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# CHILD LABOR PILOT PROJECT ASSESSMENT REPORT

EDUCATION TO COMBAT ABUSIVE CHILD LABOR  
DEPARTMENT OF VALLE, HONDURAS

2005

This publication was produced for review by the United States Agency for International Development.  
It was prepared by GroundWork, Inc.

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DEPARTMENT OF VALLE, HONDURAS

by

**GROUNDWORK** \_\_\_\_\_

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for

Education to Combat Abusive Child Labor (ECACL)  
Basic Education and Policy Support (BEPS) Activity  
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## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development.

**2005**

# HONDURAS PILOT SUMMARY:

## EDUCATION TO COMBAT ABUSIVE CHILD LABOR

### CONTEXT

The Education for Working Children (ENTRA) pilot is located in Valle, the second poorest department in Honduras, with an active agricultural export sector. Children in Valle work in melon production, shrimp processing, harvesting of shellfish. Many are children of migrant workers. Major abuses of child laborers are exposure to the weather and chemicals. Although the private sector is a willing beneficiary of child labor, the chief proponents of child labor are parents who strongly embrace the concept of child labor and do not see education as a viable alternative to work.

School access is limited, especially at middle and secondary levels; expenses include cost of uniforms, school materials, and transportation as well as lost income to families; most parents from rural areas feel that learning beyond reading and basic math is not relevant.

### DESIGN AND IMPLEMENTATION

The ENTRA pilot was designed to use social marketing, mobilization, and advocacy at the local level to create public and private awareness of important issues related to using education to combat abusive child labor. The pilot was also aimed at formulating interventions that resulted in improved access of children and youth to basic education. Interventions aimed to include implementation of distance education, provision of pesticide and work-safety training, awareness raising, design of work-related basic education activity books, and sustainability efforts.

The pilot was implemented in 13 communities by CARE with use of the EDUCATODOS model of informal education in which trained volunteers facilitate groups of learners in homes or other community shelters. Each volunteer is provided a tape player, audiotape cassettes with lessons, accompanying workbooks for learners and a teacher guide. ENTRA would provide supplemental materials on child labor.

### RESULTS: PARTNERSHIPS FOR EDUCATION TO PREVENT CHILD LABOR

**Data Collection:** The initial needs assessment provided the information base for the ENTRA pilot. A larger effort originally planned was determined redundant due to publication of a Ministry of Labor study.

**Awareness Building:** Community members were mobilized through theatrical productions and traditional games. Participants included local government representatives, community leaders, parents, child/youth laborers, and the private sector. Two meetings were held in each community to engage stakeholders in preparing action plans. An education committee was formed for eradicating child labor, and 11 action plans were developed and carried out. 160 parents participated in child labor training sessions. In addition, private sector training sessions were held for mid-level managers of melon-producing businesses. Five informational meetings were held with the Sub Commission on Child Labor; four were held with Department Development Commission, which is the highest department hierarchical intervention level.

**Institutional Strengthening:** The project has been integrated into the heart of the Department of Valle Development Commission and, from this level, sustainability actions are expected to emerge. Efforts to secure support from the various ministries of the Government of Honduras include an agreement that has been signed with the EDUCATODOS program to continue implementation of the non-traditional model, and an agreement with the Ministry of Education was developed and subsequently signed. In addition, CARE has received new contracts to further extend the ENTRA model.

**Education:** ENTRA volunteer facilitators held an average of 5 learning sessions a week; trained extension workers provided supplemental information on child labor. More than 211 enrolled (twice the target number

of 90), including 72 migrant laborers; 200 passed to the next immediate level; 61 finished grade 6, including 36 migrant laborers. Pesticide training took place in the National Institute for Professional Training (INFOP) and sessions were given for laborers on the premises of a melon producer.

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# ACKNOWLEDGMENTS

This report presents the findings of the assessment of the pilot project, “Education to Combat Abusive Child Labor in the Department of Valle, Honduras.” It is one of a series of five assessment reports on education to combat abusive child labor pilot projects also including Bulgaria, Ghana, Nepal, and Romania. A sixth report contains a summary of each pilot project and a synthesis of overall findings of the pilot projects according to their objectives, emphasizing experiences and approaches with utility for future child labor or education projects.

The report is produced by GroundWork, Inc., under the authorship of Christina Rawley. GroundWork wishes to thank the staff members of the contracting and implementing partners who helped organize and participated in the workshops and meetings. Special thanks go to Sienna Fleischer, who provided translation and interpretation services, and to the youths, parents, facilitators, and organization representatives who participated in the assessment.

# ACRONYMS

BEPS	Basic Education and Policy Support
CAII	Creative Associates International, Inc.
ECACL	Education to Combat Abusive Child Labor
EDUCATODOS	Educate All, a Honduran nontraditional basic education project
ENTRA	Educación para Niños Trabajadores (Education for Working Children)
ILO	International Labor Organization
INFOP	Instituto Nacional de Formacion Profesional (National Institute for Professional Training)
MOE	Ministry of Education
MOL	Ministry of Labor
PRA	Participatory Reflection Assessment
USAID	United States Agency for International Development

# SECTION I: INTRODUCTION

This report presents the findings of the assessment of the pilot project, “Combating Abusive Child Labor in the Department of Education in Valle, Honduras.” The pilot is supported by the United States Agency for International Development (USAID) through the Basic Education and Policy Support (BEPS) Activity/Education to Combat Abusive Child Labor (ECACL) task order. The pilot is implemented by CARE.

The report’s five sections begin with this introduction, which includes the context and background of the pilot, followed by the purpose, aim, methodology, and schedule of the assessment. Section 2 presents an overview of assessment findings as reported by the implementing organizations, according to the objectives and quantitative indicators contained in the performance monitoring plan. Section 3 presents findings based on an aggregate review of results of the participatory reflective assessment process described below in this section. Based on the findings, the fourth section summarizes lessons learned according to the strategic objectives. The fifth section presents main conclusions and recommendations.

## I.1 CONTEXT

Honduras, one of the poorest countries in the Western Hemisphere, has an annual per capita GDP of \$870, compared to the Latin American average of \$6,728. Most of the population works in the informal sector and, therefore, is undersalaried. On average, the level of education in Honduras is 5.3 years nationwide but only 3.3 years in the rural areas.<sup>1</sup>

About 16 percent of the children aged five to 13 work at least part-time. The reasons why children work in Honduras can be categorized into three interrelated categories:

- **Poverty:** Poverty rates are high among most households in the country, with 66 percent below the poverty line and 49 percent in extreme poverty, of which the majority (61 percent) are located in rural areas.<sup>2</sup>
- **Culture:** Rural families strongly embrace the concept of child labor and do not see education as a viable alternative to work.
- **Education:** School access is limited, especially at the middle and secondary levels. Expenses include cost of uniforms, school materials, and transportation as well as lost income to families. Most parents from rural areas feel that learning beyond reading and basic math is not relevant.

Notorious for its sex industry and exploitation of street children, Honduras has not ratified Article 182 of the ILO Convention, which aims at eliminating the worst forms of child labor. Promised jobs and scholarships, Honduran girls, some as young as 13, are routinely trafficked by crime syndicates and sold to brothels in Guatemala, El Salvador, and Mexico.<sup>3</sup>

However, an assessment conducted by ECACL<sup>4</sup> in preparation for the child labor pilot project determined that 70 percent of child work in Honduras is in the agriculture sector, and much of that work is in the

<sup>1</sup> World Bank *World Development Indicators*. (Washington, D.C.: World Bank, 2001)

<sup>2</sup> Government of Honduras. *Poverty Reduction Strategy Paper*, (2001).

<sup>3</sup> Gutman, W.E. “Child Prostitution: A Growing Scourge.” *Tegucigalpa: Honduras This Week*, Vol 17, No. 12. (2004), [www.hondurasthisweek.com](http://www.hondurasthisweek.com).

<sup>4</sup> Harwood, W., J. Lansdale, and L.D. Mull. *Education to Combat Abusive Child Labor: Planning Educational Response Strategies for Working Children in Honduras*. (Washington, DC: BEPS/ECACL, Creative Associates International, Inc., 2002).

southern region, around the towns of Choluteca and Nacaome. The Department of Valle, where Nacaome is located, is the second-poorest department in Honduras and has a very hot climate all year. Although work is hard to find in Valle, numerous export industries in agriculture typically feature products such as melons, chilies, sugar, okra, and shrimp.

The melon production and export industry hires the largest number of minors. IPEC estimates that 80 percent of melon workers are under age. Sugarcane production is the other industry often cited for child labor abuses. The target population selected for this project includes children working in melon production shrimp processing, and *curriles*, or shellfish harvesting; and children of migrant workers. In these sectors, exposure to chemicals and the weather are the major hazards for child laborers.

The assessment also revealed that, although the private sector is a willing beneficiary of child labor, the chief proponents of child labor are parents. On the other hand, the Honduran government has shown concern for child labor issues and has created a multisectoral commission to address child labor issues.

## **1.2 BACKGROUND OVERVIEW**

The objective of this one-year pilot activity, which was conducted October 15, 2002 October 30, 2003 and later lengthened through a no-cost extension until July 2004 was to increase the participation in basic education of children and youth who are at risk of entering, or actually work in, abusive or “worst forms”<sup>5</sup> of child labor situations in Valle, Honduras. On the ground, the pilot was called ENTRA, Educacion para Ninos Trabajadores (Education for Working Children). Children and youth working on melon plantations, especially the children of migrant workers, as well as children and youth working in shrimp processing and shell fishing who are not pursuing their basic educations were the target population.

The ENTRA pilot activity was intended to educate child laborers better, reduce the number of children and youth involved in abusive or worst forms of child labor, increase parental support for basic education for their children, and generate participation by the private sector in providing education to working children. CARE and CAII conducted the pilot in partnership with the Ministries of Education (MOE) and Labor (MOL), the private sector, and the United States (US) Embassy. The total budget for the pilot was US\$139,521.

The ENTRA pilot intended to use social marketing, mobilization, and advocacy at the local level to create public and private awareness of important issues related to using education to combat abusive child labor. The pilot was also aimed at formulating interventions that resulted in improved access of children and youth to basic education. Interventions included implementation of EDUCATODOS, a nontraditional distance approach to basic education, extraction of children from abusive situations, provision of pesticide and work-safety training, awareness raising, design of work-related basic education activity books, and sustainability efforts. A plan for ongoing monitoring and evaluation (M&E) was also built into the design.

The main education effort of the ENTRA pilot was implemented through EDUCATODOS, one of four models used by the MOE to out-source basic education to remote areas of the country. The approach consists of radio programs, tapes, texts, and volunteer facilitators. EDUCATODOS program credits are accepted at all public and private schools in Honduras.

## **1.3 PURPOSE, AIM, AND METHODOLOGY**

This assessment has a dual purpose: first, to record what the project achieved; and second, to identify the lessons learned that offer effective tools, models, or approaches for combating abusive child labor through education.

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<sup>5</sup> The most abusive forms of child labor include prostitution, child soldiering, illicit or illegal activities, and all forms of slavery. The term slavery may include trafficking, forced labor, indentured servitude, and debt bondage.

Qualitative and quantitative methodologies were used in the evaluation, but the emphasis was on qualitative evaluation in which participatory reflection and action (PRA) techniques were used with youth, parents and guardians, teachers, and pilot project coordinators and managers in stakeholder workshops. The workshop was intended to be flexible, exploratory, and interactive, with use of inventive learning activities with participants at all levels (local, district, and national) to promote self examination of behavior and attitudes that promote effective education for prevention of child labor within the context of the pilot. The purpose of this is to engage a representative sampling of all stakeholder groups in the assessment process in a way that helps all parties learn and generate knowledge that will be useful to them and others in the design and management of future child labor projects.

## **I.4 SCHEDULE AND ACTIVITIES**

The assessment began in January with discussions with ECACL team staff in Washington, D.C., and a review of the TOR, data, and reports. Field work was conducted over a five-day period between March 21-27, 2004, in Tegucigalpa and the Department of Valle. Fieldwork consisted of stakeholder workshops, site visits, and interviews/focus group discussions.

### **I.4.1 STAKEHOLDER WORKSHOPS**

Two full-day, participatory assessment workshops were conducted with stakeholders in the field—one in Nacaome and one in Quebrada Grande. A breakdown of participation by location, is provided below.

Categories	Nacaome			Quebrada Grande		
	Male	Female	Total	Male	Female	Total
Facilitators	1	8	9	2	1	3
Students	6	7	13	2	6	8
Parents	2	4	6	2	5	7
Organizational Representatives	3	7	10	–	–	
Total Stakeholders	12	26	38	6	12	18

### **I.4.2 SITE VISITS**

Site visits were conducted in San José (one at an ENTRA and one at an EDUCATODOS learning center), El Espino (three classes at El Manuel school), and Playa del Rio Chilkal (riverbank dwellers). The assessment also included a drive-by observation of work in the fields at a melon plantation.

### **I.4.3 INTERVIEWS AND FOCUS-GROUP DISCUSSIONS**

Interviews and focus-group discussions were held with Ministry of Education officials, and facilitators and ENTRA staff from EDUCATODOS and CARE.

### **I.4.4 LIMITATIONS OF THE ASSESSMENT**

The methodology was intended to provide an opportunity for self-reflection and assessment among the direct participants of the pilot initiative. As such, it relies on primary data collected from the pilot implementers and participants during short field visits and on self-reported findings in a one-week period.

## SECTION 2:

# OVERVIEW OF ACCOMPLISHMENTS

This section presents an overview of assessment findings as reported by the implementing organizations according to the objectives outlined in the performance monitoring plan.

## **2.1 OBJECTIVE 1: DESIGN AND IMPLEMENT A PROGRAM OF EDUCATIONAL INTERVENTIONS TO ADDRESS THE WORST FORMS OF CHILD LABOR**

Community members were mobilized and involved in stakeholder planning sessions. Participants included local government representatives, community leaders, parents, child/youth laborers, and the private sector. Two meetings per community were held, with a total of 26 meetings geared to integrating all parties in follow-up project actions. An education committee was formed for eradicating child labor, and 11 action plans were developed.

## **2.2 OBJECTIVE 2: PREVENT CHILDREN FROM ENTERING THE WORST FORMS OF CHILD LABOR BY MEANS OF NON-TRADITIONAL EDUCATIONAL INTERVENTIONS**

Efforts in this area generated substantial results, among them:

- Five training sessions were conducted for ENTRA volunteer facilitators using EDUCATODOS materials. As a strategy of institutional strengthening, the same numbers of EDUCATODOS volunteers were also trained, for a total of 14 volunteers. Each facilitator held an average of five meetings per week.
- Two hundred and eleven boys and girls enrolled in the EDUCATODOS instructional program (more than two times as many as the target number of 90). Two hundred passed to the next immediate level. Sixty-one finished sixth grade.
- Extensionists were trained on the subject of child labor and EDUCATODOS methodology.
- In August 2003, a technical proposal was prepared for development of material to complement the EDUCATODOS curriculum, and a team of EDUCATODOS specialists was organized. As part of a first phase, all field work has been completed; methodology has been changed, adjustments to content made, and the number of texts reduced to five. Materials were yet to be tested.
- Pesticide training took place in the National Institute for Professional Training (INFOP). Sessions took place on the premises of a melon producer who also performed a demonstration on the topic.

## **2.3 OBJECTIVE 3: REMOVE CHILDREN FROM THE WORST FORMS OF CHILD LABOR**

Removing children from the worst forms of child labor can have serious negative consequences for all involved. Therefore, this objective was revised to avoid possible danger to employees and activists in this area.

Thus, CARE focused on developing the capacities of councils and sub-councils who, by legal mandate, should assume these responsibilities. Meetings were held to influence the development of a Departmental Technical Sub-Council for eradicating the worst forms of child labor, and discussion continues toward resolutions. Two training sessions took place with the participation of representatives of various government and private institutions. In addition, information and education for 200 parents of children identified in worst forms of child labor were given in 26 sessions.

## **2.4 OBJECTIVE 4: CREATE AWARENESS AND, AS A RESULT, A REFORM BY USING SOCIAL MARKETING TECHNIQUES**

### **2.4.1 EDUCATION OF PRIVATE SECTOR**

Two sessions were held with two employers to provide information and education to sensitize private sector employers hiring children. These melon-producing businesses, which had the greatest number of child workers, sent their mid-range personnel to participate in the training. Six people participated from Montelibano and three participated from Suazo Agro-industrial.

Two meetings were held with representatives of private businesses where the topic of child labor was addressed. The businesses have shown some support by providing financial aid for several activities that took place with boys and girls. They also are allowing the pesticide safety practice sessions to take place within their premises.

### **2.4.2 PROVIDE INFORMATION AND EDUCATION TO PARENTS OF CHILD LABORERS**

About 160 parents participated in parental training sessions to raise awareness about the importance of education in reducing poverty and the risks associated with activities in the worst forms of child labor. Moreover, all parents now have become aware of the risks of child labor through training sessions developed by the project. In addition, 200 boys and girls have access to study opportunities provided by ENTRA.

### **2.4.3 EDUCATE THE CHILDREN AND YOUTH**

Fourteen youth were trained as volunteers to conduct self-esteem-raising outreach to other children and youth. Five participatory sessions were organized, including a theater piece organized by Save the Children. Others using traditional games were held in four communities.

### **2.4.4 MOBILIZE MIGRANT AND OTHER COMMUNITIES**

In a special outreach to migrant communities, 50 migrant families were contacted. Of 72 boys and girls who participated in the pilot, 36 graduated from sixth grade

### **2.4.5 ACTIVITIES AT THE SUB COMMISSION LEVEL**

To help reduce or eliminate the numbers of child laborers in Valle, five meetings of the Sub Commission on Child Labor were held. In addition, four meetings were held with the Department Development Commission, which is the highest department hierarchical intervention level. The principal achievement to date has been that the problem of child labor is finally clearly understood by local authorities who previously had treated child labor as a normal part of the local culture.

## **2.5 OBJECTIVE 5: ASSURE THE SUSTAINABILITY OF THE ACTIVITIES OF THE CHILD LABOR PILOT PROJECT AFTER THE COMPLETION OF THE PROJECT LIFE SPAN**

The project has been integrated into the heart of the Department of Valle Development Commission and, from this level, the sustainability actions should emerge. Efforts to secure support from the various ministries

of the Government of Honduras include an agreement that has been signed with the EDUCATODOS program to continue this education aspect. An agreement with the Ministry of Education is being developed.

### **2.5.1 WORK WITH PRIVATE SECTOR TO GAIN FINANCIAL SUPPORT AND OTHER TYPES OF ASSISTANCE FOR CHILD LABOR PREVENTION AND ELIMINATION ACTIONS**

To date, financial support by the private sector has been limited to small contributions used to cover costs of meeting events.

## **2.6 OBJECTIVE 6: MONITOR PILOT PROJECT ACTIVITIES AND EVALUATE ITS EFFECTIVENESS IN THE REDUCTION OF THE WORST FORMS OF CHILD LABOR IN VALLE**

In addition to quarterly, mid-term, and final evaluation reports, informal assessments were made during weekly visits to field sites. A video production is being prepared to report on activities.

## **2.7 SUMMARY**

The ENTRA pilot successfully met and/or exceeded most of the original objectives. Some objectives were revised according to circumstances referred to above, which will be discussed further in the following section of this report.

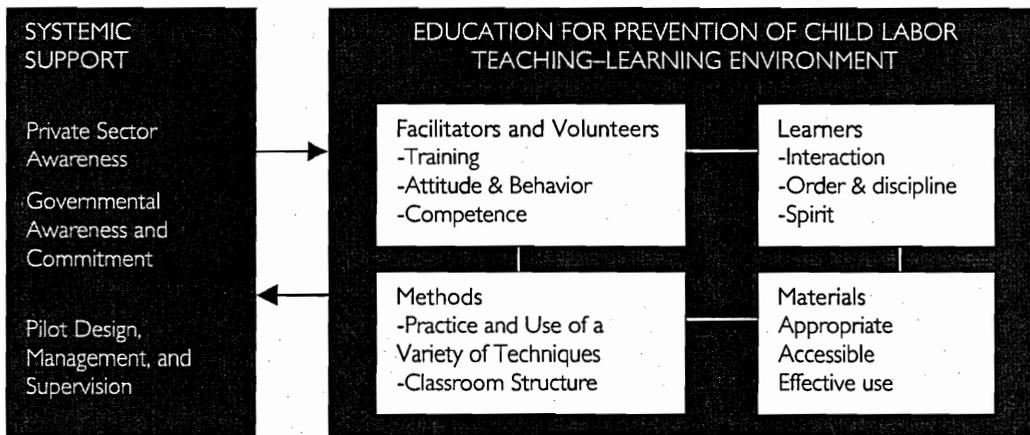
## SECTION 3:

# TEACHING-LEARNING ENVIRONMENT AND SYSTEMIC SUPPORT

This part of the assessment reviews the findings of the PRA process. Here, the study looks beyond the numbers reported in the M&E plan to explore various aspects of the transformational education processes and approaches observed during the assessment.

In this section, results are discussed within the categories illustrated in Figure 1 below in which systemic support and the teaching-learning environment are interconnected. The teaching-learning environment fostered by the pilot includes at-risk youths, facilitators, and parents in programs that introduce methods and materials to prevent child labor. Systemic support for pilot implementation includes programs to increase public awareness and commitment, as well as the pilot design and implementation.

**Figure 1: Assessment Findings Framework Education to Combat Abusive Child Labor in the Department of Valle, Honduras**



### 3.1 TEACHING-LEARNING ENVIRONMENT

The child workers targeted for this pilot require specific interventions that address their life-skill needs. Consequently, the preventive and protective education interventions offered through the pilot initiative are designed first to offer access to non-formal distance education. Second, they help enable children in better protecting themselves by instructing them at the work sites and in the community.

Child workers and at-risk youth from disadvantaged backgrounds can tend to be resistant to conventional educational approaches. The non-formal EDUCATODOS distance education and other workplace training were intended to provide these children with a nurturing environment needed to support the transformative processes. Pilot interventions for these learners were meant to offer flexible, exploratory, interactive, and inventive learning styles. Interventions also sought diversity by making sure that all children actively engage in the learning process.

In assessing the learning environment for at-risk and working children, one of the most important characteristics to observe is the relationship between facilitators and learners. We looked for teachers who engage their students in active, learner-centered processes—facilitators who use behavior, techniques, and materials that encourage learners to ask questions; who monitor progress of students throughout the class period; and who give supportive feedback.

### **3.1.1 DESCRIPTION OF LEARNING SITES**

The ENTRA classroom environments take place in a variety of nonformal settings using distance learning materials offered through tape recordings and workbooks purchased from EDUCATODOS. The basic program consists of a series of four modules: technology, mathematics, social sciences, and communications. Each module is divided into units that include two lessons each. Each lesson includes three “motivation moments” for facilitated interaction of students on the subjects. The order of introduction of themes is: presentation of concept, description of concept, application, and evaluation of concept.

Brief descriptions of observations of four classroom learning environments made in the communities of San José (ENTRA and EDUCATODOS learning center), El Espino (El Manuel school house), and Playa del Rio Chilkal migrant community present contrasting conditions for ENTRA participants.

#### **SAN JOSÉ**

We arrived in San José in the early afternoon to meet and interview students of an ENTRA class who work on the fishing boats, shelling shrimp, in *maquila*, and as household workers. The class took place around a long table located in the front room of the home of the facilitator, Mariana Isabel Rodriguez. She was facilitating an EDUCATODOS lesson with eight youth, aged 12 to 18. In the morning she teaches a class of six, for a total of 14 students per day.

The tape recorder, tapes, and other materials were organized in a niche at the side of the room near the door entrance. A colorful DOL child labor information poster hung on the wall. During the class, the students seemed to be following the lesson tapes with their books in front of them. They also seemed encouraged by Ms. Rodriguez’s soft, motherly manner of asking questions. The students seemed to answer on cue but, when asked questions posed by the visitors, acted very shy and were unable to answer. They were neither forthcoming in expression of comments, impressions about the classes, nor participating in a role play. However, they did say that they enjoyed participating in their lessons and attending class.

The second center visited in San José, located a short distance away from the ENTRA center described above, was owned by EDUCATODOS. Because of family instability and home ownership being in the hands of the father-in-law of the female volunteer facilitator named Esperanza, ENTRA had provided the construction of a roof so that the children could have a dry space to meet. There was an air of disorganization as many children and adults (ages 10 to 35) were standing around the center; an older man sat in the corner. Radio and tapes were not within immediate sight. One child was asked to read the definition of child labor for us from the leaflet created by ENTRA.

#### **EL ESPINO**

We visited the mid-afternoon session at El Manuel School. As we walked through the school grounds toward the classroom building, we noticed banners and other evidence of decorations from a community celebration that had taken place.

Three of five classrooms were occupied, but only one of three facilitators was able to teach that day. Therefore, Saul Gallo was rotating from classroom to classroom to facilitate the seventh- and eighth-grade student groups. Mr. Gallo said that he had talented students who could do more if scholarships were available or follow-on vocational training was locally accessible.

We observed one class in which Mr. Gallo introduced four kinds of mathematical angles and how they related to telling time by the hands of a clock. The typically teacher-centered classroom structure had desks facing

the blackboard where Mr. Gallo gave an animated lesson delivery. Though the students seemed to be listening, they did not quickly respond or easily answer questions he posed.

We interviewed three melon workers—two young men, 18 and 17, and one young woman of 17 who work to monitor infestation of plants and prevent diseases from affecting the crop. The young woman had worked in the same plantation since she was 10, and her earlier work had consisted of placing a plate under each melon to make sure they ripened evenly and did not get dirty from the soil below them.

Further evidence of community activity first seen in the decorated schoolyard was supported when we learned that the seventh graders' parents had made them uniforms so they would feel respected in the community even though they were not enrolled in the formal school system.

### **PLAYA DEL RIO CHILKAL**

This community of between 600 and 800 members migrate from Quebrada Grande to live as squatters in temporary grass huts on the riverbank for about five months each year to work in the melon fields. There are no utilities available at the river's edge, but otherwise the migrant workers would not be able to save earnings from melon production. They live in an enclosure of adjoining stick-frame-hut structures that are accessible through a maze of pathways. We arrived at 5 p.m., and as we approached the community structures, we noticed many children (primarily boys) playing tag and kickball games in the sand; some were walking in the river. Girls and women carried water and twigs in preparation for evening meals.

The classroom hut was about 8 x10 feet in area contained within walls of grass and twigs interwoven among lateral sticks and a floor of soft sand. The cassette player, tapes, and materials were organized on a table at the front of the room. Simple wooden benches facing the front provided seating for students.

Eleven students were enrolled in night classes facilitated by Pedro Perez. He was not present when we arrived in the late afternoon, but we talked with his wife who supports his teaching and fills in when he is gone. She also demonstrated the use of materials. Four young women who worked in the melon fields noted they had finished sixth grade and graduated already through EDUCATODOS.

### **SUMMARY**

The EDUCATODOS methodology and practice provided a strong and well-tested base upon which to offer education to marginalized groups of child workers. The implementation varied widely across distinctly different conditions observed at the sites described above and discussed in the focus group interviews and stakeholder meetings in Nacome and Quebrada Grande.

### **3.1.2 FACILITATORS**

Although EDUCATODOS materials were used, observations described above confirm experiences expressed by facilitators, volunteers, and students concerning differences between the EDUCATODOS and ENTRA classrooms. Participants acknowledged and highly appreciated that ENTRA classrooms were visited more frequently by facilitators who made sure that materials were available and that schedules were being kept. It should be noted that ENTRA extensionists receive payment of \$220 a month and are expected to cover five centers each week. EDUCATODOS extensionists are expected to cover an area with 30 centers each week, on foot and without travel expenses being covered.

### **3.1.3 METHODS AND MATERIALS**

EDUCATODOS methods and materials at the core of the education approach described above and offered within ENTRA classrooms have been used in Honduras for many years and now have gained recognition within the District of Valle for their ability to provide an alternative education to the marginalized populations of working children. The ENTRA centers are, at the same time, improving the quality of EDUCATODOS education through additive effects of more reliable attention from facilitators and the addition of materials related to the conditions of child laborers.

EDUCATODOS methods and materials are now being supplemented by a three-part series entitled "Defending Our Rights," which contains original art work of child workers. Their words, photos, and other illustrations are highly engaging, and the substance is highly relevant to their conditions. The constructivist methodology used in the development of the series included participation by working children, which consumed a great deal of time throughout the project. The end result, however, is a work of substance that is highly relevant to the condition of child laborers.

Module titles include, "Knowing Our Rights," "My Health Is a Treasure," and "Child Labor in Dangerous Occupations." Each module is divided into lessons that are titled, "We share from our experience," "We broaden our understanding" (explore the theme), and "We apply what has been learned." Some lessons end with a section entitled, "Don't forget."

The modules introduce holistic approaches to understanding rights for developing well-rounded people: integrated health and types of disease transmission; types of addiction; use and types of pesticides; and security norms at work. In addition, each module contains a glossary and complementary materials, such as a summary of the Convention of the Rights of the Child.

In addition to the EDUCATODOS methods and materials, two other types of awareness training and pesticide training were offered: Save the Children has organized five theatrical sessions promoting understanding among children and youth (including the use of traditional games) as a method of providing two-way learning experiences and solidarity. Training on pesticide use took place in the National Institute for Professional Training (Instituto Nacional de Formacion Profesional [INFOP]). Subsequent sessions have taken place for 90 youth on the premises of a melon producer, who also performed a demonstration on the topic.

The short-term impacts of the methods and materials presented in this training are exemplified in the following cases:

- Four teenagers working in melon harvesting requested their protection equipment against pesticides during work hours. When they were refused the protection gear, they left the plantation.
- One parent removed his/her youth from melon harvesting after learning about the pesticide exposure that was present.

Some attention has also been paid to the provision of vocational programs through INFOP. ENTRA decided not to put forth a vocational questionnaire designed by INFOP because it limited the choices of profession from which the children could choose. CARE insists that children should be allowed and motivated to think on an even larger scale. However, INFOP works to provide vocational programs and training to Honduran youth and has a reputation for being organized and logistically sound. In addition to providing the technical assistance on educating youth about the chemical danger of pesticides and ways to protect oneself from exposure, 20 youth (from the community of El Espino) were referred to an INFOP course on maintenance of agricultural machinery and graduated as Agricultural Machinery Technicians. Agricultural authorities have expressed an interest in having maintenance for their machinery. CARE-ENTRA felt that this would be a relevant and applicable skill to pass on to graduating seventh and eighth graders.

The project worked to identify vocational possibilities for graduating students and explored training to teach the tailoring trade in Quebrada Grande. ENTRA has also met with the Italian Cooperative in Espino to discuss the development of an *epicentro* (vocational on-site training) to teach industrial engineering. An NGO, Junior Achievement, is looking into becoming a partner to support this effort. The objective would be to encourage the development of microenterprise solutions to further their learning as well as develop a trade that could potentially be a source of income.

### 3.1.4 STAKEHOLDER RESPONSES

#### WHAT DID FACILITATORS, LEARNERS, AND PARENTS SAY ABOUT THE RESULTS OF THE ENTRA EDUCATION AND TRAINING PROGRAM?

Stakeholder meetings and interviews with facilitators, learners, parents, and local institutional representatives revealed that they had learned a lot about the methodology and materials.<sup>6</sup>

#### FACILITATORS

Facilitators said they learned:

- The risks associated with child labor in the physical and emotional development of each one of us;
- To have solidarity with children and young people that have dropped out of the formal school system;
- To work together in groups with participants, parents, and institutions;
- How to treat children and young people with different problems and behaviors;
- That with dedication and good will we can help our own children and young people that work so that they can keep studying.

The challenges remain to:

- Motivate children and young people to return to the classrooms;
- Integrate other institutions into the project development;
- Fight against exploitation in child labor;
- Raise the population's awareness to the project benefits;
- Achieve the participation of the businesses by having them take part in the ownership of providing permission that children continue studying.

#### LEARNERS

Learners said they learned:

- Children's rights;
- To draw, to write, to read, to listen, and about chemical poison and respect;
- Mathematics, to read, to write, to play with my friends and to interact closely with my facilitator.

The challenges remain to:

- Motivate young people to be involved in their studies and not to pay attention to those who tell them that the program was not legal;
- Continue studying and not get behind in my studies;
- Keep my peers motivated to study;
- Ask our parents to continue supporting us;

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<sup>6</sup> Note several references to parent-teacher relationships and coordination with local institutions will be discussed in the following section on Systemic Support.

- Motivate the facilitator to help me move ahead;
- Address women's safety issues in and on the way to and from the classroom and the workplace.

### **PARENTS**

Parents learned:

- We have learned that by putting in effort with the organizational institutions, we parents, along with our children and young people, can combat school absenteeism and the causes of child labor;
- As a mother to my daughter I have seen her start to learn;
- I have seen that the facilitators give them time to learn whereas since I am a mother, I cannot as easily give more than I have time for.

Challenges remain to:

- Motivate young people to study for the good of the larger community;
- Challenges were impulses that we felt that our children should study and that they were working long hours and a very early age.

### **LOCAL ORGANIZATION REPRESENTATIVES**

Local Organization Representatives learned:

- That programs need alliances that include various institutions to ensure that the goals are achieved;
- That we can take advantage of NGOs, institutions, and existing organizations in our communities and that we can make commitments to achieve challenges, which of course requires coordination;
- There are many ways and forms to help others;
- To desire is to do, and to do is gain;
- That education is the fundamental base to be able to develop communities and it is the biggest and most important investment we can make; an educated town is a developed town.

The challenges remain for:

- Young people to attend and matriculate in classes;
- Their bosses to give them permission to study;
- Following and monitoring the communities;
- Integrate parents into the process;
- Various institutions to get involved to support the process;
- Positive acceptance in the communities.

## **3.2 SYSTEMIC SUPPORT**

The success of any initiative depends on systemic support at many levels. This study assesses systemic support of the Honduras pilot initiative through (1) heightened public and government awareness, and (2) the ENTRA pilot design, management, and supervision.

### 3.2.1 PUBLIC AND GOVERNMENT AWARENESS AND SUPPORT

Government and public awareness was developed at local, district, and national levels through training sessions with parents, work with the district education office, and meetings at the national level.

At the local level, public awareness has been generated through direct education and training of nearly 600 participants. More than 200 parents have attended four training sessions, and 26 meetings were extended at the community level with participation of parents of students involved in ENTRA. A radio forum was also developed and aired, an informative mural was created, and 1,000 pamphlets were distributed as a strategy to make information broadly available on child labor in the district.

Some private sector support was given to cover meeting expenses for raising general awareness and educating stakeholders on the effects of education and child labor. However, a reduction in the number of businesses active in Valle made it difficult to develop private sources of support. For example, several melon growers were bought out by one company when the melon prices went down which, in turn, further reduced the already small number of private firms that could be tapped for support.

The strategy at the national level has been to coordinate with the Ministry of Labor to form a Departmental Technical Sub-Council for eradicating the worst forms of child labor.

In summary, although direct private support has been minimal, the visibility of child labor as a problem in the region has been heightened and child labor has been incorporated as a priority in the work plan of the Department of Valle.

### 3.2.2 PILOT DESIGN, IMPLEMENTATION, CAPACITY AND MANAGEMENT

As described above in Section I, the pilot was designed and implemented as a short-term, low-budget initiative and, in this context, provides us with notable findings in several areas.

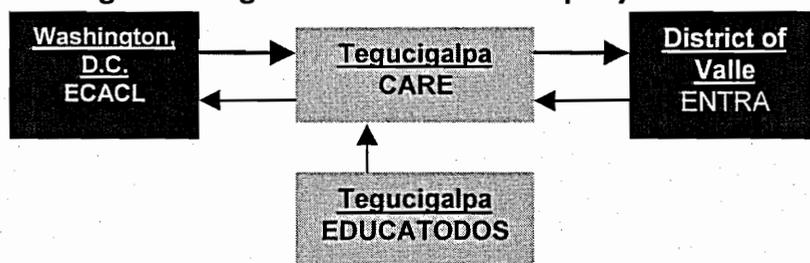
#### ASSESSMENT AND DESIGN

Assessment and design of child labor prevention programs that target and measure impact are difficult because of the nature of the issue. To counter this, ECACL invested in a full, two-month assessment, which was conducted during the period from April 3 to June 5, 2002, to determine the particular area of Honduras in which the pilot would take place. As a result, the strength of the pilot's design in terms of interventions was that it carefully pinpointed a limited area, interventions, and reasonable targets for participation.

#### MANAGEMENT AND SUPERVISION

Management and supervision were largely overseen by CARE. Figure 3, below, shows the location of main organizations active in the pilot and the lines of communication as originally planned. During the year, with a change in CAII/ECACL management, communication opened up and all members were copied on e-mails.

Figure 3: Organizational Relationships by Location



#### STRENGTHS AND CHALLENGES IN ORGANIZATIONAL CAPACITY

CARE and EDUCATODOS was a mutually beneficial partnership that brought together the strengths of two organizations: EDUCATODOS, which provided tried-and-tested materials and brought the capacity to research and develop modules; and CARE, which brought in the training of facilitators, frequent visits to

support facilitators, workshops and meetings to educate and engage stakeholders at the national, district, and local levels, and ongoing evaluation in the field.

These partners identified several areas in the use of education to prevent child labor where their capacities were most challenged. They included the change in leadership of each of the partner organizations, especially at the beginning of the pilot, and the lack of time to complete the task. Although limited resources were not mentioned as a restrictive factor, it is almost certain to have been an issue.

During the first few months of the project, several changes in the leadership of CARE and EDUCATODOS caused a delay in start-up. It was not until the first of January, several months into the project, that the project coordinator was hired by CARE. Later in the project, the BEPS/CARE advisor working from CAII in Washington relocated. Consequently, miscommunications occurred with EDUCATODOS, which was also going through organizational changes. These complications caused delays in project start-up and implementation.

Furthermore, the design of EDUCATODOS modules using participatory methods by and for child laborers proved to be a greater challenge for the organization than expected. Although the results are proving impressive, the methodology required a careful, thoughtful, and somewhat more complicated process, which meant that modules were not completed by the end of the first year. Originally budgeted for \$5,000, module development is certain to have cost the organization more.<sup>7</sup>

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<sup>7</sup> Actual budgeting information was not available to the assessment team.

## SECTION 4:

# SUMMARY OF LESSONS LEARNED BY OBJECTIVES

### **4.1 OBJECTIVE 1: DESIGN AND IMPLEMENT A PROGRAM OF EDUCATIONAL INTERVENTIONS TO ADDRESS THE WORST FORMS OF CHILD LABOR**

- Situation analysis (area mapping) of Valle, Honduras was helpful in determining placement of sites.
- Flexibility and communication with agencies are important. Once it was determined that ILO had already completed an analysis of risks at work, the study called for in the M&E plan was cancelled.
- Mobilizing community partners to attain participative planning is not a one-off exercise; it requires continued attention after the planning to maintain buy-in and to ensure integration, action, and follow-up.

### **4.2 OBJECTIVE 2: PREVENT CHILDREN FROM ENTERING THE WORST FORMS OF CHILD LABOR BY MEANS OF NON-TRADITIONAL EDUCATIONAL INTERVENTIONS**

- Non-traditional educational interventions for child laborers can be more effective when facilitators' training emphasizes the use of learner-centered methods to transform behavior that empower learners to ask questions and develop a stronger self-identity.
- To meet the requirements of a short-term pilot, realistic expectations must be understood by those involved in planning and implementation. Production of supplementary materials using stakeholder-participation methodology, while producing a product that reflects the needs, challenges, and solutions of the local population, can require a solid amount of up-front research and development time that takes many months. Consequently, the product will only be ready for wide distribution near the end of a year's time.
- Institutional strengthening can be an outcome of training for other purposes, as in the case of conducting ENTRA and EDUCATODOS volunteer training and INFOP pesticide training at the same time.

### **4.3 OBJECTIVE 3: REMOVE CHILDREN FROM THE WORST FORMS OF CHILD LABOR**

- Undertaking actions to remove children from worst forms of child labor may not be in the best interest of a small pilot project. Because of the danger for employees, especially in the area of trafficking of children, and because of the time needed for documenting cases, this activity was dropped in favor of developing capacities of institutions in the area through training sessions for those who, by legal mandate, should assume responsibilities.
- Providing information to parents on the worst forms of child labor may be a more effective preventive step, especially in a short-term pilot.

#### **4.4 OBJECTIVE 4: CREATE AWARENESS, AND AS A RESULT, A REFORM BY USING SOCIAL MARKETING TECHNIQUES**

- Social marketing techniques that involve and directly mobilize youth, parents, and migrant communities can be highly effective when conducted using a combination of strategies. Participatory theater, traditional games, and media broadcasting, for example, encourage authorities to see child labor as a problem—not solely an extension of the local culture—and take responsibility for addressing it.
- Sensitizing, training, and educating private sector employers who employ child laborers requires careful planning in order to reach higher-level executives. In the training sessions, both melon-producing businesses with greater numbers of children sent their middle-range personnel. While mid-range personnel may be closer to the issues involved in the treatment of child laborers, they do not have the authority to make change.

#### **4.5 OBJECTIVE 5: ASSURE THE SUSTAINABILITY OF THE ACTIVITIES OF THE CHILD LABOR PILOT PROJECT AFTER THE COMPLETION OF THE PROJECT LIFE SPAN**

- Pilot visibility has been an important part of integrating the issues into the heart of the Department Development Commission.
- Private sector support may be difficult to ascertain, especially in an environment of economic decline. However, small steps, such as the support of meeting costs, though minimal, may indicate an opening that can lead to greater support later.

#### **4.6 OBJECTIVE 6: MONITORING PILOT PROJECT ACTIVITIES AND THE EVALUATION OF ITS EFFECTIVENESS IN THE REDUCTION OF THE WORST FORMS OF CHILD LABOR IN VALLE, HONDURAS**

- Monitoring pilot activities can and should more accurately reflect changes by using qualitative indicators.

## SECTION 5:

# MAIN CONCLUSIONS AND RECOMMENDATIONS

The partnership of CARE and EDUCATODOS was mutually beneficial, bringing together the strengths of two organizations. EDUCATODOS provided tried-and-tested materials and brought the capacity to research and develop modules. CARE supplied the facilitators' training, made frequent visits to support facilitators, undertook workshops and meetings to educate and engage stakeholders at the national, district, and local levels; and carried out ongoing field evaluation.

## 5.1 INTERVENTIONS

*Preventive interventions*, such as EDUCATODOS, require extra training in teacher-effectiveness to promote interactive, child-centered methods to improve the quality of the teacher-learning experience in addressing needs of child laborers and at-risk youth.

*Protective interventions*, such as providing information on educating youth on rights, health care, trafficking, as well as on educating and involving family members and community leaders, require a “whole school” or “whole system” approach that can prove challenging, and requires long-term commitment.

*Developmental interventions*, such as vocational and pre-vocational training offering safe work alternatives for child laborers, need to include basic decision-making and negotiation tools that can be fundamentally empowering and transformative.

Although no definitive answers emerged as to which intervention or group of interventions was most effective, the pilot initiative heightened awareness and interest among the general public. It introduced new materials, adding value to EDUCATODOS non-formal education, and helped the organizations identify strengths to build upon and weaknesses to address in future projects.

## 5.2 CROSSCUTTING THEMES

Improved coordination between the institutions and NGOs involved in the project, the activated and improved human resources, and the trial use of various activities and techniques ensured a base that is ready for continuation of activities, especially with consideration for the crosscutting themes listed below.

### 5.2.1 CONTEXT

The wide variety of population, backgrounds, and learning environments reflected in the site descriptions requires flexibility and diversity of approaches in educating child laborers.

#### RECOMMENDATION

- More training for facilitators and volunteers in child-centered learning practices is required to help them take better advantage of EDUCATODOS methods and materials.

### 5.2.2 GENDER

While selection of participants included equal numbers of female and male youth, the pilot lacked a specific gender strategy in addressing differences in girls' and boys' particular vulnerabilities. Although gender parity in education has long been met in Honduras, gender bias exists in the culture and is reflected in the pilot program.

## **RECOMMENDATIONS**

- Distinctions between female and male youth need to be assessed and clearly articulated in all stages of the project cycle, from assessment and design to implementation and M&E plans and indicators.
- Because the M&E plan did not require reporting of data by sex, an opportunity was missed to analyze the differences in the pilot achievement. USAID's administrative directive system (ADS) requires disaggregation, and implementing NGOs should also be given guidance on these issues as part of project startup.

### **5.2.3 STRATEGY, ORGANIZATION, AND MANAGEMENT**

Organization and management of the pilot may have been improved with a better understanding of the culture and competencies of local NGOs, and greater support from CARE for improving their capacities.

## **RECOMMENDATIONS**

- The capacity of local organizations should be carefully considered, especially, as in the case of EDUCATODOS materials, when introducing requirements such as participatory design and development of instructional materials with child laborers.
- Agreements on tasks, reports, and deliverables needed to be more fully understood by each implementer before and at the start of activity, with review and restructuring as necessary at points along the way.

### **5.2.4 TIME AND BUDGET**

From the beginning, expectations could have been more reasonably aligned with time and resource constraints. Local contractors were hard pressed to meet all the research and training demands within the brief period of the pilot.

## **RECOMMENDATION**

Involve local contractors in pilot design and be ready to facilitate a realistic implementation plan with staff.

### **5.2.5 MONITORING AND EVALUATION**

M&E plans need to include indicators that capture both quantitative and qualitative outcomes. The nonformal programs introduced, with their friendly teaching-learning environments, should more clearly support child-centered approaches to provide learners with a nurturing environment that strongly supports transformative processes needed for child laborers and at-risk youth from marginalized backgrounds. Pilot interventions for these learners need to (1) foster flexible, exploratory, interactive, and inventive learning styles; and (2) seek diversity by making sure that all students (for example, by sex and ethnicity) actively engage in the learning process. Consequently, methods and tools should include basic techniques that are shaped by a participatory philosophy that encourages broad-based involvement. Although the M&E plan was not designed to monitor according to these standards, the findings show promising achievements and challenges in these areas. Qualitative indicators would be helpful in monitoring the transformational effects of education interventions as well as aiding all stakeholders to achieve expected outcomes and processes beyond simply counting numbers.

## **RECOMMENDATION**

Incorporate qualitative indicators in the M&E plan discussed, understood, and agreed to by implementers.

## **5.3 SUMMARY**

The positive results and lessons learned from the pilot form a stable prerequisite for further development and extension in Valle and other districts with problems related to prevention of the worst forms of child labor, including child prostitution and trafficking of children for sexual purposes in Honduras.

## APPENDIX I:

# M&E PLAN:

## OBJECTIVES, MAJOR ACTIVITIES, INDICATORS, AND REPORTED OUTCOMES

### Targeted Population: Children and Youth in the Worst Forms of Child Labor in Valle, Honduras

Activities	Indicators (Goal)	Reported Outcomes
<b>Objective 1: To Design and Implement a Program of Educational Interventions Addressing the Worst Forms of Child Labor</b>		
1. Recruit, hire, and train FT Coordinator in Valle	<ul style="list-style-type: none"> <li>• (1)</li> </ul>	<ul style="list-style-type: none"> <li>• Project Coordinator started Jan 9, 2003</li> </ul>
2. To conduct a situational analysis (area mapping) within Valle, Honduras addressing the following: <ul style="list-style-type: none"> <li>• child labor activity by gender</li> <li>• work locations</li> <li>• harvest seasons</li> <li>• activities by production phase</li> <li>• proximity of children to work sites (areas of housing)</li> <li>• child migrant worker and other child laborer locations</li> <li>• education status of child laborers</li> <li>• attitudes of children, parents, and businesses about child labor</li> <li>• NGO programs and activities in Valle</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in documented information about child labor in the department of Valle, Honduras</li> <li>• (1)</li> </ul>	<ul style="list-style-type: none"> <li>• One Situational Analysis report that includes identification of targeted sites for pilot project interventions.</li> <li>• Performed by a team of consultants</li> </ul>
3. Conduct job risk analysis <ul style="list-style-type: none"> <li>• Work activities</li> <li>• Health status of children</li> <li>• Accidents and injuries</li> <li>• Conditions of work</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in information about risks to children in job activities in targeted sectors</li> <li>• (1)</li> </ul>	<ul style="list-style-type: none"> <li>• This study was cancelled since the ILO had already completed a similar study.</li> </ul>
4. Mobilize community stakeholders for participatory planning purposes with the following stakeholder groups: <ul style="list-style-type: none"> <li>• 9, Community Leaders</li> <li>• 3, Local government representatives</li> <li>• 2, Parents</li> <li>• 2, Child/youth laborers</li> <li>• 2, Private sector</li> </ul>	<ul style="list-style-type: none"> <li>• Number of persons participating in planning process with diverse stakeholder groups</li> <li>• (18 meetings)</li> <li>• Number of community action plans developed</li> <li>• (3 plans)</li> </ul>	<ul style="list-style-type: none"> <li>• Two meetings per community were held, a total of 26 meetings geared to integrating all parties in the follow-up of project actions.</li> <li>• In order to attain this integration, an education committee was formed for eradicating child labor, integrated with community leaders and parents. Nevertheless there is a need to direct a greater effort in consolidating structures</li> <li>• Eleven action plans have been developed – one for each committee.</li> </ul>
Develop 3 community child labor action plans in targeted communities with child laborers		
<b>Objective 2: To Prevent Children from Entering the Worst Forms of Child Labor through the Provision of Non-Traditional Educational Interventions</b>		
1. Acquire and review appropriate educational materials (e.g., Educatodos and Maestra en Casa) for children and youth	<ul style="list-style-type: none"> <li>• (1 report)</li> </ul>	<ul style="list-style-type: none"> <li>• Review of EDUCATODOS materials focused on observations on the content. Observations were mainly favorable.</li> </ul>

Activities	Indicators (Goal)	Reported Outcomes
2. Modify and produce supplemental work activity books for reading, writing, and math in the context of the targeted work activities in key sectors	<ul style="list-style-type: none"> <li>• 9 Workbooks: 3 activity workbooks each for 3 work areas</li> </ul>	<ul style="list-style-type: none"> <li>• None available at the time of this assessment. In August, 2003, a technical proposal was prepared and a team of EDUCATODOS specialists was organized. As part of a first phase all field work has been completed; methodology has been changed, adjustment to content made and number of texts was reduced to 5.</li> </ul>
3. Identify facilitators, and plan and conduct training of facilitators	<ul style="list-style-type: none"> <li>• Increase in number of trained facilitators</li> <li>• Increased number of training opportunities for children and youth</li> <li>• (3 Extensionists; 9 Volunteers)</li> </ul>	<ul style="list-style-type: none"> <li>• Extensionists were trained on the subject of child labor and the methodological frame of the educational system.</li> <li>• Five training events have taken place for the volunteer facilitators. As a strategy of institutional strengthening, the same numbers of EDUCATODOS volunteers were also trained, for a total of 14 volunteers.</li> </ul>
4. Facilitators field test work activity books and provide feedback for revisions	<ul style="list-style-type: none"> <li>• Summary of recommended changes to work activity books</li> <li>• (5)</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule was revised – application of field materials to begin in May.</li> </ul>
5. Develop and provide training on pesticide and other worker safety issues	<ul style="list-style-type: none"> <li>• Increase knowledge about pesticides and other worker safety approaches</li> <li>• (90 children &amp; youth trained)</li> </ul>	<ul style="list-style-type: none"> <li>• Pesticide training took place in the National Institute for Professional Training (INFOP). The practice of the sessions took place on the premises of a melon producer, who also performed a demonstration on the topic.</li> </ul>
6. Provide educational opportunities for children	<ul style="list-style-type: none"> <li>• Increase % access to educational opportunities</li> <li>• (4 meetings/week)</li> <li>• Increase % satisfaction in education provided and relevancy</li> <li>• (90 boys &amp; girls)</li> </ul>	<ul style="list-style-type: none"> <li>• Each facilitator performed an average of 5 meetings per week in order to finish the content program.</li> <li>• 211 boys and girls enrolled; 200 passed to the next immediate level; 61 finished 6<sup>th</sup> grade.</li> </ul>
7. Provide educational opportunities for youth	<ul style="list-style-type: none"> <li>• Increase % access to educational opportunities</li> <li>• Increase % satisfaction in education provided and relevancy</li> </ul>	<ul style="list-style-type: none"> <li>• Four meetings per week of facilitators and volunteers offering education</li> <li>• 40 youth participating in education opportunities</li> </ul>
8. Create and identify opportunities for alternative safe work activities for children	<ul style="list-style-type: none"> <li>• Number of children and youth moved from hazardous to safe work activities</li> <li>• Increase % satisfaction in education provided and relevancy</li> </ul>	<ul style="list-style-type: none"> <li>• Cancelled due to danger of the activity.</li> </ul>

Activities	Indicators (Goal)	Reported Outcomes
<b>Objective 3: To Remove Children from the Worst Forms of Child Labor</b>		
1. Take measures to remove children out of the worst forms of child labor <ul style="list-style-type: none"> <li>• Identify and contact children in the most abusive situations</li> <li>• In cases of prostitution and trafficking, remove children from abusive situation and return them to their home or place them into an alternative safe environment with access to education</li> <li>• Inform officials to take appropriate action to remove children from extremely difficult and hazardous situations, such as prostitution, illegal drug activity, etc.</li> <li>• Educate children about their rights</li> <li>• Educate employers about the requirements under national and international law related to child labor</li> <li>• Coordinate activities with the labor inspectors</li> <li>• Coordinate activities with the ILO-IPEC</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in number of children in abusive labor situations</li> <li>• (90 children or youth identified; 30 removed from worst forms of child labor)</li> </ul>	<ul style="list-style-type: none"> <li>• Cancelled due to danger for employees in this area. CARE has focused on developing the capacities of the institutions in the area through training sessions, for those who by legal mandate should assume these responsibilities.</li> <li>• Due to the above all activities geared towards this aspect have taken place in coordination with the Ministry of Labor, seeking to form a Departmental Technical Sub-Council for eradicating the worst forms of child labor.</li> <li>• Likewise two training sessions have taken place with the participation of representatives of various government and private institutions.</li> </ul>
2. Provide information and education for parents of children identified in worst forms of child labor	<ul style="list-style-type: none"> <li>• 80 Parents informed in</li> <li>• 2 Sessions</li> </ul>	<ul style="list-style-type: none"> <li>• 200 Parents informed</li> <li>• 26 Sessions</li> </ul>
3. Organize and reinforce abilities of stakeholders to develop and implement action plans addressing worst forms of child labor	<ul style="list-style-type: none"> <li>• Increase number of self-initiated actions by stakeholders to remove children from abusive child labor situations</li> </ul>	<ul style="list-style-type: none"> <li>• Cancelled due to legal and context implications.</li> </ul>

**Objective 4: To Raise Awareness and Bring About Reform using Social Marketing Techniques**

1. Provide information and education in order to sensitize private sector employers hiring children <ul style="list-style-type: none"> <li>• Introduce the project to the private sector</li> <li>• Disseminate information about treaties, agreements and international conventions concerning the worst forms of child labor</li> <li>• Develop and implement intervention strategies related to monitoring the worst forms of child labor (preferable targeting parents, children, and youth in their places of work in order to not affect their education)</li> <li>• Train and educate employers about social accountability practices in their production practices</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction of children employed in jobs considered as the worst forms of child labor</li> <li>• (# employers contacted; # of sessions held for creating awareness)</li> </ul>	<ul style="list-style-type: none"> <li>• Two employers and two sessions held.</li> <li>• In the training sessions both melon producing businesses with greater number of children participated with their middle range personnel. Montelibano with 6 people and Suazo Agro industrial sent 3.</li> <li>• Two meetings with representatives of private businesses where the topic of child labor was addressed. The businesses have shown some support providing financial aid for several activities that took place with boys and girls and allowing the pesticide practice to take place within their premises.</li> <li>• Encouraging small change</li> </ul>
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Activities	Indicators (Goal)	Reported Outcomes
<p>2. Provide information and education to parents of child laborers</p> <ul style="list-style-type: none"> <li>• Raise awareness of the parents about the importance of education in reducing poverty and the risks associated with activities in the worst forms of child labor.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in % of children participating in educational opportunities</li> <li>• Increase in % of children in safe work environments</li> <li>• Increase parent's understanding related to gender issues in child labor</li> <li>• (80 parents contacted)</li> </ul>	<ul style="list-style-type: none"> <li>• 160 parents participated in parental training sessions</li> <li>• 200 boys and girls accessing study opportunities provided by ENTRA</li> <li>• All parents know about the risks of child labor through training sessions developed by the project.</li> </ul>
<p>3. Educate the children and youth</p> <ul style="list-style-type: none"> <li>• Introduce the project to the community</li> <li>• Present alternative forms of work and study</li> <li>• Develop activities that raise the self-esteem of children and youth, including training youth as facilitators to conduct outreach to other children and youth</li> </ul>	<ul style="list-style-type: none"> <li>• Number of children and youth referred to participate in educational interventions as a result of youth facilitators</li> </ul>	<ul style="list-style-type: none"> <li>• A greater scope has been tried to be given to this result, and focus has been given to promote education encounters as a tool that would provide for two way learning experiences and solidarity.</li> <li>• Five encounters have been organized. Participation in a theater encounter organized by Save the Children and Department level and four encounters have been held in the same amount of communities.</li> <li>• In these encounters, the rescuing of traditional games has been promoted.</li> <li>• -14 youth trained as volunteers.</li> </ul>
<p>4. Mobilize migrant and other communities</p> <ul style="list-style-type: none"> <li>• Introduce the project to the community</li> <li>• Facilitate meetings and actions of the Commission on Child Labor in the department of Valle</li> <li>• Conduct special outreach to migrant communities</li> <li>• Involve community leaders, local government in the processes of prevention and addressing the worst forms of child labor.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase of migrant children's participation in education opportunities</li> <li>• Increase in migrant and other parents' referral of their children in education</li> <li>• Number of meetings of the Sub-Commission on Child Labor in the department of Valle</li> <li>• Number of independent interventions initiated by the Commission in Valle</li> <li>• Increase in participation of migrant children in education opportunities.</li> <li>• Increase the referral of children to education by migrant and other parents.</li> </ul>	<ul style="list-style-type: none"> <li>• 50 migrants contacted</li> <li>• 72 boys and girls, 36 graduated from 6th grade</li> <li>• 5 meetings of the Sub Commission to eliminate the quantity of child labor in Valle, Honduras.</li> <li>• 4 meetings held with Department Development Commission which is the highest department hierarchical intervention level. The principal achievement to date has been that the problem of child labor has been seen clearly at the level of authorities. Before this project arrived subject had been treated as part of the local culture.</li> <li>• 5 interventions created and executed by the Sub Commission in the department of Valle, Honduras.</li> </ul>

Activities	Indicators (Goal)	Reported Outcomes
<b>Objective 5: To ensure the Sustainability of the Child Labor Pilot Project Activities after the End of the Project Period</b>		
1. Develop marketing strategy and plan to systematize and sell sustainability of the pilot project activities	• Developed plan	<ul style="list-style-type: none"> <li>• One plan</li> <li>• Achieving this result has been a CARE priority in this reporting period. The visibility of the project work in the area has been achieved. The project has been integrated into the Heart of the Department Development Commission and from this level the sustainability actions are thought to be developed.</li> </ul>
2. Gain and secure support from the various GOH Ministries for the continuation of the activities following the end of the project period	• Agreement with the government	<ul style="list-style-type: none"> <li>• One written agreement with the government</li> <li>• An agreement has been signed with EDUCATODOS program in order to continue this education aspect, none the less an agreement with the Ministry of Education is being worked on.</li> </ul>
3. Work with private sector to gain financial support and other types of assistance for child labor prevention and elimination actions	• Private sector financial and other support implemented for working children at their worksites	<ul style="list-style-type: none"> <li>• Private sector financing activities that benefit children and youth</li> <li>• To date financial support by the private sector has been limited to the development of precise events.</li> </ul>
<b>Objective 6: To Monitor the Pilot Project Activities and Evaluate its Effectiveness in Reducing Children's Activities in the Worst Forms of Child Labor in Valle, Honduras</b>		
1. Submit required reports of activities, accomplishments, indicators, outcomes, challenges, corrective actions, and financial accounting of expenditures.	• # of quarterly reports	• Four reports
2. Monitor internal activities to ensure meeting objectives, indicators, outcomes, reporting, and financial accounting of project activities		
3. Monitor reports and activities of CARE		
4. Provide technical assistance and support as needed	• 1 visit/week per center	
5. Establish plan and mechanism for determining effectiveness of varying educational intervention approaches with reducing abusive child labor		
6. Conduct mid-term and final evaluation		
7. Publish final report on pilot project activity, including lessons learned and video/graphic accounting of project activities and outcomes		• Video production to be finalized

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