

5270181-2
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2270181/1/02

CLASSIFICATION
PROJECT EVALUATION SUMMARY (PES) - PART I

Report Symbol U-447

1. PROJECT TITLE OPG "Fe y Alegria" - Vocational Training in the Pueblos Jóvenes			2. PROJECT NUMBER 527-0181	3. MISSION/AID/W OFFICE USAID/Peru
5. KEY PROJECT IMPLEMENTATION DATES			4. EVALUATION NUMBER (Enter the number maintained by the reporting unit e.g., Country or AID/W Administrative Code, Fiscal Year, Serial No. beginning with No. 1 each FY)	
A. Final P/O-AG or Equivalent FY <u>78</u>	B. Final Obligation Expected FY <u>80</u>	C. Final Input Delivery FY <u>81</u>	<input checked="" type="checkbox"/> REGULAR EVALUATION <input type="checkbox"/> SPECIAL EVALUATION	
6. ESTIMATED PROJECT FUNDING			7. PERIOD COVERED BY EVALUATION	
A. Total \$ _____			From (month/yr.) _____	
B. U.S. \$ <u>270,000</u>			To (month/yr.) _____	
			Date of Evaluation Review January 23, 1981	

B. ACTION DECISIONS APPROVED BY MISSION OR AID/W OFFICE DIRECTOR

A. List decisions and/or unresolved issues; cite those items needing further study. (NOTE: Mission decisions which anticipate AID/W or regional office action should specify type of document, e.g., program, SPAR, PIO, which will present detailed request.)	B. NAME OF OFFICER RESPONSIBLE FOR ACTION	C. DATE ACTION TO BE COMPLETED
1. An expanded evaluation, conducted by a specialist in vocational education, will examine the program content of the vocational courses.	O. Rojas	May 1981
2. Proposal of a follow-on OPG project to expand Fe y Alegria's vocational training program into additional schools with additional skills being taught will be presented to USAID Director for approval.	O. Rojas	January 26, 1981

INVENTORY OF DOCUMENTS TO BE REVISED PER ABOVE DECISIONS

<input type="checkbox"/> Project Paper	<input type="checkbox"/> Implementation Plan e.g., CPI Network	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Financial Plan	<input type="checkbox"/> P/O/T	_____
<input type="checkbox"/> Logical Framework	<input type="checkbox"/> P/O/C	<input type="checkbox"/> Other (Specify) _____
<input type="checkbox"/> Project Agreement	<input type="checkbox"/> P/O/P	_____

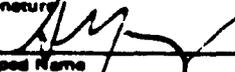
10. ALTERNATIVE DECISIONS ON FUTURE OF PROJECT

A. <input type="checkbox"/> Continue Project Without Change
B. <input type="checkbox"/> Change Project Design and/or <input type="checkbox"/> Change Implementation Plan
C. <input type="checkbox"/> Discontinue Project

11. PROJECT OFFICER AND HOST COUNTRY OR OTHER RANKING PARTICIPANTS AS APPROPRIATE (Names and Titles)

- O. Rojas, Project Manager
- V. Hawe, "Fe y Alegria" Representative
- M. Likar, Evaluator
- D. Cruz-DePaula, USAID Evaluation Officer

12. Mission/AID/W Office Director Approval

Signature	
Typed Name	Leonard Yeager
Date	January 29, 1981

PROJECT EVALUATION SUMMARY

OPG "FE Y ALEGRÍA" - VOCATIONAL TRAINING IN THE PUEBLOS JOVENES PROJECT N° 527-0181

13. Summary

The objective of this project is to increase the employability and earning potential of participating pueblo joven dwellers by developing manual skills training programs for both youths and adults at Fe y Alegría schools. AID provided US\$270,000 to construct and equip school workshops. Fe y Alegría and the participating communities have financed some construction as well as the operation and maintenance costs of the workshops (\$116,900 and \$33,600, respectively).

During the life of the project, 1978-80, thirty-three workshops were constructed, three more than originally planned. The target number of students has not yet been met because some workshops were only recently completed and none of them have been in operation for three full years, the normal duration of the training program.

The workshops were constructed and equipped without major problems or delays. Community participation in construction as well as maintenance and provision of materials for the classes has been excellent.

14. Evaluation Methodology

The purpose of this evaluation is to provide a general summary of the accomplishments of the first Fe y Alegría OPG prior to making a decision to fund a follow-on project. The evaluator visited three Fe y Alegría schools in the Lima area and conversed with the school Directors and the Assistant Director of Fe y Alegría.

The present evaluation will be expanded in May 1981 when the schools are in session following the summer vacation (January through March) and teachers and student are available for interviews. This expanded evaluation will examine the vocational program content and therefore a specialist in vocational education will be contracted to assist in the evaluation.

15. External Factors

Two important assumptions of the project design were continued GOP support for vocational education and active community interest and participation in the construction, operation, and maintenance of the workshops.

Beginning with the Educational Reform of the previous government, the GOP has placed emphasis on the integration of vocational education into the secondary schools and thus has given impetus to the Fe y Alegría project. Fe y Alegría schools are staffed by Ministry of Education (MOE) teachers, and following the establishment of the workshops and initial funding by Fe y Alegría, payment of the salaries of the vocational instructors has been assumed by the MOE. Fe y Alegría schools have been widely praised by Peruvian educators and the current government recently honored the organization when the Chamber of Deputies voted unanimously to award its highest educational honor, the Palmas Magisteriales, to Fe y Alegría.

The communities have participated actively both in workshop construction and in providing raw materials for use in workshop classes. Individuals or Parents' Associations have purchased wood for the carpentry workshops, for example, and parents in all the schools visited had worked to complete workshop construction.

16. Inputs

AID has provided \$270,000 for construction materials and equipment. This amount has been almost entirely disbursed; final constructions will be completed in February 1981. Foreign procurement of materials and equipment was done by AID without major delays or problems. Local materials were provided and paid for by the communities.

17. Outputs

The original project envisioned the establishment of 30 workshops in ten schools in the pueblos jóvenes of Lima and three provincial cities. As of December 31, 1980, 33 workshops had been constructed in 12 Fe y Alegría schools. Of these, 29 were built and equipped with AID funds. Table 1 on page 6 shows the distribution of workshops constructed under the project. The project was intended to serve 10,500 youths and adults living in pueblos jóvenes. As of December 1980, approximately 6,600 students and 115 adults were using the workshops. Table 2 on page 7 shows the numbers of participants in the various schools. The target figure should be reached once all the workshops are in full operation with students in each of the classes of the three-year program.

18. Purpose

The purpose of the project is to develop manual skills training programs for both youths and adults at Fe y Alegría schools. The traditional education system in Peru--as in most countries, developed or developing--has historically given low priority to the manual skills

while emphasizing "academic" subjects, such as history, language, law, etc. Fe y Alegría has successfully complemented the standard curriculum with vocational training, thereby helping to improve students' preparation for the job market.

Vocational instructors and students alike have been very resourceful in using the workshop training to produce finished products. In the carpentry workshops, for example, students are building classroom and office furniture which, on inspection, is well-constructed, sturdy, and attractive and compares very favorably to the commercial furniture purchased by the schools in the past. School directors are very proud of this accomplishment of the carpentry workshops.

In the sewing classes, students have learned to make their own patterns for clothing, quite an accomplishment for any apprentice seamstress or tailor. Several of the schools have recently held fashion shows, with the students modeling their own creations. Students in the electricity workshops are learning to repair electrical appliances and how to install electrical wiring. In the typing classes, students learn typing as well as principles of accounting and bookkeeping.

Adult training has not advanced as rapidly as Fe y Alegría administrators would have like. Fe y Alegría had difficulties obtaining instructors for the adult courses and in assuring the regular participation of the adults. The mothers in the Mothers' Clubs have expressed their interest, but often their busy schedules at home preclude their attendance at evening meetings. Fe y Alegría will continue to promote Mothers' Clubs, but in the opinion of this evaluator, training of high school youths should continue as Fe y Alegría's main priority.

19. Goal

The goal of the project is to increase the employability and earning potential of pueblo jóvenes dwellers participating in the project. With the continuous growth of the pueblos juvenes, finding employment becomes more and more difficult. By providing pueblo joven youth with relevant skills, skills that are in demand in their environment, this project is not only helping individual students but also contributing to increasing the productivity of industries and businesses in the pueblo jóvenes.

The vocational workshops are relatively new additions to the Fe y Alegría schools and the training program lasts three years; therefore, not all of the workshops have graduated students from the program. Furthermore, Fe y Alegría has had no formal means of

following up the progress of students in obtaining jobs. Informal contacts between school administrators and students reveal that many individual students have either found employment as apprentices or, in at least one case, have joined with other students to start their own business. Fe y Alegría administrators conclude that the availability of vocational training has broadened the job horizon for Fe y Alegría students and they hope to establish a system to follow their students' progress in obtaining jobs more closely in the future.

20. Beneficiaries

Project beneficiaries include the participating students (approximately 6,600) and adults (approximately 115), their families, and their communities in general. Students are initially encouraged to spend time in all of the various workshops and then choose to specialize in one skill. They receive practical training which will increase their future employment possibilities and which, in the shorter run, is saving them and their families money. For example, students and mothers in the sewing classes are making clothing for themselves and for their families. Carpentry students are making and repairing furniture for their schools and their homes. Students in the electricity workshops are able to repair simple appliances and install electrical wiring for their families and neighbors. All of these activities reduce family expenditures. Since few of these students are able to continue their education after high school, this vocational training provides them with relevant skills whether or not they seek outside employment.

21. Unplanned Effects

None

22. Lessons Learned

Project administrators recognize the need to assist former students in obtaining employment and thus will include in the proposal for a follow-on project the establishment of a Job Opportunities Office. This office will analyze demand for certain skills in the job market; maintain contacts with businesses, banks, and other prospective employers; assist in the placement of students; collect information on funding opportunities for students interested in establishing home-based industries; and monitor the job progress of former students.

23. Special Comments

Fe y Alegría schools have adopted a sound and flexible strategy for combining vocational education with the traditional secondary school curriculum. Fe y Alegría plans to build on its success by expanding its

vocational offerings to include other skills, such as metalworking, weaving, ceramics, agriculture, and home economics/nutrition.

In at least one of the Fe y Alegría schools, the director has recognized the need to place greater emphasis on vocational education for those students talented in manual skills but unable to complete the traditional curriculum. This director is instituting a special class for such students with workshop training alone. Exclusively vocational classes, once students have reached an academic level where they encounter difficulties, would provide an alternative for students who are unsuccessful in academic subjects and in fact may benefit most from access to vocational training. Fe y Alegría should explore the advisability of instituting such classes in all of its schools.

4. Attachments

Table 1: Distribution of Workshops

Table 2: Participants

TABLE 1

FE Y ALEGRIA PROJECT 1978-80: DISTRIBUTION OF WORKSHOPS

	<u>Type of Workshop</u>			<u>Electricity</u>
	<u>Sewing</u>	<u>Typing</u>	<u>Carpentry</u>	
<u>Schools in Lima:</u>				
Valdivieso #1	X A	X A		
Condevilla #2	X A	X A	X A	
Chacarilla #5	X A	X A	X A	
Año Nuevo #10	X	X	X A	X
Collique 3 Zone #11	X A	X A	X A	X
Collique 5 Zone #13	X A	X A	X A	
Santa Rosa #12	X A	X A	X A	
Villa El Salvador #17	X A			
<u>Schools in Provinces:</u>				
Piura #15	X A	X A	X A	
Cuzco (Belem) #20	X A	X A		
Cuzco (San Jeronimo) #21	X A	X A		
Jaen #22	X A	X A	X A	

Legend: X -- workshop constructed under the project
A -- workshop construction financed by AID

The original project goal was to construct 30 workshops; 33 were constructed in all, 29 with AID financing.

TABLE 2

FE Y ALEGRIA PROJECT 1978-80: PARTICIPANTS

	<u>Number- Students/ Week</u>	<u>Hours in use/ week</u>	<u>Number Graduates 1980</u>	<u>Number Instruc- tors</u>	<u>Adult Club Members</u>
CARPENTRY:					
Año Nuevo	500	50	50	2	-
Collique 5°Zone	300	39	50	1	-
Collique 3°Zone	150	24	-	1	-
Condevilla	230	32	40	1	-
Chacarilla	260	32	30	1	-
Santa Rosa	150	24	-	1	-
Piura	80	24	-	1	-
Jaen	150	30	-	1	-
SEWING:					
Año Nuevo	500	50	50	2	-
Collique 5°Zone	200	29	30	2	-
Collique 3°Zone	300	44	40	2	-
Condevilla	175	24	22	1	40
Chacarilla	260	24	40	-	-
Santa Rosa	-	-	-	-	-
Valdivieso	150	28	30	1	40
Villa El Salvador	250	48	50	2	-
Piura	100	24	-	1	35
Jaen	120	24	-	1	-
Cuzco (Belem)	240	48	50	2	-
Cuzco (San Jerónimo)	150	30	-	1	-
TYPING:					
Año Nuevo	600	50	60	2	-
Collique 5°Zone	150	24	25	1	-
Collique 3°Zone	120	24	20	1	-
Condevilla	-	-	-	-	-
Chacarilla	320	24	40	1	-
Santa Rosa	-	-	-	-	-
Valdivieso	150	28	20	1	-
Piura	-	-	-	-	-
Jaen	240	48	-	2	-
Cuzco (Belem)	120	24	-	1	-
Cuzco (San Jerónimo)	-	-	-	-	-
ELECTRICITY:					
Año Nuevo	500	50	50	2	-
Collique 3°Zone	130	30	30	1	-
TOTALS	6,595		727	38	115