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in the Time bound Program of El Salvador
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EXECUTIVE SUMMARY

The relationship between education and child labor in El Salvador has only recently begun to be studied systematically. This project is geared to expanding the knowledge base on child labor and education, raising the value of education and making its benefits more tangible to poor families, and supporting sustainable education programs to break the cycle of child labor and broaden and improve the education system, especially in areas targeted by the Time-Bound Program (TBP). ILO-IPEC has been a leading agency in the areas of child labor and education in El Salvador since 1998. El Salvador is now committed to eliminating the worst forms of child labor (WFCL) by participating in the Time-Bound Program, begun in 2002. But withdrawing children from the worst forms of labor cannot fully succeed without an education component. Therefore, this Education Initiative will work in tandem with the TBP to build capacity to address the worst forms of child labor through education and to ensure the lasting transfer of targeted children from work to school.

The Initiative will work in the same 18 municipalities and with the same 26,080 children (9,300 working and 16,780 at-risk children) targeted in the TBP. It will focus on four worst forms of child labor: fishing, sugar cane, scavenging in garbage dumps, and commercial sexual exploitation. Working within the framework of the TBP, the Initiative will bring a wide range of national and local level actors into the process by: coordinating with the TBP National Steering Committee, forming a Special Unit on Child Labor with the Ministry of Education, creating joint committees of NGOs, teacher organizations, financial institutions and community based organizations targeting at-risk families and children.

Drawing on similar efforts in other Central American countries, ILO-IPEC will offer specific teacher training modules on how to integrate child labor issues into a variety of subjects, work with teacher accrediting schools to incorporate child labor into programs, and prepare a module on child labor for incorporation into school curricula.

Together with El Salvador's leading education research organizations, the Initiative will conduct educational research into curriculum and data collection needs and evaluate existing programs and policies. It will launch a national awareness raising campaign targeting key decision-makers and the general population, as well as at-risk families and children. Other existing networks of journalists, commentators, media figures, and intellectuals dedicated to eliminating child labor and promoting education will participate. This awareness campaign will form the basis of a national policy dialogue and



the dissemination of lessons learned through local roundtables, media presentations, and working groups of NGOs and other consultative committees.

ILO-IPEC will support school centers at the local level with material and equipment as a counterpart to the Education Ministry's provision of teachers and physical space in the targeted areas. Local level activities will also include involving parents with school activities and curriculum development, mobilizing communities to support improvements in the coverage and quality of their school systems, creating alternative classrooms in remote areas, providing accelerated education to mainstream working children into transitional and then formal education programs, forming literacy circles for adults, creating parent-teacher-student associations, and an open school program to keep facilities open all day and after school hours to reduce opportunities for sexual exploitation of children.

ILO-IPEC staff is experienced working on child labor and education issues. In addition, the Initiative will leverage the expertise of the nation's leading educational consultant, as well as The National Association of Salvadoran Educators, the most representative teacher's trade union, prestigious universities and private sector educational organizations, and leading NGOs including FUNDAUNGO, FEDISAL, and ASAPROSAR. Their active involvement, along with organizational cooperation with government agencies, will ensure sustainability of the project. Finally, the Initiative will work with the Ministry of Education to create better capacity, improve their programs in target areas, create new programs where service gaps exist, and strengthen the Ministry's capacity to improve the database on the education of working children or those removed from child labor.



GLOSSARY OF ACRONYMS AND ABBREVIATIONS

ASAPROSAR	Salvadoran Association for Rural Health
ANDES	National Association of Salvadoran Educators
CBO	Community-based organization
CL	Child labour
DIGESTYC	General Department of Statistics and Census - Ministry of Economy
DME	Design, Monitoring and Evaluation
EI	Education Initiative
EDUCO	Education with Community Participation Programme
FEDISAL	Salvadoran Integral Education Foundation
FEPADE	Entrepreneurial Foundation for Education Development
FUNDAUNGO	Dr. Guillermo Manuel Ungo Foundation
GOES.	Government of El Salvador
ILO	International Labour Organization
INSAFORP	Salvadorian Institute for Vocational Training
IPEC	International Programme on the Elimination of Child Labour
ISNA	Salvadoran Institute for the Development of Children and Adolescents
MINED	Ministry of Education
NGO	Non-governmental organization
NSC	National Steering Committee
PAES	Test of Skills and Learning for Secondary Education Graduation
PEI	Institutional Education Program (PEI in Spanish)
TBP	Time-Bound Program
UCA	University of Central America
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
USAID	United States Agency for International Development
USDOL	United States Department of Labor
WFCL	Worst forms of child labour



1. BACKGROUND AND JUSTIFICATION

El Salvador has committed itself to prohibit and eliminate the worst forms of child labor by ratifying ILO Convention No. 182. To assist El Salvador in fulfilling this commitment, ILO-IPEC is launching a Time-Bound Program (TBP) to prevent the engagement of children in the worst forms of child labor, withdraw and rehabilitate those already in intolerable work situations, and protect working children (of legal working age) from hazardous activities. Through awareness raising, research and social mobilization, the TBP will target five worst forms of child labor: fishing, sugar cane, fireworks production, trash dumps and commercial sexual exploitation. Targeted interventions will be carried out to reduce the number of children involved in these sectors by 50% in four years.

To sustain the withdrawal of children from hazardous labor, alternatives to work must be provided; principal among these is education. Merely assuring a child a place in a classroom is not sufficient, however. Children withdrawn from hazardous labor are especially vulnerable to absenteeism, grade repetition, learning difficulties associated with late enrolment, and desertion. These vulnerabilities require action at the level of national policies and programs, as well as intensive work at the local level. The proposed ILO-IPEC Education Initiative will strengthen the education system and complement the TBP in creating an environment for the lasting transfer of children from work to school. It will also act at the local level to assure that those children withdrawn from work are provided appropriate educational alternatives.

Situation analysis: education and child labor in El Salvador

The relationship between education and child labor in El Salvador has only recently begun to be studied systematically because child labor has not been widely viewed as a problem in El Salvador. While challenges for the Salvadoran educational system have been acknowledged -- and steps taken to meet them -- the devastating effect that child labor has on the education of the country's children is not. Therefore, the



intimate link between the shortcomings of the education system and child labor has not been adequately addressed. This has limited the ability of the education system to provide a sustainable alternative to child labor.

ILO-IPEC, as the leading agency in combating child labor and providing basic education to disadvantaged children in El Salvador, has led the way in conducting research and disseminating the findings in this area. In 1998, ILO-IPEC began direct action programs in El Salvador to withdraw children from work and place them into the educational system. IPEC also conducted research studies on the child labor-education relationship in early 2001.

The research and experience of ILO-IPEC in El Salvador indicate that among families with working children, education is generally not viewed as a priority. Child labor is rooted in poverty. Despite the fact that working children are not highly productive workers and are poorly remunerated, their contribution to family income is often a substantial part of the household income. Sustained school attendance (through the high school level) is seen as one means to a better life, but not considered a realistic option for many families with working children. Education is generally less valued in rural areas than in urban areas. IPEC's experience shows that for many poor Salvadoran families, just a few years of education is considered sufficient. This perception is borne out by the fact that Salvadoran children average only 5.3 years in school.

Unequal access to education is also a problem. Among the poorest segments of the population, including most families with working children, the number of years spent in school is considerably less than the national average. In 1996, 69% of all children aged 4 to 18 were enrolled in school; only 59% of the children from the lowest income quintile were enrolled, while 89% of children from the highest quintile were in school.

The current low level of demand for education is an important factor to be considered in promoting education as an alternative to child labor in El Salvador. Changing this equation, raising the value of schooling and



making its benefits more tangible to poor families is a central challenge for the educational system and for efforts to eliminate child labor in El Salvador. Frequently parents are not aware of the future earnings their children sacrifice by leaving school, pointing to the need for sensitization campaigns in this area.

According to the 1999 Multi-Purpose Household Survey, of the 650,000 children aged 4-18 who were not enrolled in school in 1999, 38% were aged 4-6. This shortfall likely contributes to the prevalence of child labor. Of those children not enrolled in 1999, those in the 7-9 age group represented 9%, while those in the 10-12 group were 7% of the total, indicating that when many children do enroll, they enroll late. These figures indicate that the reason families do not enroll their children may be due more to a perceived lack of relevance of the educational system than to the need for income from children, since children aged 10-12 are presumably more productive workers. Regardless of the cause for late enrollment, its consequences can be seen clearly in the statistics for children in the 13-15 age group. This group comprises 15% of the non-enrolled population, and those 16-18 represents 32% of those children not enrolled.

Late enrollment is a particularly acute problem in the provinces targeted by the TBP and this Education Initiative. The gross enrollment ratio in 1998 for primary school in the six target provinces is 135.7, while at the national level the primary gross enrollment ratio is 128. The high gross enrollment ratios indicate the primary school educational infrastructure would be capable of incorporating all children if they were to enroll on time.

2. TARGET GROUPS AND PARTNERS

This project prioritizes four sectors for intervention: children working on dump sites, in the production and harvesting of sugar cane, fishing and the sexual exploitation of children.



2.1. Geographic coverage

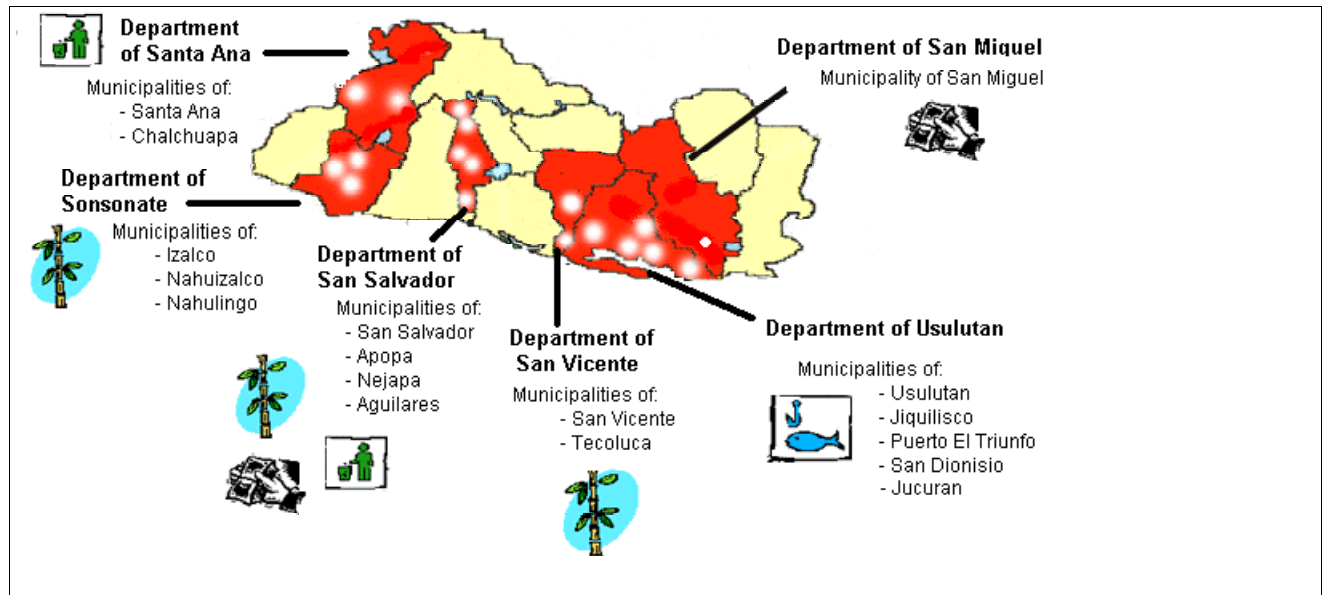
While activities aimed at the creation of an environment conducive to mainstreaming child laborers and at-risk children into formal and non-formal education will be undertaken at the national level, direct action programs focusing on priority target groups will be limited initially to selected municipalities. The municipalities were chosen during the development of the Time Bound Program strategy using the following criteria:

- prevalence of WFCL selected by the National Steering Committee;
- previous IPEC experience with projects and action programs in the targeted municipalities;
- presence of public and private agencies dealing with children's issues; and
- areas severely affected by 2001 earthquakes.

Table 1 provides details on the municipalities where the targeted interventions will take place (highlighted on the map.)

Table 1. Targeted municipalities by WFCL and Department





Departments						
	Santa Ana	San Vicente	San Miguel	San Salvador	Sonsonate	Usulután
CSE			San Miguel	San Salvador		
Garbage	Santa Ana Chalchuapa			Apopa Nejapa		
Sugar Cane		San Vicente Tecoluca		Aguilares El Paisnal	Izalco Nahuizalco Nahulingo	
Fishing						Usulután Jiquilisco Pt. El Triunfo San Dionisio Jucurán



2.2. Direct beneficiaries

This project will directly benefit **around 9,300 working children and 16,780 siblings of working children** under the age of 18 as well as 5,050 families. All families with children as beneficiaries will receive services from the Education Initiative.

Table 2. Direct Beneficiaries

Target Group	Estimated number of children working in the sector	Estimated number of children in targeted geographical area	Estimated beneficiaries of this project		
			Working children	Children at risk (siblings and other children at risk of starting to work)	Families of working children
	N/D	N/D	200	200	50
	1,000	1,000	1,000	2,000	500
	11,300	5,000	5,000	9,000	1,500
	10,200	3,100	3,100	5,580	3,000
TOTAL	22,500 (+)	9,100 (+)	9,300	16,780	5,050

The 9,300 working children will receive educational services appropriate to their needs, which will be determined through baseline surveys and outreach on the part of implementing agencies. Those who are likely to succeed in formal school immediately, particularly those children who have not been out of school for extended periods of time, will be enrolled in formal schools. Children who require transitional educational services in order to facilitate their successful incorporation into the school system will receive appropriate non-formal education.



2.3. Indirect beneficiaries

The project will develop a prevention strategy through intermediate institutions and organizations (schools, local development committees, community based organizations, parents associations, governmental agencies and NGOs) that will reach other children at risk of engaging in the worst forms of child labour. For example, children enrolled in the schools that will be strengthened will benefit from expanded MINED programs in their schools and awareness raising activities in their communities.

Interventions at the national level (information and research, legislative and policy development, awareness raising and social mobilization, and capacity building) will indirectly benefit an undetermined number of children. One of the aims of these activities is to gather information on the actual incidence and magnitude of the worst forms of child labour in the country, so these figures become available for planning future interventions.

2.4. Direct Recipients

Given the need to mobilize all levels of society to mainstream child laborers and at-risk children into formal and non-formal education, and to adapt the educational system to make it more open and sensitive to the needs of these children, the project will develop several initiatives to strengthen the capacity of government and civil society institutions to combat child labour through education in El Salvador. The targets of these initiatives can be broadly categorized as follows:

- Within the Ministry of Education (MINED), officials will be given training and technical assistance associated with the creation of a Specialized Unit on Child Labor and Education
- The Ministry of Education will be assisted to improve the relevance, efficiency and effectiveness of programs and policies, particularly in the area of non-formal education, for mainstreaming child laborers and at-risk children into the formal education system.



- MINED statisticians will be provided with training on investigating child labor issues
- MINED's Teachers Professional Development Program will receive a child labor training module for mid-career teacher training
- Teachers and local school systems, who will receive training and support for the implementation of MINED programs to improve the quality and coverage of educational services in target areas

2.5. Partners

- Mayors and other municipal officials, as well as the local government authorities of the targeted departments;
- Employers (owners) in the project areas, and managers in the workplaces;
- Representatives of trade unions in the relevant sectors/industries;
- Representatives of employers' organizations;
- Community leaders; and
- Representatives of the NGOs and CBOs.



3. PROJECT APPROACH AND STRATEGY

ILO-IPEC's experience and research in El Salvador have shown that indigent children are pulled toward premature entry into work by their families' poverty, and they are pushed toward work by an educational system that does not adequately respond to their needs and is not considered an attractive alternative. During a strategic planning workshop with key stakeholders in El Salvador, developed in using IPEC's Strategic Program Intervention Framework (SPIF) methodology, this dichotomy was linked to insufficient demand for education and insufficient “offer” or supply of education.

The participants in the workshop discussed what must be done to achieve two overarching objectives: the elimination of the WFCL in El Salvador and the successful integration (enrollment, permanence and academic performance) of all children involved in WFCL or at risk in the educational system (including both formal and non-formal education). The latter was considered the best means to achieve the former. After mapping out the necessary and sufficient steps to meet these objectives, participants turned to what the Education Initiative could do to support the broad, national effort. The following is a summary of the conclusions of the SPIF workshop, which establishes the theoretical base and justification for the strategy of the EI, detailed in sections 3.1 and 3.2, below. By placing the EI intervention logic in the context of the broader goals and means that were agreed to during the SPIF workshop, IPEC seeks to ensure that the EI is understood as only one part of the national effort required, to avoid duplication, maximize EI resources and leverage other required resources, and to promote the sustainability of the project.

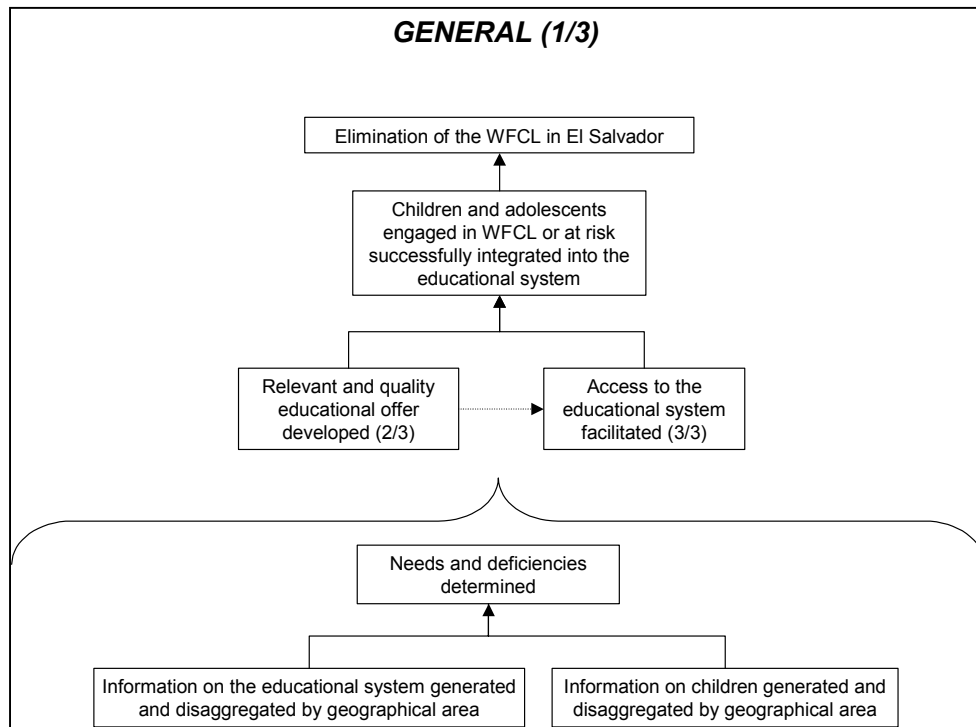
Workshop participants agreed that in order to eliminate child labor through education, it is necessary to 1) increase the relevance, quality and coverage of the educational system (offer or supply of education); and 2) facilitate access to education through the elimination of cultural, economic and contextual barriers that



impede children to go to school. The improved offer also has an influence on the easier access, since families would feel more inclined to sending their children to a better school.

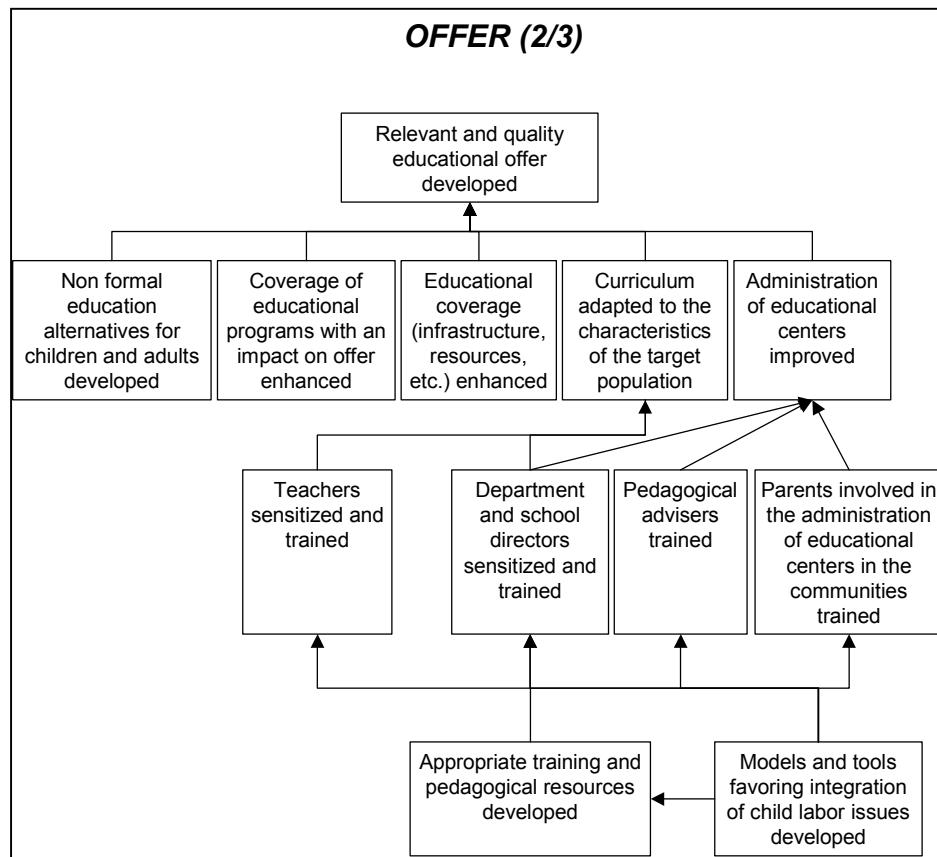
As the necessary basis for any intervention, it was agreed that it is important to determine very clearly the needs to be covered and the deficiencies to be solved, both at the level of the educational system and of the children themselves.

These three basic issues are represented in the general diagram (1 of 3), below.



Concerning the offer of educational services (diagram 2/3), the stakeholders' meeting concluded that it would be important to: i) develop non-formal educational opportunities; ii) increase the coverage of the educational infrastructure; iii) increase the coverage of the existing programs dealing with the educational offer (EDUCO,

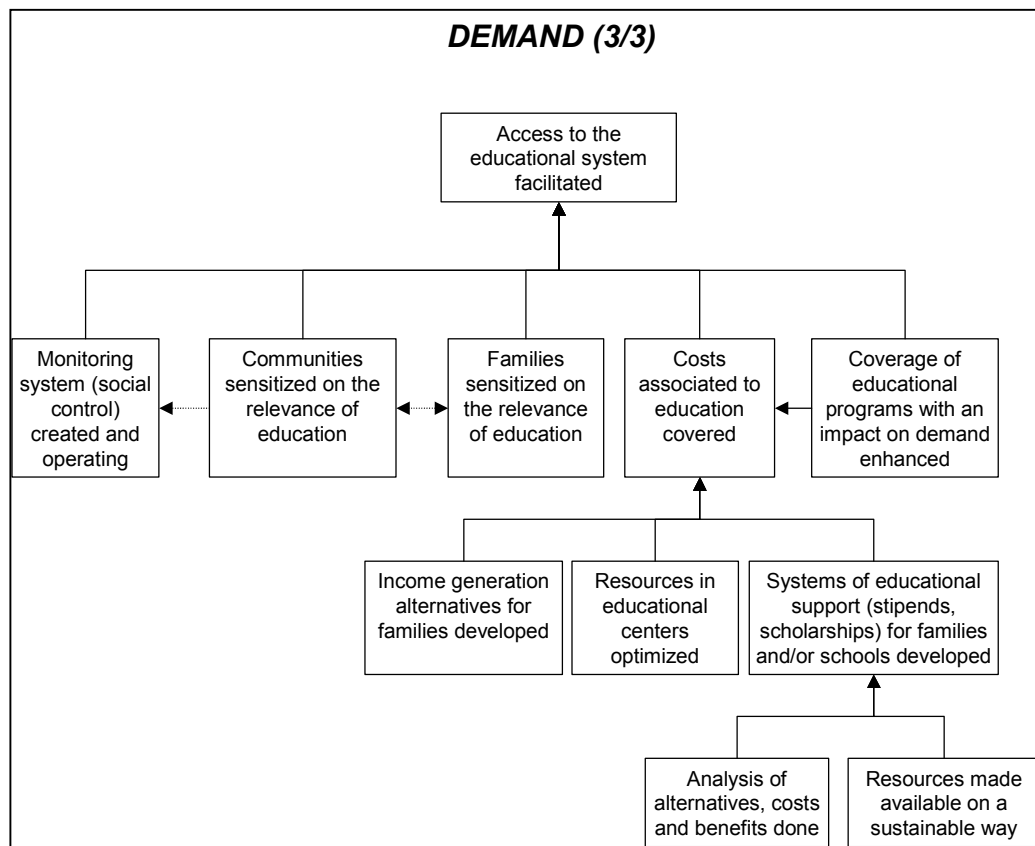




Healthy School, Accelerated Education, Distance Education, etc.); iv) adapt the curricula to the characteristics of the targeted population and improve the administration of the educational centers.

The curriculum adaptation should be done in the context of MINED’s Institutional Education Program (IEP), further described below, which allows the educational community in each district to introduce modifications in priorities and pedagogical methods to increase their relevance. To achieve this objective, a comprehensive training package should be developed, targeting teachers, directors, pedagogical advisers and parents involved in school administration. As a previous step, the training resources should be developed, as well as tools and models for the integration of child labor issues in the curriculum and school administration.

Concerning the process needed to facilitate the access of children to school (diagram 3/3), the stakeholders considered that two main issues should be addressed: the creation of positive values towards education (and towards the elimination of child labor) and the reduction of the costs of education for the families.



Three main objectives should be achieved concerning values: the sensitization of community leaders, the sensitization of families of working children and children at risk and, finally, the creation of a monitoring system able to perform a “social control” function over families. The awareness raised among leaders will influence family members, and vice versa, and it will also facilitate the establishment of the monitoring system.



Although education in El Salvador is formally free and universal, families sending their children to school face a number of direct and indirect costs. Stakeholders agreed that the objective of all the organizations working in this area should be to help families cover these costs, either by reducing them or by enhancing the family income. Some objectives to be achieved in this area include the optimization of school centers (provision of adequate pedagogical materials and necessary equipment that would, for example, eliminate the need for families to buy textbooks) and the development of productive alternatives to families. Some of the existing educational programs might positively influence the demand of education (e.g. provision of school lunch, or open school), since they help parents save the resources that they would usually spend on food or after school care for their children.

The possibility of establishing a system of stipends or scholarships for families that keep their children in school and out of work was discussed. Several considerations in favor and against this idea have been expressed, and the stakeholders concluded that it would be necessary to produce, previously, a thorough study about alternatives, costs and benefits of this idea, as well as ensuring that the necessary financial resources are available and can be sustained.

After the area of impact framework represented in the graphics above was discussed by the stakeholders, the possible scope of the Education Initiative was debated. Stakeholders agreed that the EI could effectively contribute in the following four areas:

1. *Development of flexible curricula better adapted to the characteristics of child laborers and children at risk.* It was agreed that the project could contribute to this objective based on IPEC's general experience in curriculum development and taking into consideration the possibilities opened by the development of the IEP, through training and provision of technical assistance to relevant actors.



2. Improvement of the administration of school systems. Training of the Pedagogical Advisers and school principals was envisaged as an area where IPEC can offer its expertise.
3. Families and communities made aware of the relevance of education. The Education Initiative, being this one of its primary goals worldwide, could support awareness raising efforts in El Salvador, both at the local and at the national level. The development of monitoring systems to act as a mechanism of “social control” would also be included (it was highlighted that this is one of the components of the project of support to the TBP in El Salvador, also implemented by IPEC, and that synergies and economies of scale would be sought).
4. Support to the economic capacity of families and the reduction of costs. In this area, the project could contribute by advocating with the educational system to increase the coverage of relevant existing programs and, where needed, to reduce economic requisites (such as uniform or fees). It was also agreed that IPEC could contribute to the development of a document highlighting possible options to create a system of stipends, scholarships or other type of educational support for families or schools. The efforts to increase the income of the targeted families through the development of income generation options are also included in the project of support to the TBP.

These areas, therefore, figure prominently in the EI’s strategy. The EI will produce a series of outputs at the national and local levels that are designed to achieve two immediate objectives: to enhance national capacity to address the WFCL through education, and to promote the enrollment, retention and advancement of children targeted in the Time Bound Program in the educational system.



3.1. Approach at the National Level: building capacity to address the WFCL through education

The Education Initiative will engage all relevant social and institutional actors to create an enabling environment that facilitates the withdrawal of children from the worst forms of child labor (WFCL) and their enrollment, retention and advancement in the educational system. The Education Initiative will be developed as a complement to the Time Bound Program, and work closely with the National Steering Committee (NSC). The NSC includes the Ministers of Labor, Education and Health, as well as the First Lady of El Salvador, the Director of the Salvadoran Institute for the Development of Children and Adolescents, representatives of employer's and worker's organizations, as well as leading children's rights NGOs. The NSC will be consulted on project strategy and will be regularly informed on progress made.

In order to mobilize key actors at the national level to ensure that quality educational alternatives are provided to children engaged in the WFCL or at-risk children, the EI will produce and disseminate research reports and case studies on the WFCL and education, conduct national awareness raising campaigns as well as sensitization activities targeting opinion makers and key decision makers. The project also aims to mainstream child labor issues in MINED by: creating a Child Labor Unit within the Ministry; training MINED officials on the links between child labor and education; promoting child labor as a cross-cutting issue in MINED's strategic planning process; and supporting MINED to improve its ability to collect and analyze information on child labor. As called for in the SPIF strategy workshop, the EI will also develop child labor modules and training materials and conduct training to promote that child labor issues are included in teachers' training programs. Details regarding the strategy at the national level follow.

In addition to targeting key actors, the EI will also develop and implement national awareness raising campaigns to increase awareness of the hazards of the WFCL and the benefits of education. Baseline surveys on knowledge attitudes and behavior (KAB) regarding child labor and education will be conducted and the results will be used to refine awareness raising messages. One KAB survey will be targeted toward the



general public and another toward the education community. Both surveys will be repeated toward the end of the project in order to assess changes.

Mobilization of key actors at the national level

- **Stimulating a national policy dialogue and mobilizing key actors in efforts to lower educational barriers for children.** Despite the Salvadoran Constitution's guarantee of free education through 14 years of age, significant, direct costs prevent many children from enrolling in school. These direct costs include: fees ranging from three to five dollars that schools charge each student upon matriculation, usually to pay for necessities not covered in schools' regular budgets; notebooks, pencils, crayons and other school supplies; uniforms¹; and shoes. Some 20 percent of the Salvadoran population, and the majority of the EI's target group, live in conditions of extreme poverty. Malnutrition is common among the target group, which indicates that spending money for things aside from food, including for education, is a great sacrifice. Many families simply cannot afford the direct costs of education.

Finding lasting solutions to this problem and easing the economic burden of sending children to school is a central challenge in assuring education for all in El Salvador. The EI will be in a position to work with the MINED to ensure that direct costs for target children are reduced or eliminated. However a solution for other indigent families must also be found if universal education-- and the EI's development objective-- are to be achieved. The Education Initiative will work within the Time-Bound Program's National Steering Committee to spur a dialogue on how to reduce barriers to education, including the direct costs mentioned above, including possible policy changes. Relevant governmental and non-governmental agencies as well as international organizations and donors will be engaged in this dialogue.

¹ Although MINED policy states that principals cannot make uniforms obligatory, in practise they often are.



As inputs to the debate, the Education Initiative will conduct a series of studies. Topics will include a review of MINED programs as they are implemented in the target municipalities (further described below), a study of potential scholarship and stipend schemes that will carry further research recently done on this subject, and a review of good practices in adapting curriculums to better meet the needs of (ex)child laborers. The stipend study and good practice review were considered appropriate activities by stakeholders in the SPIF workshop. These will be conducted parallel to certain awareness raising activities. ILO-IPEC has recruited the leading education research organizations in El Salvador (such as FEPADE, The University of Central America and Emprecultura) to conduct these studies. Their respect and prestige in policy circles will benefit the Initiative's efforts to see that policy recommendations are adopted. These research studies will benefit from important new sources of data on child labor, such as the child labor module attached to the 2001 national household survey², and baseline surveys conducted by the Time Bound Program.

- **Awareness raising on the importance of education.** As called for by stakeholders in the SPIF workshop, the project will design and launch awareness raising campaigns that are targeted toward the general population as well as the education community. ILO-IPEC has ample experience in working to change public opinion regarding child labor. Existing networks of journalists, commentators and intellectuals will be activated to support the Education Initiative and the Time-Bound Program. Complementing these efforts, the project will create and disseminate numerous awareness raising materials, using a variety of media. These will include posters, cartoon booklets, radio spots, documentaries and community theater events. As a way to reduce costs, the Initiative will recycle

² Supported by IPEC's SIMPOC program



awareness-raising raising materials that have an education focus from previous projects in fishing and trash dumps.

Key opinion makers will also be sensitized on the hazards of the WFCL and the benefits of education. In the context of the pervasive poverty in El Salvador, some leading figures in the media continue to believe that child labor is inevitable and even positive. Efforts to combat child labor are criticized as utopian or counterproductive. The Education Initiative will submit opinion and editorial articles on child labor and education and hold training workshops with journalists to promote informed coverage of the issue and to convince opinion makers of the importance and urgency of eradicating the WFCL. For targeted awareness raising with opinion makers, the links between the progress of the Time Bound Program, this Initiative and wider anti-poverty and labor market goals will be stressed. Ongoing research by ILO-IPEC at the global level also will be useful in demonstrating these connections.

Key decision makers will also be the targets of sensitization efforts. TBP and EI staff will engage business and trade union leaders in discussions on education and child labor, with a view toward motivating them to become actively involved in the fight against the WFCL. IPEC's strong relationship with business association think tanks will continue to be helpful in this regard. The research arms of these organizations will be recruited to conduct part of the research described above. This not only will provide useful analysis of the relationship between education and child labor, but it is also an effective way to put the issue of the WFCL on the agenda of these institutions and engage them in the search for solutions. Trade unions in El Salvador do not have similar research capacity, so alternative proposals for them to become involved, such as through awareness raising campaigns amongst their members, will be explored.

The EI will also exploit opportunities to sensitize politicians and political parties to the hazards of child labor and the importance of making education accessible to all children. One way to do this is through



advocating for the inclusion of child labor and education issues in national conventions of municipalities, in which all significant political parties participate. TBP and EI staff will also carry out awareness raising activities with candidates for office during political campaign seasons, with a view toward establishing the fight against the WFCL as a priority for the eventual winner of a given election.

Mainstreaming child labor issues into MINED

- **Supporting the creation of a Child Labor Unit within the Ministry of Education.** The project, in collaboration with the MINED, will develop a technical proposal that describes the responsibilities and functions of the Unit, a mechanism for coordinating with the Child Labor Unit of the Ministry of Labor and other relevant institutions, and the organizational changes required within the MINED. TBP and EI staff will advocate for the adoption of the proposal in meetings of the technical committee of the National Steering Committee and in informal meetings with MINED officials. Once the Unit is established, the Education Initiative will provide technical assistance to its members of this unit, including training on a range of issues related to child labor such as data collection and management, the legislative and regulatory framework, and relevant international conventions, as well as material support. Support for the creation of the Child Labor Unit is intended to build capacity and institutionalize efforts against the worst forms of child labor.
- **Training key MINED officials.** In addition to those named to participate in the Child Labor Unit, other key MINED officials will be trained on the links between child labor and education, so that they will be capable of incorporating the needs of child laborers and those at risk in their strategic and programmatic planning. The EI will initiate an annual training course to reinforce previous training seminars, introduce new topics, and assess advances made in the use of the training imparted. The EI will engage these and other key MINED officials in designing a proposal to incorporate combating the WFCL through



education in MINED’s strategic planning process. Once a proposed course of action is agreed upon, the EI will provide technical assistance to include the WFCL as a crosscutting issue in the strategies and interventions of the Ministry.

- **Building capacity to collect and analyze pertinent data.** To ensure that child labor is addressed effectively by the educational system, it is important that the MINED is able to obtain more comprehensive information on the links between child labor and education. Therefore the Education Initiative will build upon ongoing efforts by ILO-IPEC to enhance the capacity of the GOES to collect information on the educational status of child laborers (enrollment, attendance, educational achievement, drop-out rates). The Education Initiative will develop a proposal to include questions regarding child labor to the MINED’s matriculation forms. This will provide a rich new source of information for child labor policy and program development, as every child enrolled in the country is required to fill out the matriculation forms. The Education Initiative will develop another proposal to add pertinent questions regarding child labor to the MINED’s annual education census. ILO-IPEC’s statistical wing, SIMPOC, will help craft the questions to be used and the proposals. Adding a limited number of questions to both instruments will be permanent, providing important information on the education of child laborers and those removed from work during and after the implementation of the Education Initiative. The Education Initiative will provide training in the analysis and use of data on child labor and education. MINED will thus be better equipped to monitor the performance of efforts to ensure adequate education for child laborers and at-risk children.

Inclusion of child labor issues in teacher training

An important gap in the educational system is that teachers in El Salvador receive theoretical and practical training that does not adequately prepare them to deal with the realities they will face when they begin



teaching, including training teachers to work primarily in urban areas. For example, incorporating older children successfully into the classroom requires an understanding of the special challenges such children face. Teachers must be able to engage students and use creative pedagogical techniques to help them overcome problems such as low motivation (often related to feeling ashamed of their age difference), short attention spans related to never having been in a classroom setting, inability to do homework due to work and other obligations, and the effects of malnutrition on school performance.

The Education Initiative will develop teacher-training modules to enable teaching colleges to provide this training and skills development. Because private colleges do most pre-service teacher training —and there is no standardized curriculum— the Education Initiative will hold train-the-trainers seminars with universities to promote the application of pre-service child labor training module. Teacher training workshops will be interactive and include role-playing and other means to stimulate teachers to share their day-to-day experiences addressing the special needs of child laborers and at-risk children. Ways of providing incentives for colleges to use the newly developed modules, including making their use a condition for certification, will be explored with the Ministry of Education.

The Education Initiative will also conduct in-service training for current teachers. A specialized methodology on innovative ways to promote the enrolment, retention and academic success of child laborers and at-risk children will be developed. The EI will engage the Ministry of Education in formulating the methodology and will promote that it be included into regular MINED mid-career training. Teachers in the target areas of this project will participate in the process of field testing the modules and training materials. Once the in-service module is developed, it will be used to train teachers in the target areas, thereby promoting the successful integration of target children into the educational system.



3.2. Approach at the Local Level: successfully integrating target children into the educational system

Supporting improvements in coverage of educational systems

At the local level, the Education Initiative will advocate with MINED and other national partners to expand the coverage of educational programs to include those target areas that need them, identified as a vital step during the SPIF workshop. The EI will support schools with material and equipment to extend national programs to the target areas, as a counterpart to the Ministry’s provision of teachers and other personnel and other necessary resources. The following is a brief description of the principal programs that will be extended to the target groups and how they will be used to achieve children’s successful transition into education. Baseline surveys and educational needs assessments will provide more detailed information on which programs are needed in individual communities or schools. The baseline surveys are expected to be finished by mid-2003. These will be complemented by needs assessments done by IPEC staff through field visits, as well as by implementing agencies, once direct action programs are underway. In addition, a study on strengths and weaknesses of MINED programs in the targeted areas will provide information on local educational systems’ needs.

Table 3		
Government of El Salvador’s Program		Strategy for Applying the Program to the Target Population
EDUCO	Participatory Education with the Support of the Community (EDUCO) is one of the main components of MINED’s strategy to expand educational coverage. By incorporating parents and the community in their administration, schools can be placed in remote areas with a small investment of MINED resources. EDUCO schools have a strong track record and are an excellent means to directly engage parents in the education of their children.	The EI will advocate that the EDUCO be implemented in areas where the current educational infrastructure is not sufficient to incorporate the influx of target children. Parents will be organized and sensitized to the EDUCO methodology, in order to prepare them to assume the significant responsibility of school administration that the program requires. The project would then be responsible for supplying the EDUCO schools with materials and equipment, while MINED assumes the personnel and infrastructure costs.
Alternative Classroom	The Alternative Classroom program is another practical means to expand coverage to remote communities. It is particularly apt for areas where there are not enough students to create a full scale	This program is particularly relevant in sparsely populated rural areas. Like other GOES programs, the implementation of this program in the target areas will be reviewed by the EI in order to identify strengths and





Table 3		
Government of El Salvador’s Program		Strategy for Applying the Program to the Target Population
	grade school. The program allows for children of varying ages to be taught in the same classroom, using individualized learning plans. Emphasis is placed on promoting cooperation and community participation in the school.	weaknesses.
Accelerated Education	This educational modality is designed for late enrolling children or those who have dropped out and are returning to school. Children are able to make up for lost time through the use of a specially designed curriculum. When they have reached a grade near the one in which their age cohorts are enrolled, they are transitioned into the regular school. The transition can only occur at the beginning of a given school year. This program is new and has not been implemented widely.	This program is envisioned as a cornerstone of the strategy to mainstream working children into the formal education system. It is anticipated that it will be applied to children in all four target groups (fishing, sugar cane, trash dumps, commercial sexual exploitation).
Competencies for Work	Youths aged 15 or above that have completed the 6 th grade have traditionally been eligible for this vocational education program run by INSAFORP, the national training institute of the GOES.	The Education Initiative will work with INSAFORP and the TBP to develop a methodology to allow target adolescents, most of whom will not have completed the 6 th grade, to enter into the program. An equitable cost sharing arrangement has been agreed to in principle with INSAFORP.
Distance High School	The modality is designed to help remedy the problem of most high schools being located in urban areas, far from many rural students. It is based on independent study, in which students are only required to travel to urban centers on the weekends, in order to receive tutoring and instruction.	The EI will advocate that the Distance High School program be extended to cover target children as appropriate. It is geared toward adults and may need to be modified to adequately attend to the needs of the children. The Education Initiative will work with MINED to cover target children’s travel expenses, when necessary.
Literacy Circles	This program organizes small groups of adults to impart literacy classes. It relies on trained volunteers and is relatively inexpensive to implement.	Studies have shown a close link between the level of education of parents and the academic success of their children. Literate parents are more likely to value education and see that their children enroll in school and avoid desertion. The Education Initiative will support MINED in establishing Literacy Circles in target communities so that parents can have the opportunity to improve their literacy skills. Parents will have the option of continuing their studies in the Accelerated Education program. This strategy is expected to produce important benefits for other components of the TBP, including alternative income generation and awareness raising.
Parent’s Schools Program	This program, similar to Parent-Teacher Associations in the United States, involves parents in school administrative decision making and enlists them in supporting extracurricular activities. Parents meet regularly with school personnel to discuss their children’s education and receive sensitization on a variety of topics.	Target parents will be mobilized to participate in this program, which complements the implementation of the Institutional Education Program and the general community participation objectives of the Education Initiative. It is expected that their participation will contribute to higher retention rates among target children.





Table 3		
Government of El Salvador’s Program		Strategy for Applying the Program to the Target Population
The Open-School Program	Through this program, schools remain open all day and provide after-school informal and technical courses suited to the interests of children and adolescents.	The flexibility of this educational model is considered appropriate for the project’s activities with children suffering from commercial sexual exploitation. The education initiative will supply materials and train staff to implement it in target areas.

These programs offer a range of options for promoting education as an alternative to the WFCL and supporting the goals of the Time-Bound Program. The educational system assessments in the target areas will provide detailed information on the existing capacity of the educational system in each municipality and identify gaps in quality and coverage. The assessment will help determine which of the programs described above should be extended to each community, identify needs that the existing programs may not adequately meet, and provide guidance on ways the Education Initiative and other local and national actors could meet them.

In the case of pre-school education, the EI will advocate with ISNA, the governmental entity charged with providing pre-school services, to expand coverage in target areas. ISNA has developed a specialized curriculum and a methodology to train “mother caretakers” to implement the curriculum. In areas where there are ISNA pre-school education programs underway, the EI will incorporate target children into them. In target areas where ISNA does not run programs, the EI will advocate for the initiation of preschool education services. It is unlikely that ISNA will be able to provide these services to all target children of pre-school age; therefore implementing agencies will be contracted to provide them. The implementing agencies will use a similar methodology and curriculum as the ISNA program.

To improve coverage of vocational training opportunities in the target areas, the Education Initiative will work with INSAFORP and the TBP to develop a methodology to allow target adolescents, most of whom will not





have completed the 6th grade, to enter into the program. As mentioned in Table 3, an equitable cost sharing arrangement has been agreed to in principle with INSAFORP.

In seeking to improve coverage of education in the target areas the EI will engage a number of important actors in El Salvador that support the government's efforts to expand and improve educational infrastructure, including the Inter-American Development Bank and UNICEF. The Education Initiative, as part of the Time-Bound Program, will promote coordinated actions and policies against child labor among these and other organizations. ILO-IPEC considers that these efforts can produce important long-term benefits by orienting these agencies' support for the educational system toward combating the WFCL. The project will use data produced through baseline surveys, rapid assessments and educational assessments to advocate that the areas of invention receive increased infrastructure and other assistance.

Improving access, relevance, and quality of education offered in target areas

As described previously, there are certain direct costs that are a significant barrier to enrollment for many children, such as uniform requirements and matriculation fees. In the targeted school districts, the EI will negotiate with school administrators to drop these requirements. Based on the educational system needs assessments, the EI will work with MINED to equip schools with educational material. The project will advocate for MINED to ensure that its basic textbooks are available to all children, as well as the necessary infrastructure and human resources. The EI will complement this by providing additional textbooks and other materials not normally provided by MINED.

There are a variety of programs (see Table 3) in the educational system that will be important foundations on which to build the strategy for transitioning children from work to school in the Education Initiative and the Time-Bound Program. Some of them have only recently begun and the MINED has not assessed their impact. Others have a longer track record but their experiences have not been adequately systematized. In the target



areas, and in conjunction with MINED, the Education Initiative will identify the strengths and weaknesses of these programs. Their ability to effectively lower barriers to education that poor and marginalized children face will be analyzed. Some of the questions that will be answered in this process include: to what extent do the programs prepare children who have been out of school for long stretches to re-enter formal schooling with their own age cohort? What kind of training is offered to the people who implement the program? Are appropriate support materials available? Which programs have been evaluated and what have been the results, especially as regards promoting enrollment, retention and completion? To what extent do the local programs meet the objectives established when the national programs were designed? How are beneficiaries selected? What kind of record keeping and monitoring system is in place and how could the EI support this? To what extent are gender concerns taken into account? How do they involve parents and key local actors? In the case of job training for adolescents, do they respond to the demands of the local labor market? In providing answers to these questions, this investigation will serve as a basis to make recommendations to MINED regarding ways that the programs might be improved, particularly in their relevance to child laborers.

Where MINED programs are lacking or not capable of absorbing additional children, the Education Initiative will subcontract qualified implementing agencies to provide needed services to the target group. The results of the investigation described above will inform the non-formal education programs created by EI implementing agencies; the programs will incorporate good practices underway in El Salvador and internationally. Implementing agencies will apply elements of MINED programs that have proven useful in boosting matriculation and school performance and lowering drop out rates among disadvantaged children. During implementation, EI and implementing agency staff will advocate that MINED establish or expand appropriate educational programs, such as those described in Table 3, to eventually replace the efforts of the implementing agencies. Non-formal educational services provided by sub-contractors will likely include



tutoring and mentoring programs, academic leveling courses, vocational education, and educational and recreation programs during the school vacation months (November – January).

The baseline surveys conducted under the auspices of the TBP will provide contact information for child laborers and their families. Implementing agencies of the EI and TBP will approach target families to explain the project and motivate them to participate. Once families and children enroll in the project, an assessment of the educational needs of individual target children will be conducted. The range of options will be presented and children will be incorporated into the available formal and/or non-formal educational programs that suit them best. The timing of the introduction of new educational services may be an important issue. The initiation of MINED programs in some target communities may not coincide with the beginning of direct action. In these cases, implementing agencies will provide non-formal educational services that can be phased out when MINED programs are initiated.

This general approach will be used with children working in the four sectors addressed by this project: trash dumps, fishing, sugar cane harvesting, and commercial sexual exploitation. In each sector, a more defined strategy will be designed in accordance with the results of the baseline surveys and education system assessments. In all interventions, and in collaboration with the project of support to the TBP, the EI will sensitize parents to the importance of education, and work to reduce the direct and direct costs associated with schooling. Once children are enrolled, the EI will closely monitor school attendance and performance. Program monitoring and child labor monitoring will allow the EI to detect school desertion and advocate with children and their parents that they re-enroll.

Adapting curricula to reflect child labor issues

The Ministry of Education has informed ILO-IPEC that a central priority in the coming years is to implement the Institutional Education Program (PEI in Spanish). The PEI is a new initiative supported by the Inter-



American Development Bank that will engage communities in the renovation of their local school system, improve the quality of education by adapting curricula to meet local demands, and train teachers and administrators in the use of the new curricula. Parents, community organizations, municipal authorities and other local actors will contribute to this adaptation and to identifying the critical needs of the local school system. The Education Initiative will put the enrollment of child laborers and at-risk children at the forefront of the PEI in the targeted areas by supporting the inclusion of child labor issues in curricula adaptation.

The curriculum adaptation will be decentralized; the Ministry of Education will provide the core elements common to all, but require individual school districts to complete it according to local needs. Based on a review of good practices in curriculum adaptation to address child labor, the Education Initiative will prepare a methodology and training materials on how to include child labor issues in the PEI process. The methodology and supporting materials will promote changes in teaching practices and enable children to learn practical skills relevant to their environment. Innovative methods designed to increase children's interest and motivation to attend school will be introduced.

Because the PEI is a relatively new program, training on the program has not been widespread. The EI will advocate that the MINED make the training of principals and pedagogical advisors in the target areas a priority. Where needed, the EI will supplement this training through train-the-trainers courses, so that the PEI process is initiated sooner in all the targeted municipalities.

With MINED the EI will also train community members so that they are prepared to play an active role in implementing the PEI and adapting curricula to better meet the needs of (ex)child laborers and at-risk children. Since pedagogical advisors are the MINED officials responsible for implementing the PEI, they will be provided with technical assistance to ensure that adaptations made in local school curricula are sustained over time.



Box 1

A community-based child labor monitoring system

The Education Initiative will work with the Time-Bound Program to monitor that the target children withdrawn from work are benefiting from educational services, attending school or vocational courses regularly and performing adequately. This will not only contribute to the achievement of the immediate objectives, but it will also provide relevance information for the indicators of achievement. The first step in developing the monitoring system will be to conduct baseline surveys in the target communities. After that, implementing agencies will visit target families to register them and gather detailed socio-economic data.

Monitoring will be community-based. In each target Municipality, appropriate grassroots' organizations will be recruited to participate. Where such organizations do not exist, in conjunction with the Time Bound Program, the project will mobilize community leaders and teachers to carry out this task. Community volunteers will visit workplaces to verify that they are free of child labor and teachers will follow closely school attendance and performance of the targeted children, using standard forms developed by the program. Finally, implementing agencies will complement the efforts of the community and school monitors by visiting target families and recording observations in the centralized database.

The monitoring system has a preventive nature. It will not be entitled to sanction employers or families, but it will act to raise awareness in all the sectors of the community (on a case by case basis), to report to the project managers so corrective action can be taken and, eventually, to transmit complains to the relevant authorities.

Sensitizing Communities

In collaboration with the TBP, a series of awareness raising materials will be produced and disseminated, targeting parents, teachers, educators, children and community leaders. These materials will include a video, posters, cartoon booklets, radio spots, etc., that highlight the importance of education and its relevance for the residents of the target areas. ILO-IPEC will draw on the catalogue of awareness raising materials and methodologies it has developed worldwide. Workshops will be held with teachers, target families and community leaders to discuss education and child labor, the Time-Bound Program and the Education Initiative, and relevant laws and regulations.

Community organization will be a crosscutting issue of the Education Initiative. Communities must adopt a collective sense of responsibility for ensuring that children receive the educational services that are their right. Therefore, the project will engage all relevant community organizations in the target municipalities to inform them of the goals of the project and to enlist their support. They will receive training about child labor and how education is a better alternative. Organizations that have experience and expertise in providing



education as an alternative for child laborers will be considered as implementing agencies, including the NGOs ASAPROSAR, Agape and FEDISAL. Those with a strong presence among the target families will be recruited to participate in monitoring efforts. Community Development Associations can ensure that the educational needs of working and at-risk children are addressed in local economic development efforts. The participation of children and adolescents in these networks will be emphasized.

As a strategy for promoting sustainability for the program's activities, the involvement of parents in supportive activities will be critical. Parents will participate in virtually all project activities, including child labor monitoring activities started by the Education Initiative (see box). The Education Initiative aims to motivate parents to be more proactive and effective in demanding an adequate education for their children.

Building community organization and strengthening local networks to support the Education Initiative's goals will be an important step in securing their active participation in the ongoing process of rebuilding educational infrastructure after the devastating earthquakes of 2001. Training and awareness raising activities aimed at community organizations will assist them to incorporate child labor and education into their agendas, as well as increase the quality and coverage of local school systems.

These community groups will also play a fundamental role in the PEI and it will not end with diagnosing the deficiencies in local school systems. They will also collaborate with MINED and the Education Initiative to find the solutions to the problems identified. A priority of the Education Initiative will be to create a broad based coalition of local actors to participate in the reconstruction of the educational infrastructure.

The targets group and more specific strategies to be used in each sector are outlined below.



Table 4		
Target Group	Description of the Target Group	Strategic Approach
<i>Sugar cane</i>	<p>Research has found concentrations of child laborers in the sugarcane industry in the Departments of San Vicente, San Salvador and Sonsonate.</p> <p>Large families force children to start working very young as a strategy for survival. There is a high rate of school desertion and absenteeism, especially during the harvest season. Both children and adults have low literacy rates.</p> <p>As is common in El Salvador, adolescents have completed few school years.</p> <p>As a result of their workload and malnutrition, children who do attend school are prone to poor performance and are often held back.</p> <p>There is a general desire for vocational training to facilitate changing occupations.</p>	<p>Since educated parents have a more positive influence on their children’s level of education, literacy programs will be designed for parents as well as children and adolescents.</p> <p>The accelerated school program and the competencies for work program should be particularly relevant given the large number of over-age school children.</p> <p>The educational assessment will probably indicate that the EDUCO and Alternative Classroom programs are particularly relevant.</p> <p>After school centers should provide tutoring and reinforcement to help ex-working children assimilate and perform well in school, as well as providing an alternative to hazardous work.</p>
<i>Fishing</i>	<p>Most children in fishing work in the coastal areas. The TBP has targeted the Bay of Jiquilisco in the Department Usulután for intervention. Children start working at a young age in collecting shellfish from the mangroves, using explosives, going out to sea or cleaning the fishing boats when they return from sea.</p> <p>In general the school infrastructure in the region is poor and many communities are very far from educational services. Families are very poor; the direct costs of school, even if they are minimal are an obstacle to attendance.</p>	<p>MINED EDUCO, Distance High School and Alternative Classroom programs should be implemented to improve school coverage, and the EI will advocate for this. Accelerated Education should be offered to over-age children to discourage desertion.</p> <p>The PEI program will be implemented with the aim of making education more relevant to the children. In this sector, families may need financial support to offset the direct costs of school enrollment. Thus, economic alternatives will be provided through the TBP to increase their ability to meet direct schooling costs.</p>
<i>Dumpsites</i>	<p>Children work in the dumpsites only where there is demand for the recycling: the central and west regions of El Salvador. The TBP has targeted the dumpsites with the highest number of working children: those of Santa Ana and Apopa (which serves San Salvador Metropolitan area).</p> <p>Even though schools exist in the communities neighboring the dumpsites, the quality of the facilities and service are poor. The schools lack the most basic materials.</p> <p>The problem of over-age children is very common. In addition, many children leave school to migrate with their families to find agricultural work during the coffee and sugar harvest season. School attendance is irregular.</p>	<p>The PEI program will be implemented with the aim of making education more relevant to the children. As for target children in all sectors, attendance and school performance will be monitored.</p> <p>After-school centers will help the children integrate in formal schools and improve their performance. The educational assessment will point to other appropriate interventions, especially to combat school desertion.</p>





Table 4		
Target Group	Description of the Target Group	Strategic Approach
<i>Commercial Sexual Exploitation</i>	<p>The educational level of the sexually exploited children is very uneven. Some children leave school very early and have little education, while others complete primary school.</p> <p>School attainment seemed to be related to family income.</p> <p>The working hours and conditions make it very hard for sexually exploited children to attend school and many are also discouraged because of social stigmatization.</p> <p>Many children do not live with their families.</p>	<p>The program will hire specialists to develop innovative models of intervention and propose alternative education programs to provide the flexibility and develop self-esteem. ILO-IPEC staff in the Sub-regional Coordination Office with expertise in this area will be available to review intervention strategy and run training sessions.</p> <p>A MINED modality allows individualized instruction followed by equivalency exams, which allows students to make progress in the formal school system without attending a traditional school, may be appropriate. Implementation of the PEI program and Distance High School will also be considered.</p>

The strategy as described above has been designed to correspond to USDOL’s EI goals. The following table provides detailed information on the relevance of the approach according to USDOL’s EI goals.

Table 5	
GOAL	PROJECT STRATEGY
Raise awareness of the importance of education for all children and mobilize a wide array of actors to improve and expand education infrastructures	<p>A variety of awareness raising campaigns will be designed and launched at the national and local levels. These campaigns will disseminate information about education and child labor, sensitize key actors and decision-makers, and foster social mobilization in favor of expanded and improved education and the eradication of child labor.</p> <p>The project is also broad based, involving a wide range of institutions and civil society groups in its implementation, so that they adopt key activities and initiatives. Mechanisms for the participation of children and adolescents will be established to engage them in the process of creating alternatives to the WFCL for themselves.</p> <p>Community organization will be promoted to advocate for respecting children’s rights and to participate in locally based monitoring efforts. Municipal networks will be engaged to support improvements in the educational system in targeted areas.</p>
Strengthen formal and transitional education systems that encourage working children and those at risk of working to attend school;	<p>The project will support improvements in the quality and capacity of the education system to meet the needs of child laborers. The program will work with the Ministry of Education to implement the Institutional Education Program (PEI), a methodology designed to engage communities in determining their own educational needs and in introducing the necessary changes. By testing this relatively new methodology in the target areas, the project will be able to provide valuable feedback and lessons learned to the MINED, particularly on ways the PEI can be used to combat child labor.</p> <p>The project will collaborate with the Time Bound Program to develop a methodology for educating child victims of commercial sexual exploitation. Building on the experience of ILO-IPEC and its partners, the project will create a rehabilitation model that will be tested, evaluated and replicable on a larger scale by the end of the project.</p>
Strengthen national institutions and policies on education and child labor	<p>The project will evaluate the relevance, efficacy and efficiency of a series of national programs in lowering barriers to education for child laborers. The project will support adaptations to the programs based on the recommendations included in the evaluations. The adapted programs will be better suited to ensure the education of children removed from work in the project’s</p>





Table 5 GOAL	PROJECT STRATEGY
	<p>target areas. Their use on a national level will also contribute to overall efforts to combat child labor. The project will also evaluate and support necessary changes to the legislative framework regarding the education of child laborers and at-risk children.</p> <p>The project will also work with the MINED to improve its ability to collect, analyze and use data on child workers and their educational status. The resulting improved knowledge base will be useful for policy makers to better address the educational needs of child laborers and at-risk children.</p> <p>Teacher training modules on child labor will also be designed for use in the teacher training colleges. These modules will develop future teacher’s understanding of the special challenges associated with the education of child laborers and those withdrawn from work. They will be provided with skills and materials to promote the retention and academic success of child laborers, and will be mobilized to participate in efforts to combat child labor. Similar modules will be developed for use in mid-career professional training courses for teachers. The project will work with the MINED to strengthen incentives for teachers to participate in these courses.</p>
<p>Ensure the long term sustainability of these efforts</p>	<p>As a general principle, the project will work within the parameters of MINED and other government agencies to adapt their programs and apply them locally. New initiatives will be developed jointly with government counterparts so that the government takes over at the project’s end.</p> <p>The creation of a Specialized Unit on Child Labor within the MINED will ensure that addressing the educational needs of child laborers and at-risk children is institutionalized. The Specialized Unit will continue to advocate for the objectives of the Education Initiative and the TBP long after external assistance has ended.</p> <p>The modifications to programs and policies mentioned above, as well as the introduction of curriculum changes, are systemic in nature and inherently sustainable.</p> <p>In local interventions, community participation will be an essential strategy to promote ownership of project activities. The community-based monitoring system will involve grassroots organizations, teachers and community members in the implementation of the project and help create long-lasting changes in the perception of child labor and education.</p>

3.3. Addressing gender issues: a crosscutting theme

Girls are confronted also with gender-related factors that pull them into work and hamper their ability to pursue an education, such as parents’ dependence on them to care for younger siblings and do housework. The Initiative will support early education centers that will relieve parents and older girls of some the burden of caring for younger children, giving more time to girls to attend school and play. The Initiative will work with the TBP to ensure that providing alternative income-generating options to mothers does not result in work for girls that interferes with their schooling.



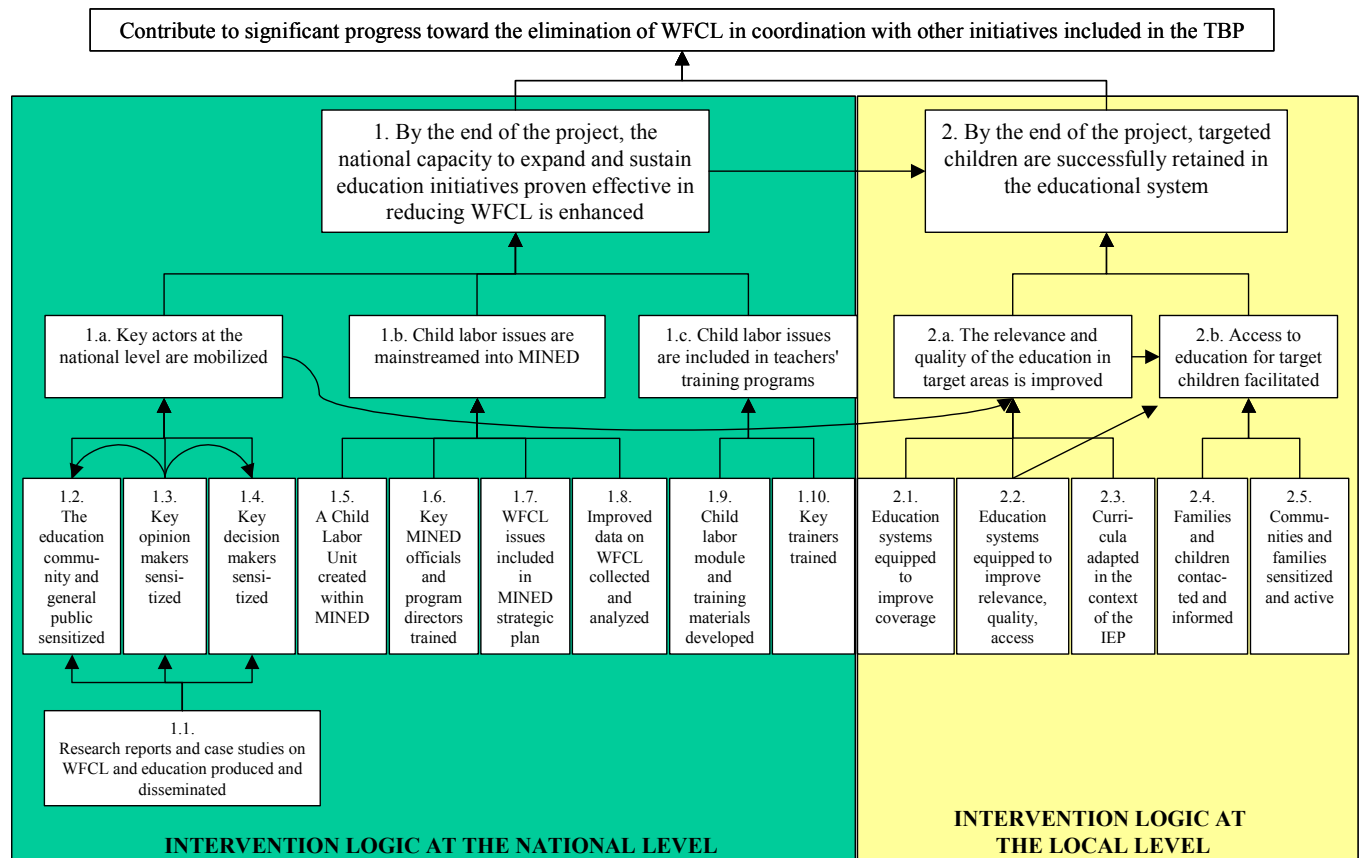


Girls will be the focus of targeted awareness raising campaigns as well, aimed at highlighting the importance of providing for their education among parents, communities and decision makers and promoting positive images of girls and women. In addition, the enhancements to the MINED data gathering tools (educational census, matriculation forms) will provide a wealth of new information on gender trends in child labor and education. The Initiative will work with the Specialized Unit on Child Labor to build capacity to analyze these trends and incorporate them into MINED policy and programs.



4. OBJECTIVES, OUTPUTS, ACTIVITIES AND INDICATORS

The following diagram shows graphically the internal logic of the project (or the program framework), which has been prepared taking into consideration the outcomes of the stakeholders’ meeting held in October 2002 and the strategic guidelines as expressed in the previous chapter.





Development Objective	Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP		
Immediate Objectives	Sub-immediate objectives	Outputs	Activities
1. By the end of the project, the national capacity to expand and sustain education initiatives proven effective in reducing WFCL is enhanced	1.a. Key actors at the national level are mobilized <i>The objective makes reference to initiatives undertaken by key actors to ensure that quality educational services are provided to children engaged in the WFCL or at risk</i>	1.1. Research reports and case studies on WFCL and education produced and disseminated	1.1.1. Identify research subjects and cases to be studied 1.1.2. Commission research activities and studies to local institutions and consultants 1.1.3. Disseminate and publicize reports
		1.2. The education community and the general public (at national level) sensitized on the risks of WFCL and the benefits of education	1.2.1. 2 KAB surveys, one targeted to general public, the other to the education community in target areas 1.2.2. Formative research on needs, means and messages 1.2.3. Design of campaign materials 1.2.4. Implementation of campaign for education community (primary target audience) and the general public (secondary target audience) 1.2.5. Repetition of KAB survey 1.2.6. Awareness raising and social mobilization events with children active participation
		1.3. Key opinion makers sensitized on the risks of WFCL and the benefits of education	1.3.1. Hold meetings with key actors of leading national media 1.3.2. Prepare opinion and editorial articles and submit for publication in leading national media 1.3.3. Training workshops with journalists on child labor and education issues (how to use child labor information to develop articles) 1.3.4. Field visits to project sites with journalists



Development Objective	Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP		
Immediate Objectives	Sub-immediate objectives	Outputs	Activities
		1.4. Key decision makers sensitized on the risks of WFCL and the benefits of education	1.4.1. Hold meetings with representatives of the country's leading companies 1.4.2. Hold meetings with leaders of trade unions (especially teachers' unions) 1.4.3. Hold meetings with employers' organizations 1.4.4. Hold meetings with parliamentarians, mayors and politicians
	1.b. Child labor issues are mainstreamed into MINED	1.5. A Child Labor Unit created within the Ministry	1.5.1. Formulation of a technical proposal including the definition of responsibilities and functions of the unit, and the necessary institutional changes within MINED 1.5.2. Advocacy inside the Technical Committee for the adoption of the proposal 1.5.3. Hold meetings with key officials of MINED 1.5.4. Technical assistance to the Ministry of Education to formulate the Unit's action plan 1.5.5. Provision of equipment and technical materials 1.5.6. Organization of a training seminar for Unit members 1.5.7. Provision of technical assistance when needed
		1.6. Key MINED's officials and program directors trained on the links between child labor and education and the possibilities for action	1.6.1. Design of the training course 1.6.2. Design of evaluation tools to measure capacity acquired due to training 1.6.2. Organization of an annual training seminar (including evaluation of capacity acquired)



Development Objective	Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP		
Immediate Objectives	Sub-immediate objectives	Outputs	Activities
		1.7. WFCL issues included as a crosscutting issue in MINED's strategic planning process	1.7.1. Participatory design of a proposal for the inclusion of WFCL in MINED's strategic planning process 1.7.2. Technical assistance to MINED for the inclusion of WFCL as a crosscutting issue into its strategies and interventions
		1.8. Improved data on WFCL and education collected and analyzed in MINED	1.8.1. Design of a technical proposal to include basic questions regarding child labor in school enrollment forms 1.8.2. Design of a technical proposal to include a child labor module into the educational census 1.8.3. Advocacy with MINED for the inclusion of these tools in information collection systems and databases 1.8.4. Organization of a training workshop for statisticians in MINED about data collection on child labor 1.8.5. Organization of a training workshop with MINED officials (including members of the Child Labor Unit) about child labor data analysis
	1.c. Child labor issues are included in teachers' training programs	1.9. Child labor module and training materials developed	1.9.1. Develop draft modules and teaching materials for pre-service and in-service teachers' training, in coordination with MINED and the Technical Committee 1.9.2. Field test modules and teaching materials 1.9.3. Production of final version of modules and training material
		1.10. Key trainers trained	1.10.1. Identification of interested partners (universities and NGOs) 1.10.2. Organization of train-the-trainers seminars



Development Objective	Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP		
Immediate Objectives	Sub-immediate objectives	Outputs	Activities
2. By the end of the project, targeted children are successfully retained in the educational system	2.a. The relevance and quality of the education offered in target areas is improved	2.1. Educational systems equipped to cope with an increased educational demand in terms of coverage	2.1.1. Conduct a needs assessment of educational systems in target districts 2.1.2. Mobilization of local and national actors for supporting basic equipment to selected schools 2.1.3. Provision of equipment and education materials for selected schools where needed 2.1.4. Advocacy with EDIFAM and other ongoing programs to expand the coverage of Pre School Education and to improve the coverage and record keeping capacity of initial education centers 2.1.5. Advocacy with INSAFORP to expand the coverage and educational offer of its vocational training schemes
		2.2. Educational systems in selected districts equipped to cope with an increased educational demand in terms of relevance, quality and access	2.2.1. Negotiation with school administrators to eliminate fees and uniform requisites 2.2.2. Provision of textbooks and education material to schools as needed (activity 2.1.1) 2.2.3. Establishment of complementary activities to school, such as after school centers, recreational activities, academic leveling courses, or vocational education in conjunction with project partners as needed 2.2.4. Identification of strengths and weaknesses of existing educational programs at local level in selected districts, in collaboration with MINED 2.2.5. Advocacy with MINED and other institutions in order to increase coverage and improve quality of existing programs according to activity 2.2.4.



Development Objective	Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP		
Immediate Objectives	Sub-immediate objectives	Outputs	Activities
		2.3. Curricula adapted in the context of the IEP to reflect child labor issues	2.3.1. Conduct study of good practices in curriculum adaptation 2.3.2. Development of a flexible methodology and training materials on how to include child labor issues in IEP process 2.3.3. Train teachers and pedagogical advisers on the IEP methodology, with emphasis on the WFCL, where needed 2.3.4. Conduct training seminars with community members on their role in the IEP 2.3.5. Provision of technical assistance to communities for the implementation of the IEP 2.3.6. Provide technical assistance to pedagogical advisers to sustain implementation of adapted curricula 2.3.7. Analysis of the experience and dissemination of a good practices study on curriculum adaptation
	2.b. Access to education for targeted children is facilitated	2.4. Families and children contacted and informed on available educational opportunities	2.4.1. Using information from the baseline surveys conducted under the auspices of the Time Bound Program, establish contact with target families in fishing, dumps and sugar cane harvesting and motivate them to participate in program activities 2.4.2. Establish contact with child victims of commercial sexual exploitation to advise them on appropriate educational alternatives and on the rehabilitation model established as part of the TBP 2.4.3. Conduct individual assessments of education needs of target children and their families 2.4.4. Advise families on appropriate formal or non formal educational opportunities for each child



Development Objective	Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP		
Immediate Objectives	Sub-immediate objectives	Outputs	Activities
		2.5. Communities and families sensitized and active in promoting education for children	2.5.1. Design and disseminate awareness raising materials in the communities 2.5.2. Conduct awareness raising seminars with members of the education community on child labor issues 2.5.3. Conduct workshops on the role of parents and teachers in monitoring efforts (in coordination with the child labor monitoring system established by the TBP) 2.5.4. Organization of school fairs, art contests, recreational events, etc. to promote community participation 2.5.5. Development and delivery of basic literacy courses for parents



OBJECTIVES, INDICATORS AND MEANS OF VERIFICATION

As per ILO design methodology, indicators are only needed at the immediate objectives level. However, considering the scope of this project and its close links with other interventions, indicators will also be determined for the development objective and for the sub-immediate objectives. The monitoring plan of the project will include these indicators of achievement and those process indicators needed to monitor the evolution of project activities and the timely delivery of the outputs (e.g. number of trainers trained, number of workshops delivered, etc.)

Objectives	Indicators of Achievement	Means of Verification	Comments
Development Objective			
Contribute to significant progress toward the elimination of WFCL in El Salvador, in coordination with other initiatives included in the TBP	Number of children engaged in selected WFCL	Baseline surveys in selected WFCL and districts and repetition of the baseline surveys at the end of the project (activities included in the project of support to the TBP) Baseline surveys will use primary data as well as information produced through national household surveys and rapid assessments	The analysis of the development objective will be undertaken considering the indicators defined in the project of support to the TBP These indicators will be desegregated by gender, age and geographical area
Immediate Objectives			
1 By the end of the project, the national capacity to expand and sustain education initiatives proven effective in reducing WFCL is enhanced <i>Note: The capacity building efforts will be undertaken in close cooperation with the Ministry of Education and other relevant organizations to make sure that the issue</i>	Number and quality of programs undertaken by national organizations to eliminate the WFCL through education	Implementation reports and ad-hoc information provided by relevant institutions. Qualitative analysis by project management	This indicator has a quantitative and a qualitative component, and it will only consider actions not directly financed by this project or by the project of support to the TBP (also implemented by IPEC), but which have been clearly influenced by them. A breakdown by type of organization will be provided





Objectives	Indicators of Achievement	Means of Verification	Comments
<p><i>of child labor –especially in its worst forms– is mainstreamed into regular programs and activities, in order to scale up and sustain the project's efforts. Scaling up and sustainability would be, then, the main effects being measured by the indicators.</i></p>	<p>Budget allocated to programs dealing with child labor issues in MINED, INSA INSAFORP and the National Bureau for the Family</p>	<p>Ministry of Education: annual budget report. Financial reports by INSA, INSAFORP and the National Bureau for the Family</p>	<p>There are indicators reflecting the budgetary commitments of the GOES, demonstrating the government's capacity and will to address the problem. A breakdown by organization, year and, if possible, geographical area will be provided</p>
	<p>National resources earmarked to improve and expand educational infrastructure</p>	<p>Ministry of Education: annual budget report. Financial reports by key organizations (to be determined)</p>	
	<p>Number of teachers trained using the modules and packages developed by the project</p>	<p>MINED registries of pre-service and in-service training sessions</p>	<p>This indicator will be measured during the last two years of project implementation. It will provide an estimation of the multiplier effect of the training of trainers and the mainstreaming efforts</p>
	<p>Use of new teaching practices by teachers in the “classroom”</p>	<p>Qualitative analysis by implementing agencies and institutions in charge of teachers' training programs using classroom protocols, mini-surveys and other data gathering tools</p>	<p>This indicator will be measured during the last two years of project implementation, as teachers trained with the new tools start implementing what they have learned. The qualitative analysis will also include considerations concerning changes in teacher attitudes and practices, experience with the training program, barriers to implementing the new practices and other pertinent topics</p>





Objectives	Indicators of Achievement	Means of Verification	Comments
<p>2. By the end of the project, targeted children are successfully retained in the educational system</p>	<p>Number of targeted children withdrawn from work enrolled, who attend and persist in formal schools and other appropriate educational programs</p>	<p>Educational centers' reports, gathered and analyzed by implementing agencies at field level Child labor monitoring system established as part of the TBP</p>	<p>The basic indicators presented in this table will be broken down according to the categories included in the progress report format (by type of education, gender and level of completion) “Appropriate” services will be defined according to age and previous studies</p>
	<p>Number of targeted children prevented from entering work enrolled, who attend and persist in formal schools and other appropriate educational programs</p>		
	<p>Academic performance of children targeted by the project</p>	<p>School records and interviews with teachers for a sample of targeted and non targeted children</p>	<p>Qualitative indicator analyzing progress in academic performance as measured by qualifications and teachers' opinions The academic performance of children not directly targeted by the project will also be measured (control group). Indirect benefits (e.g. through teachers' training, improved curriculum, etc.) will not be recognized by this comparison (limitation of the indicator)</p>





Objectives	Indicators of Achievement	Means of Verification	Comments
	Drop-out rates in selected schools and areas	School records and MINED records for selected areas	Eventual changes in drop-out rates in the selected areas will be also a consequence of activities undertaken as part of the national level component of the strategy
Sub-immediate objectives			
1.a. Key actors at the national level are mobilized	Number and type of organizations including the issue of child labor in their political or operational agendas	Official report from key organizations to be selected. If necessary, records from structured interviews or mini-surveys with relevant officials	Indicator with a quantitative and a qualitative component that shows formal commitment to the issue (as a proxy for mobilization). A breakdown by type of organization will be provided.
	Change of awareness on child labor and the role of education among the general public and among key actors (proxy)	Knowledge, Attitude and Behavior surveys undertaken prior and after the awareness raising campaigns, including surveys and focus groups	The level of awareness is considered as a proxy for mobilization. A breakdown by type of actor will be provided (e.g., employers, trade union's leaders, government officials, etc.)
	Number and quality of contents of articles and reportages published and broadcasted during the project period (proxy)	Main national and local media analyzed by project managers	Also a proxy indicator. Quantitative and qualitative analysis of public information, showing changes in how the media deal with this issue



Objectives	Indicators of Achievement	Means of Verification	Comments
1.b. Child labor issues are mainstreamed into MINED	Number of programs and activities in MINED including the issue explicitly	Policy, program and project documents. If necessary, records from structured interviews or mini-surveys with relevant officials	This indicator will reflect the extent of the integration of child labor issues into MINED’s regular activities, including programs dealing with formal and non-formal education and other activities
	Frequency of information on child labor produced by MINED	MINED’s statistical system’s information. Document count	Indicators dealing with the efforts to strengthen the capacity to produce useful information on child labor and education inside MINED
	Use of information on child labor produced by MINED	Mini-survey among key information users in MINED and other key agencies	
1.c. Child labor issues are included in teachers' training programs	Number of training programs implemented using the materials developed by the project	Information provided by MINED and by institutions in charge of training (e.g. Catholic University)	Breakdown by type of program (before-service and in-service training) and by geographical area will be provided



Objectives	Indicators of Achievement	Means of Verification	Comments
2.a. The relevance and quality of the education offered in selected districts is improved	Proportion of schools adequately equipped to deal with child labor issues in targeted areas	Baseline survey on school quality Records from schools and qualitative analysis of infrastructure, curriculum and pedagogical material by project management	This is a composite indicator considering number of trained teachers, ratio teachers-students, quality of infrastructure, quality of curriculum and quality of pedagogical material A specific benchmark will be defined at the beginning of project implementation to define the terms “adequately equipped” Specific measures will be taken to provide the information required in the progress report format A breakdown by geographical area will be provided
	Percentage of schools in target areas that adopt improved curricula (as defined by the project)	Records from schools	A breakdown by geographical area will be provided
	Percentage of targeted schools that have teachers trained in improved methods	Records from schools	A breakdown by geographical area will be provided
	Percentage of targeted schools that have administrators trained in improved methods	Records from schools	A breakdown by geographical area will be provided





Objectives	Indicators of Achievement	Means of Verification	Comments
	Number and type of non-formal education center or activity established by project partners under project influence	Reports from project partners and progress reports by implementing agencies Qualitative analysis by project team	A breakdown by type of education provided, type of responsible institution and geographical area will be provided A qualitative analysis of how the non-formal education offer matches local needs will be undertaken
2.b. Access to education for targeted children is facilitated	Opinion of targeted parents on relevance, cost and quality of the local education system	KAB survey and repetition of the KAB survey	This qualitative indicator (which will be quantified to provide easy-to-read frequency tables) will provide the same information as the indicator on general awareness, but limited to the targeted parents. A before and after study will be conducted using the Knowledge, Attitudes and Behavior surveys. A breakdown on gender, geographical region and educational level of parents will be provided
	Nature and frequency of participation of families in project activities	Qualitative analysis by implementing agencies using observation protocols, mini-surveys and other data gathering tools	The qualitative analysis will also include considerations concerning changes in parents' attitudes and practices, experience with the project, barriers to participation and other pertinent topics





Objectives	Indicators of Achievement	Means of Verification	Comments
	Number of actions against desertion undertaken as a consequence of community complaints	Child labor monitoring system (established as part of the project of support to the TBP) and school-based monitoring	This indicator will reflect the community commitment towards the elimination of child labor through education, as expressed in the number of complaints and in the number and type of action undertaken to solve the identified problems. A breakdown by worst form of child labor will be provided



5. ASSUMPTIONS

During the stakeholders workshop of October it was acknowledged that, for the successful execution of the project, certain conditions must be verified at the national and local level. Some of these conditions have been incorporated into the project strategy; others will be external factors and will be therefore considered as assumptions.³

The assumptions list includes the necessary complementary interventions to be implemented by other organizations and relevant contextual factors that are beyond the control of project management. The likelihood of occurrence of all the assumptions listed in the table is high. However, project managers will monitor the evolution of the situation to identify any changes in the external factors that might affect the achievement of the project objectives, and to act consequently.

The assumptions are closely linked to the project internal logic. The following table shows these links, since the assumptions at each level are the conditions that have to be met to achieve the objective at the higher level (e.g., the assumptions at the immediate objectives' level have to hold true for the development objective to be achieved).

³ Although some of these assumptions are pre-conditions, according to ILO and IPEC design methodologies, pre-conditions can constitute a special kind of assumption. The inclusion of such pre-conditions reflects the immediate need for some basic hypothesis to hold true. Those issues identified as assumptions will be monitored and, whenever possible, influenced by the project management, although they remain outside the project control.



Internal logic	Assumptions
<p>Immediate Objectives to Development Objective</p>	<p><i>(If the IO's are achieved and the assumptions hold true, then it would be highly probable to achieve the DO)</i></p> <ul style="list-style-type: none"> - Economic stability continues and the percentage of the population living below the poverty line remains stable or improves - The general budget allocated for education and social programs will remain stable or it will be increased during the project life (as will happen in 2003 as compared to 2002) - International donors and other actors maintain the priority placed on education
<p>Sub-immediate objectives to immediate objective</p>	<p><i>(If the Sub-IO's are achieved and the assumptions hold true, then it would be highly probable to achieve the IOs)</i></p> <ul style="list-style-type: none"> - Most of the technical officers trained by the project will keep positions of responsibility in MINED - The PEI process is expanded, initiated in the target areas and consolidated - The number of teachers in the educational system is sufficient to ensure appropriate coverage - There is support for project activities on the part of media directors - The quality and commitment of the organizations working in the field is sufficient to ensure adequate implementation; if this is not the case, these organizations are open to the capacity strengthening activities offered by the project - The education infrastructure in the project areas do not suffer substantial damages from natural catastrophes





Internal logic	Assumptions
Outputs to sub-immediate objectives	<p><i>(If the outputs are delivered and the assumptions hold true, then it would be highly probable to achieve the Sub-IOs)</i></p> <ul style="list-style-type: none"> - There are no political pressures limiting the possibility of expanding MINED’s programs to the project’s areas of action - The targeted families generate extra income and the resources of the educational centers are optimized, so the proportion of education expenditures on the total family budget is reduced, thus increasing families’ willingness to pay for education - Systems for education support are developed as necessary - The organizations in charge of teachers training courses cooperate with the project - The participants in the Technical Committee established as part of the project management structure have decision making power inside their organizations - The existing programs in MINED continue to exist and receive sufficient economic resources - The labor relations between teachers and the administration remain stable (e.g. no significant teacher’s strikes are produced)





6. SUSTAINABILITY

The Time Bound Program and the Education Initiative must be country-led efforts. National and local actions taken by this project will be undertaken within the parameters of existing and planned government programs and policies. Through technical assistance, the project will support the Ministry of Education to expand these programs to the target areas of the Time Bound Program. Most of the cost will be borne by the government. This project will work with the government to assure that the targeted areas, as well as other areas with a high incidence of the WFCL, receive priority attention in the expansion of services. The expansion will not be dependent on project resources, and their continuance after the completion of the Education Initiative is considered very likely.

During the course of implementation, mechanisms to provide for the recurring costs of the non-formal education programs provided by implementing agencies after this project's end will be sought. Parallel to this effort, the project will seek to identify local sources of financial and in-kind support. The project will motivate families to enroll their children in school by supporting the schools themselves (with textbooks, recreational materials, etc.) instead of providing assistance directly to families. This approach will be integrated with the Time Bound Program's community development efforts.

As the project's principal interlocutor at the technical level with MINED, the Child Labor Unit will be a key partner in adapting MINED programs and policies to facilitate the successful transition of child laborers into the educational system. The project will build the capacity of the staff of the Specialized Unit through training and other technical assistance, thereby allowing MINED to benefit from institutionalized expertise on the nexus between child labor and education. The members of the Unit will in turn be able to act as trainers for other actors from government and civil society. It is expected that the recurring expenses of the Unit will



be covered by MINED's regular budget, so that combating child labor through education will continue to be an institutional priority after the project is completed.

Promoting a teacher-training module that prepares prospective teachers to meet the challenges of incorporating child laborers and at-risk children into the educational system will sensitize new teachers to the problem and equip them to address it. At the local level, making school curricula more relevant and appropriate for former child laborers attacks one of the root causes of child labor by helping to increase demand for education. The module developed on child labor will be available for all schools that modify their curricula under the PEI methodology during and after this project's implementation.

The monitoring system is also designed to promote sustainability, providing a link between information generated at the local level (regarding increases in child labor, work conditions, etc.) and government agencies charged with providing a response to the problem. By involving teachers, community leaders and other local actors as well as government ministries from the beginning, the project will build capacity to continue to monitor child labor in the target communities and at the national level when this project ends. Working in collaboration with the project of support to the TBP, the EI will develop databases that will facilitate both program monitoring and evaluation and child labor monitoring. They will be designed to be user friendly so that, when the EI ends, local actors can continue to use them with a minimum of training.



7. INSTITUTIONAL FRAMEWORK AND PROJECT MANAGEMENT

7.1. Institutional Arrangements

Like the Time-bound Program, the Education Initiative will be country-owned. To this end, the Education Initiative will be included in the work of the National Steering Committee. Members include the Ministry of Education, the Ministry of Labor, the Salvadoran Institute for the Development of Children and Adolescents (ISNA), workers and employers organizations, and leading civil society organizations working for children's rights. The National Steering Committee will meet regularly to review the program's progress and to consider additional ways that members' respective organizations can contribute. Steering Committee members also will be asked to contribute their particular expertise in developing innovative strategies to attain the Initiative's objectives.

The Ministry of Education will be a principal counterpart of this initiative. MINED has a strong human and financial resource base relative to other government agencies. MINED implements large-scale efforts in collaboration with international agencies such as the World Bank and the Inter-American Development Bank to improve quality and coverage of the educational system and has administrative controls in place. As described previously, it has launched an ongoing education reform in the years since the civil war ended, and this has involved initiatives that have increased access and relevance of education for working children. However, the reforms have not been specifically targeted toward ameliorating the child labor situation and there is a lack of expertise in this area. Therefore this initiative will seek to increase the capacity of MINED to address child labor through education by creating a Child Labor Unit and training other MINED officials. By creating a permanent base of knowledge and expertise within MINED, the project seeks to ensure that child labor issues will be considered in a crosscutting manner in the wide range of MINED activities.



At the implementing level, ILO-IPEC will work with universities, consultants, NGOs and CBOs with relevant experience, strong institutional capacity and a proven track record. The Education Initiative will hire consultants and subcontractors to both support academic and policy research and evaluation as well as implement local activities that promote education as an alternative to child labor. These experts form a team of the most prestigious and experienced educational research organizations in the country. The education organizations will develop the research studies, program and policy analyses and curricula that will be the backbone of proposed changes to the formal and non-formal education systems in El Salvador. Their national stature alone will attract the interest and commitment of key actors in the educational system to the issue of combating child labor through education. The following is a list of these organizations with a brief summary of their role in the Education Initiative:

- **The Entrepreneurial Foundation for Education Development (FEPADE).** The leading educational research organization in El Salvador, FEPADE will contribute to incorporating child labor in school curricula and teacher training and writing educational policy papers.
- **The University of Central America (UCA).** UCA has had a central role in formulating and implementing the ongoing Education Reform in El Salvador. UCA will support the Initiative in teacher training and efforts to implement the Institutional Education Program in target communities.
- **Emprecultura, Inc.** Emprecultura is a consulting firm with extensive experience in researching non-formal and formal education issues. Emprecultura will provide technical assistance to the Child Labor Unit of MINED and develop awareness raising materials.

The Education Initiative will also benefit from the participation of NGOs and other community based organizations with extensive experience in promoting education as an alternative to child labor. The Education Initiative has recruited a core group of these organizations, which, in implementing other ILO-IPEC projects, has demonstrated the technical capacity and organizational vision to effectively address the complex issue of transferring children from work to school. The following is a list of these organizations and a brief summary of their role in the Education Initiative:

- **Dr. Guillermo Manuel Ungo Foundation (FUNDAUNGO).** FUNDAUNGO, an NGO with wide experience in working with MINED to improve coverage and quality of the educational system, will



contribute to community organization and the introduction of non-formal and formal education in target areas.

- The **Salvadoran Integral Education Foundation (FEDISAL)**. A non-profit organization founded by leading Salvadoran entrepreneurs, FEDISAL will contribute to the vocational education component of the EI and will provide important links to potential employers.
- The **Salvadoran Association for Rural Health (ASAPROSAR)** has an excellent record in removing child laborers in trash dumps and enrolling them in school. They will contribute to establishing non-formal and transitional educational services in target districts, especially in the interventions in trash dumps. Non-formal educational services will be integrated into the PEI process, which allows for NGOs and other private groups to complement MINED services.

The **Agape Association of El Salvador** has extensive experience providing education to at-risk children, particularly in rural areas, and will help implement the Education Initiative in sugar cane harvesting

7.2. Project Management

The Education Initiative will be led by a **Program Director** responsible for the overall management and coordination of the Education Initiative. He will devote most of his time to inter-institutional coordination (between IPEC- ILO, MINED and with the National Steering Committee) and monitoring program performance. He will also supervise the design, delivery and reporting of the action programs (small projects directly targeting the expected beneficiaries at the local level) and the coordination with the implementing agencies. The Director will be responsible for using the monitoring information to continuously update the planning of activities, draw lessons learned and good practices and to report to the donor and other major stakeholders.

An **Education Specialist** will be a key part of the management team, reporting to the Program Director. The Specialist will be responsible for supporting the design, monitoring and progress report of the action programs, and for the overall relations with the implementing agencies concerning technical issues. He will provide technical support to the Ministry of Education to guarantee that its programs are responsive to the needs of the target groups of this initiative. He will organize workshops and meetings at the national and local level. The Education Specialist also will support the Director's activities in the design and implementation of



a child labor monitoring system at both national and local levels, and in the overall process of monitoring and evaluation of the program.

Additional Staff. A part time coordinator of the commercial sexual exploitation component will organize trainings, conduct a diagnostic of the system to detect and respond to cases of CSE, identify an appropriate implementing agency to begin direct action, and create a sustainable strategy with the agency selected. An expert in this area is considered important because the capacity of civil society organizations in this area is particularly weak and experience is minimal.

A Project Assistant will ensure the financial and administrative management of the project and the preparation of reports. He / She will also support the implementing agencies in the preparation of budgets and financial reporting. He / She will provide all necessary assistance to the Project Director and the Education Specialist, especially for the preparation of workshops, seminars and meetings.

Other ILO-IPEC personnel from field offices will contribute to the implementation of the Education Initiative but are not included in the Education Initiative's budget. ILO-IPEC's Chief Technical Advisor, National Program Manager and Technical Officer are integral members of the ILO-IPEC Time-bound Program team, and they will ensure coherence between the TBP and the Education Initiative and participate in formulating joint strategies and all aspects of day-to-day operations.

The ILO-IPEC Baseline Survey Officer assigned to El Salvador, and a Design, Monitoring and Evaluation (DME) Officer (based in San José, Costa Rica) will provide technical assistance to the program's implementation. They will work with subcontractors and consultants to ensure quality work that contributes to attaining the Initiative's objectives by reviewing all technical reports from the project, identifying areas where implementation should improve, and working with Initiative staff to remedy problems. The Program Officer will seek to replicate successful strategies culled from other IPEC projects in the region and



worldwide. The DME officer will work closely with universities and other subcontractors charged with conducting baseline and other surveys; provide technical assistance to the formulation of work plans with subcontractors; help develop the child labor monitoring system; and design and participate in evaluations of the Initiative. The DME Officer and the Baseline Survey Officer will visit El Salvador regularly to monitor the evolution of the program.

In order to implement this program, ILO-IPEC will use its existing infrastructure in the country. An office and common spaces will be made available in the ILO-IPEC building in San Salvador. Some improvements to the physical plant will be necessary to accommodate the additional staff.

The Sub-regional Coordination of IPEC as well as ILO Area Office in San José, Costa Rica, will provide administrative and technical support to the program. ILO-IPEC in Geneva will also backstop the program, providing technical expertise in education and child labor and all the necessary support to facilitate management, while supervising it and ensuring full respect to agreed procedures and rules.

All pedagogic and awareness raising materials will be developed using the expertise of qualified consultants, and ILO-IPEC communications experts in the Sub-regional Coordination will participate in defining general strategies and making use of existing, relevant IPEC materials. All deliverables will be submitted to USDOL/ILAB for approval before they are used. The quantity and quality of the materials will be decided according to the needs of the target population and USDOL regulations.

The efforts to build national capacity and strengthen national institutions and policies on education and child labor will be coordinated with the Time-Bound Program. ILO-IPEC possesses relevant expertise and experience in capacity building and institutional development efforts, including training personnel and documenting good practices. Local and international external consultants will be used as needed.



8. INPUTS

9. PROJECT PLANNING, MONITORING AND EVALUATION

Planning, monitoring and evaluation of this project of support will serve the overall strategy by developing the knowledge base on child labour in the country, mobilizing resources and institutions around this issue, and building capacity to perform these functions at the national level and in the local communities. As in any other project, planning, monitoring and evaluation also will serve as management tools for implementation and accountability.

IPEC established procedures, which are based on ILO guidelines for technical cooperation projects, will be used throughout the cycle of the project.

Overall project level

A *planning meeting* with all partner agencies will be organized at the beginning of the project. Upon completion of the different baseline surveys and after the consolidated analysis of the information, a *project monitoring plan* will be prepared, including revising the list of indicators provided in this document, defining targets, and giving further detail on the means of verification. This will ensure that all indicators are detailed, quantifiable, result-oriented, and verifiable. Additional indicators might be added if needed. Partners including USDOL will be provided with a copy of the revised list of the indicators and the baseline documents as an annex to the corresponding progress report.

An annual work plan for the project is attached to this document. It includes dates for when action programs and individual components have to be developed and implemented. A copy of the annual work plan will be submitted to key partners.



Monitoring will focus on the use of inputs, the execution of activities, the delivery of outputs, and the progress in achieving the project objectives. It will also look closely at the linkages between this project and other related interventions to promote education as a means to eliminate the WFCL, either implemented by the ILO and IPEC or by other donors and agencies. One of the key functions of monitoring will be ensuring coordination with the national social programs, especially in the area of education. Regular review meetings will be organized with all partner agencies in order to assess progress, review obstacles, and define strategies for improvement.

Because the project of support to the TBP and the EI share the same target group, it is anticipated that the most efficient way to monitor the will be to create an integrated program monitoring system. The system will be based on a user friendly application capable of maintaining updated information on beneficiaries and that includes the indicators of both projects. EI and TBP implementing agencies will be charged with maintaining these databases, while EI and TBP staff perform quality control and periodic verification of the information generated.

ILO will report quarterly to key partners, including USDOL on progress achieved, problems faced, and proposed corrective action based on project monitoring activities and the regular progress reports required by ILO-IPEC. This will include reporting on some of the indicators established in the project monitoring plan. The frequency of information updating will depend on the nature of the indicators. Reporting to the donor will be in accordance with the reporting schedule and format agreed on with USDOL. In addition ILO will submit detailed financial reports on a biannual basis.

Key partners including USDOL will be informed of and invited to participate in all major events related to this project.



ILO-IPEC will undertake field missions to project sites, including Action Programme sites, to monitor the implementation of the project.

The Project Director and the Chief Technical Advisor, in consultation with the San José ILO Area Office Director and IPEC headquarters, may approve minor revisions of work plans and line item allocations of partner agencies. Where it is decided that project changes are large enough to require revision in the approaches, strategies, and outputs of this document, such revisions will follow ILO-standard procedures and the Management Procedures Guidelines for the Education Initiative.

An *annual self-evaluation* report for the whole project, as required by internal ILO procedures, will be prepared.

A *mid-term evaluation process* will be carried out as agreed upon by the partners, USDOL and ILO-IPEC, in accordance with the monitoring plan. It will be designed as an input for the continuous planning process of the project.

A *final independent evaluation with external participation* will be conducted at the end of the project. It will analyze the overall effects of the different initiatives on the magnitude and incidence of the worst forms of child labor. Its focus will be on the TBP as a whole, although special emphasis will be placed on the project of support objectives. The exercise will include impact assessment through the repetition of the baseline surveys, financed by the project of support to the TBP.

The exact nature of the evaluations (purpose, timing, issues to be addressed, approach and methodology etc.) will be decided in consultation with partners, including the donors and main stakeholders. The evaluation function at IPEC headquarters will coordinate these exercises. USDOL will receive a copy of both evaluation reports and will be given the option of participating in them.



The National Steering Committee and related national mechanisms will be involved in the process as appropriate, including receiving a copy of the evaluation reports.

USDOL reserves the right to request that the ILO's external auditor undertake a financial audit of this project. In the eventuality that such audit is requested, additional terms of reference governing the audit would be agreed upon by the donor and the ILO, and attached as an Addendum to this document, and additional funds would be set aside to meet the costs of the audit.

Action Programme Level

The execution of the Action Programs will be subcontracted to implementing agencies. In line with regular ILO-IPEC procedures, formal agreements between the implementing agency and the ILO include an Action Programme Summary Outline (APSO, i.e. project document in the logical framework format, together with an overall work plan) and a detailed budget. This will be developed by the implementing agencies in consultation with the ILO-IPEC field staff. IPEC Geneva will obtain the approval of the relevant ILO departments. Within one month from the signature of the subcontracts between the implementing agencies and the ILO, the implementing agencies will submit a detailed work plan, which will include a programme monitoring plan.

Copies of Action Programme Summary Outlines for Action Programs with more than a \$100,000 budget approved in the period covered will be included with the technical progress reports to USDOL.

Implementing agencies will be required to organize regular consultations with their target groups, including at the design stage of the action programme.

Progress and financial reports, and expenditure forecasts will be prepared by the implementing agencies on a fourth-monthly basis.



Programme monitoring and self-evaluations (mid-term and final) will be carried out for each Action Programme by the implementing agencies according to ILO-IPEC procedures. Independent evaluations of specific Action Programs can be carried out by mutual agreement and with the provision of additional funds.



10. BUDGET





































11. WORK PLAN

Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006				
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
OUTPUT 1.1. Research reports and case studies on WFCL and education produced and disseminated																					
1.1.1. Identify research subjects and cases to be studied	Dec 2002	Dec 2004	NGOs, consultants and research institutions		←————→																
1.1.2. Commission research activities and studies to local institutions and consultants	Mar 2003	Jun 2005	Project Director Education Specialist		←————→																
1.1.3. Disseminate and publicize reports	Oct 2003	Feb 2006	EI and TBP staff						←————→												
Output 1.2: The education community and the general public (at national level) sensitized on the risks of WFCL and the benefits of education																					
1.2.1. KAB survey	Dec 2002	Dec 2003	DIGESTYC/ Consultants		←————→																
1.2.2. Formative research on needs, means and messages	Aug 2003	Apr 2004	Consultants						←————→												
1.2.3. Design of campaign materials	Sept 2003	Jun 2004	Publicity Agency						←————→												
1.2.4. Implementation of campaign for education community (primary target audience) and the general public (secondary target audience)	Nov 2003	Jan 2006	Publicity Agency						←————→												
1.2.5. Repetition of KAB survey	Nov 2005	Jan 2006	DIGESTYC Consultants															←————→			
1.2.6. Awareness raising and social mobilization events with children active participation	Jun 2004	Mar 2006	Implementing Agencies - Consultants						←————→												
Output 1.3: Key opinion makers sensitized on the risks of WFCL and the benefits of education																					
1.3.1. Hold meetings with key actors of leading national media	Jun 2003	Mar 2006	EI and TBP staff						←————→												





Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006			
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.3.2. Prepare opinion and editorial articles and negotiate publication in leading national media	Mar 2003	Mar 2006	EI and TBP staff, consultants	Continuous activity	←-----→															
1.3.3. Training workshops with journalists on child labor and education issues (how to use child labor information to develop articles)	Jun/Jul 2003	Jun/Jul 2006	EI and TBP staff		←-----→															
1.3.4. Field visits to project sites with journalists	Oct 2003	Mar 2006	EI and TBP staff	Ongoing activity	←-----→															
Output 1.4: Key decision makers sensitized on the risks of WFCL and the benefits of education																				
1.4.1. Hold meetings with representatives of the country's leading companies	Dec 2003	Mar 2006	EI and TBP staff	Continuous activity	←-----→															
1.4.2. Hold meetings with leaders of trade unions (especially teachers' unions)	Feb 2003	Mar 2006	Project Director - Education Specialist	Continuous activity	←-----→															
1.4.3. Hold meetings with employers' organizations	Nov 2002	Dec 2004	EI and TBP staff	Continuous activity	←-----→															
1.4.4. Hold meetings with parliamentarians, mayors and politicians	Feb 2003	Sep 2006	EI and TBP staff	More intensive during campaign seasons	←-----→															
Output 1.5: A Child Labor Unit created within the Ministry																				
1.5.1. Formulation of a technical proposal including the definition of responsibilities and functions of the unit, and the necessary institutional changes within MINED	Mar 2003	Jul 2003	Project Director - Education Specialist	Coordinated closely with MINED	↔															
1.5.2. Advocacy inside the Technical Committee for the adoption of the proposal	Jul 2003	Oct 2003	Project Director - National Program Manager		↔															
1.5.3. Hold meetings with key officials of MINED	Mar 2003	Dec 2003	Project Director, CTA		↔															



Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006			
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.5.4. Technical assistance to the Ministry of Education to formulate the Unit's action plan	Oct 2003	Dec 2003	EI and TBP staff consultant					◊												
1.5.5. Provision of equipment and technical materials	Jan 2004	Mar 2004	EI and TBP staff					◊												
1.5.6. Organization of a training seminar for Technical Staff	Oct 2003	Dec 2003	EI and TBP staff				◊													
1.5.7. Provision of technical assistance when needed	Jan 2004	Mar 2006	EI and TBP staff, consultant						←—————→											
Output 1.6: Key MINED's officials and program directors trained on the links between child labor and education and the possibilities for action																				
1.6.1. Design of the training course	Apr 2003	Jun 2003	EI and TBP staff			◊														
1.6.2. Design of evaluation tools to measure capacity acquired due to training	Apr 2003	Jun 2003	EI and TBP staff			◊														
1.6.3. Organization of an annual training seminar (including evaluation of capacity acquired)	Oct 2003	Dec 2003	EI and TBP staff				◊													
Output 1.7: WFCL issues included as a crosscutting issue in MINED's strategic planning process																				
1.7.1. Participatory design of a proposal for the inclusion of WFCL in MINED's strategic planning process	Oct 2002	Sep 2003	EI and TBP staff		→															
1.7.2. Technical assistance to MINED for the inclusion of WFCL as a crosscutting issue into its strategies and interventions	Oct 2003	Mar 2006	EI and TBP staff	Upon request, offered during the duration of the project					←—————→											
Output 1.8: Improved data on WFCL and education collected and analyzed in MINED																				
1.8.1. Design of a technical proposal to include basic questions regarding child labor in school enrollment forms	May 2003	Oct 2003	EI and TBP staff	To be revisited annually		↔														





Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006			
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.8.2. Design of a technical proposal to include a child labor module into the educational census	Apr 2003	Nov 2003	EI and TBP staff	To be revisited annually		↔														
1.8.3. Advocacy with MINED for the inclusion of these tools in information collection systems and databases	Jul 2003	Oct 2003	EI and TBP staff				↔													
1.8.4. Organization of a training workshop for statisticians in MINED about data collection on child labor	Jan 2003	Mar 2003	EI and TBP staff, consultant		◊															
1.8.5. Organization of a training workshop with MINED officials (including members of the Child Labor Unit) about child labor data analysis	Apr 2004	Jul 2004	EI and TBP staff, consultant					↔												
Output 1.9: Child labor module and training materials developed																				
1.9.1. Develop draft modules and teaching materials for pre-service and in-service teachers' training, in coordination with MINED and the Technical Committee	Apr 2003	Aug 2003	EI and TBP staff Universities Teachers' organizations			↔														
1.9.2. Field test modules and teaching materials	Oct 2003	Apr 2004					↔													
1.9.3. Production of final version of modules and training material	Jun 2004	Jul 2004							◊											
Output 1.10: Key trainers trained																				
1.10.1. Identification of interested partners (universities and NGOs)	Jan 2003	Mar 2003	Project Director, Education Specialist		◊															
1.10.2. Organization of train-the-trainers seminars	Jul 2004	Mar 2006	EI and TBP staff MINED Universities, NGO's							↔										





Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006			
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Output 2.1: Educational systems equipped to cope with an increased educational demand in terms of coverage.																				
2.1.1. Conduct a needs assessment of educational systems in target districts	Jul 2002	Dec 2003	EI staff, Implementing agencies, consultant		→															
2.1.2. Mobilization of local and national actors for supporting basic equipment to selected schools	Jun 2003	Mar 2006	EI and TBP staff, Implementing agencies			←											→			
2.1.3. Provision of equipment and education materials for selected schools where needed	Jan 2004	Mar 2006	Implementing agencies					←										→		
2.1.4. Advocacy with ISNA and other ongoing programs to expand the coverage of Pre School Education	Jan 2003	Mar 2006	EI and TBP staff		←													→		
2.1.5. Advocacy with INSAFORP to expand the coverage and educational offer of vocational training schemes	Jan 2003	Jul 2006	EI and TBP staff		←													→		
Output 2.2: Educational systems equipped to cope with an increased educational demand in terms of relevance, quality and access.																				
2.2.1. Negotiation with school administrators to eliminate fees and uniform requisites	Oct 2002	Dec 2005	EI and TBP staff	This activity will take place before each school year														→		
2.2.2. Provision of textbooks and education material to schools	Nov 2002	Jul 2003	EI and TBP staff, MINED		→															
2.2.3. Establishment of complementary activities to school	Jul 2003	Dec 2005	Implementing agencies	Continuous activity, depending on local needs			←											→		
2.2.4. Identification of strengths and weaknesses of educational programs	Mar 2003	Nov 2003	Project Director, consultant		←	→														
2.2.5. Advocacy with MINED and other institutions	Dec 2003	Mar 2006	EI and TBP staff					←										→		
Output 2.3: Curricula adapted in the context of the PEI to reflect child labor issues																				
2.3.1. Conduct study of good practices in curriculum adaptation	Mar 2003	Jul 2003	Project Director consultant	Good practices both national and international	↔															





Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006			
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.3.2. Development of a flexible methodology and training materials	June 2003	Sep 2003	Project Director NGOs / Univrs.				◊													
2.3.3. Train teachers and pedagogical advisers on the PEI methodology	Sep 2003	Nov 2005	Educational specialist, NGO's / Universities, Teachers' Assoc					←————→												
2.3.4. Conduct training seminars with community members on their role in the PEI	Nov 2003	Dec 2005		Permanent activity, depending on local needs					←————→											
2.3.5. Provision of technical assistance to communities for the implementation of the PEI	Apr 2004	Mar 2006		Permanent activity, depending on local needs					←————→											
2.3.6. Provide technical assistance to pedagogical advisers to sustain implementation of adapted curricula	Apr 2004	Mar 2006	Project Director NGOs	As needed				←————→												
2.3.7. Analysis of the experience and dissemination of good practices	Sep 2005	Jan 2006	Project Director NGOs																↔	
Output 2.4: Families and children contacted and informed on available educational opportunities																				
2.4.1. Establish contact with target families in fishing, trash dumps and sugar cane harvesting	Jul 2003	Dec 2004	Implementing agencies					←————→												
2.4.2. Establish contact with child victims of commercial sexual exploitation	Jul 2003	Dec 2005	Implementing agencies ISPM					←————→												
2.4.3. Individual assessments of education needs of target children and their families	Jul 2003	Feb 2006	Implementing agencies	Continuous activity				←————→												
2.4.4. Advise families on appropriate formal or non formal educational opportunities for each child	Jul 2003	Feb 2006	Implementing agencies	Continuous activity				←————→												
Output 2.5: Communities and families sensitized and active in promoting education for children																				
2.5.1. Design and disseminate awareness raising materials	Oct 2003	Mar 2006	EI and TBP staff, Implementing agencies	Continuous activity				←————→												





Outputs/Activities	Start Date	Finish Dat	Responsible Person	Remarks	2003				2004				2005				2006			
					1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.5.2. Conduct awareness raising seminars with members of the education community	Nov 2003	Mar 2006	EI and TBP staff, Implementing agencies, MINED	Continuous activity					←————→											
2.5.3. Conduct workshops on the role of parents and teachers in monitoring	Sep 2003	Mar 2006		Continuous activity					←————→											
2.5.4. Organization of school fairs, art contests, recreational events, etc. to promote community participation	Oct 2003	Mar 2006							←————→											
2.5.5. Development and delivery of basic literacy courses for parents	Oct 2002	Mar 2006		Tied to awareness activities developed in the communities.	←————→															





Annex: Logical Framework Matrix (USDOL Education Initiative Model)*

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p><u>Development Objective</u> Contribute to significant progress toward the elimination of WFCL in El Salvador in coordination with other initiatives included in the TBP</p>	<ul style="list-style-type: none"> • Number of children engaged in selected WFCL 	<ul style="list-style-type: none"> • Baseline surveys in selected WFCL and districts and repetition of the baseline surveys at the end of the project (activities included in the project of support to the TBP) Baseline surveys will use primary data as well as information produced through national household surveys and rapid assessments 	
<p><u>Immediate Objectives</u> 1. By the end of the project, the national capacity to expand and sustain education initiatives proven effective in reducing WFCL is enhanced</p>	<ul style="list-style-type: none"> • Number and quality of programs undertaken by national organizations to eliminate the WFCL through education • Budget allocated to programs dealing with child labor issues in MINED, INSA INSAFORP and the National Bureau for the Family • National resources earmarked to improve and expand educational infrastructure • Number of teachers trained using the modules and packages developed by the project • Use of new teaching practices by teachers in the “classroom” 	<ul style="list-style-type: none"> • Implementation reports and ad-hoc information provided by relevant institutions. Qualitative analysis by project management • Ministry of Education: annual budget report. Financial reports by INSA, INSAFORP and the National Bureau for the Family • Ministry of Education: annual budget report. Financial reports by key organizations (to be determined) • MINED registries of pre-service and in-service training sessions • Qualitative analysis by implementing agencies and institutions in charge of teachers’ training programs using classroom protocols, mini-surveys and other data gathering tools 	<p>Economic stability continues and the percentage of the population living below the poverty line remains stable or improves.</p> <p>The general budget allocated for education and social programs will remain stable or it will be increased during the project life (as will happen in 2003 as compared to 2002).</p> <p>International donors and other actors maintain the priority placed on education</p>

* The elements of this matrix are identical to those included in the relevant chapters of the project document



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
2. By the end of the project, targeted children are successfully retained in the educational system	<ul style="list-style-type: none"> • Number of targeted children withdrawn from work enrolled, who attend and persist in formal schools and other appropriate educational programs • Number of targeted children prevented from entering work enrolled, who attend and persist in formal schools and other appropriate educational programs • Academic performance of children targeted by the project • Drop-out rates in selected schools and areas 	<ul style="list-style-type: none"> • Educational centers' reports, gathered and analyzed by implementing agencies at field level. Child labor monitoring system established as part of the TBP • Educational centers' reports, gathered and analyzed by implementing agencies at field level. Child labor monitoring system established as part of the TBP • School records and interviews with teachers for a sample of targeted and non targeted children • School records and MINED records for selected areas 	
<p>Sub-Immediate Objectives</p> <p>1.a. Key actors at the national level are mobilized</p>	<ul style="list-style-type: none"> • Number and type of organizations including the issue of child labor in their political or operational agendas • Change of awareness on child labor and the role of education among the general public and among key actors (proxy) • Number and quality of contents of articles and reportages published and broadcasted during the project period (proxy) 	<ul style="list-style-type: none"> • Official report from key organizations to be selected. If necessary, records from structured interviews or mini-surveys with relevant officials • Knowledge, Attitude and Behavior surveys undertaken prior and after the awareness raising campaigns, including surveys and focus groups • Main national and local media analyzed by project managers 	<p>Most of the technical officers trained by the project will keep positions of responsibility in MINED.</p> <p>The PEI process is expanded, initiated in the target areas and consolidated.</p> <p>The number of teachers in the educational system is sufficient to ensure appropriate coverage.</p>
1.b. Child labor issues are mainstreamed into MINED	<ul style="list-style-type: none"> • Number of programs and activities in MINED including the issue explicitly • Frequency of information on child labor produced by MINED • Use of information on child labor produced by MINED 	<ul style="list-style-type: none"> • Policy, program and project documents. If necessary, records from structured interviews or mini-surveys with relevant officials • MINED's statistical system's information. Document count • Mini-survey among key information users in MINED and other key agencies 	<p>There is support for project activities on the part of media directors.</p> <p>The quality and commitment of the organizations working in the field is sufficient to ensure adequate implementation; if this is not the case, these organizations are open to the capacity</p>
1.c. Child labor issues are included in teachers' training programs	<ul style="list-style-type: none"> • Number of training programs implemented using the materials developed by the project 	<ul style="list-style-type: none"> • Information provided by MINED and by institutions in charge of training (e.g. Catholic University) 	



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
2.a. The relevance and quality of the education offered in target areas is improved	<ul style="list-style-type: none"> • Proportion of schools adequately equipped to deal with child labor issues in targeted areas • Percentage of schools in target areas that adopt improved curricula (as defined by the project) • Percentage of targeted schools that have teachers trained in improved methods • Percentage of targeted schools that have administrators trained in improved methods • Number and type of non-formal education center or activity established by project partners under project influence 	<ul style="list-style-type: none"> • Baseline survey on school quality. Records from schools and qualitative analysis of infrastructure, curriculum and pedagogical material by project management • Records from schools • Records from schools • Records from schools • Reports from project partners and progress reports by implementing agencies. Qualitative analysis by project team 	<p>strengthening activities offered by the project.</p> <p>The education infrastructure in the project areas do not suffer substantial damages from natural catastrophes.</p>
2.b. Access to education for targeted children is facilitated	<ul style="list-style-type: none"> • Opinion of targeted parents on relevance, cost and quality of the local education system • Nature and frequency of participation of families in project activities • Number of actions against desertion undertaken as a consequence of community complaints 	<ul style="list-style-type: none"> • KAB survey and repetition of the KAB survey • Qualitative analysis by implementing agencies using observation protocols, mini-surveys and other data gathering tools • Child labor monitoring system (established as part of the project of support to the TBP) and school-based monitoring 	
<p>Outputs</p> <p>1.a. Key actors at the national level are mobilized</p> <p>1.1. Research reports and case studies on WFCL and education produced and disseminated</p> <p>1.2. The education community and the general public (at national level) sensitized on the risks of WFCL and the benefits of education</p> <p>1.3. Key opinion makers sensitized on the risks of WFCL and the benefits of education</p> <p>1.4. Key decision makers sensitized on the risks of WFCL and the benefits of education</p>	<p>OVI and MOVs at this level will be defined as part of the project monitoring plan.</p>		<p>There are no political pressures limiting the possibility of expanding MINED's programs to the project's areas of action.</p> <p>The targeted families generate extra income and the resources of the educational centers are optimized, so the proportion of education expenditures on the total family budget is reduced, thus increasing families' willingness to pay for education.</p>



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>1.b. Child labor issues are mainstreamed into MINED</p> <p>1.5. A Child Labor Unit created within the Ministry</p> <p>1.6. Key MINED's officials and program directors trained on the links between child labor and education and the possibilities for action</p> <p>1.7. WFCL issues included as a crosscutting issue in MINED's strategic planning process</p> <p>1.8. Improved data on WFCL and education collected and analyzed in MINED</p> <p>1.c. Child labor issues are included in teachers' training programs</p> <p>1.9. Child labor module and training materials developed</p> <p>1.10. Key trainers trained</p> <p>2.a. The relevance and quality of the education offered in target areas is improved</p> <p>2.1. Educational systems equipped to cope with an increased educational demand in terms of coverage</p> <p>2.2. Educational systems in selected districts equipped to cope with an increased educational demand in terms of relevance, quality and access</p> <p>2.3. Curricula adapted in the context of the IEP to reflect child labor issues</p> <p>2.b. Access to education for targeted children is facilitated</p> <p>2.4. Families and children contacted and informed on available educational opportunities</p> <p>2.5. Communities and families sensitized and active in promoting education for children</p>			<p>Systems for education support are developed as necessary.</p> <p>The organizations in charge of teachers training courses cooperate with the project.</p> <p>The participants in the Technical Committee established as part of the project management structure have decision making power inside their organizations.</p> <p>The existing programs in MINED continue to exist and receive sufficient economic resources</p> <p>The labor relations between teachers and the administration remain stable (e.g. no significant). teacher's strikes are produced)</p>
<p>Activities</p> <p>1.1.1. Identify research subjects and cases to be studied</p> <p>1.1.2. Commission research activities and studies to local institutions and consultants</p> <p>1.1.3. Disseminate and publicize reports</p>			



Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
<p>1.2.1. 2 KAB surveys, one targeted to general public, the other to the education community in target areas</p> <p>1.2.2. Formative research on needs, means and messages</p> <p>1.2.3. Design of campaign materials</p> <p>1.2.4. Implementation of campaign for education community (primary target audience) and the general public (secondary target audience)</p> <p>1.2.5. Repetition of KAB survey</p> <p>1.2.6. Awareness raising and social mobilization events with children active participation</p> <p>1.3.1. Hold meetings with key actors of leading national media</p> <p>1.3.2. Prepare opinion and editorial articles and submit for publication in leading national media</p> <p>1.3.3. Training workshops with journalists on child labor and education issues (how to use child labor information to develop articles)</p> <p>1.3.4. Field visits to project sites with journalists</p> <p>1.4.1. Hold meetings with representatives of the country's leading companies</p> <p>1.4.2. Hold meetings with leaders of trade unions (especially teachers' unions)</p> <p>1.4.3. Hold meetings with employers' organizations</p> <p>1.4.4. Hold meetings with parliamentarians, mayors and politicians</p> <p>1.5.1. Formulation of a technical proposal including the definition of responsibilities and functions of the unit, and the necessary institutional changes within MINED</p> <p>1.5.2. Advocacy inside the Technical Committee for the adoption of the proposal</p> <p>1.5.3. Hold meetings with key officials of MINED</p> <p>1.5.4. Technical assistance to the Ministry of Education to formulate the Unit's action plan</p> <p>1.5.5. Provision of equipment and technical materials</p> <p>1.5.6. Organization of a training seminar for Unit members</p> <p>1.5.7. Provision of technical assistance when needed</p> <p>1.6.1. Design of the training course</p> <p>1.6.2. Design of evaluation tools to measure capacity acquired due to training</p> <p>1.6.2. Organization of an annual training seminar (including evaluation of capacity acquired)</p> <p>1.7.1. Participatory design of a proposal for the inclusion of WFCL in MINED's strategic planning process</p> <p>1.7.2. Technical assistance to MINED for the inclusion of WFCL as a crosscutting issue into its strategies and interventions</p> <p>1.8.1. Design of a technical proposal to include basic questions regarding child labor in school enrollment forms</p> <p>1.8.2. Design of a technical proposal to include a child labor module into the educational census</p> <p>1.8.3. Advocacy with MINED for the inclusion of these tools in information collection systems and databases</p> <p>1.8.4. Organization of a training workshop for statisticians in MINED about data collection on child labor</p> <p>1.8.5. Organization of a training workshop with MINED officials (including members of the Child Labor Unit) about child labor data analysis</p> <p>1.9.1. Develop draft modules and teaching materials for pre-service and in-service teachers' training, in coordination with MINED and the Technical Committee</p> <p>1.9.2. Field test modules and teaching materials</p> <p>1.9.3. Production of final version of modules and training material</p> <p>1.10.1. Identification of interested partners (universities and NGOs)</p> <p>1.10.2. Organization of train-the-trainers seminars</p> <p>2.1.1. Conduct a needs assessment of educational systems in target districts</p> <p>2.1.2. Mobilization of local and national actors for supporting basic equipment to selected schools</p> <p>2.1.3. Provision of equipment and education materials for selected schools where needed</p> <p>2.1.4. Advocacy with EDIFAM and other ongoing programs to expand the coverage of Pre School Education and to improve the coverage and record keeping capacity of initial education centers</p> <p>2.1.5. Advocacy with INSAFORP to expand the coverage and educational offer of its vocational training schemes</p> <p>2.2.1. Negotiation with school administrators to eliminate fees and uniform requisites</p> <p>2.2.2. Provision of textbooks and education material to schools as needed (activity 2.1.1)</p> <p>2.2.3. Establishment of complementary activities to school, such as after school centers, recreational activities, academic leveling courses, or vocational education in conjunction with project partners as needed</p> <p>2.2.4. Identification of strengths and weaknesses of existing educational programs at local level in selected districts, in collaboration with MINED</p> <p>2.2.5. Advocacy with MINED and other institutions in order to increase coverage and improve quality of existing programs according to activity 2.2.4.</p> <p>2.3.1. Conduct study of good practices in curriculum adaptation</p> <p>2.3.2. Development of a flexible methodology and training materials on how to include child labor issues in IEP process</p> <p>2.3.3. Train teachers and pedagogical advisers on the IEP methodology, with emphasis on the WFCL, where needed</p>			





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<p>2.3.4. Conduct training seminars with community members on their role in the IEP</p> <p>2.3.5. Provision of technical assistance to communities for the implementation of the IEP</p> <p>2.3.6. Provide technical assistance to pedagogical advisers to sustain implementation of adapted curricula</p> <p>2.3.7. Analysis of the experience and dissemination of a good practices study on curriculum adaptation</p> <p>2.4.1. Using information from the baseline surveys conducted under the auspices of the Time Bound Program, establish contact with target families in fishing, dumps and sugar cane harvesting and motivate them to participate in program activities</p> <p>2.4.2. Establish contact with child victims of commercial sexual exploitation to advise them on appropriate educational alternatives and on the rehabilitation model established as part of the TBP</p> <p>2.4.3. Conduct individual assessments of education needs of target children and their families</p> <p>2.4.4. Advise families on appropriate formal or non formal educational opportunities for each child</p> <p>2.5.1. Design and disseminate awareness raising materials in the communities</p> <p>2.5.2. Conduct awareness raising seminars with members of the education community on child labor issues</p> <p>2.5.3. Conduct workshops on the role of parents and teachers in monitoring efforts (in coordination with the child labor monitoring system established by the TBP)</p> <p>2.5.4. Organization of school fairs, art contests, recreational events, etc. to promote community participation</p> <p>2.5.5. Development and delivery of basic literacy courses for parents</p>			