

**REPUBLIC OF BOLIVIA**

**PROGRAM TO PROVIDE SCHOOLING TO WORKING  
CHILDREN BETWEEN THE AGES OF 7 AND 12**

**(TC-95-03-44-3-BO)**

**EXECUTIVE SUMMARY**

**BENEFICIARY:** Republic of Bolivia

**EXECUTING AGENCIES:** Civil society organizations in four Bolivian cities, coordinated nationally by the Office of the Under Secretary for Generational Affairs of the Ministry of Human Development.

**BENEFICIARY POPULATION:** Working children between the ages of 7 and 12 from extremely poor families living in the urban areas of La Paz, El Alto, Cochabamba and Santa Cruz. Some 1,900 children would benefit each year, which represents approximately 21% of the working children in those urban areas who are either not attending school or in serious danger of dropping out.

**FINANCING, TERMS AND CONDITIONS:**

IDB: US\$2,650,000 (equivalent in local currency)

Fund: Net income of the Fund for Special Operations (FSO)

Type of financing: Nonreimbursable

Execution: 36 months

Disbursement: 42 months

**ENVIRONMENTAL CLASSIFICATION:** The Environment Committee, on October 3, 1995, classified this as a Category II operation.

**OBJECTIVES:** The program's overall objective is to further the development of Bolivia's human capital for more equitable economic and social progress. Its specific objectives are to: (i) enable working children between the ages of 7 and 12 to enroll and/or remain in the formal public basic education system; (ii) reinforce family ties by involving the family more in the child's education; and (iii) strengthen a network of government and civil society institutions involved in coordinating and carrying out the program.

**DESCRIPTION:**

To accomplish the proposed goals, the program will carry out the following activities in each city: (i) institutional strengthening, to build up the participating institutions' administrative and technical capacity by conducting workshops and seminars; (ii) distribution of food coupons, to supply staple foods to eligible families, i.e., those that make certain their children attend school regularly; (iii) academic monitoring, to guarantee that children attend school regularly by means of: tutoring during after-school hours to help children prepare their homework assignments and compensate for any deficiencies from previous schooling, and engage in recreational, artistic, cultural and scientific activities; (iv) provision of school supplies, books and clothing, so the children have the essentials they need to attend school; (v) family participation, to keep families motivated about the program by conducting activities and holding meetings to coordinate and share ideas with them; and (vi) program evaluation component.

According to the criteria established in the Eighth General Increase in Resources, this program qualifies as a poverty-targeted operation.

**BENEFITS:**

The program would enable children who have joined the work force prematurely to enroll and/or remain in basic education.

With the program, the beneficiary children would be better positioned to complete their basic education and then pursue a secondary education or vocational training.

One benefit not quantified but no less important would be reducing the risk that working children might eventually become street children, totally alienated from their families.

Also, the program would benefit some 950 families, who would be motivated to improve their relationship with their children.

From the institutional standpoint, the program would equip a group of civil society organizations to take over the program eventually.

**RISKS:**

The main risk is that families might not allow their children to devote most of their time to their education. To avoid this, the activities have been divided up among a large number of institutions able to make one-on-one contact with a reasonable number

of families, service their needs and encourage them to take active part in the program.

Another risk is inefficient management of the procurement and food coupon system. To avoid this, these functions will be performed by coordinating agencies selected because of their experience and administrative capacity.

**SPECIAL  
CONSIDERATIONS:**

Given the fact that the program targets extremely poor population groups and that the participating agencies are very weak both financially and institutionally, the Bank's contribution would finance recurrent expenditures for personnel (tutors and other support personnel) and food for the program's beneficiary children. This is justified for the period during which the institutions' administrative capacity is being strengthened, in keeping with the policies of the Eighth Replenishment (paragraph 2.12(c)). Success with the children mainly depends on how efficiently the services of the specialized professional staff and administrative and support personnel are provided. Also, a proper and regular diet will be the basic tool used to combat the malnutrition that characterizes these children.

**THE BANK'S  
COUNTRY STRATEGY:**

The Bank's strategy in Bolivia proposes that priority be given to programs that: (i) promote sustained development by supporting structural reforms, stimulating investment and increasing productivity; (ii) further the State's development and decentralization; (iii) improve social conditions through continued support for the strategy of investments and reforms in education, health care and housing, especially at the basic levels that benefit lower income groups; and (iv) preserve and restore the environment. Because it supports groups of children in especially difficult circumstances arising from poverty and marginality, the proposed program is consistent with the Bank's strategy.

**SPECIAL  
CONTRACTUAL  
CONDITIONS:**

The first disbursement out of the contribution would be conditional upon the signature of the contract for specialized consulting services for the program's evaluation (paragraph 3.42).

The first disbursement of funds to carry out the program in each city would also be subject to the following prerequisites: signature of the agreement between the Office of the Under Secretary for Generational Affairs and the coordinating agency, for the latter's participation in the program (paragraph 3.43); signature of at least one agreement between a

coordinating agency and an executing agency for the latter's participation in the program (paragraph 3.43); presentation of the list of children who will be beneficiaries under the program, hiring of tutors for the academic monitoring activities (paragraph 3.43), and submission of the initial report on activities in each participating city (paragraph 3.35(a)).

## I. BACKGROUND

### A. Poverty

- 1.1 Bolivia's 1992 socioeconomic and demographic census figures report a population of 6.4 million, 48% under the age of 18. The available data show that more than half the population lives in poverty and an estimated one third lives in extreme poverty, both conditions measured as a function of the extent to which their basic needs are met. 1/ If those earning a per capita monthly income of US\$60 or less are defined as poor, then 54% of the Bolivian population would be identified as such.
- 1.2 The urban population has grown rapidly, from 42% in 1976 to 58% in 1992, as people migrate from rural to urban areas. This population shift has brought noticeable socioeconomic changes, the most obvious being the poverty belts that now surround the country's major cities, causing complex spacial problems and heightening social pressures. By 1992, 60% of the urban population was considered poor.
- 1.3 Families that settle within the urban perimeters are typically low income and have no access to education, health care, drinking water supply and sanitation services. Because they have little or no education, their members work in very low-paying jobs, which means that children must work from a very young age for the family to survive. Swept up by their circumstances, these working children receive neither the educational benefits nor opportunities to which, under Bolivia's minor's code, they are entitled at their age.
- 1.4 Studies done in 1992 on poverty in Bolivia found that: 33% of the population was without health care services; 48% had no drinking water supply; 65% did not have access to sanitation services; 22.5% was illiterate (31% in rural areas).

### B. Working children and adolescents

- 1.5 In 1992, of the 3.1 million children nationwide between the ages of 0 and 18, 1,025,100 were between the ages of 7 and 12. There were 365,500 working children and adolescents between the ages of 6 and 18; of these, 238,800 lived in rural areas and 126,700 in one of the nine departmental capital cities and the city of El Alto. 2/

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1/ This includes indicators that reflect the quality of housing, the availability of basic services, school attendance among children, and the household's economic burden. A standard minimum is established for every indicator; if a need falls below that standard minimum it is considered unmet.

2/ Source: 1992 Population and Housing Census.

- 1.6 A total of 11,700 working children between the ages of 7 and 12 lived in Bolivia's urban areas. Of these, 8,820 (74.5%) were in four cities: El Alto, La Paz, Cochabamba, and Santa Cruz. The above-named cities form the country's so-called central corridor, and have the largest populations. The following table shows the number of working children in that age bracket in the above-named cities and nationwide.

CITIES IN THE COUNTRY'S CENTRAL CORRIDOR AND BOLIVIA	SITUATION OF CHILDREN FROM AGES 7 TO 12 <sup>3/</sup>				
	TOTAL NO. OF CHILDREN	WORKING CHILDREN		WORKING GIRLS	WORKING BOYS
		TOTAL	%		
La Paz	93,527	2,354	2.5	1,244	1,110
El Alto	66,198	1,657	2.5	783	874
Cochabamba	58,316	1,678	2.8	784	894
Santa Cruz	100,964	3,131	3.1	1,462	1,669
Total, cities	319,005	8,820	2.7	4,273	4,547
Bolivia	1,025,100	98,998	9.6	47,364	51,634

- 1.7 In the above-mentioned four cities, the Bank's project team was able to observe the working conditions of child laborers who were being exploited and mistreated. Most have seven-day workweeks and long, hard workdays running anywhere from 8 to 10 hours, mainly in service jobs. They work without contracts, on often irregular working hours that make it impossible for them to devote to their studies the time needed for them to succeed as individuals. They are trapped in the circle of poverty.
- 1.8 These child laborers work in the informal sector of the economy, mainly as: shoeshiners, transit-route announcers, car caretakers and washers, bearers, street vendors, and street cleaners, among others jobs. In some cases, a family's strategy for survival (dictated by the family dynamic for meeting material and emotional needs) may include such extremes as begging, robbery, and child prostitution.
- 1.9 A considerable number of these children either drop out of school or never enroll. It is estimated that children are most likely to drop out of school and/or become truants between the ages of 7 and 12. In urban areas, 57% of children leave school before the sixth grade, while 89% do in rural areas. Of the 11,700 working children from 7 to 12 in urban areas, 27% (2,376) did not attend school; the

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<sup>3/</sup> Source: Office of the Under Secretary for Generational Affairs, Ministry of Human Development, based on data from the 1992 census.

remaining 73% were lagging behind in terms of the grade appropriate to their age. <sup>4/</sup>

C. Agencies that serve children's needs

1. Public institutions

- 1.10 The reorganization of the executive branch of government pursuant to Law 1,493 and Supreme Decree 23,660 of October 12, 1993, created, *inter alia*, the Ministry of Human Development. The Office of the National Secretary for Ethnic, Gender and Generational Affairs was formed as part of this ministry, with an Office of the Under Secretary for Generational Affairs to devise and institute policies, plans and programs that target children, adolescents, youth and the elderly.
- 1.11 Under these laws, the Organismo Nacional del Menor, Mujer y Familia [National Agency for Children, Women and Family] (ONAMFA), theretofore the sole institution in charge of devising policy, ceased to be a regulatory agency and became instead a State-level executing agency. Thereafter, the Civic Participation Act continued the reforms by instituting the transfer of the administration of the social services infrastructure to the municipal governments; pursuant to Government Decentralization Act 1,654 of July 28, 1995, that process will be supplemented as of 1996 with the transfer of human and financial resources to the departmental governments.
- 1.12 As a result of these laws, the corresponding implementing legislation is being drafted for the sake of an orderly transfer of, among other things, ONAMFA's human, physical and financial resources to the departmental governments, as provided under Article 25 of the Government Decentralization Act. The only national body in the realm of generational policies and programs is now the Ministry of Human Development, through its Office of the Secretary and respective Under Secretary, which is why the latter would be the proposed program's national coordinator.

2. Civil society organizations

- 1.13 In the late 1980s, a strong movement began that was a combination of the State and civil society, resulting in the establishment of numerous institutions to care for children in especially difficult circumstances, including child laborers.

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<sup>4/</sup> Most Bolivian children attend public schools. In cities, private schools educate approximately 13% of the elementary school population, 17% of the middle school population, and 22% of the secondary school population. Nongovernmental organizations educate some 10% of the total.

- 1.14 A document published by ONAMFA in 1994 identified 242 government and civil society organizations active in the country's nine departments. The majority of these organizations are urban (227) and the rest rural (15); 85 are governmental, 95 are NGOs, 55 are church affiliated and 11 are private. In the cities that comprise Bolivia's central corridor, there are 145 institutions: 41 in La Paz; 20 in El Alto; 41 in Santa Cruz, and 43 in Cochabamba. 5/

3. Coordination between the public sector and civil society organizations

- 1.15 At the present time, public sector institutions are coordinating and interacting with civil society organizations to make certain that resources are used to the best possible advantage without sacrificing the independence that is the real advantage of their involvement. The program proposed here is the result of this process. The approach it takes acknowledges the public sector's standard-setting, regulatory, supervisory and policy-making role in matters relating to children, and makes the civil society institutions the executing agents for specific programs and projects with the target population, thereby getting the community itself actively involved in solving its problems.
- 1.16 The following table shows the number of agencies operating in the cities selected to participate in the program, classified according to their legal status:

AGENCIES WORKING WITH CHILDREN AND YOUTH IN THE CITIES SELECTED TO PARTICIPATE IN THE PROGRAM					
CITY	GOVERNMENT AGENCIES	NONGOVERNMENTAL ORGANIZATIONS (NGOs)	CHURCH-AFFILIATED	PRIVATE	TOTAL
La Paz	23	15	3	0	41
El Alto	6	7	4	3	20
Santa Cruz	7	23	11	0	41
Cochabamba	4	14	20	5	43
Total	40	79	38	8	145

- 1.17 Based on the type of services delivered by the institutions operating in the cities identified above, it was established that:

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5/ Source: *Organizaciones que trabajan con niños y jóvenes en Bolivia* [Organizations working with children and youth in Bolivia]. 1994 (ONAMFA).



15.5% of the agencies are day-care centers; 18.5% are foster care establishments; 4.8% are children's villages; 51% are care or treatment centers of various types; and 8.4% are institutions that provide counseling and support services, among others.

D. The Bank's participation and experience

1. The Bank's participation

- 1.18 The Bank's strategy in Bolivia proposes placing priority on programs that: (i) further sustained development by supporting structural reforms, stimulating investment and increasing productivity; (ii) promote the State's development and decentralization; (iii) improve social conditions through continued support for the strategy of investments and reforms in education, health care and housing, especially at basic levels that benefit the lowest income groups; and (iv) preserve and restore the environment.
- 1.19 Since the program is designed to assist children living in especially difficult circumstances due to poverty and alienation, it fits the Bank's strategy, specifically in that it prioritizes improvements in social conditions achieved by supporting the development of Bolivia's human capital.
- 1.20 The Bank is already participating in four programs that implement this strategy: the basic health-care services program (loan 858/SF-BO) for US\$33.9 million, 23% of which has been disbursed; the educational reform program (loan 931/SF-BO) for US\$80 million, which is just getting under way and whose short-term (eight years) objective is to correct the major problems in basic education; the regional development and sanitation program (loans 777/OC-BO and 914/SF-BO) for US\$64 million, approved in 1993; and the recently approved loan to the Social Investment Fund (loan 950/SF-BO) for US\$60 million.
- 1.21 Three new operations are planned for the 1995-1996 operations program: the maternal/child mortality reduction program (BO-0115); the comprehensive program for the care of children up to 6 years of age (BO-0130); and the program being described in this document, which will give a group of disadvantaged children the opportunity to enroll in education and enjoy its benefits. The last of these three programs was included in the November 1994 programming exercise and is consistent with the areas recommended in the Bank's Eighth Replenishment.

2. The Bank's experience with similar projects

- 1.22 Since 1991 the Bank has approved five technical cooperation operations for children in especially difficult circumstances: Central America in December 1991, for the equivalent of US\$3 million (ATN/TF-3894-RG); Brazil, Rio de Janeiro, in June 1993, for the equivalent of US\$8 million (ATN/SF-4237-BR); Peru, in October 1993,

for the equivalent of US\$6.3 million (ATN/TF-4344-PE); Brazil, six cities, in June 1994, for the equivalent of US\$17.9 million (ATN/SF-4575-80-BR); and Argentina, 10 cities, in March 1995, for the equivalent of US\$19.6 million (ATN/SF-4862-AR). The first three projects have been partially evaluated by the Bank's Evaluation Office (EVO) midway through their execution (see Annex I).

E. Other institutions' participation and experience

- 1.23 In 1993, the World Bank approved financing for a children's comprehensive development project (PIDI) for children up to age 6 in the country's 34 most populated urban areas. The PIDI's objectives are to: (a) develop national child-development and nutrition policies; and (b) provide services for the comprehensive development of extremely poor children in urban and peri-urban areas, working through nonformal child care centers established in homes within the community. The program's total cost is US\$140 million: the IDA is to contribute US\$50.7 million, the Bolivian government US\$21 million, while the rest would come from other bilateral or multilateral assistance institutions. The project will be carried out over a six-year period.
- 1.24 UNICEF is involved in a number of programs to assist families and children, among them the following: the program of social policies for children and women; the PIDI; the comprehensive child development centers (CIDIS); the program to develop and implement a night-school curriculum for working children; and the Andean regional anti-poverty program (PROANDES), in association with the United Nations International Drug Control Programme (UNIDCP).
- 1.25 The CIDIS are a combination of the nonscholastic early education centers (CEI) for rural areas and the integrated child centers (CII) for urban areas. The project's objective is to provide children between the ages of 6 months and 6 years with primary health care, early education and nutrition services. It is funded by the State, UNICEF and the World Food Programme (WFP).
- 1.26 The operation proposed in this document would complement rather than duplicate the efforts being made under the above-mentioned programs, since the latter are geared to assisting children up to age 6 and from 13 to 18, while the proposed operation would be for children in the 7-to-12 age bracket. As there are no programs in Bolivia that target this particular age group, this program would fill a vacuum and, as the national coordinator of the PIDI project indicated, capitalize upon the progress made with six-year-olds who, having participated in the PIDI, may qualify for the proposed program.

## II. THE PROGRAM'S OBJECTIVES

- 2.1 The program's general objective is to further the development of Bolivia's human capital for the sake of more equitable social and economic progress. Specifically, the operation's objectives are to: (i) enable working children between the ages of 7 and 12 to enroll and remain in the public formal basic education system, without upsetting the family budget to which they contribute; (ii) strengthen family bonds by involving the family in the child's education and making it a financial partner in that process; and (iii) strengthen a network of public and civil society institutions that are instrumental in coordinating and executing the program and will carry on the program's activities once it has concluded.
- 2.2 Every year the program will benefit an estimated 1,900 of those children who still maintain family ties and who represent approximately 21% of all Bolivian working children in that age bracket who are not attending school or are in danger of dropping out. The children live in four cities in the country's so-called central corridor.

## III. DESCRIPTION OF THE PROGRAM

### A. The program's components

- 3.1 The proposed program is a pilot program. There are no precedents of similar projects in Bolivia carried out by civil society institutions. Another innovative feature of this program is the economic subsidy the family would receive to partially compensate for the income that the participating child ceases to earn. The project involves specific assistance- and/or prevention-oriented activities in the cities of La Paz, El Alto, Cochabamba and Santa Cruz, targeted at a specific group of children and consisting of the following components:
  1. Institutional strengthening (equivalent of US\$25,000)
- 3.2 The following activities will strengthen the participating (coordinating and executing) agencies:
  - a. An initial workshop and two at the start of the subsequent two school years, with the three city-level coordinating agencies and the 12 executing agencies. These workshops will be held primarily for the following purposes: (i) to agree on flexible data and consultation systems to keep the program's design intact; (ii) to establish uniform accounting systems, procurement procedures, a food coupon format, etc.; and (iii) to devise specific activities to involve families and encourage their participation in the program.

- b. Monthly workshops in each city with the city coordinating agency and three executing agencies for the following purposes: (i) to ensure that the measures under each of the program's activities are the same; (ii) to discuss, at the city level, solutions to specific problems that the tutors encounter; and (iii) to make certain that the cases are monitored for prompt intervention to prevent any activity from going off course.
- c. Periodic meetings that the coordinating agency holds with the education and health care authorities in the participating cities, to make certain that the activities available in those sectors for the participating children are coordinated and that the resources are used simultaneously.

2. Distribution of food coupons (equivalent of US\$427,800)

- 3.3 As part of the program, to enable eligible families to purchase the family's staple foods, provided they ensure that their children are attending school, heads of household will receive a food coupon every 15 days to make up for a portion of the income that the child or children will cease to earn. This activity will take the following considerations into account: the maximum a family with one participating child could qualify for would be a coupon for the equivalent of US\$20 per month, which would represent 50% of the child's monthly earnings; for a family with two participating children, the maximum would be the equivalent of US\$30 per month, and for three the equivalent of US\$40. <sup>6/</sup> The maximum number of participants per family would be three children. When enrolling in the program, families would pledge to make a financial contribution equivalent to 50% of the child's income. Because of the experimental nature of the program, it has been agreed with the Bolivian authorities that the targeted beneficiaries will be divided into two groups: half the children will take part in the academic monitoring activities, and the other half will also receive food coupons, the idea being to see how effective a part the coupons play in achieving the program's objectives. The program will also test, in the case of some executing agencies, whether it would be productive to substitute money for the coupons.

3. Academic monitoring (equivalent to US\$1,293,900)

- 3.4 To make certain that the children attend school regularly and thus keep them from dropping out or repeating grades, the program is to include academic monitoring activities during after-school hours, involving the following:

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<sup>6/</sup> The amount of the coupon was determined on the basis of what a child earns in a day (which is roughly the equivalent of US\$2 per day worked). The amount of the coupon has been graduated to take account of household economies.

- a. academic tutoring, which means helping the children with their homework and reinforcing the classroom curriculum to make up for poor or missed previous schooling. These activities would be the job of a tutor, who is to remain in contact with the school and the parents to plan his or her activities;
  - b. sports activities appropriate to the child's age and stage of development;
  - c. identification and support of cultural, artistic and scientific interests that could have a positive effect on a child's development; and guidance in good habits and the dangers of drug use and abuse;
  - d. dietary supplementation with a snack during after-school hours;
  - e. assistance with schoolchildren's transportation expenses; and
  - f. preventive health care, using existing health centers or through participation in specific prevention campaigns.
4. Provision of school supplies, books and clothes (equivalent of US\$285,000)
- 3.5 To guarantee the minimum conditions needed for the child's instruction, during the three school years that the program will cover, the school supplies and books for the child's enrollment grade will be financed. Also, at the start of each of the three school years, school clothes consisting of uniforms and shoes will be provided.
5. Family participation (equivalent to US\$30,000)
- 3.6 To ensure that the family is motivated and participates in the program, activities with the families will be included, such as meetings to coordinate and share ideas. The coordinating and executing agencies in each city will organize these meetings, one of which will be scheduled to coincide with the distribution of the food coupons. It is particularly important that the school principals and teachers take part in these meetings to make sure that the program is being coordinated with the family and the school.
- 3.7 The agenda for these meetings should also include possible ways to augment the family income, including child care systems that enable mothers to work.
6. The program's evaluation (equivalent to US\$50,000)
- 3.8 Since this program is innovative both for the Bolivian agencies and the Bank, it will be evaluated regularly while in progress and upon conclusion. Accordingly, experts will be hired to assist with the evaluation process in each city (see paragraphs 3.39 to 3.41).

7. Program coordination and execution (equivalent to US\$367,000)

- 3.9 To cooperate with the coordinating and executing agencies, funds are to be included to staff them with accounting and technical personnel for the program (see paragraphs 3.18 to 3.25).

B. Criteria to qualify for the program

- 3.10 Families and children must meet the following criteria to qualify for the program:

1. Family eligibility

- 3.11 Families must meet at least the following requirements to qualify: (i) have monthly incomes of no more than the equivalent of US\$100 per five-member family; (ii) be the family unit of which the children participating in the program are members; (iii) have enrolled their children in the public school that they are supposed to attend and be willing to cooperate to see to it that the children go to school regularly; and (iv) pay for any school enrollment costs and fees.
- 3.12 The order of preference among eligible families will be: (1) families with a minor head of household 7/; (2) families with a female head of household; and (3) families with a male head of household.

2. Eligibility of the children

- 3.13 Children would qualify for the program if they are: (i) from an eligible family and maintain ties with it; (ii) between the ages of 7 and 12; (iii) working at the time the application is submitted; and (iv) not attending school at the time the application is submitted or at serious risk of dropping out.
- 3.14 When selecting the children to participate, an effort will be made to keep the numbers of girls and boys even.

C. Selection of participating cities

- 3.15 The Office of the Under Secretary for Generational Affairs of the Ministry of Human Development (MDH) selected the participating cities because they are home to a considerable share of the target population and because they have civil society institutions with experience in the sector. The cities participating in the program are in the country's so-called central corridor where, as observed in the section on background information, 72% of these children live. Once the cities were chosen, those areas that are home to

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7/ Head of household is understood as the person economically responsible for the family unit.

the highest number of working children were pinpointed and those with the largest percentage of this population group were prioritized.

D. Program execution

1. Beneficiary institution

- 3.16 The beneficiary institution responsible to the Bank for the program's execution is the MDH, through its Office of the Under Secretary for Generational Affairs. The technical cooperation agreement to be concluded with the Republic of Bolivia is to stipulate the Office of the Under Secretary's commitment to coordinate and carry out the program in the four selected cities. Annex III-1 describes the specific functions of the Office of the Under Secretary in this operation.
- 3.17 On December 1, 1995, the National Education Bureau and the Office of the National Secretary for Ethnic, Gender and Generational Affairs, both attached to the MDH, concluded an interinstitutional agreement whereby: (i) the National Education Bureau pledged to accommodate the children participating in this program in the schools within its jurisdiction and to arrange for their registration and enrollment; (ii) the National Education Bureau pledged that children not participating in the program will not suffer as a consequence of the spaces offered to accommodate the program participants; and (iii) the Office of the National Secretary for Ethnic, Gender and Generational Affairs pledged to make certain that the children participating in the respective programs are properly supervised and monitored to ensure that they do not drop out, do not have to repeat grades and improve their academic performance. The complete text of the agreement is in the program's technical files.

2. City coordinating agencies

- 3.18 Given the scope and nature of the program and the need for a transparent mechanism of execution so that the anticipated benefits accrue to the target group, the Office of the Under Secretary for Generational Affairs has selected three city-level coordinating agencies, using selection criteria agreed upon with the Bank (see Annex III-2). Given their geographic proximity, El Alto and La Paz will have the same coordinating agency. The other two coordinating agencies would deal with Santa Cruz and Cochabamba.
- 3.19 The Fundación para el Desarrollo y Promoción de la Familia [Family Advocacy and Development Foundation] (PRODEFA) was selected as coordinating agency for the cities of La Paz and El Alto, AMANECER for the city of Cochabamba, and the Archdiocesan Office of the Social Ministry for the city of Santa Cruz. The project team has established that these institutions are nonprofit agencies working for the public good, with legal status and the technical and

administrative capacity necessary for the functions they must perform.

- 3.20 The principal functions of the city coordinating agencies are to organize and participate in the training activities, coordinate, supervise, evaluate and steer the work that the executing agencies are to perform, and procure the goods to be distributed to the program's target population. To that end, they will have to negotiate with suppliers to arrange for the issuance and acceptance of the coupons that the heads of household will receive, and purchase school materials and clothing. The specific functions of the city coordinating agencies are described in Annex III-2.
- 3.21 To carry out these activities, the program's resources are to finance the creation of a small unit within each city coordinating agency. The unit will have a general coordinator, an assistant to the coordinator and an accountant. In the case of the cities of El Alto and La Paz, which would have the same coordinating agency, the unit would have two assistants, one for each city.
- 3.22 As a condition precedent to the first disbursement of resources to carry out the program in each participating city, an agreement is to be submitted to the Bank, between the Office of the Under Secretary for Generational Affairs and the respective city coordinating agency in which the latter pledges to perform the functions described in Annex III-2.

### 3. Executing agencies

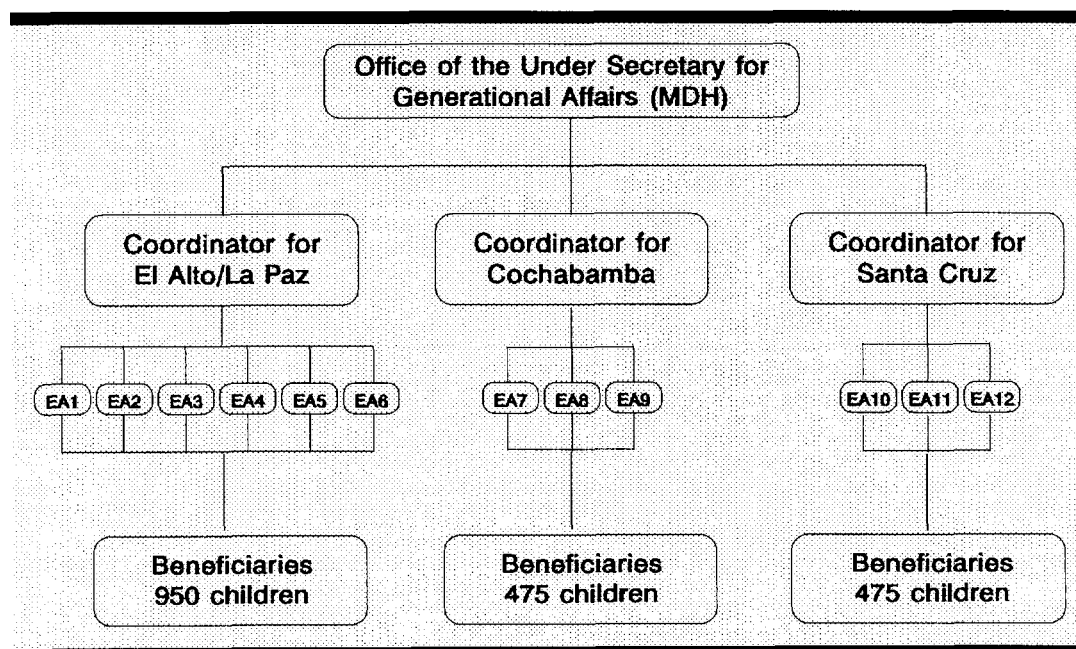
- 3.23 The city coordinating agencies, in combination with the Office of the Under Secretary for Generational Affairs, have selected three executing agencies for each city. Those agencies will carry out and monitor the activities to be conducted with the beneficiary population. To make the selection, the local media were used to recruit civil society organizations that might be interested in participating in the program. From those that responded, three executing agencies per city were selected, using the selection criteria agreed upon with the Bank, which appear in Annex III-3.
- 3.24 The selected executing agencies, whose legal and institutional profiles are available in the program's technical files, were the following:



SELECTED EXECUTING AGENCIES BY CITY			
LA PAZ	EL ALTO	COCHABAMBA	SANTA CRUZ
Centro de Multiservicios [Multiservice Center] (CEMSE). NGO founded and in operation since 1979.	CEMEC — SERPAJ. NGO founded and in operation since 1988.	KANATA (child laborer project). Governmental organization founded and in operation since 1990.	MINKAS. NGO founded and in operation since 1988.
Sociedad Católica de San José [San José Catholic Society]. NGO founded and in operation since 1878.	ENDA-Bolivia. NGO founded and in operation since 1988.	MOSOJ YAN (New Path). NGO founded and in operation since 1991.	Calle Cruz. NGO founded and in operation since 1990.
Fundación Arcoiris [Rainbow Foundation]. NGO founded and in operation since 1992.	HAPMA (shelter home for abandoned children). NGO founded and in operation since 1989.	GANAS-Bolivia (Children and Adolescents Support Group). NGO founded and in operation since 1994.	Comunidades Educativas Hombres Nuevos — Plan 3000 [New Men Educational Communities — Plan 3000]. NGO founded and in operation since 1994.

3.25 To perform their functions, these agencies would have funds from the financing to hire 23 professionals (tutors) in each city and to cover the program's administrative costs. Each tutor will be assigned some 16 children and will perform the functions described in Annex III-4.

3.26 The following is the organization chart for the program's execution:



4. Procurement and service contracting procedures

- 3.27 Considering the nature of the program, the procurement of goods and contracting of services will be well below the threshold above which the Bank requires international competitive bidding. The foregoing notwithstanding, in keeping with Bank policy, the civil society organizations charged with carrying out projects will have to use competitive methods to ensure that the goods are procured and services retained at market prices and in such a way that their cost will be adequate to the program's needs. In that way, the funds from the financing will be used with due regard for considerations of economy and efficiency.

E. Cost and financing

- 3.28 The cost of the program to the Bank is estimated at the equivalent of US\$2.65 million. These nonreimbursable funds are to be provided in local currency, from the net income of the FSO. The Bank will recognize a contribution representative of local effort in services and kind (rental, communications, auxiliary personnel) for the equivalent of up to US\$250,000, which would be the responsibility of the city coordinating agencies and executing agencies. Given the nature of the local contribution, no financial auditing would be required.

BUDGET	
COMPONENT	AMOUNT
1. Institutional strengthening	25,000
2. Food coupons	427,800
3. Academic monitoring	1,293,900
4. School supplies, books and clothing	285,000
5. Family participation	30,000
6. Evaluation	50,000
7. City coordination	367,000
8. Contingencies	171,300
TOTAL	2,650,000

- 3.29 Over the three school years, a maximum of 5,700 children and a minimum of 1,900 will benefit, depending upon the time that each child remains with the program. The annual per-beneficiary cost is estimated at the equivalent of US\$465, a reasonable figure given the benefits and services that the beneficiaries will receive. This figure covers the following: partial replacement of the child's monthly income; purchase of school supplies, books and

clothing for each school year; and the cost of the academic monitoring, which includes the after-school tutoring, snack and transportation expenses.

- 3.30 The Bank's contribution was figured on the basis of three 10-month school years, starting in February 1996. The disbursement period would be 3.5 years counted from the date on which the agreement is signed.
- 3.31 The Bank's contribution would be divided equally among the four cities, each receiving the equivalent of US\$662,500, inasmuch as each city would have the same number of beneficiaries.
- 3.32 At the request of the Office of the Under Secretary for Generational Affairs, the disbursements from the Bank's contribution would be made directly to the city coordinating agencies, for up to the equivalent of US\$662,500, as the expenditures are justified. The total amount disbursed is not to exceed the equivalent of US\$2.65 million, which is the sum allocated for the full program. At the request of the Office of the Under Secretary for Generational Affairs, a revolving fund could be set up for the equivalent of 10% of the resources assigned to each city.

F. The program's sustainability

- 3.33 As indicated herein, this program is a pilot experiment and its ability to sustain itself therefore need not be analyzed. However, the program will point up suitable ways to ensure sustainability of subsequent phases if it is decided that the program should be expanded to other beneficiaries. The program will be able to sustain itself into subsequent phases if: (i) the city coordinating agencies and executing agencies are stronger in the areas of financial management and fund-raising; (ii) departmental and municipal authorities acknowledge the advisability of using civil society organizations to help working children, by including budget allocations each year to help fund programs that enable them to attend school; and (iii) the measures to help families better understand how important it is that they educate their young and to help those families raise monies to that end succeed.
- 3.34 AMANECER, the coordinating agency proposed for the city of Cochabamba, has told the project team that it is willing to continue the program once the Bank's participation has ended. Accordingly, it would include the necessary budgetary items in its negotiations with its traditional sources of financing.

G. Monitoring and evaluation

1. Reports

3.35 To monitor the activities proposed for the program, the Office of the Under Secretary for Generational Affairs is to present the following reports to the Bank:

- a. Initial report: this report, which would be a condition precedent to the first disbursement for each city, will include: (i) the list of staff with the executing agencies that will participate in the program; (ii) the selection of neighborhoods that will participate in the first school year; (iii) the names of the schools that will participate and the number of vacant slots that each will make available; and (iv) the annual plan of operations for the first year indicating: the measures to be carried out in each of the activities described in chapter III, the financial resources that will be used in the first school year and the sources of financing.
- b. Progress reports: at the end of each of the three school years and within 30 days of the end of the period, a progress report is to be submitted that discusses the program's achievements measured against the annual plan of operations, how the program has matched the performance indicators, and the major consequences of any deviations discovered and an indication of possible corrective measures;
- c. Financial reports: within 90 days of the end of each of the first two school years and on the date of the final disbursement, the Office of the Under Secretary for Generational Affairs is to submit a financial report showing how the Bank's contribution was used. These reports will be audited by independent auditors acceptable to the Bank.

2. Evaluation and planning committee

3.36 An evaluation and planning committee composed of the national coordinator, the three city coordinators and the Bank will meet at the start of the program and at the end of each school year to evaluate execution during the preceding school year and to plan for the following one, making any adjustments suggested by the previous year's experience, including reapportionments of budget funds.

3.37 The city coordinating agencies will monitor the activities, with the help of the executing agencies, the Bank's Country Office in Bolivia and, when deemed necessary, supervisory missions from the Bank.

### 3. Evaluation specialists

- 3.38 The Office of the Under Secretary for Generational Affairs, in consultation with the Bank, will hire specialized consultants to evaluate the program while it is in progress and when it ends. These specialists are to determine the evaluation method and train the city coordinating agencies in how to gather the data that will form the basis for the program's annual and final evaluations. The same method will be used in all four cities. Up to US\$50,000 from the Bank's contribution will be used to hire these specialists, who are to begin their work as soon as the program gets under way. The hiring of these specialists is a condition precedent to the first disbursement.

### 4. Criteria for evaluating the program

- 3.39 The monitoring and evaluation criteria to be developed by the specialists will be used to evaluate the program and are to include the indicators prepared for the operation and specified in the logical framework that appears as Annex III-5. The performance indicators will include: (i) the absolute number of dropouts, repeaters, and truants, broken down by gender where possible; (ii) the absolute number of children who remain in the educational system after the program's three school years, until completion of their basic education; (iii) the number of parents who participate in the program's activities; and (iv) indicators on the feasibility of using the incentives that were used in the program, especially the food coupon. Control groups will be used to evaluate these situations.
- 3.40 These indicators and the evaluation method suggested by the specialists will clearly identify the program's qualitative impact on the target population, the efficacy of the method used, and the feasibility of replicating the program, taking cost-efficiency considerations into account. The evaluation will also ascertain the effectiveness of the activities that would make subsequent expansion phases of the program sustainable.

### 5. The program's final evaluation

- 3.41 Within two months of the program's completion, the Office of the Under Secretary for Generational Affairs, assisted by the evaluation specialists and city coordinators, is to submit the final evaluations to the Bank, using the evaluation criteria mentioned in the preceding paragraph.

### H. Summary of the conditions precedent to the first disbursement

- 3.42 For the first disbursement of funds from the Bank's contribution, the Office of the Under Secretary for Generational Affairs must fulfill the following conditions precedent to the Bank's satisfaction:

- a. Evidence must be submitted showing that the coordinating agencies have opened a separate bank account in each city for program-related finances;
  - b. The names of those who will represent the Office of the Under Secretary in all program-related matters must be submitted;
  - c. An agreement must be concluded with the auditing firm that will examine and certify the program's annual financial statements; and
  - d. The evaluation specialists must be hired.
- 3.43 The first disbursement for each city will be subject to fulfillment, to the Bank's satisfaction, of the following conditions precedent:
- a. Agreements must have been concluded between the Office of the Under Secretary for Generational Affairs and the city coordinating agencies wherein the latter pledge to act as technical and administrative coordinators for the program in their respective cities, and the two people who are to represent each of the coordinating agencies in all program-related matters must be identified;
  - b. At least one agreement must have been concluded between a city coordinating agency and an executing agency, wherein the latter undertakes to carry out the program's planned activities;
  - c. The list of names of children who will participate in the program in their respective city has been submitted and the tutors for the academic monitoring activities have been selected and hired; and
  - d. The initial report for each participating city has been submitted.

#### **IV. BENEFITS AND RISKS**

##### **A. Benefits**

- 4.1 When it submitted its request to the Bank, the government acknowledged that certain activities must be carried out to make certain that children from extremely poor families, who prematurely joined the work force, will have the opportunity to attend elementary school.
- 4.2 One benefit not quantified but no less important is that these children would be extricated from situations that might transform

them into street children, result in completely severing their family ties and place them at greater risk of becoming criminals, drug addicts and prostitutes.

- 4.3 While the children are being helped, around 750 families would also be among the direct beneficiaries and would be encouraged to improve their relationship with their children, participate in decisions that affect their children's future and engage in productive activities that improve their income.
- 4.4 From the institutional standpoint, the program is designed to benefit a group of civil society organizations that will be taught how to coordinate and carry out the program's activities, thereby making it possible for these activities to continue once the program has ended.

B. Risks

- 4.5 The principal risk is that families will not be persuaded to see to it that their children devote the bulk of their time to their education and to acquiring what they need to improve their lives as young people and adults. For this reason, the program's execution has been divided up among a large number of institutions so that they might establish a relationship with a number of families and encourage them to take part.
- 4.6 Another risk would be inefficient management of the procurement and food coupon systems, which is why these functions will be performed by city coordinating agencies that have been selected for their administrative capacity.

**LIST OF APPROVED PROGRAMS AND STATUS OF EXECUTION**

**A. General features and status of execution**

**1. ATN/TF-4894-PE. Program for children in especially difficult circumstances in Central America and Panama**

Dates: Approval by Board of Executive Directors: December 18, 1991; agreement: March 5, 1992; final disbursement: September 5, 1997.

Executing agency: United Nations Children's Fund (UNICEF)

Objective: To protect children in especially difficult circumstances and integrate them into society by mobilizing the public and private sectors, and to increase the capacity of families, communities and institutional services to carry out sustainable and efficient activities that improve the lot of the project's target children.

Description: The program includes the following components, adjusted to each participating country's circumstances: (i) care of children at social risk in need of preventive care; (ii) care of street children; (iii) care of children victimized by the armed conflict; (iv) care of children struggling to survive; and (v) care of institutionalized children.

Amount approved: US\$3,075,000 equivalent.

Status: According to the most recent biannual progress report presented by UNICEF and based on the Country Offices' field visits to the program, the latter has made slow progress. As of November 11, 1995, 23% of the contribution had been disbursed. The slow pace of disbursements and execution is attributed to administrative incompatibilities between the Bank and UNICEF, and to substantive changes that some governments requested as a consequence of the Convention on the Rights of the Child.



**2. ATN/TF-4344-PE. IDB/UNICEF social development project**

Dates: Approval by the Board of Executive Directors: October 6, 1993; agreement: October 22, 1993; final disbursement: April 22, 1998.

Executing agencies: The Instituto Nacional de Bienestar Familiar [National Family Welfare Institute] and the Dirección Nacional de Promoción Nacional [National Promotion Office] of the Ministry of Education, through UNICEF.

Objective: To contribute to assisting and protecting working street children and assisting preschoolers and to develop a greater interest in learning to read and write among extremely poor women.

Description: Composed of three subprograms: (i) services to working street children; (ii) early education; and (iii) education for life.

Amount approved: US\$6.3 million equivalent.

Status: According to UNICEF's most recent biannual progress report and based on field visits by the Bank's Country Office, execution appears to be moving at a satisfactory pace. To date, 67% of the contribution has been disbursed. The agreements concluded between the Bank and the government and between the latter and UNICEF facilitated this project's execution, although the evaluation indicates that administrative problems persist. However, all project-related disbursements are expected to be made before the scheduled date of completion.

**3. ATN/SF/TF-4237-BR. Program of assistance to minors in especially difficult circumstances in Rio de Janeiro.**

Dates: Approval by the Board of Executive Directors: June 9, 1993; agreement: July 9, 1993; final disbursement: September 9, 1997.

Executing agency: Rio de Janeiro municipal government, through an executing unit.

Objective: To improve the living conditions of minors in especially difficult, high-risk circumstances in the city of Rio de Janeiro, by strengthening or creating support systems. Alternative methods of assisting children will be identified and tested.

Description: This is a global program whose projects include: group homes; shelters; services for girls; day nurseries and day-care centers; vocational training for youth; and training for staff of the executing agencies.

Amount approved: US\$8 million equivalent

Status: According to the conclusions reached at the meetings of the program's evaluation and monitoring committee, the program's impact on the target population is significant; it is estimated that at least 8,000 children are benefitting from the program. Another 34 projects have been approved in addition to the sample of eight projects originally approved by the Bank. As of November 11, 1995, 55% of the contribution had been disbursed, which is considered adequate given the timetable planned for the program.

**4. ATN/SF-4575-80-BR. Program to assist children in especially difficult circumstances in six Brazilian cities**

Dates: Approval by the Board of Executive Directors: June 29, 1994; agreement: July 9, 1994; final disbursement: September 9, 1997.

Executing agencies: Municipal governments of the cities of Recife, Teresina, Campinas; State of Bahia Planning Office, and the São Luis Children's and Adolescents' Foundation.

Objective: To support activities of nongovernmental and grassroots organizations aimed at improving the living conditions of children in especially difficult circumstances in

six Brazilian cities (Salvador, Recife, São Luis, Fortaleza, Teresina and Campinas).

Description: The program supports specific assistance and/or preventive projects, including activities to identify children in and of the street, recovery centers, homes for abandoned children and orphans from birth to age 18, nurseries, vocational on-the-job training for youth in businesses, and legal aid programs for juvenile offenders.

Amount approved: US\$17.9 million equivalent.

Status: The program fulfilled the conditions precedent to the disbursements by the established deadlines. The executing agencies have set their respective projects in motion and all six have received their first disbursement. As of November 11, a total of US\$2,688,959 equivalent (15%) had been disbursed.

B. Preliminary recommendations from the Bank's Evaluation Office (EVO)

The Bank's Evaluation Office (EVO) is performing the midterm evaluation of three of the operations described above: Guatemala, Peru and Brazil (Rio de Janeiro). From the preliminary reports produced by that evaluation, one can infer the following recommendations, which have been taken into account in the design of the program to provide schooling to working children between the ages of 7 and 12 in four Bolivian cities:

1. Emphasis has been placed on observance of children's rights required under Bolivia's Minor's Code, which grant them access to basic education and health care services. At the same time, measures are being taken to ensure that their family ties remain intact;
2. The program has been designed to be flexible enough so that any adjustments the project may require can be introduced; and
3. A simple mechanism will be employed to carry out the project, without the participation of any other international organizations; the evaluation has shown that this might improve efficiency since there would be no incompatibilities with the Bank's administrative procedures.

**PROGRAM TO PROVIDE SCHOOLING TO WORKING CHILDREN**

**(TC-95-03-44-3-BO)**

**I. NATIONAL COORDINATING AGENCY**

**A. Functions**

The Office of the Under Secretary for Generational Affairs of the Ministry of Human Development will coordinate the program nationwide and in that capacity will:

1. Be answerable to the Bank for the program's execution.
2. Select the cities that will participate in the program.
3. Designate the coordinating agency in each city, according to the terms of reference and selection criteria agreed upon with the Bank.
4. With the city coordinating agencies, take part in selecting the executing agencies, following the criteria and terms of reference agreed upon with the Bank.
5. Make certain that slots are available in the public schools to accommodate the children who participate in the program, without eliminating opportunities for children not in the target group.
6. Submit the disbursement requests to the Bank and use the city coordinating agencies as the conduit for channeling the funds for the planned activities.
7. Submit the program's reports and financial statements to the Bank, duly audited by independent firms.
8. Participate in the monitoring and supervision of the program and in its final evaluation.
9. With the agreement of the coordinating agencies, make certain that the program is widely and systematically publicized, using the traditional means at the community level.

**PROGRAM TO PROVIDE SCHOOLING TO WORKING CHILDREN**

**(TC-95-03-44-3-BO)**

**I. CITY COORDINATING AGENCIES**

**A. Functions**

- 1.1 The city coordinating agencies will be designated by the Office of the Under Secretary for Generational Affairs of the Ministry of Human Development from a list of eligible institutions and will:
  1. Assist the Office of the Under Secretary for Generational Affairs, in accordance with criteria agreed upon by the Bank, with the selection of the nongovernmental organizations (NGOs) and/or grassroots organizations that will be the program's executing agencies in a given city.
  2. Form the evaluation and planning committee.
  3. Select the neighborhoods that will participate in their respective cities, endeavoring to integrate them geographically.
  4. With the cooperation of the participating executing agencies, make certain that the children who will take part in the program and their families meet the general eligibility criteria agreed upon with the Bank for the program.
  5. Oversee the program activities being carried out by the executing agencies and make any adjustments needed to ensure their efficiency.
  6. Negotiate with suppliers for issuance and acceptance of food coupons.
  7. Procure school materials and clothing to be supplied to the participating children through the executing agencies.
  8. With the executing agencies, organize the activities that will ensure family participation.
  9. Organize and carry out the training activities for the executing agencies in technical and accounting matters.
  10. With the cooperation of the executing agencies, prepare the initial and annual progress reports and the final report.

11. Keep the books and prepare the financial reports that will be submitted to the Office of the Under Secretary for Generational Affairs to be audited and presented to the Bank.
12. Participate actively in the evaluation process while the program is in progress and during the ex post period.

B. Criteria for selecting the city coordinating agencies

- 1.2 The city coordinating agencies are to meet the following criteria:
  1. They are to be registered as nonprofit public entities working for the public good in those cities in which the activities will be carried out;
  2. Their objectives must include dealing with problems in social sectors, preferably children from low-income groups;
  3. They must have been in operation for at least two years prior to the date on which the request is submitted to the Bank; and
  4. Their administrative structure must be prepared to take over the functions described under section A, including support for institutional strengthening that will be provided under the program.

**PROGRAM TO PROVIDE SCHOOLING TO WORKING CHILDREN**

**(TC-95-03-44-3-BO)**

**I. EXECUTING AGENCIES**

**A. Functions**

- 1.1 In each participating city, the Office of the Under Secretary for Generational Affairs of the Ministry of Human Development, with the assistance of the city coordinating agency, will select up to three executing agencies, whose functions will be to:
  1. Select, in consultation with the city coordinating agency and in accordance with the agreed upon eligibility criteria, the children who will be the beneficiaries of the program. Each executing agency will assist some 100 children.
  2. Establish links with the families of those children and apprise them of the nature of the program and how it will be carried out, in order to get them to commit to making their children's participation possible.
  3. Identify measures that improve the families' participation, including their involvement in the schools' parents associations.
  4. Ensure that the children selected have been accepted at and enrolled in public school and have basic public health services available to them in the area.
  5. With the schools and/or other city organizations (churches, community centers, etc.), agree upon a place where the children may go during after-school hours, for help with school work and for recreational, sports, artistic and scientific activities.
  6. Distribute the food coupons prepared by the city coordinating agency to the mothers of the children, making certain that the eligibility requirements established under the program are met and that the coupons are delivered on the planned dates.
  7. Once each year, request school supplies and uniforms from the city coordinating agency so that they can be distributed on time to the children participating in the program.
  8. Pursuant to the agreed upon selection criteria, select and hire the tutors who will carry out the academic monitoring component and oversee their activities.

9. Obtain monthly information on the children's school attendance and academic progress from the schools, which will be used as the basis for continuing the program.
10. Supply the city coordinating agency with the data needed to prepare the reports (initial, progress and final) that the Office of the Under Secretary for Generational Affairs must submit to the Bank.
11. Participate in the program's evaluation by facilitating the collection of the data suggested by the evaluators.
12. Do the ex post follow-up to determine the absolute number of participants who are still in the educational system after the three school years during which the program is in progress and who complete elementary school.

B. Selection criteria for the executing agencies

- 1.2 The executing agencies must meet the following conditions:
  1. Must be registered agencies serving the public good, whose objectives include providing assistance to children, preferably those in the age range of the program (7 to 12 years);
  2. Preferably have their headquarters in the city district where the program is being conducted and have at least two years' experience in working to resolve problems affecting children;
  3. Have the technical, legal and administrative capacity to carry out the activities required under the program and provide the needed logistical support;
  4. Be willing and able to conclude work agreements with the city coordinating agency, stipulating the objectives, activities, goals and participation costs; and
  5. Marshal human and financial resources in the community wherein the program is being carried out to facilitate its sustainability.



PROGRAM TO PROVIDE SCHOOLING TO WORKING CHILDREN

(TC-95-03-44-3-BO)

I. TERM OF REFERENCE FOR TUTORS

A. Functions

- 1.1 The part-time tutors selected and hired by the executing agencies will have the following functions vis-à-vis a group of about 20 children participating in the program:
  1. Cooperate with the executing agency in selecting the children who will participate in the program.
  2. Help search for and select sites for the academic monitoring activities.
  3. Make certain that the children assigned to them, around 20 in number, are enrolled in and attend public school at their appropriate grade level.
  4. Promote and hold meetings with families to inform them periodically of how the children are adapting to the process set up under the program and to detect any violence of which the children in their care may be victims.
  5. Stay in permanent contact with the school teachers so that academic monitoring becomes an integral part of the educational process and efforts may be made to adapt the children's needs.
  6. With the school teachers, agree on how the school work can best be complemented, adjusting the curricula to the children who are the program's beneficiaries.
  7. Keep a current record for each child and inform the executing agency of the participants' academic performance and of any changes in their academic development and family life.
  8. Inform the executing agency of the activities carried out in behalf of the children and, whenever possible, maintain contacts with their families.
  9. Make certain that the children receive a dietary supplement in the form of a snack they have while in the tutor's charge.
  10. Every month, certify to the executing agency that the family continues to qualify for the food coupon and other program

benefits. This may require records, observation visits, and consultation with local agencies or groups that might have current information.

11. Participate in the applicable institutional strengthening activities.

B. Tutor profile

1. Be licensed or have advanced studies in the social area (teaching, social work, sociology, pedagogy or other credentials relevant to the functions the tutor will perform).
2. Be a resident of the city where the work will be carried out.
3. Have at least two years' experience in child care or other social projects.

# LOGICAL FRAMEWORK OF THE PROGRAM TO PROVIDE SCHOOLING TO WORKING CHILDREN

NARRATIVE SUMMARY OF OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<b>GOAL</b>			
To enable working children between the ages of 7 and 12 who still maintain family ties to attend and succeed in school.	<ul style="list-style-type: none"> <li>- Three years of regular attendance in elementary school for 21% of working children who live in urban areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual enrollment roster and monthly attendance record, prepared by the schools and supervised by the program.</li> <li>- Monitoring reports from the executing agencies and city coordinating agencies.</li> </ul>	<ul style="list-style-type: none"> <li>- Families are motivated to participate in the program and decide to send their children to school at least until they complete their basic education.</li> <li>- The school system has the vacancies to accommodate the target population.</li> </ul>
<b>PURPOSE</b>			
Successfully incorporate working children from poor families into public elementary school. In the process, family ties and participation in decisions affecting the child's education will be strengthened, as will the participating civil society agencies in the performance of these functions.	<ul style="list-style-type: none"> <li>- <u>1,900 previously working children</u> from families whose per capita monthly income is less than the equivalent of US\$60 attend elementary school regularly.</li> <li>- Approximately <u>950 eligible families</u> take part in 30 motivational meetings, thereby improving the school-family-program relationship.</li> <li>- 15 civil society agencies take active part in and efficiently coordinate and carry out the program in four cities.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring reports from the city coordinating agencies, prepared with participation of the executing agencies.</li> <li>- Monthly basic data on each participating child, to be used in the evaluation.</li> <li>- Minutes of meetings to promote family participation and list of participants.</li> </ul>	<ul style="list-style-type: none"> <li>- The families are motivated to take part in the program and decide to send their children to school at least until they complete elementary school.</li> <li>- There are civil society agencies capable of continuing the program in association with the public authorities.</li> </ul>
<b>COMPONENTS</b>			
1. Institutional strengthening of the participating institutions.			
<ul style="list-style-type: none"> <li>- Workshops held.</li> <li>- Staff of executing agencies trained.</li> </ul>	<ul style="list-style-type: none"> <li>- Three workshops (one each year) where coordinating and executing agencies can share experiences, with the evaluation specialists participating.</li> <li>- Thirty (monthly) workshops organized and conducted by the city coordinating agencies to teach technical and accounting skills to executing agency staff.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring reports of the city coordinating agency.</li> <li>- Minutes of meetings and list of those who participated in the workshops.</li> <li>- Quality and timeliness of the reports prepared for the Bank; mechanisms created to solve problems with program execution; and measures taken to make the program sustainable.</li> <li>- Execution of the budget and audit reports.</li> </ul>	<ul style="list-style-type: none"> <li>- The participating civil society agencies are committed to carrying out the activities of the component within the planned time frame and budget.</li> </ul>

NARRATIVE SUMMARY OF OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
2. Distribution of the food coupons			
<ul style="list-style-type: none"> <li>- Coupons are distributed to the eligible families every two weeks for 30 months.</li> </ul>	<ul style="list-style-type: none"> <li>- Every two weeks, distribution of a food coupon for the equivalent of US\$20 for families with one participating child; the equivalent of US\$30 for families with two participating children; and US\$40 for families with three participating children.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly reports from the executing agencies to the coordinating agencies on the number of families that received coupons.</li> <li>- Receipts signed by the coupon recipients.</li> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Businesses are willing to accept the coupons issued.</li> <li>- The amount of the coupon is compensatory for the family.</li> </ul>
3. Academic monitoring			
<ul style="list-style-type: none"> <li>- Academic reinforcement activities are carried out to improve the chances that the children will remain in school.</li> <li>- Sports, cultural and artistic programs are carried out.</li> <li>- The daily diet of the children participating in the program is supplemented with a snack.</li> </ul>	<ul style="list-style-type: none"> <li>- 95 tutors, 23 per city, hired to: (i) provide two hours each day of academic assistance; (ii) organize sports, cultural and artistic activities for one hour each day; and (iii) provide each participating child with daily dietary supplementation in the form of a nutritious snack.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly reports from the tutors to the executing agencies indicating the activities carried out, the number of children assisted and data illustrating the academic progress achieved.</li> <li>- List showing the participating children's attendance at school and at the after-school activities.</li> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Trained personnel is available to do the academic monitoring.</li> <li>- The families have pledged to cooperate to ensure that their children attend the after-school activities.</li> </ul>
4. Provision of school supplies, books and clothing			
<ul style="list-style-type: none"> <li>- Once a year, during each school year, the materials needed for the participating children to go to school and learn will be supplied.</li> </ul>	<ul style="list-style-type: none"> <li>- At the start of each school year, purchase and distribution of school supplies, books and clothing.</li> </ul>	<ul style="list-style-type: none"> <li>- Annual reports from the executing agencies to the coordinating agencies on the number of children who received the supplies.</li> <li>- Receipts signed by the recipients of these goods.</li> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- There is no scarcity of suppliers of the school materials and clothing that the program requires.</li> </ul>
5. Encouragement of family participation			
<ul style="list-style-type: none"> <li>- The families agree to allow the children to stop working and contribute to their staying in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly meetings where the family, the teachers and local health institutions coordinate.</li> </ul>	<ul style="list-style-type: none"> <li>- Minutes of the coordination meetings of families, teachers and health authorities.</li> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Families intend to take an interest in the problems that arise with their children's education.</li> </ul>
6. Program evaluation			
<ul style="list-style-type: none"> <li>- Indicators are established to evaluate the program and the data needed to conduct the evaluation is compiled.</li> </ul>	<ul style="list-style-type: none"> <li>- Hiring of four specialists in evaluation, one for each city, to design the database and teach the tutors how to compile the data.</li> <li>- Annual and final evaluation reports.</li> </ul>	<ul style="list-style-type: none"> <li>- Partial, annual and final evaluation reports.</li> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Trained human resources are available to carry out the evaluation work and the families and schools are interested in the results.</li> </ul>

NARRATIVE SUMMARY OF OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
7. Program coordination and execution			
<ul style="list-style-type: none"> <li>- Three city coordinating units have been established.</li> <li>- There are 12 executing agencies.</li> </ul>	<ul style="list-style-type: none"> <li>- Hiring of three city coordinators, six coordinator's assistants and four accountants.</li> <li>- Payment of the executing units' overhead.</li> <li>- Purchase of basic equipment.</li> </ul>	<ul style="list-style-type: none"> <li>- Periodic reports to be submitted to the Bank.</li> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- The personnel to staff the coordinating and executing agencies is available.</li> </ul>
<b>ACTIVITIES</b>			
1. Institutional strengthening			
<ul style="list-style-type: none"> <li>- Organization and holding of the initial work meeting of all coordinating and executing agencies.</li> <li>- Organization and holding of 30 city-level workshops, with the coordinating agency and executing agencies participating.</li> </ul>	<p>Three annual workshops - US\$20,000</p> <p>30 monthly workshops - US\$5,000</p> <p>Total = US\$25,000</p>	<ul style="list-style-type: none"> <li>- Execution of the budget</li> </ul>	<ul style="list-style-type: none"> <li>- Interest and willingness to participate in preparation of the coordinating and executing agencies.</li> </ul>
2. Food coupons			
<ul style="list-style-type: none"> <li>- Issue the food coupons.</li> <li>- Negotiate with suppliers on the market.</li> <li>- Prepare the distribution list.</li> </ul>	<p>160 coupons x US\$20 x 30 months = US\$96,000</p> <p>158 coupons x US\$30 x 30 months = US\$142,200</p> <p>158 coupons x US\$40 x 30 months = US\$189,600</p> <p>Total = US\$427,800</p>	<ul style="list-style-type: none"> <li>- Execution of the budget.</li> </ul>	<ul style="list-style-type: none"> <li>- The amount of the coupon is sufficiently attractive in terms of the household economy.</li> </ul>
3. School monitoring			
<ul style="list-style-type: none"> <li>- Identification of vacancies in the public schools.</li> <li>- Selection and hiring of 36 tutors, three per executing agency, nine per city.</li> <li>- Selection of the participating families and children.</li> <li>- Creation of the tutor's links with the school and family.</li> <li>- Identification and preparation of the physical premises for the school monitoring activities.</li> <li>- Distribution of the daily snack and transportation coupon.</li> </ul>	<p>95 tutors x US\$200 x 30 months = US\$570,000</p> <p>1,900 rations x US\$0.30 x 25 days x 30 = US\$427,500</p> <p>156 weeks x US\$1 x 1,900 transportation vouchers = US\$296,400</p> <p>Total = US\$1,293,900</p>	<ul style="list-style-type: none"> <li>- Execution of the budget</li> </ul>	<ul style="list-style-type: none"> <li>- Interest and willingness in cooperating and establishing the link between the school, family and the program.</li> </ul>

NARRATIVE SUMMARY OF OBJECTIVES	OBJECTIVELY VERIFIABLE INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
4. Provision of supplies, books and clothing			
- Selection and purchase of supplies, books and clothing for the start of each school year.	1,900 children x US\$50 x 3 years = US\$285,000	- Execution of the budget	- The program selects and purchases the materials and clothing on time.
5. Promotion of family participation			
- organization and holding of (30) monthly meetings, with the family, teachers, local health authorities and executing agencies.	30 meetings x US\$1,000 = US\$30,000	- Execution of the budget.	- The family is interested in and committed to participating in these activities.
6. Evaluation			
- Selection and hiring of four evaluation specialists.  - Preparation of the database and training of personnel responsible for compiling data.	Specialized evaluation services x 6 months = US\$50,000	- Execution of the budget.	- The data are compiled honestly and efficiently.
7. Program coordination and execution			
- The individuals who will form the coordinating units (3) and the executing units (12) have been selected and hired and the necessary equipment has been procured.	3 coordinators x US\$1,000 x 30 months = US\$90,000  6 coordinator's assistants x US\$150 x 30 months = US\$27,000  4 accountants x US\$500 x 30 months = US\$60,000  Support to the executing agencies US\$500 x 12 agencies x 30 = US\$180,000  equipment for 4 coordinating agencies x US\$2,500 = US\$10,000  Total = US\$367,000	- Execution of the budget	- The coordinating and executing agencies make efficient use of personnel to carry out the program.

PROPOSED RESOLUTION DE- /95

BOLIVIA. NONREIMBURSABLE TECHNICAL COOPERATION  
FOR THE INSTRUCTION PROGRAM FOR WORKING  
YOUNGSTERS BETWEEN THE AGES OF SEVEN AND TWELVE

The Board of Executive Directors

RESOLVES:

1. That the President of the Bank, or such representative as he shall designate, is hereby authorized, in the name and on behalf of the Bank to enter into such agreements as may be necessary with the Republic of Bolivia and to adopt such other measures as may be pertinent for the execution of the plan of operations referred to in Document \_\_\_\_ with respect to the nonreimbursable technical cooperation for the execution of the Instruction Program for Working Youngsters Between the Ages of Seven and Twelve.
2. That up to the equivalent of US\$2,650,000, is authorized for the purposes of this resolution, chargeable to the net income of the Fund for Special Operations.
3. That the above mentioned sum is to be provided on a nonreimbursable basis.