conduct child labour research, monitoring and impact evaluation will be enhanced and pilot interventions documented.*

**Output 3.1** *Components of child labour knowledge base for policy decisions identified and developed.*

43. After six months of initiating the programme (June 2011) the monitoring and evaluation specialist is hired. Then the project work with entities responsible for the Route Map grouped in the Technical Committee for Elimination of Child Labour such as MINEC, INSA begins, and then the General Directorate of Statistics and Census (DIGESTYC), later CONNA is added.<sup>21</sup> The main *strategy* applied to this objective has been the *development of capacities* through sensitization and training (ISNA, DIGESTYC y MINTRAB). The purpose is to introduce similar concepts regarding the measurement of child labour, produce and improve analysis of the information to guide public policy and insert knowledge management processes within institutions for their suitable appropriation. As result of the actions of the programme, specialized statistical data regarding child labour are now available to establish government policies and develop capacity to undergo such actions, as well as the design of a monitoring system with a data base and a CL Observatory to be launched in April 2013. Representatives of those institutions which are involved value the initiated processes and assert their commitment to continue these processes in the future, even without the programme.
44. The program sensibilized and trained DIGESTYC, ISNA and MINEC personnel to generate and analyze statistical information on child labour in El Salvador, unexistent before. A “Course in Child Labour” took place, geared towards 12 institutions, taken by 25 people for 160 hours, as part of the educational process in the matter.
45. With the purpose of making operative the statistical concept of child labour, the Committee on Measurement of Child Labour was conformed. Representatives of the Ministry of Economy, Ministry of Labour and Social Security, Ministry of Education, Ministry of Health and Social Welfare, the National Committee of Child and Adolescence, the Technical Secretary of the Presidency and the ILO were gathered. ILO prepared a methodological proposal which was approved by the National Committee. Institutions valued the capacity building and knowledge transfer for the conceptualization, regarding child labour in the DIGESTYC, ISNA y MINEC, as well as the achievement in data analysis. ISNA’s Research Unit, after receiving training, published “Current situation of Child Labour in the Municipality of Juayúa. Baseline 2011” and prepares two more publications (Apastepeque y Jiquilisco) for 2013, under their own funds. In the Statistical Unit of the Ministry of Labour (MINTRAB), which had never undertaken this informations analysis

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<sup>21</sup> See Annex N° 6 Timeline.

before, personnel and advisors were trained. In 2013 some six CL research studies will be conducted with MINEC, MINTRAB, DIGESTYC, ISNA and ILO/IPEC.

46. The process of baseline data gathering was completely concluded in December 2012. Analysis and publication are in process.

**Output 3.2** *A centralized information and knowledge management system on child labour set up and made available to support and guide policy and activities by relevant public and private stakeholders.*

47. At the beginning of December 2011, a “Needs assessment study for the development of knowledge management about CL” is implemented and subsequently in mid 2012 a study named “Technical Assistance to create institutional capacity in main stakeholders for Knowledge Management in the Elimination of Child Labour.” This was done with the purpose of generating a proposal with some 13 institutions. Finally a Knowledge Management Plan was formulated with 9 institutions. In 2013 the programme will again visit these institutions to see what they have done and what adjustments can be made to their plan.
48. An “Information System for Monitoring and Evaluation of Child Labour” was designed to register the actions implemented by governmental institutions in matters of prevention and elimination of child labour, with an Observatory, overseen by the MINEC<sup>22</sup>. It is a challenge for municipalities, social organizations and NGOs to adhere to this, as it is their presence within the Integrated Information System about Childhood and Adolescence (that is being designed by CONNA).

**Output 3.3** *Intervention model documented and made available by end of project, including impact evaluation.*

49. This item considers three complementary elements; **one** is design and implementation of the EIMES; two, is the baseline and three, the impact evaluation study.
50. **The EIMES** is the basis of the internal monitoring system (which Guide document was ready in December 2012). Currently the monitoring plan and two intervention matrixes or formats are in place. The monitoring is scheduled for each semester. The indicators have recently been approved by USDOL. The novelty is that it not only refers to products, but incorporates the levels of effects and impacts and the monitoring of the context to see when and in what measure the main objective, elimination of CL is attained. The purpose of the EIMES is that the Technical Committee uses this information. The performance of the system could not be observed since there are no reports yet issued. It is estimated that these will be drafted in April 2013.
51. **In relation to the baseline**, at the midterm of the programme, results of the baseline studies in 15 targeted municipalities have been raised and analyzed, first with a private entity and then with the DIGESTYC. The baseline of the municipalities of wave 1 was raised towards the end of 2011, of wave 2 with 5 municipalities in March-June 2012 and wave 3 with 8 municipalities, from August to December 2012. When selection criteria were defined, there were estimations regarding child labour coming from the 2007 Population Census (which was implemented in May when most of child labour takes place between October and March). This is why it did not reflect the magnitude of child labour and consequently the School Census was chosen instead as source, even if it only considers those children and adolescents that attend school. This information permitted to target those families, schools and municipalities to work with Livelihoods, Education and Municipal Strengthening objectives. The production of baseline information is key to the development of

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<sup>22</sup> See in Annex N° 8 “Good Practices” and Multimedia Gallery testimony MINEC upon request. MINEC was selected because it has a role in knowledge managing in the Road Map.

components geared towards families, schools and municipalities, allowing, towards the end of 2012, that seven out of fifteen municipalities initiated activities, expecting that at the beginning of 2013, with the completed baseline information, the eight remaining municipalities will begin activities.

52. **The impact evaluation with a design of Continuous Regression** is focused on vocational training, and flexible modalities; support of entrepreneurial activity and job placement interventions of 1,098 women aged 18 to 65 and youth of the second wave municipalities. This component of the project takes place with support of an ILO/IPEC project regarding impact evaluation implemented by the Interagency Program World Bank-ILO-UNICEF Understanding Children Work (UCW)". The second round of impact measuring will be in March 2014, in second wave municipalities.

***Immediate Objective 4.** By end of project, municipal capacity to prevent and eliminate child labour, in particular the worst forms will have been strengthened.*

***Output 4.1** Capacity to design and implement initiatives on child labour of key staff and members of Municipal Committees for the Protection of Childhood and Adolescence (MCPCA) at target municipalities strengthened.*

53. The programme has identified 15 municipalities with a high presence of child labour to develop capacities to prevent and eradicate CL. The process is as follows: each municipality is identified and sensitized, signing an agreement to support it with a fund for three key activities: institutional articulation, monitoring and sensitizing public opinion and local population about CL.
54. To the date of midterm evaluation, March 2013, key elements have been on place (agreements, hiring of staff, awareness-raising plans, etc.) in seven of the fifteen target municipalities of the ECL programme; two have developed activities, have been sensitized and are equipped. Eight municipalities signed agreements in December 2012.
55. A strategy was developed with the MINTRAB to improve labour intermediation services with diagnostics and proposals.

***Output 4.2** Municipal campaigns on the negative effects of child labour and the benefits of education implemented at target municipalities.*

56. Sensitization and communication plans have been drafted in five municipalities, two of the first wave and three of the second. Between January and February 2013 planned actions were initiated. For the achievement of this item, the project promoted that municipalities elaborate a sensitization plan regarding the elimination of CL, hiring the Integral Center for Communication and Journalism (CICOP) for sensitization and follow-up workshops. The ECL programme requested that a team be formed with communications personnel and other municipal employees and that city councilors participate to support the plan. Each municipality undertook an assessment of their strengths and weaknesses and elaborated plans considering existing resources and channels, as well as respecting installed communication practices. Overall, two training workshops took place in each municipality; they drafted a slogan, designed their graphics and created three messages to be used in various media and radio spots. Each team presented to the Municipal Council and the Mayor their plans to be executed by the municipalities. Some activities are articulated with schools, such as educational festivals.
57. One of the strategies that municipalities point as key to the eradication of CL is the direct approach with families and the formulation of arguments for the eradication of CL, as well as activating local networks to convince the families.

58. From the schools, with the intention of approaching families in 2013, the ECL programme will seek to work with the ILO/IPEC's SCREAM<sup>23</sup> methodology with schools and municipalities. It will work through a partnership with the Ministry of Education (MINED) in a recreation and art program called "Sueño Posible"(Possible Dream) for it to adopt SCREAM and in this way sensitize teachers on a local level with theater, story writing, games, etc. At this time the ECL program is in conversation with the program "Sueño Posible" so that it may adopt SCREAM as a methodology acquired by the MINED.

**Output 4.3** *Capacity of municipalities and MCPCA to supervise and enforce child labour-related main policies and regulations strengthened.*

59. In September 2012, the programme hired a consultancy to propose how to conform and train the local committees so that the system may work, according to guidelines provided by CONNA, through a pilot test in the municipality of San Francisco Menendez. It is pending the elaboration of the route of referral (referral and counter-referral) from the municipal level to the Departmental Council to solve the CL problems within CONNA's framework. All of this in coordination with CONNA. To date of the evaluation, the process is still in its beginning stage, since the Childhood Protection System has been progressively implemented and at a local level, it has not yet been initiated, due to the current situation of CONNA, in the conformation of local bases for the system, still in its initial phases. This is a contextual factor which may affect the timeframe for the achievement of this outcome.
60. The project establishes in the fourth objective to facilitate the coordination with the ISNA to establish childcare services, such as childhood welfare centres which support mothers of child workers in target municipalities. The purpose of this service would be to allow women to participate in vocational or entrepreneurial activities who may otherwise be limited by their children's care. To be able to give a sustainable answer to this need, two actions took place:
1. ISNA and MINED were contacted to propose a joint childcare service in the projects' target communities, the alliance would allow that the service be continuous, since both institutions would be involved. In regards to this, the only response generated by the institutions was their approval to participate in specific aspects regarding the services inception, however, no answer was obtained regarding the continuity of the service in the future without the project's financial support.
  2. A survey was applied in two of the projects' target municipalities to identify women's difficulties in assisting formative processes; of the 151 interviews with women which assisted vocational training courses, 43 were mothers of children under the age of 6, 28 of these women leave their children to the care of their grandmother; 9 to their husbands care and 6 to care by other family members; the 108 remaining women are mothers of children over the age of 12 who did not require such assistance. The survey disclosed that childcare service is not a relevant condition to the participation of women in formative processes and that women possess a familial network for their child's care; on the other hand the uncertainty regarding this service's sustainability by those relevant organizations, allowed the project to determine that this service was not be established and that funds designated for this activity (USD \$200.000) would be used instead to increase entrepreneurial support funds for women, in which women would receive more seed capital to begin their businesses or more opportunities for vocational or entrepreneurial training.

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<sup>23</sup> Supporting Children's Rights through Education, Arts and Media.

**Output 4.4** *Municipal Child Labour Monitoring Systems in place and fully implemented at target municipalities.*

61. The model which ILO/IPEC runs implies that the municipality conforms a municipal committee with institutions competent about CL, to determine the places where there are children working gather information and then with the identified children, provide services to try to remove the child from CL and let them to attend the school. The programme will offer a *software* for this follow-up, which to the date of the evaluation was unavailable. To the date of the midterm evaluation, the ECL programme has agreements with seven municipalities of waves 1 and 2 with transference that includes hiring, for 18 months, a person as focal point in each municipality, the commitment of delegating one person as counterpart (in some cases it has been an entire team), and the purchasing of two computers and a printer for the municipal Child labour Monitoring System.

**Immediate Objective (5)** *By end of project, viable improved livelihood alternatives implemented to reduce family reliance on child labour in target municipalities.*

**Output 5.1** *Household livelihood assessments and analyses of economic potential carried out and available at target municipalities.*

62. Between October and December 2011, the characterization of the existing socioeconomic conditions in the targeted municipalities was carried out to identify product or service lines, and to know the specific labour market conditions. To unveil the demand for training in target municipalities, INSAFORP carried out 2 studies “Prospective diagnostics of labour markets potentialities and training needs” (“Diagnósticos prospectivos de potencialidades de mercados laborales y necesidades de formación”) and the project other 5. With this as basis, the training programme for each municipality is designed, and it is the Institute who operates this training. Some territorial coincidences are reported with the PATI, whose assisted population is similar. 7 of the prospective studies have been concluded and 8 are in process.
63. One of the limitations observed is the low degree of local economic development and in municipalities there are few strategies for promoting entrepreneurial activities. The project has generated vocational training efforts so that municipal counterparts show advances relating to the development of livelihoods activities. The guidebook has yet to be implemented with municipalities of Wave 3.

**Output 5.2** *Technical assistance to increase household income through improvements in agricultural, farming and fishing productivity and competitiveness provided to 500 households with child labourers.*

64. In this item a set of actions are targeted to provide support services to persons living in households with a high number of child labourers and dedicated to agricultural activities by strengthening their capacities, and specifically facilitating their articulation with the market, allowing them to diversify their production and open new commercial opportunities. For this purpose, in July 2012 the ECL programme signed an Accion Plan to attend farmers of Jujutla and Tacuba with the CENTA. To date, this plan has been minimally executed (tender for the purchase of materials) due to institutional changes that implied drastical personnel cuts. To determine households production potential, houses were visited one by one. In Jujutla, support is given through implementation of vegetable gardens and breeding of poultry with the purpose of stimulating food security and extra income through the sale of these products. In this municipality, 102 farmers are being supported. At midterm of the period, the goal is at 10% level.

**Output 5.3** *Marketable vocational training, support for entrepreneurial activities and job placement services made available for 5300 adolescents in hazardous child labour and for youth and direct family members of child labourers, particularly women.*

65. According to the theory of change, this item sought to develop a series of services oriented to the construction of capacities and abilities destined to provide occupational orientation, vocational training, entrepreneurial development, provision of seed capital, technical assistance and followup, and in cases of better development, support for articulating associative schemes that offer competitive advantages to the population.
66. This objective didn't have a defined governmental counterpart to take charge of the issue. On one side, there is INSAFORP which provides vocational training, and on the other side there is the National Council of Micro and Small Enterprise (CONAMYPE) which is still in the phase of designing its policies. In particular, third wave municipalities and others, such as Santiago Nonualco, have shown political will and incipient capacities to pursue training and follow-up activities.
67. CENTROMYPE, under a service contract, implements a course on entrepreneurship to those people formed by INSAFORP, in which they draft a Business Plan for each participant, concluding with a delivery of seed capital in supplies for the work they will undertake. In order to optimize the possibilities of success of these ventures, business associativity is promoted. "Guidelines for delivery of seed capital" has been drafted with the counterparts.
68. The target of the objective are: 6,500 households; 5,300 youth and women in vocational training (half youth, half women) of which 700 women and 500 farmers will benefit of microcredits. To date, 5.7% of the goal has been reached, having provided vocational training to 373 parents, of which 125 have developed business plans and received seed capital.
69. In December 2011, 32 youths of Juayúa y Jujutla begun training in developing work abilities and vocational orientation. In May 2012 selección criteria were finetuned due to the fact that the Vocational Training Institute of El Salvador (INSAFORP) requested that those women between 18 and 65 years of age participating in the courses can read and write. In the first wave there were primarily youth and in the second wave, women. In the municipalities of the first wave, the promotion of the program was overseen directly by ILO/IPEC staff member directly responsible for the objective, paying house to house visits in each municipality either urban or rural with a person from the municipality. This person also participated in community meetings and if someone from MINTRAB did not attend, ILO/IPEC staff member would run the meetings. Even though the agreement with municipalities does not include responsibilities for this Livelihoods objective, in reality they are assuming responsibility for it. The project's focal point within the municipality is also having a key role, although it is not established as part of contractual responsibilities. The implementation situation is as follows:
  - Wave 1 Municipalities: Professional training and entrepreneurial activity support concluded; about to begin economic activities. The process of contacting and incorporating more beneficiaries continues.
  - Wave 2 Municipalities: Professional training underway and about to begin entrepreneurial activity.
  - Wave 3 Municipalities: Have not yet initiated this result' activities.

70. The expectation that MINTRAB promote a job bank at department level and to orientate youth was not fulfilled as expected in the design. A Training Course for Trainers was implemented for the MINTRAB, with all departmental job advisors. A limiting external factor – which does not affect continuity of activities, is the constant staff rotation due to transfers or changes in authorities. For this reason, the strategy has been adjusted for people who chose to access a paid position, the project will coordinate with the Job Opportunities National Network and other key social stakeholders so that this people may access to a paid job in decent work conditions. Some key elements here are the promotion of internships in businesses and labour intermediation services.
71. The main restrictive factors have been the scarce entrepreneurial culture and low level of local economic development, along with lack of opportunities, dispersed homes and low assistance to training programs by women due to machismo, since the husband must approve her participation, and in some cases the very low educational level, as well as time availability and the limited number of beneficiaries in some communities. Adding to this context is the dualistic culture, where child labour is valued versus entering delinquent activities, seen these as areas of “opportunity” that compete with education, in a framework of urgencies and needs for the families survival. Along with this, some internal processes have been slow, as was the approval of files by INSAFORP, since they launch tenders for courses that have few bidders.

**Output 5.4** *A micro credit programme in support of small business of 700 women and youth (aged 18 or above), direct family members of child labourers, available and fully implemented*

72. Overall 70 initiatives have been found with business plans and are about to receive seed capital (34 in Tacuba, 20 in Santiago Nonualco, 9 in Jujutla, 4 in Juayúa, 3 in San Luis la Herradura) out of the 2,650 established as a target.
73. As a result of a study of the microfinancial institutions of El Salvador, the Guarantee Fund was created as well as a set of regulations and a proposed line of credit, process which concluded with the selection of the Agricultural Development Bank (Banco de Fomento Agropecuario, state entity).
74. Currently a credit scheme destined to complement capital seed money is being constructed, aimed at those people who have their own business, property or otherwise and who have started their own productive initiatives after receiving the projects’ training and counsel. The microcredited program seeks to offer a combination of several products — credit, insurance, microsavings and others, to be found available at the country’s financial organizations, promoting the expansion of their activities to incorporate those households where child labour is found as part of their client list.

**Immediate Objective (6)** *By end of project, inclusive education models implemented in selected schools in target municipalities to prevent and reduce child labour and improve education indicators.*

**Output 6.1** *Varieties of Full Time Inclusive School/Escuela Inclusiva de Tiempo Pleno (ETP) model fully implemented in selected schools at target municipalities.*

75. According to ECL strategy for developing public capacities, the program opened coordination and dialogue processes on a central level at the MINED to make viable the implementation of the proposal in the 75 educational centers that participate within the 15 intervened municipalities, as in their main programmes. The idea is that the strategy adapts to institutional approaches and its appropriation is achieved so that working students can be retained until finishing their course, improving the educational offer. This proposal inserts itself within the integrated ETP system, which MINED has been implementing.



76. For MINED, this work has implied involving its management and technical executor in an intense collective dialogue and learning process to design and operate an institutional educational strategy that contributes to the eradication of child labour, working primarily in two lines. First, the awareness of teachers, families and local stakeholders regarding the impact of CL and the development of children and adolescents and their future; secondly, creating within the framework of the National Platform of Inclusive Education, innovative strategies in educational centers so that more children and adolescents are admitted, don't quit and learn, even whilst they work, and if they continue to do so that it will be with the families commitment to respect their right to education, health, recreation and security, participating only in non-hazardous child labour activities.
77. To this date, the following institutions have been involved: the Management Technical Departments and Directorates of the MINED, such as the National School Board (Dirección Nacional de Educación), National Board of Departmental Management (Dirección Nacional de Gestión Departamental), as well as Technical Departments such as Inclusive Education, Educational Management, Alternative Methodological Strategies, Permanent Education of Youth and Adults; Superior Teachers School, Recreation and Culture and Education for Life and Labour, going through Departmental Directorates of Education, until direct contact with school teachers and directors of 35 of the 75 schools.
78. In this matter, the ECL programme promotes plans at a school level (about 5 plans per municipality) to provide educational equipment and improve educational strategies through teacher training. Child Labour Prevention and eradication plans have been drafted in 35 schools through the Inclusive Full Time School Model (Escuela Inclusiva de Tiempo Pleno) (10 being implemented and 25 pending approval), of a total goal of 75, meaning 33% of the goal. These plans seek to improve the learning process and retain children and adolescents in school and are constructed in two phases, the first with participation of the educational community: parents, selected students, as well as professors and the school director; the second only with teachers. These plans are a response to those needs layed out in the Educational Social Plan "Vamos a la Escuela" (Let's Go to School), for the development of a new model towards an inclusive, full time school with the purpose of contributing to eliminate the access barriers, favouring permanence and effective learning on all educational levels to students in situations of high risk of exclusion. The process is as follows: in each municipality, 5 selected schools join (by means of the baseline for their high concentration of working students), where they participate in a workshop with the participation, by school of a team composed by the director, two teachers per grade, two working secondary school students and a representative of the school's administration system. The technical assistants of MINED also participate. Students only participate the first day. The output of the workshop is the formulation of an educational proposal and then the beginning of formulation of plans that conclude in a maximum of two months, this is presented to ILO/IPEC and with this, there is a direct transference to each school of \$10,000. Plans imply financing educational actions such as drawing workshops, painting, dance, music, arts and crafts, sports activities, directed breaks, school libraries, corridor libraries, travelling book, and others to ease learning, including minimal equipment.
79. To support direct money transfers to schools, an instrument was developed for the allocation, transference, execution and settlement of funds to qualified educational centers in the framework of the project. This product has represented a joint effort by ILO/IPEC and MINED to align their norms and procedures in a way that makes it viable to implement the program in schools.
80. The course "Strategies of Inclusive Education ("Estrategias de Educación Inclusiva"), executed by FUNDETODOS, for participating school teachers' of wave 1 and part of wave 2 (February-October 2012), remaining still to cover a part of teachers of wave 2 and all of wave 3, task forecasted for

2013. The course consists of 4 modules: Inclusive Education; Classroom Redesign; Curricular Planification and Adaptation; and Learning Evaluation, with duration of 102 hours.

81. An evaluation workshop took place in December 2012 to oversee the achievements and problems of the year that passed, as well as plans for 2013, including the central level and the Departmental Education Units. This practice implies appropriation of the processes and commitment with the results.

**Output 6.2** *Varieties of a Flexible Education Model (FEM) aimed at assisting over-aged, grade-repeating or/and drop-out students made available at targeted municipalities.*

82. In this matter, the offer of flexible educational models is sought to be strengthened. The MINED and its units or departments: Inclusive Education, Higher Teacher's School, Recreation and Culture, and Comprehensive Management participate in the design and development of the proposal. Two target groups are the focus: children and adolescents that study and are out of school, and those that work, but attend school and are over aged.
83. Two aspects are addressed, one to work with *flexible modules with certified teachers* in this specialty, since there are few teachers who have this certification. For this purpose the University of Don Bosco was hired to organize a course, certifying 100 teachers and re-certifying 50, between August 2012 and January 2013. Another aspect was working *direct attention to overaged children and adolescents* with the participation of MINED Adults and Youth Educational Management Office (Gerencia de Educación de Jóvenes y Adultos-MINED.) The best strategy that was presented was the application of sufficiency tests which would allow them to obtain a level of study in accordance with their age. Being a modality that the ministry directs, with AGAPE<sup>24</sup> it was possible to undertake an academic followup during 5 months. Initially it was for 400 children and adolescents, but in the end only 200 remained of two municipalities. Six venues were installed to give classes where there is more population of children and adolescents with two teachers from each venue, previously trained, with AGAPE advisors in the followup. The test was applied in December 2012 with lot of expectation from the Ministry and the result was 161 children and adolescents that took the test. Only 11 of them passed all four subjects. According to MINED norms, the test could be applied in three opportunities, the program extended academic followup to 110 children and adolescents between January and February. The results, of the second exam, were not available at the moment of this evaluation, but the followup must begin with literacy.

**Output 6.3** *Technical assistance to identify synergies between the Escuela de Tiempo Pleno (ETP) model and other inclusive education models provided.*

84. This output has been delayed for having prioritized MINED's capacity development and its implementation, taking on account the authorities time availability. The MINED has invited ILO/IPEC to observe a good experience in Suchitoto (in Cuscatlán, El Salvador). In the same manner, the MINED, ILO/IPEC and USAID jointly are analyzing to do exchange visits to Harlem, Brazil and Paraguay.

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<sup>24</sup> Greek word that means love without conditions

## C. Results analysis

### 1. Institutional arrangements, roles, capacity and commitment.

85. The project is framed by the “Road Map” and the National Committee which are the instances of current debate on CL. It is also working simultaneously with each of the individual 30 institutions members. The inclusion of the “Road Map to make of El Salvador a country free of Child Labour and its Worst Forms,” as one of the components of the Presidential Agenda which sets the priorities of the executive branch, is already a relevant and valuable achievement.
86. The year 2012 has meant advances at output level; in 2011 the project laid its foundation. To date, the outputs at macro and meso levels are found to be relatively more advanced than those on a micro level, whose advance with the target group is at 5,7%. Given the project’s level of progress in its execution, the approach with families is still in its initial stages, confirming that a deconstruction process has begun in terms of discourse and paradigms about CL and expectation (curiosity) regarding the value of education.
87. The programme is in its initial phase in which 11 institutions that participate in the Road Map and 15 institutions which conform the National Committee for Eradication in its Worst Forms and 15 municipalities and some one hundred families have been engaged. Results are at output level, there are still no evidences of net benefits.
88. For the first time in the country’s history wide process of capacity building, research, statistics and monitoring of child labour are in place, (ISNA, MINTRAB, MINEC y DIGESTYC), which will help to focalize poverty alleviation social programs, as institutions will be in charge of producing information incorporating the CL matter. The Information System of the Monitoring and Evaluation of CL, which contains two modules: (a) information system (databases, indicators, chart and graphics generation, studies and researches); and (b) the followup system of the Road Map indicators will support decision-making and policy design. Furthermore, the information produced for the baseline will be useful to orient any poverty alleviation program in 15 municipalities with the highest concentration of poor families and CL. Additionally, as product of the STP and with the Integral Protection System the matter of child labor is being incorporated in data gathering identification and monitoring formats of beneficiary families of the governments’ social programmes.
89. The Technical Secretary of the Presidency (STP) participated in the ECL programme design and is the entity which encompasses all social programmes. Coordination of the ECL programme with the STP is intense in capacity building and developing instruments for its programs, especially for focalization purposes. With the Conditional Cash Transfer programme titled “Comunidad Solidaria Rural”, an economic bonus is given for school assistance and for attending healthcare visits, which has a training module to entitled families. With support of this programme training workshop content was revised and has included a special module regarding CL, benefitting 80,000 families. Currently, a consultancy is being developed to revise three social protection programs where specific tools will be identified to focalize on the eradication of child labour. The programme is working closely with “Escuelas de Tiempo Completo,” the advances can be seen in Section (B) Results, Objective 6. One of the main strategies at the macro and meso levels is the development of institutional capacity, especially in public entities with direct incidence over the child labour matter, so that these same entities, without intermediation, become those that ultimately implement the programme. The programme strategy has been adapted to fit institutional characteristics, since the beginning of the programme consultations with the members of the National Committee for the

Elimination of Child Labour, of the “Road Map to make of El Salvador a country Free of Child Labour and its Worst Forms” as well as with involved municipalities have taken place. After these consultations, pertinent staff members were trained, sensitized and complemented with studies regarding institutional strengths and weaknesses so that these are considered at the moment of drafting their plans. In some cases, institutions increased their commitment involving other technical units or departments, as is the case of MINED, which implied further training and consultations, but also more commitment and appropriation of the CL matter. In other cases, the CLE programme should have supported the celerity of actions by some entities, as is the case with INSAFORP so that it does not fall behind in its corresponding implementation; or momentarily set aside some strategies such as “bolas de empleo” at local MINTRAB levels which function in an incipient manner due to high personnel rotation, among other external factors.

90. The ECL programme has been based on available national information regarding socio-economic, cultural and political aspects, which have been taken into consideration throughout its execution. Moreover, when lacking information regarding CL, the ECL programme has generated new information through the implementation of baselines in municipalities and the consolidation of information by the National Information System about CL administered by the MINEC.

## **2. Problems and needs of counterparts**

91. In relation to counterparts needs and problems on a macro and meso level, being them private or public, these have been considered by ad hoc studies. For instance, for designing institutions’ knowledge management strategy, a previous study of their needs was generated. The same happened with municipalities, where diagnostics regarding their communication resources were drafted before designing sensitization plans. The baselines of the 15 municipalities (available in its entirety only at the beginning of 2013) will account for the starting point related to the households’ profiles, which will be of great use for the design of the strategy for working with families. In relation to human resources, it is fundamental to consider a team for articulating with municipalities and local networks, as with the follow up of entrepreneurial actions, with the purpose of consolidating those advances generated with families that seek to increase their income. This aspect, the follow-up, is key to meeting the outcome.

## **3. Capacity of the implementing agencies and other relevant partners**

92. The objective N° 5 “Improve livelihoods” has shown no partner or sole counterparts (even at a national level) as with the other objectives. There is no capacity available to reach the programmes target group and develop all strategies in a complete manner, even when institutions like INSAFORP and CENTROMYPE exist, each with their own strengths and weaknesses. Nonetheless, municipalities, particularly those in the third wave are being explored as they have demonstrated having political will and installed capacity to provide vocational training. Also an agreement with the Bank of Agricultural Development is soon to be drafted in order to establish a means to offer micro loans. Through this, they would be capable of reaching families in an appropriate manner. Two barriers are important to point out: difficulties in attending workshops (distance, machismo and a very low educational level) and a lack of personnel that articulate at local level beyond the municipalities’ level. This explains that attaining the target group in this objective has been incipient (5,7% of the total goal); situation which brings challenges for adjusting approach strategies
93. The ECL programme presents significant advances on a macro level in terms of strengthening El Salvador’s national capacity to investigate and analyze child labour. This objective has implied training to governmental institutions (Ministry of Labour, Ministry of Education, ISNA, Ministry of

Economy, DIGESTYC, Ministry of Health, the Technical Secretary of the Presidency, Ministry of Agriculture, , and Secretary of Social Inclusion) and municipalities of selected areas (Waves 1 and 2). Trained institutions value these processes and note that actions of registry and information analysis have been appropriated. The National System of Information regarding Child Labour, within the Roadmap's framework, administered by the MINEC, is currently being designed, and has plans to insert a Unit on Child Labour with its own resources in their institutional structure. The sustainability of this national system is given through reporting directly to the National Committee on Child Labour and its counterparts, and to its level of coordination and insertion to the system currently being set up by the CONNA, on a national as well as local level.

94. Capacities have been strengthened in a network of public institutions responsible for social protection, as well as those responsible for the fight against poverty and related to the elimination of child labour, mainly those with responsibility in the "Road Map." On a municipal level, all 15 entities show interest, political will, resource assignment and commitment in the matter, even when the processes initiated are incipient.

#### **4. Rural and urban context**

95. The activities in the urban context respond mainly to the objective related to "Livelihoods" for having opportunities, capacities and geographical distances that favour the presence of youth and women.
96. In the Livelihoods component Jujutla's initial experience with rural areas showed those difficulties that hinder a quick implementation due to beneficiaries being geographically dispersed due to access limitations, work expectation or differentiated incomes expectations. Rural people are more interested in being employees than being self employed through entrepreneurial initiatives. Likewise, women wished to be employed in domestic work due to their low educational level. In the case of women living in rural areas, their participation is limited due to their husbands' veto, who many times does not allow them to attend workshops or accompanies his wife to see what she would do. Women were mainly submissive, illiterate and with low self esteem, all of which are challenges for the programme.

#### **5. Monitoring and Evaluation**

97. Counterparts know the programmes theory of change, especially members of the National Committee for the Elimination of Child Work. No evidence has been found of its use because the internal monitoring system will still be implemented in 2013.
98. Currently, the Integral Monitoring and Evaluation Strategy (EIME) has been designed and indicators are being approved, its use by the National Committee is foreseen within the Roadmap's framework. Fundamental to its viability is the use and usefulness that it has for the group of counterparts. If the reports that are issued are debated within the National Committee, one may say that it is useful. As in any EIMES, simplicity is its greatest virtue, suggesting that the system be complemented with sistematization of processes, especially for following youth and women's businesses.
99. Selected counterparts are aware of the Impact evaluation, especially the STP, DIGESTYC and MINTRAB, due to the fact that they play a role in the Road Map and in monitoring child labour.
100. Resources devoted to implementing the EIME are justified and counting with a EIME is key. The baseline is being of great use to the program and the country, as will be the impact evaluation and

the internal monitoring system, if it become part of the information management system by the programmes counterparts. Soon, baselines of all 15 municipalities will be published, contributing to the issue on a local level, this will provide direction to the Local Childhood Protection Systems. In relation to documentation and analysis, counterparts of objective (3) manifest having increased their capacity to define, make operative, revise and include the issue of Child Labour in their information gathering instruments, having been included in their statistical procedures, as is the case of the DIGESTYC, ISNA, MINEC and MINTRAB. There is a Child Labour National Information System that will have an observatory. All of this will increase the problem's visibility for attention from public policy and society; all outputs are oriented towards these outcomes.

101. The EIMES is key to programme management and contributes to its evaluability, in the sense that it is able to give information to value its performance and learn from the practice. For the time being, the achievements being supported have to do with identification and characterization of CL, which is extremely useful for approaching families and schools through the baselines in 15 municipalities. To date, impact evaluation has determined those necessary technical aspects; same that will be applied at the end of the implementation.
102. In regards to the TORs question regarding how the IE supports the project to date or would difficult its implementation, the evaluation has not found significant interferences with it, neither has it been foreseen that it supported the programme aims during its implementation.
103. A change from an output based approach to one based on outcomes and impacts, has not been made evident in the ILO/IPEC team nor in the counterparts. At this moment the issue of performance and outputs is their priority.
104. The community CL monitoring system is not yet operative in any municipality, there are incipient elements of advance in two of the first waves municipalities, but not conclusive enough to infer or suggest conclusions. This is why this evaluation did not address EIME's implementation and its relation to CL monitoring systems at a community level.

## **D. Conclusions**

105. In this section D “Conclusions”, evaluation criteria and questions established in the Terms of Reference of the project evaluation are followed. The conclusions are a valuative analytical synthesis as they provide value judgements based on the evidence found on or about the intervention. These evidences have been gathered from testimonies of key stakeholders, documental analysis and direct observation. Conclusions represent the evaluating team’s point of view based on stakeholder’s judgements gathered through the field work and in a multistakeholder workshop, conducted by the evaluating team.

### **1. Regarding the design**

#### *Validity*

1. The project design is valid. Its validity has been demonstrated after analyzing the obtained results (as outputs and progress towards effects) on a micro, meso and macro levels. The effectiveness of the strategies has been greater on macro and meso levels than at the micro (family) level. Regarding the counterparts, at a macro and meso level capacities have been developed and there are evidences suggesting a high level of commitment with the ECL matter, as with the appropriation of the discourse in their programs. At a micro level (families), the strategy with more progress has been with the educational sector, meanwhile in the “Livelihoods” objective there is important progress especially in identifying counterparts and defining proceses, the objective has been adapted, based on the challenges found, and results are still incipient.

#### *Logic and coherent at internal and external*

2. The project design forsees simultaneous performance on a macro, meso and micro levels to prevent and eliminate child labour and is found to be logical and coherent – in general terms – on an external and internal level due to the factors that lie beneath the existence and proliferation of child labour. However, to achieve desired impact, more time is needed to install processes of capacity development and generate results, especially on a level that improves the educational offer and family income. At the programmes midterm phase, results are found to be in-process and still in an initial stage. On an internal level, it is fundamental to adjust personnell in order to have an ILO/IPEC intermediate team that follows and monitors actions on a municipal level to ensure the consolidation of simultaneous objectives and to establish successfull networks that share common methodologies and arguments with new local stakeholders, (families, community and religious leaders, among others). In the same manner, it is fundamental, in the short term, to articulate actions on a municipal level with the Child and Adolescence Protection System, currently under construction.
3. The objectives are mostly clear and realistic, although the targets established for the number of beneficiaries in the component “Livelihoods” are high for an innovative programme applying innovative strategies with minimal operative staff, and additionally with the necessary task of following up entrepreneurial processes in very excluded populations. Precisely for being a new programme, the inclusion of specific staff to articulate at a local level was left out of the programme’s design, thus these are actions that ILO/IPEC have been conducting directly along with all other tasks. The ILO/IPEC team designs strategies, directly monitors and trains with corresponding counterparts, including house to house visits, school to school visits, in all involved municipalities.

## **2. Regarding effectiveness**

### ***Preparatory outputs***

1. The ECL Project has been relatively effective in attaining the outputs, except those related to the Child Protection System on a local level, which is found to be in its initial stages (due to the country's institutional set up) and the livelihood component which has found initial difficulties to assisting the target group (especially women) to attend trainings, due to long distances, the fact that they need to ask their husbands permission to attend workshops, some weaknesses of counterparts and the low number of beneficiaries in the communities. The main threat is time, as it is too short to implement all six, equally complex components. Certainly ILO/IPEC is shortstaffed considering that they perform all activities at a micro, meso and macro levels.

### ***Delivery of project outputs***

2. Even when ECL programme begins in 2011, its execution was launched in 2012, with a dialogue process and consultations with participating institutions, sensibilizing them and adjusting the outputs to current institutional approaches, all of which have taken due time. One can assert that the programme is currently concluding its initial phase in which no results can be found on a general outcome level; at impact level, but processes have been initiated over supported bases with national institutional counterparts.

### ***Unplanned results***

3. On the initial implementation level in which the project is found, it reports advances as planned and foreseen results are observed. Some adolescents and youth trained by the Livelihoods objective begin to show incipient changes in discourse and attitude due to the sensitization and formation of the Programme, which have opened the possibility of a new vision of their own life projects which could impact the reduction of CL for future generations and their children.

### ***Positive and negative factors outside of the control of the project***

4. Positive factors have been commitment and political will expressed by some thirty public institutions, as well as the FUNDAZUCAR Foundation and the Agricultural Suppliers Association which have implemented a successful Social Responsibility experience. MINED commitment seen on its national directorates, technical and departmental units as with selected schools has been a positive factor. In the case of the "Livelihoods objective" several factors have diffculted adequate reach towards families in the scope and magnitude that was expected due to geographic dispersion, the time that it takes to contact beneficiaries, and machismo which prevents women from participating in training workshops, adding to this a low educational level that hinders their initiative and directly affects their self esteem. The reality becomes more complex if, to these previous factors, one adds an immediate, short term family strategy which does not favor future planning ; for instance, a general culture that faces daily emergency situations in terms of obtaining income in a context of low economic development and where child labour is valued over education (e.g. over 50% of families of working children in Juayúa declare that for that their children to succeed in life, attending school is not necessary.) There are hopes that with municipal sensitization plans in place, together with other measures, like a common approach on a local level, the current CL culture will be offset by a more favorable one.



### ***Gender mainstreaming and vulnerable groups***

5. Those processes initiated on local level implied enquiries to women regarding their concerns and preferences in terms of training. Nonetheless these inquiries and visits to selected homes have shown to be a starting point with lots of drawbacks for women in terms of submissiveness, low self esteem and very low educational levels. This is a challenge to overcome in the next phase. In the research objective, information has been gathered by gender and it is possible now to analyze and design more targeted strategies. Activities in both the Education and Livelihood objectives expect reaching vulnerable groups, having developed instruments, studies, and focalization plans.
6. In general, the gender issue is not explicitly underlined in tools, processes and plans generated by the ECL programme, it is in the reserach objective where information regarding sex is disaggregated, which will favour differential strategies according to the observed inequalities. In the objective relative to “Livelihoods” women were surveyed to adjust the offer to train according to their interest. Regarding the inclusion of vulnerable groups, the target group composed of working children, adolescents and their families is in process at the moment of this midterm evaluation.

### ***Research and policy contributing***

7. The results in terms of developing capacities for research on CL and introducing the matter in public institutions agenda in charge of ECL policies has been effective, finding signs of orientation towards desired outcomes and impacts. Nonetheless, no significant conclusions can be made regarding the scope of reach of the objectives as these are still in process of implementation.

### ***Effectivity to stimulate interest and participation***

8. In general, the program has fundamentally been set in institutional capacities and in their commitment, stimulating empowerment and appropriation in the CL agenda. There is a positive valuation of the ECL programme by participating public entities, which manifest having been empowered in the matter as a result of ECL programmes intervention on the three levels. The project has inserted the matter of CL in some thirty institutions; this process is found at implementation level on output level. Those processes regarding education and poverty alleviation (through the Technical Secretary of the Presidency, STP) are found more advanced than in the promotion of alternative employment, which is still incipient.
9. The educational sector, through the application of strategies of the model of the full time inclusive school, has demonstrated. commitment to the ECL approach, professional and technical competencies capable of developing educational strategies for retention of children and adolescents in school, proactive synergies with mothers and fathers, (parent schools incorporating CL issues alerting parents about dangerous agricultural practices and motivating them to value education) as well as improving educational services. These experiences are still incipient, and some of these experiences forecast important outcomes for ECL. Nonetheless, for this to happen, a strong and viable interinsitutional articulation must take place in order to follow up with families and meet the outcome. This aspect remains to be strengthened.

### ***Project leveraged resources***

10. The adopted strategy implies the appropriation of processes by institutions so that they may carry them on with their own resources. The FUNDAZUCAR experience is an example of beginning activities that complement and leverage funds since ECL project contributed 33% of funds, financing La Noria experience and leveraging resources from the aforementioned Foundation. It is worth noting, for Livelihoods, that INSAFORP provides financial resources for vocational training and, in general, all public entities, including municipalities, provide resources for the implementation of activities.

### ***Use of planning, monitoring and evaluation tools***

11. Child labour indicators are available in the National Information System on CL administered by the MINEC. CL monitoring and evaluation tools are available since the end of 2012 and are foreseen to be shared and used by the Technical Committee in 2013.
12. The main tool for the identification of those districts with the higher population of children has been the 2010 and 2011 School Census. The identification of beneficiaries was based on the baseline. The School Census capacity is positively valued because it reaches all schools, even when child workers who are out of the educational system are omitted. In either case it allows a closer approach to those areas with more presence of child labour. In regards to attracting beneficiaries, the advantage lies in relying on schools and the commitment of municipalities. The weakness is that efforts are not yet articulated (schools-municipalities-livelihoods) to have a common approach (methodology, arguments, materials, local leadership networks) and be able to reach families that are geographically dispersed and a culture that validates CL.

### **3. Regarding relevance**

1. The ECL project continues to be highly relevant in the country's context, considering the high prevalence of CL as well as because its presence favours the permanence of the cycle of poverty. It is validated that the project strategies tackle the factors that are behind CL: improvement of the quality of the school to improve retention, articulation of a protection system at a local and national level, increase in family income, etc. There is a wide institutional network for its inclusion. The problems and needs still exist, especially in a culture in which child labour is considered "normal", diminishing the value of school and in which violence plays in an alternative "life" for youth. For this reasons, one must consider that the problems that lie beneath CL require a medium and long term treatment.
2. The experience of leveling children and adolescents that deserted schools and the results of these tests demonstrate a very precarious educational level, confirming that abandoning school prevents children and adolescents' development and severely prevents their performance as citizens and workers. These results could be useful in sensibilizing about the negative effects of CL in children and adolescents. (Less than 10% approved all courses).
3. The ECL program's intervention has demonstrated its validity by taking on three levels simultaneously: macro meso and micro, and is replicable if more time is considered for its execution, detailing targets by phases and considering the articulation of local networks (municipalities, ADESCOS, religious leaders) to favor direct follow-up of families by their own municipalities and local networks, and integrating these initiatives to local development and childhood protection systems.

4. El Salvador lacked precise research studies regarding child labour on a local level. Baseline studies carried out by the ECL project in 2011 and 2012 presented detailed information about households, demographic and educational information and work characteristics of the household head, credit information and general perception on child labor. All of this will allow for adequate implementation of actions in which families may be approached in target municipalities and will contribute to a national debate on the matter, once these studies are available (foreseen to be published in 2013).

#### 4. Regarding sustainability

1. The main strategy is the development of public and private capacity to undertake CL prevention and elimination actions, this implies that the matter be installed in their work plans and budgets, with trained staff who are sensitive to it, an aspect which the program has considered since the beginning and which has been clearly defined. The central purpose of this strategy is the appropriation of the CL matter in institutional agendas so that they may be able to undertake these actions on their own, based on each institutions role and with their available resources. This strategy is fundamental for attaining sustainability, understood as the permanence of the intervention over time and the expansion of their impacts; its great limitation is periodic political changes in the government which could threaten the loss of acquired institutional knowledge and capacities that the Programme has contribute to create in matters of CL.
2. At midterm it can be stated that the outputs and changes produced up to date have a tendency towards desired outcomes, particularly in regards to change of knowledge, attitudes and institutional practices. From the beginning of the project the idea has been to develop public capacities of the country's main institutions with relevance and responsibility over CL and in this manner become part of their agendas and may be developed as part of their routines and work plans. This applies in almost all immediate objectives, except in the "Livelihoods" objective which seeks to install its processes in municipalities and within the Bank of Agricultural Development (BFA) and probably from within CONAMYPE.
3. The programme has opened a fan of innovative processes, programs, policies and norms regarding CL in thirty institutions of the public sector, fifteen local governments and in the private, sugarcane sector, which gathers most child labor in its worst forms in rural areas. All institutional stakeholders recognize having significantly increased their capacity as an outcome of the program.
4. On an *institutional level*, the program's biggest achievement has been starting capacity development processes to define, identify, register and include measures in their plans, programs and instruments to manage and appropriate knowledge regarding CL. This tendency, albeit incipient, is positive regarding the appropriation and sustainability of desired results. Public institutions which have been committed to the ECL call, in a *greater extent*, have been from the public sector: MINEC, DIGESTYC, MINTRAB, MINED, ISNA, STP and CONNA. This means adopting the matter in their internal policies, knowledgeable staff and tools for the development of their roles with ECL approach, allocated resources and workplans that adopt the approach.
5. On a municipal *level*, the biggest achievement has been to interest them in the matter of eliminating child labor and giving them specific tools for this action (sensibilization plans and monitoring). The degree of development is unequal, since in some municipalities agreements have just been signed and in others actions are just beginning. It is important to articulate the different municipal interventions of the programme in an integrated manner to keep similar

approaches on a family level, in visits as well as arguments (for example parent schools may include this issue and livelihoods). This interest sums to other initiatives that some local government have been implementing regarding security (from prevention strategies with youth) and training for entrepreneurial capacities.

6. With respect to leveraging resources, the private sectors' commitment is present in the ECL programme as in the National Committee for the Erradication of Child Labour which designed the "Route Map." The National Association of Private Businessmen, where FUNDAZUCAR is found and where an important percentage of CL is found.

## E. Lessons learned

106. The ECL programme is innovative and pioneer in El Salvador because its approach intervenes simultaneously on three levels: macro, at a public policy level, meso, through local institutions and micro, at the family level, developing capacities oriented to eliminating worst forms of child labour. This innovative approach gives it its characteristic experimental value and adds significant learning value for involved institutions and other stakeholders. All of the lessons learned in this evaluation must help to reflect upon which processes to continue, which elements in the context must be taken into consideration and which factors presented or revealed themselves as fundamental for attaining the desired impacts.
1. **On implementation.** The programme is found to be in its initial implementation stages due to its magnitude, complexity and to the fact that to meet sustainability goals, it has respected institutional timeframes and rhythms. Adding to this is the discovery of a few barriers to reach the target group (especially women in the livelihoods objective); and the few staff in charge of the project, especially for articulating at local level. Current ILO/IPEC staff is in charge of everything from a national level to a local level, in most municipalities even approaching the target group, house to house, contemplating an uncertain context in terms of security. On a general level nonetheless, it has taken the necessary steps to the fulfillment of the objectives, especially on an output level.
  2. **On the sustainability.** The best strategy for sustainability has been the development of capacities in the municipal and public sectors. Although this process takes more time than originally expected, there is evidence that this is the path to appropriation and perdurability in the processes.
  3. **On impact.** The design of interventions on three levels: macro, meso and micro is valid if there is a follow up comment in municipalities and homes that must contemplate and intermediate team that act on a local level, especially to strengthen networks that may allow immediate action in insecure contexts, not originally contemplated.
  4. For achieving impact one must consider several factors such as an everchanging context in terms of security, as well as the very low economic development level and the fact that education is undervalued as an alternative to fighting crime. Together with this, there prevails a family culture that does not look at the future and is dicotomous, where child labour is value vs money from crime, comprehended as areas of “opportunities” that compete with education in a framework of urgencies and the families need to survive. All of this constitutes a challenge for the interventions flexibility, especially in the approach with families to convince them of eliminating CL.
  5. **External factors.** Two external factors exist which have proven to be important in meeting desired impacts, and which were not foreseen in the design. One is incipient local economic development in target municipalities, manifesting in the populations urge to generate significant income and take on income generating activities. Another external factor is security, which does not present fixed scenarios, but rather changing ones, generated by the direct effect and unexpected events carried out by the government to fight delinquency. In such manner, if territorial limits, sanctions and control mechanisms are in place, criminal organizations move to new regions where they had no previous presence. The main restrictive factor for meeting the outcomes and probably impacts is time, meaning its execution timeframe, due to the fact that for the corresponding stakeholders to duly appropriate the processes and their instillment, institutional times must be respected and there must be assigned personnel in place for articulating at a local level.

6. **In Livelihoods**, the approach to women in households with child labour must be made by a woman and must be able to influence the entire family as to allow the women of the household to participate in workshops and events. Along with this, it has been learned that the offer for vocational training must adjust to the characteristics of this target group that presents submissiveness, low self esteem and high levels of illiteracy, especially in rural areas. In urban areas women participate more and tend to quickly grasp the ideas presented to them in workshops and other initiatives. Current service providers are unfamiliar with the context and target group, in a sufficient manner.
7. **Regarding Inclusive Education**, one of the lessons learned is that strengthening teacher competencies and education is an important factor for sensibilization and improvement of inclusive educational practices. Likewise, having a projects' funding with the involvement of different stakeholders of the educational community is a favorable condition for change.
8. Sufficiency tests have not worked because it was insufficient to only give academic reinforcement in the syllabus, without approaching the competencies that the child had lost in the time in which he or she was absent from school, for instance reading and writing. The process of accompanying overaged child workers must be done as an extra curricular activity, as it implies a personalized process with distinct educational methodologies.
9. According to the MINED, from their experience they have learned that the process to decrease the amount of hours that a child works happens in a period of two years with the following processes: change in families cultural patterns, one on one accompaniment with the students, sensitization and constant follow up with the educational community; if the student lives in a remote community and to reach the school children must walk for over 45 minutes a transport stipend must be provided.

## **F. Good practices**

107. Four good practices have been identified, as follows.

1. Commitment of the private sector exemplified in the case of FUNDAZUCAR.
2. National Información System on Child Labour.
3. The inclusive schools (“escuelas incluyentes”) for the elimination and prevention of CL.
4. Vocational training for adolescents from 15 years old and women heads of households with working children.

108. More information about each one can be found at Annex 8.

## **G. Recomendations**

109. In this section we present prescriptions or instructions actions which are necessary to attaining the programmes desired outcomes and impacts, stating who must execute them in 2013.

### **1. For articulating the Road Map with the National Protection System**

1. That CONNA, MINTRAB and MINEC settle on concrete measures to articulate CL National Information System with the information system on Childhood and Adolescence that CONNA has been implementing.

### **2. To accelerate the System for Childhood Protection.**

1. The ECL programme must generate a meeting between the 15 target municipalities with the CONNA to determine specific functions and identify their needs and plans, encouraging a network of support between municipalities through internships and technical exchanges. Towards the end of 2013, child labour municipal committees must be articulated with the protection system promoted by CONNA in 2012, identifying target municipalities. Beginning with a group of municipalities, it must be established that toward the end of 2014, all 15 municipalities have protection systems in place.

### **3. To strengthen CMES**

1. Complement the internal monitoring system with the realization of continuous systematizations with women and youth that are trained and begin business ventures, with the purpose of capturing their processes and documenting these which will give qualitative information to the impact evaluation. Likewise stimulate the systematization in the Inclusive Education objective. This systematization may be registered through images (photographs, audios and micro videos)<sup>25</sup>. Systematize the experience of FUNDAZUCAR in La Noria, editing microvideos with testimonies and publications. The idea is that these materials may prove useful to strengthen the approach with families in schools and communities.
2. Follow up knowledge management activities regarding child labour and organize a contest between participating entities so that their products be known by the National Committee, CONNA as by municipalities.

### **4. To improve strategies with municipalities**

1. From ILO/IPEC hire a technical team who serves as intermediary between the national and local level, especially to articulate the activities of the objectives that are now developed almost in parallel and to provide follow up to families, especially in the Livelihoods objective.
2. Strengthen the role of municipalities in the programme, giving them functions in the Livelihoods objectives and their articulations with school's initiatives, in a progressive manner, segmenting municipalities according to their installed capacity and political will.
3. Oversee if COMURES makes progress in its commitments with the program and explore with the Salvadoran Institute for Municipal Development (ISDEM) the possibility of opening an adequate partnership. COMURES role, the corporation of municipalities, may orient the sensibilization and the recognition of good practices around the elimination of child labour.
4. Accompany the implementation of sensibilization plans. Continue developing capacities to municipalities in the direct approach to families to convince them, through arguments and counter arguments regarding the elimination and prevention of CL, especially regarding on

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<sup>25</sup> See Preval's website [www.preval.org](http://www.preval.org) Publications "Monitoreo por Imágenes."



how to adjust materials using testimonies, facilitating meetings, and active methodologies of “learn by doing.” Approach leaders of ADESCOS (Community Development Associations), religious leaders and schools to motivate them about CL and activate these and other local networks (Health ECOS), in the same manner articulate these initiatives to Parent Schools and stimulate exchange of experiences and awards to best practices in sensitization, in alliance with COMURES.

#### **5. For Livelihoods**

1. Motivate differentiated strategies for third wave municipalities that show capacities to work in vocational training processes in synergy with other projects or from within their installed capacity and carry on by themselves vocational training processes. In this respect San Francisco Menéndez, Izalco, Santiago de María, Jiquilisco, Apastepeque, Sensuntepeque, Ilobasco, San Luis la Herradura, Aguilares and of the first wave Juayúa show progress. In total 10 of 15 municipalities have potential to advance in this matter (political will, adequate space, teachers and similar projects). Connect and strengthen training programs implemented by INSAFORP with labour demand.

#### **6. For Inclusive Education**

1. Stimulate exchange between schools and internships to strengthen good practices with prizes and rewards.
2. Broaden and strengthen flexible educational disciplines for youth and adolescents carry out a diagnostic to all overaged child workers in comprehensive reading, writing and mathematics. Each child’s plan must consider the results obtained in the diagnosis, applying playful or recreational methodologies in each case. Consider Educational Departmental Directorates in all processes, from planning to evaluation.

## **Annexes<sup>26</sup>**

1. Terms of reference (*Términos de Referencia*)
2. ECL programme counterparts (*Contrapartes del programa ETI*)
3. List of interviewees (*Relación de personas entrevistadas*)
4. Municipalities visited during evaluation (*Municipios visitados durante evaluación*)
5. Evaluation Matrix (*Matriz de evaluación*)
6. Time line (*Línea de Tiempo*)
7. Advance framework in outputs and processes up to march 2013 (*Cuadro de avance en los productos y procesos a marzo 2013*)
8. Good Practices in prevention and elimination of CL (*Buenas Prácticas en la prevención y eliminación del TI*)

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<sup>26</sup> Only available in Spanish.



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

**Final**

**Final –February**

**2012**

**Terms of Reference  
For  
Independent Midterm Evaluation**

**“Eliminating Child Labour in El Salvador through Economic  
Empowerment and Social Inclusion”**

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ILO Project Code	ELS/09/50/USA
ILO Iris Code	102490
Country	El Salvador (15 municipalities)
Duration	48 months
Starting Date	31 December 2010
Ending Date	30 November 2014
Project Language	Spanish-English
Executing Agency	ILO-IPEC
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## List of Abbreviations

AP	Action Programme
C182	ILO's Worst Forms of Child Labour Convention, No. 182 of 1999
CL	Child Labour
CLFZ	Child Labour Free Zone
CMES	Comprehensive Monitoring and Evaluation Strategy
DWCP	Decent Work Country Programmes
EIA	ILO/IPEC Geneva's Evaluation and Impact Assessment section (former Design, Evaluation and Documentation DED)
HQ	Headquarters
IAB	Integrated Area-based (approach)
ILO	International Labour Organization
IPEC	International Programme on the Elimination of Child Labour
NAP	National Action Plan
NC	National consultant
NGO	Non governmental Organization
TBP	Time Bound Programme
TL	Team leader
UCW	Understanding Children Work Programme
UN	United Nations
UNDAF	United Nations Development Assistance Framework
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labour

## I. Background and Justification

1. The aim of the International Labour Organisation (ILO) - International Programme on the Elimination of Child labour (IPEC) is the progressive elimination of child labour, especially its worst forms. The political will and commitment of individual governments to address child labour - in cooperation with employers' and workers' organizations, non-governmental organizations and other relevant parties in society- is the basis for IPEC action. IPEC support at the country level is based on a phased, multi-sector strategy. This strategy includes strengthening national capacities to deal with this issue, legislation harmonization, improvement of the knowledge base, raising awareness on the negative consequences of child labour, promoting social mobilization against it, and implementing demonstrative direct action programmes (AP) to prevent children from child labour and remove child workers from hazardous work and provide them and their families with appropriate alternatives.
2. The operational strategy of ILO-IPEC has over the years focus on providing support to national and local constituents and partners through their project and activities. Such support has to the extent possible been provided in context of national frameworks, institutions and process that have facilitated the building of capacities and mobilisation for further action. It has emphasized various degrees of a comprehensive approach, providing linkages between action and partners in sectors and areas of work relevant for child labour. Whenever possible specific national framework or programmes have provided such focus.
3. Starting in 2001, ILO-IPEC has promoted the implementation of such national frameworks through the national Time Bound Programme (TBP) approach which has evolved into the current National Action Programmes (NAPs) and Child Labour Road Maps. These national owned frameworks operationalize the national CL labour policy as a statement of a country's course or approach to dealing with the problem of CL. It is intended to be a set of coherent and complementary policies, strategies and interventions with the long-term purpose of reducing and eventually eliminating CL. El Salvador has developed the "Road Map to make of El Salvador a Country Free of Child Labour and its Worst Forms" in 2009 and an updated version to eliminate child labour by 2020, has been developed with technical support of the project to be evaluated.
4. El Salvador has ratified the ILO Conventions No. 138 on Minimum Age and 182 on Worst Forms of Child Labour. The country has also ratified the United Nations Convention on the Rights of the Child, and its optional protocols on the use of children in armed conflict, and on the sale and exploitation of children, as well as the ILO's Indigenous and Tribal Peoples Convention No.107), as well as other relevant international labour standards
5. From the perspective of the ILO, the elimination of child labour is part of its work on standards and fundamental principles and rights at work. The fulfilment of these standards should guarantee decent work for all adults. In this sense, the ILO provides technical assistance to its three constituents: government, workers and employers. This tripartite structure is the key characteristic of ILO cooperation and it is within this framework that the activities developed by the Programme should be analyzed.
6. ILO Decent Work Country Programmes (DWCPs) have subsequently been developed and are being introduced in the ILO to provide a mechanism to outline agreed upon priorities between the ILO and the national constituent partners within a broader UN and International development context. For further information please see :

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

7. The DWCP defines a corporate focus on priorities, operational strategies, as well as a resource and implementation plan that complements and supports partner plans for national decent work priorities. As such, DWCP are broader frameworks to which the individual ILO project is linked and contributes to. DWCP are beginning to be gradually introduced into various countries' planning and implementing frameworks. The DWCP 2008-2011 for El Salvador can be found at:

<http://www.ilo.org/public/english/bureau/program/dwcp/download/elsalvador.pdf>

8. The project is also consistent with the Five-year Development Plan (2010-2014), which outlines the national strategy for implementing a Universal Social Protection System; and ILO's Global Jobs Pact Strategy for El Salvador.

### **Project Background**

9. The country has implemented two "Time-Bound Programmes to Eliminate Worst Forms of Child Labour" (2001-2009) and participated in several other ILO-supported initiatives implemented both at country and the Central American Subregion levels. Many of these initiatives have been funded by USDOL. Amongst them, there are the regional project carried out by the ILO on CSEC in Central America and Dominican Republic -which ended in April 2009; a 4-year USDOL-funded child labour education project carried out by CARE in Central America and Dominican Republic (*Primero Aprendo*, which ended in March 2009); and a Spanish Cooperation Agency-funded regional project carried out by the ILO in Latin America. Additionally, the Inter-American Development Bank, Save the Children, the United Nations Office on Drugs and Crime (UNODC), the United States Agency for International Development (USAID), the United States Department of State (USDOS) and United Nations Children's Fund (UNICEF) provided support, during the same period, to initiatives regarding worst forms of child labour, including CSEC and child trafficking.
10. Currently few NGOs are working in the country in child labour activities: Plan International, Pro niño-Fundacion Telefonica, the Millennium Challenge Corporation-Fommilineio and, The Sugar Foundation (Fundazucar).
11. Based on lessons from previous projects, this project implements an innovative strategy, an evolution from previous IPEC projects. It focuses on improving livelihoods opportunities for households and sensitizing them on the dangers of child labour and in providing direct support to schools; but no direct support to children. It is expected that this will facilitate the more closely integration of child labour elimination concerns with anti-poverty and social inclusion policies (i.e. economic empowerment of households and youth), in particular job-creation (i.e. transition to decent work through active labour market policies), education, and other social safety net policies and programmes funded by the national government. The stronger emphasis in these components is a major difference with most previous projects implemented by ILO-IPEC with USDOL support
12. In this context, the elimination of child labour is not to be considered as a direct effect of context-related, meso-level interventions (e.g., children attending/going back to school) but as an indirect effect of successful income-generation-related interventions at the household level
13. The project works in three levels of engagement: *macro* (national policies and institutional framework), *meso* (target municipalities and schools) and *micro* (child labourers' households) in rural and urban areas.
14. It follows an Integrated Area-based (IAB) approach which means reaching out to all children working or at risk, empowering local communities and improving their livelihood, delivering ILO support services to child labourers and households as "one", making a well-defined

geographical or administrative area (called herewith zone) “child labour free”, and thereby facilitating replication and scaling up of Child Labour Free Zones (CLFZ)<sup>27</sup>. This implies that the project is not working on specific “economic sectors” or worst forms of child labour, but on all forms of child labour that may be found at a specific geographic area of intervention.

15. The strategy for direct beneficiaries –individuals and households in the targeted municipalities- has been covered through 3 “waves”. In each wave a group of municipalities’ territories will be included.
16. Along the project implementation strategy described in previous points, the monitoring and evaluation system is also an innovative component of it. The project has developed and start implementation of a Comprehensive Monitoring and Evaluation Strategy (CM&ES) based on a theory of change approach to evaluation, focused on results including outputs, project direct outcomes, broader or higher outcomes and impacts, monitoring of context, articulating monitoring and evaluation components and apply a quasi- experimental impact evaluation.
17. The quasi-experimental impact evaluation of selected interventions is focused on the interventions on vocational training, support for entrepreneurial activities and job placement for 2098 4,000 women (18-65 years old) and youth. This project component is implemented with the support of an ILO-IPEC global project on Impact evaluation implemented by the ILO-UNICEF-World Bank programme “Understanding Working Children (UCW).
18. The project immediate objectives are:
  - a. By end of project, child labour elimination strategies will have been adopted by national and local institutions that implement poverty reduction, decent work, and social protection programs for the rural and urban poor
  - b. By end of project, child labour law enforcement and protection mechanisms, particularly for the worst forms of child labour, will be developed and fully operational
  - c. By end of project, national capacity to conduct child labour research, monitoring and impact evaluation will be enhanced and pilot interventions documented
  - d. By end of project, municipal capacity to prevent and eliminate child labour, in particular the worst forms, will have been strengthened
  - e. By end of project, viable improved livelihood alternatives implemented to reduce family reliance on child labour in target municipalities
  - f. By end of project, inclusive education models implemented in selected schools in target municipalities to prevent and reduce child labour and improve education indicators
19. The outputs per objective are presented in Annex II.
20. The overall beneficiaries targets (included the addenda from November 2011, see below point 22) encompasses 6,500 households and 16,250 children (from these households) withdrawn or prevented from child labour
21. As of October 2012, the Project has reported to have achieved the following outputs and outcomes (TBC):

Results / effects:

- a. The Operational Programme of the Road Map "El Salvador country free of child labor and its worst forms 2012-2014" approved by the government.

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<sup>27</sup> The IAB approach offers a coherent strategy for addressing all forms of child labour in a well-defined target zone. It eliminates child labour and creates CLFZs from three perspectives: labour-based, rights-based and community livelihood perspectives.

- b. Formulation of the national policy for children and adolescents, including the prevention and eradication of child labor, with support of the project.
- c. Joint strategy adopted by workers and employers organizations to develop actions aimed at the prevention and elimination of child labor
- d. Design and implementation of the Information System for Monitoring and Evaluation of Child Labour (with the technical support of the project)

Outputs:

- a. Protocols for identification and reference mechanism of working children, with the MTPS and the ISNA
  - b. List of hazardous work approved
  - c. Joint work plans with government agencies (MTPS, MINED, CONNA)
  - d. National government institutions (Ministry of Labour, Ministry of Education, ISNA, Ministry of Economy, DIGESTYC, Ministry of Health, PDDH, Technical Secretariat of the Presidency, Ministry of Agriculture, PNC, Social Inclusion Secretariat) and municipalities in selected areas, etc. have been trained in CL.
  - e. Analysis of the baseline studies results in the 7 targeted municipalities.
  - f. Awareness and social mobilization plans formulated for 7 municipalities
  - g. Municipality Child Labour Monitoring System Strategy
  - h. 430 parents of target children trained and 125 supported in business development .
  - i. Plans for prevention and elimination of child labor in 10 schools through the strategy of the Full time Inclusive School (25 under approval process) developed and implemented
  - j. Instrument developed and implemented for the allocation, transfer, execution and settlement of funds to targeted schools.
  - k. Support to 200 targeted children under a flexible scheme
22. The project has been revised in November 2011 by increasing the number of target municipalities from 10 to 15 and households and children targets have been increased accordingly. An additional budget of 4 millions dollars has also been allocated. An addendum to the Project Document has been signed

**Evaluation background**

23. ILO considers evaluation as an integral part of the implementation of technical cooperation activities. Provisions are made in all projects in accordance with ILO evaluation policy and based on the nature of the project and the specific requirements agreed upon at the time of the project design and during the project as per established procedures.
24. Evaluations of ILO-IPEC projects have a strong focus on utility for the purpose of organisational learning and planning for all stakeholders and partners in the project. As per ILO-IPEC evaluation approach, a participatory consultation process on the nature and specific purposes of this evaluation is carried to determine the final Terms of Reference.
25. This Mid Term Evaluation is a sub-component of the Project CMES, providing mutual feedback with the other components of it. The MTE will contribute and complement findings from the CMES database and from the impact evaluation and the final evaluation of the project.
26. The Evaluation and Impact Assessment section (EIA) of ILO-IPEC in Geneva is the responsible unit of managing this evaluation, as per usual procedure with all ILO-IPEC projects.



## **II. Purpose and Scope**

### **Purpose**

27. The main purposes of the mid-term evaluation are:
  - a. To review the ongoing progress and performance of the project strategy (extent to which outcomes and impacts are or will potentially be achieved),
  - b. To examine the likelihood of the project (activities and outputs) in achieving project and broader outcomes and impacts.
  - c. To review the nature and magnitude of constraints, the factors affecting project implementation and an analysis of factors contributing to the project's success.
  - d. To assess the usefulness and potential of the project CMES, as a component of the project overall strategy, focussing on project effectiveness and leverage impact
  - e. To identify emerging potential good practices and lessons learned.
28. The mid-term evaluation should provide all stakeholders (i.e. national stakeholders, the project management team and ILO-IPEC) with information to assess and revise, as it is needed, work plans, strategies, objectives, partnership arrangements and resources. It should identify the potential (or progress to) impact on mainstreaming policy and strategies and suggest a possible way forward for the future.
29. The evaluation analytical scope should include identifying levels of achievement of objectives and explaining how and why they have been attained in such ways (and not in other alternative expected ways, if it would be the case). The purpose is to help the stakeholders to learn from the on going experience.

### **Scope**

30. The evaluation will focus on the ILO/IPEC project mentioned above, its achievements and its contribution to the overall national efforts to achieve the elimination of CL. The evaluation should focus on all the activities that have been implemented since the start of the projects to the moment of the field visits. (i.e. action programmes/projects)
31. The evaluation should look at the project as a whole, including issues of initial project design, implementation, lessons learnt, replicability and recommendations for current and future projects.
32. The evaluation should have a balanced analysis of the roles of the various components without any bias to any one in particular.
33. The evaluation should cover expected (i.e. planned) and unexpected results in terms of non planned outputs and outcomes (i.e. side effects or externalities). Some of these unexpected changes could be as relevant as the ones planned. Therefore, the evaluation team should reflect on them for learning purposes.

## **III. Suggested Aspects to be addressed**

34. The evaluation should be carried out in adherence with the ILO Evaluation Framework and Strategy, the ILO Guideline, the specific ILO-ILO-IPEC Guidelines and Notes, the UN System Evaluation Standards and Norms, and the OECD/DAC Evaluation Quality Standard.

35. The evaluation will address the overall ILO evaluation concerns such as relevance, effectiveness, efficiency, impact and sustainability to the extent possible as defined in the ILO Policy Guidelines for Results-Based Evaluation: Principles, Rationale, Planning and Managing for Evaluations, January 2012

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_168289/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_168289/lang--en/index.htm)

36. Gender concerns should be addressed in accordance with ILO Guidance note 4: “Considering gender in the monitoring and evaluation of projects”

[http://www.ilo.org/eval/Evaluationguidance/WCMS\\_165986/lang--en/index.htm](http://www.ilo.org/eval/Evaluationguidance/WCMS_165986/lang--en/index.htm)

37. All data should be sex-disaggregated and different needs of women and men and of marginalized groups targeted by the project should be considered throughout the evaluation process.

38. In line with results-based framework approach used by ILO-ILO-IPEC for identifying results at global, strategic and project level, the evaluation will focus on identifying and analysing results through addressing key questions related to the evaluation concerns and the achievement of the Immediate Objectives of the project using data from the logical framework indicators.

39. Annex I contains specific suggested aspects for the evaluation to address. Other aspects can be added as identified by the evaluation team in accordance with the given purpose and in consultation with ILO/ILO-IPEC Evaluation and Impact Assessment Section (EIA/DED) and the project coordinator. It is not expected that the evaluation address all of the questions detailed in the Annex; however the evaluation must address the general areas of focus. The evaluation instrument (summarised in the Inception report) should identify the general areas of focus listed here as well as other priority aspects to be addressed in the evaluation.

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40. Below are the main categories that need to be addressed:

- Design
- Effectiveness and efficiency (implementation process and achievement at outcome and impact levels)
- Relevance of the project
- Sustainability
- Special Aspects to be Addressed

#### **IV. Expected Outputs of the Evaluation**

41. The expected outputs to be delivered by the evaluation team are:

- Inception report: this report based on the Desk review should describe the evaluation instruments, reflecting the combination of tools and detailed instruments needed to address the range of selected aspects. The instrument needs to make provision for the triangulation of data where possible  
The report will consider the points defined in the EIA Inception report outline.
- Stakeholders workshop at the end of the field work
- Draft evaluation report (in Spanish and translated to English by the consultant). The evaluation report should include and reflect on findings from the field work and the stakeholder workshop

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

## V. Evaluation Methodology

45. The following is the proposed evaluation methodology. While the evaluation team can propose changes in the methodology, any such changes should be discussed with and approved by DED and the Project, provided that the research and analysis suggest changes and provided that the indicated range of questions is addressed, the purpose maintained and the expected outputs produced at the required quality.
46. The evaluation team leader will be asked to include, as part of the specific evaluation instrument to be developed, the standard evaluation instruments that ILO-IPEC has developed for documenting and analyzing achievements of the projects and contributions of the Action Projects (included in the Inception report template).
47. The evaluation will be carried out using a desk review of appropriate materials, including the project documents, progress reports, outputs of the project and the action programmes, results of any internal planning process and relevant materials from secondary sources. At the end of the

desk review period, it is expected that the evaluation consultant will prepare a brief document indicating the methodological approach to the evaluation in the form of the evaluation instrument, to be discussed and approved by IPEC-EIA and provided to the Project for input prior to the commencement of the field mission.

48. The evaluation team leader will interview the donor representatives and ILO/IPEC HQ and regional backstopping officials through conference calls or face-to-face interviews early in the evaluation process, preferably during the desk review phase.
49. The evaluation team will revise and assess the data available under the CMES (as database and through reports) prior to the field work.
50. The evaluation team will undertake field visits to the municipalities of the three “waves” of intervention. The evaluators will conduct interviews with project partners and implementing agencies, direct beneficiaries (i.e. parents, trainers and children) and teachers and facilitate a stakeholder’s workshop towards the end of the field visits.
51. The selection of the field visits locations should be based on criteria to be defined by the evaluation team. Some criteria to consider include:
  - Locations with successful and unsuccessful results from the perception of key stakeholders. The rationale is that extreme cases, at some extent, are more helpful than averages for understanding how process worked and results have been obtained
  - Locations that have been identified as providing particular good practices or bringing out particular key issues as identified by the desk review and initial discussions.
  - Areas known to have high prevalence of child labour.
  - Locations next to and not so close to main roads (accessibility)
52. The national workshop will be attended by ILO-IPEC staff and key stakeholders (i.e. partners), including the donor as appropriate. This event will be an opportunity for the evaluation team to gather further data, present the preliminary findings, conclusions and recommendations and obtain feedback. The meeting will take place towards the end of the fieldwork.
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53. The evaluation team will be responsible for organizing the methodology of the workshop. The identification of the participants of the workshop and logistics will be the responsibility of the project team in consultation with the evaluation team leader
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54. The team leader will be responsible for drafting and finalizing the evaluation report. Upon feedback from stakeholders to the draft report, the team leader will further be responsible for finalizing the report incorporating any comments deemed appropriate. The evaluator team leader will have the final responsibility during the evaluation process and the outcomes of the evaluation, including the quality of the report and compliance with deadlines.
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55. The evaluation will be carried out with the technical support of the IPEC-EIA section and with the logistical support of the project office in San Salvador. EIA will be responsible for consolidating the comments of stakeholders and submitting them to the team leader.
56. It is expected that the evaluation team will work to the highest evaluation standards and codes of conduct and follow the UN evaluation standards and norms.

## The team responsibilities and profile

57. Team leader (International consultant):

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

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58. National consultant

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

## Evaluation Timetable and Schedule

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

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60. The timetable is as follows:

Phase	Responsible Person	Tasks	No of days	
			TL	NC
I	Evaluation team leader	<ul style="list-style-type: none"> <li>o Briefing with ILO/IPEC</li> <li>o Desk Review of project related documents</li> <li>o Telephone briefing with IPEC DED, donor, IPEC HQ and ILO regional</li> </ul>	5	3
II	Evaluation team. with logistical support by project	<ul style="list-style-type: none"> <li>o Consultations with project staff /management</li> <li>o Interviews with project staff and partners</li> <li>o Field visits</li> <li>o Consultations with girls and boys, parents and other beneficiaries</li> </ul>	18	18
III	Evaluation team leader	<ul style="list-style-type: none"> <li>o Workshop with key stakeholders</li> <li>o Sharing of preliminary findings</li> </ul>	1	1
IV	Evaluation team leader	<ul style="list-style-type: none"> <li>o Draft report based on consultations from field visits and desk review, and workshop</li> <li>o Debriefing</li> </ul>	9	2
V	EIA	<ul style="list-style-type: none"> <li>o Circulate draft report to key stakeholders</li> <li>o Consolidate comments of stakeholders and send to team leader</li> </ul>	0	0
VI	Evaluation team leader	<ul style="list-style-type: none"> <li>o Finalize the report including explanations on why comments were not included</li> </ul>	2	0
<b>TOTAL</b>			<b>35</b>	<b>24</b>

TL: Team leader      NC: National consultant

61. Summary schedule

Phase	Duration	Dates
<b>I</b>	<b>5 days</b>	<b>11--15 Feb</b>
<b>II-III</b>	<b>19 days</b>	<b>18 Feb -8 Mar.</b>
<b>IV</b>	<b>8 day</b>	<b>11-20 Mar.</b>
<b>V</b>	<b>14 days</b>	<b>25 Mar- 5Apr</b>
<b>VI</b>	<b>2 day</b>	<b>10 April</b>

62. Sources of Information and Consultations/Meetings

<b>Available at HQ and to be supplied by DED</b>	<ul style="list-style-type: none"> <li>• <b>Project document</b></li> <li>• <b>DED Guidelines and ILO guidelines</b></li> </ul>
<b>Available in project office and to be supplied by project management</b>	<ul style="list-style-type: none"> <li>• <b>Progress reports/Status reports</b></li> <li>• <b>Technical and financial reports of partner agencies</b></li> <li>• <b>Other studies and research undertaken</b></li> <li>• <b>Action Programme Summary Outlines and AP Plans</b></li> <li>• <b>Project files</b></li> <li>• <b>CMES documentation, database and reports (including impact study design)</b></li> </ul>

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

- Project management and staff
- ILO/HQ and regional backstopping officials
- UCW Rome
- Partner and implementer agencies
- Child labour programs in the country (international and national NGOs and others)
- Social partners Employers' and Workers' groups
- Government stakeholders (e.g. representatives from Ministries of Labour, Social Development etc.)
- Local governments and local social committees
- National partners involved in the further development, enhancement and implementation of national processes
- Policy makers
- Direct beneficiaries, i.e. boys and girls (taking ethical consideration into account.), young women and parents
- Teachers
- Parents of boys and girls
- Community members
- USDOL
- US Embassy staff

#### **Final Report Submission Procedure**

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

The evaluator will submit a draft report to IPEC EIA in Geneva

IPEC EIA will forward a copy to key stakeholders for comments on factual issues and for clarifications

IPEC EIA consolidate the comments and send these to the evaluator by date agreed between EIA and the evaluator or as soon as the comments are received from stakeholders.

The final report is submitted to IPEC EIA who will then officially forward it to stakeholders, including the donor, as per established process.

## **VI. Resources and Management**

### **Resources**

65. The resources required for this evaluation are:

For the evaluation team leader:

- Fees for an international consultant for 35 work days
- Fees for local DSA in project locations
- Travel from consultant's home residence to San Salvador and field locations in line with ILO regulations and rules

For the national consultant:

- Fees for 24 days
- Fees for local DSA in project locations

For the evaluation exercise as a whole:

- Local travel in-country supported by the project
- Stakeholder workshop expenditures in El Salvador
- Any other miscellaneous costs.

66. A detailed budget is available separately.

## **Management**

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



## **ANNEX I: Suggested Aspects to Address**

### **Design**

Determine the validity of the project design, the effectiveness of the methodologies and strategies employed for it and whether it assisted or hindered the achievement of the project's goals as set out in the Project Document.

Assess whether the project design was logical and coherent : at internal level and external level (degree to which the project fits into existing mainstreaming activities that would impact on child labour like promotion of livelihoods improvement and educational opportunities for targeted households and children)

Assess if it took into account the institutional arrangements, roles, capacity and commitment of stakeholders.

Analyse whether available information on the socio-economic, cultural and political situation was taken into

To what extent were external factors and assumptions identified at the time of design? Have these underlying assumptions on which the project has been based proven to be true?

Assess whether the problems and needs were adequately analyzed and determine whether the needs, constraints, resources and access to project services of the different beneficiaries were clearly identified, taking gender issues into concern.

Are the time frame for project implementation and the sequencing of project activities logical and realistic?

Is the strategy for sustainability of project results defined clearly at the design stage of the project?

Were the objectives of the project clear, realistic and likely to be achieved within the established time schedule and with the allocated resources (including human resources)?

### **Effectiveness of the project (implementation process and achievement of results at output, outcome and impact levels)**

#### **Common to Enabling environment and Direct targeted action**

Examine the preparatory outputs of the delivery process in terms of timeliness and identifying the appropriate resources/persons to implement the process.

Examine delivery of project outputs in terms of quality, quantity and timing

Assess whether the project is in process of achieving its immediate objectives.

Have unplanned outputs and results been identified and if so, why were they necessary and to what extent are significant to achieve project objectives?

How did positive and negative factors outside of the control of the project affect project implementation and project objectives and how did the project deal with these external factors?

Assess the project's gender mainstreaming activities.

How are the APs of research and policy contributing to the project meeting its immediate objectives?

How has been the capacity of the implementing agencies and other relevant partners to develop effective action against child labour enhanced as a result of project activities?

Assess the effectiveness of the project i.e. compare the allocated resources with results obtained. In general, did the results obtained justify the costs incurred?

Assess the process for documenting and disseminating action programmes for scaling-up and lessons.

### **Enabling environment (Capacity Building)**

Examine any networks that the project worked with, that have been built between organizations and government agencies working to address child labour on the national, meso and local levels.

How effective has the project been at stimulating interest and participation in the project at the local, meso and national level?

How effectively has the project leveraged resources (e.g., by collaborating with non-IPEC initiatives and other projects)?

How successful has the project been in mainstreaming the issue of child labour into ongoing efforts in areas such as education, alternative employment promotion and poverty reduction?

How relevant and effective were the studies commissioned by the project in terms of affecting the national debates on child labour?

Examine how the ILO/IPEC project interacted and possibly influenced national level policies, debates and institutions working on child labour.

Assess to what extent the planning, monitoring and evaluation tools have been promoted by the project for use by stakeholders (i.e. partners).

Assess the influence of the project on national data collection and poverty monitoring or similar processes.

Assess the extent to which the ILO/IPEC project has been able to promote a NAP for all economic and social sectors or for any particular one, such as the agricultural sector.

### **Direct Targeted Action**

Do the IPEC project and project partners understand the CL-related definitions and their use (i.e. withdrawal and prevented, in the pilot projects) and do the partners have similar understanding of the terminology used?

Has the capacity of community level agencies and organizations been strengthened to plan, initiate, implement and evaluate actions to prevent and eliminate child labour?

What kinds of benefits have the target beneficiaries gained as a result of the project work?

Identify whether actions have been taken to ensure the access of girls/other vulnerable groups to services and resources.

Assess the criteria for selecting beneficiaries and implementing agencies for the project.

### **Relevance of the Project**

Examine whether the project responded to the real needs of the beneficiaries and stakeholders, including in particular young mothers and vulnerable households.

Assess validity of the project approach and strategies and its potential to be replicated.

Assess whether the problems and needs that gave rise to the project still exists or have changed.

How is this project supporting and contributing to the formulation of the Road map?

How did the strategy used in this project fit in with the national education, anti-poverty and social inclusion efforts, and interventions carried out by other organizations (including national and international organizations)?

Did the strategy address the different needs and roles, constraints, access to resources of the target groups, with specific reference to the strategy of mainstreaming and thus the relevant partners, especially in government?

### **Sustainability**

Assess to what extent a phase out strategy was defined and planned and what steps were being taken to ensure sustainability (i.e. government involvement). Assess whether these strategies had been articulated/explained to stakeholders.

Assess what contributions the project has made in strengthening the capacity and knowledge of national stakeholders (government and implementing agencies) and to encourage ownership of the project to partners.

Assess the degree to which the project sustainability strategy includes a gender perspective and a social inclusion of the vulnerable groups, especially at outcome level.

Assess project success in leveraging resources for ongoing and continuing efforts to prevent and eliminate child labour. Analyse the level of private sector / employers' organizations commitment, paying specific attention to how these groups participate in project activities.

How sustainable is the Child Labour Monitoring System promoted by the project (at local and national levels)?

### **Specific Aspects to be addressed:**

Is the project strategy answering well to rural and urban contexts?

How has been working the coordination with key government programmes such as Programa Solidario and Escuelas a tiempo complete

Has the project have partners with enough capacities to implement a livelihoods component?

Assess the effectiveness of project identification and attraction of beneficiaries for the different interventions

Assess the strategy applied for the education remedial programme vis-à-vis results obtained so far

### **Project CMES**

Are project staff and partners applying the agreed Theory of change to guide the project implementation and how is it used as a learning tool during implementation?

Assess the feasibility of the project CMES implementation under the current resources and capacities and discuss any adjustment that should be considered (ie. tools and methodology for data collection, processing, reporting and use of information)

Assess the current level of understanding and ownership of the CMES by stakeholders

Examine the level of awareness of the Impact evaluation by stakeholders

Assess if resources devoted to implementing the CMES are justified regarding its contribution to learning, documentation and increase of capacities of stakeholders

Analyse how CMES (including the impact evaluation component) design and implementation, as a project component has supported project achievements

Assess the capacities and understanding of project staff and key stakeholders of the CMES focus on outcomes and impacts rather than on an output based monitoring system

How does DBMR relate to the community CL monitoring system?

## Annex II. Objectives and outputs

Immediate objective	Services or Outputs of project
<p><b>I/O 1:</b> By end of project, child labour elimination strategies will have been adopted by national and local institutions that implement poverty reduction, decent work, and social protection programs for the rural and urban poor</p>	Output 1.1 Policy and programme alternatives addressing child labour’s socioeconomic root-causes included within the relevant poverty reduction and social protection frameworks
	Output 1.2 Child labour elimination-related coordination mechanisms between public, municipal and civil society organizations at national and local levels set up and fully operational
	Output 1.3 Child labour prevention and elimination concerns mainstreamed into relevant workers’ and employers’ organizations’ national policy agendas and operational plans
<p><b>I/O 2:</b> By end of project, child labour law enforcement and protection mechanisms, particularly for the worst forms of child labour, will be developed and fully operational</p>	Output 2.1 Enforcement and follow-up of child labour law regarding minimum age for admission to employment or work and hazardous child labour improved through Labour Inspectorate action
	Output 2.2 With support of MTPS, capacity of MSPAS and other key stakeholders to prevent, screen and refer for assistance children in hazardous child labour strengthened
	Output 2.3 Law enforcement procedures on specific worst forms of child labour (C.182, Art. 3: a, b and c) improved through coordinated work of key national authorities and institutions (other than Labour Inspectorate)
	Output 2.4 A system to provide rehabilitation and reintegration services (protection measures) to victims of worst forms of child labour in place and fully operational <sup>28</sup>
<p><b>I/O 3:</b> By end of project, national capacity to conduct child labour research, monitoring and impact evaluation will be enhanced and pilot interventions documented</p>	Output 3.1 Components of child labour knowledge base for policy decisions identified and developed
	Output 3.2 A centralized information and knowledge management system on child labour set up and made available to support and guide policy and activities by relevant public and private stakeholders
	Output 3.3 Intervention model documented and made available by end of project, including impact evaluation
<p><b>I/O 4:</b> By end of project, municipal capacity to prevent and eliminate child labour, in particular the worst forms, will have been strengthened</p>	Output 4.1 Capacity to design and implement initiatives on child labour of key staff and members of <i>Municipal Committees for the Protection of Childhood and Adolescence</i> (MCPCA) at target municipalities strengthened

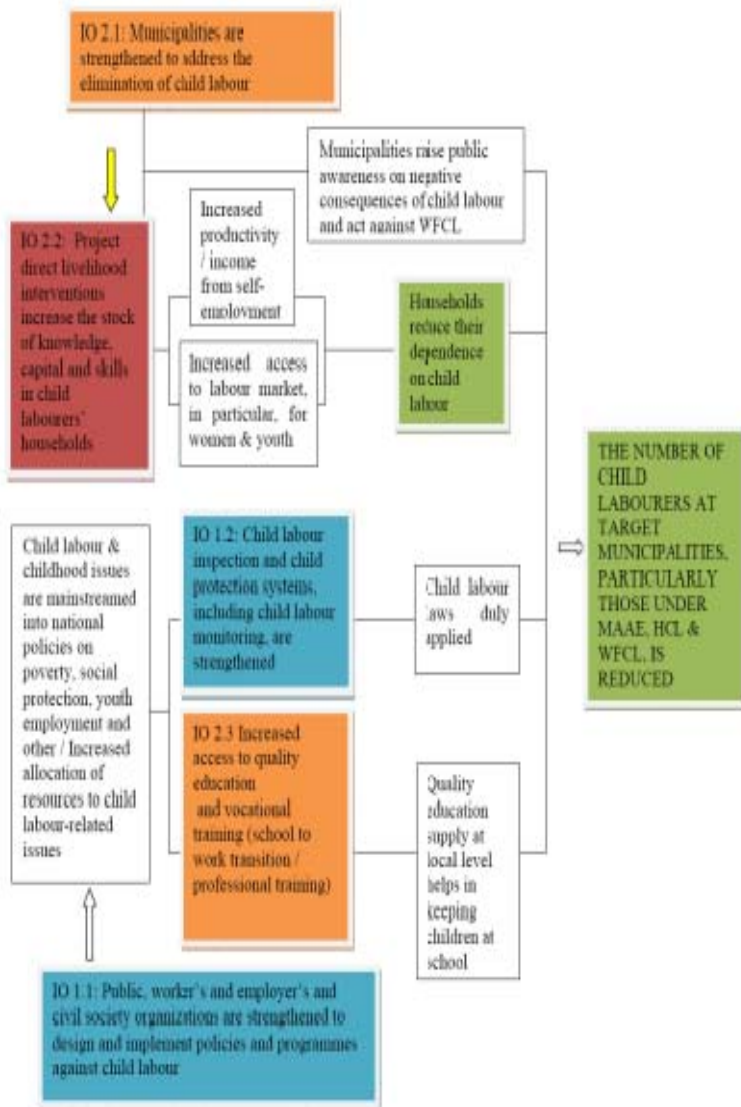
<sup>28</sup> Children’s Rights Restitution System implemented by institutions member of CAIPS.

Immediate objective	Services or Outputs of project
	Output 4.2 Municipal campaigns on the negative effects of child labour and the benefits of education implemented at target municipalities
	Output 4.3 Capacity of municipalities and MCPCA to supervise and enforce child labour-related main policies and regulations strengthened
	Output 4.4 Municipal Child Labour Monitoring Systems in place and fully implemented at target municipalities
<b>I/O 5:</b> By end of project, viable improved livelihood alternatives implemented to reduce family reliance on child labour in target municipalities	Output 5.1 Household livelihood assessments and analyses of economic potential carried out and available at target municipalities
	Output 5.2 Technical assistance to increase household income through improvements in agricultural, farming and fishing productivity and competitiveness provided to 500 households with child labourers
	Output 5.3 Marketable vocational training, support for entrepreneurial activities and job placement services made available for 5300 adolescents in hazardous child labour and youth and direct family members of child labourers, particularly women
	Output 5.4 A micro credit programme in support of small business of 700 women and youth (aged 18 or above), direct family members of child labourers, available and fully implemented
<b>I/O 6:</b> By end of project, inclusive education models implemented in selected schools in target municipalities to prevent and reduce child labour and improve education indicators	Output 6.1 Varieties of <i>Escuela de Tiempo Pleno</i> (ETP) model fully implemented in selected schools at target municipalities <sup>29</sup>
	Output 6.2 Varieties of a <i>Flexible Education Model</i> (FEM) aimed at assisting over-aged, grade-repeating or/and drop-out students made available at targeted municipalities
	Output 6.3 Technical assistance to identify synergies between the <i>Escuela de Tiempo Pleno</i> (ETP) model and other inclusive education models provided

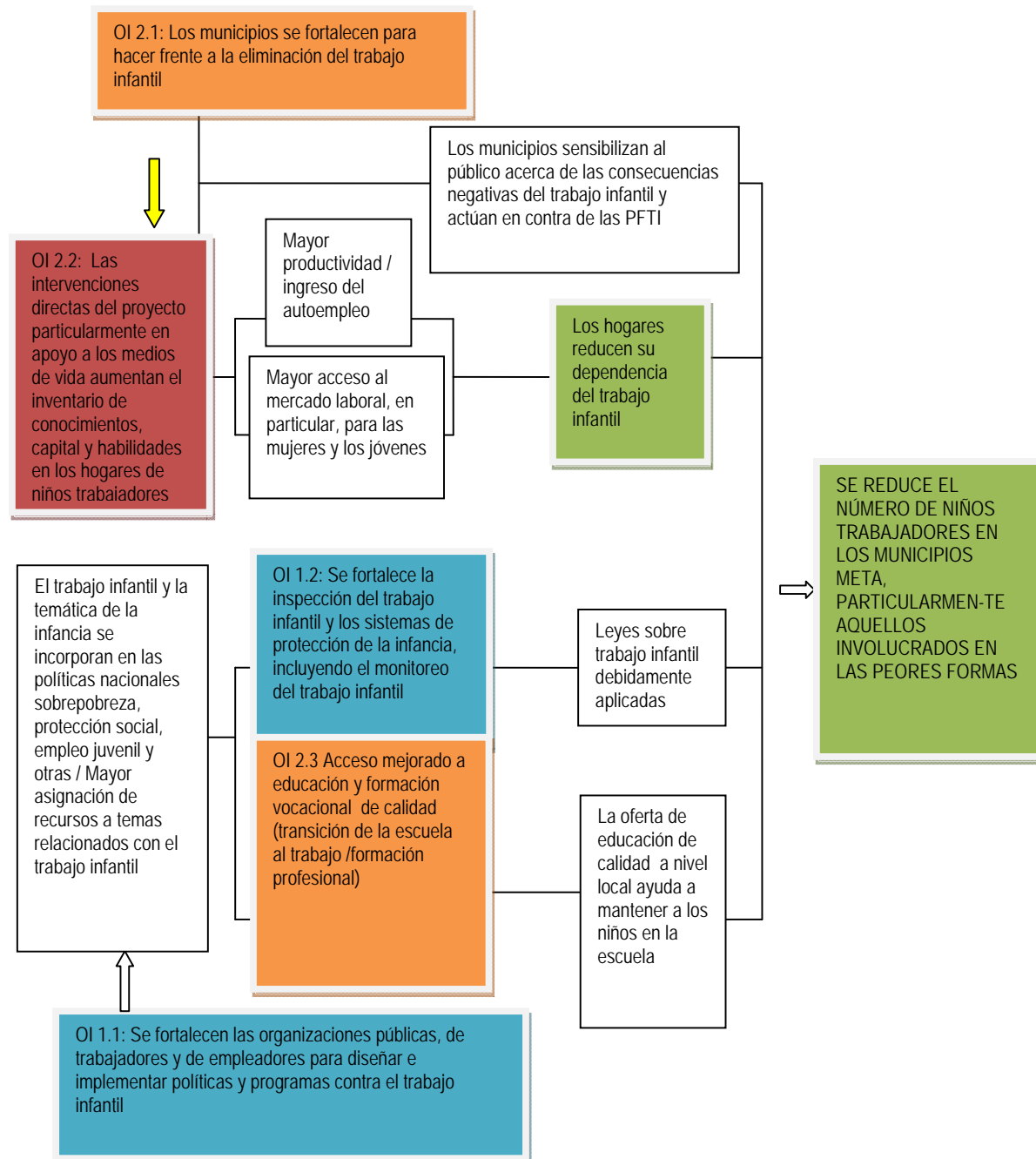
<sup>29</sup> This output is to be considered only at those municipalities where the “Escuelas a Tiempo Completo” model is implemented by MINED.

**Annex III Project theory of change (from PRODOC page 22)**

**Diagram 2: A Representation of the changes sought by this Project**



**Anexo III. Teoría del cambio del proyecto (del PRODOC pag. 22)**



**Annex 2. ECL programme counterparts (*Contrapartes del Programa EIT*)**

CONTRAPARTES PROYECTO ETI 2013				
No.	Institución	Titular	Responsable	Responsable comité técnico
<b>Comité Nacional y Comité Técnico</b>				
1	Ministerio de Trabajo y Previsión Social		Lcdo. Javier Rivas Rodríguez Secretario Comité Nacional Director de Relaciones Internacionales de Trabajo	
2	Ministerio de Educación	Franzi Hato Hasbún Ministro Educación Ad Honórem	Licda. Sandra Alas Guidos Directora Nacional de Gestión Departamental	Lcdo. Denis Antonio Tercero Jefe del Depto. de Educación Inclusiva
3	Ministerio de Salud	Dra. María Isabel Rodríguez Ministra de Salud <a href="mailto:mrodriguez@salud.gob.sv">mrodriguez@salud.gob.sv</a>	Dra. María Elena Ávalos Aragón Unidad de Atención al Adolescente	Dr. Julio Yada Unidad de Atención Integral e Integrada en la Salud a las personas Víctimas de Violencia en todas sus formas
4	Ministerio de Gobernación	Licdo. Gregorio Ernesto Zelayandía Cisneros Ministro de Gobernación <a href="mailto:ernestozelayandia@yahoo.com">ernestozelayandia@yahoo.com</a>	Licdo. Jaime Alberto Alvarado Cruz Gerente General	Licda. Nancy Reyes Colaboradora Jurídica
5	Ministerio de Agricultura y Ganadería	Lic. Pablo Alcides Ochoa Ministro de Agricultura y Ganadería <a href="mailto:pablo.ochoa@maq.gob.sv">pablo.ochoa@maq.gob.sv</a>	Ing. Ernesto Antonio Nosthas Santos Dirección de Oficina Proyectos y Cooperación Externa	Ing. Rafael Martínez Ortiz Técnico de al Oficina de Políticas y Planificación
6	Ministerio de Relaciones Exteriores	Ing. Hugo Martínez Canciller de la República		Licda. Xitlaly Ochoa Dirección de Grupos Poblacionales
7	Ministerio de Turismo	Lcdo. José Napoleón Duarte Durán		Licda. Erika Lone Jefa de la U nidad de Asesoría Jurídica
8	Ministerio de Economía	Lcdo. José Armando Flores Alemán Ministro de Economía	Lic. Alfonso Goitia Jefe de Asesores del MINEC <a href="mailto:agoitia@minec.gob.sv">agoitia@minec.gob.sv</a>	
9	Secretaría de Inclusión Social	Dra. Vanda Pignato Primera Dama de la República y Secretaria de Inclusión Social		Licda. Nura Yanira Martínez Dirección de Niñez y Adolescencia
10	Secretaría Técnica de la Presidencia	Dr. Alexander Segovia Secretario Técnico de la Presidencia		Ing. Marta Evelyn Gonzalez Sistema de Protección Universal
11	Instituto Nacional de la Juventud INJUVE	Lic. Miguel Ángel Pereira Director Ejecutivo		Lic. José Rolando Majano Subdirector de Empleo Juvenil
12	Instituto Salvadoreño para el Desarrollo Integral de la Niñez y la Adolescencia ISNA	Licdo. Luis Enrique Salazar Flores Director Ejecutivo <a href="mailto:direccionejecutiva@isna.gob.sv">direccionejecutiva@isna.gob.sv</a>	Dr. Mario Francisco Mena Subdirector de Restitución de Derechos	
13	Vicepresidente del Sector Empleador	Ing. Jorge José Daboub		



CONTRAPARTES PROYECTO ETI 2013				
No.	Institución	Titular	Responsable	Responsable comité técnico
	ante el Consejo Superior del Trabajo			
14	Confederación General de Sindicatos	Sr. Israel Huiza Cisneros Vicepresidente del Sector trabajador ante el Consejo Superior del Trabajo		
15	MUSYGES/ FENASTRAS	Sarahí Molina		
16	Fundazucar	Licda. Rosa Vilma Rodríguez Directora Ejecutiva		
17	Comisión Nacional de la Micro y Pequeña Empresa CONAMYPE	Msc. Roxana Abrego		Licdo. Oscar García
18	Instituto Salvadoreño de Formación Profesional INSAFORP	Ing. Carlos Enrique Gómez Benitez Director Ejecutivo	Lic. Roberto Ponce Gerente de la UIEFP/INSAFORP	
19	Policía Nacional Civil PNC	Francisco Ramón Salinas	Com. Héctor Raymundo Mendoza Cordero Sub-Director de Investigaciones	
20	Procuraduría General de la República	Licda. Sonia Elizabeth Cortez de la Madriz	Licda. Cándida Parada de Acevedo Procuradora Adjunta de Áreas Especializadas: Familia, Mediación y Adopción	
21	Procuraduría para la Defensa de los Derechos Humanos	Licdo. Oscar Humberto Luna	Licda. Georgina de Villalta Procuradora Adjunta para la Defensa de los Derechos de la Niñez y la Adolescencia	
22	Asociación de Jóvenes y Estudiantes de El Salvador	Sr. Christian Aparicio Presidente		
23	Proniño	Licda. Karla Patricia Ramos	Licda. Yanira Espínola	
24	Organización Internacional para las Migraciones OIM	Licdo. Norberto Girón Jefe de Misión		
25	Asociación Nacional de la Empresa Privada ANEP	Ing. Arnoldo Jiménez Director Ejecutivo <a href="mailto:direccionejecutivaanep@anep.org.sv">direccionejecutivaanep@anep.org.sv</a>	Jorge Nieto Consejo Nacional Empresarial	Ing. Jorge Daboub Vicepresidente del Sector Empleador ante Consejo Superior del Trabajo

Alcaldías Municipales				
No.	Institución	Alcalde municipal	Contra parte municipal	Técnico responsable
1	Alcaldía de Juayúa	José Gilberto Avilés Rodríguez Alcalde Municipal	Walter Castaneda	Zulma Deny santiago G.
2	Alcaldía de Jujutla	Armando Castillo	Juan Serrano	Wilfredo Fuentes

Alcaldías Municipales				
No.	Institución	Alcalde municipal	Contra parte municipal	Técnico responsable
		Alcalde Municipal		
3	Alcaldía de San Luis La Herradura	Andrés Benedicto Vasquez Sandoval Alcalde Municipal	María del Carmen Orellana Benjamín Alcides Alvarado	Karina Elizabeth Zamora
4	Alcaldía de Tecoluca	Antonio Simón Amaya Alcalde Municipal	Edith Alvarado	Carlos Antonio Espinoza
5	Alcaldía de Izalco	Ing. José Alfonso Guevara Cisneros Alcalde Municipal	Sandra de Castillo	Carlos Alberto Hernández
6	Alcaldía Santiago Nonualco	Marvin Morena Martell de Canales Alcaldesa Municipal	Sra. Glenda Janeth Soto Responsable Técnico Unidad Niñez	Yolanda Marisol Canales
7	Alcaldía de Tacuba	Joel Ernesto Ramírez Acosta Alcalde Municipal	Roberto Carlos López	Geraldina María José Alvarado
8	Alcaldía de Apastepeque	Sr. Don Juan Pablo Herrera Rivas Alcalde Municipal	Ana Isabel Jaimes de Mendoza	
9	Alcaldía de Aguilares	Wilfredo Edgardo Peña López Alcalde Municipal	Alexander Roman	
10	Alcaldía de Jiquilisco	Prof. David Barahona Marroquín Alcalde Municipal	Raúl Franco José Armando Cáceres	
11	Alcaldía San Francisco Menéndez	José Narciso Ramírez Ventura Alcalde Municipal	Sra. Emerita Soriano Unidad de la Mujer	
12	Alcaldía de Apastepeque	Juan Pablo Herrera Rivas Alcalde Municipal		
13	Alcaldía de Santiago de María	Roberto Edmundo González Lara Alcalde Municipal	Idalia Margarita Vasquez	
14	Alcaldía de San Pedro Masahuat	Carlos Alberto Ramos Rodríguez Alcalde Municipal	Elsy Mendoza	
15	Alcaldía de Ilobasco	José María Dimas Castellanos Alcalde		

Otras instituciones gubernamentales y referentes técnicos				
No.	Institución	Representante	Contra parte técnica	
1	Centro Nacional de Tecnología Agropecuaria y Forestal (CENTA)	Ing. Alidio Edmundo Mendoza Martínez Director Ejecutivo	Ing. Miguel Angel Martínez Gerente de Transferencia	Ing. Ricardo Ernesto Salinas Supervisor Regional de Occidente
2	Corporación de Municipalidades de la República de El Salvador (COMURES)	Ing. Carlos Roberto Pinto Director Ejecutivo <a href="mailto:cpinto@comures.org.sv">cpinto@comures.org.sv</a>	Lic. Margarita Alfaro	
3	Consejo Nacional de la Niñez y la Adolescencia (CONNA)	Lic. Zaira Navas Umaña Directora Ejecutiva <a href="mailto:zaira.navas@conna.gob.sv">zaira.navas@conna.gob.sv</a>	Lic. Carolina Manzano Subdirectora Gestión de Política Nacional	Lic. Carlos Linneo Siliezer Subdirección de Gestión de Sistemas Locales
4	Dirección General de Estadísticas y Censos (DIGESTYC)	Lic. Rene Vargas Director Ejecutivo	Lic. Samuel Hernández Subdirector General de DIGESTYC	Lic. Francisco Munguía Gerente de Estadísticas Sociales

Otras instituciones gubernamentales y referentes técnicos				
No.	Institución	Representante	Contra parte técnica	
5	ISNA	Dr. Raúl Moreno Subdirección de Investigación y Estadísticas	Lic. Vilma Mejía Jefe del Departamento de	
6	MINEC	Ing. Raafael Barrientos Director de Teconología Informática		
7	MINED		Renzo Valencia Director Nacional de Educación	
8	MINED		Janeth Serrano de Lopez Gerente de gestion pedagogica	
9	MINED		Rosa Elena Chavez Coordinadora Estrategias Metodológicas Alternativas	
10	MINED		Nelly de Najarro Técnica de la Coordinación de Estrategias Metodológicas	
11	MINED		Gloria Evelyn Hernandez Gerente de educacion permanente de jovenes y adultos	
12	MINED		Any Machuca Jefe del Depto. de Educación para la vida y el Trabajo	
13	MINED		José Aristides Gonzalez Educación para la vida y el trabajo	
14	MINED		Delmy Aracely Ibañez Técnica de Educación para la vida y el Trabajo	
15	MINTRAB		Lic. Mario Enrique Hernández Responsable de la Sección de Trabajo Infantil	Lic. Francisco Moreno Jefe Oficina de Estadística e Informática
16	MINTRAB		Lic. Jorge Arnoldo Bolaños Paz Director de Inspección del Trabajo	Lic. Ricardo Orellana Supervisor del area de inspección agricola
17	MINTRAB		Lic. Nora López Directora General de Previsión Social	
18	Fiscalía General de la República FGR	Luis Antonio Martínez Gonzalez Fiscal General de la República	Lic. Carlana de Parada Subdirectora de la Escuela de Capacitación Fiscal de El Salvador	
19	Confederación Sindical de Trabajadoras y Trabajadores de El Salvador	María del Carmen Molina Representante CSTS		
20	Fundación Promotora de la Competitividad de la Micro y Pequeña Empresa CENTROMYPE	Ing. José Alfonso Láinez V.	Ing. Antonio Mira	

**Annex 3. List of interviewees (*Relación de entrevistas en fase de trabajo de campo*)**

Institución	Persona/ lugar	Día y hora	Tema
Equipo técnico OIT	Equipo técnico OIT	18/Feb 9:30 AM	Visión general de la distribución del trabajo de ejecución del Proyecto y coordinación de actividades de evaluación
DIGESTYC	Josué Samuel Hernández, Sub director General; Lic. Francisco Munguía Gerente de Estadísticas Sociales	18/Feb 2:00 PM	Ejecución institucional de Proyecto
OIT/IPEC	Jesús de la Peña ATP	18/Feb	Proceso de ejecución de Proyecto
Ministerio de Economía	Lic. Alfonso Goitia Jefe de Asesores MINEC	19/Feb 8:30 AM	Ejecución institucional de Proyecto
OIT	Virgilio Levaggi, sub director Regional	19/Feb 11 AM	Visión institucional del Proyecto y expectativa de Evaluación
Ministerio de Trabajo	Javier Rivas Mario Hernández. Oficina de Relaciones Internacionales Francisco Moreno Jefe de Oficina de Estadística e Informática	19/Feb 2:00 PM	Ejecución institucional de Proyecto
Fundación del Azúcar FUNDAZUCAR	Lic. Rosa Vilma Rodríguez. Directora Ejecutiva Lic. Leda López (FUNDAZUCAR) Lic. Miguel Villega Asociación de proveedores Agrícolas (APA)	19/Feb 4:00 PM	Ejecución institucional de Proyecto
Instituto Salvadoreño de Formación Profesional INSAFORP	Lic. Roberto Ponce Gerente de Unidad de Investigación y Estudios Lic. Liseth Claros Gerente de Capacitación	20/Feb 9:00 AM	Ejecución institucional de Proyecto: Diagnósticos locales de oportunidades de negocios y necesidades de capacitación; y ejecución de la capacitación
OIT	Cecilia Hernández	20/Feb 11:00 AM	Ejecución de Proyecto en el área de Educación y otros a su cargo
Confederación Sindical de Trabajadores/as de El Salvador CSTS	María del Carmen Molina y seis miembros de la Junta Directiva	20/Feb 2:00 PM	Información sobre relación/vinculación con el Proyecto
Asociación Nacional de la Empresa Privada ANEP	Jorge Nieto. Asesor ANEP Lic. Rosa Vilma Rodríguez. Directora Ejecutiva FUNDAZUCAR	20/Feb 2:00 PM	Ejecución institucional de Proyecto
CENTROMYPE	Lic. José Alfonso Lainez. Gerente Gral Ing. Antonio Mira. Gerente de Proyecto	20/Feb 4:00 PM	Ejecución institucional de Proyecto en el área de desarrollo empresarial
MUNICIPALIDAD	Visita Municipio de Santiago Nonualco, Departamento de Sonsonate	21/Feb 6:30 AM	Salida
	Alcaldía: Reunión con Alcaldesa Municipal y equipo municipal referentes del Proyecto	21/Feb 8:00 AM	Ejecución institucional de Proyecto
	Centro Escolar La Flecha, Cantón La Flecha, Santiago Nonualco	21/Feb 9:30 AM	Visita al Centro Escolar, entrevista con Directora Juana Evelyn Palacios. Información de implementación de Proyecto
	Cantón San Antonio Arriba	21/Feb 10:30 AM	Entrevistas a usuarias de servicios de formación vocacional y desarrollo empresarial
	Visita al Cantón Tilihuilcoyo, en el Centro Rural de Nutrición	21/Feb 12:00 M	Observación de un curso de formación vocacional en Panadería a mujeres usuarias
Centro Nacional de	Ing. Miguel Martínez	22/Feb	Ejecución institucional de Proyecto

Institución	Persona/ lugar	Día y hora	Tema
Tecnología Agropecuaria y Forestal CENTA		8:00 AM	
OIT	William Lázaro	22/Feb 10:30 AM	Ejecución de Proyecto en el M&E y otros a su cargo
OIT	Roberto Morales	22/Feb 3:00 PM	Ejecución de Proyecto en Objetivos 1 y 2 y otros a su cargo
EDUCACION	Visita a Taller OIT/MINED en el Municipio de Ilobasco, Departamento de Cabañas	23/Feb 7:00 AM	Observación de Taller de Elaboración de Planes Educativos para ETI de los centros escolares del municipio y entrevista a Asesora Pedagógica MINED
MUNICIPALIDAD	Visita Municipio de Juayúa, Departamento de Sonsonate	25/Feb 6:30 AM	Salida
	Visita a la Alcaldía: Reunión con representantes del Concejo Municipal (Secretario Juan Guardado), Walter Castañeda y Zulma Duny, técnicos municipales referentes del Proyecto	25/Feb	Ejecución institucional de Proyecto
	Asentamiento Buena Vista, Cantón La Unión,	25/Feb	Visitas domiciliarias y entrevistas a usuarias de servicios de formación vocacional y desarrollo empresarial
	Visita al Centro Escolar La Puente, Juayúa	25/Feb	Visita al Centro Escolar, entrevista con Director Wilberto Herrera. Información de implementación de Proyecto
Ministerio de Educación MINED	Lic. Denis Antonio Tercero, Jefe del Departamento de Educación Inclusiva	26/Feb 8:00 AM	Ejecución institucional de Proyecto
	Entrevista con Equipo Técnico: Directora Nacional de Educación; Directora Nacional de Educación Inicial y Parvularia y Lic. Tercero	26/Feb 9:00 AM	Ejecución institucional de Proyecto
	Entrevista con Equipo Técnico : Ana Machuca, Jefe Dpto. de Educación para la Vida y el Trabajo Delmy Aracely Ibañez, Técnica del anterior Dpto. Rosa Elena Chávez de Guevara, Coordinadora de Estrategias Metodológicas Alternativas. Nelly Edgla de Najarro, Técnica Educación Inclusiva, José Arístides Gonzales Gerente Educación Permanente Jóvenes y Adultos; Aracelli Ibañez Unidad de Servicios Educativos Gerencia Educación Permanente	26/Feb 10:30 AM	Ejecución institucional de Proyecto
	CONNA Lic. Zaira Navas, Directora Ejecutiva y Lic. Carlos Linneo Siliézar, Subdirección de gestión de sistemas locales	26/Feb 2:00 PM	Ejecución institucional de Proyecto
Movimiento de Unidad Sindical y Gremial de El Salv. MUSYGES	Sarahí Molina	26/Feb 4:00 PM	Articulación del trabajo institucional con el Proyecto

Institución	Persona/ lugar	Día y hora	Tema
<b>MUNICIPALIDAD</b>	Visita Municipio de Jujutla, Departamento de Ahuachapán	27/Feb 6:30 AM	Salida
	Oficina Departamental de Educación, Ahuachapán	27/Feb 8:00 AM	
	Alcaldía de Jujutla	27/Feb 9:30	
	Visita al Centro Escolar Cantón San Antonio en Medio	27/Feb	
	Entrevistas con usuarios/as del Cantón San Antonio en Medio	27/Feb	Entrevistas a usuarias/os de servicios de formación vocacional y desarrollo empresarial
<b>MUNICIPALIDAD</b>	Visita Municipio de Izalco, Departamento de Sonsonate	28/Feb 6:30 AM	Salida
	Visita a la Alcaldía Municipal de Izalco y Entrevista	28/Feb AM	Ejecución institucional de Proyecto
	Visita al Centro Escolar Caserío San Diego, Cantón Cruz Grande	28/Feb AM	Ejecución institucional de Proyecto
	Visita a la Alcaldía Municipal de San Francisco Menéndez y Entrevista con Francisco José Rodríguez Secretario Municipal y equipo local, así como con el Alcalde José Narciso Ramírez Ventura.	28/Feb 2:30 PM	Ejecución institucional de Proyecto
<b>MUNICIPALIDAD</b>	Visita Municipio de Jiquilisco, Departamento de Usulután	01/Marzo 6:30 AM	Salida
	Visita a la Alcaldía Municipal de Jiquilisco y entrevista con Raúl Franco, Responsable de Gestión Municipal y seguimiento de Proyecto	01/Marzo	Ejecución institucional de Proyecto
	Visita a Centro Escolar La Noria, Cantón La Noria, Jiquilisco. Proyecto FUNDAZUCAR	01/Marzo	Ejecución institucional de Proyecto
	Entrevista David McKay, USAID	04/Marzo 8:30 AM	Concepción y visión institucional de Proyecto
<b>OIT/IPEC</b>	Marielos Valle	04/Marzo 10:00 AM	Ejecución de Proyecto en Objetivos a su cargo: Medios de Vida
<b>Instituto Salvadoreño para el Desarrollo Integral de la Niñez y Adolescencia ISNA</b>	Dr. Mario Francisco Mena, Subdirector de Restitución de Derechos; José Sosa de la misma unidad y Vilma Mejía, Subdirección de investigación y estadística. y equipo técnico	04/Marzo 2:00 PM	Ejecución institucional de Proyecto
<b>OIT/IPEC</b>	Marielos Valle	04/Marzo 3:30 PM	Continua entrevista sobre Ejecución de Proyecto en Objetivos a su cargo: Medios de Vida
<b>Corporación de Municipalidades de la República de El Salvador COMURES</b>	Lic. Margarita Alfaro	05/Marzo 2:00 PM	Ejecución institucional de Proyecto
<b>Secretaría Técnica de la Presidencia (STP)</b>	Ing. Marta Evelyn González, Sistema de Protección Universal	06/Marzo 8:00 AM	Ejecución institucional de Proyecto
<b>CICOP</b>	Nelly Rojas, Directora	06/Marzo 10:00 AM	Entrevista sobre ejecución de contrato con OIT para diseño de planes locales de

Institución	Persona/ lugar	Día y hora	Tema
			sensibilización para ETI
Fiscalía General de la República (FGR)	Lic. Juan Carlos Fuentes. Director de la Escuela de Capacitación	06/Marzo 2:00 AM	Ejecución institucional de Proyecto
Ministerio de Salud MINSAL	Dr. Julio Yada Unidad de atención integral e integrada en la Salud a las personas víctimas de violencia en todas sus formas	11/Marzo 10:00 AM	Ejecución institucional de Proyecto

## Annex 4. Municipalities visited during evaluation (*Municipios visitados*)

INTERVENCIONES EN LOS MUNICIPIOS															
Procesos	Juayúa	Jujutla	Tacuba	San Luis La Herradura	Santiago Nonualco	Tecoluca	Izalco	Apastepeque	Jiquilisco	San Francisco Menéndez	San Pedro Masahuat	Ilobasco	Sensuntepeque	Santiago de María	Aguilares
Municipios con línea de base concluida		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Municipios para la evaluación de impacto			X	X	X	X	X								
Hogares censados	1218	1387	2379	1760	4155	2231	1768	1986	2311	2040	1802	1439	1856	1164	953
Número de hogares con NNA trabajadores	334	585	753	502	1010	508	359	624	582	662	373	664	715	209	239
Número de NNA trabajadores	542	1228	1429	793	1773	879	650	963	872	1119	526	1317	1350	352	350
Acuerdo Municipal	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Acuerdo de Subvención	X	X	X	X	X	X	X								
Capacitación a alcalde y concejo municipal	X	X	X	X	X	X	X	X		X	X	X	X		
Capacitación a contrapartes de la Alcaldía	X	X	X	X	X	X	X								
Estudios prospectivos concluidos	X	X	X	X	X	X	X								
Firma de carta de compromiso de beneficiarios de participación en el proyecto	X	X	X	X	X	X	X								
Capacitación en orientación y habilidades para el trabajo	X	X													
Formación Profesional (Número de beneficiarios que recibieron formación profesional)	34	45	102	83	45	78 En Proceso 1/	45 en Proceso 1/	0	0	0	0	0	0	0	0
Tipo de acciones de medios de vida implementadas (productor agropecuario, mujeres, jóvenes, microcréditos)	Jóvenes	Productor agropecuario	Mujeres	Mujeres	Mujeres	Mujeres	Mujeres								
Número de Centros educativos bajo la modalidad de EITP	5	5	7	4	6	4	4	6	5	7	3	6	6	4	3
Nombre de Centros educativos bajo la modalidad de EITP	CE Asentamiento Buena Vista	CE Caserio La Loma	CE CANTÓN SAN RAFAEL	COMPLEJO EDUCATIVO CANTÓN GUADALUPE LA ZORRA	CE CANTÓN SAN ANTONIO ARRIBA	CE CANTÓN SAN CARLOS LEMPA	CE CANTÓN PIEDRAS PACHAS	CENTRO ESCOLAR CANTÓN SAN FELIPE	CE MIGUEL DUEÑAS	COMPLEJO EDUCATIVO CASERIO EL REFUGIO, C/ SAN BENITO	COMPLEJO EDUCATIVO CANTÓN SAN MARCELINO	CE CANTÓN LAS HUERTAS	CE CASERIO HUISCOYOL, C/ LA TRINIDAD	CE SANTAGO DE MARIA	CE CASERIO LA SABANA, C/ PSHSHAPA
	CE Fray Bartolome de las Casas	CE Caserio San Antonio en Medio	CE CANTÓN SAN JUAN	CE CANTÓN SAN ANTONIO LOS BLANCOS	CE CANTÓN SAN LUIS JALPONGUITA	COMPLEJO EDUCATIVO RAFAELA SUAREZ	CE MARGARITA ZALDIVAR DE WILSON	CENTRO ESCOLAR CASERIO SAN LAZARO, C/ SAN PEDRO	CE DOCTOR EFRAIN JOVEL	CE BRISA DEL MAR, C/ GARITA PALMERA	CE CANTÓN SAN FRANCISCO DEL MONTE	CE CANTÓN SAN FRANCISCO DEL MONTE	CE CASERIO PEDRAS BLANCAS, C/ NOMBRE DE DIOS	INSTITUTO NACIONAL DE SANTA GONZALEZ DE MARIA	CE ESCOLAR MODESTO BARRIOS
	CE Canton la Puente	CE Canton Thuicha	CE CANTÓN EL RODEO	CE CANTÓN SAN SEBASTIÁN EL CHINGO	CE CASERIO SANTA RITA, C/ LAS GUARUMAS	CE CASERIO RANCHO GRANDE C/ SAN CARLOS LEMPA	CE CASERIO QUEBRADA ESPAÑOLA	CENTRO ESCOLAR CANTÓN SAN PEDRO	CE CANTÓN ISLA DE MENÉZ	CE HACIENDA BOLA DE MONTE	CE CANTÓN LAS ISLETAS	CE CASERIO BUENOS AIRES, C/ POTRERO	CE CASERIO EL ESPINO, C/ OJUNTERE QUE	CE ESCOLAR CASERIO LA JOYA	COMPLEJO EDUCATIVO CANTÓN LOS MANGOS
	CE Presbitero Jose Luis Martinez	CE Canton El Diamante	CE CASERIO LOMAS DE SAN ANTONIO CANTÓN EL CHAGUTE	CE CANTÓN GESUNA MELZI	CE CASERIO EL ESPRITU SANTO, C/ SAN SEBASTIÁN ABAJO	CE CASERIO LA SABANA	CE CASERIO SAN DIEGO CANTÓN CRUZ GRANDE	CENTRO ESCOLAR CANTÓN CALDERAS	CE CASERIO LA PAPALOTA, C/ SAN MARCOS LEMPA	COMPLEJO EDUCATIVO GARITA PALMERA	CE CASERIO EL CARMEN, C/ POTRERO	CE CASERIO EL SAMBO, C/ SANTA ROSA	CE PROFESORA DOLORES DE JESUS MONTOYA		
	CE de Juayúa	CE Caserio El Triunfo	CE CANTÓN AGUA FRIA		CE CASERIO LA FLECHA			CENTRO ESCOLAR CANTÓN SANTA MARIA DEL CAMINO	CE CANTÓN SAN JUAN DEL GOZO	CE CASERIO AGUA CHAPI	CE CANTÓN SAN FRANCISCO RAHETA	CE CASERIO SAN FRANCISCO DEL MONTE	CE CASERIO LA GUARUMA, C/ EL AGUACATE		
			CE ADELA CALDERÓN DE HERRERA		CE CANTÓN SAN SEBASTIÁN ABAJO			CENTRO ESCOLAR CASERIO SAN FALSTRINO, C/ SAN PEDRO		CE CASERIO EL PORVENIR, C/ EL ZAPOTE		CE CASERIO CUCHILLAS, C/ SAN FRANCISCO DEL MONTE	CE CASERIO SAN BRANCO, C/ NOMBRE DE DIOS		
			CE CASERIO EL RODEO II CANTÓN EL RODEO						CE CASERIO SAN ALFONSO						
Acuerdos de subvención con CDE/ACE implementados	X	X	X	X	X	X	X								
Implementación de modalidades de educación flexibles	X	X													
Municipios con planes de sensibilización concluidos	X	X			X	X	X								
Municipios con planes de sensibilización aprobados por el Concejo Municipal															
Municipios con planes de sensibilización implementados	X	X			X	X	X								
Municipios con Plan de Atención de la Niñez y Adolescencia en construcción	No	No	No	No	No	No	No								
Municipios con Sistemas Municipales de Monitoreo implementados	No	No	No	No	No	No	No								

1/ Estos cursos aún no ha iniciado, pues están en proceso de aprobación en INSAFORP



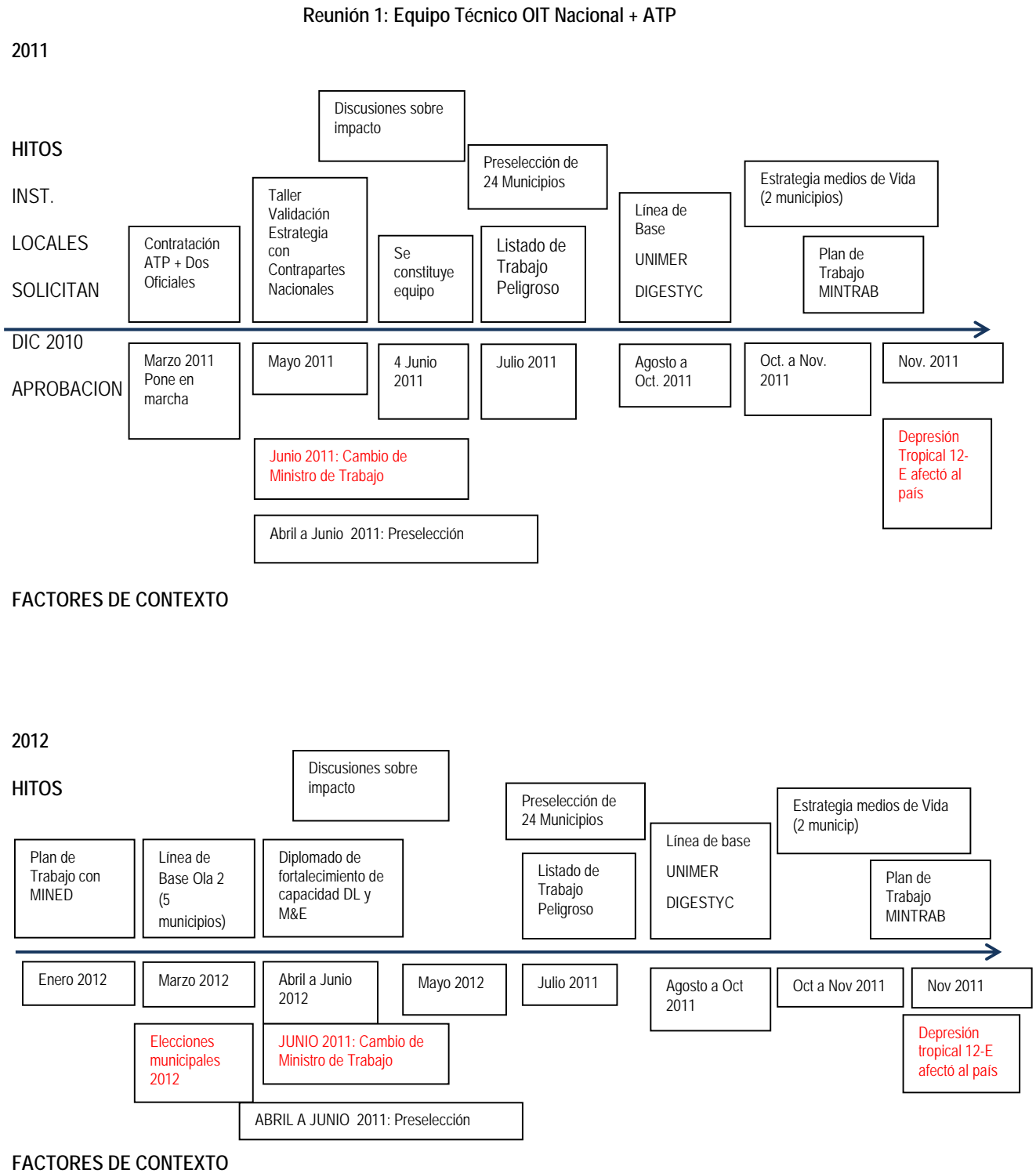
## Annex 5. Evaluation matrix (*Matriz de evaluación*)

Preguntas	Medios y fuentes de verificación
<p><b>1. Instituciones de nivel nacional: OGs</b></p> <p><i>Entorno</i></p> <ul style="list-style-type: none"> <li>¿Hay redes institucionales que trabajan para combatir el trabajo infantil en los niveles macro, meso y local?</li> <li>¿El Proyecto ha logrado estimular el interés de participar en todos sus niveles, con sus estudios, acciones, etc.?</li> <li>¿Se han apalancado recursos con la intervención?</li> <li>¿Se integrado la temática de TI en esfuerzos existentes en educación, empleo alternativo y reducción de pobreza u otros?</li> <li>¿Herramientas de Planificación, S&amp;E han sido promovidas para su uso por otros stakeholders? ¿Han tenido influencia en el trabajo de estos?</li> </ul> <p><i>Socios</i></p> <ul style="list-style-type: none"> <li>¿Conoce el PNA?</li> <li>¿Cuáles es su opinión sobre los mecanismos de monitoreo y evaluación de Programa (contenido y utilidad), así como el avance en la evaluación del impacto del mismo? ¿Contribuyen al aprendizaje?</li> </ul>	<p>Entrevistas individuales y grupales al equipo técnico y 30 contrapartes institucionales del nivel central y 6 , especialmente del Comité Nacional. Revisión de documentos y convenios.</p>
<p><i>Pertinencia</i></p> <ul style="list-style-type: none"> <li>¿Son los objetivos del programa claros, realistas y posibles de ser alcanzados dentro del tiempo previsto y con los recursos establecidos (incluidos los recursos humanos)?</li> <li>¿Es el plazo para la ejecución del programa y la secuencia de actividades lógica y realista?</li> <li>¿Es la estrategia para la sostenibilidad de los resultados del programa claramente definida en el diseño del programa?</li> <li>¿Responde bien el Proyecto a los contextos rural y urbano?</li> <li>¿Cómo se ha desarrollado la coordinación con programas gubernamentales claves como Red Solidaria (STP) y Escuelas de tiempo completo (MINED)?</li> </ul>	<p>Entrevistas individuales y grupales: equipo técnico y contrapartes del Comité Nacional. Observación y visita de campo a municipios, entrevistas a beneficiarios directos</p>
<p><i>Efectividad</i></p> <ul style="list-style-type: none"> <li>¿Conoce los productos iniciales, así como los recursos humanos? Son estos apropiados y de calidad?</li> <li>¿Se está en el camino de lograr los objetivos?</li> <li>¿Hay productos y resultados no previstos? Cuáles?</li> <li>¿Factores + y - externos que afectan la ejecución y objetivos del Programa?</li> <li>¿Cómo integra el enfoque de género?</li> <li>¿Conoce la documentación del Programa y lecciones de esta experiencia?</li> </ul>	<p>Revisión de documentos de informe a donante; entrevista al equipo técnico y 30 contrapartes principales del nivel central y 6 de municipios incluyendo alcaldes y equipo local. Entrevista a madres y jóvenes.</p>
<p><i>Relevancia</i></p> <ul style="list-style-type: none"> <li>¿Responde a las necesidades reales de beneficiarios y partes interesadas, particularmente madres jóvenes y hogares vulnerables?</li> <li>¿De qué manera este proyecto está apoyando y contribuyendo en la formulación de la Hoja de ruta?</li> <li>¿Cómo se inserta/articula la estrategia del proyecto con los esfuerzos nacionales en educación, lucha contra la pobreza e inclusión social; así como respecto a las intervenciones llevadas a cabo por otras organizaciones (incluyendo organizaciones nacionales e internacionales)?</li> <li>¿La estrategia responde a las necesidades, funciones y restricciones de acceso a los recursos de los grupos destinatarios, con especial referencia a la estrategia de integración, y de esta manera hacia los actores relevantes, especialmente en el gobierno?</li> <li>¿Qué grupos de edad entran al Programa?</li> </ul>	<p>Entrevistas a 30 contrapartes, 6 municipios, directores de escuela, beneficiarios directos (jóvenes y mujeres). Revisión documental. Observación directa.</p>

Preguntas	Medios y fuentes de verificación
<p><i>Sostenibilidad</i></p> <ul style="list-style-type: none"> <li>• ¿En qué grado una estrategia de salida se ha definido y planificado y qué medidas se están adoptando para garantizar la sostenibilidad (en especial la participación del gobierno)? Evalúe si las estrategias han sido articuladas y explicadas a las partes interesadas.</li> <li>• ¿Cuáles son los aportes del Programa al fortalecimiento de las capacidades y el conocimiento de las partes interesadas nacionales (gobierno y organismos de ejecución) y para fomentar la apropiación y responsabilidad del programa a los socios?</li> </ul>	<p>Entrevista al equipo técnico y a principales contrapartes nacionales y locales.</p>
<p><b>2. Instituciones de nivel local: Alcaldías y centros educativos</b></p> <p>Principales preguntas:</p> <ul style="list-style-type: none"> <li>• Línea de tiempo</li> <li>• Cambios y resultados a la fecha.</li> <li>• Valoraciones de la experiencia de proyecto</li> <li>• Desafíos</li> </ul> <p>Preguntas específicas complementarias:</p> <ul style="list-style-type: none"> <li>• ¿Han sido fortalecidos las capacidades de las agencias a nivel de las comunidades y las organizaciones para planificar, iniciar, ejecutar y evaluar las acciones para prevenir y eliminar el trabajo infantil? ¿Cómo?</li> <li>• ¿Qué tipo de beneficios han obtenido la población atendida como resultado del trabajo del proyecto?</li> <li>• ¿Las acciones inclusivas del Proyecto aseguran el acceso de las niñas y de otros grupos vulnerables a los servicios y recursos generados/apoyados?.</li> <li>• ¿Cuáles es su opinión sobre los mecanismos de monitoreo y evaluación de Programa (contenido y utilidad), así como el avance en la evaluación del impacto del mismo? ¿Contribuyen al aprendizaje?</li> <li>• Rol de las asociaciones de familias?</li> <li>• Rol de COMURES</li> <li>• ¿Cómo funciona el DBMR en relación al sistema comunitario de seguimiento de TI?</li> </ul>	<p>Entrevistas individuales y grupales municipios, incluyendo el alcalde, concejales y responsables técnicos. Entrevistas a beneficiarios. Revisión documental por ejemplo, planes de sensibilización, convenios.</p>
<p><b>3. Familias</b></p> <ul style="list-style-type: none"> <li>• Qué ha hecho con el Proyecto. ¿El proyecto le ha sido útil? ¿En qué? <ul style="list-style-type: none"> <li>○ (Servicios responden a necesidades y restricciones de grupos destinatarios, especialmente hogares vulnerables y madres jóvenes)</li> </ul> </li> <li>• ¿Ha participado en alguna actividad de estudio, seguimiento o evaluación del Programa? (Intervenciones para medios de vida de la madre y/o familia)</li> <li>• Su valoración: Qué le gusta y qué no?</li> </ul>	<p>Entrevistas a madres, jóvenes.</p>

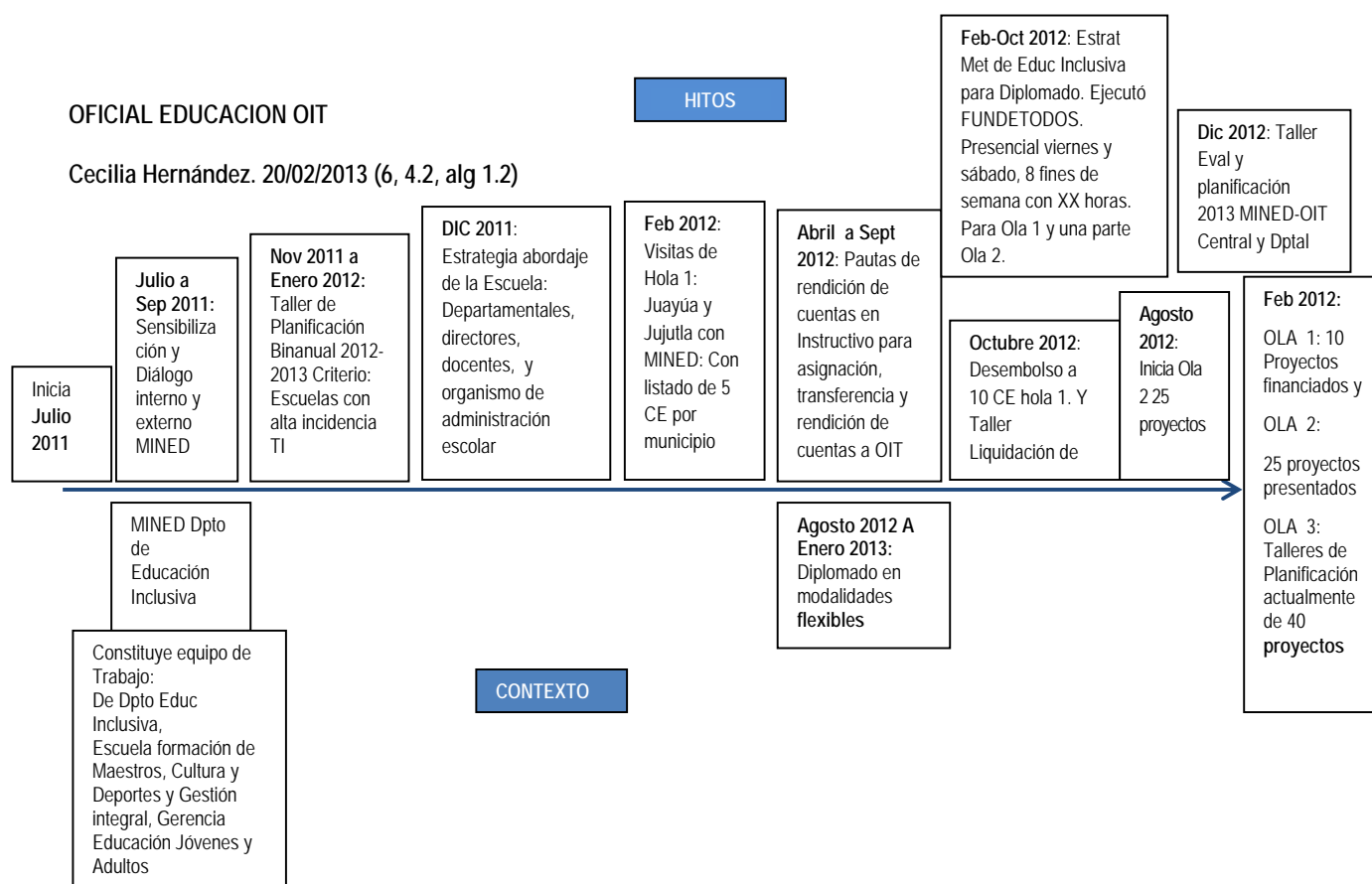
## Annex 6. Time line (*Líneas de tiempo de proyecto ETI*)

Fuente: Oficiales OIT



## LÍNEA DE TIEMPO DEL ÁREA DE EDUCACIÓN Y SENSIBILIZACIÓN MUNICIPAL

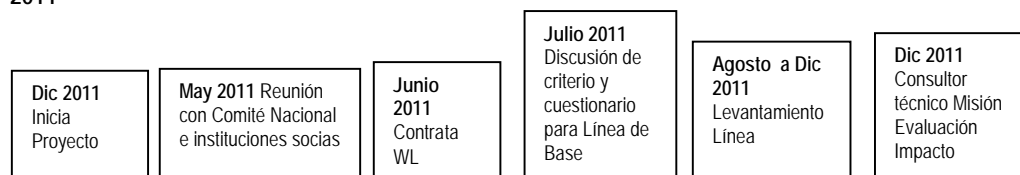
FUENTE: OFICIAL DE EDUCACIÓN



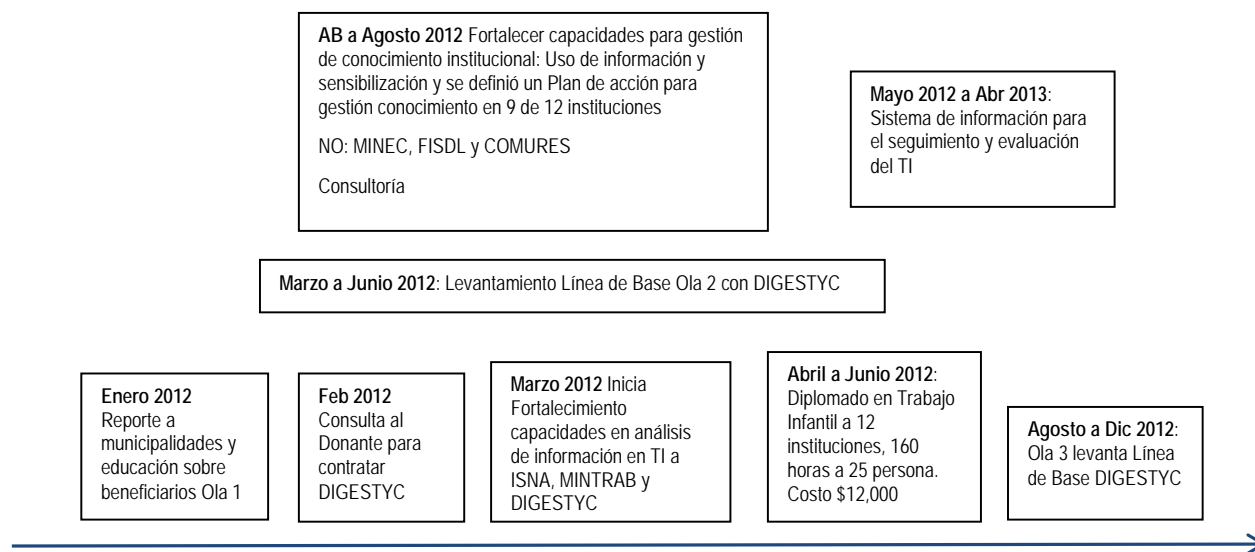
## OFICIAL DE MONITOREO Y EVALUACIÓN

WILLIAM LÁZARO

2011



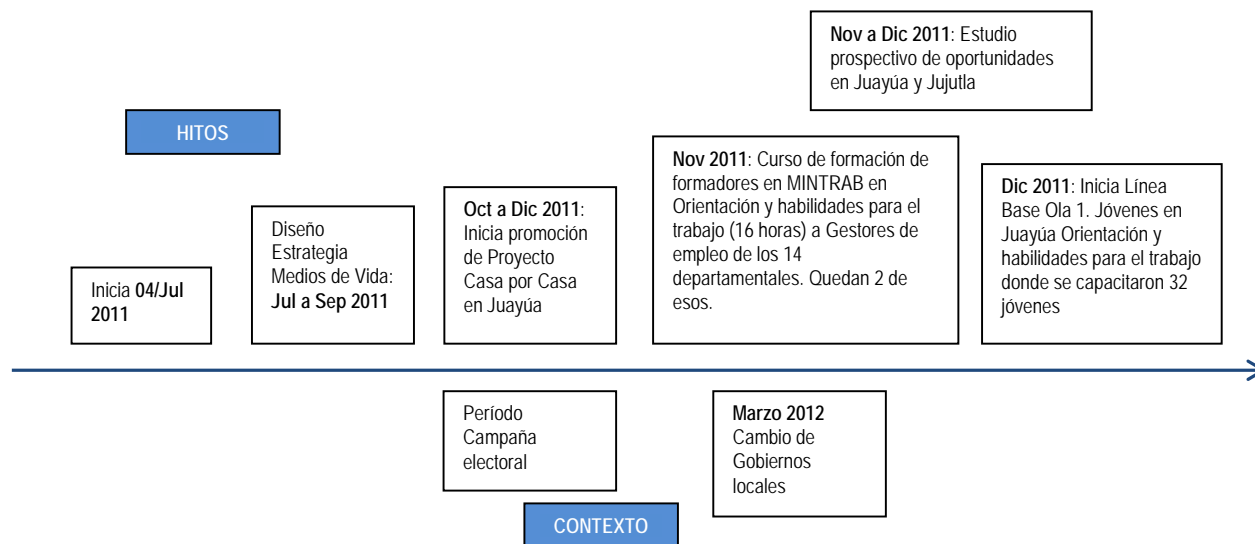
2012



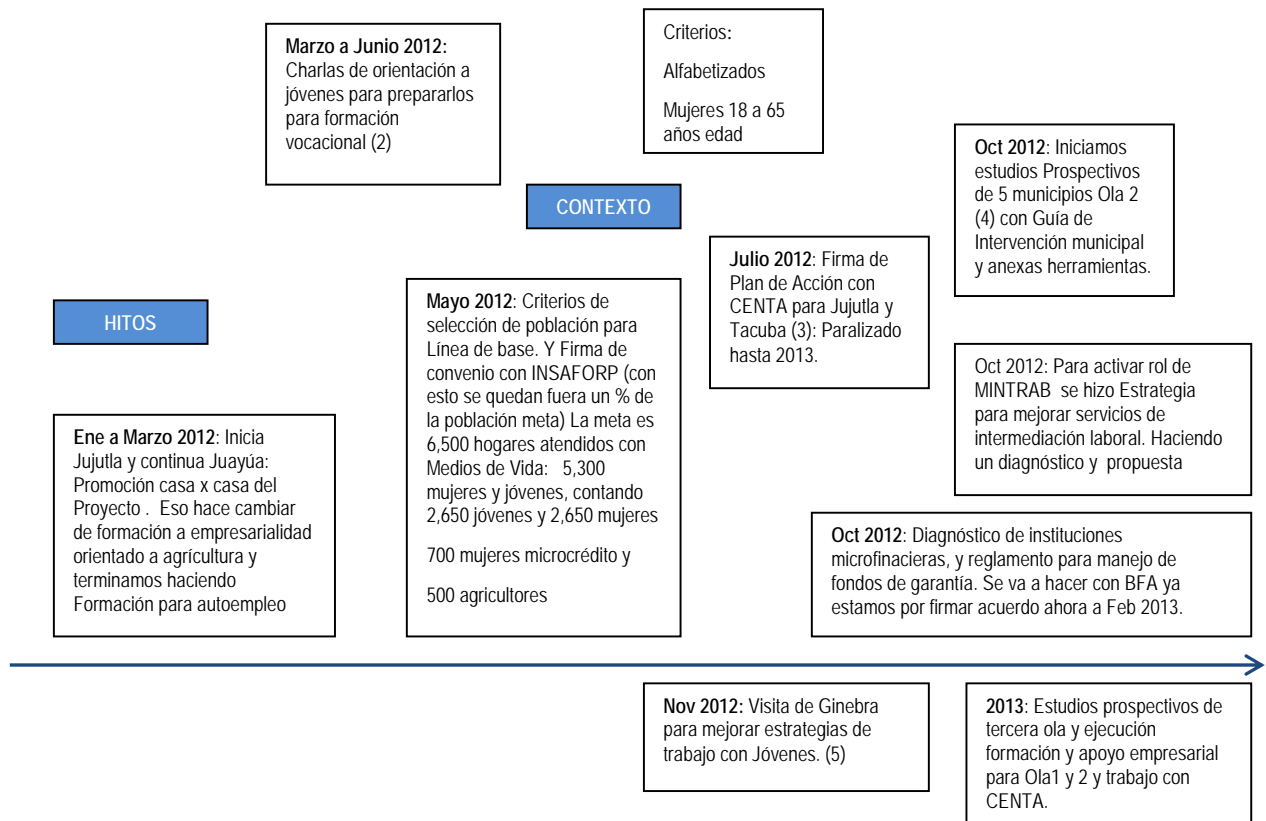
**MARIELOS VALLE**

**OFICIAL DE MEDIOS DE VIDA**

2011



**2012**



**Annex 7. Advance framework in outputs and processes up to march 2013 (Cuadro de avance en los productos y procesos a Marzo 2013)**

Objetivos inmediatos	Servicios y productos propuestos	Logros y Avances	Comentarios
<p>1. Al final del proyecto, las estrategias de eliminación del trabajo infantil se habrá adoptado por las <b>instituciones nacionales y locales</b> que implementan programas de reducción de pobreza, de trabajo decente y los programas de protección social para los pobres rurales y urbanos</p>	<p>Producto 1.1 Políticas y programas alternativos que abordan las causas socio-económicas de raíz del trabajo infantil dentro de los marcos pertinentes de reducción de la pobreza y protección social</p>	<ul style="list-style-type: none"> <li>● STP: Taller de capacitación para STP sobre TI en Enero 2013.</li> <li>● Mapa de organizaciones que desarrollan acciones en materia de TI.</li> <li>● Programa operativo 2012-2014 para Hoja de Ruta, que Secretaría Técnica de la Presidencia ha optado como Programa Presidencial.</li> <li>● Apoyo técnico para elaboración del Borrador del apartado sobre trabajo infantil de la Política Nacional de niñez y adolescencia.</li> </ul>	<p>MINTRAB: La capacitación, información y conocimiento facilitado por OIT, ha permitido a las Instituciones del Comité Nacional comprender el trabajo infantil.</p>
<p>Producto 1.2 Mecanismos de coordinación entre las organizaciones públicas, municipales y civiles a nivel nacional y local relacionados con la eliminación del trabajo infantil establecidos y en pleno funcionamiento</p>	<p>Producto 1.2 Mecanismos de coordinación entre las organizaciones públicas, municipales y civiles a nivel nacional y local relacionados con la eliminación del trabajo infantil establecidos y en pleno funcionamiento</p>	<ul style="list-style-type: none"> <li>● Hoja de Ruta TI ha sensibilizado, permitido reconocer roles y facilitado la coordinación interinstitucional; entre 2011 al 2012 se han realizado 3 Sesiones del Comité Nacional</li> <li>● CONINA: el ente rector en materia de protección de NNA, con mecanismos de coordinación a nivel nacional y local, en proceso de montaje institucional.</li> <li>● Programa de Acción de COMURES aprobado y financiado, pero sin avances a la fecha.</li> <li>● MINTRAB: "Hemos comprendido mejor los roles de cada institución, aumentado nuestra capacidad de coordinación interinstitucional, con la experiencia de OIT"</li> <li>● ISNA: Capacitaciones en estudios y estadísticas, sensibilización del TI a las instituciones. Elaboración de borrador de Protocolo de Interinstitucional para el retiro y prevención del TI, en aprobación.</li> </ul>	<p>CONNA: La Hoja de Ruta debe actualizar se con la LEPINA ya que no aparecen las Juntas de Protección. El Sistema de Información de NNA que está en MINEC y debe estar articulado al que monte el CONNA, como parte del Sistema de Protección Integral.</p>
<p>Producto 1.3 Prevención y eliminación del trabajo infantil integrados en las agenda de política nacional y planes operativos de las organizaciones de trabajadores y de empleadores</p>	<p>Producto 1.3 Prevención y eliminación del trabajo infantil integrados en las agenda de política nacional y planes operativos de las organizaciones de trabajadores y de empleadores</p>	<p>FUNDAZUCAR:</p> <ul style="list-style-type: none"> <li>● El Programa de Acción se firmó en Marzo 2012.</li> <li>● Una de sus dos líneas estratégicas institucionales es la erradicación del TI en el sector, en el marco de su trabajo de responsabilidad social empresarial. Asocio con Asociación de Proveedores Agrícolas (APA). APA: Código de Conducta orientado a que cuiden el tema TI en su cadena de distribución. Trabajo con CE La Noria con metodología SARAR y Agricultores del Futuro, que incluye NNA, maestros y familias.</li> </ul>	<p>MINTRAB: expresan necesitar "orientación para tener una metodología para montar campañas permanentes de sensibilización sobre el tema de trabajo infantil. Al menos contenido y método, y la parte de publicidad y medios el MINTRAB podría buscar cómo financiarla de otras fuentes",</p>

Objetivos inmediatos	Servicios y productos propuestos	Logros y Avances	Comentarios
2. Al final del proyecto, la aplicación de la legislación sobre trabajo infantil y los mecanismos de protección, en particular para las peores formas de trabajo infantil, se desarrollarán y estarán en pleno funcionamiento	<p>Producto 2.1 Aplicación y seguimiento de la legislación del trabajo infantil sobre la edad mínima de admisión al empleo o al trabajo y del trabajo infantil peligroso mejorados a través de la acción de Inspección del Trabajo</p> <p>Producto 2.2 Con el apoyo del MTPS, la capacidad del MSPAS y otros actores clave para prevenir, vigilar y referir la asistencia a niños en el trabajo infantil peligroso fortalecida</p> <p>Producto 2.3 Procedimientos de aplicación de la ley en determinadas peores formas de trabajo infantil (Convenio 182, artículo 3: A, b y c) mejorado a través del trabajo coordinado de las principales autoridades e instituciones nacionales (otros que la Inspección de Trabajo).</p> <p>Producto 2.4 Un sistema para proporcionar servicios de rehabilitación y reintegración (medidas de protección) a las víctimas de las peores formas de trabajo infantil instalado y en pleno funcionamiento</p>	<ul style="list-style-type: none"> <li>• Ha levantado la información completa del ciclo productivo de la Caña de Azúcar para que el MINTRAB lo analice e identifique los trabajos peligrosos donde no se pueden emplear adolescentes.</li> <li>• GREMIOS SINDICALES: OIT/IPEC estudio TI y negociación colectiva, con participación de organizaciones sindicales. Manual de programación e implementación de acciones sindicales contra el trabajo infantil.</li> <li>• Empresarios o empleadores: Manual de programación e implementación de acciones empresariales contra el TI.</li> <li>• Instituciones gubernamentales nacionales MINTRAB, MINED, ISNA, MINEC, DIGESTYC, MINSAL, PDDH, STP, MINAG, PNC, SIS) capacitados en TI</li> <li>• Planes de trabajo conjunto con entidades de gobierno (MTPS, MINED, CONNA). MINTRAB: Lista de trabajos peligrosos aprobada en acuerdo ministerial #241, julio 2012; Capacitado a gestores e inspectores de trabajo. Curso de formación de formadores en Orientación y habilidades para el trabajo a Gestores de Empleo de las 14 departamentales.</li> <li>• Taller de capacitación MTPS: Especialista en Normas.</li> </ul>	especialmente para llegar al sector informal.
		<ul style="list-style-type: none"> <li>• Elaborado el borrador del protocolo interinstitucional.</li> <li>• MINSAL: Apoyo al Programa de atención a víctimas de violencia, para incorporación de TI, con asistencia técnica para elaboración y financiera para reproducción de materiales y flujos de atención, así como capacitación a primer nivel personal concluida, ahora se tendrá las réplicas internas.</li> <li>• CONINA: Como institución rectora y coordinadora de la protección de NNA, está aún en proceso de montaje institucional.</li> </ul>	<p>FGR: Procedimiento de coordinación interinstitucional</p> <p>ISNA: Elaborado protocolo atención de de casos trabajo infantil</p>
		<p>ISNA: Protocolo interno del ISNA para atención a víctimas del TI, ya está en el nivel central.</p> <p>FGR: Esta insertando en sus programas de formación a fiscales, el tema de TI.</p>	ISNA: El trabajo pendiente es hacer llegar este Protocolo al nivel regional.



Objetivos inmediatos	Servicios y productos propuestos	Logros y Avances	Comentarios
<p>3. Al final del proyecto, la capacidad nacional para llevar a cabo la investigación sobre trabajo infantil, el seguimiento y la evaluación de impacto se verán reforzados y las intervenciones piloto estarán documentadas</p>	<p>Producto 3.1 Componentes de conocimientos sobre trabajo infantil para las decisiones de política identificados y desarrollados</p> <p>Producto 3.2 Un sistema centralizado de información y gestión del conocimiento sobre el trabajo infantil creado y puesto a disposición para apoyar y orientar las políticas y actividades pertinentes por los agentes públicos y privados</p> <p>Producto 3.3 Modelo de intervención documentados y puestos a disposición al final del proyecto, incluyendo la evaluación de impacto.</p>	<p>Plan de Acción para gestión de conocimiento sobre TI en 9 de 12 instituciones (sensibilización). Excepciones: MINEC, FISDL y COMURES</p> <p>MINTRAB: Oficina de estadísticas fortaleciendo capacidad de análisis de datos. Diplomado en Trabajo Infantil impartido a 25 personas, provenientes de 12 instituciones nacionales, por 160 horas.</p> <p>MINEC: Diseño e implementación del Sistema de Información para S&amp;E del TI. DIGESTYC, MINEC, MINTRAB e ISNA: fortalecimiento de capacidades en investigación, estadísticas y monitoreo del trabajo infantil, sobre todo para análisis y estudios</p> <ul style="list-style-type: none"> <li>● Línea de Base: Elaborada para todos los municipios entre Agosto 2011 a Diciembre 2012</li> <li>● Evaluación de impacto, diseñada.</li> </ul>	
<p>4. Al final del proyecto, la capacidad municipal para prevenir y eliminar el trabajo infantil, en particular sus peores formas, se habrá fortalecido.</p>	<p>Producto 4.1 Capacidad para diseñar y poner en práctica iniciativas sobre trabajo infantil de personal clave y de los miembros de los Comités Municipales de Protección a la Infancia y la Adolescencia (MCPCA) en los municipios meta fortalecida.</p>	<ul style="list-style-type: none"> <li>● Municipios: 15 municipalidades, trabajo instalado en un nivel inicial en 7, con convenios firmados y desarrollando acciones en dos de ellos; 8 estableciendo la formalización de sus convenios</li> <li>● Acuerdos de Sep a Nov 2011 con Juayúa, Jujutla e Izalco.</li> <li>● Acuerdos con Santiago Nonualco, Tacuba, San Luis La Herradura, entre Feb y Mayo 2012</li> <li>● Acuerdos con: Aguilares, Tecoluca, San Fco Menéndez, San Pedro Masahuat, Apastepeque, Sensunteque, Ilobasco, Santiago de María y Jiquilisco de Junio a Dic 2012</li> <li>● Primeros municipios (Ola 1) sensibilizados y empoderados</li> </ul> <p>MINTRAB</p> <p>Elaboración de Estrategia para mejorar servicios de intermediación laboral, con diagnóstico y propuestas.</p> <ul style="list-style-type: none"> <li>● Municipios Ola 1: En marcha</li> <li>● Municipios Ola 2: Planificada</li> <li>● Planes de Sensibilización y herramientas de atención elaboradas en las Olas 1 y 2. Aún es un reto adecuar las campañas de sensibilización al acercamiento a las</li> </ul>	
<p>Producto 4.2 Campañas municipales sobre los efectos negativos del trabajo infantil y los beneficios de la educación implementadas en los municipios meta</p>			

Objetivos inmediatos	Servicios y productos propuestos	Logros y Avances	Comentarios
	<p>Producto 4.3 Capacidad de los municipios y MCPCA para supervisar y hacer cumplir las principales políticas y regulaciones respecto al trabajo infantil fortalecida</p> <p>Producto 4.4 Sistemas Municipales de Monitoreo del Trabajo Infantil instalados y operando plenamente en los municipios meta</p>	<p>familias en las condiciones locales específicas de cada municipio.</p> <ul style="list-style-type: none"> <li>• CONINA está en proceso organizando los sistemas locales desde el 2012.</li> <li>• Estrategia del Sistema Municipal de Monitoreo del Trabajo Infantil diseñada</li> <li>• Implementación en los municipios aún incipientes: Municipios Ola 1 y 2 con convenio y transferencia que incluye contratación por 18 meses de persona como punto focal del Proyecto en cada municipalidad, y la compra de dos computadoras y un impresor para apoyar el sistema municipal de monitoreo de TI.</li> </ul>	<p>El avance en la instalación y funcionamiento del Sistema de Monitoreo Municipal está esperando el avance del CONINA</p>
<p>5. Al final del proyecto, alternativas viables de mejora de los medios de vida han sido implementadas para reducir la dependencia de la familia en el trabajo infantil en los municipios meta</p>	<p>Producto 5.1 Evaluaciones de medios de vida del hogar y análisis del potencial económico llevadas a cabo y disponibles en los municipios meta</p>	<ul style="list-style-type: none"> <li>• Municipios. Diagnósticos prospectivos de potencialidades de mercados laborales y necesidades de formación realizados por INSAFORP.</li> <li>• Para contribuir a que las municipalidades menos desarrolladas faciliten mejores condiciones económicas locales, se están realizando intercambios de experiencias entre alcaldías de los municipios meta</li> <li>• "Guía de intervención municipal" elaborada y en implementación ya en la última Ola, por actores locales, con la orientación y monitoreo de OIT.</li> </ul>	<p>Al inicio de la ejecución se elaboró el diseño de la Estrategia de Medios de Vida. Al momento, para este Objetivo 5, el avance en las metas es del 10%</p>
	<p>Producto 5.2 Asistencia técnica para aumentar los ingresos familiares a través de mejoras en la productividad y competitividad agrícola agricultura y la pesca prestada a 500 hogares con niños trabajadores</p>	<p>CENTA</p> <ul style="list-style-type: none"> <li>• Plan de Acción para atención agricultores de Jujutla y Tacuba. Se firma en Julio 2012 y se paraliza hasta 2013, por cambios institucionales en CENTA. Luego de una verificación de potencial casa por casa, en Jujutla se está trabajando aves criollas (seguridad alimentaria y venta de excedente) y hortalizas. Ya en este municipio se está trabajando con 102 productores.</li> </ul>	
	<p>Producto 5.3 Formación profesional con potencial de mercado, apoyo a las actividades empresariales y servicios de colocación de empleo disponibles para 5300 adolescentes que se encuentran en trabajo infantil peligroso y para jóvenes y familiares directos de los niños</p>	<ul style="list-style-type: none"> <li>• Formación profesional a 430 padres y madres de niños beneficiarios y acciones de desarrollo empresarial a 125.</li> <li>• INSAFORP: En el marco de un Convenio es el realizador de estudios prospectivos de identificación de oportunidades de empleos y negocios y con esa base se han elaborado planes de capacitación por municipio.</li> </ul>	

Objetivos inmediatos	Servicios y productos propuestos	Logros y Avances	Comentarios
	trabajadores, especialmente mujeres	<p>que el mismo Instituto opera. Reporta algunas coincidencias territoriales con Programa PATI, cuya población atendida es similar. De los Estudios Prospectivos, hay 7 concluidos, y 8 en proceso.</p> <ul style="list-style-type: none"> <li>● CENTROMYPE, bajo un contrato de servicios, implementa a los/las personas formados/as por INSAFORP un curso de emprendedurismo, donde se produce un Plan de Negocio para cada participante, y concluye con la entrega de un capital semilla en insumos para el trabajo que realizará. Se promueve la asociatividad empresarial para optimizar las posibilidades de éxitos de las empresas.</li> <li>● Reglamento de entrega de capital semilla elaborado con las contrapartes.</li> <li>● Municipios Ola 1: Formación profesional + apoyo a actividades empresariales concluidas. Por iniciar actividades económicas</li> <li>● Municipios Ola 2: Formación profesional en marcha + apoyo a actividades empresariales por iniciar</li> <li>● Municipios Ola 3: Aún no inician en este resultado</li> <li>● Aunque el Convenio con las municipalidades no incluye responsabilidades para estas en Medios de Vida, en la realidad lo están asumiendo. Los puntos focales del Proyecto también están teniendo un rol clave, aunque no se establece esto como parte de sus responsabilidades contractuales.</li> <li>● Actualmente tenemos 433 personas en formación vocacional, más los 102 agricultores, que corresponde al 5.2. Aquí esta lo de formación empresarial, donde hay 70 iniciativas con plan de negocios y están por recibir capital semilla (34 Tacuba, 20 en Santiago Nonualco, 9 en Jujutla, 4 en Juayúa, 3 en San Luis la Herradura), más las</li> </ul>	
Producto 5.4 Un programa de microcrédito en apoyo de las pequeñas empresas de 700 mujeres y jóvenes (18 años o más) y los familiares directos de los niños trabajadores, disponible y aplicándose plenamente		<ul style="list-style-type: none"> <li>● Ola 1: A punto de entrega</li> <li>● Ola 2 y 3: Fase previa</li> <li>● Diagnóstico de instituciones microfinancieras, y reglamento para manejo de fondos de garantía realizado</li> <li>● 700 mujeres que entran en Convenio casi por firmar,</li> </ul>	

Objetivos inmediatos	Servicios y productos propuestos	Logros y Avances	Comentarios
<p>6. Al final del proyecto, los modelos de educación inclusiva han sido implementados en las escuelas seleccionadas en los municipios meta para prevenir y reducir el trabajo infantil y mejorar los indicadores de educación</p>	<p>Producto 6.1 Variaciones del modelo de Escuela de Tiempo Pleno (ETP) aplicado en forma completa en escuelas seleccionadas en los municipios meta</p> <p>Producto 6.2 Variaciones del modelo de Educación Flexible (FEM) destinado a ayudar a aquellos sobre la edad escolar, estudiantes de grado que repiten y / o desertado disponible en los municipios seleccionados</p> <p>Producto 6.3 Asistencia técnica para identificar las sinergias entre el modelo de la Escuela de Tiempo Pleno (ETP) y otros modelos de educación inclusiva,</p>	<p>que es para iniciativas en marcha, donde esperamos dejarlos habilitados para créditos futuros</p> <ul style="list-style-type: none"> <li>• Ola 1: Planes educativos en marcha</li> <li>• Ola 2: Planes educativos elaborados</li> <li>• Ola 3: En fase de planificación</li> <li>• Planes de prevención y eliminación de trabajo infantil en 10 centros educativos a través de estrategias del Modelo de Escuela Inclusiva de Tiempo Pleno (25 en proceso de aprobación) elaborados e implementados que buscan mejorar el aprendizaje y retener a NNA en la escuela.</li> <li>• Instrumento desarrollado e implementado para la asignación, transferencia, ejecución y liquidación de fondos a los centros educativos calificados en el marco del proyecto.</li> <li>• Diplomado "Estrategias de Educación Inclusiva", ejecutado por FUNDETODOS, para maestros/as de centros escolares participantes de Ola 1 y una parte de Ola 2. Feb a Oct 2012. Programado un nuevo para lo que falta de Ola 2 y toda la Ola 3.</li> <li>• Ola 1: Aulas de apoyo y pruebas de madurez en coordinación con MINED</li> <li>• Olas 2 y 3 : Aún no inician</li> <li>• Atención en modalidades flexibles, a través de aulas de nivelación que atendió a 200 niños beneficiarios del proyecto, con pobres resultados en las pruebas de suficiencia del MINED</li> <li>• Certificación de 100 docentes y Re-Certificación de 50, en Modalidades flexibles. Ejecutado por Universidad Don Bosco Ago.2012 a Enero 2013</li> </ul>	<p>La identificación específica de centros escolares para ser atendidos por el Proyecto, en la Línea de Base.</p> <p>Con un pequeño grupo de NNA participantes en la experiencia de nivelación, se han tenido problemas por falta de registro de identidad y eso a su vez imposibilita ubicar la documentación de la educación ya cursada.</p>

## **Annex 8. Good Practices in prevention and elimination of CL (*Buenas prácticas en la eliminación y prevención del trabajo infantil en El Salvador 2011-2012*)<sup>30</sup>**

### **1. El compromiso del sector privado, caso FUNDAZUCAR**

En el Centro Escolar La Noria, el cantón del mismo nombre, jurisdicción del Municipio de Jiquilisco en el Departamento de Usulután, en la zona oriental del país, estudian 304 niños, niñas y adolescentes, de los cuales el 50% trabaja, ayudando a sus familias en el trabajo agrícola, principalmente. Estas actividades con frecuencia afectan su asistencia y rendimiento escolar, así como su salud física y mental.

Las actividades agrícolas son las que con más frecuencia son apoyadas con trabajo infantil, y, en la zona donde se ubica el Centro Escolar La Noria, una de las fuentes de trabajo agrícola más importantes es la producción de caña de azúcar, cuyas condiciones son duras para el trabajo físico y de alto riesgo, especialmente en lo que tiene que ver con exposición a heridas causadas por las hojas mismas de la caña o por los objetos cortantes con los que recolecta la cosecha; así como la aplicación de agroquímicos que amenazan la salud, si no se hacen bajo condiciones seguras y controladas.

La Fundación del Azúcar (FUNDAZUCAR) de El Salvador, brazo social de las empresas de la agroindustria azucarera de El Salvador; tiene como parte de sus líneas estratégicas de trabajo el cumplimiento de la responsabilidad social empresarial en el sector, especialmente cuidando la seguridad y salud ocupacional de sus trabajadores/as, y la erradicación del trabajo infantil. En este marco, y con el apoyo del Proyecto OIT “Eliminación del Trabajo Infantil en El Salvador mediante el empoderamiento económico y la inclusión social”, FUNDAZUCAR proporciona apoyo financiero y técnico al Centro Escolar La Noria, para sensibilizar y contribuir a un cambio de actitud sobre el trabajo infantil en docentes, madres y padres de familia, y estudiantes.

El trabajo infantil ha sido considerado en el país, culturalmente, como una práctica “normal”, establecida por tradición. Por lo que promover este cambio cultural requiere una estrategia amplia, que ha incluido por un lado un diálogo y prácticas orientadas a mostrar, primero los impactos negativos que el trabajo infantil tiene en la educación y desarrollo de NNA trabajadores, obstaculizando el ejercicio de sus derechos básicos a la educación y la salud; y segundo, un componente productivo que muestre y eduque sobre la posibilidad de realizar trabajos agrícolas por parte de NNA, en condiciones no peligrosas, de buena productividad, y que no les impidan el ejercicio de sus derechos.

El primer componente, que tiene que ver con la sensibilización sobre el impacto negativo del trabajo agrícola en el desarrollo de NNA, está siendo implementado en el Centro Escolar La Noria utilizando la metodología SARAR31 que provee herramientas de conocimiento y gráficas, en módulos para todas las edades desde parvularia hasta adultos, para concientizar a los NNA sobre los efectos negativos del trabajo infantil, y también para familias en el mismo proceso de concientización.

En La Noria, detrás del centro escolar, se ha creado una pequeña parcela o huerto demostrativo, donde los NNA pueden conocer prácticas agrícolas de buen rendimiento, principalmente hortalizas, y con prácticas de manejo de agroquímicos seguras. Estas se realizan con el apoyo conjunto de FUNDAZUCAR y de la

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<sup>30</sup> “Una buena práctica puede ser definida como cualquier experiencia que, en su totalidad o en parte, funciona para combatir el trabajo infantil y que puede tener implicaciones para la práctica a cualquier nivel en otro contexto o situación”, página 1. “Guía de Buena Práctica” OIT/IPEC, versión preliminar Ginebra, octubre 2001.

<sup>31</sup> SARAR es una metodología de capacitación participativa cuyo nombre son las siglas de las palabras en inglés, Self-esteem, Associate Strength, Resourcefulness, Action Planning y Responsibility. SARAR está basada en la persona que aprende y ayuda a sí mismo y los demás a asumir mayor control sobre sus decisiones, su vida y su ambiente. Los pasos que implica el proceso participativo son Diagnóstico, Análisis, Planificación, Ejecución y, concluye con la evaluación y reflexión participativa sobre la práctica. Es adaptable a cualquier tema y son los propios usuarios los que la van construyendo a través de los pasos citados.

Asociación de Proveedores Agrícolas (APA), quien aporta su Metodología “Agricultores del Futuro”, que propone prácticas agrícolas formativas con adolescentes y jóvenes, en cultivos de ciclo corto, y de bajo riesgo, y enseña a hacer un manejo seguro de los agroquímicos. La parcela es manejada con cultivos escalonados que permitan tener cultivos y productos todo el año. En esta experiencia se ha encontrado que los adolescentes aprenden en el Proyecto y en las parcelas familiares enseñan a sus padres a realizar estas nuevas prácticas agrícolas productivas y seguras, orientadas además a mejorar la alimentación de los NNA.

En la comunidad educativa de La Noria, se registra ahora ya una conciencia sobre los efectos negativos del trabajo infantil en la educación de NNA y el ejercicio de sus derechos a la educación, salud, seguridad y la recreación. Además, los docentes informan que a medida que se ha avanzado con la ejecución de la sensibilización y las opciones productivas para las familias, la asistencia a la escuela se ha estabilizado. Como valor agregado, se encuentra además un notable entusiasmo en adolescentes por realizar prácticas de cultivos agrícolas sin afectar su educación y salud, contagiado a muchos de sus padres y madres, que con alegría expresan su nueva decisión de apoyar a sus hijos adolescentes en la educación y su desarrollo como prioridad, así como las nuevas prácticas agrícolas que estos/as están llevando de su experiencia en la escuela, a sus familias.

## **2. El Sistema Nacional de Información sobre Trabajo Infantil y su Observatorio.**

En el marco del seguimiento a la “Hoja de Ruta para hacer de El Salvador un país libre del trabajo infantil y de sus peores formas”, que coordina el Ministerio de Trabajo de El Salvador (MINTRAB), se ha diseñado un “Sistema de Información para el Seguimiento, Monitoreo y Evaluación del Trabajo Infantil” que se encuentra administrado por el Ministerio de Economía, MINEC. Este sistema registra las acciones implementadas por las instituciones gubernamentales en materia de prevención y erradicación del trabajo infantil (TI), y además cuenta con un Observatorio, proceso que comenzó mayo 2012 y culminará en abril 2013.

El sistema implicó homogeneizar los formularios de recojo de información en todas las instituciones públicas con competencia en el tema de TI, su consolidación y difusión, teniendo un sub sistema con una base de datos y otro sub sistema de seguimiento de la Hoja de Ruta (en intranet) para que el Comité Técnico realice sus informes. Para tal efecto, se contó con personas que desarrollaron capacidades en cada institución productora de información, especialmente estandarizando conceptos y mejorando sus registros, para que deriven su información de manera centralizada al sistema, con el propósito de alimentar la toma de decisiones en la política pública. Por ejemplo, el Lic. Rafael Barrientos del MINEC cita el acercamiento con el Fondo de Inversión Social FISDL para estimular el uso en sus programas de focalización y abordaje a las familias, mejorando sus propios registros identificando el tema de TI, antes ausente. Un microvideo ilustra este testimonio.

De acuerdo con la opinión del MINEC, el programa ETI de OIT/IPEC, financiado por USDOL, les fortalece porque permite integrar a las instituciones para que la información pueda fluir en forma apropiada hacia una base de datos y luego a través de un Observatorio. El MINEC, dentro del Observatorio ha creado un “modelo de inteligencia de negocios” que agrupa herramientas, estrategias y modelos para la gestión del conocimiento, lo que permitirá analizar la información sobre TI revisando patrones, prevalencia, continuidad de erradicación, nuevas prácticas, proyectos, mapas, lo que constituye un elemento de valor agregado. Planean integrar al portal módulos multimedia para que el dato pueda ser usado mediante videos y realizar talleres con entidades usuarias de manera que esta información sea útil también para capacitar y sensibilizar a nivel comunitario, además de estudios y planificación de políticas, entre otros.

Se planea instituir este sistema dentro del MINEC para que le de continuidad, mediante recursos propios o de la cooperación internacional y se aprestan a formar una Unidad de Seguimiento al TI con un acuerdo formal con personal propio.

### **3. Las escuelas incluyentes y la prevención y eliminación del Trabajo Infantil**

El programa de OIT/IPEC-USDOL, “Eliminación del Trabajo Infantil en El Salvador mediante el empoderamiento económico y la inclusión social” (2010-2014) cuenta con el objetivo inmediato “*Al final del proyecto, los modelos de educación inclusiva han sido implementados en las escuelas seleccionadas en los municipios meta para prevenir y reducir el trabajo infantil y mejorar los indicadores de educación*” La principal estrategia ha sido el *desarrollo de capacidades* a fin de insertar el tema al interior de las unidades departamentales, programas y unidades técnicas del nivel central del Ministerio de Educación MINED, de manera que se instituya y se adapte a sus enfoques y herramientas operativas institucionales. Para tal efecto, se abrió desde sus inicios, procesos de coordinación y diálogo a nivel central que hiciese viable la implementación de la propuesta en los 75 centros escolares que participan desde los 15 municipios intervenidos, de manera que se pueda retener a los alumnos(as) trabajadores hasta completar su ciclo, mejorando la oferta educativa. Esta propuesta se inserta dentro del sistema integrado de escuela inclusiva de tiempo pleno.

Este trabajo ha implicado para el MINED, su personal de dirección y técnico ejecutor participantes, un intenso trabajo de diálogo y aprendizaje colectivo para diseñar y operar una estrategia institucional de educación que contribuya a la erradicación del trabajo infantil, trabajando fundamentalmente en dos líneas, primero, la concientización de docentes, familias y actores locales sobre el impacto del trabajo infantil en el desarrollo de los/as niños, niñas y adolescentes (NNA) y su futuro; y segundo, creando, en el marco de la plataforma nacional de la educación inclusiva, estrategias novedosas en los centros educativos para que más NNA ingresen, permanezcan y aprendan, aun cuando sigan trabajando, y que si lo continúan haciendo que sea con el compromiso familiar de respetar su derecho a la educación, salud, recreación y seguridad, participando solo en labores no peligrosas.

Para tal efecto, el programa ha desarrollado procesos de diálogo y planificación con unas siete unidades técnicas de alto nivel del MINED, como la Dirección Nacional de Educación, la Dirección Nacional de Gestión Departamental, Departamentos técnicos especializados como Educación Inclusiva, Gestión Pedagógica, Estrategias Metodológicas Alternativas, Educación Permanente de Jóvenes y Adultos; y Educación para la Vida y el Trabajo, pasando por las Direcciones Departamentales de Educación, hasta llegar al contacto directo con directores/as y docentes de los Centros Escolares seleccionados para participar. Se trata de abordar con estrategias pedagógicas que mejoren el aprendizaje en las escuelas que registran una alta incidencia de trabajo infantil, según el Censo Escolar (2011).

El abordaje directo de los centros escolares ha demandado tal trabajo de coordinación técnica y organizativa, para asegurar primero, que la intervención considere, respete y fortalezca los canales y mecanismos institucionales del MINED; y segundo, un diálogo activo entre y con todos los niveles del sistema educativo, para que el proceso de intervención y sus herramientas se adapten a las condiciones reales de las instituciones educativas y sus contextos de trabajo. De modo que además, el trabajo desarrollado sea institucionalizado en las nuevas Modalidades Inclusivas y de Educación Flexible, que el MINED impulsa como política nacional.

La principal estrategia es dotar de un pequeño fondo de US\$ 10,000 a cada una de las 75 escuelas de 15 municipalidades priorizadas que presentaron mayor presencia de niños y niñas trabajadores para fortalecer estrategias pedagógicas

Así, el Proyecto IPEC/OIT aborda desde los primeros contactos, la sensibilización, planificación e implementación de cada proyecto educativo, de forma conjunta y coordinada con el nivel central del MINED. Todas las jornadas de sensibilización y formación a docentes y familias impartidas por el programa, son elaboradas, planificadas y ejecutadas con el conocimiento pleno y apoyo del nivel central, en una dinámica flexible de respetar los mecanismos institucionales y atender al mismo tiempo, las necesidades propias de cada centro escolar y localidad. Por eso, el aterrizaje local de la intervención se opera con un ejercicio intenso de concientización sobre TI a docentes y familias, y un ejercicio subsecuente de planificación, donde cada centro escolar elabora su propio proyecto escolar para erradicación del trabajo infantil, que básicamente buscar crear condiciones en el centro educativo que atraigan y retengan a NNA trabajadoras/es y, con la implementación de modalidades flexibles los/as incluya facilitando su proceso de aprendizaje.

#### **4. Formación vocacional a jóvenes de hogares con NNA que trabajan.**

En el municipio de Jujutla, departamento de Ahuachapán, Cantón de San Antonio en Medio, el Proyecto de la OIT “Eliminación del Trabajo Infantil en El Salvador mediante el empoderamiento económico y la inclusión social”, a través de la facilitación de medios de vida para las familias de niños, niñas y adolescentes (NNA) trabajadores/as, está apoyando a la municipalidad, a cinco centros escolares y grupos familiares, para contribuir, desde esos diversas aristas, a erradicar el trabajo infantil.

En el componente de apoyo a medios de vida para las familias, se ha ofrecido formación laboral a jóvenes y madres de hogares con NNA trabajadoras/es. Algunas de las personas beneficiarias viven en el Cantón San Antonio en Medio, ubicado a medio camino entre la montaña más alta de Jujutla, y su valle más bajo al lado del mar, con calles polvorientas y casas desperdigadas en terrenos agrestes y secos en pleno mes de marzo, cuando los estertores del verano estallan en sequedad y calor en las tierras y vidas de sus habitantes.

A jóvenes y mujeres de esta comunidad se les han brindado oportunidades de formación laboral, a través del Instituto Salvadoreño de Formación Profesional (INSAFORP), en corte y confección, sastrería, panadería y mecánica automotriz, entre otras. Todo con la hipótesis de que mejorando los medios de vida (las capacidades y condiciones de trabajo y generación de ingresos) de las familias de NNA trabajadores/as, junto a una labor de sensibilización desde la municipalidad, educativa de familias y estudiantes desde la escuela, podría reducirse y, eventualmente, erradicarse el trabajo infantil en estas comunidades.

Concluidas las jornadas de formación laboral, el mismo grupo de personas capacitadas en alguno de aquellos oficios, ha iniciado una breve capacitación y asistencia técnica en los temas básicos de emprendedurismo, misma que concluye con el ejercicio de elaboración de un plan de negocios, en donde ellos/as plasman la idea de la iniciativa económica que quieren establecer, y los recursos básicos necesarios para iniciarlo. Estos son, además, parcialmente proporcionados por el Proyecto. Desde la convocatoria a participar de esas oportunidades, el Proyecto ofrece información y sensibilización, a jóvenes y madres participantes, sobre los impactos negativos del trabajo infantil en el desarrollo de NNA, así como el obstáculo que esta práctica constituye para la el cumplimiento de los derechos de los NNA a la educación, la salud y seguridad de estos/as, como condiciones indispensables para su desarrollo.

Alejandro, un joven de 19 años que recién ha concluido aquel proceso de formación laboral y empresarial en mecánica automotriz, apunta que efectivamente es el hermano mayor de un grupo familiar con seis hijos, y recientemente ha formado su propia familia, con una jovencita de 18 años. Refiere alegre y entusiasta, que ya sabiendo lo que significa en la vida de las personas, tener que trabajar desde pequeñas/os, como es usual en su comunidad, él y su pareja han decidido que, primero, por ahora no tendrán hijos/as, “porque traerlos para que sufran y vengan a trabajar, mejor no”, y segundo, que su pareja tomara



una nueva oportunidad de formación laboral; y con esas nuevas capacidades que ambos puedan entonces establecer sus pequeños negocios, asegurar su propia fuente de empleo e ingresos, y más tarde considerar la posibilidad de tener hijos. Alejandro y su pareja, con estas decisiones, hacen ya una diferencia de la mayor parte de sus vecinas y vecinos, que suelen hacer parejas y tener hijos desde muy pronto. De hecho algunas de las jóvenes presentes en la misma reunión de beneficiarias/os, expresan ser madres desde los 16, 17 o 19 años. Este cambio de actitud y de visión del presente y futuro de la propia vida de Alejandro y su pareja, producto de la concientización sobre el trabajo infantil a que ha tenido acceso Alejandro, los convierte en personas con posibilidades de tener una vida más productiva que les aleje de la pobreza extrema en que viven la mayoría de sus familias y vecinos, y les constituye entonces en una promesa de padres que sabrán respetar los derechos de sus hijos/as y no reproducirán trabajo infantil.