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DEPARTMENT OF LABOR

# Independent Final Evaluation of Combating the Worst Forms of Child Labor through Education in Nicaragua, ENTERATE

Cooperative Agreement Number: IL-17759-08-75-K



2011

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## ACKNOWLEDGEMENTS

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The evaluation of the ENTERATE Project in Nicaragua was conducted and documented by Michele González Arroyo, an independent evaluator in collaboration with USDOL/OCFT staff; the ENTERATE project team; and stakeholders in Nicaragua. ICF would like to express sincere thanks to all parties involved in this evaluation: the independent evaluator, the American Institutes of Research and its partners, and USDOL.



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## LIST OF ACRONYMS

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AIR	American Institutes for Research
CEAR	<i>Centros de Educación Alternativa Rural</i> (Centers for Alternative Rural Education)
CNEPTI	<i>Comisión Nacional para la Erradicación del Trabajo Infantil y la Protección de Adolescentes Trabajadores</i> (National Commission for the Eradication of Child Labor)
EI	Education Initiative
ENTERATE	<i>Educando Niños Trabajadores y Erradicando Actividades y Trabajos Explotadores</i> (Educating Working Children and Eradicating Exploitive Activities and Jobs)
EXPOAPEN	<i>Asociación de Exportadores y Productores de Nicaragua</i> (Association of Producers and Exporters of Nicaragua)
ILO	International Labour Organization
ILO-IPEC	International Labour Organization's International Programme on the Elimination of Child Labour
INATEC	<i>Instituto Nacional Tecnológico</i> (National Technological Institute)
INPRHU-Somoto	<i>Instituto de Promoción Humana de Somoto</i> (Institute of Human Promotion of Somoto)
M&E	Monitoring and Evaluation
MIFAMILIA	<i>Ministerio de la Familia, Adolescentes y Niñez</i> (Ministry of the Family, Adolescents, and Children)
MINED	<i>Ministerio de Educación</i> (Ministry of Education)
MISALUD	<i>Ministerio de Salud</i> (Ministry of Health)
MITRAB	<i>Ministerio de Trabajo</i> (Ministry of Labor)
NGO	Nongovernmental Organization
SCREAM	Supporting Children's Rights through Education, the Arts, and Media
TPR	Technical Progress Report
UniRSE	<i>Unión Nicaragüense para la Responsabilidad Social Empresarial</i> (Nicaraguan Corporate Social Responsibility Association)
USDOL	United States Department of Labor
W/P	Withdrawal and Prevention
WFCL	Worst Forms of Child Labor

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## EXECUTIVE SUMMARY

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On September 30, 2008, the American Institutes for Research (AIR), in association with the *Asociación de Educación y Comunicación La Cuculmeca* (Education and Communication Association *La Cuculmeca*), and *Instituto de Promoción Humana de Somoto* (Institute of Human Promotion of Somoto), received a 3-year cooperative agreement worth US\$5 million from the United States Department of Labor (USDOL) to implement an Education Initiative (EI) project in Nicaragua. On August 10, 2009, a third associate was added to the project, *Asociación Infantil de Niños y Niñas Tuktan Sirpi* (Children’s Club Tuktan Sirpi). Together, the three associates, under the direction of AIR, implemented a unique, multifaceted EI project to eliminate exploitive child labor in Nicaragua called *Educando Niños Trabajadores y Erradicando Actividades y Trabajos Explotadores* (Educating Working Children and Eradicating Exploitive Activities and Jobs—ENTERATE). As stipulated in the cooperative agreement, ENTERATE targeted 5,045 children for withdrawal and 5,000 children for prevention from exploitive child labor in Nicaragua, specifically in the departments of Madriz, Jinotega, and Managua. These children and adolescents most often worked in agriculture, domestic labor, or other informal service sector activities.

ENTERATE activities have primarily focused on withdrawing or preventing children from child labor through their enrollment in formal and nonformal education programs. The 10 educational programs designed for this project were implemented in 175 schools located in 264 communities, in coordination with government education authorities, teachers, community volunteers, and coffee producers. The education strategies designed to meet the project’s goals included vocational education courses, intensive and remedial academic courses, short-term technical training, academic tutoring, and recreational activities. These strategies were carried out in either formal (structured, formal school) or nonformal (less structured, outside of the context of formal school) educational settings. As part of these educational programs, the project offered teacher training as well as parent education. In addition to the direct educational services, the project focused on establishing a monitoring system to track the educational and labor status of project beneficiaries, with a goal of sustaining the system through the project associates and local government institutions. The project also implemented a number of strategies targeting coffee growers aimed at increasing their awareness and promoting corporate social responsibility.

The purpose of the final evaluation was to address issues of project design, implementation, management, and replicability; identify good practices and lessons learned; and provide recommendations for the current project as well as future projects. Within this context, the evaluation aimed to assess the project’s relevance, effectiveness, efficiency, impact, and sustainability. The following are the key findings, conclusions, lessons learned, and good practices.

In the area of **relevance**, by implementing a multifaceted educational intervention whose primary goal is to withdraw or prevent children from exploitive child labor, ENTERATE **directly supported the five strategic goals of USDOL EI projects**. Moreover, several key elements in the development of the project design helped ensure its appropriate and effective nature within the cultural, economic, and political context of Nicaragua. These include a needs assessment that served to foster a sense of **ownership** among stakeholders and the corresponding

selection of appropriate educational interventions, responsive to the needs of primarily rural beneficiaries. Prioritizing the **participation of community members**, in particular youth, further ensured a project design that was both relevant and effective.

A particularly important aspect of the project was its contribution to strengthening local capacities for the withdrawal and prevention (W/P) of child labor among governmental institutions, project associates, employers, community leaders, and teachers by providing appropriate technical assistance and training in the areas of research, monitoring, financial management, corporate social responsibility, leadership development, and quality educational methodologies. In this respect, the evaluation findings offer numerous examples of transferring significant skills and demonstrating the potential for local actors to replicate the educational models.

Despite these advances, the **project design issues that could affect its overall success** include the short duration of the project and the overemphasis on reaching high withdrawal or prevention target numbers. Those two factors in combination may have created a sense of urgency, in some cases, to implement less effective educational programs, such as the short-term technical skills training.

Regarding **effectiveness**, the project effectively and consistently chose child beneficiaries based on preestablished selection criteria, in compliance with USDOL guidelines. The project exceeded its original W/P target numbers of 10,045, resulting in the withdrawal or prevention of 10,636 children and adolescents from engaging in exploitive child labor. The educational programs implemented in formal settings that **combined both interest group (recreational) and academic reinforcement services** were most likely to retain students' interest and achieve permanent W/P from exploitive child labor. Educational programs implemented in nonformal educational settings, such as vocational or technical skills training, are most effective when they are both pertinent and longer-term.

One of the most effective aspects of the project strategy was its emphasis on **building and promoting youth leadership** and providing them with increasingly more responsibility in making programmatic decisions. These efforts helped the project achieve a greater impact on W/P of children from exploitive child labor, as well as preparing targeted youth beneficiaries to become young leaders who can remain as future and sustainable advocates regarding child labor issues.

The project successfully implemented a wide variety of **awareness-raising activities** targeting a multitude of project stakeholders that, together, had an impact on the knowledge, attitudes, and practices regarding child labor issues. The media productions (radio and television) were particularly effective because of the key role of the youth communicators in developing and transmitting the information. The awareness efforts targeting coffee producers contributed to the dramatic increase of the *Puentes Educativos* (Educational Bridges) program, an educational alternative for children during peak harvest season (an increase from 6 to 40 Educational Bridges over the course of the project). This effort, however, primarily reached the larger coffee producers and additional strategies were needed to effectively gain the buy-in and support of the smaller producers.

Another particularly effective aspect of ENTERATE was its **monitoring system**, which reliably measured children's labor and education status. The effectiveness of the system was partly due to the creation of a user-friendly system that could be easily managed and implemented by project associates as well as community volunteers. The monitoring system also included proactive mechanisms for verifying the validity of data and providing ongoing support to field staff and volunteers.

In the area of **efficiency**, the cost of an educational intervention should only be one factor when considering its implementation. The cost may be justified if the program is the only relevant and available educational alternative to help withdraw and prevent children from exploitive child labor. The *Centros de Educación Alternativa Rural* (Centers for Alternative Rural Education) educational programs implemented in rural remote areas, for example, were found to be one of the higher-cost educational programs, yet there were no suitable educational alternatives for adolescents in the targeted communities. On the other hand, the media skills courses, such as the photography course and the course implemented in conjunction with Beeman Productions, were found to be less efficient in terms of resources allocated to these programs. Alternatives that are more suitable and less expensive could likely be found.

Although the **impact** of the program was assessed relatively soon after the intervention, the qualitative evidence collected suggested that there has been a positive impact on the knowledge, attitudes, and practices regarding child labor and the value of education on a wide array of actors, including child beneficiaries, parents, teachers, employers, and local and national government. Specifically, ENTERATE has impacted its target beneficiaries by withdrawing or preventing thousands of children from exploitive child labor; parents, teachers, and employers by increasing their awareness regarding child labor issues and children's right to education; government entities by contributing to efforts to monitor child labor and implement local and national policy programs; teachers by giving them the tools and training to implement quality educational programs; and employers by increasing their commitment to corporate social responsibility as it relates to children's education. Furthermore, ENTERATE's capacity-building efforts, aimed at the three local partners/project associates, have had a positive impact in establishing these organizations as national leaders in the fight to eliminate child labor through the provision of educational alternatives and bolstering their organizational capacity in the area of monitoring and financial management.

Finally, with regard to the **sustainability** of project efforts, by creating a sustainability plan early in the project implementation phase, project staff began thinking about sustainability from the project's inception. At the same time, the plan developed was not a comprehensive or particularly useful plan that could serve as a working document leading to sustainable practices. There was evidence, however, to suggest sustainability of project efforts in several key areas. This includes the sustainability of a number of effective formal educational programs or practices through existing government efforts. While project efforts to leverage resources for nonformal programs were minimal, the project did develop some useful information resources and local expertise that would better allow for their replicability.

Other elements contributing to sustainability are the **alliances** created with a wide array of actors who are integral to the process of finding sustainable solutions to child labor. This included parents, educators, government entities, employers, and coalitions of nongovernmental organizations.

Furthermore, the three project associates will remain in the targeted regions and continue to advocate for the eradication of exploitive child labor and for children's right to education.

The biggest **barriers to sustainability** of project goals were the short duration of the project implementation period and the pressure to fulfill high W/P target numbers. Projects need time to lay the groundwork, carry out the intervention, and provide the necessary follow-up to truly achieve sustainability. In addition, the pressure to meet high target numbers creates a sense of urgency to implement short educational programs that are less likely to lead to sustainable knowledge, attitudes, or practices of the child beneficiaries or their parents. The short implementation period particularly affected some of the skills training programs. The sheer poverty that is prevalent in the targeted communities makes building sustainability of program efforts even more challenging.

Based on the findings, conclusions, lessons learned, and good practices contained in this report, the following are **five key recommendations** for future child labor elimination projects. A complete list of recommendations is found in Section IX, "Recommendations."

1. ***Increase Project Duration:*** USDOL should give future EI projects a period of **no less than 4 years** and deemphasize high W/P target numbers. This will allow projects to focus on comprehensive project strategies that implement relevant and effective educational programs and awareness-raising activities that can better achieve permanent W/P from exploitive child labor, as well as measureable changes in community members' knowledge, attitudes, and practices regarding child labor issues.
2. ***Allow Special Considerations for Educational Interventions in Rural Areas:*** Future USDOL-funded projects should focus on implementing and sustaining **quality educational programs** in rural areas where there are no educational alternatives for adolescents who work or are at risk of working. This includes the promotion of educational models that allow the student to remain within his or her community and that provide practical skills leading to sustained community development. Such models should consider teacher training and awareness; parent awareness and involvement; broader community participation; and a training-of-trainer component to reach neighboring rural sites.
3. ***Promote Project Monitoring:*** Future USDOL projects should replicate the good practices of ENTERATE in the area of monitoring and evaluation by developing a project monitoring system that includes developing **a monitoring plan with outcome-oriented indicators**, collecting baseline information, developing user-friendly data collection forms, training local partners on the accurate use and purpose of the monitoring systems, integrating methods to verify reliability of data, and providing continual technical support.
4. ***Develop Youth Leadership:*** Future grantees should be encouraged to replicate ENTERATE's **youth leadership** efforts that effectively promote the involvement of youth and provide them with increasingly more responsibility in making programmatic decisions. These efforts helped ENTERATE achieve a greater impact on W/P as well as

prepare targeted youth beneficiaries to become leaders who can remain as future and sustainable advocates regarding child labor issues.

5. ***Scale up Efforts:*** Future grantees should be encouraged to **scale up** good practices implemented with local host country government institutions, to ensure a wider or national impact. ENTERATE was particularly successful within the targeted Ministry of Education municipalities, but should have included strategies that would allow for the replication of quality teaching methodologies and the monitoring system to neighboring departments. Such strategies might include supporting a training-of-trainers approach within the project activities and supporting exchanges at national government conferences or forums. In addition, it is equally important to gain the support of national government institutions by establishing relationships with key government liaisons and raising awareness about work being done at the local level.

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# I PROJECT BACKGROUND AND DESCRIPTION

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On September 30, 2008, the American Institutes for Research (AIR), in association with the *Asociación de Educación y Comunicación La Cuculmeca (La Cuculmeca)*, and *Instituto de Promoción Humana de Somoto* (Institute of Human Promotion of Somoto—INPRHU-Somoto), received a 3-year cooperative agreement worth US\$5 million from the United States Department of Labor (USDOL) to implement an Education Initiative (EI) project in Nicaragua. On August 10, 2009, a third associate was added to the project, *Asociación Infantil de Niños y Niñas Tuktan Sirpi (Club Infantil)*. Together, the three associates, under the direction of AIR, implemented a unique, multifaceted EI project to eliminate exploitive child labor in Nicaragua called *Educando Niños Trabajadores y Erradicando Actividades y Trabajos Explotadores* (Educating Working Children and Eradicating Exploitive Activities and Jobs—ENTERATE).

## 1.1 USDOL'S EDUCATION INITIATIVE PROJECTS

USDOL's EI projects aim to withdraw and prevent children from exploitive child labor by expanding access to and improving the quality of basic education. EI projects are designed to meet the following five goals:<sup>1</sup>

1. Withdrawing or preventing children from involvement in exploitive child labor through the provision of direct educational services.
2. Strengthening policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.
3. Raising awareness on the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.
4. Supporting research and the collection of reliable data on child labor.
5. Ensuring the long-term sustainability of these efforts.

## 1.2 TARGET POPULATION

As stipulated in the cooperative agreement, ENTERATE targeted 5,045 children for withdrawal and 5,000 children for prevention from exploitive child labor in Nicaragua, specifically in the departments of Madriz, Jinotega, and Managua. These children and adolescents most often worked in agriculture, domestic labor, or other informal service sector activities. The cooperative agreement further defined the target population as follows:

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<sup>1</sup> The five EI goals were modified in 2010 to include strategies on enhancing the livelihoods of targeted project beneficiaries, by supporting microfinance and other income-generating activities. Since ENTERATE was funded before 2010, it was not expected to support this new goal.

1. Rural adolescents with limited opportunities for secondary and vocational education
2. Rural children with limited educational opportunities
3. At-risk children in the Nicaragua-Honduras border area
4. At-risk children working in urban markets in Jinotega
5. A small number of adolescents working in the garbage dump or service sector activities in the capital city of Managua.

### **1.3 PROJECT STRATEGIES AND ACTIVITIES**

The ENTERATE project activities have primarily focused on withdrawing or preventing children from child labor through their enrollment in formal and nonformal education programs. The 10 educational programs designed for this project were implemented in 175 schools located in 264 communities, in coordination with the government education authorities, teachers, community volunteers, and coffee producers. The education strategies for meeting the project’s goals included vocational education courses, intensive and remedial academic courses, short-term technical training, academic tutoring, and recreational activities. These strategies were carried out in either formal (structured, formal school) or nonformal (less structured, outside of the context of formal school) educational settings. As part of these educational programs, the project included teacher training as well as parent education. In addition to the direct educational services, the project focused on establishing a monitoring system to track the educational and labor status of project beneficiaries, with a goal of sustaining the system through the project associates and local government institutions. The project also implemented a number of activities targeting coffee growers aimed at increasing their awareness and promoting corporate social responsibility. A summary of the project’s goal, purpose, outputs, and key project activities are listed in Table 1.

**Table 1: ENTERATE—Project Goal, Purpose, Outputs, and Main Activities**

Goal	Incidence of exploitive child labor reduced in Nicaragua
Purpose	Children effectively withdrawn from exploitive child labor or prevented from entering exploitive child labor
Outputs	<ol style="list-style-type: none"> <li>1. Withdraw or prevent children from involvement in exploitive child labor through the provision of direct educational services.</li> <li>2. Strengthen policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.</li> <li>3. Raise awareness of the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures.</li> <li>4. Support research and the collection of reliable data on child labor.</li> <li>5. Ensure the long-term sustainability of these efforts.</li> </ol>

Main Activities	<ol style="list-style-type: none"><li>1. Provide formal and nonformal education and educational support services to children and adolescent beneficiaries through the development of public sector outreach and partnership with <i>Ministerio de Educación</i> (Ministry of Education—MINED).</li><li>2. Implement a child labor monitoring system that could be adapted and sustained by project associates, as well as MINED and <i>Ministerio de Trabajo</i> (Ministry of Labor—MITRAB) at the municipal level.</li><li>3. Develop a private sector strategy targeting coffee growers to raise awareness, promote corporate social responsibility, and increase engagement in schools sponsorship.</li><li>4. Execute an awareness-raising strategy that includes a program offering communication and leadership training among children and beneficiaries, in addition to conducting public service announcements.</li><li>5. Conduct diagnostic studies and research to better inform government and other stakeholders regarding effective strategies to prevent and reduce exploitive child labor.</li><li>6. Promote the fulfillment of Children’s Right to Education and Coffee Production Free of Child Labor as a withdrawal and prevention (W/P) strategy among authorities, stakeholders, communities, families, and children themselves.</li><li>7. Provide teacher training in order to strengthen their pedagogical skills and knowledge of strategies that increase educational quality and support the permanence of beneficiaries in school.</li></ol>
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## **II EVALUATION PURPOSE AND METHODOLOGY**

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### **2.1 EVALUATION PURPOSE**

The purpose of the final evaluation was to address issues of project design, implementation, management, and replicability; identify good practices and lessons learned; and provide recommendations for the current project as well as future projects. Within this context, the evaluation aimed to assess the project's relevance, effectiveness, efficiency, sustainability, and impact on the target population.

Specifically, the final evaluation sought to—

- Assess whether the project has met its objectives and identify the challenges encountered in doing so;
- Determine the efficiency, effectiveness, and pertinence of ENTERATE as a project;
- Assess the relevance of the project within the cultural, economic, and political context of the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL;
- Assess the intended and unintended outcomes and impacts of the project;
- Provide lessons learned from the project design and experiences in implementation that can be applied to current or future child labor projects in the country and to projects designed under similar conditions or target sectors;
- Determine whether project activities can be deemed sustainable at the local and national levels and among implementing organizations, given, among other things, the current social, economic, and political conditions of the country; and
- Look at the potential replicability of good practices in other sectors.

### **2.2 METHODOLOGY**

#### **2.2.1 Evaluator**

An external evaluator with a background in education, labor, and public health conducted the evaluation. The evaluator had experience conducting multiple evaluations for USDOL projects in Central America, South America, and the Caribbean. The external evaluator was responsible for developing the methodology in consultation with ICF International (ICF), USDOL, and the project staff; conducting the interviews and facilitating other data collection processes; analyzing the evaluation material gathered; presenting feedback on the initial findings of the evaluation at the stakeholders meeting; and preparing the evaluation report. Project staff members were present in meetings with stakeholders only to provide introductions.

## 2.2.2 Approach

The evaluation approach was primarily qualitative in terms of the data collection methods used. Quantitative data were drawn from project reports, to the extent that they were available, and incorporated into the analysis. The following additional principles were applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives were triangulated for many of the evaluation questions in order to increase the credibility and validity of the results.
2. Efforts were made to include the participation of child beneficiaries, using child-sensitive approaches in the interviews, such as playing a name game to break the ice. To ensure confidentiality, neither project staff nor parents were present during the interviews.
3. Gender and cultural sensitivity were integrated into the evaluation approach, by trying to interview as many males as females and within the context of a familiar setting such as their homes, schools, or youth clubs.
4. Interviews incorporated a degree of flexibility, allowing additional questions to be posed while ensuring that key information was obtained.
5. A consistent protocol was followed for each project site, with adjustments made for the different people involved and the specific activities conducted; the progress of implementation in each site also was noted.

## 2.2.3 Data Collection Methodology

1. **Document Review:** Before arriving in Nicaragua, the evaluator read a variety of critical project documents and took notes for reference. These documents included the project document and revisions, the cooperative agreement, technical progress reports (TPR), the project logical framework and monitoring plan, work plans, correspondence related to TPRs, and monitoring and evaluation (M&E) reports (including baseline survey data, W/P status reports, and the independent midterm evaluation report). During the fieldwork, these documents were verified and additional supporting documents were collected. (See Annex B for a complete list of documents reviewed.)
2. **Data Collection Tools:** USDOL developed a master list of key evaluation questions that served as the basis for the data collection tools. These questions were used to develop guides and protocols in Spanish for the individual and group interviews conducted with project stakeholders. The final list of evaluation questions is incorporated in the Terms of Reference (Annex A) and a complete set of interview questions (in Spanish) is found in Annex D.
3. **Field Visits:** The evaluator visited each of the three implementing partners in the departments of Jinotega and Madriz. These visits included observing at least two educational interventions being conducted (both formal and nonformal), allowing the evaluator to observe the activities developed by the project. Depending on the

circumstances, individual or group interviews were held with a variety of project stakeholders (defined as those who have an interest in the project such as local partners, direct and indirect beneficiaries, community leaders, employers, and government officials). The evaluator was able to conduct six in-depth observations of educational interventions, trainings, or community events at five of the project sites (approximately a half-day spent at each). This allowed the evaluator to better determine the knowledge, attitudes, and practices gained as a result of the educational intervention, training, or outreach event. See Table 2 for list of observations conducted.

**Table 2: Observations of Educational Interventions, Training, or Outreach Event**

<b>Educational Intervention, Training, or Outreach Event</b>	<b>Associate</b>	<b>Description</b>
Vocational training	Club <i>Infantil</i> and INPRHU-Somoto	Observation of students participating in vocational training in beauty, silkscreen, and computers.
Outreach to coffee producers	<i>La Cuculmeca</i>	Outreach “fair” for coffee producers of small- and medium-sized farms. Observation of presentation and question-answer period.
Training of teachers who work in <i>Puentes Educativos</i> (“Educational Bridge” schools)	<i>La Cuculmeca</i>	Observation of teacher training focusing on pedagogical methods to increase students’ interest in literature.
Technical modules	<i>La Cuculmeca</i>	Observation of students participating in three technical courses: sustainable tourism, large animal husbandry, and coffee cultivation.
Afterschool educational reinforcement	INPRHU-Somoto	Observation of teacher conducting afterschool educational activities for children at primary school in La Ceiba, Madriz.
<i>Centros de Educación Alternativa Rural</i> (Centers for Alternative Rural Education—CEAR)	INPRHU-Somoto	Observation of students participating in rural technical training focusing on sustainable agriculture. Students demonstrated knowledge by spontaneously preparing small-group presentations on “ecology and agriculture.”
Interest groups	INPRHU-Somoto and <i>La Cuculmeca</i>	Observation of students participating in recreational activities in dance and baseball.

4. **Stakeholder Interviews:** In total, 378 stakeholders were interviewed individually or in small groups, including project staff, direct beneficiaries, parents of direct beneficiaries, teachers, community leaders, coffee producers and merchants, international nongovernmental organizations (NGOs) working on child labor issues, local and national government officials, and representatives of the U.S. Government. Table 3 provides a detailed summary of the stakeholders interviewed, including the interview method (individual or group), the sample size, and a description of the stakeholder interviewed. The group interviews ranged in size from 6 to 18 people. Annex C gives a complete list of persons interviewed (last names of children withheld) by date, site, and method of interview.

**Table 3: Interviews—Population, Interview Method, Sample Size, and Description of Stakeholder**

Stakeholder	Method of Interview	Sample Size (N=378)	Stakeholder Description
AIR/ENTERATE	Individual	10	AIR project staff based in Managua and the United States
Associates	Individual and group	80	Staff representing Club <i>Infantil, La Cuculmecca</i> , and INPRHU-Somoto
Direct beneficiaries	Group	154	Children and adolescents who received the project's direct educational services
Parents of direct beneficiaries	Group	49	Parents of children and adolescents who participate in one of the educational interventions
Community promoters and monitors	Group	32	Volunteer members of the community who have been trained to support an educational intervention or to collect and report monitoring data
Teachers and administrators	Individual and group	24	Educators who supported an educational intervention and/or who benefited from teacher training workshops
Nicaraguan Government representatives	Individual and group	15	Government representatives at the municipal and national levels representing MINED, MITRAB, and <i>Ministerio de la Familia, Adolescentes y Niñez</i> (Ministry of the Family, Adolescents, and Children—MIFAMILIA)
Coffee producers and merchants	Individual and group	7	Coffee producers and market merchants from Jinotega
International NGOs working on child labor issues	Group	5	Representatives from CARE, <i>Fundación Yo Quiero Ser Feliz</i> , <i>Unión Nicaragüense para la Responsabilidad Social Empresarial</i> (Nicaraguan Corporate Social Responsibility Association—UniRSE), and <i>Asociación de Productores y Exportadores de Nicaragua</i> (Association of Producers and Exporters in Nicaragua)
U.S. Government representatives	Individual	2	U.S. Embassy and USDOL representatives

5. **Data Matrix:** A data matrix was compiled throughout the course of the fieldwork to document major points discussed during the interviews. The data were organized according to the Terms of Reference issued by USDOL. This organization of data provided a mechanism for verifying the contents of the evaluation report. It also ensured that the data were triangulated where possible and that the source of each finding was consistently documented.
6. **Stakeholder Meeting:** Following the field visits, the evaluator facilitated a meeting that brought together a wide range of stakeholders, including project staff and associates, adolescent beneficiaries, parents, educators, coffee producers, merchants, and representatives of the U.S. Government. The meeting was used to present major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders (including those not interviewed earlier). The meeting agenda and list of attendees can be found in Annex E.

#### **2.2.4 Data Analysis**

The document reviews, site visits, stakeholder interviews, and stakeholder meeting generated a substantial amount of raw qualitative data. The evaluator used qualitative data analysis methods including matrix analysis to categorize, synthesize, and summarize the raw data captured from the interview notes. The data analysis process was driven by USDOL's key evaluation questions.

#### **2.2.5 Limitations**

The project carried out educational activities in 175 different schools or sites in 264 communities. While it was impossible to visit all project sites in the 13-day evaluation fieldwork, all efforts were made to ensure that the evaluator visited a representative sample of sites, including some that have performed well and some that have experienced challenges.

Findings for this evaluation are based on information collected from background documents and during interviews with stakeholders, project staff, and beneficiaries. The accuracy and usefulness of the evaluation findings relies on the integrity and relevance of the information provided to the evaluator from these sources. Furthermore, the determination of project efficiency did not include a comprehensive cost-efficiency analysis utilizing financial records. However, the evaluator did include some interview questions to key stakeholders regarding selected aspects of the cost-effectiveness and efficiency of the different educational interventions.

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### III RELEVANCE

#### 3.1 FINDINGS

##### 3.1.1 Project Design and Its Support of USDOL Child Labor Education Initiative Goals

ENTERATE was designed to support the five major goals of USDOL’s EI projects (EI goals before 2010). This design included the provision of formal and nonformal educational services; implementing a child labor monitoring system; promoting corporate social responsibility among the private sector; executing a wide range of public awareness-raising activities; and conducting or supporting diagnostic studies on child labor issues. Table 4 summarizes how ENTERATE’s project strategies have supported the five EI project goals.

**Table 4: ENTERATE’s Strategies/Activities in Support of EI Goals**

EI Project Goals (prior to 2010)	Project Strategies in Support of EI Goals
1. Withdraw or prevent children from involvement in exploitive child labor through the provision of direct educational services.	<ul style="list-style-type: none"> <li>• Provision of direct educational services, targeting 10,045 children ages 5–17, leading to withdrawal or prevention from exploitive child labor.</li> <li>• Implementation of <i>Alerta Temprana</i> (Early Warning System) to identify children at risk of working.</li> </ul>
2. Strengthen policies on child labor and education, the capacity of national institutions to combat child labor, and formal and transitional education systems that encourage children engaged in or at risk of engaging in exploitive labor to attend school.	<ul style="list-style-type: none"> <li>• Provision of technical assistance and training to MINED in several municipalities in Jinotega and Madriz to successfully adapt and implement ENTERATE’s child labor monitoring system.</li> <li>• Provision of teacher training to improve quality of education and attract, withdraw, and retain working children or those at risk of working</li> </ul>
3. Raise awareness of the importance of education for all children and mobilize a wide array of actors to improve and expand education infrastructures.	<ul style="list-style-type: none"> <li>• Implementation of direct awareness efforts to parents, teachers, employers, and targeted communities regarding child labor issues as well as children’s right to education.</li> <li>• Training and support of adolescent communication networks that in turn conduct broad awareness efforts through television and radio.</li> <li>• Promotion of corporate social responsibility among coffee producers in support of Educational Bridges.</li> </ul>
4. Support research and the collection of reliable data on child labor.	<ul style="list-style-type: none"> <li>• Technical and financial support of three research studies that will better monitor child labor.*</li> <li>• Establishment of ENTERATE’s child labor monitoring system to collect reliable data on child labor in targeted communities.</li> </ul>

EI Project Goals (prior to 2010)	Project Strategies in Support of EI Goals
5. Ensure the long-term sustainability of these efforts.	<ul style="list-style-type: none"> <li>• Institutionalization of child labor monitoring system with local NGOs/project associates to continue to monitor child labor.</li> <li>• Institutionalization of educational methodologies promoted by project to improve overall educational quality.</li> <li>• Establishment of community monitors and promoters to provide ongoing child labor monitoring, educational reinforcement and recreational activities.</li> <li>• Agreement established with key coffee producers in support of Educational Bridges.</li> <li>• Agreement established with market merchants to support the elimination of child labor and promotion of children’s right to education.</li> </ul>

\* Results of the studies that formed part of the original project design were still in the process of implementation or analysis at the time of the final evaluation.

### 3.1.2 Project Design Within Nicaragua’s Cultural, Economic, and Political Context

In addition to the specific strategies and activities implemented by the project, certain key elements were considered by project stakeholders to be important to a project design that would be relevant to the cultural, economic, and political context of the country. These elements include the following:

1. **Conducting a Needs Assessment:** AIR staff conducted a needs assessment at the design stage (before submitting the project proposal). This helped to ensure a project strategy that was both appropriate and effective. The needs assessment, which was submitted as part of the original grant proposal, included a document review, results from interviews held with various individuals working to eradicate and prevent child and adolescent labor in Nicaragua, and a description of relevant experiences that could serve as reference for future interventions. AIR staff interviewed during the evaluation fieldwork commented that this also allowed them to foster a sense of ownership among key actors since they were able to actively contribute ideas to the project design. Project associates from INPRHU-Somoto and *La Cuculmecca* confirmed that their initial input was key to gaining their support and the subsequent formation of an effective partnership.
2. **Implementing Pertinent Educational Interventions:** The project was able to provide education/training alternatives for youth in rural areas that do not have access to secondary school or training programs. The project also supported the schools on coffee plantations, which is the only viable educational option for many youth. Educational alternatives supporting youth in urban areas in Jinotega also formed part of the project strategy. The effectiveness of each of the educational interventions is further discussed in Section 4.1.2, “Effectiveness of Educational Models in Withdrawal and Prevention.”

3. ***Developing and Implementing an Appropriate Monitoring System:*** All of the interviews with project associates as well as government counterparts mentioned the usefulness of the project's monitoring system. It was designed in a user-friendly manner and had the potential to be adapted by government institutions so they can continue monitoring the labor and education status of children. The project also appropriately conducted a baseline study at the start of the implementation phase, which is essential in obtaining valid project impact data.
4. ***Capacity Building of Project Stakeholders:*** The project design made a purposeful effort to build the capacity of project stakeholders, including government institutions, local partners/associates, coffee producers, community leaders, and teachers. Capacity building is a key strategy in the creation of a pertinent intervention strategy. Specific capacity-building efforts are further discussed in Section 3.1.6, "ENTERATE's Contribution to Strengthening Local Capacities."
5. ***Establishing Alliances with a Variety of Counterparts:*** The project design purposefully promoted alliances with a wide array of actors, including market merchants, coffee producers, government institutions, other NGOs, and community leaders. These alliances ranged from formal commitments to actual implementation of efforts leading to the eradication of child labor. This allowed for a more comprehensive approach to achieve the project objectives.
6. ***Working Jointly with Volunteer Community Promoters and Monitors:*** The development and training of a large network of volunteer promoters and monitors, based out of each target community, to assist with both the educational interventions as well as the monitoring efforts was considered by many stakeholders as economically and culturally appropriate, as well as sustainable. These individuals are motivated by the social development of their communities and will largely remain in the project sites after the funding ends.
7. ***Conducting Awareness-raising activities:*** The project design placed a great deal of emphasis on awareness-raising activities that included holding community outreach events as well as engaging the media. The community outreach events targeted coffee producers, parents, teachers, and the community at large in order to increase their knowledge regarding child labor laws and children's right to education in a culturally appropriate manner. Community awareness was an ongoing process throughout the project, with the goal of changing the knowledge, attitudes, and practices of project stakeholders. See Sections 4.1.4 and 4.1.5 regarding the effectiveness of the community awareness approaches and activities.
8. ***Developing Youth Leaders:*** Youth leaders were trained and supported to carry out activities related to awareness raising, political advocacy, monitoring, and education. Representatives from the two project associates in Jinotega explained that, **no one knows how to reach youth better than youth**. In a process that will be described in Section 4.1.3, "Creating Community Ownership," the project helped develop and support a corps of youth leaders that is considered a culturally and economically appropriate strategy, as well as sustainable.

### 3.1.3 Strategies for Withdrawing/Preventing Children from WFCL and Rationale

The project primarily targeted children engaged in exploitive child labor in agriculture, domestic labor, and other informal service sector activities (market or street vendors). Children in these sectors are exposed to dangerous pesticides and fertilizers, use dangerous tools, and carry heavy loads—tasks that all fit within the International Labour Organization’s (ILO’s) definition of the worst forms of child labor (WFCL).<sup>2</sup> The primary strategy for W/P focused on the implementation of 10 different educational interventions—both formal and nonformal—for children and adolescents ages 5–17 who are either working or are at risk of working in exploitive child labor. Interviews with MINED officials at both the municipal and national level confirmed that certain strategies are relevant and effective for reducing child labor, including educational interventions that offer adolescents an educational alternative (such as vocational and technical training programs), that reinforce academic skills (educational reinforcement programs), or that offer recreational alternatives during the half-day that school is not in session. Those interventions that were supported by MINED, such as educational reinforcement, were seen as the most appropriate. Teachers and parents mentioned that the extracurricular activities such as dance and baseball were most appropriate in terms of providing children and adolescents with an interesting and enriching alternative to prevent and withdraw them from child labor. Other project strategies for W/P from WFCL and the rationale for these strategies are further described in Table 5.

**Table 5: Project Strategies and Rationale for Withdrawal/Prevention from WFCL**

<b>Project Strategies</b>	<b>Rationale</b>
1. Providing direct educational services.	Relevant educational alternatives (both formal and nonformal) to child labor will help reduce labor hours.
2. Establishing alliances with a variety of stakeholders at different levels according to their specific roles.	All stakeholders—market vendors, community leaders, parents, children, private sector (producers), NGOs, and government—play an important role in W/P from child labor.
3. Creating a monitoring system that can be adapted/used by MINED.	Monitoring system provides an objective way to measure effectiveness of project interventions. Also, it allows the government to develop policies more effectively and then enforce those policies.
4. Establishing a dialogue and commitment from coffee producers.	Coffee producers are key stakeholders if initiatives are to be successful and sustainable.
5. Creating a receptive environment through awareness-raising activities.	Increasing public knowledge increases the likelihood of changes in attitudes and practices.
6. Promoting the full participation of children/youth to create awareness-raising messages.	Peer communication is much more effective since children/youth know their situation best and how to communicate to other children/youth.

<sup>2</sup> ILO Convention 182, Article 3. Available at [www.ilo.org/ipecc/facts/WorstFormsofChildLabour/lang--en/index.htm](http://www.ilo.org/ipecc/facts/WorstFormsofChildLabour/lang--en/index.htm)

Project Strategies	Rationale
7. Developing and strengthening community-monitoring networks.	Community members (adults as well as adolescents) know which children within their communities are involved in child labor activities and can effectively and efficiently monitor them and provide remedial follow-up actions.
8. Developing and strengthening the capacity of local partners.	Strengthening local capacity increases likelihood of sustainability.

### 3.1.4 Validity of Project Assumptions

The broad project strategies were designed to work with the Government of Nicaragua and the National Commission for the Eradication of Child Labor. For reasons described in Table 6, this proved to be challenging. Gaining cooperation from a national television station to carry out awareness-raising activities also presented a challenge. It should be noted, however, that when barriers or challenges surfaced, the project developed and implemented alternative strategies. Several other critical assumptions were found to be valid that are mentioned in the project’s logical framework (see Annex F). Those that were not valid did not seem to affect the project outcomes. Table 6 outlines the major project assumptions and the reasons for being valid or invalid.

**Table 6: Validity of Project Assumptions**

Project Assumptions	Validity
1. Project has the ability to work with the national authorities.	Incorrect assumption: Initially, the project was not able to work as closely as planned with the national authorities, but managed to work with government institutions at the municipal level. About halfway through the project, ENTERATE representatives were able to establish contact with national authorities.
2. Project has the ability to work closely with <i>Comisión Nacional para la Erradicación del Trabajo Infantil y la Protección de Adolescentes Trabajadores</i> (National Commission for the Eradication of Child Labor—CNEPTI), the Nicaraguan Government’s coordinating body for various child labor initiatives.	Incorrect assumption: CNEPTI was no longer an active government coordinating entity, so the project promoted a coordinating body among NGOs.

Project Assumptions	Validity
3. Project has the ability to gain support of Channel 2 television for the awareness campaign.	Incorrect assumption: Channel 2 experienced a change in leadership and was no longer interested in supporting the awareness campaign; therefore, the project undertook a more grassroots campaign led by the Child Communicators' Network utilizing Club <i>Infantil's</i> radio station and developing alliances with Radio Maranatha and Channel 14 television.
4. There is no strong increase in poverty levels leading to a rise in the number of children dropping out of school to become economically active.	Correct assumption: The poverty level had a moderate increase in 2010 but dropout rates did not significantly increase.
5. Budget constraints do not force the Nicaraguan Government to reduce the provision of education services in formal schools.	Correct assumption: Although there was a reduction in the education budget, project beneficiaries were able to receive educational services in government schools.
6. There are no natural disasters in target areas affecting project implementation.	Correct assumption: Floods in target areas (September to October 2010) affected attendance rates, but affected children returned to school after the emergency subsided.
7. MINED is supportive of teacher training.	Correct assumption: Project had limited training access to teacher training during Years 1 and 2, but starting in Year 3, training focused on teachers working in Coffee Plantation Schools, Educational Bridges, and regular primary schools.
8. MINED is supportive of child labor awareness signs being posted.	Correct assumption: Signs were placed and clearly visible.
9. Coffee producers are interested and committed to eliminating child labor.	Correct assumption: Producers were interested and committed to supporting educational programs.
10. Economic situation allows for continued private sector investment and support of education.	Correct assumption: Economic situation did not impede private sector support.
11. Merchants are willing to post signs.	Correct assumption: The project actively sought signatures of merchants who agreed to eliminate child labor and promote children's right to education.
12. Grassroots organizations exist at local level and are interested in preventing child labor.	Correct assumption: Community organizations exist and a network of local leaders were actively involved in preventing child labor.

### 3.1.5 Obstacles in Addressing Child Labor in Nicaragua and ENTERATE's Response

In December 2010, the Nicaraguan Government presented its most recent plan to eradicate child labor. This plan, known as the Hoja de ruta (Roadmap), establishes a goal of eliminating WFCL by 2015 and eradicating all child labor by 2020.<sup>3</sup> ENTERATE staff and project associates mentioned that a main obstacle for adolescents is the **lack of educational alternatives** beyond sixth grade, especially in rural areas. This includes a lack of high schools, technical schools, or vocational skills training. Interviews with children also mentioned that school can be “boring” and students lack motivation to continue studying. Another impediment is the fact that peak harvest season coincides with the summer months, when school is not in session.

The project's response to these obstacles has been a **focused effort to support and provide educational alternatives in rural areas as well as semi-urban sites**. Specifically, the project supported CEAR, technical and vocational skills training programs, and extracurricular or recreational activities. The summer crop harvest issue was directly addressed by supporting and promoting the expansion of MINED's Educational Bridges program, which provides working children and adolescents with educational alternatives during peak harvest season, as well as other community-supported recreational activities. While these educational programs addressed obstacles during life of the project, sustaining them remained uncertain, especially in the case of the CEARs.

### 3.1.6 ENTERATE's Contribution to Strengthening Local Capacities

The project contributed to strengthening the local capacities for the prevention of child labor among governmental institutions, partners, employers, community leaders, and teachers in the following manner:

#### 1. *Government Institutions:*

- **MINED:** ENTERATE introduced the child rights and child labor modules into government teacher training programs; supported the School Passport pilot; supported the National Reading Campaign; facilitated the coordination of Educational Bridges among various government ministries, coffee producers, and NGOs; and provided training on the monitoring system.
- **MITRAB:** ENTERATE supported the 2010 *Encuesta Nacional de Trabajo Infantil* (National Survey on Child Labor) by providing technical feedback on the design of the survey instrument, and transportation for the data collectors. At the time of the final evaluation, the project was waiting to provide feedback on the data collected. ENTERATE also supported MITRAB's interest in studying child labor in the tobacco sector by carrying out and documenting an exploratory visit of tobacco production in the Municipality of Condega, Estelí. The project was unable to provide further support to MITRAB's research study of child labor in the tobacco sector due to

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<sup>3</sup> International Labour Organization (2010). *Hoja de ruta para hacer de Nicaragua un país libre de trabajo infantil*. Retrieved from [www.ilo.org/ipeinfo/product/download.do?type=document&id=14795](http://www.ilo.org/ipeinfo/product/download.do?type=document&id=14795)

- delays in the research design. The project also facilitated inspection visits during the 2010–2011 harvest season by providing transportation to inspectors. In some cases, this was the first time inspectors had visited some of these remote coffee farms during that coffee harvest, due to insufficient resources. Currently, the project is supporting a MITRAB feasibility study on economic alternatives to stone crushing as a measure to eradicate child labor in that particular sector.
2. **Local Partners/Associates:** ENTERATE provided technical assistance for developing or strengthening monitoring systems, educational programs, communication activities, and financial management systems. The latter allowed local partners to develop and implement financial oversight mechanisms that meet the requirements of future U.S. and international donor agencies.
  3. **Coffee Producers:** ENTERATE facilitated the development of a network and dialogue for producers interested in addressing child labor and establishing quality criteria for the investment on educational alternatives. The project was able to promote corporate social responsibility through their involvement in Educational Bridges, which provides an educational alternative to picking coffee during the peak harvest season.
  4. **Community Leaders:** Community leaders helped to raise awareness and monitor the work status of children, and to help ensure that they attend school. Community leaders have also been trained to support educational interventions and recreational activities.
  5. **Teachers:** ENTERATE provided support to teachers implementing the math baskets, reading comprehension skills, and modules on children’s rights and child labor. The project also increased teachers’ awareness regarding children’s rights and the challenges faced by working children, as well as multigrade teaching techniques and active learning methodologies.
  6. **Parents:** ENTERATE’s activities for parents helped foster their understanding regarding the risks associated with child labor and the importance of having their children (both boys and girls) stay in school. Parents were also given the tools to actively participate in the project by volunteering to support academic or recreational activities.
  7. **Children:** ENTERATE supported and promoted the active participation of youth in the design and implementation of key project components. This helped develop their abilities to express opinions, make decisions, assist other children, and promote children’s rights.

### **3.1.7 ENTERATE’s Contribution to Governmental and Nongovernmental Programs Combating Child Labor**

As mentioned, the Government of Nicaragua recently published the Hoja de ruta (Roadmap), which outlines a plan for the elimination of child labor. The Roadmap has three main strategies to meet this goal, one of which focuses on educational initiatives as a means to withdraw and prevent children and adolescents from engaging in child labor. ENTERATE specifically contributed to this strategy through the implementation of educational programs that promote

educational quality, academic retention, and access to education in remote rural areas.<sup>4</sup> ENTERATE also supported the pilot program of MINED's School Passport initiative to help provide better educational continuity of migrant children.

ENTERATE is also a member of a coalition of NGOs concerned with child labor issues. The evaluator was able to interview five members of this coalition during the evaluation fieldwork. Members commented that they have successfully leveraged efforts on activities related to World Day Against Child Labor. This involved media events that targeted coffee producers and other private sector actors, as well as the public at large, to raise awareness and influence public opinion regarding child labor issues and children's right to education. They also successfully worked as a group to advocate for the reactivation of MINED's Commission on Education and Child Workers. One member of the NGO network, UniRSE, mentioned ENTERATE's technical contribution to a research report regarding child labor on coffee plantations. This study was published by UniRSE and distributed at the 2011 international coffee conference "Ramacafe," in an effort to raise awareness and promote corporate social responsibility.

### **3.1.8 Project Response to Recommendations Made in Midterm Evaluation**

Seven key recommendations and 23 "other" recommendations were made in the project's midterm evaluation. Documentation provided to the evaluator in September 2011 provides evidence that all seven of the key midterm recommendations were completed. Of the 23 "other" recommendations, 22 had been completed and 1 was considered unfeasible (having to do with hiring vehicle operators to transport students in remote rural areas). The most significant change in strategy as a result of the midterm evaluation was increasing the number of schools and communities in the project scope. The project extended its coverage from 125 to 175 schools in 264 communities. Annex I outlines all of the midterm evaluation recommendations and the project's specific follow-up action.

### **3.1.9 Other Issues Related to the Design or Implementation of the Project**

Several **project design weaknesses** were mentioned during interviews with teachers, government officials, or project associates. These include a lack of income-generating activities targeting parents or adolescent beneficiaries, the short project duration, and a lack of emphasis on the need for psychosocial support for child beneficiaries and their parents. Each of these is discussed below:

1. **Income-Generating Activities:** As mentioned, ENTERATE was designed under the 2008 guidelines of USDOL's EI projects, which had implementing educational programs as the primary strategy for withdrawing and preventing children from WFCL. Under these guidelines, EI projects could not directly provide microfunding as part of their project design. **This was modified in 2010 so that projects could include microfinance strategies.** Strategies could, therefore, directly address a root issue of child labor: poverty.

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<sup>4</sup> Ibid.

The ENTERATE project associate in Madriz, INPRHU-Somoto, did make some efforts to include microenterprise development activities, funded by other donors, as part of its overall project strategy. This involved a strictly monitored program targeting adolescent project beneficiaries (graduates of the rural CEAR program) who would be eligible for seed money as an investment in their own microenterprise.

2. ***Duration of the Intervention and High Target Numbers:*** ENTERATE had a timeline of 3 years to achieve its goal of withdrawing and preventing 10,045 children from WFCL. With such a compressed timeframe, the project was forced to implement some educational interventions lasting 6 months or less in order to meet the target numbers. This included the vocational training of adolescents in photography and computer skills in Madriz. Interviews with project associate staff implementing these strategies raised the concern that **this may be an insufficient amount of time to attain the permanent withdrawal, prevention, and retention of the targeted adolescents.** Furthermore, they felt this was likely not enough time to reinforce the newly formed values, attitudes, and behaviors with children, parents, teachers, and producers or merchants. One facilitator from Club *Infantil* stated, “Changing cultural attitudes takes time. Three years is just too short to develop the needed trust and have a lasting impact.” This opinion resonated with the other seven in the group interview and was repeated by staff members from the other two project associates. ENTERATE staff based in Managua agreed with this assessment but also felt confined by the target numbers placed on them in the project design (which was predetermined in the Solicitation for Grants Application). Staff interviews from all three project associates agreed that the longer the intervention, the more likely the beneficiaries would remain out of child labor.
3. ***Psychosocial Support for Children and Adolescents:*** The project targets vulnerable populations for its educational intervention, including children who have worked or are at risk of working in WFCL. A representative of Club *Infantil* stated that the project design failed to provide specific support for psychosocial services. The representative commented, **“There is no way we would have had so much success with our withdrawal, prevention, and retention rates if we had not put so much emphasis on providing psychosocial support to these children and their families.** The funders need to recognize this vital component and provide adequate financial support to expand the existing services to meet the needs of the project beneficiaries.” This opinion was echoed by the group interviews with the facilitators of the educational interventions at Club *Infantil* as well as *La Cuculmeca*.

## 3.2 LESSONS LEARNED/GOOD PRACTICES: RELEVANCE

- The overemphasis on high numeric targets for direct beneficiaries results in projects being forced to choose shorter interventions that may allow projects to reach greater numbers of beneficiaries, but are not necessarily the most effective.
- Cultural beliefs, attitudes, and practices regarding child labor and related issues among the target population are important to take into account when planning pertinent project awareness-raising activities.

- Projects need more than 3 years to accomplish USDOL goals if they are to carry out the comprehensive process of conducting a needs assessment, developing a monitoring system, and implementing the project activities in a way that leads to a sustainable intervention.
- Initiatives taking the necessary steps to develop an appropriate project design by conducting a needs assessment or participatory planning process involving key stakeholders are more likely to lead to the development of pertinent projects that, in turn, lead to successful outcomes. This project design validation process can also lead to stakeholder buy-in and ongoing support, which can lead to greater sustainability of efforts.
- The participation of community members (promoters and monitors) to carry out monitoring and educational intervention activities has led to the creation or strengthening of a core group of community advocates committed to the cause of children's right to education and the elimination of exploitive child labor.

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## IV EFFECTIVENESS

### 4.1 FINDINGS

#### 4.1.1 Achievement of Target Numbers

1. **W/P Numbers Reported:** The evidence provided to the evaluator in December 2011 indicates that by the end of the 3-year project timeline, ENTERATE will have withdrawn or prevented 10,636 children and adolescents from engaging in exploitive child labor—significantly surpassing the original target number of 10,045. Table 7 gives a breakdown of the final W/P target numbers, labor status of beneficiaries, and results of children withdrawn/prevented from exploitive child labor, disaggregated by project associate. According to the monitoring coordinator, children are considered permanently withdrawn or prevented from child labor after verifying their nonparticipation in exploitive child labor for 3 months consecutively. Beyond this, their permanence could not be verified.

**Table 7: Final W/P Target Numbers, Labor Status of Beneficiaries, and Results of Children Withdrawn/Prevented from Exploitive Child Labor, Disaggregated by Project Associate**

#### Final W/P Target Numbers

Project Associate	W	P	Total
<i>La Cuculmeca</i>	3,000	1,500	4,500
<i>Club Infantil</i>	545	1,976	2,521
INPRHU-Somoto	1,500	1,516	3,016
AIR-ENTERATE	0	8	8
<b>Total</b>	<b>5,045</b>	<b>5,000</b>	<b>10,045</b>

Source: ENTERATE M&E Database, December 2011

#### Final Labor Status of Beneficiaries

Project Associate	W	P	Not W	Total
<i>La Cuculmeca</i>	2,768	2,148	301	4,916
<i>Club Infantil</i>	594	2,048	26	2,642
INPRHU-Somoto	1,618	1,452	78	3,070
AIR-ENTERATE	1	7	0	8
<b>Total</b>	<b>4,981</b>	<b>5,655</b>	<b>405</b>	<b>10,636</b>

Source: ENTERATE M&E Database, December 2011

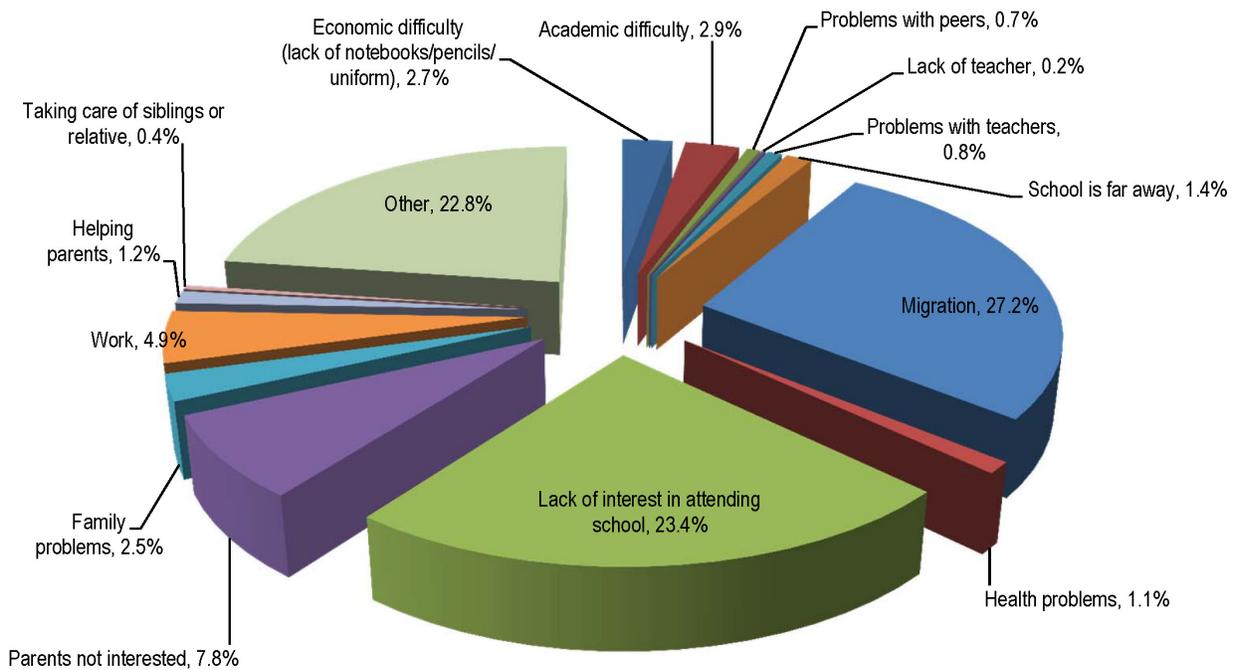
### Final W/P Results

Project Associate	W	P	Total
<i>La Cuculmeca</i>	92.3%	143.2%	109.2%
<i>Club Infantil</i>	109.0%	103.6%	104.8%
INPRHU-Somoto	107.9%	95.8%	101.8%
AIR-ENTERATE	0.0%	87.5%	100.0%
<b>Total</b>	<b>98.7%</b>	<b>113.1%</b>	<b>105.9%</b>

Source: ENTERATE M&E Database, December 2011

2. **Reliability of Data:** During the field interviews, the evaluator was able to discuss methods used by the ENTERATE M&E coordinators who planned and executed a number of training and verification activities to help ensure the greatest reliability of the data. This included the following:
  - Training M&E officers and staff from each of the project associates in data collection procedures and methodology, as well as data analysis (use and application of statistical packages).
  - Providing ongoing support to M&E officers and data collectors to troubleshoot any problems encountered.
  - Conducting random spot-checks of the data collected.
  - Arranging horizontal exchanges between the M&E officers from each project associate to share ideas as well as conduct spot-checks.
  
3. **Reasons for Dropping out of Educational Programs:** According to ENTERATE M&E staff, approximately 12% of project beneficiaries dropped out of the project-supported educational program in which they were enrolled. This is comparable to the national academic dropout rate in Nicaragua, which has persisted at 10–15% nationwide. While project staff could not provide definitive explanations for the national academic dropout rate, they were able to document the reasons beneficiaries gave for dropping out of the project’s educational programs (Figure 1). Principle reasons include migration (27%), lack of interest (23%), and “other” (23%), which includes adolescent marriage.

**Figure 1: Reasons for Dropping out of Project's Educational Programs**



Source: ENTERATE M&E Database, September 2011

#### 4.1.2 Effectiveness of Educational Models in Withdrawal and Prevention

ENTERATE implemented 10 different educational models targeting working children and adolescents, or those at risk of working, using a variety of educational strategies, such as support for formal education in government schools, academic reinforcement conducted outside of school hours, “interest group” (recreational) activities, and vocational or skills training. Teachers, parents, community promoters, or peer tutors may carry out academic reinforcement and interest group activities. Interest group activities include dance, crafts, sports, and others. The variety of educational models allowed the project to implement relevant programs, depending on the child’s need and interest, which served to withdraw or prevent them from exploitive child labor. The following is a discussion of each of these educational models and their effectiveness with respect to W/P rates, through August 2011.

1. ***Educación Básica Rural (Rural Basic Education)***: This model targets children attending rural primary schools in Jinotega. The program activities include support of formal education implemented by MINED teachers, as well as academic reinforcement and interest group activities carried out by teachers, parents, community volunteers, and peer tutors. The intervention also emphasizes teacher training and donation of educational materials to enhance the quality of education. The target numbers for W/P are 1,665, of which 83% have been achieved.

2. ***Escuelas en Plantaciones de Café (Coffee Plantation Schools)***: This model targets rural children of primary school age in Jinotega who live on coffee plantations, in cooperatives, or in the surrounding community. This program promotes quality formal education on coffee plantations through teacher training and donation of educational materials, academic reinforcement outside of school hours, and interest group activities. It is unique in that its approach involves the coffee plantation owner as an active supporter of children’s education. This includes the Educational Bridges program, which is an educational alternative for children during the peak harvest summer months. The intervention also counts on a great deal of support from community volunteers (promoters) and peer tutors to carry out the various activities. The target numbers for W/P are 2,449, of which 88% have been achieved.
3. ***Módulos de Educación Técnica Rural (Rural Technical Education Modules)***: This nonformal educational program targets rural adolescents who have few educational alternatives. It is made up of four technical courses (each lasting 4 months) that include learning about basic grain crops, large animal husbandry, coffee, and tourism. Small producers supported the program by allowing students to carry out their fieldwork on their farms, as well as participating in an exchange of technical knowledge regarding coffee production. The target numbers for W/P are 1,263, of which 84% have been achieved.
4. ***Derecho y Apoyo a la Educación (The Right to and Support for Education)***: This combination of both formal and nonformal education strategies includes educational reinforcement, interest groups, “reflection” groups for parents and children, psychosocial and legal support, and the development of youth leadership. The youth leadership development is further highlighted as a unique and effective practice in Section 4.1.3, “Creating Community Ownership.” The target numbers for W/P are 2,566, of which 96% have been achieved.
5. ***Formación Vocacional en Serigrafía y Belleza (Vocational Training in Silkscreen and Beauty Skills)***: This nonformal educational intervention targets a small number of adolescents working in dangerous or exploitive conditions, to develop their skills in either silkscreen or beauty, while still promoting and supporting their formal education. The end goal of the vocational skills training is to better prepare adolescent beneficiaries for future work that allows them to earn a living wage. The program also emphasizes the same support services as *Derecho y Apoyo*, as well as the youth leadership training. The target numbers for W/P are 187, of which 94% have been achieved.
6. ***Centros de Educación Alternativa Rural (Centers for Alternative Rural Education)***: This 3-year technical program targets rural adolescents in Madriz who have few educational options beyond primary school. Successful completion of the course certifies students in agricultural ecology from *Instituto Nacional Tecnológico* (National Technological Institute—INATEC). Aside from the technical content, the course promotes the following skills and values: organization, environmental protection, and commercial and business skills. The course targeted 264 students for W/P, of which 93% have been achieved.

7. ***Defensoría Social (Rights Based)***: This intervention targets rural children and adolescents in Madriz through the support of their formal education as well as academic reinforcement, interest groups, adolescent support or reflection groups, and parent awareness or educational activities. The W/P target numbers are 973, of which 77% have been achieved.
8. ***Cobertura y Calidad (Coverage and Quality of Education)***: This formal education strategy focuses on supporting the efforts of the MINED educators to improve the quality of education and increase the academic coverage. This was done through teacher training, academic reinforcement, and awareness workshops for parents. It also included the promotion of school gardens with the full participation of students and parents. This intervention did not include interest groups. The W/P target numbers are 1,821, of which 81% have been achieved.
9. ***Habilitación Laboral (Skills Training)***: This intervention was implemented in the final year of the project in rural areas of Madriz. It emphasizes short skills courses (lasting no more than 4 months) in computers, sewing, photography, and others. Its W/P target numbers are 87, of which 72% have been achieved.
10. ***Capacitación en Medios Audiovisuales (Media Skills Training)***: This 5-month course targeted eight adolescents in Managua who worked or were at risk of working in WFCL. The educational program was carried out in conjunction with Beeman Productions, who provided the technical training in audiovisual skills and journalism, as well as *Asociación Padre Fabretto*, which provided the academic and psychosocial support. The effectiveness of this program's strategy is further discussed in Section 4.1.4, "Effectiveness of Media Skills Training and Support in Managua, Jinotega, and Madriz." Of the eight adolescents targeted for W/P, seven completed the program, resulting in an 88% success rate.

### 4.1.3 Creating Community Ownership

1. ***Community Ownership by Supporting and Establishing Volunteer Networks of Promoters and Monitors***: The creation or strengthening of community promoters, or monitoring networks, was a particularly effective strategy in creating community ownership. These networks—comprising both adults and adolescents—became active participants in monitoring the academic and work status of children in their community, organizing and supporting interest groups, promoting and implementing parent awareness-raising activities and supporting educational reinforcement activities. Interviews with 32 community promoters and monitors representing all three project associates revealed a high level of commitment mostly because they were fighting for children's rights from their own community. The adolescent community monitors noted that they were particularly effective because kids can be afraid of answering questions posed by adults. These adolescent monitors simply stated, "Kids trust other kids." Adults felt equally effective and proud for their contribution in helping the youth in their communities. The likelihood for sustaining these community volunteer networks will be discussed in Section VII, "Sustainability."

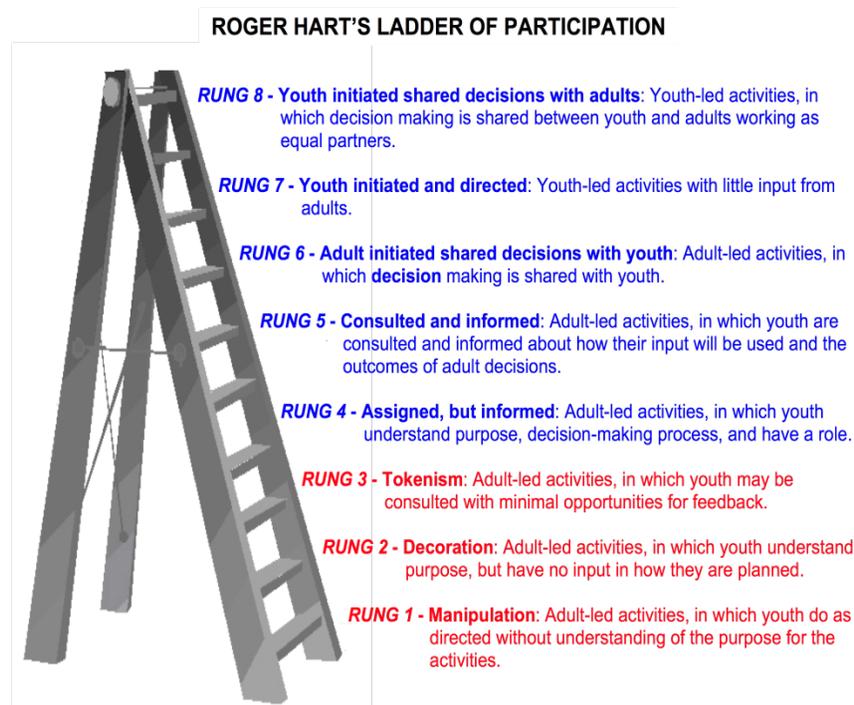
2. **Community Ownership by Supporting and Developing Adolescent Communication Networks:** The adolescent communication networks were particularly effective in creating community ownership by empowering children to understand, act, and advocate for their rights, as well as the rights of other children in their community. The project associates in Jinotega placed great importance on training and guiding the communicators, while also allowing the adolescents to assume a great deal of responsibility for their stories. Interviews with two groups of communicators revealed their commitment to conducting stories about child labor issues in their communities and in promoting children's right to education. The communicators explained that they knew firsthand about the child labor issues in their community and that they were the best ones to effectively communicate the issues through the use of radio or television.
3. **Community Ownership by Developing and Supporting Youth Leadership:** Just as the adolescent communication networks served to create community ownership and empower children, so did the activities that developed and supported youth leadership groups. The primary example is the model implemented by Club *Infantil* known as the *Comisión Especial de Niñez y Adolescencia* (Special Commission on Children and Adolescents). This group of leaders consists almost entirely of former child laborers. The project associate has evolved with this group and has slowly allowed them to assume more and more responsibility to design and implement strategies that effectively reach working children, as well as their parents and employers. The Club *Infantil* representative described the process for creating and supporting youth leadership (see "Developing and Supporting Youth Leadership" later in this section for further discussion). This has resulted in an active group of youth leaders who are committed to identifying issues related to child labor or children's right to education and creating tangible solutions—true community advocates. In a group interview with the mayor and city council members in the town of Yali, Jinotega, the mayor stated, "These youth are so articulate and organized regarding the issues at hand and the proposed solutions. They have raised our awareness about child labor and education, and we try our best to implement their plan of action. Frankly, we're grateful for their suggestions."
4. **Community Ownership by Promoting Corporate Social Responsibility Among Coffee Producers:** ENTERATE made a concerted effort to promote corporate social responsibility among coffee producers by supporting concrete solutions to eradicating child labor in their communities. This primarily focused on their support of educational alternatives during the peak harvest season, specifically the Educational Bridge schools. While MINED implements the Educational Bridge strategy on coffee farms, they require the support of the coffee producers. This support grew, with the help of ENTERATE, from 6 Educational Bridges in 2007–2008 to a confirmed commitment of 40 Educational Bridges for the 2011–2012 harvest season. See Section 4.1.5, "Effectiveness of Awareness-Raising Activities," for more discussion of ENTERATE's role in promoting the Educational Bridge program and its effect on raising awareness among producers.

## Developing and Supporting Youth Leadership

ENTERATE has several examples of youth playing an extraordinary leadership role in project activities—as community monitors and promoters, peer tutors, communicators and community advocates. The evaluation findings revealed that this youth leadership did not occur overnight for either the youth or the project associates who supported them. It was a process that has evolved over many years of working with youth. Interviews with the project associate representatives in Jinotega stated that, frankly, it was hard for the adults to let go and allow the adolescents to come to the planning table. It was even harder to allow their ideas to reach youth take precedence over the ideas created by adults. Club *Infantil* explained that they were greatly influenced by the work of Roger Hart and his “Ladder” for youth participation. This spectrum identifies eight types of youth participation ranging from “tokenism” and “manipulation” to engaging youth as partners. Hart’s model was cause for reflection for Club *Infantil* to truly examine their approach to youth leadership. As an organization, they reflected on whether they had really allowed youth to come to the planning table, or whether youth were merely “cake decoration” for what the organization considered youth participation. Was youth participation merely “symbolic,” or was it in fact one in which ideas were considered on equal turf?

Source: Hart, R. (1992). *Children’s Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Figure 2: Roger Hart’s Ladder of Participation



Roger Hart’s Ladder of Participation<sup>5</sup> had a great deal of influence on Club *Infantil*’s approach to youth leadership and their willingness to allow youth to have increasingly more important positions, including those of decisionmakers and planners.

<sup>5</sup> Adapted from Hart, R. (1992). *Children’s Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre, as cited in <http://www.algomapublichealth.com/Default.aspx?l=1,10,1068>

#### 4.1.4 Effectiveness of Media Skills Training and Support in Managua, Jinotega, and Madriz

ENTERATE implemented or supported several strategies that involved the use of media (television, radio, newspaper). The following is a discussion of the effectiveness of three strategies supported by ENTERATE and their effectiveness for W/P from exploitive child labor as well as raising awareness on child labor and children's rights.

1. **Media Skills Training in Managua:** ENTERATE formed an alliance between a local NGO (Fabretto) and Beeman Productions to target eight youth between the ages of 14 and 17 working or at risk of working in WFCL in Managua. The program was intended to play a key role in raising awareness on child labor issues and children's rights. Approximately half of the selected participants worked in the *La Chureca* garbage dump in Managua, collecting recyclable materials that they could then sell. Through this alliance, Fabretto provided the academic reinforcement for these adolescents to support their formal education classes, and ENTERATE (through Beeman Productions) provided training in audiovisual skills and journalism. The 5-month course began in October 2009 and ended in February 2010. A group interview was conducted with seven of the eight adolescent beneficiaries during the final evaluation fieldwork in August 2011. During this interview, the evaluator was able to view several of the 16 audiovisual reports that were aired on national television. The reports were not necessarily related to child labor. Some reports focused on social issues such as prostitution and drug abuse, while others were lighter topics related to relationships or sports. The adolescent beneficiaries were specifically asked about the **process** carried out by Beeman and Fabretto so that they could create these productions and the **impact** that it had on withdrawing or preventing them from exploitive child labor. The following are some of the specific findings from the interview:

- All seven beneficiaries stated that the NGO Fabretto offered them the necessary support to withdraw or not participate in child labor, rather than anything that the media course specifically offered. The media course mostly focused on the technical aspects of producing videos.
- All seven beneficiaries stated that they felt "lucky" to have been chosen to participate in the media course, since it was a competitive process.
- Several of the beneficiaries remarked that Beeman staff members implementing the course were reluctant to allow the participants to suggest topics or make decisions regarding the actual production. They also remarked that staff members, at times, were impatient to teach them the technical process and found it "easier" to just do it without involving the youth participants.
- All seven beneficiaries agreed that a longer course is needed to develop any real skills in audiovisual productions. They were exposed to the process, but did not have an opportunity to develop their skills to a level where it may open up future employment opportunities.

- All seven beneficiaries reflected on the impact that their participation had. Some said that it made them more confident individuals, they now know how to better communicate with people, they have clearer career goals (none of which included audiovisual productions), and they learned how to think on their feet.
2. **Communications Networks in Jinotega:** Club *Infantil* had been developing and supporting adolescent communication networks before the initiation of ENTERATE. This network primarily focused on the production of radio programs on a variety of youth-related topics. However, with the support of ENTERATE, this network of communicators took on a special focus of raising awareness regarding child labor and children’s rights. Moreover, through the support of the project, the youth communicators from Club *Infantil* were able to train other youth communicators from another project associate: *La Cuculmeca*. During the evaluation fieldwork, the evaluator had the opportunity to view a number of the television reports produced by the communicators as well as hold 2 group interviews with 12 communicators from Club *Infantil* and *La Cuculmeca*. The following are highlights from the interviews:
- All 12 communicators felt extremely proud of their role as communicators and advocates for children’s rights.
  - All 12 communicators interviewed expressed ownership of the stories that they covered, all of which were related to child labor issues or children’s rights. They chose the topic (within certain parameters), developed the story, and executed the interviews. They did acknowledge the guidance they received from Club *Infantil* or *La Cuculmeca* staff, but the stories were their own.
  - All 12 communicators felt that their stories have had a tremendous influence locally and even nationally. One communicator interviewed stated, “Our stories can change the situation of child labor in Jinotega and all of Nicaragua. We have tremendous influence because we understand the situation better than anyone.”
  - All 12 communicators had been part of their particular communications network for at least 1 year, on a strictly volunteer basis. They were participating because they wanted to participate, and they hope to continue participating beyond the life of the project.



- At least 5 of the 12 communicators interviewed expressed an interest in furthering their careers in journalism, radio, or television.
3. **Photography Course in Madriz:** INPRHU-Somoto implemented a 3-month photography course for rural adolescents in Madriz. This was part of the educational program *Habilitación Laboral* (Skills Training) described in Section 4.1.2, “Effectiveness of Educational Models in Withdrawal and Prevention.” A group interview with 11 beneficiaries of the photography course revealed the following:
- Students who shared their photos with the evaluator were able to discuss their artistic value that included the exploitation of children.
  - Even though several students’ photos included shots of children working, students were not as articulate with the evaluator regarding child labor issues. This was perhaps best demonstrated during the interview when one student arrived late to the interview, explaining that his tardiness occurred because he had to spray pesticides that morning. When the evaluator questioned the other adolescent group participants regarding his actions, no one identified his work as inappropriate or dangerous.
  - Four of the students interviewed mentioned an interest in pursuing photography as a career, but they felt that they needed more training as well as a camera to do so. In fact, they had thought they would receive a camera as part of completing the course.

#### 4.1.5 Effectiveness of Awareness-Raising Activities

ENTERATE awareness-raising activities were designed to directly meet the objectives of Output 3 as stated in the project document, “Raising Awareness of the Importance of Education for all Children and Mobilizing a Wide Array of Actors to Improve and Expand Education Infrastructures.” Project activities to meet this objective involved the training and support of adolescent communicators; the implementation of direct awareness efforts to parents, teachers, employers, and targeted communities; and the promotion of corporate social responsibility among coffee producers in support of Educational Bridges. Awareness-raising activities were carried out by all project associates and supported by key ENTERATE project staff, including the communications officer. As previously mentioned, adolescents directly participated in the planning and implementation of awareness-raising activities. This was widely considered by youth, as well as other stakeholders, as a highly effective strategy (see Section 4.1.4, “Effectiveness of Media Skills Training and Support in Managua, Jinotega, and Madriz,” for further discussion). The following are some of the key findings regarding the effectiveness of broad community awareness efforts as well as those activities specifically targeting coffee producers.

1. **Effectiveness of Broad Awareness Efforts:** Aside from the specific awareness meetings organized for parents and teachers alike, ENTERATE carried out a number of broad awareness-raising activities:

- **Production of seven bulletins or informational sheets on topics ranging from general project goals and accomplishments to how specifically to support coffee free from child labor.** These bulletins were distributed at community awareness events as well as to local and national government officials, employers, NGOs, international donor agencies, U.S. Embassy officials, educators, and others.
  - **Development and upkeep of a comprehensive project website.** This was mentioned by project associates as particularly useful for staff to find specific project information, but probably less useful for other project stakeholders. A total of 218 website hits were reported during August 2011, providing evidence that this is an informational tool used by a broader audience.
  - **World Day to Eradicate Child Labor.** This was regarded as the single most important public awareness event. ENTERATE joined forces with the ILO International Programme on the Elimination of Child Labour (ILO-IPEC) office as well as other NGOs that are also working on child labor issues to target the media and carry out highly visible awareness events in each of the target regions.
  - **Media productions.** ENTERATE has published or produced at least 25 different press releases, 110 minutes of radio spots, and 244 minutes on national television. Many of these activities were carried out through alliances that the project has formed with the media and closely followed by ENTERATE key staff and the communications officer. The radio and television spots were considered particularly effective by the project due to the key role of the youth communicators in developing and transmitting the information.
2. ***Effectiveness of Awareness-raising Activities Targeting Coffee Producers:*** ENTERATE staff and associates carried out a variety of awareness strategies targeting small, medium, and large coffee producers. These activities were designed to raise awareness regarding the prevalence of child labor in the coffee sector as well as promote the support of educational alternatives as a corporate social responsibility strategy. Specifically, the project supported and disseminated the results of **two diagnostic studies:** “Diagnostic Study of Child Labor in the Coffee Sector of Nicaragua” (carried out in conjunction with another project funded by the U.S. Government) and “Children in the Coffee Fields: Their Work and Activities.” The project also documented and disseminated the results of a study focusing on the results of the Educational Bridges during the 2010–2011 coffee harvest season. Four coffee producers interviewed in Jinotega applauded ENTERATE’s efforts with the Educational Bridges programs, but stated that these efforts have mostly targeted larger coffee producers. They stated that the project needed to focus their outreach in more remote coffee communities and with smaller producers. One producer stated, “There are some communities and producers that accept child labor and this creates an awkward situation for those of us who are determined to eradicate child labor.”

#### **4.1.6 Effectiveness of the Project Monitoring System**

ENTERATE developed a monitoring system that tracked the work and education status of beneficiaries on a monthly basis. During the evaluation field interviews, the three monitoring officers as well as data collectors from each of the project associates (staff as well as volunteers)

discussed the effectiveness of the monitoring system. The evaluation fieldwork interviews found no major criticisms of the current project's monitoring system, especially now that the data collection forms had been simplified. In fact, project associates, government officials, and teachers most frequently mentioned the project's monitoring system as one of the most important contributions of the project because there is now a way to objectively verify the prevalence of child labor in their communities.

The effectiveness of the project's monitoring system was attributed to the following characteristics:

- The creation of user-friendly monitoring forms that could easily be managed by the monitoring officers, as well as the community monitors or promoters. The initial intake form evolved from one that project staff and community monitors considered as "complicated" and "cumbersome" to a one-page intake form (*Hoja de registro*) that could quickly, easily, and effectively gather the necessary information.
- The training and support provided by ENTERATE M&E staff to ensure all associates were following proper procedures and protocols throughout the life of the project.
- The implementation of crosschecks to proactively ensure the collection of the most reliable data possible. This included spot-checks and horizontal exchanges between monitoring officers and triangulation of data collected (see Section 4.1.1, "Achievement of Target Numbers").
- The integration of *Alerta Temprana* (Early Warning System) in order to proactively intervene in a child's home or work once a child's educational status begins to drop below acceptable levels.
- The ability to adapt the project monitoring system for future use by project associates and government institutions. This is further discussed in Section VII, "Sustainability."

#### **4.1.7 Effectiveness of Project Beneficiary Selection Criteria**

During the evaluation field interviews, parents, teachers, and students were asked about the selection criteria used. Responses suggested that the project had adequately explained to community members the project's goals and selection criteria. Children openly discussed their selection based on work history or the risk of working in exploitive child labor. Parents only occasionally mentioned their child working or at risk of working, perhaps out of embarrassment that outsiders may not consider them "good parents." Teachers all understood the selection criteria. Project associates did mention some frustration from community members, since only the children that meet project criteria are eligible for direct support. However, this did not appear to be a widespread problem for the project. On the other hand, the project provided indirect benefits for other children in classrooms and communities by strengthening teachers' teaching methodologies. This benefited more than just direct beneficiaries of the project.

#### **4.1.8 Effectiveness of the “School Passport” Initiative in Assisting Migrant Children**

The School Passport initiative is a MINED pilot that was supported by ENTERATE to monitor the number of children abandoning their academic year, primarily due to migration. ENTERATE supported MINED to pilot this initiative within the context of the coffee harvest. In addition, ENTERATE provided technical assistance in the development of an additional initiative, the School Visa, to properly document the migrant student’s academic progress and to further facilitate the child’s reintegration into school. During the 2010–2011 coffee harvest, 380 School Passports were distributed among children coming from different municipalities around the country in 17 Educational Bridges. However, national authorities have not evaluated this pilot initiative. ENTERATE project staff stated that the concept of the School Passport and Visa are important, but in order for them to be effective in improving the educational quality for migrant children, the program would need to be scaled up to other municipalities around the country. A national representative of MINED stated that ENTERATE’s technical support was extremely useful and that further follow-up of project efforts was needed. However, with so many things on the national education agenda, this official was uncertain if MINED could in fact provide the level of follow-up or technical support needed to scale up.

#### **4.1.9 Management Strengths**

The project was designed to build the technical and financial capacity of local partners as a sustainable intervention of the project. ENTERATE key personnel are experts in the field and have provided leadership and technical assistance in the areas of project administration and financial management; M&E; and educational services and methodologies. In addition, project management has played a key role in reestablishing communication among the government institutions involved in child labor issues (MINED, MITRAB, and MIFAMILIA) and in developing alliances to better ensure sustainability of project outcomes. Equally important, project staff members have developed alliances with the private sector and have been a key player in promoting corporate social responsibility. The evaluation fieldwork interviews received only positive comments about the ENTERATE staff’s ability and technical expertise, as well as the interpersonal relationships they have forged throughout the project implementation process.

### **4.2 LESSONS LEARNED/GOOD PRACTICES: EFFECTIVENESS**

- Surfacing from the initial feedback from the project staff and community monitors, data collection forms need to be simple and user-friendly. Even so, it is important to provide adequate training upfront and technical assistance throughout the life of the project to ensure proper data collection procedures.
- It is important to integrate a proactive system that verifies the reliability of monitoring data. This may include horizontal exchanges between monitoring officials, random spot-checks, and triangulation of the data collected.

- The creation of a proactive *Alerta Temprana* (Early Warning System) allows project staff and stakeholders to monitor and identify children at academic risk, and provide the necessary support that better ensures the child's academic success.
- Educational programs that combine both interest group (recreational) and academic reinforcement services are most likely to retain students' interest and achieve permanent W/P from exploitive child labor.
- The results of well-planned diagnostic studies can serve as an awareness-raising tool regarding the prevalence of child labor in specific sectors, such as those targeting coffee producers. At the same time, the awareness-raising tools and events primarily targeted larger coffee producers, when it is the smaller producers that were noted as the primary violators of child labor laws.
- An effective outreach and awareness strategy must seek to build and strengthen alliances with a wide variety of actors. This ranges from the children and adolescents to the parents, employers, community leaders, and educators.
- Project stakeholders strongly contended that children know best how to reach other youth. Child or adolescent peer education strategies are effective mechanisms for monitoring child labor, providing academic reinforcement, and raising awareness among children about exploitive child labor.
- Implementing organizations need to take the time to reflect jointly on the level of participation that is being given to youth, as well as the effectiveness of the strategies used to promote their participation in the development, implementation, and evaluation of the project.
- By implementing program strategies that allow youth to have increasingly more responsibility in making programmatic decisions, the program may achieve a greater impact and, at the same time, develop leadership skills and a greater sense of community ownership among youth.

## V EFFICIENCY

### 5.1 FINDINGS

#### 5.1.1 Cost Efficiency of the Project Strategies

The previous section of this report (Section IV) offered a description of the effectiveness of the 10 educational programs implemented by ENTERATE, with respect to achieving their W/P target numbers. In this section, two additional factors—cost per beneficiary and duration of the program—are included in the analysis to help determine the cost-efficiency of the program strategies (Table 8). While these numbers are useful indicators when considering budgetary constraints, it is important to consider the educational alternatives, if any, that could replace the programs and still achieve withdrawal or prevention of children from exploitive work (see Section 5.1.2, “Alternative Project Strategies”).

**Table 8: Educational Programs, Cost/Beneficiary, Duration of Program, and Target Numbers**

Educational Program	Total Cost/ Beneficiary US\$	Duration of Program	W/P Target Numbers
1. <i>Educación Básica Rural</i> (Rural Basic Education)	18.02	1.5 years	1,665
2. <i>Escuelas en Plantaciones de Café</i> (Coffee Plantation Schools)	18.02	1.5 years	2,499
3. <i>Derecho y Apoyo a la Educación</i> (The Right to and Support of Education)	16.55	1.5 years	2,566
4. <i>Módulos de Educación Técnica Rural</i> (Rural Technical Education Modules)	30.27	6 months	1,263
5. <i>Cobertura y Calidad</i> (Coverage and Quality of Education)	40.82	1.5 years	1,821
6. <i>Defensoría Social</i> (Rights Based)	47.89	1.5 years	973
7. <i>Habilitación Laboral</i> (Skills Training)	175.86	4 months	87
8. <i>Centros de Educación Alternativa Rural</i> (Centers for Alternative Rural Education)	311.26	3 years	264
9. <i>Formación Vocacional en Serigrafía y Belleza</i> (Vocational Training in Silkscreen and Beauty Skills)	391.72	1 year	187
10. Photography Course (in Madriz)	577.9	3 months	39
11. Media Skills Training (in conjunction with Beeman Productions and <i>Asociación Padre Fabretto</i> )	1,250	6 months	8

## 5.1.2 Alternative Project Strategies

The first six educational strategies listed in Table 8 were the least expensive programs to implement and yielded the highest W/P rates. These six are all formal educational strategies that were primarily implemented in school settings or within the project associate's institutional space. The more expensive strategies are those targeting adolescents through technical or vocational skills training. An analysis of the costs associated with the educational programs must consider whether any alternatives exist for these higher-cost educational programs. The following discusses the value of the five educational programs that are more expensive and considers whether viable, less expensive alternatives exist for the populations reached through each program.

1. ***Habilitación Laboral (Skills Training)***: This educational program was implemented in Madriz, targeting rural adolescents. It included computer skills training and sewing, among other types of training. Interviews with the adolescent participants of the computer skills training program revealed **no alternatives for this kind of skills training in the rural areas reached**. Participants viewed the computer skills training to be extremely useful and practical, if not essential, for their future job prospects. The only alternative to obtain this same kind of training was for youth to travel in by bus to Somoto, which was at least 45 minutes away.
2. ***Centros de Educación Alternativa Rural (Centers for Alternative Rural Education)***: The CEARs are located in some of the most rural areas of Madriz. They were established before ENTERATE (with other donor funding) in response to the need for an educational alternative for rural youth who wanted to complete secondary school studies. It offers students a relevant alternative to study within a reasonable distance to their homes and to obtain a technical certificate pertaining to agricultural ecology. Contributing to its higher operational costs are the program's longer duration (2–3 years) and the fact that the CEAR programs are not part of the formal school system. Therefore, they must cover the complete cost of the teachers' salaries and the maintenance of buildings and agricultural demonstration plots. However, **there were no other viable educational alternatives for students in at least one of the CEARs visited** during the evaluation fieldwork, other than moving to the nearest city. While one of the other CEARs visited was within a commutable distance (45 minutes to the nearest city), it is still far enough to serve as a financial or logistical impediment to continue studying.
3. ***Formación Vocacional en Serigrafía y Belleza (Vocational Training in Silkscreen and Beauty Skills)***: The evaluator interviewed 30 students participating in both the silkscreen and cosmetology courses. Both of these courses were implemented in semi-urban areas where educational alternatives do exist. The cost associated with vocational training was the key factor mentioned by students, along with the fact that **they simply could not afford to pay for another alternative**.
4. ***Photography Course (in Madriz)***: The photography course was the second most expensive, in terms of cost per student, among the assortment of educational programs implemented. It is approximately US\$186 more per student than the similar skills training courses offered in computer skills and sewing. While the students enjoyed their

photography class and it did serve to withdraw or prevent them from exploitive child labor, **viable, less expensive alternatives exist within the same institutional structure** where they were receiving this training, and these alternatives were possibly more in line with future career possibilities.

5. **Media Skills Training (in Managua, implemented by Beeman Productions):** This was the most expensive educational program supported by the project, costing more than twice as much as the photography class and nearly four times as much as other vocational skills training programs implemented. The skills gained from this educational program could be compared with the skills of the communicators who were indirectly supported by the project (they were not counted in the W/P numbers). Both educational programs provided training in audiovisual skills and both resulted in students carrying out specific media awareness-raising activities regarding child labor or other topics of interest to youth. The major difference between the communicators' institutional support at Club *Infantil* and *La Cuculmeca* and participants in the Beeman Productions course was in both the approach and cost. **Alternatives offering the same training in video production were not identified in Managua; however, other more pertinent and less expensive options might be available.** Beneficiaries interviewed did mention some basic skills training and support that they received from the NGO Fabretto that could be equally effective in withdrawing and preventing children from WFCL.

### 5.1.3 Efficiency of the Monitoring System

The evaluator did not have access to records regarding the financial resources spent on developing and implementing the monitoring system. What the fieldwork did reveal is that the monitoring system fulfilled the monitoring and tracking needs and requirements of the project. Evidence of its **efficiency** includes the following:

- Establishing protocols to quickly and efficiently determine project beneficiaries.
- Establishing monitoring officers within each project associate who could troubleshoot most problems encountered by data collectors, rather than depending on staff in Managua.
- Training and supporting monitoring officers so that they in turn can adapt the monitoring system for the particular needs of their institutions as well as carrying out data analysis.
- Training and supporting a core group of community volunteers to collect data, rather than solely relying on paid staff.

Interviews with monitors from Club *Infantil* also mentioned some of the **inefficiencies** of the monitoring system:

- The original data intake forms were cumbersome and time-consuming. These forms had to be simplified in order to conduct the initial assessment in a more efficient manner.

- The follow-up visits and verifications required by the monitoring system are very complex, time-consuming, and inflexible.
- The financial resources required to carry out the monitoring tasks were especially high since, for one project associate, they did not have a core group of volunteer monitors to help with data collection.



## **5.2 LESSONS LEARNED/GOOD PRACTICES: EFFICIENCY**

- The cost of an educational intervention should only be one factor when considering its implementation. The cost may be justified if the program is the only relevant and available educational alternative to help withdraw and prevent children from exploitive child labor.
- Creating an efficient and effective monitoring system includes establishing clear protocols; developing user-friendly data collection forms; training all monitoring staff including technical officers, data collectors, and data entry personnel; and integrating methods for ensuring the reliability of data.
- Establishing a core set of technical monitoring staff that is easily accessible to data collectors is an efficient way to obtain data that are more reliable and to quickly troubleshoot monitoring issues that arise.
- Considerable human and financial resources are required for the execution of an efficient and effective monitoring system. Establishing and training a volunteer group of data collectors can help offset these costs.

## VI IMPACT

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### 6.1 FINDINGS

Conducting a baseline study before beginning a project's intervention is essential to being able to measure impact. The baseline study carried out by project staff in 2009 primarily documented children's labor and academic status. No questions were included to specifically document changes in knowledge, attitudes, or cultural practices with regard to child labor among children, parents, or teachers. In the absence of this kind of baseline information, there is no way to verify impact in this area objectively. However, qualitative information collected during the evaluation can offer some evidence of impact on knowledge, attitudes, and practices. The following offers a qualitative assessment of impact on the various project stakeholders.

#### 6.1.1 Impact on Project Beneficiaries: Children and Adolescents, Parents, and Teachers

##### *Children and Adolescent*

The evaluator conducted 15 group interviews with 154 children and adolescents in Jinotega and Madriz. These group interviews were conducted at the various sites where the children and adolescents were participating in the educational intervention, including formal and nonformal educational settings. Children of primary school age were enthusiastic and sincere about their participation in ENTERATE. They described how, with the help of ENTERATE, learning was more fun and interesting. They discussed how they now understood that they needed to study to achieve their goals, and that work could wait until they were older. They spoke of wanting to be doctors, teachers, police officers, engineers, lawyers, and business owners. Equally important, they discussed how their parents now wanted them to be in school, rather than at work.

Many of the children also mentioned how proud they were to have school supplies donated by the project (two of the three project associates gave out basic school supplies ranging from backpacks to notebooks and pencils). "I'm proud of going to school now that I have a backpack." However, students who did not receive donated school supplies did not mention this as an impediment to their full participation.

A group interview with 17 elementary school children in a rural area of Jinotega described how the project has affected their teachers. The stream of comments from students includes the following:

*Now our teachers don't scream at us; they support us and help us with our homework.*

*They care, they explain things to us so that we pass, and they visit us in our homes every month.*

*They want to make sure that we don't work and if we don't come to school, they ask why.*

Most of the adolescents interviewed were beneficiaries of nonformal education interventions (technical training or vocational courses) but some were also high school students. The evaluator observed that those adolescents who were part of a longer educational program (more than 6 months) were able to articulate the importance of education as well as their knowledge of child labor laws. They understood clearly why they were chosen to participate in ENTERATE and spoke enthusiastically of the difference their participation had made with regard to their success in school. They also mentioned the importance of the support they received from project staff. Those adolescents who were in shorter interventions (ranging from 3 to 6 months) did not express the same level of knowledge regarding child labor issues, yet they did discuss the value of education in improving their career options. Adolescents also mentioned how the program has had an impact on improving their relationship with their parents and how their parents support their studies more.

### ***Parents***

The evaluator interviewed 49 parents of direct beneficiaries. Parents were asked about the selection process for their child's participation, the impact on their child's academic performance and work status, and the effect participation has had on their own knowledge, attitudes, and practices.

Regarding the selection process, at least five parents responded that their child was chosen to participate because they were good students rather than because of their participation in or risk of participating in child labor. The majority of parents, however, referred to an academic risk faced by their children as the primary reason for selection. Not surprisingly, very few parents openly admitted that their children ever worked, yet nearly all parents admitted working when they were children.

Regarding their knowledge of child labor laws, parents stated that the child labor laws were often mentioned during parent meetings. At least one parent in each group interview was able to articulate a basic understanding of the minimum age requirements and identify hazardous work.

Regarding their attitudes and practices, nearly all parents mentioned having worked as children, explaining that it was a culturally acceptable norm and considered a "formative" experience. When the evaluator asked parents about their own academic achievement, none of the 49 parents interviewed had completed high school. They mostly attributed their early entry into the workplace to poverty. Reflecting on their own experience, however, reminded them that they wanted a better future for their children. They mentioned that, with the support of ENTERATE, their child's academic performance had greatly improved and that they wanted to support their child's full participation in school, rather than work. Furthermore, they mentioned the positive changes in the attitudes and behavior of their sons and daughters with regard to school.

### ***Teachers***

The evaluator interviewed 24 teachers in small groups or individually regarding the project's impact on student academic performance and labor status; changes in the attitudes or practices in parents; and the impact on their own teaching methodologies and quality of education (see Section 6.1.2, "Impact on the Quality of Education," for more discussion). At least half of

the teachers interviewed mentioned a change in attitude regarding child labor. Before participating in the project, children missing school because of child labor was considered “normal” and “acceptable,” especially during peak harvest season. One teacher mentioned that oftentimes children would begin school 1 month late due to the coffee harvest, but that it never occurred to her that this was a violation of the child’s right to education. Several teachers interviewed in rural areas mentioned that they now conduct home visits (something that they had not done before the project) to find out why a child is not attending school. As a result, they see themselves as important advocates for children’s right to education. At the same time, they mentioned that there is still a lot of work that needs to be done to change the attitudes of parents and other teachers. Teachers cited parents’ lack of participation or undervaluing education as some of the major causes of child labor, along with poverty.

### 6.1.2 Impact on the Quality of Education

Evaluation interviews, site visits, and project documentation provided evidence regarding ENTERATE’s contribution to improving the quality of education. This evidence includes the implementation or support of teacher training; donation of didactic materials; promotion of active learning approaches; and promotion and support of relevant educational models.

1. **Teacher Training:** ENTERATE supported training of MINED teachers in Jinotega and Madriz for each of the six education programs it implemented in formal school settings. The training primarily focused on active learning methods to improve students’ reading comprehension and math skills. These methods could be used in both regular classroom teaching as well as the afterschool academic reinforcement activities. The project also trained teachers on child labor and children’s rights. To date, ENTERATE has supported the training of 556 teachers, while its original target number was 100. The evaluator attended one teacher-training workshop and verified the promotion of active learning techniques.
2. **Didactic Materials:** ENTERATE provided teachers in the 175 target schools with didactic materials, including “Math Baskets” (promoted by the EXCELENCIA-USAID project) as well as a set of reading and reference books (donated by a U.S. book publisher). Teachers interviewed described the Math Baskets as a creative and active approach to teaching mathematics. During site visits, the evaluator verified the existence, use, and quality of the educational materials.
3. **Active Learning Strategies:** At the time of the final evaluation fieldwork, ENTERATE had just completed the publication *Para Salir Adelante*, which documented the active learning strategies promoted in the academic reinforcement activities as well as the interest group (recreational) activities. The publication explains the academic theory and the practical uses of the methodologies described. Most importantly, it remains as a resource for MINED teachers as well as future education projects to continue the use of methods that improve educational quality (see Section VII, “Sustainability”).

4. **Promotion and Support of Relevant Education Models:** Quality is linked to relevance. The project has been able to promote and support relevant educational services provided to children in rural areas through the CEARs and the Rural Technical Modules. Additionally, students, parents, and teachers stated that the vocational training in beauty skills was particularly relevant and useful for generating a sustainable source of income. Other vocational training, such as the photography course, was not considered by students to be particularly relevant to their future career goals or sustainable.

### 6.1.3 Impact on Project Associates

Key staff from the three project associates mentioned that ENTERATE had a tremendous impact on their organizations in the area of monitoring and financial management. Before the project, none of the partner organizations had a database for monitoring child labor or educational status. The project's monitoring system will now be adapted and institutionalized in each of the organizations. Furthermore, they mentioned the impact in the area of financial management. The project patiently worked with them to develop the systems and skills that are necessary to executive a project funded by a U.S. Government agency. They attributed these technical skills and experience, in part, to their recent successful funding of a joint environmental education project funded by the European Union.

### 6.1.4 Impact on Government and Policy Structures

ENTERATE's work has primarily influenced the policy structures of the Ministry of Education (MINED). Specifically, the project has influenced MINED's commitment at the municipal level to conduct continual monitoring, institutionalize the academic reinforcement activities, and strengthen the Educational Bridges program.

1. **Impact on Monitoring:** Interviews with three municipal MINED representatives discussed the impact of the project's monitoring efforts. Before the project, MINED did not have any kind of database that provided documentation of a child's education or labor status. The positive experience with the project's monitoring system has resulted in a commitment by MINED in these three municipalities to adapt the system and institutionalize continual monitoring of children's education and labor status. It is important to note that a national MINED official interviewed was unaware of the monitoring activities at the municipal level, but stated that a database has been identified as a "national priority."
2. **Academic Reinforcement:** According to a national MINED representative, ENTERATE provided timely support in its efforts to institutionalize academic reinforcement in all primary schools. The documentation of the academic reinforcement activities and theory could potentially have a tremendous impact in systematizing academic reinforcement activities. The national MINED representative suggested a training-of-trainers strategy to scale up the good practices of the academic reinforcement activities.

3. ***Educational Bridges:*** ENTERATE successfully highlighted the Educational Bridges program as an effective program in W/P of children from exploitive child labor. The project was able to gain support from coffee producers by linking their corporate social responsibility initiatives to investment in the Educational Bridges programs. Producers are providing teacher salaries and meals for children in 40 Educational Bridges during the 2011–2012 coffee harvest season in the department of Jinotega. The municipal MINED representative commented that there is tremendous potential for scaling up Educational Bridges to other coffee-producing departments such as Matagalpa and Madriz.

## **6.2 LESSONS LEARNED/GOOD PRACTICES: IMPACT**

- Establishing a comprehensive baseline that includes information on knowledge, attitudes, and practices can provide important quantitative information that is necessary to measure impact on project beneficiaries.
- A strategic approach to improving educational quality includes teacher training, provision of didactic materials, promotion of active learning methodologies, and the promotion and support of relevant educational models.
- Building the capacity of local partners can result in their recognition as national leaders and experts in the fight to eradicate exploitive child labor as well as the ability to leverage additional resources that support this cause.
- Gaining national government support for important strategies, such as the implementation of a monitoring system, can take time. Sometimes it is best to gain the support at the local level and share the results that can lead to scaling up good practices.
- Documenting and sharing good practices associated with educational strategies, such as academic reinforcement and Educational Bridges, can lead to the systematization, replication, and sustainability of effective educational programs and alternatives to child labor.
- Emphasizing corporate social responsibility can serve as an incentive for producers to consider investing in educational alternatives for children during the peak harvest season.

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## VII SUSTAINABILITY

### 7.1 FINDINGS

A number of strategies were used to build sustainability into the project design. These strategies were described in the project document and sustainability matrix. Efforts designed to ensure that project activities and outcomes continue beyond the life of the project were not limited to those contained within the sustainability plan/matrix. The following is a description of the project’s sustainability plan and the successes and challenges faced in maintaining the major components of the project. Finally, a brief discussion is presented of the overall challenges to achieving true sustainability of project efforts.

#### 7.1.1 Sustainability Plan

The project document contains a description of the project’s exit strategy and sustainability plan. In addition, Output 5 of the project’s Logical Framework (Annex F) specifically deals with sustainability factors that were incorporated into the Sustainability Matrix (Annex H). According to AIR project staff, the development of a sustainability plan in the project’s design phase was useful in helping them to begin thinking about sustaining project activities beyond the life of the funded project, but it was not necessarily seen as the “guiding force” for sustainability efforts. Table 9 describes the project’s basic sustainability strategies, the activities leading to the achievement of these strategies, and the supporting evidence verifying their progress or achievement.

**Table 9: Sustainability Strategy, Activities for Achieving, and Supporting Evidence**

Sustainability Strategy	Activities Leading to Achievement of Strategy	Evidence Supporting Progress or Achievement of Strategy
Public-private alliances developed and strengthened	<ul style="list-style-type: none"> <li>Private-public partnerships formed to expand school sponsorship to neighboring schools.</li> <li>ENTERATE develops private sector strategy and facilitates meetings.</li> <li>Partners channel alliances with other donors (Dutch Sister City, Irish Brigades, <i>Terre des Hommes</i>).</li> <li>Promote sustainability of current school sponsorships by the private sector through coordination of the Private Sector Network for Working Children’s Education.</li> </ul>	<ul style="list-style-type: none"> <li>Commitment from producers to financially support 40 Educational Bridges in Jinotega during the 2011–2012 coffee harvest season.</li> <li>Inter-institutional plan developed between various government agencies (MINED, MITRAB, MIFAMILIA, MISALUD) and their role in supporting the Educational Bridges during the 2011–2012 harvest season.</li> </ul>

Sustainability Strategy	Activities Leading to Achievement of Strategy	Evidence Supporting Progress or Achievement of Strategy
Support the Nicaraguan Government Roadmap for the Elimination of Child Labor by 2015	<ul style="list-style-type: none"> <li>• ENTERATE holds territorial meetings with coffee producers in Jinotega.</li> <li>• ENTERATE holds a national forum with coffee producers where producers present best practices from the Educational Bridges program and discuss conditions for a child labor-free certification process.</li> <li>• ENTERATE involves coffee producers, MINED, and MITRAB in the development of the Educational Bridges Manual.</li> </ul>	<ul style="list-style-type: none"> <li>• Confirmation of territorial meetings with coffee producers has served to raise awareness regarding child labor issues, children’s rights, and the role of producers in guaranteeing those rights.</li> <li>• Confirmation of participation and presentations in the 2011 Ramacafe and EXPOAPEN (Association of Producers and Exporters of Nicaragua) conferences regarding child labor and corporate social responsibility.</li> </ul>
Merchants in the urban markets in Jinotega become partners in the fight against child labor	<ul style="list-style-type: none"> <li>• ENTERATE raises awareness among merchants and strengthens their information sharing capacity to enable them to monitor effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual agreements signed with 36 market merchants stating their commitment and support of children’s right to education and the denouncement of exploitive child labor.</li> </ul>
Communities include the risks of child labor and access to education in their local agendas	<ul style="list-style-type: none"> <li>• ENTERATE raises awareness and strengthens community capacity for monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Local partners/project associates will sustain monitoring of child labor and educational status.</li> <li>• Efforts underway for MINED to sustain monitoring in five municipalities.</li> <li>• Rural communities established a corps of volunteer promoters and monitors that will continue raising awareness regarding child labor and children’s rights.</li> </ul>

### 7.1.2 Sustainability of Educational Programs

The main project strategy focused on the implementation of 10 educational programs as a means to withdraw and prevent children from exploitive child labor. While the sustainability of all 10 educational programs was never an expressed part of the original project design, a number of efforts were initiated to ensure their continuation. These included policy and institutional changes that occurred as a result of the project as well as individual changes in knowledge, attitudes, and practices experienced by the key stakeholders and implementers (e.g., teachers, promoters) who will now continue to promote children’s right to education and prevention of child labor. The following is a discussion of the sustainable features of the educational programs.

1. **Formal Education Programs:** The six educational programs that were implemented in formal education settings, involving the use of academic reinforcement and interest group (recreational) activities, will likely be sustained by the MINED teachers and community volunteers. Interviews with national and municipal MINED representatives revealed that academic reinforcement is now a required part of all MINED teachers' work plans. Teachers and some community members also indicated during field interviews a firm commitment to continuing the recreational activities, such as dance and sports.
2. **Nonformal Education Programs:** Nonformal education programs were found to be less sustainable than the formal education programs. These technical and vocational training programs targeting adolescents all rely on funding outside of MINED or Nicaragua's vocational institute INATEC. However, efforts were being made to leverage funding for the continuation of some of the educational programs. In November 2011, the project provided information stating that the project associates obtained additional funding that will allow for the continuity of the Rural Technical Education modules as well as Vocational Training in Silkscreen and Beauty Skills.
3. **Documentation and Systematization:** While the sustainability of the nonformal educational programs may not likely be achieved, the project was able to document and systematize some of these programs, such as those used in the CEARs. In addition, the project documented key methods, good practices, and/or concrete results of four of the educational programs implemented. These include the following publications: *Developing and Strengthening Child Communicators, Educational Strategies Used in academic reinforcement and interest groups, CEAR Program description, and Results of Educational Bridges, 2010–2011.*

### 7.1.3 Sustainability of Partnerships and Alliances

Promoting partnerships and alliances with a wide array of actors provides a greater likelihood of sustaining future efforts that contribute to the eradication of child labor. These alliances involve government institutions, the private sector, local partners, international organizations or local NGOs, and other community stakeholders.

1. **Government Institutions:** While the Government of Nicaragua has made a concerted effort to address the issue of child labor, ENTERATE helped reinforce and strengthen its long-term commitment by coordinating efforts directly with local MINED officials, as well as MITRAB representatives. Teacher training and donation of didactic materials will likely lead to an increase in the quality of education, which is an important strategy for student retention. The support for the School Passport and Visa initiatives are sustainable actions that could lead to better monitoring of migrant students' academic progress. Aside from sustainable actions with MINED, ENTERATE's collaboration with MITRAB at the national level helped contribute to the inclusion of child labor topics within national inspection protocols as well a continuation of research efforts focusing in on child labor issues.

The project was not able to work as closely as planned with the national authorities at the beginning of the project, but managed to work with government institutions at the municipal level. This resulted in a greater sustainability of efforts at the municipal rather than national level.

2. **Private Sector:** The sustainability of efforts within the private sector primarily rests in the institutionalization of the Educational Bridges program. As mentioned, the private sector's commitment to financially support Educational Bridges grew from 6 Educational Bridges at the start of ENTERATE to an expected 40 Educational Bridges for the 2011-2012 harvest season. The strategies of promoting corporate social responsibility as well as child labor-free coffee have also contributed to sustaining producers' dedication to this effort. Aside from coffee producers, the project obtained commitments from 36 market merchants to denounce exploitive child labor and promote children's right to education. Final evaluation field interviews with producers and merchants alike indicate a strong private sector commitment. All acknowledged that it is also important to scale up efforts to strengthen it even more.
3. **Local Partners:** Each of the local partners/project associates has gained new skills and knowledge in the area of monitoring child labor and implementing educational programs that can lead to the permanent withdrawal or prevention from exploitive child labor. This expertise has led to a greater sense of commitment to the issue as demonstrated by the institutionalization of the child labor monitoring system (discussed below) as well as the integration of child labor issues in other project areas, such as the recently funded environmental awareness education project.
4. **International Organizations or Local NGOs:** ENTERATE's work with international organizations such as ILO-IPEC and other local NGOs was primarily focused on working with the "League" of NGOs and a support network that began with a previously funded USDOL child labor elimination project. In a group interview with five of the support network members that included CARE and *Fundación Yo Quiero Ser Feliz*, the group mentioned that ENTERATE's biggest contribution was in its promotion of the Educational Bridges. The group members stated that it is important for them to continue the expansion of the Educational Bridges and obtain greater private sector commitment. They were in a position to continue these efforts since their organizations, as a whole, were not solely dependent on project funding, unlike ENTERATE. While an interview with ILO-IPEC representatives was not possible during the final evaluation fieldwork, ENTERATE staff mentioned that they have had a collaborative relationship. ENTERATE adapted some of the strategies from the ILO-IPEC's child labor education curriculum called Supporting Children's Rights through Education, the Arts, and Media (SCREAM). The techniques in the SCREAM module were integrated into the teacher training and educational activities promoted by the project and institutionalized by MINED.

5. **Community Stakeholders:** The evaluator interviewed 32 community promoters and monitors, as well as other community members such as parents and teachers. Discussions revealed that the creation of a core group of community promoters and monitors is a sustainable strategy since they were all volunteers. When asked what the motivating factor would be to sustain their advocacy role, one promoter simply replied, “Because it is our community.” Equally important are the child communicators. Their participation in the project has provided them leadership and advocacy skills that will most likely be sustained beyond the life of the project.

#### 7.1.4 Sustainability of Monitoring System

At the time of the final evaluation fieldwork, efforts were well underway to adapt and institutionalize the child labor monitoring system for each of the three project associates. In discussions with monitoring officers, the system would allow each organization to continue to monitor child education and labor status. The system allows each organization to analyze the data and objectively verify the existence or nonexistence of child labor in their communities. This was the first time each of the organizations had developed a database in this area and each spoke of its valuable contribution to their organizations. In addition to the project associates, five municipalities had plans for adapting and institutionalizing the monitoring system within MINED. Trainings for municipal MINED staff were scheduled to begin in late September 2011. MITRAB also expressed an interest in adapting the project’s monitoring system.

### 7.2 CHALLENGES TO SUSTAINABILITY

Although ENTERATE accomplished a great deal, there remain challenges to sustainability. These are primarily related to two major areas: poverty and short project timeframes.

1. **Poverty:** Despite the project’s best efforts, the sheer poverty that many of the families face in the targeted communities is an enormous challenge to its sustainability. A teacher in Madriz told the evaluator, “As you can see, most of these children come to school without shoes or a uniform. Until the issue of poverty can be tackled, child labor will always exist.”

According to teachers and parents, the costs of school supplies and uniforms are a significant challenge for families living at or below the poverty level and may be a deterrent to school attendance. Two of the three project associates provided school supplies, while one associate chose not to give out supplies, in accordance with its organizational principles. During the final evaluation interview, the representative from this project associate stated, **“It is important not to give handouts so that the change is attitudinal. We must be persistent with the message of the right to education.”**

An official from MINED balanced the philosophy of giving handouts by stating, “Only give to the ones who truly need it. Be balanced. Do not create a donor dependency. The emphasis should be on increasing children’s interest in learning.”

2. **Short Project Timeframe:** The short timeframe was cited in interviews as the key challenge to sustainability. Regardless of when sustainability efforts began, it was widely noted that ENTERATE's short timeframe of 3 years would likely face multiple challenges in achieving true sustainability and that perhaps laying the **foundation** to promote sustainability might be a more realistic goal. The evaluator noted that project staff felt there was simply not enough time to assimilate and disseminate knowledge and implement the activities in a sustainable manner. One facilitator from Club *Infantil* stated, "We were just making inroads with the families and now the project is over!" The short project timeframe coupled with the high target numbers were cited by some project staff as factors that may have resulted in the implementation of programs that will neither be sustainable at a programmatic level nor leave beneficiaries with sustainable knowledge, attitudes, or practices on a personal level.

### 7.3 LESSONS LEARNED/GOOD PRACTICES: SUSTAINABILITY

- Sustainability is more likely when working through local partners to implement activities and strengthen their capacity in technical areas such as monitoring, finance, and project administration.
- It is critical to involve employers (coffee producers and urban markets merchants) in the dialogue and as part of activities to stop child labor. They must be integral to the process of finding solutions and not viewed only as a source of the child labor problem. In addition, all actors (exporters, buyers, and certifiers) along the value chain should be involved in discussions to identify their respective roles and responsibilities, especially within the context of corporate social responsibility.
- Working with coalitions, such as the League of NGOs, enables the project to have more impact at the advocacy level and to coordinate joint activities for greater outreach and impact.
- Children's direct participation was only included in the awareness-raising component. This participation should have been included in all aspects of the project. Through the child communication network, children have been empowered to advocate for children's rights beyond the life of the project.
- Sustainability would be more likely if the project design included strategies to address poverty and improve family livelihoods. This may include income-generating activities and microcredit access.
- Short project timeframes and high target numbers may lead to a feeling of urgency and result in the implementation of educational models that are less likely to lead to sustainable knowledge, attitudes, or practices of the child beneficiaries or their parents. Projects need to have the latitude to choose pertinent educational programs over a longer period of time that may lead to more sustainable practices.

- Creating a sustainability plan early in the project implementation phase helps projects think about sustainability from the project's inception. At the same time, in order for this plan to be a guiding force, projects must periodically review and change strategies as it becomes more apparent what aspects of the project are most likely to help achieve sustainability.
- The provision of school supplies and uniforms can be a motivating factor for children to attend school confidently, but does not necessarily lead to sustainability. Reinforcing the critical message regarding children's right to education and supporting activities that increase children's interest in learning are key to bringing about truly sustainable practices regarding the value of education.

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## VIII CONCLUSIONS

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### 8.1 RELEVANCE

1. ***Project's Support of EI Goals:*** By implementing a multifaceted educational intervention whose primary goal is to withdraw or prevent children from exploitive child labor, ENTERATE is directly supporting the five strategic goals of USDOL EI projects.
2. ***Appropriateness of the Project Design:*** Several key elements in the development of the project design helped ensure its appropriate and effective nature within the cultural, economic, and political context of Nicaragua. These include a needs assessment that served to foster a sense of ownership among stakeholders and the corresponding selection of appropriate educational interventions, responsive to the needs of primarily rural beneficiaries. Prioritizing the participation of community members, particularly youth, further ensured a project design that was both relevant and effective.
3. ***Project's Contribution to National Strategies Combating Child Labor:*** The project directly contributed to the national strategy for combating child labor as outlined in the *Hoja de ruta* (Roadmap) by establishing and implementing educational programs that promote educational quality, academic retention, and access to education in remote rural areas. ENTERATE was also instrumental in supporting the national strategy for addressing the educational needs of migrant children through its efforts to support MINED's School Passport and Visa initiatives.
4. ***Project's Contribution to Strengthening Local Capacities:*** The project successfully contributed to strengthening local capacities for the W/P of child labor among governmental institutions, project associates, employers, community leaders, and teachers by providing appropriate technical assistance and training in the areas of research, monitoring, financial management, corporate social responsibility, leadership development, and quality educational methodologies. In this respect, the evaluation findings offer numerous examples of significant skills transferring and the potential for local actors to replicate the educational models.
5. ***Project Design Issues That Could Affect Its Overall Success:*** Strengthening or modifying several aspects of the project design could increase the project's overall success. These include increasing the duration of the project and deemphasizing the high numeric targets for direct beneficiaries. The combination of the short duration of the project implementation period and the high target numbers may have created a sense of urgency, in some cases, to implement less effective educational programs, such as the short-term technical skills training.

## 8.2 EFFECTIVENESS

1. ***Selection of Beneficiaries and Achievement of Withdrawal and Prevention Target Numbers:*** The project effectively and consistently chose child beneficiaries based on preestablished selection criteria, in compliance with USDOL guidelines. The project exceeded its original W/P target numbers of 10,045, resulting in the withdrawal or prevention of 10,636 children and adolescents from engaging in exploitive child labor. Even though the project adequately verified the W/P status for 3 months consecutively, further follow-up may be needed, especially for adolescents participating in short-term interventions (6 months or less).
2. ***Educational Models:*** The educational programs implemented in formal settings that combined both interest group (recreational) and academic reinforcement services were most likely to retain students' interest and achieve permanent withdrawal and prevention from exploitive child labor. Educational programs implemented in nonformal educational settings, such as vocational or technical skills training, are most effective when they are both pertinent and longer term. The effectiveness of both formal and nonformal educational models was enhanced by providing a variety of support services ranging from teacher training to psychosocial support for beneficiary children and their parents.
3. ***Community Ownership:*** Community ownership can result in a more effective and sustainable approach for the eradication of exploitive child labor. The project strategies effectively achieved community ownership of a wide array of actors through the support and establishment of volunteer networks of promoters and monitors; the creation of adolescent communication networks; the development and support of youth leadership; and the promotion of corporate social responsibility.
4. ***Youth Leadership:*** ENTERATE's youth leadership efforts should be considered a best practice among USDOL-funded projects. The project effectively promoted the involvement of youth and provided them with increasingly more responsibility in making programmatic decisions. These efforts helped the project achieve a greater impact on W/P as well as prepared targeted youth beneficiaries to become young leaders who can remain as future and sustainable advocates regarding child labor issues.



5. **Media Skills Training:** The project implementation of media skills training that promoted student-centered learning (*Club Infantil*) rather than a top-down approach (Beeman) were more effective in fostering critical thinking as well as leadership skills. The student-centered learning approach also resulted in a greater sense of community ownership, which in turn can lead to greater individual impact and sustainability.
6. **Awareness-Raising Activities:** The project successfully implemented a wide variety of awareness-raising activities targeting a multitude of project stakeholders that together had an impact on the knowledge, attitudes, and practices regarding child labor issues. The media productions (radio and television) were particularly effective because of the key role of the youth communicators in developing and transmitting the information. The two diagnostic studies regarding child labor issues in the coffee sector and the promotion of the Educational Bridges were effective awareness-raising strategies that primarily reached larger coffee producers. More efforts needed to be made to reach the smaller producers who were seen as the greatest violators of child labor laws.
7. **Project Monitoring System:** The project developed and implemented a monitoring system that effectively and reliably measured children's labor and education status, including a timely cycle of revision and adjustment of monitoring tools. The effectiveness of the system is due to the creation of a user-friendly system that could be easily managed and implemented by project associates as well as community volunteers. The monitoring system also included proactive mechanisms for effectively verifying the validity of data and providing ongoing support to field staff and volunteers. The effectiveness was further enhanced by the ability to adapt and institutionalize the system for future use by the local project associates, as well as five MINED municipalities.

### 8.3 EFFICIENCY

1. **Cost-Efficiency:** The cost of an educational intervention should only be one factor when considering its implementation. The cost may be justified if the program is the only relevant and available educational alternative to help withdraw and prevent children from exploitive child labor. The CEAR educational programs implemented in rural remote areas are higher-cost programs, but it would be challenging to find suitable alternatives. On the other hand, the media skills courses, such as the photography course and the course implemented in conjunction with Beeman Productions were less pertinent and more expensive; suitable alternatives could likely be found.
2. **Efficiency of the Monitoring System:** The project created an efficient and effective monitoring system by establishing clear protocols; developing appropriate and user-friendly data collection forms; training technical officers, data collectors, and data entry personnel; and integrating methods for ensuring the quality and reliability of data.

## 8.4 IMPACT

1. **Impact on Key Stakeholders:** Although the project's impact was assessed relatively soon after the intervention, the qualitative evidence collected suggests that there has been a positive impact on the knowledge, attitudes, and practices regarding child labor and the value of education, on a wide array of actors, including child beneficiaries, parents, teachers, employers, and local and national government. Specifically, ENTERATE has impacted its target beneficiaries by withdrawing or preventing thousands of children from exploitive child labor; parents, teachers, and employers by increasing their awareness regarding child labor issues and children's right to education; government entities by contributing to efforts to monitor child labor and implement local and national policy programs; teachers by giving them the tools and training to implement quality educational programs; and employers by increasing their commitment to corporate social responsibility as it relates to children's education.
2. **Impact on Project Associates:** ENTERATE's capacity-building efforts, aimed at the three local partners/project associates, have had a positive impact in establishing these organizations as national leaders in the fight to eliminate child labor through the provision of educational alternatives. The project had a particularly positive impact in bolstering and expanding each of the organization's capacity in the area of monitoring and financial management.

## 8.5 SUSTAINABILITY

1. **Sustainability Plan:** Creating a sustainability plan early in the project implementation phase helped the project staff members think about sustainability from the project's inception. At the same time, the plan developed was not a comprehensive or particularly useful plan that could serve as a working document leading to sustainable practices.
2. **Educational Programs:** The project supported and strengthened a number of effective formal educational programs that are likely to be sustained through existing government funding as well as some nonformal education programs that depend on outside funding sources. While efforts to leverage resources for these nonformal programs were minimal, the project did develop some useful information resources and local expertise that would better allow for their replicability.
3. **Partnerships and Alliances:** The project effectively created alliances with a wide array of actors who are integral to the process of finding sustainable solutions to child labor. This included parents, educators, government entities, employers, and coalitions of NGOs. Furthermore, the three project associates will remain in the targeted regions and continue to advocate for the eradication of exploitive child labor and for children's right to education.

4. ***Barriers to Sustainability:*** Short project timeframes make sustainability more difficult to achieve. Projects need time to lay the groundwork, carry out the intervention, and provide the necessary follow-up to achieve sustainability. In addition, the pressure to meet high target numbers creates a sense of urgency to implement short educational programs, which are less likely to lead to sustainable knowledge, attitudes, or practices of the child beneficiaries or their parents. The sheer poverty that is prevalent in the targeted communities makes sustainability of program efforts even more challenging.

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## IX RECOMMENDATIONS

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### 9.1 KEY RECOMMENDATIONS

The following five key recommendations are critical for successfully meeting EI project objectives:

1. ***Increase Project Duration:*** USDOL should give future EI projects a timeframe of no less than 4 years and have less of an emphasis on high W/P target numbers. This will allow projects to focus on comprehensive project strategies that implement relevant and effective educational programs and awareness-raising activities that can better achieve permanent W/P from exploitive child labor, as well as measureable changes in community members' knowledge, attitudes, and practices regarding child labor issues.
2. ***Allow Special Considerations for Educational Interventions in Rural Areas:*** Future USDOL-funded projects should focus on implementing and sustaining quality educational programs in rural areas where there are no educational alternatives for adolescents who work or are at risk of working. This includes the promotion of educational models that allow the student to remain within his or her community and that provide practical skills leading to sustained community development. Such models should consider teacher training and awareness; parent awareness and involvement; broader community participation; and a training-of-trainer component to reach neighboring rural sites.
3. ***Promote Project Monitoring:*** Future USDOL projects should replicate the good practices of ENTERATE in the area of M&E by developing a project monitoring system that includes developing a monitoring plan with outcome-oriented indicators, collecting baseline information, developing user-friendly data collection forms, training local partners on the accurate use and purpose of the monitoring systems, integrating methods to verify reliability of data, and providing continual technical support.
4. ***Develop Youth Leadership:*** Future grantees should be encouraged to replicate ENTERATE's youth leadership efforts that effectively promote the involvement of youth and provide them with increasingly more responsibility in making programmatic decisions. These efforts helped ENTERATE achieve a greater impact on W/P as well as prepared targeted youth beneficiaries to become leaders who can remain as future and sustainable advocates regarding child labor issues.
5. ***Scale up Efforts:*** Future grantees should be encouraged to scale up good practices implemented with government institutions of the local host country to ensure a wider or national impact. ENTERATE was particularly successful within the targeted MINED municipalities, but should have included strategies that would allow for the replication of quality teaching methodologies and the monitoring system to neighboring departments. Such strategies might include supporting a training-of-trainers approach within the project activities and supporting exchanges at national government conferences or forums. In addition, it is equally important to gain the support of national government

institutions by establishing relationships with key government liaisons and raising awareness about work being done at the local level.

## 9.2 OTHER RECOMMENDATIONS

These other recommendations, while not key to the specific project objectives, would also enhance the overall impact of future USDOL EI projects. Some of these recommendations are based on the recommendations made by participants in the final stakeholder meeting held in Managua, Nicaragua, on September 1, 2011. For a list of stakeholder meeting participants, please refer to Annex E.

1. ***Combine Vocational Education with Future Income-Generation Projects:*** Future USDOL EI projects that contemplate an income-generation or microenterprise component should consider strengthening the adolescent vocational education component by providing additional technical or business skills training, as well as the necessary startup materials. As part of this process, a key project staff member should be added to the management team to provide the level of expertise necessary to make this a worthwhile and successful component.
2. ***Promote Capacity Building of Local Actors:*** Future grantees should be encouraged to replicate the project's good practice of integrating approaches that strengthen the local capacity of governmental institutions, project associates, employers, community leaders, and teachers. Capacity-building activities better ensure sustainability of project efforts and can be achieved by providing appropriate technical assistance and training in the areas of research, monitoring, financial management, leveraging of resources, corporate social responsibility, leadership development, and quality educational methodologies.
3. ***Promote the Development of a Sustainability Plan:*** Future grantees should be encouraged to develop a written sustainability plan at the beginning of the project that is considered a working document toward the goal of achieving sustainability. USDOL should provide technical oversight for the periodic monitoring and adjustment of the sustainability plan as the project develops and consider conducting annual site visits to talk with project staff, partners, and beneficiaries. Site visits will allow USDOL to offer more specific guidance to projects regarding their sustainability plan, as well as other USDOL expectations and outcomes.
4. ***Conduct a Needs Assessment:*** Future grantees should be encouraged to conduct a comprehensive needs assessment or other strategic planning process with stakeholders to obtain their input before establishing the projects' logical framework and work plans. As in the case of ENTERATE, this can also lead to the necessary buy-in and support of key local actors. The needs assessment should be complemented by conducting a baseline data study at the beginning of the project in order to make a quantifiable assessment of the impact of the project's interventions on the target communities.

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# **ANNEXES**

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# ANNEX A: TERMS OF REFERENCE/EVALUATION QUESTIONS

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## TERMS OF REFERENCE FOR THE INDEPENDENT FINAL EVALUATION OF COMBATING THE WORST FORMS OF CHILD LABOR THROUGH EDUCATION IN NICARAGUA, ENTERATE

Cooperative Agreement Number:	IL-17759-08-75-K
Financing Agency:	U.S. Department of Labor
Grantee Organization:	American Institutes for Research (AIR)
Dates of Project Implementation:	October 1, 2008–November 30, 2011
Type of Evaluation:	Independent Final Evaluation
Evaluation Fieldwork Dates:	August 17–August 31, 2011
Preparation Date of TOR:	July 18, 2011
Total Project Funds from USDOL Based on	FY 2008: US\$5,000,000
Cooperative Agreement:	Matching Funds: US\$716,959
Vendor for Evaluation Contract:	ICF Macro, Headquarters 11785 Beltsville Drive Calverton, MD 20705 Tel: (301) 572-0200 Fax: (301) 572-0999

### I BACKGROUND AND JUSTIFICATION

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$780 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 80 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate the worst forms of child labor as defined by ILO Convention 182. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitive child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;

2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, nonformal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitive child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income-generating activities to improve household income; and
5. Ensuring the long-term sustainability of these efforts.

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

In FY2010, Congress provided new authority to ILAB to expand activities related to income-generating activities, including microfinance, to help projects expand income generation and address poverty more effectively. The funds available to ILAB may be used to administer or operate international labor activities, bilateral and multilateral technical assistance, and microfinance programs—by or through contracts, grants, sub-grants, and other arrangements.

In the appropriations to USDOL for international child labor technical cooperation, the U.S. Congress directed the majority of the funds to support the two following programs<sup>6</sup>:

### **International Labour Organization’s International Programme on the Elimination of Child Labor (ILO-IPEC)**

Since 1995, the U.S. Congress has appropriated some \$450 million to support the International Labor Organization’s International Program on the Elimination of Child Labor (ILO-IPEC), making the U.S. Government the leading donor to the program. USDOL-funded ILO-IPEC projects to combat child labor generally fall into one of several categories: comprehensive, national Timebound Programs (TBP) to eliminate the worst forms of child labor in a set timeframe; less comprehensive Country Programs; sector-specific projects; data collection and research projects; and international awareness raising projects. In general, most projects include “direct action” components that are interventions to remove or prevent children from involvement in exploitive and hazardous work. One of the major strategies used by IPEC projects is to increase children’s access to and participation in formal and nonformal education. Most IPEC projects also have a capacity-building component to assist in building a strong enabling environment for the long-term elimination of exploitive child labor.

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<sup>6</sup> In 2007, the U.S. Congress did not direct USDOL’s appropriations for child labor elimination projects to either of these two programs. That year, USDOL allocated \$60 million for child labor elimination projects through a competitive process.

## **Child Labor Education Initiative**

Since 2001, the U.S. Congress has provided some \$269 million to USDOL to support the Child Labor Education Initiative (EI), which focuses on the elimination of the worst forms of child labor through the provision of education opportunities. These projects are being implemented by a wide range of international and non-governmental organizations as well as for-profit firms. USDOL typically awards EI cooperative agreements through a competitive bid process.

EI projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The EI is based on the notion that the elimination of exploitive child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work. EI projects may focus on providing educational services to children removed from specific sectors of work and/or a specific region(s) or support a national Timebound Program that aims to eliminate the worst forms of child labor in multiple sectors of work specific to a given country.

## **Other Initiatives**

Finally, USDOL has supported \$2.5 million for awareness-raising and research activities not associated with the ILO-IPEC program or the EI.

## **Project Context**

In Nicaragua, children work in the agricultural sector, especially in the production of crops such as coffee, bananas, sugarcane, and tobacco. Children also work crushing stone, extracting pumice, mining for gold, and collecting mollusks and shellfish. Children in Nicaragua are also vulnerable to commercial sexual exploitation, and Nicaragua is a source and transit country for children trafficked for sexual exploitation. Some children are trafficked within Nicaragua for sex tourism and to work as domestic servants. Children, especially girls, from poor rural areas, are among the most vulnerable to trafficking and being forced into prostitution.<sup>7</sup>

USDOL has provided US\$6.96 million to combat exploitive child labor in Nicaragua, as well as an additional US\$22,295,285 on regional efforts in Central America that included Nicaragua. Previous projects funded by USDOL in Nicaragua include three ILO-IPEC projects, which totaled US\$1.96 million, and addressed child labor in agriculture and in garbage dumps. With regard to the regional projects funded by USDOL, Nicaragua participated in a 7-year US\$8.8 million project implemented by ILO-IPEC, which concluded in April 2009, and sought to combat commercial sexual exploitation through a variety of activities, including capacity building and legal reform. The project targeted 713 children for withdrawal and 657 children for prevention from commercial sexual exploitation in Central America. Nicaragua also participated in the 4-year regional “Primero Aprendo” project, which ended in March 2009 and was

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<sup>7</sup> USDOL, “The U.S. Department of Labor’s 2008 Findings on the Worst Forms of Child Labor,” 2009, p. 267: <http://www.dol.gov/ilab/programs/ocft/PDF/2008OCFTreport.pdf>.

implemented by CARE. This project worked to strengthen the government and civil society’s capacity to combat child labor through education and withdrew or prevented 4,105 children from exploitive child labor.<sup>8</sup>

**USDOL-Funded Projects in Nicaragua<sup>9</sup>**

<b>Years</b>	<b>Grantee</b>	<b>Project</b>	<b>Amount</b>
1998–2000	ILO-IPEC	Combating Child Labor in Central America and the Dominican Republic	\$150,000
2000–2004	ILO-IPEC	Combating Child Labor in the Prevention and Elimination of Child Labor in the Farming and Stockbreeding Sectors in Nicaragua	\$680,000
2000–2005	ILO-IPEC	Elimination of Child Labor at La Chureca Garbage Dump Yard in Managua	\$1,130,000
2008–2011	American Institutes for Research	Combating the Worst Forms of Child Labor Through Education in Nicaragua, ENTERATE	\$5,000,000
1998–2000	ILO-IPEC	Combating Child Labor in Central America and the Dominican Republic	\$330,000
1999–2004	ILO-IPEC	Statistical Program for Advocacy on the Elimination of Child Labor and the Protection of Working Children in Central America	\$2,210,000
1999–2004	ILO-IPEC	Combating Child Labor in the Coffee Sector	\$6,110,000
2003-2006	ILO-IPEC	Combating Child Labor in the Commercial Agricultural Sector Prevention and Progressive Elimination of Child Labor in Agriculture in Central America, Panama and the Dominican Republic (Phase I and II)	\$4,120,000
2002–2006	ILO-IPEC	Stop the Exploitation: Contribution to the Prevention and Elimination of Commercial Sexual Exploitation of Children in Central America, Panama , and the Dominican Republic	\$3,795,285
2004–2009	CARE	Combating Child Labor Through Education in Central America and the Dominican Republic, "Primero Aprendo"	\$5,730,000
<b>Regional Total Only</b>			<b>\$22,295,285</b>
<b>Nicaragua Only</b>			<b>\$6,960,000</b>
<b>*Total</b>			<b>\$29,255,285</b>

<sup>8</sup> USDOL, p. 269.

<sup>9</sup> USDOL, “Project Status—The Americas,” <http://www.dol.gov/ilab/projects/americas/project-americas.htm>.

The Government of Nicaragua has ratified ILO Conventions 182 and 138, and is an ILO-IPEC participant country. The law sets the minimum age for employment at 14 years. Children of age 14 through 16 years must have parental permission and be under the supervision of the Labor Ministry in order to work. There are also restrictions on the number of hours per day and per week that children 14 to 18 years of age can work. The Ministry of Labor has published a list of hazardous work activities from which minors are prohibited, and the law provides for fines in cases of violations of child labor laws. Though prostitution is legal for individuals 14 years and older, the new penal code, published in May 2008, increased penalties related to the commercial sexual exploitation of children. Trafficking of children under 18 years is penalized by 10 to 12 years in prison.<sup>10</sup>

The Ministry of Labor is responsible for the enforcement of laws related to child labor. The Ministry of Government is also responsible for combating trafficking, operates an anti-trafficking unit, and leads the National Coalition against Trafficking in Persons. In addition, the Government's Policy on Special Protection for Children and Adolescents includes special protections for victims of commercial sexual exploitation and trafficking in persons, and the Government of Nicaragua participates in regional activities to combat sexual exploitation and trafficking of children and adolescents. The Government has provided oversight to the 5-year National Plan against the Commercial Sexual Exploitation of Children (2003-2008) and a 10-year National Action Plan for Children and Adolescents, and the Ministry of Labor supports a 10-year plan (2007-2016) to end child labor that requires that all government programs and projects include child labor prevention and eradication initiatives. First Lady Rosario Murillo, in coordination with the Ministries of Family, Health, Education and Government, launched a child labor initiative called Program Amor (Love) that targets 25,000 street children and their families primarily in Managua. The program aims to eliminate child labor and provide education for children and vocational training for parents.<sup>11</sup>

## **Combating the Worst Forms of Child Labor through Education in Nicaragua, ENTERATE**

On October 1, 2008, the American Institutes for Research (AIR) received a 4-year Cooperative Agreement worth \$5 million from USDOL to implement an EI project in Nicaragua, aimed at withdrawing and preventing children from exploitive child labor by expanding access to and improving the quality of basic education and supporting the five goals of the USDOL project as outlined above. AIR, in association with the *Asociación de Educación y Comunicación La Cuculmeca (La Cuculmeca)*, and *Instituto de Promoción Humana de Somoto (INPRHU-Somoto)*, was awarded the project through a competitive bid process. Club *Infantil* was added as an associate effective on August 10, 2009. As stipulated in the Cooperative Agreement, the project targets 5,045 children for withdrawal and 5,000 children for prevention from exploitive child labor in the Departments of Madriz, Jinotega and Managua. The project mostly targets children working on plantations, and some children working in garbage dumps, and will provide them with education and training opportunities. The Project Goal is to contribute to the elimination of exploitive child labor in Nicaragua.

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<sup>10</sup> USDOL, p. 269.

<sup>11</sup> USDOL, p. 269.

The Project's Immediate Objectives are to:

- Withdraw or prevent children from involvement in exploitive child labor through the provision of direct education and training services;
- Strengthen capacity of national institutions to combat child labor;
- Raise awareness of the importance of education for all children and mobilize a wide array of actors to improve and expand education infrastructures;
- Support research and the collection of reliable data on child labor; and
- Ensure long-term sustainability of these efforts.

The project's main activities include:

- Developing public sector outreach and partnership with NGOs to provide a variety of educational services to beneficiary children;
- Strengthening CNEPTI (National Commission for the Progressive Eradication of Child Labor and Protection of the Young Worker) and build its capacity to leverage resources and raise child labor awareness;
- Implementing a sustainable child labor monitoring/inspection system, particularly the capacity for inspection at the municipal level;
- Developing an innovative corporate social responsibility strategy with the private sector and coffee growers;
- Executing an awareness-raising strategy that includes a program offering communication and leadership training, in addition to conducting public service announcements;
- Working with local law enforcement to strengthen its capacity to enforce existing child labor laws; and
- Conducting research to better inform prevention and mitigation strategies by the government and other interested stakeholders.

## **Midterm Evaluation**

A midterm evaluation was conducted in April 2010 by Julia Hasbún, an independent international consultant. The evaluation consisted of document review; focus group sessions comprising of parents, beneficiaries, and project personnel; group interviews with teachers from the project, community leaders, beneficiaries, and parents; individual interviews; site visits in Madriz and Jinotega; and a stakeholder workshop.

The evaluation found that the objectives and goals set by the project's four total partners (AIR, Club *Infantil*, INPRHU-Somoto, and *La Cuculmecca*) would be achieved without much difficulty.

The withdrawal and prevention of 10,045 beneficiaries was believed to be a feasible task under the conditions at the time of the midterm evaluation. Communities, especially among the parents of the beneficiaries, perceived the awareness-raising efforts of the project as very valuable toward changing attitudes and harmful behaviors in the development of their children. The direct educational strategies implemented by AIR's three partners (*Club Infantil*, INPRHU-Somoto, and *La Cuculmecca*) seemed to be effective and appropriate for the cultural and socio-economic context of the communities. Furthermore, sustainability of the project seemed feasible, but needed to be worked toward in a more focused manner.

The main recommendations from the midterm evaluation included:

- Revise the numerical goal of *La Cuculmecca* to intervene in 90 schools, given that the number was 75 at the time of the midterm evaluation and the existing personnel were already challenged to adequately cover the 75 communities.
- Continue to hold the usual monthly meeting with parents as part of the project's awareness-raising efforts.
- Hire vehicle operators in regions where a public transportation system is already in place, to transport beneficiaries who walk through long, dangerous, and solitary paths to attend school, or provide them with funds to supplement their transportation costs. In areas where there is no public transportation, make an effort to obtain or pay for a vehicle service that will serve as a means of safe transportation.
- Identify the number of communities that still need coverage/an intervention but could not be involved in the project, even though they met the requirements.
- Project staff should be clear about the common strategic elements that should result in attainment of identical goals for all four project partners (lowest common denominator). Partners should implement a sort of exchange program of experiences with their field personnel, where an educator from *La Cuculmecca* may stay in INPRHU territory and vice versa.
- Decide whether partners will assume an analysis system (not the databases) of their own, or if the project must provide partners with the required training to analyze in SPSS. Alternatively, the project could use the syntax component of the SPCC, which allows the analysis of data from time to time without specialized training for the user.
- Develop more fully an action or work plan with deadlines and numeric goals to be able to show the progress of sustainability plans at any time.

## II PURPOSE AND SCOPE OF EVALUATION

OCFT-funded projects are subject to midterm and final evaluations. The fieldwork for final evaluations is generally scheduled three months before the end of the project. The ENTERATE project in Nicaragua went into implementation in October 2008 and is due for final evaluation in August 2011.

## **Scope of Evaluation**

The scope of the evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with AIR. All activities that have been implemented from project launch through time of evaluation fieldwork should be considered. The evaluation should assess the achievements of the project in reaching its targets and objectives as outlined in the cooperative agreement and project document.

The evaluation should address issues of project design, implementation, management, lessons learned, and replicability. The evaluator should provide recommendations for current and future projects. The questions to be addressed in the evaluation (provided below) are organized to provide an assessment of the relevance, effectiveness, efficiency, sustainability, and (to the extent possible) impact on the target population.

## **Final Evaluation Purpose**

The purpose of the final evaluation is to:

1. Assess whether the project has met its objectives and identify the challenges encountered in doing so;
2. Assess the efficiency, effectiveness, and pertinence of ENTERATE as a project;
3. Assess the relevance of the project in the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL;
4. Assess the intended and unintended outcomes and impacts of the project;
5. Provide lessons learned from the project design and experiences in implementation that can be applied in current or future child labor projects in the country and in projects designed under similar conditions or target sectors;
6. Assess whether project activities can be deemed sustainable at the local and national level and among implementing organizations, given among other things, the current social, economic, and political conditions around the project; and
7. Look at potential replicability of good practices in other sectors.

The evaluation should also provide documented lessons learned, good practices, and models of intervention that will serve to inform future child labor projects and policies in Nicaragua and elsewhere, as appropriate. It will also serve as an important accountability function for USDOL and AIR. Recommendations should focus around lessons learned and good practices from which future projects can glean when developing their strategies toward combating exploitive child labor.

## **Intended Users**

This final evaluation should provide USDOL, AIR, other project specific stakeholders, and stakeholders working to combat child labor more broadly, an assessment of the project's experience in implementation and its impact on project beneficiaries. Lessons learned and good practices should be used by stakeholders in the design and implementation of subsequent phases or future child labor projects in the country and elsewhere as appropriate. The final report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

## **Evaluation Questions**

Specific questions that the evaluation should seek to answer are found below, according to five categories of issue. Evaluators may add, remove, or shift evaluation questions, but the final list will be subject to approval by USDOL and ICF Macro.

- How do beneficiaries and parents assess main changes in work and education as a result of ENTERATE efforts?
- Assess if the educational services delivered by ENTERATE to targeted groups effectively contributed to preventing and withdrawing children from child labor.
- Assess if the educational options delivered to adolescent beneficiaries were relevant to their situations.
- Assess if the educational options that the project provided effectively assisted beneficiaries to continue with their education?
- How did the project contribute to strengthening local capacities for the prevention of child labor among governmental institutions, partners, community leaders, and teachers?
- How do governmental and private organizations perceive joint actions promoted by ENTERATE for the prevention and eradication of child work?
- What are the local awareness raising efforts of ENTERATE and were they effective?
- What are the operational details of the Media Skills training project? In what ways did they work or not work?

## **Relevance**

The evaluation should consider the relevance of the project to the cultural, economic, and political context in the country, as well as the extent to which it is suited to the priorities and policies of the host country government and USDOL. Specifically, it should address the following questions:

1. Does the project design seem to be adequately supporting the five USDOL goals, as specified above? If not, which ones are not being supported and why not?
2. Have the project assumptions been accurate?
3. What are the main project strategies/activities designed toward meeting objectives in withdrawing/preventing children from WFCL? What is the rationale behind using these strategies?
4. What are the main obstacles or barriers that the project has identified as important to addressing child labor in this country (i.e. poverty, lack of educational infrastructure, lack of demand for education, etc.)? Has the project been successful in addressing these obstacles?
5. Is the project design appropriate for the cultural, economic, and political context in which it works? Specifically, has the project been affected by the prevalence of corruption in the country, and how has it dealt with this?
6. How has the project fit within existing programs to combat child labor and trafficking, especially government initiatives?
7. Did the project adjust implementation and/or strategy based on the findings and recommendations of the midterm evaluation?
8. What other major design and/or implementation issues should be brought to the attention of the grantee and USDOL?

## **Effectiveness**

The evaluation should assess whether the project has reached its objectives, and the effectiveness of project activities in contributing toward those objectives. Specifically, the evaluation should address the following:

1. Has the project achieved its targets and objectives as stated in the project document? What factors contributed to the success and/or underachievement of each of the objectives?
2. Assess the effectiveness of the “direct action” interventions, including the education interventions provided to children (i.e., nonformal education, formal education and re-entry programs, Child Friendly Schools, Child Youth Clubs, and the provision of formal school supplies and scholarship program). Did the provision of these services result in

children being withdrawn/prevented from exploitive child labor/trafficking and ensure that they were involved in relevant educational programs?

3. Assess the effectiveness of the services in meeting the needs of the target population identified in the project document including children prevented and withdrawn from labor/trafficking.
4. Assess the effectiveness of the models (e.g., collaboration with partners, alliance with Beeman productions) on increasing educational opportunities, creating community ownership, increasing the capacity of communities, and increasing awareness/understanding of the dangers of child labor.
5. Has the project accurately identified and targeted children engaged in, or at risk of working in, the target sectors identified in the project strategy (rural sector, coffee plantations)?
6. Are there any sector specific lessons learned regarding the types and effectiveness of the services provided? Are there strategies that could potentially be applied to other sectors?
7. What monitoring systems does the project use for tracking the work status of children? Were they feasible and effective? Why or why not? Will the monitoring systems be a benefit to other users?
8. What are the management strengths, including technical and financial, of this project?
9. What has been the effectiveness of including a communications officer in the key staff of the project?
10. Did the project effectively involve the communities (parents, teachers, community leaders, etc.)?
11. Did the project adapt its strategy to select project beneficiaries in a way that was acceptable to and understood by the communities? Please explain. Please assess the “School Passport” program. Is this an effective strategy to assist migrant children to receive an education?

### **Efficiency**

The evaluation should provide analysis as to whether the strategies employed by the project were efficient in terms of the resources used (inputs) compared to its qualitative and quantitative impact (outputs). Specifically, the evaluation should address the following:

1. Is the project cost-efficient?
2. Were the project strategies efficient in terms of the financial and human resources used, compared to its outputs? What alternatives are there?
3. Was the monitoring system designed efficiently to meet the needs and requirements of the project?

## **Impact**

The evaluation should assess the positive and negative changes produced by the project—intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country—as reported by respondents. Specifically, it should address the following:

1. What appears to be the project’s impact, if any, on individual beneficiaries (children, parents, teachers, etc.)?
2. Assess the impact, to the extent possible, of project activities/strategies on education quality (both formal and nonformal interventions). How has the education quality improvement component been received by the government and the communities?
3. What appears to be the project’s impact, if any, on partners or other organizations working on child labor in the country (NGOs, community groups, schools, national child labor committee, etc.)?
4. What appears to be the project’s impact, if any, on government and policy structures in terms of system-wide change on education and child labor issues?

## **Sustainability**

The evaluation should assess whether the project has taken steps to ensure the continuation of project activities after the completion of the program, including sources of funding and partnerships with other organizations and/or the government, and identify areas where this may be strengthened. Specifically, it should address the following:

1. Were the exit strategy and sustainability plan integrated into the project design? Will it likely be effective?
2. How successful has the project been in leveraging non-project resources? Are there prospects for sustainable funding?
3. What have been the major challenges and successes in maintaining partnerships in support of the project, including with other USDOL-funded projects?
4. What have been the major challenges and opportunities, if any, of maintaining coordination with the host country government, particularly with the Ministry of Education (MINED), the Ministry of Family (MIFAMILIA), the Ministry of Labor (MITRAB), and other government agencies that are active in addressing related children’s issues?
5. What have been the major challenges and opportunities, if any, of implementing coordination with the ILO-IPEC?
6. What have been some of the challenges and opportunities in working with international and/or multilateral organizations?

7. What have been some of the challenges and opportunities in working with other national NGOs and/or community-based organizations present in the country?
8. Will the monitoring systems and other committees/groups created by the project be sustainable?
9. What lessons can be learned of the project's accomplishments and weaknesses in terms of sustainability of interventions?

### **III EVALUATION METHODOLOGY AND TIMEFRAME**

The evaluation methodology will consist of the following activities and approaches:

#### **A Approach**

The evaluation approach will be primarily qualitative in terms of the data collection methods used as the timeframe does not allow for quantitative surveys to be conducted. Quantitative data will be drawn from project reports to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

1. Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions.
2. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipeinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children ([http://www.unicef.org/media/media\\_tools\\_guidelines.html](http://www.unicef.org/media/media_tools_guidelines.html)).
3. Gender and cultural sensitivity will be integrated in the evaluation approach.
4. Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.

As far as possible, a consistent approach will be followed in each project site, with adjustments to be made for the different actors involved and activities conducted and the progress of implementation in each locality.

#### **B Final Evaluation Team**

The evaluation team will consist of the bilingual international evaluator who is fluent in both Spanish and English.

One member of the project staff may travel with the team to make introductions. This person is not involved in the evaluation process.

The international evaluator is Michele González Arroyo. She will be responsible for developing the methodology in consultation with ICF Macro and the project staff; assigning the tasks of the interpreter for the fieldwork; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

## **C Data Collection Methodology**

### **1. Document Review**

- Pre-field visit preparation includes extensive review of relevant documents
- During fieldwork, documentation will be verified and additional documents may be collected
- Documents may include:
  - Project document and revisions,
  - Cooperative Agreement,
  - Technical Progress and Status Reports,
  - Project Logical Frameworks and Monitoring Plans,
  - Work plans,
  - Correspondence related to Technical Progress Reports,
  - Management Procedures and Guidelines,
  - Research or other reports undertaken (baseline studies, etc.), and
  - Project files (including school records) as appropriate.

### **2. Question Matrix**

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how she is going to allocate her time in the field. It will also help the evaluator to ensure that she is exploring all possible avenues for data triangulation and to clearly note where her evaluation findings are coming from.

### **3. Interviews with Stakeholders**

Informational interviews will be held with as many project stakeholders as possible. Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Thus, it is anticipated that meetings will be held with:

- ILAB/OCFT Staff
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Government Ministry Officials and Local Government Officials such as education and labor representatives in Managua and municipalities
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (focus groups with children, their parents, teachers, and community promoters) in selected schools/communities
- International Organizations, NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area
- Labor Reporting Officer at U.S. Embassy and USAID representative
- Coffee producers at the plantations
- Local journalists and children's communicators network.

### **4. Field Visits**

The evaluator will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluator. Every effort will be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted CL sectors. During the visits, the evaluator will observe the activities and outputs developed by the project. Focus groups with children and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

## **D Ethical Considerations and Confidentiality**

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners,

stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

## **E Stakeholder Meeting**

Following the field visits, a stakeholders' meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders will be prepared to guide the discussion and possibly a brief written feedback.

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

1. Presentation by the evaluator of the preliminary main findings
2. Feedback and questions from stakeholders on the findings
3. Opportunity for implementing partners who were not interviewed to present their views on progress and challenges in their locality
4. Possible SWOT exercise on the project's performance
5. Discussion of recommendations to improve the implementation and ensure sustainability. Consideration will be given to the value of distributing a feedback form for participants to nominate their "action priorities" for the remainder of the project.

## **F Limitations**

Fieldwork for the evaluation will last two weeks, on average, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating her findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data, which are not available.

## **G Timetable and Work Plan**

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

<b>Activity</b>	<b>Responsible Party</b>	<b>Proposed Date(s)</b>
Phone interview with USDOL and Grantee Staff/Headquarters	ICF Macro, USDOL, Grantee, Evaluator	July 26
Desk Review	Evaluator	July–August
Question Matrix and Instruments due to ICF Macro/USDOL	Evaluator	July 28
Finalize TOR and submit to Grantee and USDOL	USDOL/ICF Macro/Evaluator	July 20
International Travel		August 17
Introductory Meetings with Project Staff and National Stakeholders	Evaluator	August 17
Field Site Visits	Evaluator	August 18–August 28
Attendance at the Conference	Evaluator	August 29-31 (1 day)
Preparation for Stakeholder Meeting	Evaluator	August 29-31
National Stakeholder Meeting		September 1
International Travel		September 1
Post-evaluation debrief call with USDOL		September 8
Draft report to ICF Macro for QC review	Evaluator	October 1
Draft report to USDOL & Grantee for 48-hour review	ICF Macro	October 12
Draft report released to stakeholders	ICF Macro	October 26
Comments due to ICF Macro	USDOL/Grantee & Stakeholders	October 28
Report revised and sent to ICF Macro	Evaluator	November 18
Revised report sent to USDOL	ICF Macro	December 15
Final approval of report	USDOL	December 23
Finalization & distribution of report	ICF Macro	January 27, 2012

## **IV EXPECTED OUTPUTS/DELIVERABLES**

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

- I. Table of Contents
- II. List of Acronyms
- III. Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and three key recommendations)
- IV. Evaluation Objectives and Methodology
- V. Project Description
- VI. Relevance
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- VII. Effectiveness
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- VIII. Efficiency
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- IX. Impact
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- X. Sustainability
  - A. Findings—answering the TOR questions
  - B. Lessons Learned/Good Practices
- XI. Recommendations and Conclusions
  - A. Key Recommendations—critical for successfully meeting project objectives
  - B. Other Recommendations—as needed
    1. Relevance
    2. Effectiveness
    3. Efficiency
    4. Impact
    5. Sustainability
- XII. Annexes—including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be a minimum of 30 pages and a maximum of 45 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

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

**After returning from fieldwork, the first draft evaluation report is due to ICF Macro on September 30, 2011, as indicated in the above timetable. A final draft is due one week after receipt of comments from ILAB/OCFT and stakeholders and is anticipated to be due on December 22, 2011, as indicated in the above timetable. All reports including drafts will be written in both Spanish and English.**

## **V EVALUATION MANAGEMENT AND SUPPORT**

ICF Macro has contracted with Michele González Arroyo to conduct this evaluation. Ms. González Arroyo has a Bachelor of Science degree from the University of California at Davis and a Master of Public Health degree from the University of California at Berkeley. She also holds high school teaching credentials from the state of California in Spanish, English and health science. Ms. González Arroyo has 20 years of experience in planning, implementing, and evaluating labor, health, and education programs. She has previously conducted 10 midterm and final evaluations for USDOL-funded labor capacity building and child labor elimination projects in Central America, the Caribbean, and South America. The contractor/evaluator will work with OCFT, ICF Macro, and relevant AIR staff to evaluate this project.

ICF Macro will provide all logistical and administrative support for their staff and sub-contractors, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing *per diem*) and all materials needed to provide all deliverables. ICF Macro will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

ICF Macro or its subcontractors should contact Markus Broer (mbroer@air.org; 202-403-5278), the U.S. backstop, to initiate contact with field staff. The primary point of contact for the project in Nicaragua is Maria Ivette Fonseca, Project Director (mfonseca@enterate.org.ni; +505 22 60 45 56/7).

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## ANNEX B: LIST OF DOCUMENTS REVIEWED

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1. TPR—March 2010
2. TPR—September 2010
3. TPR—March 2011
4. Project Document FINAL—Revised February 23, 2011
5. TOR *Estudio trazabilidad*—August 25, 2011
6. Sustainability Matrix FINAL—Revised February 3, 2011
7. *Desarrollo y fortalecimiento de las capacidades en comunicación de niños, niñas y adolescentes atendidos por el proyecto*
8. *Para Salir Adelante: Documentación de las estrategias educativas de Reforzamiento Escolar y Grupos de Interés del Proyecto ENTERATE*
9. *Análisis de tareas y actividades laborales realizadas por niños, niñas y adolescentes en la producción de café en fincas seleccionadas en Jinotega, Nicaragua: Resumen ejecutivo*
10. Project Factsheet, August 2011
11. *Educando Niños Trabajadores y Erradicando Actividades y Trabajos Explotadores: Proyecto ENTERATE*
12. *Plan de Capacitación del Sistema de Monitoreo del Proyecto para su adaptación/adopción por parte de las 5 delegaciones municipales del MINED*
13. *Relación con Sector Privado (PPT Presentation)*
14. *Para Salir Adelante: Documentación de las estrategias educativas de Reforzamiento Escolar y Grupos de Interés del proyecto ENTERATE*
15. *Descripción del Sistema de M&E del Proyecto ENTERATE*
16. *Línea de Base e Informe de Actividades*
17. *Erradicando el trabajo peligroso de adolescentes en el área rural de Madriz con los Centros de Educación Alternativa Rural—CEAR*
18. *Niñez en los cafetales: Sus trabajos y actividades*
19. *Diagnóstico sobre el trabajo Infantil en el sector cafetalero de Nicaragua*

20. *Resultados de los puentes educativos 2010/2011: Cobertura, Valoración de los Administradores y Percepciones de los Niños y Niñas Participantes*
21. *Acciones y resultados de los programas educativos*
22. Independent Midterm Evaluation Report of the ENTERATE Project, 2010

## ANNEX D: INTERVIEW QUESTIONS/TOOLS

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### ACTORES CLAVE (AIR, SOCIOS, LÍDERES COMUNITARIOS, MAESTROS, REP. DEL GOBIERNO, SECTOR PRIVADO, ONG)

#### Pertinencia

1. ¿Cuáles fueron las estrategias/actividades principales para lograr los objetivos y retirar/prevenir las PFTI? ¿Qué funcionó y qué no funcionó?
2. ¿Cuáles son o fueron los principales obstáculos o barreras que el proyecto identificó para poder prevenir o erradicar el trabajo *Infantil* en Nicaragua (ej. pobreza, falta de una infraestructura educativa, falta de demanda para la educación, etc.)? ¿Ha tenido éxito el proyecto para superar estas barreras?
3. Dentro del contexto cultural, económico y político de Nicaragua, ¿piensa que el diseño del proyecto es apropiado? Específicamente, ¿cómo ha afectado el proyecto la corrupción común que existe en el país? ¿Cuáles estrategias ha utilizado para superar estos obstáculos?
4. ¿Cómo contribuyó el proyecto para fortalecer la capacidad local de las instituciones gubernamentales, socios, líderes comunitarios y maestros para la prevención del TI?
5. ¿Cómo ha trabajado el proyecto con los programas gubernamentales (o privados) ya existentes para combatir el trabajo *Infantil* y tráfico de NNA?
6. ¿Cuáles fueron los ajustes en la ejecución y/o estrategia como resultado de la evaluación de medio término?
7. ¿Hay otros asuntos sobre el diseño y/o la implementación que afectaron al proyecto y deben ser considerados para futuros proyectos del ejecutor o USDOL?

#### Eficacia

1. ¿Qué efecto tuvieron los programas educativos? ¿Contribuyeron al retiro/prevenición de NNA del trabajo infantil? ¿Incrementaron sus futuras oportunidades educativas? ¿Lograron cambios en la escuela?
2. ¿Cómo ayudaron los servicios educativos realizados por ENTERATE para prevenir y retirar niño/niñas/adolescentes (NNA) del trabajo infantil (TI) o para que los NNA continuaran con su educación?
3. ¿Logró el proyecto sus números meta de retiro y prevención y los objetivos establecidos en el documento original del proyecto? ¿Si no es así, ¿cuáles son los factores que contribuyeron al éxito o reto para lograr cada objetivo?
4. ¿Qué efecto tuvo los otros servicios del proyecto para lograr los objetivos del proyecto?

5. ¿Cuáles sistemas de monitoreo utiliza el proyecto para rastrear el estatus laboral de los niños y niñas? ¿Es práctico y eficaz? Explique. ¿Será de beneficio el sistema de monitoreo a otras entidades?
6. ¿Cuáles son las fortalezas administrativas, incluyendo aspectos técnicos y financieros, de este proyecto?
7. ¿Es el programa “Pasaporte de Escuela” una estrategia eficaz para ayudar a los niños y niñas migrantes a recibir una educación?
8. ¿Cómo fueron seleccionados los NNA? ¿Seleccionaron a aquellos niños/niñas que trabajan o que están en riesgo de trabajar en los sectores meta? ¿Identificaron de una manera precisa las peores formas de trabajo infantil en el país? ¿Fue aceptable y entendible por las comunidades la manera en que el proyecto eligió a los beneficiarios? Explique.
9. ¿Qué hizo el proyecto para aumentar la concientización a nivel local? ¿Fueron eficaces estos esfuerzos? ¿Involucró el proyecto a las comunidades de una manera eficaz (padres de familia, maestros, líderes comunitarios)?
10. ¿De qué manera funcionó o no funcionó los proyectos que entrenaron a los NNA sobre de medios de comunicación? ¿Cómo aplicaron o van a aplicar esta capacitación?

## **Eficiencia**

1. ¿De qué manera es el proyecto costo-eficiente? ¿Fueron eficientes las estrategias del proyecto con respecto a los recursos financieros y humanos usados, en comparación con el resultado?
2. ¿Existen otras alternativas educativas u otras estrategias para lograr las metas de una manera más eficiente o eficaz?

## **Impacto**

1. ¿Qué tipo de impacto ha tenido el proyecto, si existe alguno, en los beneficiarios individuales (NNA, padres de familia, maestros/as u otro)?
2. ¿Qué tipo de impacto han tenido las actividades/estrategias sobre la calidad de educación (tanto las intervenciones formales como las no formales)? ¿Cuál ha sido la reacción del gobierno y la comunidad sobre el componente de mejorar la calidad educativa?
3. ¿Qué tipo de impacto ha tenido el proyecto, si existe alguno, en los socios u otras organizaciones que trabajan sobre asuntos de TI en el país (ONGs, grupos comunitarios, escuelas, comité nacional de TI, u otros)?
4. ¿Qué tipo de impacto ha tenido el proyecto, si existe alguno, en las estructuras gubernamentales y políticas en términos de un cambio sistemático en los asuntos de educación y trabajo infantil?

## **Sostenibilidad**

1. Se integró al diseño del proyecto una estrategia de salida y un plan de sostenibilidad?  
¿Fue eficaz?
2. ¿Cuánto éxito ha tenido el proyecto para lograr una palanca financiera de otras fuentes?  
¿Existe la posibilidad de un financiamiento sostenible?
3. ¿Cuáles han sido los mayores retos y oportunidades de implementar alianzas que apoyan el proyecto, incluyendo otros proyectos financiados por USDOL?
4. ¿Cuáles han sido los mayores retos y oportunidades, si existen, de mantener la coordinación con el gobierno de Nicaragua, en particular el Ministerio de Educación (MINED), el Ministerio de Familia (MIFAMILIA), el Ministerio de Trabajo (MITRAB) y otras agencias gubernamentales que son activos para dirigirse a asuntos relacionados a niños y niñas?
5. ¿Cuáles han sido los mayores retos y oportunidades, si existen, de coordinar con OIT/IPEC?
6. ¿Cuáles han sido los mayores retos y oportunidades de trabajar con organizaciones internacionales y/o multilaterales?
7. ¿Cuáles han sido algunos de los retos y oportunidades de trabajar con otras ONGs nacionales y/o organizaciones comunitarias presentes en Nicaragua?
8. ¿Serán sostenibles los sistemas de monitoreo y otros comités/grupos creados por el proyecto?

## **Lecciones Aprendidas**

1. ¿Cuáles son algunas lecciones aprendidas del proyecto ENTERATE que podemos utilizar/aplicar a futuros proyectos?

## **Madres y Padres de los Beneficiarios**

1. Preguntas generales: ¿Cuáles metas tienen para sus hijos? ¿Cómo las van a lograr? ¿Qué les gustó más o cómo les ayudó más el proyecto ENTERATE? ¿Por qué?
2. Selección: ¿Por qué creen que sus hijos/as fueron seleccionados para participar en este programa? ¿Querían participar? ¿Creen que la selección de participantes fue justo o hay niños/as que no deben o deben estar en el programa?
3. Trabajo: ¿Contribuye su hijo/a al hogar trabajando? ¿Qué oficios hace para usted? ¿Para otros? ¿Dónde? ¿Cuándo? ¿Cuántas horas por semana? ¿A qué edad empezaron a ayudarles? ¿Todavía están trabajando o ayudándoles?

4. Sensibilización: ¿Cuáles fueron los mejores medios de alcance (sensibilización) para padres y madres—reuniones, tele, radio? Explique porque fueron eficaz.
5. Eficacia: ¿Cómo ayudó el proyecto para prevenir y retirar a los niños/niñas del TI o para que los NNA continuaran con su educación?
6. ¿Impacto
  - Cómo ayudó el proyecto para lograr cambios en el trabajo o en la escuela? ¿Tienen más ganas/interés en los estudios?
  - ¿Cuáles son las metas educativas que tienen? ¿Cómo ayudó el proyecto para fomentar esas metas?
  - ¿Cómo ha mejorado la calidad de educación que están recibiendo sus hijos-as con este programa?
  - ¿Tienen alguna sugerencia para que el proyecto tenga mayor impacto en las vidas de sus hijos/as?
7. Sostenibilidad: ¿Qué cree que va a ser sostenible cuando ya se acaban los fondos?
8. Lecciones aprendidas: ¿Cuáles son algunas lecciones aprendidas del proyecto ENTERATE que podemos utilizar/aplicar a futuros proyectos? ¿Tienes alguna sugerencia para mejorar estos esfuerzos?

### **Niños/Niñas/Adolescentes (NNA)**

1. ¿Qué hace en las actividades de ENTERATE? ¿Le gusta las actividades y tareas? ¿Cuáles les gusta más/menos? ¿Por qué?
2. ¿Por qué cree que fue seleccionado para participar en este programa? ¿Quería participar? ¿Cree que la selección de participantes fue justo o hay niños que no deben o deben estar en el programa?
3. ¿Contribuye a su hogar trabajando? ¿Qué oficios hace para su mamá/papá? ¿Para otros? ¿Dónde? ¿Cuándo? ¿Cuántas horas por semana?
4. ¿A qué edad empezó a trabajar/ayudar? ¿Todavía está trabajando/ayudando?
5. ¿Trabaja más horas, menos horas, o dejó de trabajar después de su participación en el programa?
6. ¿Cómo ayudó el proyecto para prevenir y retirar niños/niñas del TI o para que los NNA continuaran con su educación?
7. ¿Qué hizo el proyecto para sensibilizar a madres y padres, empleadores, maestros, otros niños? ¿Fueron eficaces estos esfuerzos?

8. Preguntas generales: ¿Qué quiere ser cuando sea más grandes? Cómo les ayudó el proyecto para lograr esa meta? ¿Qué les gustó más del proyecto ENTERATE? ¿Por qué? ¿Cómo podrían mejorar un futuro proyecto como ENTERATE para ayudar a los NNA y eliminar el trabajo infantil?

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## ANNEX F: LOGICAL FRAMEWORK

ENTERATE LOGICAL FRAMEWORK			
Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<b>Goal (Development objective)</b>			
Incidence of exploitative child labor reduced in Nicaragua.	Number of children engaged in exploitive forms of child labor in Nicaragua.	External data from GoN, ILO-IPEC, UNESCO.	
<b>Purpose (Immediate Objective)</b>			
Children effectively withdrawn from exploitive child labor or prevented from entering exploitive child labor	<b>Enrollment</b> of w/p children: Number of children withdrawn or prevented (w/p) from exploitive child labor and enrolled in educational program as a result of the DOL-funded ENTERATE Project: TARGET: Year 1: 1,619 (w: 338 ; p:1,281) Year 2: 3,550 (w:1,750; p:1,800) Year 3: 4,876 (w: 2,957; p:1,919) Life of Project: 10,045 (w: 5,045; p: 5,000)	Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working & educational status will be monitored on a monthly basis.	No strong increase in poverty levels leading to a rise in the number of children dropping out of the educational system to become economically active.
	<b>Retention</b> of w/p children: Percent of w/p children retained in educational programs as a result of the DOL-funded ENTERATE Project. TARGET: Life of Project: 20%	Project records, school records and DBMS database. Both the working & educational status will be monitored on a monthly basis.	
	<b>Completion</b> of w/p children: Percent of w/p children completing an educational program as a result of the DOL-funded ENTERATE Project. TARGET: Life of Project: 50%	Project records, school records and DBMS database. Both the working & educational status will be monitored on a monthly basis.	
<b>Output 1: Withdraw or prevent children from involvement in exploitive child labor through the provision of direct educational services</b>			
<b>Output 1.1 Provision of direct educational services</b>			
1.1.1 Targeted children provided with educational services	1. Rural Basic Education Program to withdraw/prevent children/adolescents from exploitive child labor 1.a) Number of W/P children from exploitive child labor registered in Rural Basic Education: Year- 1: 193 (W = 52 P = 141) Year- 2: 553 (W = 348 P = 205) Year- 3: 904 (W = 650 P = 254) Life of Project: 1650 (W= 1050 P = 600)	Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working & educational status will be monitored on a monthly basis.	
	1.b) Percentage of W/P children retained in Rural Basic Education Program Life of Project 20% 1.c) Percent of W/P children withdrawn, completing Rural Basic Education Program Life of Project 50% 1.d) Number of (W) children not yet fully withdrawn in Rural Basic Education Program Life of Project 0%		

	<p>2. Rural Technical and Vocational Skills Training Program to withdraw (W) or prevent (P) adolescents withdrawn from exploitive labor</p> <p>2.a) Number of W/P adolescents from exploitive child labor registered in Rural Technical and Vocational Skills Training Program:  Year-1: 28 (W = 0 P = 28)  Year -2: 551 (W = 401 P = 150)  Year -3: 861 (W = 699 P = 162)  Life of Project: 1440 (W = 1100 P = 340)</p> <p>2.b) Percentage of W/P adolescents retained in Rural Technical and Vocational Skills Training Program:  Life of Project 0%</p> <p>2.c) Percentage of W/P adolescents completing Rural Technical and Vocational Skills Training Program:  Life of Project 30%</p> <p>2.d) Number of (W) adolescents not yet fully withdrawn from exploitive child labor enrolled in Rural Technical and Vocational Skills Training Program:  Life of Project 0%</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	
	<p>3. Vocational Skills Training Program--w/p children <b>enrolled.</b> (SERVICE IS NOT PROVIDED)</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	
	<p>4. Rural Coffee Plantation Schools Program for children and adolescents to withdraw (W) or prevent (P) from child exploitive labor.</p> <p>4 a) Number of W/P children and adolescents registered in Rural Coffee Plantation Schools Program:  Year 1: 56 (W = 33 P = 23)  Year 2: 580 (W = 370 P = 210)  Year 3: 774 (W = 447 P = 327)  Life of Project: 1410 (W = 850 P = 560)</p> <p>4.b) Percentage of W/P children and adolescents retained in Rural Coffee Plantation Schools Program:  Total Target  Throughout Project: 50%</p> <p>4. c) Percent of W/P children and adolescents completing Rural Coffee Plantation Schools Program:  Life of Project: 50%</p> <p>4.d) Number of (W) children and adolescents not yet fully withdrawn from exploitive child labor enrolled in Rural Coffee Plantation Schools Program:  Life of Project: 0%</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	

	<p>5. Educational Rights and Support Program for children and adolescents to withdraw (W) or prevent (P) from child exploitive labor.</p> <p>5.a) Number of W/P children and adolescents registered in Educational Rights and Support Program :</p> <p>Year 1: 617 (W = 118 P= 499)</p> <p>Year 2: 860 (W = 81 P = 779)</p> <p>Year 3: 819 (W = 121 P = 698)</p> <p>Life of Project: 2296 (W = 320 P = 1976)</p> <p>5.b) Percentage of W/P children and adolescents retained in Educational Rights and Support Program:</p> <p>Life of Project: 20 %</p> <p>5. c) Percent of W/P children and adolescents completing Educational Rights and Support Program :</p> <p>Life of Project: 50 %</p> <p>5.d)Number of (W) children and adolescents not yet fully withdrawn from exploitive child labor enrolled in Educational Rights and Support Program :</p> <p>Life of Project : 0 %</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	
	<p>6. Technical Skills Training Program for adolescents to withdraw (W) from child exploitive labor.</p> <p>6. a) Number of (W) adolescents registered in Technical Skills Training Program :</p> <p>Year 1: 33 (W – 33 P –0 )</p> <p>Year 2: 80 (W = 80 P=0)</p> <p>Year 3: 112 (W = 112 P=0)</p> <p>Life of Project: 225 (W = 225 P=0)</p> <p>6.b) Percentage of (W) adolescents retained in Technical Skills Training Program :</p> <p>Life of Project: 0%</p> <p>6. c) Percent of (W) adolescents completing Technical Skills Training Program :</p> <p>Life of Project: 50 %</p> <p>6.d)Number of (W) adolescents not yet fully withdrawn from exploitive child labor enrolled in Technical Skills Training Program :</p> <p>Life of Project : 0%</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	

	<p>7. Alternative Rural Educational Center's Program (CEAR) for adolescents to withdraw (W) or prevent (P) from exploitive labor</p> <p>7.a) Number of adolescents to withdraw (W) or prevent (P) from exploitive labor:</p> <p>Year 1: 47 (W = 38 P = 9)</p> <p>Year 2: 205 (W = 150 P = 55)</p> <p>Year 3: 198 (W = 162 P = 36)</p> <p>Life of Project: 450 (W = 350 P = 100)</p> <p>7. b) Percentage of W/P adolescents retained in Alternative Rural Educational Center's Program (CEAR):</p> <p>Total Target Throughout Project: 50 %</p> <p>7.c) Percent of W/P adolescents completing Alternative Rural Education Center's Program (CEAR):</p> <p>Life of Project: 20 %</p> <p>7.d) Number of (W) adolescents not yet fully withdrawn from exploitive child labor enrolled in Alternative Rural Education Center's Program (CEAR) : Life of Project: 0%</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	
	<p>8. Coverage &amp; Quality Program for children and adolescents to withdraw (W) or prevent (P) from exploitive labor:</p> <p>8. a) Number of W/P children and adolescents from exploitive child labor and in the Coverage &amp; Quality Program:</p> <p>Year 1: 384 (W = 18 P = 366)</p> <p>Year 2: 460 (W = 200 P = 260)</p> <p>Year 3: 885 (W = 606 P = 279)</p> <p>Life of Project: 1729 (W = 824 P = 905)</p> <p>8. b) Percentage of withdrawn children retained in Coverage &amp; Quality Program:</p> <p>Total Target Throughout Project: 20 %</p> <p>8.c) Percent of children withdrawn completing Coverage &amp; Quality Program:</p> <p>Life of Project: 60 %</p> <p>8. d) Number of W/P children and adolescents not yet fully withdrawn from exploitive child labor enrolled in Coverage &amp; Quality Program: Life of Project: 0 %</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	

	<p>9. Defensoría program for children and adolescents to withdraw (W) and prevent (P) from exploitive labor:            9.a) Number of W/P children and adolescents from exploitive child labor registered in Defensoría program:            Year 1: 261 (W = 46 P = 215)            Year 2: 245 (W = 120 P = 125)            Year 3: 315 (W=160 P = 155)            Life of Project: 821 (W = 326 P = 495)            9.b) Percentage of W/P children and adolescents retained in Defensoría program: Life of Project: 20 %            9.c) Percent of W/P children and adolescents completing Defensoría program:            Life of Project: 60 %            9.d) Number of (W) children and adolescents not yet fully withdrawn from exploitive child labor enrolled in Defensoría program:            Life of Project: 0 %</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	
	<p>10. Media Vocational Skills Program for children and adolescents to prevent (P) from exploitive labor:            10.a) Number of P adolescents from exploitive child labor registered in Defensoría program:            Year 1: P = 0            Year 2: P = 16            Year 3: P = 8            Life of Project: 24            10. b) Percentage of W/P adolescents retained in Media Vocational Skills Program:            Life of Project: 0 %            10. c) Percent of W/P adolescents completing Media Vocational Skills Program :            Life of Project: 50 %            10. d) Number of (W) adolescents not yet fully withdrawn from exploitive child labor enrolled in Media Vocational Skills Program : N/A</p>	<p>Project records and DBMS database of children withdrawn/ prevented and enrolled in an educational program. Both the working &amp; educational status will be monitored on a monthly basis.</p>	
<p>13. Number of children who had been outside the school system for one school year or more, attending ENTERATE Program</p>	<p>Number of W/P children previously outside the formal school system enrolled in either a formal or informal educational program in the past year or more            Year 1 = 400            Year 2 = 300            Year 3 = 300            Life of Project: 1000</p>		
<p><b>Output 1.2 Withdraw or prevent children from involvement in exploitive child labor</b></p>			
<p>1.2.1 Provision of effective educational programs for w/p children</p>	<p>1.2.1 a) 80% attendance rate of target children attending ENTERATE programs.</p>	<p>Project records, attendance lists</p>	<p>A) Budget constraints do not force the GoN to strongly</p>
	<p>1.2.1 b) 60% promotion rate in formal schools of target children attending ENTERATE programs.</p>	<p>Project records, school records</p>	

	3.3 c) Percentage of project schools in target areas with visible anti-child labor messages	Project records	MINED approval to place signs
	3.3 d) Number of local awareness raising activities (not counting activities under 3.3 c)	Project records	
	3.3 e) Number of airtime minutes on local and national TV stations dedicated to anti-child labor messages	Project records,	
<b>Output 4: Supporting research and the collection of reliable data on child labor.</b>			
4.1 Government and other interested stakeholders better informed to design and implement child labor prevention and mitigation strategies.	4.1 a) Study of child laborers near Honduran border and Pan-American highway conducted	Study documentation	
	4.1 b) Study of child labor in the Tobacco sector conducted		
	4.1 c) Tracer study of former anti-child labor program participants conducted		
<b>Output 5: Ensure the long-term sustainability of these efforts</b>			
5.1 Coffee plantation owners offering improved working conditions and educational opportunities	5.1 Number of forums with coffee producers to discuss findings from the “Puentes Educativos” relevant for the sustainable prevention of child labor on coffee farms and a possible Child Labor Free Coffee Certification	Agreements of pilot implementation, standards, criteria, project records	Producers interested and committed
5.2 Public or civil society institutions pledging continued support for project activities and beneficiaries.	5.2 Number of agreements with public or civil society institutions pledging continued support for project activities and beneficiaries.	Agreement letter	Economic situation allows for continued private sector investment and support of education.
5.3 Merchants in urban markets becoming partners in the fight against child labor	5.3. Number of merchants in the urban markets of target areas willing to support the actions against child labor and promote access of children to school	Project documents	Merchants willing to post signs
5.4 Communities organized to address the problem of child labor	5.4 Number of communities in target areas having a committee or similar organization that addresses the problem of child labor	Project documents	Grassroots organizations exist. Local leaders interested

## ANNEX G: FINAL WITHDRAWAL/PREVENTION TARGET NUMBERS ENTERATE— DECEMBER 2011

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### DATOS FINALES ENTERATE

#### Metas Final

Institución	Retiro	Prevención	Total
<i>La Cuculmeca</i>	3,000	1,500	4,500
<i>Club Infantil</i>	545	1,976	2,521
INPRHU-Somoto	1,500	1,516	3,016
AIR-ENTERATE	0	8	8
<b>Total</b>	<b>5,045</b>	<b>5,000</b>	<b>10,045</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

#### Estado Laboral—Datos Finales

Institución	Retirado	Prevenido	No Retirado	Total
<i>La Cuculmeca</i>	2,768	2,148	301	4,916
<i>Club Infantil</i>	594	2,048	26	2,642
INPRHU-Somoto	1,618	1,452	78	3,070
AIR-ENTERATE	1	7	0	8
<b>Total</b>	<b>4,981</b>	<b>5,655</b>	<b>405</b>	<b>10,636</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### Resultado Final

Institución	Retirado	Prevenido	Total
La Cuculmecca	92.3%	143.2%	109.2%
Club Infantil	109.0%	103.6%	104.8%
INPRHU-Somoto	107.9%	95.8%	101.8%
AIR-ENTERATE	0	87.5%	100.0%
<b>Total</b>	<b>98.7%</b>	<b>113.1%</b>	<b>105.9%</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

## RESULTADOS DE LA CUCULMECCA POR PROGRAMA EDUCATIVO

### Metas Final

Programa Educativo	Retiro	Prevención	Total
Educación Básica Rural	1,050	600	1,650
Escuelas en las Plantaciones Café	850	900	1,750
Módulos Técnicos	1,100	0	1,100
<b>Total</b>	<b>3,000</b>	<b>1,500</b>	<b>4,500</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### Estado Laboral—Datos Finales

Programa Educativo	Retirado	Prevenido	No Retirado	Total
Educación Básica Rural	761	706	127	1,467
Escuelas en las Plantaciones Café	1,090	1,178	104	2,268
Módulos Técnicos	917	264	70	1,181
<b>Total</b>	<b>2,768</b>	<b>2,148</b>	<b>301</b>	<b>4,916</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### Resultado Final

Programa Educativo	Retirado	Prevenido	Total
Educación Básica Rural	72.5%	117.7%	88.9%
Escuelas en las Plantaciones Café	128.2%	130.9%	129.6%
Módulos Técnicos	83.4%	0	107.4%
<b>Total</b>	<b>92.3%</b>	<b>143.2%</b>	<b>109.2%</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### RESULTADOS DEL CLUB *INFANTIL* POR PROGRAMA EDUCATIVO

#### Metas Final

Programa Educativo	Retiro	Prevención	Total
Derecho y Apoyo a la educación	320	1,976	2,296
Formación Vocacional	225	0	225
<b>Total</b>	<b>545</b>	<b>1,976</b>	<b>2,521</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

#### Estado Laboral—Datos Finales

Programa Educativo	Retirado	Prevenido	No Retirado	Total
Derecho y Apoyo a la educación	421	2,044	24	2,465
Formación Vocacional	173	4	2	177
<b>Total</b>	<b>594</b>	<b>2,048</b>	<b>26</b>	<b>2,642</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### Resultado Final

Programa Educativo	Retirado	Prevenido	Total
Derecho y Apoyo a la educación	131.6%	103.4%	107.4%
Formación Vocacional	76.9%	0	78.7%
<b>Total</b>	<b>109.0%</b>	<b>103.6%</b>	<b>104.8%</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### RESULTADOS DE INPRHU-SOMOTO POR PROGRAMA EDUCATIVO

#### Metas Final

Programa Educativo	Retiro	Prevención	Total
Capacitación en Medios Audio Visuales	0	16	16
CEAR	188	64	252
Cobertura y Calidad	824	905	1,729
Defensoría	326	495	821
Habilitación Laboral	162	36	198
<b>Total</b>	<b>1,500</b>	<b>1,516</b>	<b>3,016</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### Estado Laboral—Datos Finales

Programa Educativo	Retirado	Prevenido	No Retirado	Total
Capacitación en Medios Audio Visuales	35	0	4	35
CEAR	178	71	15	249
Cobertura y Calidad	960	824	25	1,784
Defensoría	370	548	32	918
Habilitación Laboral	75	9	2	84
<b>Total</b>	<b>1,618</b>	<b>1,452</b>	<b>78</b>	<b>3,070</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

### Resultado Final

Programa Educativo	Retirado	Prevenido	Total
Capacitación en Medios Audio Visuales	0	0	218.8%
CEAR	94.7%	110.9%	98.8%
Cobertura y Calidad	116.5%	91.0%	103.2%
Defensoría	113.5%	110.7%	111.8%
Habilitación Laboral	46.3%	25.0%	42.4%
<b>Total</b>	<b>107.9%</b>	<b>95.8%</b>	<b>101.8%</b>

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

## RESULTADOS DEL PROGRAMA “CAPACITACIÓN EN MEDIOS AUDIO VISUALES” COORDINADO POR AIR

### Metas Final

Programa Educativo	Retiro	Prevención	Total
Capacitación en Medios Audio Visuales	0	8	8

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

**Estado Actual**

<b>Programa Educativo</b>	<b>Retirado</b>	<b>Prevenido</b>	<b>No Retirado</b>	<b>Total</b>
Capacitación en Medios Audio Visuales	1	7	0	8

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

**Resultado Final**

<b>Programa Educativo</b>	<b>Retirado</b>	<b>Prevenido</b>	<b>Total</b>
Capacitación en Medios Audio Visuales	0	87.5%	100.0%

Fuente: Base de Datos Final del Sistema de M&E, Proyecto ENTERATE

## ANNEX H: SUSTAINABILITY MATRIX

### SUSTAINABILITY MATRIX FOR PROJECT: ENTERATE

Date initially prepared  
May 25, 2009

<i>Project Component</i>	<i>Conditions for Sustainability</i>	<i>Further Action by Institutions and Partners Involved</i>
Public/private alliances developed and strengthened	Private Sector Groups with Corporate Social Responsibility committees, foundations and NGOs continue to provide school sponsorship.  MINED creates conditions for Inter-institutional cooperation.	<ul style="list-style-type: none"> <li>• Private-public partnerships formed to expand school sponsorship to neighboring schools already sponsored.</li> <li>• ENTERATE develops private sector strategy and facilitates meetings.</li> <li>• Partners channel alliances with other donors (Dutch Sister City, Irish Brigades, <i>Terre des Hommes</i>).</li> <li>• Promote sustainability of current school sponsorships by the private sector through coordination of the Private Sector Network for Working Children's Education.</li> </ul>
Support the Road Map for the Elimination of Child Labor by 2015.	Coffee producers and associations participate in the implementation of the Road Map.	<ul style="list-style-type: none"> <li>• ENTERATE holds territorial meetings with coffee producers in Jinotega.</li> <li>• ENTERATE holds a national forum with coffee producers where producers present best practices from the Education Bridges Program and discuss conditions for a child labor free certification process.</li> <li>• ENTERATE involves coffee producers, MINED, and MITRAB in the development of the Educational Bridges Manual.</li> </ul>

<b>Project Component</b>	<b>Conditions for Sustainability</b>	<b>Further Action by Institutions and Partners Involved</b>
Merchants in the urban markets in Jinotega become partners in the fight against child labor.	Merchants agree to sign letters of commitment to monitor children's daily school attendance.	ENTERATE raises awareness among merchants and strengthens their information sharing capacity to enable them to effectively monitor.
Communities include the risks of child labor and access to education in their local agendas.	Community volunteers monitor enrollment and attendance in school and work hours.	<ul style="list-style-type: none"> <li>ENTERATE raises awareness and strengthens community capacity for monitoring.</li> </ul>

**Date of this version**  
**February 3, 2011**

<b>Process for Monitoring Progress on the Sustainability Elements</b>	<b>Status on the Sustainability Elements</b>
Number of agreements with private sector groups, foundations, and NGOs reached. (End of project target: 6)	3
<ul style="list-style-type: none"> <li>ENTERATE's child labor monitoring system adapted and used by MINED and MITRAB at the municipal level for the Education Bridges Program.</li> <li>Coffee producers and associations participating in the territorial meetings and national forum.</li> <li>Educational Bridges Manual developed.</li> </ul>	<p>ENTERATE has supported the municipal delegation of the MINED in Jinotega and the departmental MITRAB delegations in Jinotega and Madriz ahead and during the 2010/2011 coffee harvest season, specifically in the design of formats and IT applications for the monitoring of the Education Bridges Program and the supervision of the work of adolescents in Coffee Farms. We expect that MINED/MITRAB will use the monitoring formats in the 2011/2012 Program.</p> <p>The territorial meetings with coffee producers will start in early March 2011.</p> <p>The Educational Bridges Manual is currently under development.</p>
Number of merchants signing Letters of Commitment. (End-of-project target: 30)	36
<ul style="list-style-type: none"> <li>Number of communities with community monitors.</li> </ul> (End-of-project target: 60)	93

## ANNEX I: MIDTERM EVALUATION RECOMMENDATIONS AND FOLLOW-UP ACTION

### Midterm Evaluation Recommendations and Follow-up Action—Updated September 2011

Review/ Evaluation (July 2010)	Recommendations	Recommendation to	Follow-up Action(s) taken or to be taken by project based on Recommendations  (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
Project objectives will be achieved without great difficulties. The withdrawal and prevention of 10,045 beneficiaries is a feasible task in the current conditions.	It is recommended that the project revise the numeric goal of <i>La Cuculmeca</i> to intervene in 90 schools, given that the number is currently 75. A determination should be made if the original goal is achievable without inadvertently creating a distraction or compromising the quality of services offered by the project.	<i>La Cuculmeca</i>	<p>The feasibility of expanding the school network to 90 while maintaining quality standards was reviewed. It was determined that an expansion of the school network was possible (the current number of schools served by <i>La Cuculmeca</i> is 93). To maintain quality standards, the following actions were taken:</p> <ul style="list-style-type: none"> <li>• <i>La Cuculmeca</i> hired 4 new education facilitators to cover 13 Educational Hubs (<i>Nucleos Educativos</i>). The total number of educational facilitators is now 13. This action addresses the observation on page 29 that a greater amount of human resources was needed to fulfill the goals established;</li> <li>• The workload of each educational facilitator was redistributed so that the maximum number of schools served by each facilitator is no more than 10 schools (down from the observed maximum of 18), allowing more time on task in each school and better follow-up.</li> <li>• The network of community monitors was strengthened both in numbers (now there are a total of 255 total with an average of 4 per community) as well as through additional training activities.</li> </ul> <p>Recommendation Status: Completed.</p>
The project's awareness-raising efforts offered the communities, particularly the beneficiaries' parents, valuable opportunities to change harmful attitudes and behaviors regarding their children's development.	The usual monthly meetings with the parents continue.	All Partners	<p>The project is in agreement with this recommendation and, as planned, meetings with parents have continued to be held on a monthly basis. Additionally, all partners are now conducting joint meetings with parents and children to improve family relationships and facilitate a better understanding of expectations between children and parents.</p> <p>Recommendation Status: Completed.</p>

Review/ Evaluation (July 2010)	Recommendations	Recommendation to	Follow-up Action(s) taken or to be taken by project based on Recommendations  (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
<p>All key actors interviewed described the project's geographical intervention areas as very suitable for the fight against exploitive child labor.</p> <p>The geographical areas are relevant; however, there is the barrier of the great distances the beneficiaries must walk to access educational centers.</p>	<p>It is recommended that vehicle operators are hired in regions where a public transportation system is already in place, to transport beneficiaries who walk through long, dangerous, and solitary paths to attend school, or provide them with funds to supplement their transportation costs.</p> <p>In areas like <i>El Cuje</i>, where there is no public transportation, efforts should be made to obtain or pay for a vehicle service that will serve as a means of safe transportation. Finally, beneficiaries should not walk more than a half hour to get to school.</p>	<p><i>La Cuculmeca</i> &amp; INPHRU-Somoto</p>	<p>The project has taken this recommendation very seriously. According to the MPGs, Section 4.4.2. <b>Direct Cash Transfers to Communities, Parents, or Children:</b></p> <p>As a matter of policy, USDOL does not allow for direct cash transfers to target beneficiaries. Therefore, the Grantee may not provide direct cash transfers to communities, parents, or children. USDOL, however, would support the purchase of incidental items in the nature of "beneficiary support costs," which are necessary to ensure that Direct Beneficiaries are no longer working in exploitive child labor and that these children have access to schooling, as part of the overall strategy to withdraw children from, and prevent children from entering, exploitive labor. Beneficiary support costs are direct costs that may include such items as uniforms, school supplies, books, provision of tuition, and transportation costs. If approved by USDOL, these items shall be purchased or paid for directly by the Grantee or its subcontractor(s) in the form of vouchers, or payment to the service provider, as opposed to handing cash directly to children or other individuals. This insures that the money goes for its intended purpose and is not diverted or lost.</p> <p>Therefore, the project cannot provide cash transfers to children or to parents to supplement their transportation costs. However, the partners are implementing the following activities to address this recommendation:</p> <p>In Madriz, INPRHU continues to organize the transportation for students to reach the rural alternative educational centers. Transportation by partner vehicles (motorcycles and trucks) has been provided for adolescent girls to reduce the risk of abuse. The girls' brothers are encouraged to accompany them.</p> <p>In Jinotega, <i>La Cuculmeca</i>, hired additional promoters for the duration of the Technical Modules courses in order to provide more meeting points closer to the homes of the beneficiaries. Risks are reduced since students do not walk over long distances.</p> <p>Recommendation Status: Completed.</p>
<p>The selection of beneficiaries is properly performed according to databases and visits.</p> <p>While beneficiaries considered in the project meet the criteria for selection and intervention, there are still other NNAs that could not be involved in the project, even though they met the requirements.</p>	<p>It is recommended that the projects undertake an exercise for future interventions, in this or some other project that could indicate how many more communities would need coverage. For now, the project should concentrate on its already established plans.</p>	<p>All Partners</p>	<p>The project's target for withdrawal/retention and enrolled in an educational program is 10,045. By the end of the project, an even greater number will have been enrolled in the programs. Additionally, project outreach activities have reached many more children and adults than the direct beneficiaries. However, the problem of child labor in Nicaragua is extensive and requires greater resources than what the project has on had to provide interventions to a larger geographic area. The project is conducting research that will provide more information on the magnitude and type of child labor in Nicaragua.</p> <p>The project will follow the recommendation to concentrate on the current, established plan. However, ENTERATE has Government of Nicaragua support on the local and national levels as well as the necessary community networks in place to identify and reach more child laborers should additional funds become available.</p> <p>Recommendation Status: Closed.</p>

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<p>The different educational strategies implemented by the three partners seem to be effective and appropriate for the communities' cultural and socioeconomic context.</p> <p>The different approaches and areas of work presented by the partners ensure a valuable heterogeneity to the extent that multiple strategies are essential to the success of the project, rather than the adaption of one strategy for all contexts.</p>	<p>It is recommended that project staff be clear about the common strategic elements that should result in attainment of identical goals for all partners (lowest common denominator).</p> <p>It is also suggested that partners implement a sort of exchange program of experiences with their field personnel, where an educator from <i>La Cuculmeca</i> may stay in INPHRU territory and vice versa. This helps to enrich the vision of the partners.</p>	<p>Partners &amp; Office</p>	<p>The project agrees with this recommendation and the need to identify the common strategic elements contributing to the overall project goal. The project partners have identified academic reinforcement as a common successful education strategy for the prevention and withdrawal of child laborers. The project will strengthen the ENTERATE academic reinforcement methodology and present it to the Ministry of Educational as a contribution of ENTERATE to support their national education policy by the end of the project. Additionally, the project will conduct 4 technical workshops with partners by June 2011 to analyze and unify the different approaches to define commonalities and bests practices. The project recognizes the benefit of exchange visits and has arranged the following:</p> <ol style="list-style-type: none"> <li>1. Partner field visits to assess academic reinforcement and interest groups services in Santa Rosa and Copal (Somoto) and visit the CEAR in El Apante. October 2010</li> <li>2. Exchange meeting between INPRHU and Club Infantil interest group instructors to update dance techniques. September 2010.</li> <li>3. INPRHU and La Cuculmeca conducted a technical session on the modules for the CEAR and Technical Module programs. August 2010.</li> <li>4. Club Infantil and La Cuculmeca worked together to form a child and youth communication network to promote exchanges and practices. September 2010 (ongoing exchanges).</li> </ol> <p>Recommendation Status: In progress.</p> <p><b>Esta recomendación ya fue completada.</b></p> <p><b>Se organizaron diferentes mecanismos y sesiones para el intercambio entre socias sobre metodologías validadas y exitosas sobre:</b></p> <ol style="list-style-type: none"> <li>a. <b>Reforzamiento escolar y Grupos de Interés.</b> Generándose identificación de procesos similares, enfoques conceptuales y resultados que fueron sistematizados en Documento "Para salir adelante" y entregados a evaluadora. Igualmente, hubo intercambio entre instructores de GI de INPRHU y CI.</li> <li>b. <b>Se realizó sesión técnica entre INPRHU y LC para revisar los programas CEAR y Módulos Técnicos,</b> logrando ambas ajustar las versiones definitivas de programas y textos a utilizar.</li> <li>c. <b>Club Infantil y LC se aliaron para desarrollar la Red de NNA Comunicadores</b> logrando contar ahora con un grupo de NNA en el área rural que ha realizado entrevistas, reportajes en conjunto con la Red de NNA promovida por el CI. Estimamos que es una Red que es sostenible.</li> <li>d. <b>Se promovió intercambio y documentación de las metodologías y resultados en la promoción de la participación social de las comunidades en su labor de prevención del TI a través del monitoreo comunitario.</b></li> <li>e. <b>Igualmente, para el tema de promoción de la participación Infantil se documentaron los espacios ofrecidos, las metodologías y resultados.</b></li> </ol>

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The project's M&E system is very good; it operates data analysis tasks.	It is suggested to decide whether partners will assume an analysis system (not the databases) of their own, or if the project must provide partners with the required training to analyze in SPSS. Alternatively, the project could use the syntax component of the SPCC.	Partners & Office	The M&E officers have been trained in the management of dynamic tables, statistical analysis, SPSS and STATA. The M&E officers are trained in the use of Syntax in SPSS and STATA. The officers have strengthened their analytical capacities and are beginning to contribute independently to their internal analytical processes. July–November 2010.  Recommendation Status: Completed.
Sustainability of the project is feasible.	It must be more fully developed through an action or work plan with deadlines and numeric goals (especially regarding the number of sponsors for schools).  This work plan should be one with which the project can easily comply and show the progress of the sustainability plans at any time.	Partners & Office	The project partially agrees with this recommendation. We have numeric goals to achieve sustainability as represented in Output 5 of the PMP. Moreover, the project will expand the sustainability matrix to include more details in order for it to be used easily as a management tool by April 2011. Starting in Year 3 the project will review progress against the sustainability matrix in regular partner meetings.  Recommendation Status: In progress.  <i>Esta recomendación está completada. El proyecto actualizó la Matriz de sostenibilidad ajustamos las acciones que nos condujeran a la continuidad de los resultados más allá del proyecto. En el caso específico del número de escuelas apadrinadas no lo indicamos ya que el mismo aparece identificado en el PMP Data Tracking indicador 3.3.</i>

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OTHER RECOMMENDATIONS:  Pertinent to Relevance	Gender equality must be integral to the project regarding concrete situations, such as domestic chores at home.  Essentially, ascribing domestic work primarily to females is quite widespread.	All Partners	<p>The project agrees with this recommendation. The following examples show how the project has addressed efforts to achieve gender equity.</p> <p>The project ensures that overall equal numbers of boys and girls are targeted. Moreover, steps have been taken to address any possible gender inequity in specific programs. For example,</p> <ol style="list-style-type: none"> <li>1. INPHRU has targeted adolescent girls participating in the CEAR program to reduce the fear of agricultural practices traditionally performed by men, such as injecting animals. The project addresses gender empowerment, self-esteem and social taboos in parent meetings. Ongoing.</li> <li>2. Club <i>Infantil</i> introduced gender topics such as power relations, inequity between girls and boys and sexual violence. This has been ongoing. In February 2011, these topics will be introduced in the parent meetings. Additionally, the Beauty vocational courses include male participants.</li> <li>3. Like all partners, <i>La Cuculmeca</i> encourages the participation of girls in all project activities. The majority of the children in the child and youth communication network are girls. This enables progress in the exercise of rights for girls and helps change chauvinist perceptions in communities. October 2010</li> </ol> <p>The distribution of domestic chores has been address through the visits to families and also, promoting educational games among beneficiaries. It is an ongoing process due the cultural patterns and social authoritarian norms.</p> <p>Recommendation Status: Completed.</p>
	The group of 24 young beneficiaries trained in audiovisual production and civic journalism must produce audiovisual materials related to the project that has benefitted them.	Office & INPHRU-Somoto	<p>We partially agree with this recommendation. The purpose of the course was to provide audio-visual skills training to target youth, encourage them to express themselves and in the process develop their capacity as youth leaders and communicators. The material they developed was not directly related to child labor but was geared toward youth and their interests.</p> <p>In 2010, the project developed a photography course for 40 new rural beneficiaries in Totogalpa who were involved in exploitive labor conditions. From October 2010 to January 2011, they learned photography techniques, while exploring and reflecting child labor and other societal problems in their communities. The best photographs will be displayed in a traveling exhibition to deepen awareness of the risks and harm of child labor.</p> <p><i>La Cuculmeca</i>, from October to February in coordination with TDH Germany provided training on communication and social auditing to members of the Child and Youth Communication Network, thereby improving their skills and encouraging community social audits linking education and child labor. Some of the results are that i) 6 children communicators became members of social audit committee at La Fundadora area and other 8 among them became community promoters in charge of education/labor monitoring of ENTERATE; and ii) they have been doing interviews in these rural areas for radio programs developed by them. ENTERATE facilitated a partnership between Club <i>Infantil</i> and Radio Maranatha (national) to promote radio dramas produced by the Child and Youth Communication Network. November 2010.</p> <p>Recommendation Status: Completed.</p>

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Pertinent to Relevance (continued)	The project should increase communications through meetings with administrative personnel at the plantations so that teachers can communicate their needs.	<i>La Cuculmeca</i>	The project agrees with this recommendation. The new distribution of Educational Facilitators of <i>La Cuculmeca</i> allows for more frequent meetings with the administrative personnel in Coffee Plantations Farms. Teacher's needs and interests are addressed at that time. Monthly meetings began in August 2010.  In October and November 2010, the project held 5 meetings with 88 producers and administrative personnel exchanging ideas about child labor prevention through education. These meetings led to the installation of 29 Puntos Educacion on coffee farms during the 2010 coffee harvest.  Recommendation Status: Completed.
	The professionally produced documentary film on the NNAs Club <i>Infantil</i> of San José de las Latas may be broadcast by a national TV network.  Through the media, the public can become aware of the capacities of the project's beneficiaries.	Club <i>Infantil</i> & Office	This recommendation is not possible. We contacted Channel 14 to broadcast the documentary film but unfortunately the technical quality did not meet TV broadcasting standards. Considering that our office has a TV camera with the technical quality requested, we have assigned in February this equipment to Club <i>Infantil</i> along with technical training to children's communicators' network. We are re-negotiating with TV Channel 14 a segment named ENTERATE twice per month to present the audiovisuals prepared by children communicators.  Recommendation Status: Closed
	The methodology that INPRHU-Somoto uses to put important messages in the school classrooms is a good practice that other partners can reproduce.	All Partners	The project agrees with the recommendation. Since June 2010 each partner has been providing training and materials to teachers to create positive learning environments at schools.  Club <i>Infantil</i> since last October 2010 has been promoting reflexion meetings among beneficiaries to approach changes in their conduct and attitude and the use of positive messages to achieve a better communication with parents, peers and teachers has been effective. Additionally, the 6 teachers that Club has supported their studies in the Social Educators Diploma are going to be able to train other teachers on Module of Pedagogical environment in classrooms in their schools.  From June to October, <i>La Cuculmeca</i> has provided materials to schools where teachers give attention to ENTERATE beneficiaries.  Recommendation Status: Completed

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Pertinent to Relevance (continued)	To the extent possible, INPRHU-Somoto can assist in the distribution of seeds, plots, and vehicle tires to create family orchards that contribute to the permanent inclusion of vegetables in a nutritional diet at home.	INPRHU-Somoto	<p>The project agrees with this recommendation. INPRHU has continued to focus efforts through the CEAR program. Not only the children but also their parents benefit from improved agricultural techniques as well as from seeds and seedlings that are produced by the project and they can take home.</p> <p><i>La Cuculmeca</i> has begun to set up school orchards in 33 schools as a practice for students of the Technical Modules. <i>La Cuculmeca</i> will provide the tools and inputs and the production will be used to supplement the school lunch. In June 2010 seeds were delivered and in October, fences were distributed to protect school orchards.</p> <p>Recommendation Status: In progress</p> <p>Esta recomendación está completada. INPRHU mantuvo su labor de sostener el beneficio indirecto a las familias de los estudiantes CEAR de aplicar las técnicas aprendidas para mejorar sus huertos. Además, este año se abrieron las Escuelas de Campo una modalidad del Programa de Habilitación Laboral que incluyó los aprendizajes sobre cultivos hortícolas y beneficiar las mejoras en la producción de huertos familiares. En el caso de LC, los estudiantes de Módulos Técnicos instalaron y sostuvieron los 33 huertos escolares planificados.</p>
Pertinent to Effectiveness	The monitoring area of the project at the central level should prepare a systematic visits plan for the partners that includes more than required visits.	Office	<p>The project agrees with this recommendation. In April 2010 an M&amp;E officer was hired to support the M&amp;E Specialist. A main duty of the M&amp;E officer is to visit the partner M&amp;E teams on a monthly basis to provide ongoing support.</p> <p>Recommendation Status: Completed</p>
	Encourage the creation of more educational bridges in coffee plantation schools.	<i>La Cuculmeca</i> & Office	<p>The project agrees with this recommendation. In 2009 there were 24 educational bridges. The program grew by 12.5% in 2010 and is serving 1,371 children on 23 large farms. ENTERATE has also contributed to a better functioning of the Bridges by working with coffee producers to agree on a minimum payment for the education facilitators and meals for the children by coffee producers. ENTERATE is working with the main stakeholders (coffee producers, MINED, MITRAB, Ministry of Health) to promote the expansion of the bridges program to even more producers during the 2011 harvest.</p> <p>Recommendation Status: In progress.</p> <p>Esta recomendación está completada. El proyecto ha promovido a la fecha entre los productores compromisos para la instalación de 40 PE para la cosecha 2011-2012 y a la fecha se cuenta con un plan interinstitucional de MINED, MITRAB, MINSA, MIFAMILIA junto con otras ONG's para actuar conjuntamente.</p>

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Pertinent to Effectiveness (continued)	<p>Care should be exercised regarding delays in the delivery of usable material for the beneficiaries, such as notebooks and backpacks.</p> <p>The project should also analyze whether the number of notebooks delivered is appropriate given that the children seem to need many more.</p>	All Partners	<p>The project agrees with this recommendation. The project has analyzed the number of notebooks provided to beneficiaries. While beneficiaries could always use more notebooks, an average of the number of 6 notebooks provided is adequate.</p> <p>Since July 2010, INPRHU centralized the planning and distribution of materials of all of their programs and coordinated the delivery to communities at the same time as the municipality and other NGOs. The result has been effective and timely delivery of supplies.</p> <p>Club <i>Infantil</i> does not distribute school materials directly to individual students. Instead, delivery is made to the School Strengthening Clubs for distribution to students. This has generated a greater commitment of both children and their families to remain in the school. This has been their practice from the start.</p> <p>In 2010, <i>La Cuculmeca</i> distributed the notebooks, backpacks and teacher training packages late (April). <i>La Cuculmeca</i> has made a plan to assure timely distribution in 2011.</p> <p>Recommendation Status: In progress.</p> <p><b>Esta recomendación está completada. La Cuculmeca e INPRHU-Somoto a la fecha han realizado 2 entregas de materiales escolares a cada uno de los beneficiarios más un paquete escolar por cada escuela atendida. Club Infantil hizo entrega de paquetes escolares por escuela para ser utilizados por los docentes que atienden a los NNA beneficiarios.</b></p>
	The teaching personnel who depend on the project, such as teachers of the vocational program, should be carefully selected and monitored to ensure they are employing good didactic knowledge and practice.	All Partners	<p>The project agrees with this recommendation. The teacher training plans will be reviewed for all teachers who support project activities in the first quarter of 2011. Based on that review, the Education Specialist will advise improved training plans.</p> <p>Additionally, since October 2010 Club <i>Infantil</i> has scheduled monthly refresher courses for staff on children's rights, child labor and sexual abuse. MINED has approved that Club <i>Infantil</i> jointly with teachers focuses on exchanges of experience on learning methodologies.</p> <p><i>La Cuculmeca</i> has organized monthly training and refresher courses for project staff based on institutional required competencies since May to August 2010. The facilitators' performance will be reviewed semi-annually. INPRHU provides monthly training sessions on Popular Education and Leadership methodology to CEAR teachers.</p> <p>Recommendation Status: In progress.</p> <p><b>Esta recomendación fue completada. La Especialista en Educación estuvo a cargo de planificar y acompañar el proceso y tipo de capacitaciones diferenciadas que las socias (junto con la Oficina) ofrecieron para docentes de Escuelas en Plantaciones de Café sobre metodologías de multigrado; docentes de Escuelas Básicas Rurales para el manejo de la Canasta Matemática; facilitadores de PE en conjunto con MINED para el manejo de la guía de PE durante la cosecha.</b></p> <p><b>En el caso de los Módulos Técnicos, se capacitó a los facilitadores sobre herramientas metodológicas y pedagógicas, utilizando la metodología SCREAM como parte de estas. También se disminuyeron los grupos atendidos por facilitador y se incrementaron el número de sesiones semanales de 1 a 2 por semana.</b></p>

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Pertinent to Effectiveness (continued)	As for the problem of English language learning, which was one of the complaints received in this evaluation, INPRHU-Somoto, for example, may take advantage of the exchange agreement they have maintained with a Canadian foundation, which exchanges children who travel and stay in both countries for 3 months.  Also, at the central level, the project has a specialist in bilingual education who could prepare simple modules with recorded cassettes for pronunciation.	INPHRU-Somoto	The project partially agrees with this recommendation. From July to September, the CEAR schools offered by INPHRU provided 1 day per week of English classes taught by Canadian volunteers.  The Exchange program is not part of the ENTERATE program and funds have not been reserved for this activity.  The bilingual education specialist at the central level resigned and therefore the second recommendation is not viable.  Recommendation Status: Completed
	The project could prepare a plan to review the educational materials that are used.  This would prevent the use of inappropriate materials and would optimize the use of good materials.	Office & Partners	The project agrees with this recommendation. In March and April 2011, the Education Specialist will review the educational materials used in project interventions.  Recommendation: In progress.  <i>Esta recomendación fue completada. La Especialista en Educación revisó los módulos técnicos que aún no habían sido impresos así como los Módulos de Especialización, los manuales de facilitación para grupos con NNA y madres y padres, los materiales de apoyo del reforzamiento. Igualmente, se revisaron los materiales utilizados por el programa CEAR.</i>
	Special care should be taken with the physical infrastructure used for classrooms in educational strategies, even if they are provisional.	All Partners	The project agrees with this recommendation. School infrastructure improvement plans are in place and have been managed by Partners.  The Mancotal facility for the Technical Module session visited by the evaluator was discontinued. Currently classes are taught in the Mancotal school hub which provides a safe, healthy learning environment.  Recommendation Status: Completed.

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Pertinent to Effectiveness (continued)	It is also pertinent to have written support materials in educational vocational activities, so that it is not necessary to purchase books or spend time taking dictation from the teacher.	All Partners	The project agrees with this recommendation. In January 2011, Club <i>Infantil</i> has prepared support materials for each beneficiary enrolled in the beauty and screen classes. <i>La Cuculmeca</i> distributed specialized modules on coffee production; cattle raising and community tourism for each of the students. <i>La Cuculmeca</i> is in the process of publishing the remaining module. Recommendation Status: In progress.  <i>Esta recomendación fue completada. La Cuculmeca elaboró Módulos de Especialización y aseguró un tiraje adecuado para que cada grupo de estudiantes de los Módulos Técnicos dispusiese de bibliografía de referencia.</i>
	The project and the partners must analyze the requests made by the different actors interviewed in order to determine which are feasible to fulfill.	All Partners & Office	The project partially agrees with this recommendation. To review the requests it will be necessary for USDOL to provide the requests identified by the evaluator. Recommendation Status: In progress.  <i>Esta recomendación fue completada. El proyecto a la fecha no ha conocido las solicitudes de requerimientos de los diferentes actores mencionados por la evaluadora. Sin embargo, el proyecto ha respondido en el marco de las coordinaciones y alianzas a requerimientos hechos por actores claves como MINED, MITRAB, Hermanamiento de Holanda, productores, comerciantes, entre otros, que satisfactoriamente han cumplido con su participación según sus roles y responsabilidades.</i>
Pertinent to Efficacy	It is recommended to include additional monitoring personnel to work on the project to cover the need for visits to the communities.	All Partners	The project agrees with this recommendation. In April 2010, an M&E Officer was hired to support the M&E Specialist. In January 2011, Club <i>Infantil</i> hired 4 additional staff for monitoring and 1 for data entry. In November 2010, INPRHU hired 3 additional field technicians to support the monitoring of beneficiaries. In October 2010 <i>La Cuculmeca</i> increased the number of community monitors to an average of 4 per community. Recommendation Status: Completed.
	<i>La Cuculmeca</i> should determine whether it has an adequate number of educators to cover and coordinate 75 schools.	<i>La Cuculmeca</i>	The Project agrees with this recommendation. Please see Recommendation #1. Recommendation Status: Completed.

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Pertinent to Efficacy (continued)	<p>Use of a selection criteria to determine project beneficiaries meant that some children were not included, which generated undesirable reaction in the communities.</p> <p>The project must not invest attention or resources in trying to match benefits for other nonparticipating NNAs who also attend intervened schools. It would be better to explain to the children the limitations on the number and criteria of participants in the project.</p>	Partners & Office	<p>The project agrees with this recommendation and has addressed this concern.</p> <p>Recommendation Status: Completed.</p>
	<p>It is recommended that the project encourage, to the extent possible, the volunteer community promoters; they are important political figures and very valuable to the project.</p>	All Partners	<p>The project has considered this recommendation. Club <i>Infantil</i> does not utilize community promoters so this recommendation is not valid for them. They prefer to coordinate ad hoc networks with the community leaders in participating neighborhoods. <i>La Cuculmeca</i> has strengthened the role of community promoters in the area of monitoring and provided motivation through certificates of recognition for their work. Additional motivation has been provided through exchanges and community activities. INPHRU continues strengthening their volunteer network of community promoters having monthly training sessions to enrich their role and tasks among their community.</p> <p>Recommendation Status: Completed</p>
Pertinent to Sustainability	<p>It is suggested that the project's central level takes the lead in devising an action plan, as recommended earlier for sustainability efforts.</p>	Partners & Office	<p>The Project agrees with this recommendation. Please see Recommendation #7.</p> <p>Recommendation Status: In progress.</p> <p><b>Esta recomendación está completada y de acuerdo a la Matriz de sostenibilidad actualizada.</b></p>
	<p>The project must bring its activities closer to those performed by the ILO-IPEC. They are alike in many aspects.</p>	Office & <i>La Cuculmeca</i>	<p>The project agrees with this recommendation. The project has collaborated with ILO-IPEC where possible. ENTERATE has coordinated with ILO-IPEC through the League of NGOs in the form of advocacy to the MINED and support of the pilot school passport program. Additionally, the SCREAM methodology will reviewed and adapted for the training of selected project staff.</p> <p>For the roadmap on the prevention and elimination of child labor, ENTERATE participated in defining actions for the monitoring and evaluation of the roadmap's goals and has supported workshops to disseminate this information.</p> <p>The ILO-IPEC guide for employers will be reviewed to determine its use in the awareness process for producers at the territorial level in Jinotega.</p> <p>Recommendation Status: Completed.</p>

Review/ Evaluation (July 2010)	Recommendations	Recommendation to	Follow-up Action(s) taken or to be taken by project based on Recommendations  (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
Pertinent to Sustainability (continued)	It is recommended to prepare specific plans with CISA as soon as possible.	<i>La Cuculmeca</i>	<p>The project partially with this recommendation.</p> <p>The project worked closely with 4 CISA farms where education bridge programs were held during the 2010/2011 coffee harvest. While it is important to work with CISA, ENTERATE through project partner <i>La Cuculmeca</i> is working with a variety of coffee producers in Jinotega for greater impact.</p> <p>Recommendation Status: Completed.</p>
	Approach Fundación Pellas about collaborating, to the extent possible, on a national campaign to prevent 7-year-old children from cooking or burning garbage because of the risk these activities pose to their safety.	Office & Partners	<p>The project agrees with this recommendation. In May 2011, the project will contact the Foundation to estimate the costs of a campaign. Club <i>Infantil</i> will integrate this issue in the radio campaigns and in discussions/brainstorming sessions with children and parents to prevent burns resulting from burning of waste and cooking at home. <i>La Cuculmeca</i> has also addressed these situations in parent and child meetings.</p> <p>Recommendation Status: In progress.</p> <p><i>Esta recomendación fue completada en el marco del alcance del proyecto al lograr el Club Infantil y La Cuculmeca integrar esta preocupación en los temas de divulgación a través de la radio y las sesiones de reflexión con NNA. La coordinación con Fundación Pellas se gestionó pero no hubo respuesta de su parte.</i></p>