



## Summary of the Paraguay Okakuaa Project





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# CONTENTS

1. List of Acronyms .....	8
2. Introduction .....	11
3. Background .....	12
4. Methodology .....	13
5. Project Theory of Change .....	15
6. Results Framework .....	16
7. Baseline and Endline Surveys .....	18
8. Project Implementation .....	21
8.1. Implementation Milestones .....	21
8.2. Participant Selection .....	22
9. Project Results .....	25
10. Education Component .....	26
10.1. Strategy .....	26
a. <i>Espacios para Crecer</i> .....	27
b. 4H Club .....	28
10.2. Methodology .....	29
a. <i>Espacios para Crecer</i> .....	29
• Quantum Learning Methodology .....	29
• Start-Up of the <i>Espacios para Crecer</i> .....	32
• Implementation Process .....	32
• Educational Materials .....	36
b. 4H Clubs .....	44
• Methodology .....	44
• Organization and Implementation .....	45
• Educational Materials .....	48
c. Awareness-Raising Actions .....	49
10.3. Signing of the Agreement for the Transfer of EpCs to the Abrazo Program .....	51
11. Livelihoods Component .....	53
11.1. Strategy .....	53
11.2. Methodology .....	54

a. Training	54
b. Technical Assistance and Producer Committees	58
c. Materials Prepared	61
12. Capacity Building Component	63
12.1. Strategy	63
12.2. Methodology	66
a. Technical Assistance	66
b. Training	75
c. Exchange of Experiences	79
d. Development of Computer Systems	81
e. Awareness-Raising Materials	85
13. Forced Labor Component	92
13.1. Strategy	92
13.2. Methodology	92
a. Capacity Building	93
b. Communication	98
c. Education	105
14. Comprehensive Monitoring System	106
15. Participant Testimonials	108
16. Appendixes	122

**Appendix 1:** Household Intake Form.

**Appendix 2:** Agreement of Commitment Signed between the Paraguay Okakuaa Project and Representatives of the Participant Households.

**Appendix 3:** Resolution No. 3,340/17 of the Ministry of Education and Science, declaring the *Espacios para Crecer* strategy and its didactic materials to be of educational interest.

**Appendix 4:** Final Declaration of the Departmental Seminar on Education, “*Exploring Education as a Tool to Combat Child Labor*”.

**Appendix 5:** Opportunity Map of the Department of Guairá.

**Appendix 6:** Specific Agreement between the Ministry of Childhood and Adolescence and Partners of the Americas for the Transfer of the Paraguay Okakuaa Project's *Espacios para Crecer*.

**Appendix 7:** Inter-institutional Agreement between the Ministry of Labor, Employment and Social Security, the Ministry of Education and Sciences, the National Secretariat for Children and Adolescents, the *Fundación Comunitaria*

*Centro de Información y Recursos para el Desarrollo* and the *Fundación Alda* in Paraguay as part of the implementation of the Paraguay Okakuaa Project.  
**Appendix 8:** List of Key Stakeholders for the Implementation of the Project.  
**Appendix 9:** Data Collection Instrument for the Summary of the Project.  
**Appendix 10:** List of Stakeholders Consulted for the Summary of the Project.  
**Appendix 11:** Sources Consulted for the Summary of the Project.

## Tables

**Table 1:** Comparison of the Prevalence of CL between the BLS and the ELS, in CA Aged 5 to 17 Years.

**Table 2:** Comparison of the Prevalence of HCL between the BLS and the ELS, in CA Aged 5 to 17 Year.

**Table 3:** Three of the Occupations with the Highest Concentration of CA Aged 5 to 17 Years Engaged in CL.

**Table 4:** CA at Risk of CL.

**Table 5:** Target Districts and Surveys Conducted by POK.

**Table 6:** Direct Services of the Education Component.

**Table 7:** EpC Implementation Strategy.

**Table 8:** QL Methodology Milestones.

**Table 9:** QL Methodology Training Stages.

**Table 10:** Localities Where EpCs were Established and Number of Children Who Received the Educational Service.

**Table 11:** EpCs Transferred to the MINNA's Abrazo Program.

**Table 12:** Courses Developed by the SNPP and SINAFOCAL.

**Table 13:** Technical Skills Courses Developed by Community Promoters.

**Table 14:** Soft Skills Courses Developed by Community Promoters.

**Table 15:** Producer Committees Formed with Support from POK.

**Table 16:** Number of Participants of Training and Technical Assistance Activities.

**Table 17:** Number of Participant Households by District.

**Table 18:** Training Workshops Directed at Labor Inspectors.

**Table 19:** Judicial Officials that Participated in POK Training Workshops.

**Table 20:** Projects that Received Municipal Support.

**Table 21:** Discussions Carried Out with the Support of the Project.

**Table 22:** Activities Carried Out Jointly with the CODENI.s

**Table 23:** RAT Workshops Directed at Adolescents.

**Table 24:** Training Provided to Local Stakeholders.

**Table 25:** Discussions Carried Out with Indigenous Communities on Labor Rights.

**Table 26:** “I stay in school to achieve my goals!” Outreach in Schools in the Department of Boquerón.

## Infographics

**Infographic 1:** Causes of CL in Guairá **Infographic 2:** POK Results Framework.

**Infographic 3:** POK Components.

**Infographic 4:** Project Participant Selection Process.

**Infographic 5:** Guairá Localities Participating in POK.

**Infographic 6:** Project Outcomes.

**Infographic 7:** Coverage of *Espacios para Crecer*.

**Infographic 8:** Coverage of 4H Clubs.

**Infographic 9:** Competencies Developed through the 4H Clubs Methodology.

**Infographic 10:** Institutions that Received Technical Assistance from POK.



# 1. LIST OF ACRONYMS

BLS	Baseline Survey
CA	Children and adolescents
CDD*	District Development Councils
CEE*	Entrepreneurial Training Center
CIEJ*	International Center for Judicial Studies
CIRD	Center for Information and Resources for Development
CL	Child Labor
CMNA*	Municipal Council for Children and Adolescents
CMEP	Comprehensive Monitoring and Evaluation Plan
CODENI*	Municipal Council for the Rights of Children and Adolescents
CONAETI*	National Interinstitutional Commission for the Prevention and Eradication of Child Labor and the Labor Protection of Adolescents
CONTRAFOR*	National Commission on Fundamental Rights at Work and Prevention of Forced Labor
CPO*	Paraguayan Classification of Occupations
CSJ*	Supreme Court of Justice
DDH*	Human Rights Directorate
DETRAE*	Division of Inspection for the Eradication of Slave Labor
DGAJ*	General Directorate of Legal Counsel
DGIFT*	General Directorate of Labor Inspection
DGPNA*	General Directorate for the Protection of Children and Adolescents
ED	Extended Day
ELS	Endline Survey
EpC	<i>Espacio para Crecer</i>
FE	Final Evaluation
FL	Forced Labor
HCL	Hazardous Child Labor
ICED	<i>Instituto para la Consolidación del Estado de Derecho</i>
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
id	<i>Investigación para el Desarrollo</i>
MAG*	Ministry of Agriculture and Livestock
MDS*	Ministry of Social Development
ME	Midterm Evaluation
MEC*	Ministry of Education and Sciences
MINNA*	Ministry of Childhood and Adolescence

M&E	Monitoring and Evaluation
MTESS*	Ministry of Labor, Employment and Social Security
ONNAP*	National Observatory for Children and Adolescents of Paraguay
OSH	Occupational Safety and Health
PAW	Protected Adolescent Work
POA	Partners of the Americas
POK	<i>Paraguay Okakuaa</i>
QL	Quantum Learning
RAT*	Adolescent Worker Registry
RCC*	Chaco Communications Network
SINAFOCAL*	National System for Labor Training and Education
SIRITI*	Integrated Information System for the Identification, Registration and Characterization of Child Labor and its Worst Forms
SNNA*	National Secretariat for Children and Adolescents
SNPP*	National Service for Professional Promotion
STP*	Technical Secretariat for Economic and Social Development Planning
TOC	Theory of Change
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor

\* The acronym stands for its name in Spanish.



## 2. INTRODUCTION

Paraguay Okakuaa (POK) is a project led by the Ministry of Labor, Employment and Social Security (MTESS), funded by the United States Department of Labor (USDOL) and implemented by Partners of the Americas (POA), through its local partner organizations, the *Fundación Alda* and the *Fundación Comunitaria Centro de Información y Recursos para el Desarrollo* (CIRD), to contribute to the reduction of the worst forms of child labor (WFCL), combat forced labor (FL), and improve respect for and compliance with labor laws and working conditions in the Departments of Guairá and Boquerón.

This document covers the work accomplished from the beginning of POK in 2015 until August 2020, for each of its components, in order to highlight the methodologies developed and the partnerships forged, as well as to detail the activities carried out and the materials produced as part of the project

POA is a non-governmental organization founded in 1964 under the Alliance for Progress, inspired by President John F. Kennedy. It aims to connect local organizations to broader financing opportunities and empower citizens to become agents of change, developing lasting solutions to the region's toughest challenges. The organization is currently present throughout Latin America and the Caribbean through international technical cooperation projects, volunteer chapters, and exchanges.

**USDOL's International Labor Affairs Bureau** is a global leader in the fight against child labor (CL), FL, and human trafficking, as well as in strengthening labor standards and working conditions around the world.



EpC participant girl in the Department of Guairá.

## 3. BACKGROUND

On July 18, 2015, through a Joint Declaration on Political and Economic Dialogue, the Governments of Paraguay and the United States signaled their intention to work together to reduce CL and improve compliance with labor laws and working conditions. Days later, USDOL announced a solicitation for a project on this subject, whose direct services would be focused in the Department of Guairá. In this context, POA was awarded, through an open and competitive process, as the implementing organization for this project, which would have an initial duration of four years.

POK began its implementation on November 3, 2015. The start of inter-institutional relationships, as well as the selection of local partner organizations, and the development of work plans for field activities, laid the groundwork for the direct services that would begin in early 2017 in the five target districts of the Department of Guairá:

Borja, Iturbe, Mauricio José Troche, Paso Yobai, and Villarrica, to keep children in school and adolescents away from hazardous work.

In late 2017, POK expanded its territorial reach to the Department of Boquerón to support the Government's efforts to prevent and combat FL in three districts: Filadelfia, Mariscal Estigarribia, and Loma Plata. This was done by providing support for the institutional presence of the MTESS, technical assistance to local institutions, awareness-raising among social stakeholders, and the establishment of educational services for children vulnerable to CL and FL in the indigenous community of Cayin ô Clim (Neuland).

This thematic and territorial expansion resulted in a further extension of the project timeline, initially until May 2020 and subsequently until September 2021.

## 4. METHODOLOGY

This Summary recounts the processes developed by each one of the POK components (Education, Livelihoods, Capacity Building, and Forced Labor), considering:

- The conceptual framework for implementation, the stakeholders involved, the methodologies developed, and the materials produced to raise the visibility of the project outcomes for the different stakeholders: participant children and adolescents (CA), communities, institutions, and households.
- The work strategies, the coordination between components, and the comprehensiveness of the implementation.
- The perceptions of the key stakeholders and participants of the approach proposed in its implementation.

In this context, this Summary has the following objectives:

### **General Objective:**

To describe the actions taken by POK to raise the visibility of the project outcomes, highlighting the work methodologies developed and the partnerships built, for future initiatives of a similar nature.

### **Specific Objectives:**

- To review the POK implementation process regarding CL and FL issues, from a comprehensive approach.
- To review the actions taken, the methodologies used, and the outputs produced through its different components.

To recount the project implementation process, a review of the project design, progress reports, products, and materials produced was carried out, in addition to data collection through field work. Among the techniques used were the collection and analysis of documents, semi-structured interviews with key stakeholders, and focus groups.

The following steps were taken to prepare this document:

1. Analysis of existing documents

- Project design
- Documents developed under each of the POK components
- Technical Progress Reports

2. Data processing, to build a first approximation of the experience as per the following classification

- History of the social territory/context
- Project history and process
- Sociocultural elements of the target districts

3. Conceptual construction from the documents and perceptions of the project's key stakeholders.

- CL and FL
- Project components
- Sustainability

4. Exploratory work

- Design of the fieldwork methodology and data collection instruments
- Conducting interviews with key project stakeholders

5. Field work

- Focus groups
- Interviews in the project's target districts

6. Preparation of the first draft of the Summary

7. Socialization/validation workshop with project staff

8. Preparation of the final Summary

## 5. PROJECT THEORY OF CHANGE

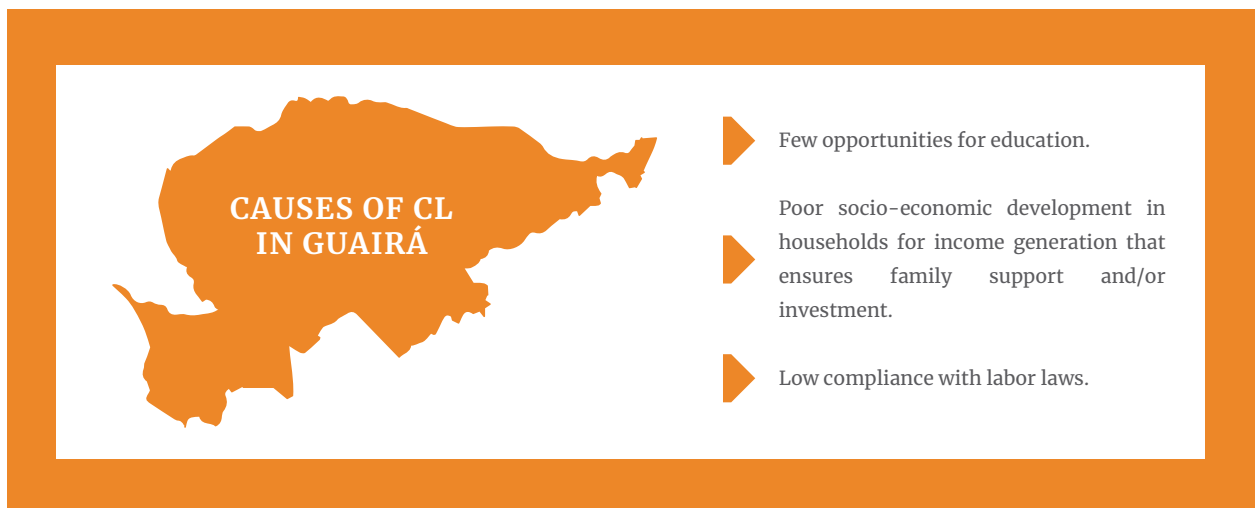
Prior to the design of the activities in the Department of Guairá, POK identified the following causes of CL:

- Few opportunities for education.
- Poor socioeconomic development in households for income generation that ensure family support and/or investment.
- Low compliance with labor laws.

Consistent with the causes identified, POK's Theory of Change (TOC) proposed the following:

If an increase in participation of CA in educational opportunities were achieved, if the households of CA engaged in CL or at risk of CL had increased access to livelihoods, and if the application of labor laws that protect CA in CL were improved, then this would have an impact on the reduction of CL in Guairá.

Infographic 1: Causes of CL in Guairá.



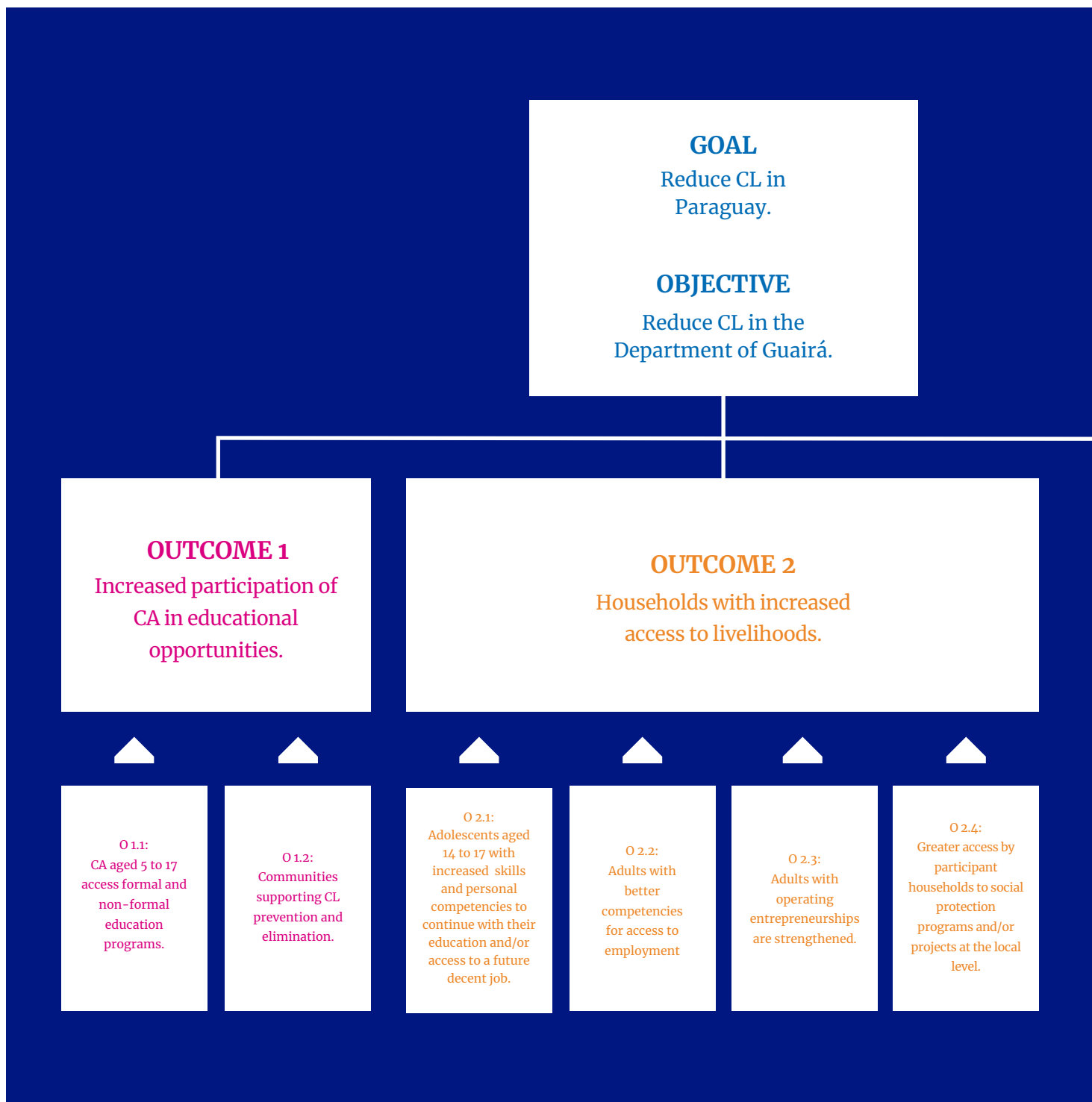
Following the POK extension, in late 2017 the project incorporated a fourth outcome, aimed at the prevention of FL, through technical assistance to key institutions and stakeholders, the implementation of awareness-raising activities, and the establishment of educational services for children at risk of CL and FL in the Department of Boquerón.



# 6. RESULTS FRAMEWORK

Based on the TOC, POK defined three main outcomes and identified actions to be implemented:

Infographic 2: POK Results Framework.



As of the POK extension to prevent and combat FL in Boquerón (December 2017).

**OUTCOME 3**  
Improved application of labor laws that protect CA (in CL).

**OUTCOME 4**  
Improved labor law compliance and acceptable working conditions, with a focus on preventing and combating FL.

O 3.1: Strengthened system of inspection for compliance with labor and CA laws (regarding CL).

O 3.2: Increased knowledge for local stakeholders and justice system officials, for the application of labor and CA laws in Guairá.

O 3.3: Strengthened CODENIs in target districts, to improve the articulation between member institutions of the CONAETI.

O 4.1: Provided technical assistance to key institutions and stakeholders to prevent FL.

O 4.2: Raise awareness on FL in the Department of Boquerón.

O 4.3: Establishment of 4 EpCs in the Department of Boquerón.

## 7. BASELINE AND ENDLINE SURVEYS

In mid-2016, POK selected the *Fundación CIRD* to conduct the Baseline Survey (BLS), with the objective of measuring the prevalence of CL in the target districts of the Department of Guairá,<sup>1</sup> in order to understand the scope and characterization of CL prior to the start of the direct services that would be offered by the project. In this same context, and to measure the prevalence of CL after the completion of the direct services offered by the project between 2017 and 2019, *Investigación para el Desarrollo (id)* conducted the Endline Survey (ELS) between November and December 2019.



Children of the Nivaclé community participating in an EpC in the Department of Boquerón.

The BLS and ELS included a series of questions addressed to the heads of household or their spouses, related to the family's socioeconomic situation and the activities of children aged 5 to 9 years. CA aged 10 to 17 years were surveyed directly, with questions that focused on their daily activities.

Both surveys collected data on the location, age, and gender of the CA, which included:

- Estimates on the prevalence of CA engaged in CL, type of work or hazardous activities to which they were exposed, number of hours, and their work day schedule.
- Estimates on the prevalence of protected adolescent work (PAW).
- Socio-demographic characteristics of the population: educational status of CA and adults, household demographic characteristics, and relevant profiles of households with children engaged in or at risk of CL.

The BLS and ELS also collected qualitative information on knowledge, attitudes, and practices related to CL through semi-structured interviews and focus groups that included councilors of the Municipal Councils for the Rights of Children and Adolescents (CODENIs), local stakeholders in the areas of health and education, groups of CA aged 10 to 17 years, and neighborhood committees.

<sup>1</sup>Villarrica, Paso Yobai, Iturbe, Mauricio José Troche, and Borja.

Among other findings, the comparative analysis between the BLS and the ELS revealed changes in the prevalence of CL in the project's target districts:

Table 1: Comparison of the Prevalence of CL between the BLS and the ELS, in CA Aged 5 to 17 Years.

CL in CA Aged 5-17 Years	% ELB 2016	% ELS 2019	% Difference
CL in CA aged 5-17 <sup>2</sup>	11.6	8.6	-3.0*
CL in boys aged 5-17 <sup>3</sup>	16.4	11.2	-5.2*
CL in girls aged 5-17 <sup>4</sup>	7.0	5.9	-1.1*
CL in children aged 5-13 <sup>5</sup>	6.2	4.7	-1.5*
CL in adolescents aged 14-17 <sup>6</sup>	26.2	19.3	-6.9*

$N_{BLS} = 31,618$

$N_{ELS} = 31,332$

Total CA aged 5 to 17 years surveyed

\*Statistically significant difference with a 5% confidence level

Table 2: Comparison of the Prevalence of HCL between the BLS and the ELS, in CA aged 5 to 17 Years.

CL in CA Aged 5 to 17 Years	% ELB 2016	% ELS 2019	% Difference
CA aged 5-17 in HCL	10.9	8.1	-2.8*

$N_{BLS} = 31,618$

$N_{ELS} = 31,332$

Total CA aged 5 to 17 years surveyed

\*Statistically significant difference with a 5% confidence level

<sup>2</sup> ELS with a 95% confidence interval where the minimum is 6.9% and the maximum is 10.8%, a standard error of 1.0% and a coefficient of variation of 0.1.

<sup>3</sup> ELS with a 95% confidence interval where the minimum is 9.1% and the maximum is 13.8%, a standard error of 1.2% and a coefficient of variation of 0.1.

<sup>4</sup> ELS with a 95% confidence interval where the minimum is 3.9% and the maximum is 8.9%, a standard error of 1.2% and a coefficient of variation of 0.2.

<sup>5</sup> ELS with a 95% confidence interval where the minimum is 3.4% and the maximum is 6.4%, a standard error of 0.7% and a coefficient of variation of 0.1.

<sup>6</sup> ELS with a 95% confidence interval where the minimum is 15.4% and the maximum is 23.8%, a standard error of 2.1% and a coefficient of variation of 0.1.

Table 3: Three of the Occupations with the Highest Concentration of CA Aged 5 to 17 Years Engaged in CL.

Main Occupations (CPO - Level 1)	% ELB 2016	% ELS 2019	% Difference
Unskilled workers	56.8	40.9	-15.9*
Skilled farmers and agricultural and fishery workers	18.0	23.4	5.4*
Service workers and salespersons in stores and markets	11.1	22.0	10.9*
Other	14.1	13.7	-0.4*

$N_{BLS} = 3,652$

$N_{ELS} = 2,706$

Total CA aged 5-17 years engaged in CL.

\* Statistically significant difference with a 5% confidence level

Table 4: CA at Risk of CL.

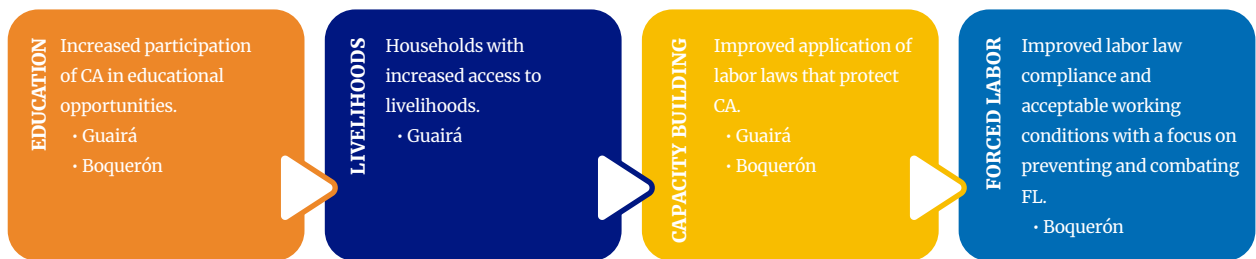
CA at Risk of CL	% ELB 2016	% ELS 2019	% Difference
Households with a woman as the sole head of household	62.4	40.2	-22.2*
CA who neither work nor attend school	4.9	4.9	0
CA who do not live with their parents	5.8	5.1	-0.7*
CA who accompany their parents to work	4.3	3.6	-0.7*

\* Statistically significant difference with a 5% confidence level

## 8. PROJECT IMPLEMENTATION

POK began its implementation in 2015, with three components: Capacity Building, through the provision of technical assistance at the national level and in the Department of Guairá; and Education, and Livelihoods, with direct services in the Department of Guairá. In December 2017, POK expanded its scope to address the issue of FL at the national level and in the Department of Boquerón.

Infographic 3: POK Components.



### 8.1. Implementation Milestones

**2016:** Kick-off, institutional contacts, and planning activities, including the development of the Comprehensive Monitoring and Evaluation Plan (CMEP). Completion of BLS.

**2017:** Start of direct services in the Department of Guairá and extension to the Department of Boquerón.

**2018:** Start of direct services in the Department of Boquerón. Midterm Evaluation (ME) and, based on the recommendations that emerged, adjustments to the Education and Livelihoods components.

**2019:** End of direct services in the Department of Guairá. Upon achievement of the targets, start of sustainability activities. POK extension to May 2020. Final Evaluation (FE). Completion of ELS.

**2020:** Extension to May 2021, focused on the sustainability of the outcomes achieved and the provision of Livelihood services in the Department of Boquerón.

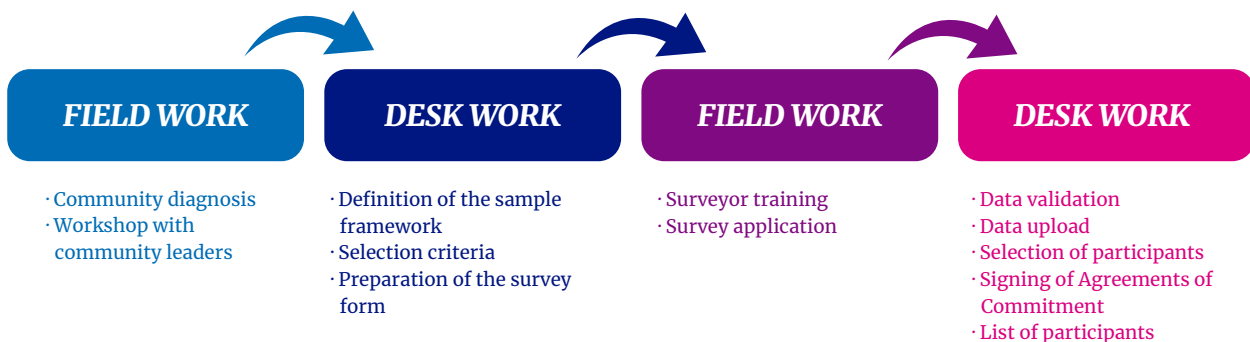
**2021:** Extension to September 2021.

## 8.2. Participant Selection

CA aged 5 to 17 years engaged in or at risk of CL were the gateway to the project's direct services. The participation of CA in one of the educational services made it possible for members of their household to participate in the Livelihood services offered by POK.

The project, through the Monitoring and Evaluation (M&E) team, led the participant selection process in a joint work carried out with local partner organizations: the *Fundación Alda* and the *Fundación CIRD*, according to the process described in the following chart:

Infographic 4: Project Participant Selection Process.



To ensure objectivity when selecting participants, selection criteria were standardized to identify households with CA engaged in or at risk of CL. The first requirement to participate in the survey was that there be at least one CA between the ages of 5 and 17 in the household. Once this first requirement was met, the survey was applied. During processing, a second selection criterion was evaluated: that there be at least one CA engaged in CL or at risk of CL in the household, understanding risk as being any of the following situations:

- CA not enrolled in school
- CA enrolled in school, but with irregular attendance
- CA from households where both parents work and have no one to leave their children with
- CA whose mother is the head of household (no father figure)
- CA with siblings engaged in CL
- CA with school lag
- CA who do not live with their parents
- Households benefiting from State social programs for families in conditions of extreme poverty

The survey was conducted in two stages:

**Stage One (October 2017 to April 2018):** Application of the Household Profile Form (Appendix 1) to households, initially in mass calls for participation. In communities where the mass call failed to attract the expected number of households, the survey was carried out in a door-to-door modality. Upon completion of this first stage, in February 2017, the *Espacios para Crecer* (EpCs) for children aged 5 to 10 years were set up, as well as the first 4H Clubs for CA aged 11 to 17 years.

**Stage Two (May to September 2018):** Although the *Fundación CIRD* included 4H Club participants on an ongoing basis, this effort was insufficient to meet the project targets. POK therefore extended the implementation of 4H Clubs to the school environment by conducting mass surveys in schools in the project's target districts.

A total of 2,832 households were surveyed.

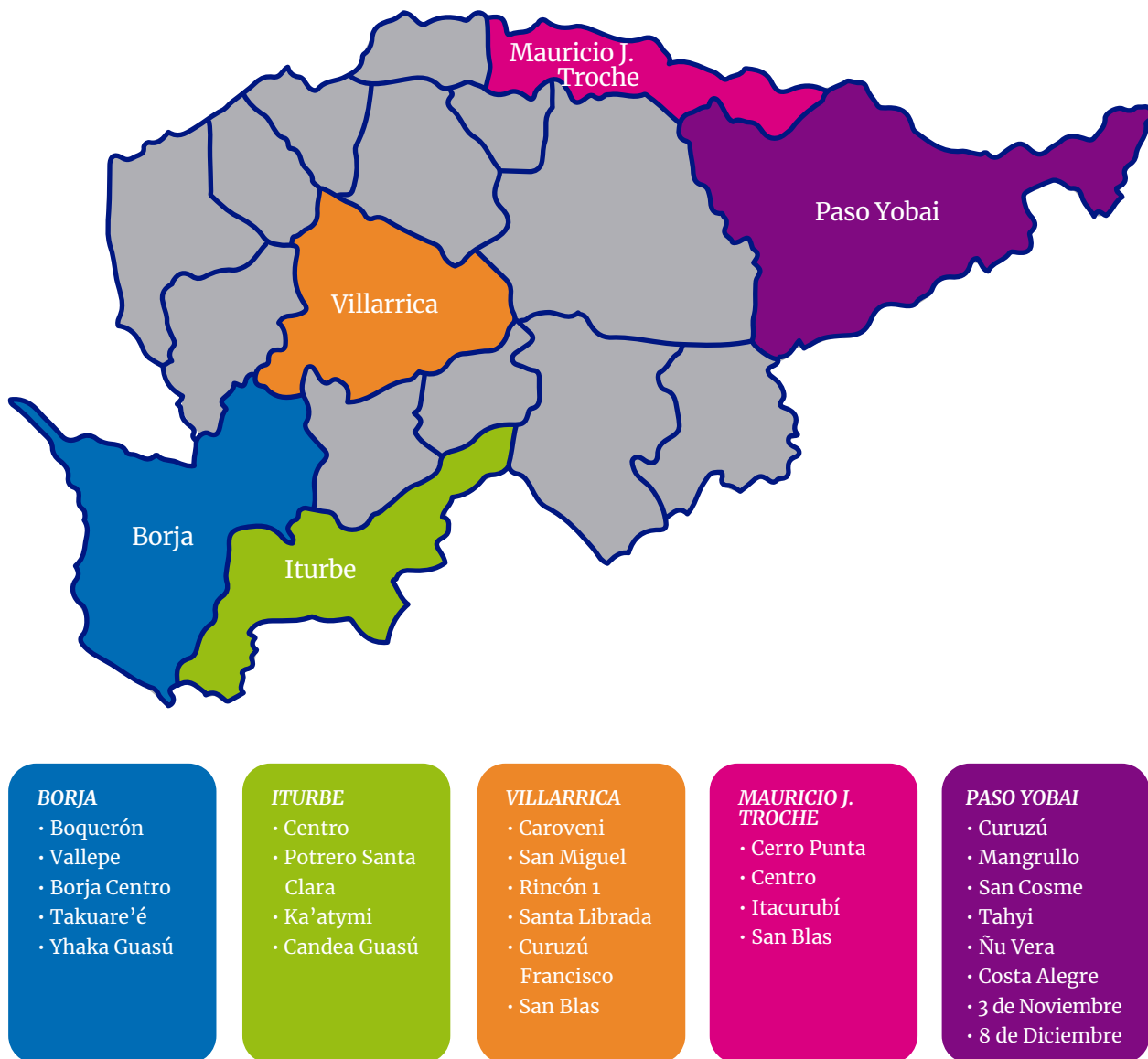
Table 5: Target Districts and Surveys Conducted by POK.

Districts	Direct Participants				Number of Surveys Planned Originally	Number of Surveys Conducted
	Children		Adolescents	Households	Households surveyed	Households Surveyed
	5-10 years old	11-13 years old	14-17 years		The plan was to conduct 60% more surveys than the target of 1,350 households, anticipating that some would fail to meet the selection criteria, and some would drop out of the survey.	To meet the project target, POK had to conduct a greater number of surveys than initially planned. In total, 672 more surveys were conducted than initially planned
Borja	110	40	200	160	256	447
Iturbe	110	40	200	160	256	360
Mauricio J. Troche	100	40	200	160	256	487
Paso Yobai	290	120	550	450	720	804
Villarrica	290	100	500	420	672	734
<b>TOTAL</b>	<b>900</b>	<b>340</b>	<b>1,650</b>	<b>1,350</b>	<b>2,160 households</b>	<b>2,832 households</b>



The selected households came from the following localities:

Infographic 5: Guairá Localities Participating in POK.



A requirement for participation in the project was to sign the Agreement of Commitment (Appendix 2) by and between a responsible adult for each selected household and the project. In this document, POK committed to deliver the direct services offered (Education and Livelihoods), and in return, the head of household guaranteed that the CA would attend school and participate in the EpC or 4H Club. The adult also undertook to participate in the Livelihood services offered by POK (training courses and technical assistance for productive entrepreneurship). In the document, the parents also undertook to ensure that their children would not engage in any type of CL.

## 9. PROJECT RESULTS

Infographic 6: Project Results.



**3,499**

CA received  
educational services



**1,391**

households received  
technical assistance to  
improve their livelihoods



**1,597**

adults received  
employment  
training



**693**

adults received  
technical assistance to  
create or strengthen  
their entrepreneurships

# 10. EDUCATION COMPONENT

## 10.1. Strategy

The purpose of this component was to ensure a greater participation of CA aged 5 to 17 years in educational opportunities through their attendance to formal education, and attendance to two types of non-formal educational services offered by the project according to the age of the participant CA: the EpCs and 4H Clubs.

Similarly, this component included community awareness activities for the prevention of CL and the protection of CA. In its implementation, POK worked with schools in the target districts and the two local partner organizations: the *Fundación Alda* and the *Fundación CIRD*, in charge of the EpCs and the 4H Clubs, respectively.

Table 6: Direct Services of the Education Component.

Type of Service	Description	Location	Duration	Implementing Organization
School and extracurricular enrichment <i>EpCs</i>	Protection and comprehensive development services for children aged 5 to 10 years that implement the Quantum Learning methodology, based on three moments: personal growth, academic achievement, and recreation.	Schools	700 hours distributed in sessions of 3.5 hours per day.	POA and <i>Fundación Alda</i>
School and extracurricular enrichment <i>Clubes 4H</i>	Direct services that aim to enable CA aged 11 to 17 years to develop citizenship, leadership, responsibility, technical skills, and life skills using experiential learning and a positive approach to youth development. The program includes, among others, science, technology, engineering and mathematics, business and citizenship, creative arts, and hands-on learning.	Schools and community centers	Frequency and number of hours defined by each 4H Club formed. 120 hours per participant.	<i>Fundación CIRD</i>
Activities for former participants	Continuing education activities for former participants of the EpCs and 4H Clubs to reinforce personal growth, and academic tutoring.	Schools and community centers	According to the conclusion of each EpC and 4H Club.	<i>Fundación Alda</i> and <i>Fundación CIRD</i>
<i>Supercamps</i>	Summer and winter vacation camps based on continuous play, learning and growth activities, and outdoor challenges for children aged 5 to 10 years.	Schools and squares	Winter and summer vacations, 10 days (4 hours/day).	<i>Fundación Alda</i>
<b>Interdisciplinary Actions</b>				
School Enrichment Educator training	Training of educators in the Quantum Learning methodology to improve the quality of the formal education system.	Schools	At the beginning of the school year.	POA and <i>Entrena</i>
Expansion of successful programs in target districts	Coordination and liaisons to expand or support existing programs, such as the Abrazo program.	Target districts	Throughout the project.	POA

### a. Espacios para Crecer

The EpCs are protection and comprehensive development services for children aged 5-10 years, framed within the non-formal education system. Through the Quantum Learning (QL) methodology, the EpCs stimulate the participation of children, providing them with a meaningful experience that motivates them to continue their studies and actively integrate into the community.

*“Last year, the kids who came to the EpC came out at the top of their school”*  
(facilitator at the Cayin ô Clim EpC).

The *Fundación Alda* was the organization in charge of implementing the EpCs in the five target districts of the project in Guairá since February 2017. This was done through a team comprised of a Coordinator, a Field Coordinator, an M&E Specialist, and 17 facilitators, who worked in coordination with the Education Specialist and the M&E team of the project. In the Department of Boquerón, POK implemented the EpCs directly.

The children participating in the EpCs

were divided into two groups: 5-7 years old and 8-10 years old. In some cases, they were grouped according to the multigrade model.

As part of the EpCs, school vacation camps called Supercamps were implemented, using the QL methodology, with an emphasis on the development of social skills. Their implementation made it possible for participant households to have access to childcare services during the school vacation season as well.

Table 7: EpC Implementation Strategy.

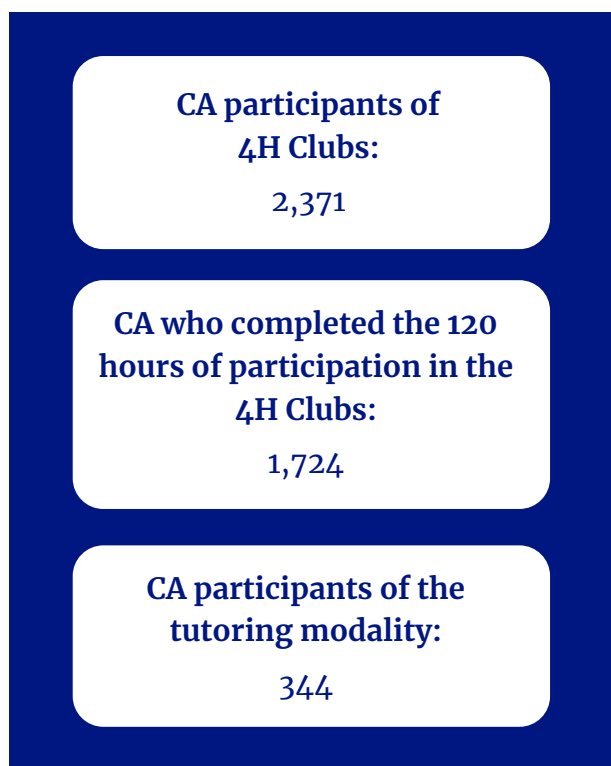
Type of Service	Responsible	Participants	Department	District	Materials
EpCs school and extracurricular enrichment	<i>Fundación Alda</i>	Children aged 5 to 10 years	Guairá	Paso Yobai, Borja, Mauricio José Troche, Villarrica, and Iturbe	Activity guide for facilitators. Activity Guide for children: · <i>Peces</i> : Ages 5 to 7 · <i>Pájaro Campana</i> : Ages 8 to 10
	POK	Children aged 5 to 10 years of the Cayin ô Clim community	Boquerón	Mariscal Estigarribia (Neuland Colony, currently district of Boquerón)	Activity guide for facilitators. Activity Guide for children: · <i>Tortugas</i> : Ages 5 to 7 · <i>Iguanas</i> : Ages 8 to 10

The EpCs were carried out in Guairá until June 2019, with a total of 630 children who completed at least 70% of the 700 EpC hours offered. Between August and October 2019, educational services in an alumni format were developed for the children who had participated in the EpCs. In the Department of Boquerón, this direct service culminated in December 2019, with a total of 64 children completing at least 70% of the 700 EpC hours offered.

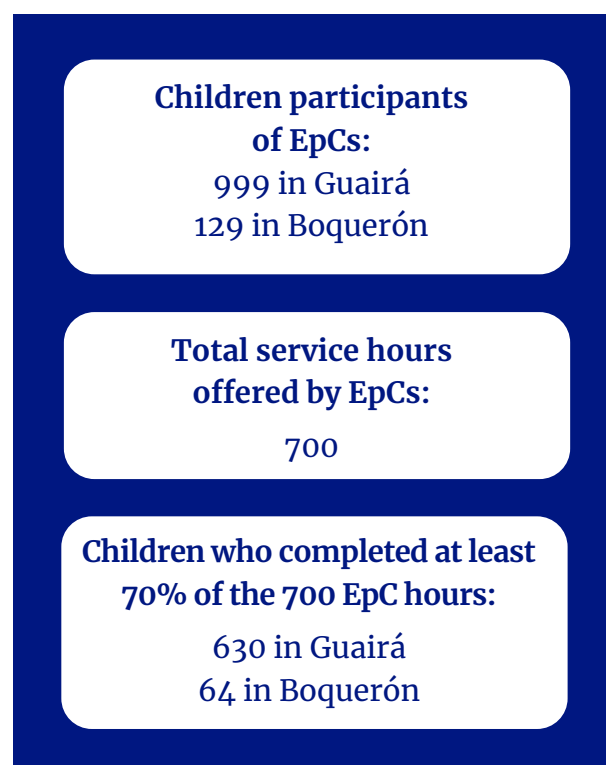
Through Resolution No. 3,340/17, the Ministry of Education and Sciences (MEC) declared the EpC strategy and its learning materials to be of educational interest (Appendix 3).

### b. 4H Clubs

Infographic 8: Coverage of 4H Clubs.



Infographic 7: Coverage of *Espacios para Crecer*.



The 4H Clubs consisted of groups of CA aged 11 to 17 years who, with the support of community promoters, carried out recreational, educational, and soft-skills development activities. With children between the ages of 11 and 13, the 4H Clubs emphasized recreational activities, school reinforcement, and cognitive development. With adolescents aged 14 to 17 years, the 4H Clubs focused on education and employability, combining learning and community service.

The *Fundación CIRD* was the local partner organization in charge of the Summary of the Paraguay Okakuaa Project implementation of the 4H Clubs in the

target districts of the Department of Guairá since February 2017. *Fundación CIRD* had a team comprised of a Coordinator, a Field Coordinator, an M&E Specialist, and 15 community promoters.

The first 4H Clubs were launched in February 2017 in an extracurricular setting. In April 2018, their implementation was extended to 28 schools, and in June 2018, a new modality of this approach called tutoring was developed for CA aged 11 to 17 years who had not yet participated in the project, and who in some cases were outside the school system. A total of 2,371 CA between the ages of 11 and 17 enrolled in the 4H Clubs (344 in the tutoring modality), of which 1,724 participated in the 120 hours required to complete the service. Even after the project targets were accomplished, the 4H Clubs were implemented until October 2019.

## 10.2. Methodology

### a. *Espacios para Crecer*

#### Quantum Learning Methodology

The EpCs implemented the QL methodology, of global renown and previously used in several countries in the continent. For this, educators were trained by the Dominican organization *Entrena*.

The QL methodology is based on three milestones: personal growth, academic achievement, and recreation.

Table 8: QL Methodology Milestones.

<b>1. Personal Growth</b>	Activities that promote the development of values, capacities, and individual and social skills.
<b>2. Academic Achievement</b>	Leveling, orientation, and homework reinforcement activities.
<b>3. Recreation</b>	Activities involving plastic arts, music, theater, literature, and recreational games.

QL is a participatory methodology that uses as many senses as possible to generate meaningful learning through the integration of the ludic, cognitive, and socio-affective aspects of the educational process.

*"It is a really good methodology that can be used for any age group. It combines different theories and strategies that ensure students can engage through teaching that stimulates them, interests them, and attracts their attention, which is essential, considering that each person learns differently. It is not the classic school with just a whiteboard, paper, and pencil. There are games, dynamics, participation, reflection, individual and shared responsibility. It captures children's attention, so they really learn"* (Field Coordinator in Boquerón).

The educational theories it integrates are: the theory of multiple intelligences, constructivist theory (through neurolinguistic programming), and cooperative learning.

*"This method focuses on the child's environment, starting with what the child sees, hears, the tastes and smells the child perceives, because learning processes can be generated from any of their senses. It is a valuable method, because some children understand better through their eyes; others must listen first to understand; others have to touch; and QL uses all the senses. The different personalities of the students are also taken very seriously. If one child is better in the field of music, art, others are more mathematical, and others tend more to written communication, this method develops all those skills"* (Education Supervisor in Neuland).



Educators from the Department of Guairá receiving training certificates in the QL methodology.

Through QL training, the EpC facilitators acquired new ways of thinking and working with children.

*"The methodology came and completely changed our thinking and work system, because of the dynamism it brought"* (Fundación Alda Field Coordinator).

Throughout the implementation of POK, 10 training workshops in the QL methodology were held for stakeholders in the project's target districts. The methodological transfer was done in seven stages, four of them with the participation of experts from the *Entrena* organization.

Table 9: QL Methodology Training Stages.

<p><b>Stage 1</b> (December 2016)</p>	<p>Aimed at facilitators of the <i>Fundación Alda</i> and educators from all the schools in Guairá that participated in the project, the Educational Supervisors, the Departmental Directorate of Education, and educators of the <i>Villarrica Abrazo</i> program, to kick off the EpC activities. The training was conducted by <i>Entrena</i> for a total of 55 participants in the city of Villarrica.</p> <p><i>Entrena</i> also conducted a training of trainers workshop for a total of 12 participants: facilitators from the <i>Fundación Alda</i>, community promoters from the <i>Fundación CIRD</i>, and representatives from the MEC.</p>
<p><b>Stage 2</b> (July 2017)</p>	<p>Aimed at facilitators from the <i>Fundación Alda</i>, educators from the <i>Villarrica Abrazo</i> program, and representatives of the MEC, <i>Entrena</i> trained 32 participants in the Supercamps strategy. On this occasion, <i>Entrena</i> also trained a total of 40 educators from the <i>Abrazo</i> program in the QL methodology, in the city of Asunción.</p>
<p><b>Stage 3</b> (February 2018)</p>	<p>Aimed at educators from Guairá and facilitators from the <i>Fundación Alda</i> and the EpCs of Cayin ó Clim, with the trainer training modality. The training was conducted by <i>Entrena</i> as part of a follow-up and monitoring visit related to the implementation of the QL methodology. There was a total of 42 participants.</p>
<p><b>Stages 4, 5 and 6</b> (October 2018, April 2019, and August 2019)</p>	<p>Aimed at educators from schools in Boquerón. This training was conducted by the Education Specialist. A total of 21 educators received certificates for completing the training.</p>
<p><b>Stage 7</b> (June and July 2019)</p>	<p>Aimed at educators of the Ministry of Childhood and Adolescence's <i>Abrazo</i> program, as part of the transfer of EpCs to the program. This training, carried out by <i>Entrena</i> over 4 days, was attended by 141 educators from Asunción, Coronel Oviedo, Ciudad del Este, and Encarnación.</p>



Inter-district meeting of 4H Clubs held in 2018.

The following activities, conducted by facilitators, supported and complemented the educational service provided by POK through the EpCs:

- Monthly visits to the families of the participant children to guarantee their continued attendance to formal education and to ensure they were not engaged in CL. The frequency of visits varied according to the needs identified in the family environment of each participant.
- School follow-up: monthly visits to the educators of the schools attended by the participant children, in order to monitor their academic performance and personal development..



## Start-Up of the *Espacios para Crecer*

### Department of Guairá

The EpCs were held three times a week, on days that varied by mutual agreement with the participant households and schools, except for Fridays, which were dedicated exclusively to desk work by the team of facilitators.

The school vacation camps—called Supercamps—were organized to coincide with the winter and summer school vacations in July and December 2017; January, July, and December 2018; and February 2019. These camps provided spaces for protection, learning, and personal growth through recreational activities and outdoor challenges.

The Supercamps were conducted by the EpC facilitators, who were assisted by volunteers from the communities where the camps were held.

### Department of Boquerón

POK implemented four EpCs in the indigenous community of the Nivaclé people called Cayin ô Clim, in the Neuland colony. After completing the Household Profile Form for households with at least one member between the ages of 5 and 10 engaged in or at risk of CL, the service

started with 129 children enrolled, of which 123 children attended between April 2018 and December 2019. The EpCs were held from Monday to Thursday, in morning and afternoon shifts, even when the schools were on vacation. The facilitators spent Fridays conducting the weekly pedagogical evaluation, planning for the following week, and organizing materials and snack supplies. In addition, they conducted follow-up visits to participant schools and households.



Girls of the Nivaclé community participating in an EpC in the Department of Boquerón.

## Implementation Process

### Department of Guairá

POK contracted *Entrena* to train EpC facilitators in the QL methodology. The first training was conducted in a five-day event, held from November 28 to December 2, 2016, which also included the participation of community promoters from the *Fundación CIRD*, educators from local schools and from the *Villarrica Abrazo* program, of the then National Secretariat for Children and Adolescents

(SNNA, current Ministry of Childhood and Adolescents - MINNA).

To install capacity in the QL methodology at the local level, from December 5 to 7, 2016, *Entrena* conducted a training of trainers workshop, with the participation of *Fundación Alda* facilitators and educators from schools in the project's target districts. In addition, on March 10, 2017, POK's Education Specialist held a QL methodology reinforcement workshop aimed at *Fundación Alda* facilitators and worked on locally adapting the guides for both facilitators and children, adapting them to the local culture and context.

In its preparatory phase, the establishment of the EpCs involved the following activities:

- Visits by the POA team to the authorities of the target districts to present the project.
- The selection of schools where to implement the EpCs: although the selected children were enrolled in several schools in the five districts, the selection criteria prioritized the schools with the greatest number of participant children and those with the greatest ease of access.
- Visits to the principals of the selected schools to present the project, its objectives, and to request a physical space in which to develop the EpCs. These visits were carried out by teams comprised of local authorities of the MEC, the Coordinator of the *Fundación Alda* and the project's Education Specialist.
- Survey of the school building conditions, to verify the availability of basic infrastructure and safety conditions to implement the EpCs.
- Signing of agreements with school principals for the establishment of the EpCs.
- Adaptation of the physical spaces provided by the schools for the establishment of the EpCs (painting the rooms, arranging the furniture, etc.).



The EpCs worked to consolidate the permanence and performance of the participant children in formal education.

Between February and March 2017, 33 EpCs were established in schools in the project's target districts, after adapting the physical spaces for use. For this purpose, the *Fundación Alda* signed agreements with the principals of the participating schools.

*“The EpC is a place where children let their imagination and creativity fly... for this reason it must be an attractive, interesting, welcoming place, different from a common classroom” (Fundación Alda facilitator).*



Visit by the MTESS Minister, Carla Bacigalupo, to the EpC of Rincón 1, in Villarrica.

A new dynamic began in these school communities with the establishment of the EpCs and the attendance of the children in an opposite schedule from the formal school day.

In 2018, there was a substantive breakthrough at the community level: the Supercamps were conducted with the involvement of local volunteers. Likewise, EpC tutorings were launched, a new modality to support children who had stopped attending the EpCs and who lacked a maximum of 30 hours to complete the service. In two-hour sessions, the facilitators visited the children in their homes to complete the activities and carry out school reinforcement.

This educational service concluded in June 2019, with the closing of the EpCs and the awarding of certificates to all participant children who completed at least 70% of the service hours offered.

In addition to guaranteeing a protected and caring space in an opposite schedule to school hours, the EpCs encouraged the involvement of schools in the protection and promotion of children's rights, and raised awareness among families and communities about the importance of education and the protection of children. Following the completion of the 700 EpC hours, between August and October 2019, educational

services were implemented in an alumni format for participant children. These direct services lasted three months and included household monitoring activities, educational and recreational meetings, as well as community meetings and school follow-up.

*“We continued the activities with the children, but as alumni, with more playful programs, organized in a different way, which allowed us to follow up on how the child and their family was doing” (Education Specialist).*



Table 10: Localities Where EpCs were Established and Number of Children Who Received the Educational Service.

Department	District	Locality	EpCs	Total Number of Children Enrolled
Guairá	Villarrica	San Miguel	San Miguel del Este	85
		San Blas	Divino Niño	31
		Rincón 1	Cipriano Ocampo	75
		Curuzú	Curuzú Francisco	60
	Paso Yobai	Mangrullo	San Juan Bautista	65
		Curuzú	Bernardino Caballero	48
		San Cosme	San Cosme	63
		Centro	Esc. Santa Teresita	61
	Borja	Yhaka Guazú	José del Pilar Méndez	32
		Boquerón	Andrés Rodríguez Pedotti	85
		Tacuaire'e	Santo Domingo de Guzmán	53
	Iturbe	Centro	UPAP	70
		Potrero	Juana Pabla	54
	Troche	Cerro Punta	Cuerpo de Paz	65
		Itacurubí	Divino Niño	63
San Blas		San Pascual	89	
Boquerón	Mariscal Estigarribia	Neuland	Cayin ô Clim	129
<b>TOTAL</b>				<b>1,128</b>

## Department of Boquerón

After selecting the community where the EpCs would be implemented, the project arrived in Cayin ô Clim in coordination with the Neuland Educational Supervisory. The lack of infrastructure prevented the establishment of the EpCs in the community, which is why they were located at the headquarters of the Neuland Labor Training and Education Center, on the border with Cayin ô Clim. The Governor's Office of Boquerón donated furniture and both the Neuland Cooperative and the Municipality of Mariscal Estigarribia provided snacks for the participant children.

To guarantee an intercultural approach to the work with the community, the team of facilitators consisted of a Paraguayan facilitator and two facilitators from the Nivaclé community, who were trained in the QL methodology by the *Entrena* organization. At the express request of the parents, the facilitators communicated with the children in Spanish to help them improve their Spanish.

The EpCs worked with the participant children to highlight the importance of staying in school, as well as on the

acquisition of personal hygiene habits. At the community level, the project worked with parents, educators, and the community at large to raise awareness of the rights of CA and the importance of education in their children's lives.

## Educational Materials

The EpCs had guides for facilitators and for children, based on *Entrena* materials developed for other Latin American countries, which were adapted to the different cultures and realities of Guairá and Boquerón, respectively.

### Guides for Guairá's *Espacios para Crecer*

The guides used in the target districts of the Department of Guairá were revised, adapted, and translated into Guaraní, so that the facilitators could use the predominant language and gradually incorporate Spanish. This adaptation was carried out by the project's Education Specialist.

The *Peces* guides are aimed at children aged 5 to 7 years and focus on strengthening the literacy acquisition process. The *Pájaro Campana* guides are aimed at children aged 8 to 10 years, who are able to read and write.

*"Entrena shared with us materials developed in other countries such as Nicaragua, Peru, Ecuador, and Panama. There are even materials that are entirely in indigenous languages. Based on this, we developed the materials for Paraguay, considering that the more adapted they were, the more useful and attractive they would be for the children and facilitators"* (Education Specialist).

Both guides explore five thematic modules:

Module 1: I am unique.

Module 2: My family, my closest community.

Module 3: The environment around me.

Module 4: I look after my health.

Module 5: I' m so proud to be Paraguayan!

In the first year, modules 1 to 5 were condensed into one booklet, depending on the level (*Peces* or *Pájaro Campana*). In the second year, the materials were printed by module and by level to facilitate their use by the participant children.

**Year 1 – Espacios para Crecer – Guairá**



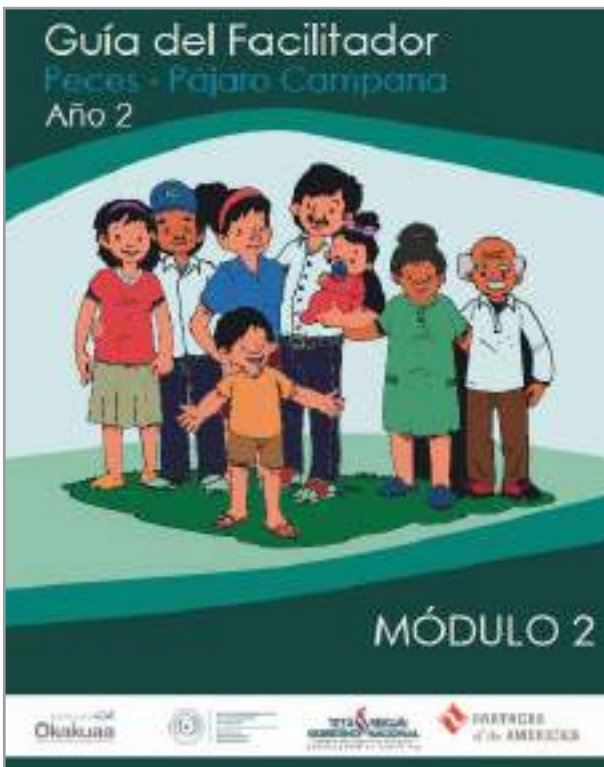
Facilitator Guide:  
Special Areas  
Year 1

Facilitator Guide:  
Peces and Pájaro Campana  
Year 1

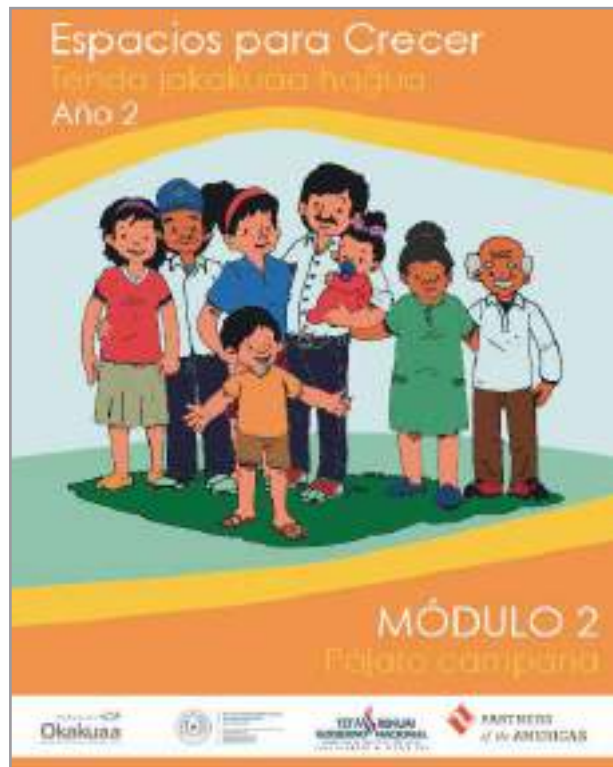
Guide for Children:  
Pájaro Campana  
Year 1

Guide for Children:  
Peces  
Year 1

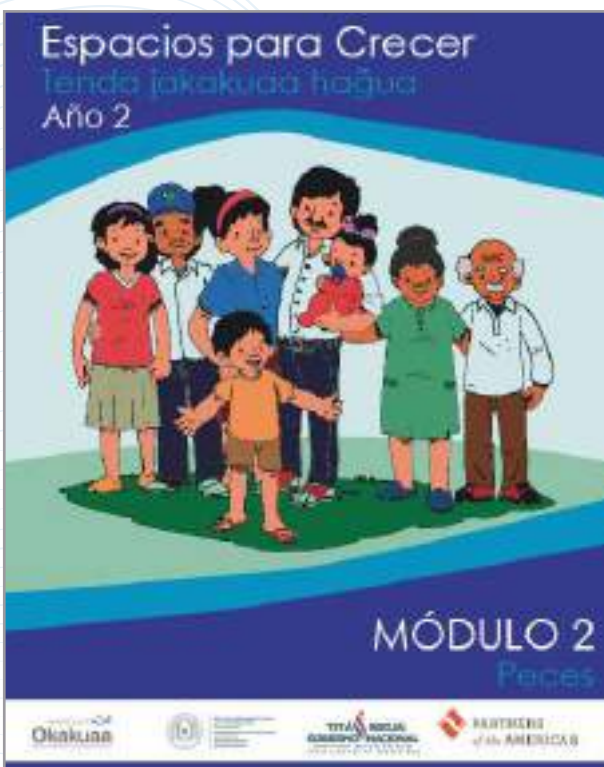
Year 2 – Espacios para Crecer – Guairá



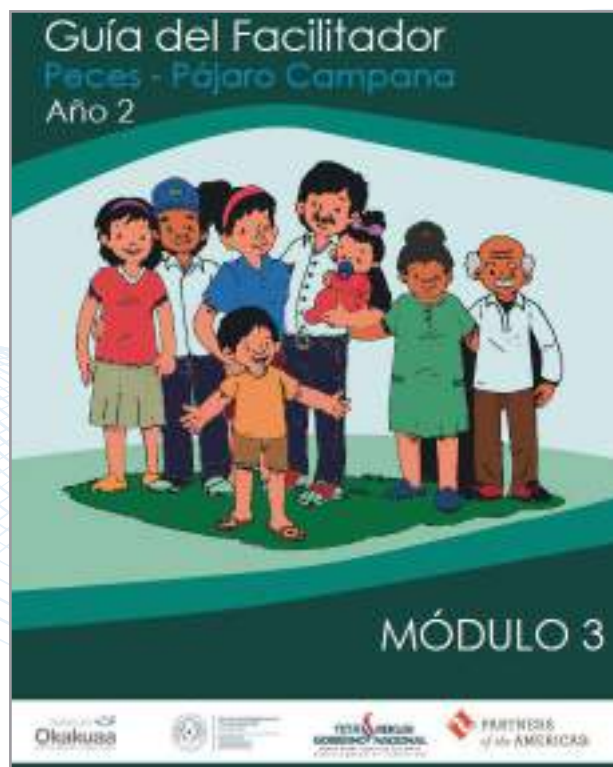
Facilitator Guide: Peces and Pájaro Campana  
Year 2 - Module 2



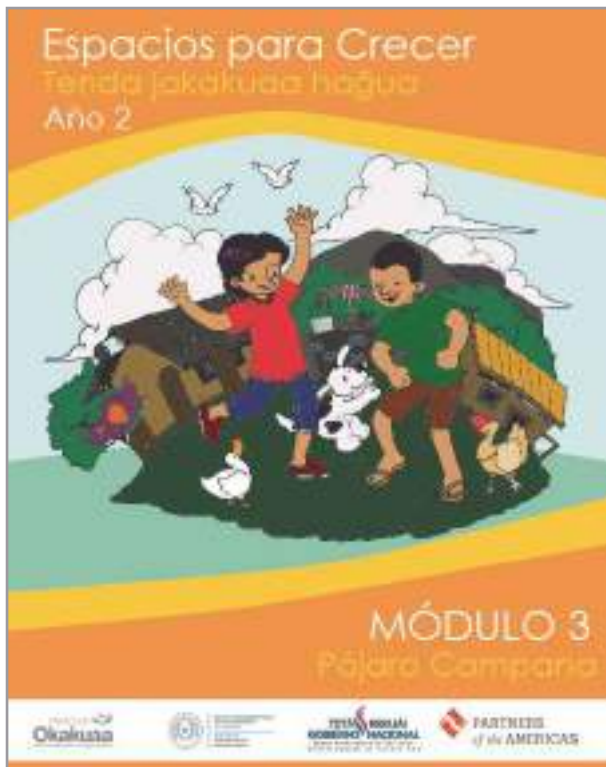
Guide for Children: Pájaro Campana  
Year 2 - Module 2



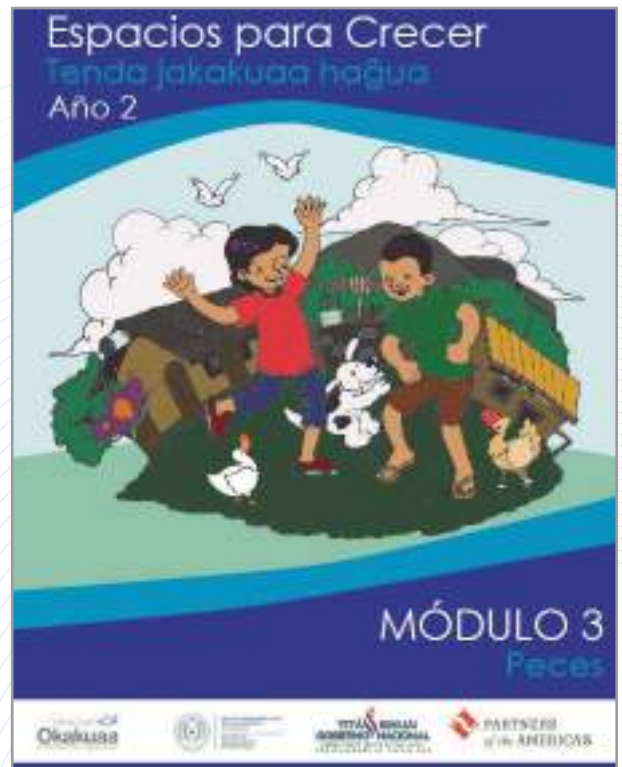
Guide for Children: Peces  
Year 2 - Module 2



Facilitator Guide: Peces and Pájaro Campana  
Year 2 – Module 3



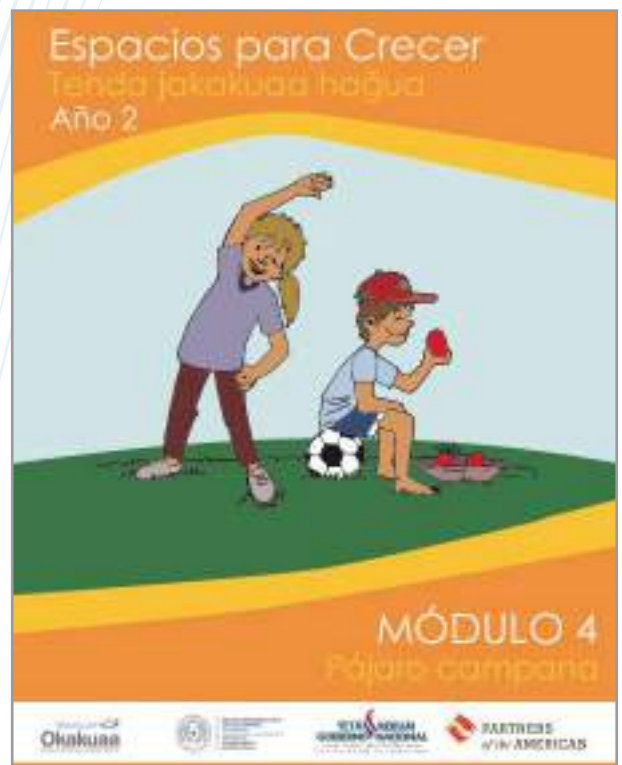
Guide for Children: *Pájaro Campana*  
Year 2 – Module 3



Guide for Children: *Peces*  
Year 2 – Module 3

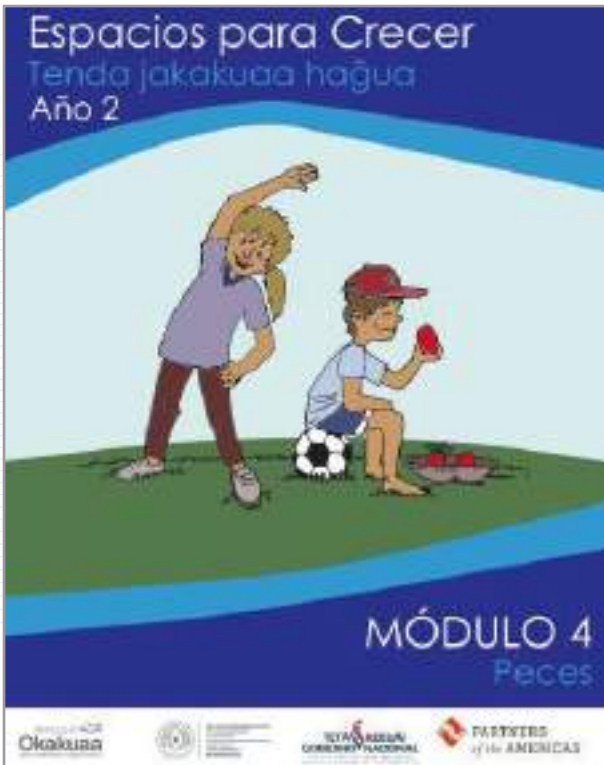


Facilitator Guide: *Peces* and *Pájaro Campana*  
Year 2 – Module 4

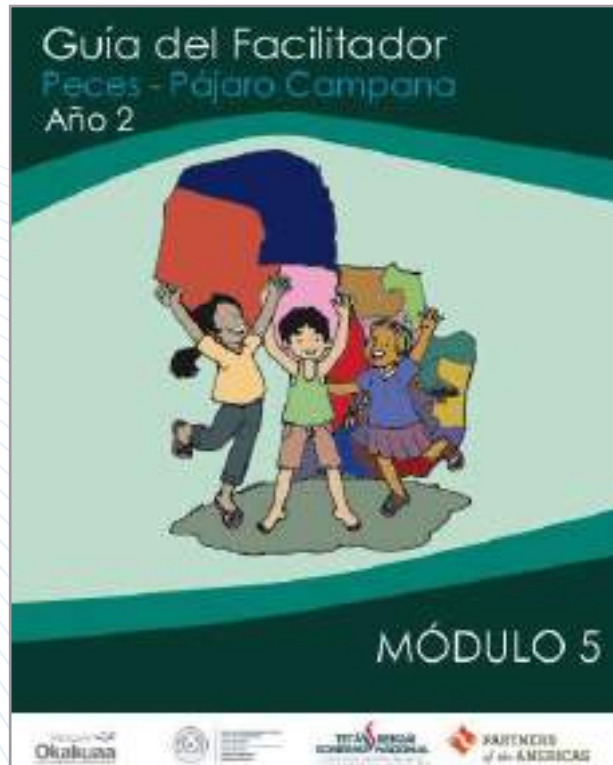


Guide for Children: *Pájaro Campana*  
Year 2 – Module 4

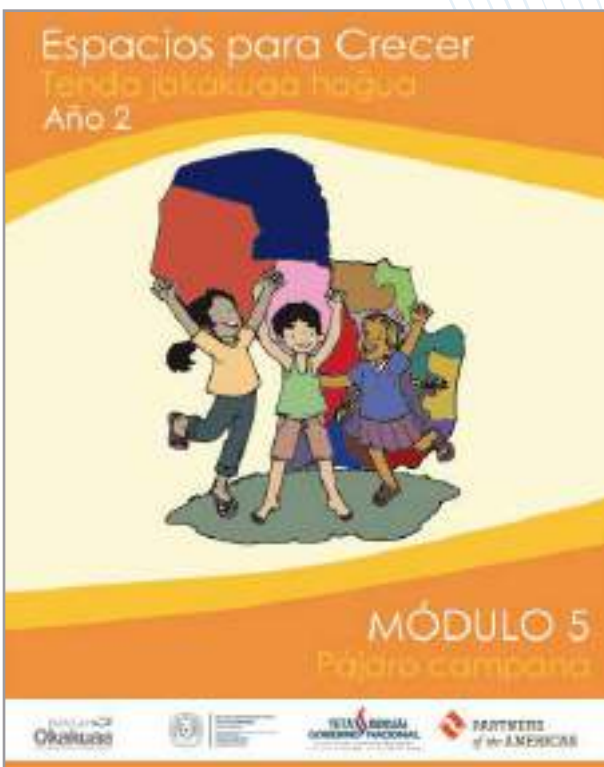




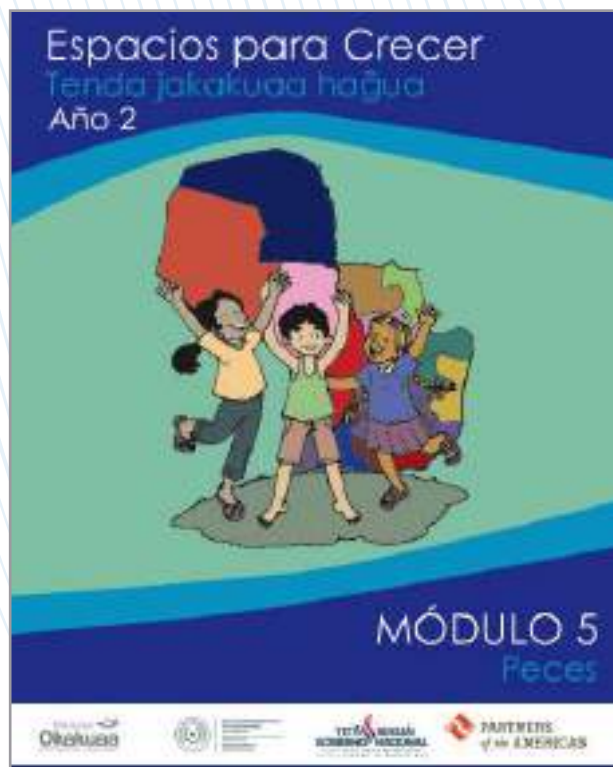
Guide for Children: *Peces*  
Year 2 – Module 4



Facilitator Guide: *Peces y Pájaro Campana*  
Year 2 – Module 5



Guide for Children: *Pájaro Campana*  
Year 2 – Module 5



Guide for Children: *Peces*  
Year 2 – Module 5

## Guides for the Boquerón *Espacios para Crecer*

For the Cayin ô Clim EpCs, the project developed five guides for facilitators and five guides in Spanish for children, adapted to the local indigenous culture, with some texts translated into the Nivaclé language. The *Tortugas* guides targeted children who were beginning their reading and writing process, and the *Iguanas* guides focused on those who were already reading and writing.

Both guides explored five thematic modules:

Module 1: I am unique.

Module 2: My family, my closest community.

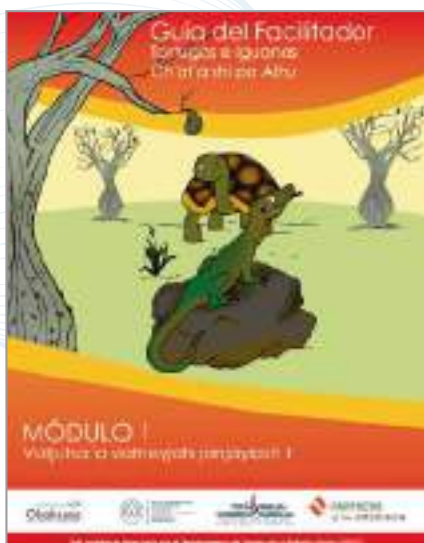
Module 3: The environment around me.

Module 4: I look after my health.

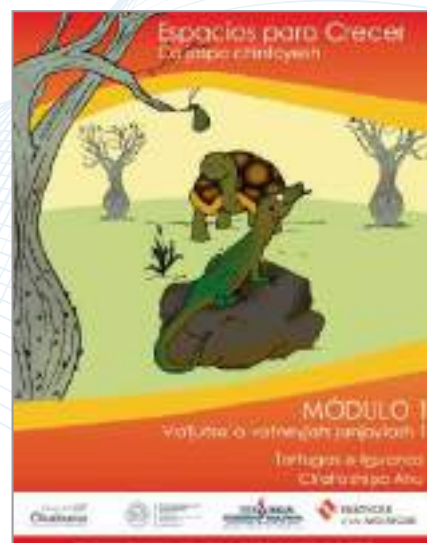
Module 5: I am Nivaclé and I live in Paraguay!

With the title “I am Nivaclé and I live in Paraguay!” Module 5 of both *Tortugas* and *Iguanas* combined the intercultural perspective with the EpC methodology.

“The materials take into account the orality of the culture, the graphics, the plastic arts... and the playful sense of culture” (Education Specialist).



Facilitator Guide: *Tortugas* and *Iguanas* – Module 1



Guide for Children: *Tortugas* and *Iguanas* – Module 1



Facilitator Guide: *Tortugas and Iguanas* - Module 2



Guide for Children: *Tortugas and Iguanas* - Module 2



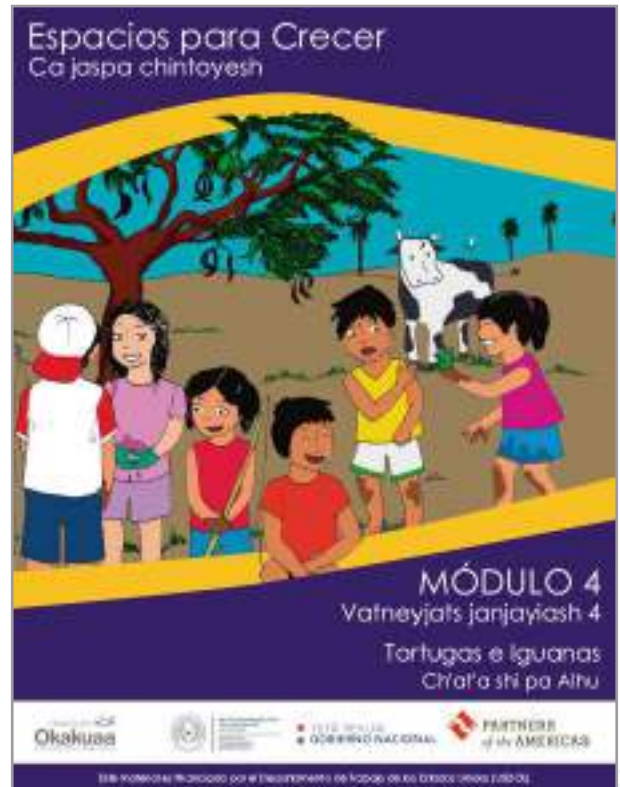
Facilitator Guide: *Tortugas and Iguanas* - Module 3



Guide for Children: *Tortugas and Iguanas* - Module 3



Facilitator Guide: *Tortugas and Iguanas* - Module 4



Guide for Children: *Tortugas and Iguanas* - Module 4



Facilitator Guide: *Tortugas and Iguanas* - Module 5



Guide for Children: *Tortugas and Iguanas* - Module 5

## b. 4H Clubs

### Methodology

The 4H Clubs were implemented in the five target districts of the Department of Guairá, to promote the acquisition of soft skills and leadership abilities in CA between the ages of 11 and 17 years, through projects, workshops, and activities<sup>7</sup> that motivated their participation, a sense of civic responsibility, and commitment to community initiatives.

The activities carried out were presented in three formats:

- Social projects linked to community service.
- Income-generating projects aimed at adolescents aged 14 to 17 years for income generation.
- Training for the development of social, occupational, technical, and attitudinal skills.

The 4H emblem is a four-leaf clover with the letter H on each leaf, representing: head, heart, hands, and health. In their adaptation to the Paraguayan context, they were translated into the Guaraní language as the “4Ts”: tory (head), tesãi (heart), tembiapo (hand), and tesape’a (health).

<sup>7</sup>Manual for New 4H Program Leaders. Celina G. Wille.

Infographic 9: Competencies Developed through the 4H Clubs Methodology.

	It represents the aspects of personal development linked to the emotional world: self-esteem, self-management, personal leadership, interests, and goals.
	It represents health, personal care, good habits, and the use of free time in healthy and recreational activities.
	It represents service, coexistence with others, sociability, teamwork, solidarity, and cooperation.
	It represents knowledge, learning processes, school reinforcement, planning and research, etc.





The 4H Clubs promoted numerous outdoor activities.

A central aspect of the 4H Clubs methodology is the promotion of community involvement and the engagement of parents through self-managed social impact projects that foster new leadership, not only of the CA but also of their parents.

## Organization and Implementation

### Extracurricular Approach

In their first year of implementation (2017), the 4H Clubs met in public spaces: parks, parish courtyards, communal sheds, and other alternative locations to schools. Irregular participation was the main characteristic of this initial stage. Some of the reasons given by the community promoters were, on the one hand, the CA's difficulties in getting to the meeting places and, on the other hand, the lack of

appreciation by the adults and the CA themselves regarding their participation in an activity that did not offer them any tangible or material benefit. To a lesser extent, there were cases of overlap with other extracurricular activities.

The community promoters, in an effort to encourage the participation of CA, went door-to-door to pick them up and take them to 4H Clubs meetings and accompanied them back to their homes at the end of the meeting. This work modality was not sustainable, and despite all the efforts made, in the first year the target number of participants for this period was not reached. Faced with this situation, at the end of the first year the project decided to implement the 4H Clubs in the school environment, although the 4H Clubs that had the participation and support of the community remained in the out-of-school environment.

*“The ability of the 4H Clubs to function depended on the community, there are places where they worked well from the beginning: 8 de Diciembre, for example, was a community where it worked from the start. Potrero and Mangrullo as well. You called them and they came”* (community promoter of the *Fundación CIRD*).

## Approach in the School Environment

With the approval of the MEC, in early 2018, POK started the implementation of 4H Clubs in schools in the target districts of the Department of Guairá. The 4H Clubs were implemented with the support of and in coordination with educators for the subject of Personal and Social Development of middle school grades, and the subjects of Work and Technology and Educational Guidance of high school grades, in the form of classes once or twice a week, as agreed with each educational institution. The work, based on the development of projects, generated new dynamics within the school groups and in the community itself. In addition, recreational activities and inter-district events provided opportunities for the CA to share their experiences.

The project's ME, conducted in the first half of 2018, facilitated significant adjustments to the implementation of the 4H Clubs. These included the allocation of funds to ensure that the training courses were delivered with the materials and supplies necessary for their proper development.

### Tutoring Approach

After identifying CA engaged in CL who had yet to participate in the project, and

*"The children were trying to start a business because at the 4H Club they learned about teamwork, self-management, and self-esteem. In self-management, they learned the meaning of work and to start their own business. In the locality of 8 de Diciembre, for example, because of the training, two girls started a decorating business, and it is fantastic. A young woman who participated in the 4H Clubs is now studying medicine in Asunción and her source of income is the decoration and sale of gloves and thermoses that she learned in workshops we organized" (community promoter of the Fundación CIRD).*

who in some cases were outside the school system, POK developed a new modality for the implementation of 4H Clubs, called The program provided individual attention to the CA by a team of tutors, who accompanied their reinsertion into the educational system and worked with the adults in their households to overcome different situations that aggravated their vulnerability (illness, teenage pregnancy, among others).

Depending on the need and the local context, the approach was implemented in

two modalities: individually and in small groups. The individual approach consisted of visits by the tutor to the homes of the CA in order to contain, advise, and/or refer the participants to other direct services of the project, as well as to mediate in any situation of conflict that might arise in



The 4H Clubs allowed their participants to develop their creativity. The photograph shows an adolescent girl receiving her certificate of participation in a radio workshop.

order to gradually reduce their working hours and achieve their reincorporation and permanence in school. The small group approach consisted of bringing together a group of up to five CA engaged in CL to participate in activities typical of 4H Clubs, in order to progressively facilitate their access to 4H Clubs with a larger number of participants. Both modalities were developed in four stages: connection and diagnosis, development of each participant's life project, implementation of the life projects, and follow-up.

- The connection consisted of contact, establishing trust and agreements with the CA and their family to begin the tutoring process.
- The diagnosis allowed the identification of the particular needs of the CA and their family.
- The development of the life project enabled setting goals and developing the necessary skills: autonomy, decision making, problem solving, etc.
- Once the life project was underway, the follow-up began.

Through tutoring, 15 CA were reintegrated into the formal education system.



*"Several out-of-school children rejoined the educational system and those who did not at least received training. In Paso Yobai our experience with the tutors was very good, we had a family that now has an enterprise where they make cleaning products. They already have their revolving capital, they are producing and selling... It is fantastic! And this was a family that we would never have reached without the tutoring" (Livelihoods Specialist).*

Other situations addressed by the tutors were cases of CA living in inadequate conditions that required ongoing support. On a regular basis, the tutors held meetings with the CODENI counselors to follow up on the violation of rights detected and the protection mechanisms adopted as a result. These situations included cases of CL, as well as teenage pregnancy and lack of medical care, among others. During the implementation of the project, a total of 30 cases were referred to the CODENIs of the target districts.

## Educational Materials

As part of the 4H Clubs, the *Fundación CIRD* developed a guide for community promoters that offers guidelines, strategies, and techniques for working with CA, their families, and their communities.



Guide for 4H Clubs Community Promoters

## Didactic Proposal for Extended School Day for Grades 7-9

At the request of the MEC, POK provided technical assistance for the development of Extended Day (ED) curricula for grades 7-9 in the areas of Physical Education, Work and Technology, and Artistic Education, with an emphasis on strengthening social skills, including dance, art, theater, and music.

The following proposals were developed:

- Didactic ED proposal for Art Education area (grades 7-9).
- Didactic ED proposal for Physical Education area (grades 7-9).
- Didactic ED proposal for Work and Technology area (grades 7-9).

Following the delivery of the curricula, in printed and digital versions, in August 2018 the project held a training workshop on these proposals for MEC officials.

### c. Awareness-Raising Actions

Parallel to the implementation of the EpCs and 4H Clubs, the Education component of the project also conducted numerous awareness-raising and

training activities aimed at different stakeholders in the target districts.

### Awareness-raising Workshops against Child Labor

During 2017 and 2018, the *Fundación Alda* conducted workshops on CL in the target districts of Guairá, targeting households participating in the EpCs and the community at large.

Additionally, between August and September 2018, in collaboration with the Tekoporã<sup>7</sup> program, POK conducted workshops on CL training for community leaders (members of neighborhood commissions, producers' committees, women's committees, school cooperatives, etc.). The workshops disseminated concepts related to CL, its causes and risks, as well as the existence of the Adolescent Worker Registry (RAT) and the requirements for PAW.

In addition, through the local partner organizations—the *Fundación CIRD* and the *Fundación Alda*—the Education component supported the Capacity Building component throughout the project in its CL awareness-raising activities, to ensure participation from

<sup>7</sup>Social program implemented by the Ministry of Social Development aimed at the protection and promotion of families living in poverty and vulnerability.

educators and participant households. These activities included the following:

- Guairá Rembiosa (Guairá Stories) puppet show: To raise awareness among CA and their families about the risks of CL. A total of 12 puppet shows were held during July 17–21, 2017, in the 5 target districts of the project, as well as in Asunción, with the participation of approximately 750 CA, parents, and educators.



Awareness-raising actions at the local level, with educators and families, were mainly aimed at raising awareness of the risks of CL.

- Campaign “Happy children grow better”: Spaces for reflection through art in the EpCs, developed in June 2018, as part of the commemoration of the World Day against Child Labor. The activity ended with presentations by the CA in each EpC, which included the participation of their families, municipal authorities, and other local stakeholders.

- Week for Children and Adolescents' Right to Recreation: Developed as a prelude to the Supercamps and 4H Clubs in November 2018. It included radio workshops for CA from the EpCs and 4H Clubs of Villarrica and Paso Yobai, as well as the broadcasting of a radio spot prepared by a group of participant CA on the radio station with the widest reach in the Department of Guairá.

- Departmental Seminar on Education “Exploring education as a tool for combating child labor”: In July 2018, POK organized this activity with the aim of discussing the role of the educational community in the prevention and eradication of CL and WFCL. A total of 207 people attended, including educators, municipal authorities, and members of the District Development Councils (CDDs<sup>8</sup>) of the project's five target districts, as well as POK facilitators, community promoters, and tutors. The seminar format included a presentation by the expert Robert Cano, on the role of the educational community and the importance of quality education in the prevention of CL. This served as the basis for group dialogues, which led to a plenary session in which commitments were reached in the form of a final declaration (Appendix 4).

<sup>8</sup> The CDDs are local instances in which the different community stakeholders (public sector, private sector, and civil society) coordinate actions for local development, including boosting production and the economy.



The Education component worked on the prevention of CL through community awareness-raising.

### 10.3. Signing of the Agreement for the Transfer of EpCs to the Abrazo Program

In May 2019, the MINNA and POK signed an agreement for the transfer of five EpCs to the *Abrazo* program. Through this agreement, the MINNA committed to implement the program in four EpCs in Guairá and in one EpC in Cayin ô Clim, in the Department of Boquerón.

Table 11: EpCs Transferred to the MINNA's *Abrazo* Program.

Department	District	Locality	
Boquerón (Chaco)	Mariscal Estigarribia (now Boquerón)	Neuland (Cayin ô Clim)	
Guairá	Paso Yobai	Mangrullo	
	Borja	Boquerón	
	Mauricio José Troche		Cerro Punta
			Itacurubí



Participants in a training workshop on the QL methodology for educators and technicians of the MINNA's *Abrazo* program.

The following activities were carried out as part of this transfer:

- **Training in the QL methodology for educators and technicians of the *Abrazo* program:** Intended to support the pedagogical sustainability of the EpCs transferred to the MINNA and to extend its scope to all *Abrazo* program centers nationwide. To this end, from June 24 to July 2, 2019, two-day training sessions were conducted by *Entrena* in four cities (Asunción, Coronel Oviedo, Ciudad del Este, and Encarnación). The outcome was 141 educators and technicians from the *Abrazo* program were trained in QL.
- **Joint arrival of the MINNA - POK to the Department of Boquerón:** To support the continuity of the EpCs transferred to the MINNA, in September 2019, Minister Teresa Martínez and the General Director of the *Abrazo* program, Nancy Domínguez, together with the POK team, held strategic meetings with key stakeholders in the area of education, local governments, and civil society. All of them stressed the importance of the continuity of the EpCs.
- **Joint arrival of the MINNA - POK to the Department of Guairá:** In September 2019, POK's Education Specialist and the General Director of the *Abrazo* program traveled to Guairá to visit the EpCs to be transferred to the MINNA and meet with local stakeholders from the educational area and local public institutions, in order to support the continuity of the EpCs.
- **Transfer workshop:** Aimed at the technical team of the *Abrazo* program to which the information concerning the EpCs was transferred—including its operating system, local referents, participants, and other technical documentation—in October 2019.

# 11. LIVELIHOODS COMPONENT

## 11.1. Strategy

The Livelihoods component comprised two pillars: job training and technical assistance to productive entrepreneurs, with the objective of strengthening the income-generating capacities of participant households. The *Fundación CIRD* was the local partner organization responsible for its implementation in the five target districts of the Department of Guairá, coordinating various offers (training and capacity building) to promote the improvement of the living conditions of the participant households.

- **Labor training:** Courses offered by the *Fundación CIRD*, the National Service for Professional Promotion (SNPP) and the National System for Labor Training and Education (SINAFOCAL), the latter two under the MTESS.

- **Technical assistance:** Development of income-generating entrepreneurs, improvement of existing family entrepreneurs, and support for the formation of producers' committees.



POK participants offering their products at a local fair.

The community promoters of the *Fundación CIRD* were key to the implementation of the Livelihoods component, especially given the diversity of their training profiles (agronomic engineering, environmental engineering, nursing, psychology, etc.), which made it possible to support the households from a multidisciplinary perspective.

### Implementation Milestones

**2016:** The *Fundación CIRD* hired and trained community promoters, who would be simultaneously in charge of 4H Clubs and the Livelihood services.

**2017:** The main challenge was the inclusion of participants.<sup>9</sup> The first contacts were characterized by a lack of interest on the part of households, mainly because they did not see tangible benefits from the direct services offered by the project. This

<sup>9</sup> The process is explained in detail in section 8.2 of this document, corresponding to the selection of participants.

required additional awareness-raising work by the community promoters. Once the value of the training and technical assistance services was appreciated, the households began to participate in the various activities proposed.

**2018:** Development of most of the courses, workshops, and technical assistance activities aimed at households. In addition, this year, production committees were formed by members of participant households.

**2019:** Training and technical assistance services ended in October, after having achieved the targets. As part of the sustainability actions, in November the MTESS signed an agreement with the Governor's Office of Guairá and the Municipalities of Iturbe and Borja for the continuity of training and technical assistance to participating households through the SNPP, SINAFOCAL, and the Entrepreneurial Training Center (CEE), also part of the MTESS.

## 11.2. Methodology

### a. Training

The incorporation of CA into Educational services (EpCs and 4H Clubs) was the gateway for their households to participate in Livelihood services. Parallel to the training courses and technical assistance offered by POK, different monitoring activities were carried out to generate and maintain bonds with the participants, including:

- **Parent meetings:** The community promoters took advantage of the parent meetings convened by the *Fundación Alda*, implementer of the EpCs, as well as meetings in the schools where the 4H Clubs were established, to present the training and technical support services.
- **Door-to-door visits:** Community promoters visited households to develop life skills content and provide technical assistance in cases where families had existing enterprises.
- **WhatsApp groups:** Created by the community promoters to communicate with the CA and their families and disseminate announcements for courses, workshops, meetings, etc. This tool was most successful with adolescents and producer committees.

The development of an Opportunity Map<sup>10</sup> was the starting point to identify the situation of the target districts in relation to employment and income generation opportunities. This instrument made it possible to survey the needs, skills, and capacities of the general population to align training and technical assistance activities with the labor demand of the project's target districts. The *Fundación CIRD* was in charge of conducting this Demand and Needs Analysis (DNA, Appendix 5), which also identified areas of growth and employment opportunities in the project's target districts. The outcomes of this study were presented to the MTESS Labor Observatory and served as the basis for the development of the training courses offered by the project.



The community promoters conducted training sessions in the participant households.

The project also implemented a tool called “Battery of instruments for diagnosing the skills of working-age people,” the outcome of which revealed that most of the adults interested in participating in the training courses lacked the basic educational level required by the SNPP and SINAFOCAL to access their courses. In response to this reality, POK developed short courses for adolescents and adults, developed by the community promoters themselves.

A total of 24 training courses and workshops were offered. In addition, training in entrepreneurship and financial education was provided in partnership with the Ñemity Cooperative, which is present in the five target districts of the project. Coordination with programs such as Tekoporã and volunteers such as those of the Peace Corps and the Japan International Cooperation Agency increased the opportunities for training and technical assistance to the households.

Individual and group activities were incorporated transversally to address the following topics: self-confidence, communication, decision making, leadership, teamwork and job seeking, among others. To define the day, time and place of the courses and workshops. The

<sup>10</sup>Technical study on the demands and needs of consumer services and products in the five target districts of the Department of Guairá.



preferences of the participants were taken into consideration to ensure their attendance.

Once the training courses were completed, and depending on each situation, the project continued its support through technical assistance for the development of income-generating entrepreneurships (individual or in producer committees) and by advising adolescents finishing high school on the preparation of résumés, job interview practices, etc.

Table 12: Courses Developed by the SNPP and SINAFOCAL.

Topic	Institution	Localities	Quantity
Bakery and confectionary	SNPP	San Miguel of Villarrica Vallepé of Borja	2
Cuisine	SNPP	Vallepé Colonia Tacuare'e of Borja Cerro Punta of M. J. Troche Iturbe Center of Iturbe	3
Manufacture of cushions	SNPP	Rincón of Villarrica	1
Cutting and sewing	SNPP	San Miguel of Villarrica	1
Manicure and pedicure	SNPP	Tacuare'e of Borja	1
Horticulture	SNPP	Boquerón of Borja	1
Entrepreneurship	SINAFOCAL	Vallepé Boquerón of Borja	1
Cashiers	SNPP	Itacurubí of Troche	2
<b>Total number of courses</b>			<b>12</b>



Adolescent whose household is a member of one of the producer committees that received technical assistance from POK.

*"What we were aiming for with this was to improve the households' quality of life. That through each training they could become entrepreneurs and thus generate more economic income" (community promoter of the Fundación CIRD).*

Table 13: Technical Skills Courses Developed by Community Promoters.

Technical Skills Courses Developed by Community Promoters	
Sweet bread manufacturing workshop	Dairy products manufacturing workshop
<i>Decoupage</i> techniques course	Cooking course
Workshop on cooperativism	Handbag production workshop
Entrepreneurship workshop	Public speaking course
Thermos holder workshop	Artisanal yogurt production workshop
Antibacterial gel production workshop	Artisanal liquor preparation and packaging workshop
Glycerin soap making workshop	Food preserves workshop
Poultry workshop	Canvas painting workshop
Pest management course	Grafting workshop
Orange cake preparation workshop	Sweet fruit bread preparation workshop
Production planning workshop	Production of planters, seats, tables with recycled covers workshop
Handmade chocolate making workshop	Watermelon production workshop
Christmas decorations workshop	Phytosanitary controls workshop for yerba mate
Lemon pudding preparation workshop	Yerba mate production workshop
Artisanal nail sticker workshop	Lettuce production workshop
Event decoration workshop	<i>Fondant</i> techniques workshop
Christmas bread making workshop	Soil management and treatment workshop
Jam making workshop	Cleaning products manufacturing and commercialization workshop
<i>Bijouterie</i> workshop	Manufacture of decorated slippers workshop
Homemade breadmaking workshop	Organizational skills
Decorated <i>guampas</i> production workshop	Employability
Business plan course	Sausage production course

Table 14: Soft Skills Courses Developed by Community Promoters.

Soft Skills Courses Developed by Community Promoters	
Drug prevention workshop	Workshop on management guidelines for adolescents
Gender equality workshop	Effective job search workshop
Leadership workshop	Breast cancer prevention talk
Employment motivation workshop	Workshop on community development or producer committees
WFCL workshop	
Workshop to strengthen peasant family agriculture	Cooperativism, leadership, entrepreneurship, teamwork
Workshop to raise awareness about income-generating projects	Effective job search; motivation for employment; financial education (credit); financial education (budgeting)
Teamwork training workshop	Healthcare workshop

Upon completion of the activities of the Livelihoods component, in order to promote the sustainability of the actions in the project's target districts, in December 2019 the MTESS signed an agreement with the Governor's Office of Guairá and the Municipalities of Iturbe and Borja to provide continuity to the training and technical assistance for participant households through the SNPP, SINAFOCAL, and the CEE.

In this context, POK delivered two training plans to the SNPP developed by the community promoters: identification and management of horticultural pests, and production and marketing of cleaning products.

### **b. Technical Assistance and Producer Committees**

The community promoters accompanied the development of income-generating entrepreneurs and the strengthening of existing ones by providing technical assistance to participant households. In communities with similar entrepreneurs, the project promoted the formation of producers' committees. This level of organization allowed families to receive inputs from the Ministry of Agriculture and Livestock (MAG), such as hybrid corn seeds.

Several technical assistance activities were carried out, depending on the income-generating entrepreneurships, such as:

- Development of business plans
- Agricultural production planning
- Planning of income-generating projects
- Lettuce production
- Yerba mate production
- Hatchery chick production
- Cassava production
- Vegetable gardens
- Masonry
- Pig husbandry
- Eucalyptus production
- Welding
- Sewing
- Bakery and confectionary
- Sale of sweet and savory snacks
- Sale of fast food
- Ice cream production
- Sugar cane production
- Agricultural production
- Cattle production
- Artisanal products
- Clothing sales

In addition to supporting their formation, the project established links between the producers' committees and the CDDs to obtain inputs and spaces to sell their products at productive fairs.<sup>11</sup>

*"After the formation of producer committees, we worked on the formation of the CDD's Productive Tables, which are the bodies where the committees can present their income-generating projects to receive government support" (Field Coordinator of the Fundación CIRD).*

<sup>11</sup> A previous step was the reactivation of the CDDs, a process described in the chapter on Capacity Building.

Table 15: Producer Committees Formed with Support from POK.

<b>Paso Yobai</b>			
<b>Nº</b>	<b>Name</b>	<b>Number of Member Households</b>	<b>Outputs</b>
1	Virgen de Caacupé	23	Cassava, corn
2	Mujeres Virgen del Carmen Committee	19	Garden produce, native plants
3	Productores de Ñu Vera Committee	23	Yerba mate
<b>Troche</b>			
<b>Nº</b>	<b>Name</b>	<b>Number of Member Households</b>	<b>Outputs</b>
1	Mujeres Emprendedoras de Itacurubí Committee	15	Pig raising, production and sale of chipa, sweet products, etc.
2	Mujeres Valientes Cerro Punta Committee	18	Agricultural products, sweet and savory foods
3	Trade Fair Association	11	Agricultural products, handicrafts, production of sweet and savory foods, etc.
<b>Iturbe</b>			
<b>Nº</b>	<b>Name</b>	<b>Number of Member Households</b>	<b>Outputs</b>
1	La Esperanza	30	Self-consumption segments
2	San Miguel	15	Self-consumption segments
3	San Francisco	17	Self-consumption and incubator segments
4	Mujeres Emprendedoras	12	Cleaning products, foodstuffs
5	Niche Producers Association	20	Bakery products and agricultural by-products
<b>Borja</b>			
<b>Nº</b>	<b>Name</b>	<b>Number of Member Households</b>	<b>Outputs</b>
1	Virgen de Fátima Committee	14	Sale of home-grown hens and eggs, typical foods
2	San Roque Committee	12	Self-consumption segments
3	San Antonio Committee	20	Vegetables, typical foods
<b>Villarrica</b>			
<b>Nº</b>	<b>Name</b>	<b>Number of Member Households</b>	<b>Outputs</b>
1	Mujeres Emprendedoras de Rincón I Committee	15	Pig breeding, home-type broiler chicken farming
2	San Miguel Mothers' Group	16	Baked goods and confectionery
3	Caroveni Mother's Group	15	Painted cans, crochet, sweet and savory snacks, cleaning products, etc.

Considering the recommendations of the ME, as of 2018 the component incorporated the delivery of inputs to ensure that the training offered was provided in a timely and ongoing manner.

*"There is a before and after in the release of resources for the delivery of supplies because at the beginning, people hardly attended, and once we began to provide materials and basic supplies, people's interest in participating in the activities grew" (community promoter of the Fundación CIRD).*

Table 16: Number of Participants of Training and Technical Assistance Activities.

Description	Goal	Outcomes
Households	1.350	1.391
Job training for adults	1.278	1.597
Technical assistance to income-generating entrepreneurship for adults	675	693



Visit by USDOL representatives to POK participants in the Department of Guairá.

Table 17: Number of Participant Households by District.

District	Number of Participant Households
Borja	248
Iturbe	240
Paso Yobai	356
Troche	224
Villarrica	323
Total	1,391

### c. Materials Prepared

The component promoted studies<sup>11</sup> to assess the social and labor context of the project's target districts, as a basis for field work. It also prepared training materials for community promoters to work with households participating in the project.

<sup>11</sup>The Opportunity Map and the "Battery of instruments for diagnosing the skills of working-age people" mentioned in the section on training.



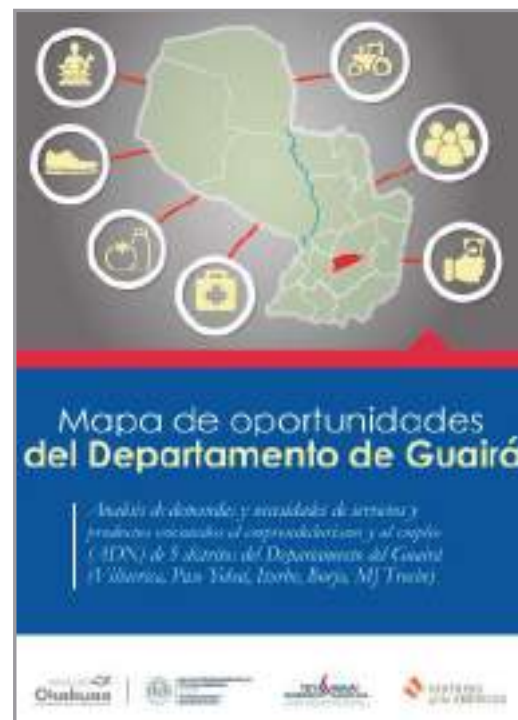
Entrepreneurship Training Manual



Guide to Life Skills



Executive Report: Opportunity Map in the Department of Guairá



DNA Study: Opportunity Map in the Department of Guairá

## 12. CAPACITY BUILDING COMPONENT

### 12.1. Strategy

Using a holistic approach, POK supported government institutions at the national political-strategic level and local government institutions through this component, concentrating its actions on three levels:

- **National Government**, with institutions of the Executive and Judicial Powers involved in the fight against CL and WFCL.
- **Inter-institutional**, through support for the activities developed by the National Commission for the Prevention and Eradication of Child Labor and the Protection of Adolescent Labor (CONAETI) and the National Commission on Fundamental Rights at Work and the Prevention of Forced Labor (CONTRAFOR).
- **Local governments**, with departmental and district stakeholders of Guairá and Boquerón.

Infographic 10: Institutions that Received Technical Assistance from POK.



In addition, the component contributed to the establishment of Education and Livelihood services, facilitating inter-institutional coordination at the local level. In the case of the



EpCs and the 4H Clubs, it liaised with the Departmental Coordination of the MEC to deliver these services in educational institutions, as well as to train their educators in the QL methodology. The component also contributed to reactivating the CDDs, prior to connecting them with the producers' committees of the project's participant households, to facilitate the procurement of inputs and the sale of products made with technical assistance from the project at local productive fairs.

Several agreements were signed to implement this component:

### National Level

- Agreement between the MEC, the SNNA (now MINNA), the *Fundación CIRD*, and the *Fundación Alda*, signed on June 20, 2017, for the establishment of educational services (Appendix 6).
- Agreement between *Petróleos Paraguayos* (PETROPAR), the **Fundación CIRD**, and the *Fundación Alda*, signed on June 20, 2017, to combat CL in the production chain, specifically regarding sugarcane, in the Department of Guairá.
- Agreement between POK and the Secretariat of Social Action (currently Ministry of Social Development - MDS), signed on September 11, 2017, for joint work on livelihood generation.



The Capacity Building component supported the CODENIs of the target districts of the Department of Guairá in raising awareness among adolescents about the RAT and PAW.

- Inter-institutional cooperation framework agreement between POA and the MINNA for the transfer of EpCs to the *Abrazo* program, signed on June 19, 2019 (Appendix 7).

## Local level

- Agreement between the MTESS and the Municipalities of Paso Yobai, Iturbe, Borja, Mauricio José Troche, and Villarrica, the *Fundación CIRD*, and the *Fundación Alda*, signed on June 20, 2017, to promote collaboration between the Government, the private sector, and civil society to address WFCL in the Department of Guairá (Appendix 8).

Letters of intent were also signed between the MTESS and the *Asociación de Productores de Caña de Azúcar of Independencia, Mbocayaty and Paso Yobai*, as well as with the *Cañeros Orgánicos Asociados*, on September 4, 2017. The latter signing was witnessed by POA, as POK's implementing organization, the Paraguayan Fair Trade Coordinating Committee and the Latin American and Caribbean Coordinating Committee of Small Fair Trade Producers and Workers.

## Implementation Milestones

**2015:** Strategic decisions and action planning, in conjunction with the MTESS, as POK's leading institution, particularly in the construction of communications messages and the development of a communication plan for the project.

**2016:** Establishment of partnerships with public institutions of the national government and municipalities involved in the implementation of POK, and start of training for public officials involved in the prevention of and response to situations of CL and WFCL.

**2017:** Reactivation of the CDDs and, specifically, of their Productive Tables. Technical assistance to the CODENIs of the target districts of the Department of Guairá and to the General Directorate for the Protection of Children and Adolescents (DGPNA) and the General Directorate of Labor Inspection (DGIFT) of the MTESS. Support for the SNNA, now MINNA, to launch the National Observatory for Children and Adolescents of

Paraguay (ONNAP). Start of training for justice officials. In late 2017, the extension of the project to the Department of Boquerón was approved, to address FL<sup>12</sup>.

**2018 and 2019:** The component's activities were focused on the sustainability of the project's outcomes. To guarantee the continuity of educational services for children between the ages of 5 and 10, an agreement was signed with the MINNA for the transfer of five EpCs.<sup>13</sup> POK provided support to the Technical Secretariat for Economic and Social Development Planning (STP) to strengthen the CDDs. The project joined the MTESS in signing an agreement with the Governor's Office of Guairá and the municipalities of Iturbe and Mauricio José Troche to promote the sustainability of training and technical assistance services to participant families.

## 12.2. Methodology

At the national, inter-institutional, and local levels, the Capacity Building component implemented the following actions:

- a. Technical assistance
- b. Training
- c. Exchange of experiences
- d. Development of computer systems



Signing of the Framework Agreement for the transfer of the EpCs to the MINNA's *Abrazo* program.

- e. Preparation of awareness-raising materials

### a. Technical Assistance

POK provided technical assistance to the MTESS, the Supreme Court of Justice (CSJ) and the municipalities of the target districts, including their CODENIs and CDDs. The technical assistance offered by the project was agreed with each participating institution.

### Ministry of Labor, Employment and Social Security

#### Capacity Building Plan 2017- 2020

Support for the MTESS' DGPNA and DGIFT began with a diagnosis that served as input for the preparation of the Capacity Building Plan 2017-2020. The process enabled the collection of information on institutional management in four dimensions:

<sup>12</sup> With the exception of the best practice exchange activities carried out, all other capacity building activities related to FL at both the national level (support for CONTRAFOR) and at the local level (in the Department of Boquerón) are detailed in the chapter on the FL component.

<sup>13</sup> This action is explained in greater detail in the chapter on the Education component.

- Management capacity
- Human resources capacity
- Ability to use technology
- Financial sustainability

Within this framework, the project developed a “Quick Tool for Institutional Capacity Assessment,” which allowed both units to monitor and evaluate the implementation of the plan and, if necessary, to adjust the planned actions.

### Ministry of Labor, Employment and Social Security's Conceptual, Organizational, and Procedural Design for Inspection and Control

The project developed tools considered to be essential for the proper functioning of the MTESS' DGIFT:

- DGIFT Organization, Functions and Profiles Manual (introduced in May 2017): Defines the purpose, the hierarchical position, and the functions of each position within the DGIFT, and sets the scope of actions of the staff members of this unit.
- DGIFT Standards and Procedures Manual (introduced in June 2017): Sets out the internal work processes to organize, unify, and facilitate the monitoring and control of this unit.

During the months of November and December 2017, validation workshops for both manuals were held with inspectors from all over the country.

### Instruction Guide for Labor Inspectors in Cases of Child Labor and/or Adolescent Work



Instruction Guide for Labor Inspectors in Cases of Child Labor and/or Adolescent Work

The project, through a consultancy with the *Fundación CIRD* and the Institute of Studies for the Consolidation of the Rule of Law (ICED), prepared an “Instruction Guide for Labor Inspectors in Cases of Child Labor and/or Adolescent Work” with information on the correct way to fill out inspection reports and the procedure for collecting supporting documentation. The Guide was prepared in workshops attended by 15 MTESS officials, including labor inspectors and officials from the

DGPNA and the General Directorate of Legal Counsel (DGAJ).

### Professionalization Plan for the Inspection Service

POK provided technical support for the development of the “Professionalization Plan for the Inspection Service,” which establishes the bases for the organization, operation, control, training, and evaluation of the labor inspector's career. This plan also includes a performance evaluation system and the professional profile of the labor inspector, as well as a proposal for an organizational chart and an internal promotion model.

As part of this plan, POK also provided technical assistance for the development of supplementary training modules for labor inspectors and MTESS officials involved in the protection of adolescent workers in the areas of CL, WFCL, and PAW, Occupational Health and Safety (OSH), agricultural inspection, and FL.



Training workshop for labor inspectors and MTESS officials held in Asunción on CL and agricultural inspection.

Table 18: Training Workshops Directed at Labor Inspectors.

Date	Topic	Number of Participants
February 2019	OSH	26 inspectors
May 2019	FL	21 inspectors
July 2019	CL and agricultural inspection	18 inspectors, as well as representatives of the MTESS' DGPNA and DGAJ



Guide for the Evaluation of Working Conditions



National Strategy for the Prevention and Eradication of Child Labor and the Labor Protection of Adolescents in Paraguay 2019-2024

### Update and Redesign of the Guide for the Evaluation of Working Conditions

POK updated the Guide for the Evaluation of Working Conditions for employers and supported the MTESS with its redesign, reprinting, and dissemination in discussions on labor formalization.

### Update of the National Strategy for the Prevention and Eradication of Child Labor and the Protection of Adolescent Labor in Paraguay 2019-2024

In support of CONAETI's management, the project supported the updating and development of indicators and goals for the “National Strategy for the Prevention and Eradication of Child Labor and the Protection of Adolescent Labor in Paraguay 2014-2024.”

The Strategy was approved by National Council for Children and Adolescents Resolution N°01/2019 and presented by President Mario Abdo Benítez in March 2019.

### CONAETI Action Plan 2018-2020

The project supported the development of the CONAETI Action Plan 2018-2020, following the change in government in August 2018.

The 2018–2020 Action Plan has the following pillars: the best interests of the child, the promotion of human development, social inclusion, social participation, the decentralization of actions, and the harmonization and coordination of public policies.

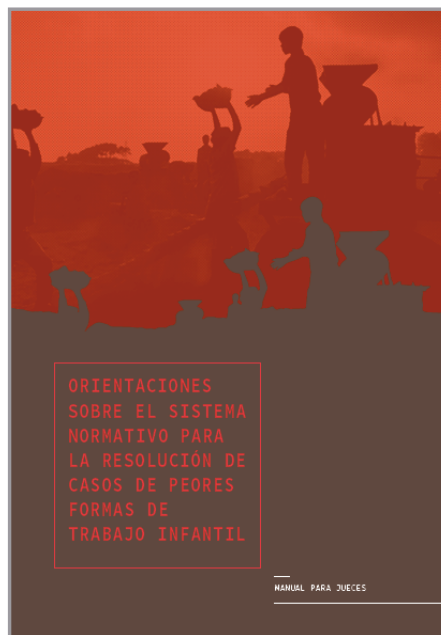
## Supreme Court of Justice

To ensure compliance with the WFCL legislation in force, including Hazardous Child Labor (HCL) and the rights of indigenous peoples, POK worked in coordination with the Human Rights Directorate (DDH) and the International Center for Judicial Studies (CIEJ), both of the CSJ. As part of the technical assistance provided by the project through a consultancy led by the *Fundación CIRD* and with the participation of the ICED, the following outputs were developed:

### Guide to the Regulatory System for the Resolution of Cases of the Worst Forms of Child Labor

POK developed a “Manual for Judges: Guide to the Regulatory System for the Resolution of Cases of the Worst Forms of Child Labor.”<sup>14</sup> The Manual was

approved in July 2019 by the CSJ's Superintendence Council, based on the CIEJ's approval opinion. Training sessions were subsequently held for criminal, child and adolescent, and labor judges from Asunción, Central, and Guairá.



Manual for Judges: Guide to the Regulatory System for the Resolution of Cases of the Worst Forms of Child Labor

### Child Labor Guide for Judges: Access to Justice at the Community Level

This material was developed for the purpose of providing judges with a consultation and awareness-raising tool to

<sup>14</sup> This work was undertaken as part of the “Consultancy to support the Administration of Justice in order to ensure compliance with the WFCL legislation in force, covering HCL in all its forms, and including a chapter related to the Protocol for Intercultural Justice of the CSJ.”



Child Labor Guide for Judges: Access to Justice at the Community Level

raise awareness of CL and PAW at the community level. As part of this, training meetings were held for judges from Asunción, Central, and Guairá.

Once the training tasks initially considered in the project were completed, at the request of the CSJ, support was extended to further train the direct collaborators of the Ministers of the CSJ in the application of the regulations in force in cases of WFCL. These new actions included the following:

- Training for judges on CL and PAW (areas in which adolescents can work, actions that can be promoted in the jurisdictional sphere, calculation of the liquidation of assets that the judge must perform when resolving a specific case of adolescent work, etc.).
- Compilation of national and international CL standards and publication in digital format on the CSJ's web page.
- Drafting of a Penal Code in line with the main international human rights instruments, including the International Labor Organization (ILO) Conventions on CL and WFCL, in a digital version.

Table 19: Judicial Officials that Participated in POK Training Workshops.

Officials that Participated	Total Number of Officials
Judicial officials from Asunción and Central	41
CIEJ officials and judges	40
Judges from Asunción, Central, and Guairá	46
<b>Total</b>	<b>127</b>



## Municipalities of the Target Districts of the Department of Guairá

### Strengthening of the Municipal Councils for the Rights of Children and Adolescents

The project developed specific work plans for the CODENIs in each of the five target districts, including technical assistance activities. In this context, support was provided to each CODENI in the preparation of its annual work plan, as well as the implementation and monitoring of activities related to the prevention of CL.



Guide for CODENI Officials: Municipal Management for the Promotion and Protection of the Rights of Children and Adolescents

As part of this effort, POK, together with 25 councilors from the Department of Guairá, prepared a “Guide for CODENI Officials: Municipal Management for the Promotion and Protection of the Rights of Children and Adolescents.” The *Fundación CIRD* and ICED were responsible for the systematization, editing, and design of the material.

### Reactivation and Technical Assistance to Strengthen the District Development Councils

The CDDs are local instances in which the different community stakeholders (public sector, private sector, and civil society) coordinate actions for local development, including boosting production and the economy from their Productive Tables. In this context, each municipality is responsible for a local development plan, following the guidelines of the STP. POK supported the reactivation of the CDDs in the districts of Mauricio José Troche, Paso Yobai, Iturbe, and Borja. The project provided technical assistance to the CDDs to update their district development plans, ensuring the inclusion of CL prevention activities. POK also supported the reestablishment of the Productive Tables, which organized local fairs that allowed the sale of various products made by participant households with technical assistance from the project.

*"At the beginning of the Mayor's term, we formed the CDD but it never worked until the Paraguay Okakuaa team encouraged us and brought specialists to give us talks on how to make the Council work: that is when it came to life" (municipal official of Paso Yobai).*

The following activities were undertaken to strengthen the CDDs in each target district:

- A training workshop on the preparation of municipal production plans.

*"After training, we invited producer committees and formed the Productive Table. The result was the opening of local fairs, with the support of the Tekoporã program" (municipal official of Paso Yobai).*

- A meeting with mayors and municipal officials to present the proposal to strengthen the Productive Tables and promote the creation of Municipal Production Secretariats.
- Technical assistance to the Municipal Production Secretariats for the development of their municipal production plans.
- Support for the organization of six production fairs, two of which were held in partnership with the Tekoporã program in the towns of Centro (Paso Yobai) and Itacurubí (Troche) and four in the community of Vallepé (Borja), in coordination with the organization of local producers of the *Asociación Agrícola Orgánica Central*.



Project Booklet on Human Resources Training to Strengthen the Territorial Approach



Local Fairs Triptych

- Preparation of training materials on the CDDs and local fairs.
- The project also provided technical assistance in preparing projects that were presented to the Productive Tables, thus facilitating access to different types of support from the municipalities.

Table 20: Projects that Received Municipal Support.

Borja	Iturbe
Pig farming (Santa Rosa de Lima Committee)	Production of green fertilizers (San Miguel Committee) Soil preparation for production (La Esperanza Committee) Aviculture (San Francisco Committee)
Mauricio José Troche	Villarrica
Pig farming (Mujeres Emprendedoras de Itacurubí Committee)	Vegetable production (Mujeres Emprendedoras de Rincón 1 Committee)
Paso Yobai	
Pig farming (Ñu Vera Producers Committee) Poultry farming (Nueva Esperanza Committee)	

### Civil Society Organizations

In September 2017, with the aim of promoting good practices for the prevention and eradication of CL in sugarcane production at the regional level, the “International Seminar: Preparing Fair Trade Sugar for a Sustainable Future” was held in Villarrica, with representatives of sugarcane producer and fair-trade associations from Latin America. The event, promoted by the Latin American and Caribbean Coordinator of Small Producers and Fair-Trade Workers and the Network of Small Producers of Sugarcane, was supported by POK. More than 50 representatives from Belize, Colombia, Costa Rica, Cuba, Ecuador, El Salvador, Guatemala, Jamaica, Mauritius, Peru, Paraguay, and Canada attended.

## b. Training

### Ministry of Labor, Employment and Social Security

As part of the support to the DGIFT and the DGPNA, the project held discussions for employers on the following topics:

- Labor formalization for companies in the construction industry
- Labor formalization for companies in the security sector
- Labor formalization in the mining sector in the district of Paso Yobai
- Right to bonuses
- Minimum wage

Table 21: Discussions Carried Out with the Support of the Project.

Date	District	Topic	Number of Participants
June 2017	Villarrica	Labor formalization in the agricultural sector	40
June 2017	Coronel Oviedo	Labor formalization in the agricultural sector	40
September 2017	Asunción	Labor formalization in the construction industry	200
November 2017	Central	Right to bonuses	60
December 2017	Caacupé	Campaign on labor formalization and the right to bonuses, with the delivery of 1,500 communication materials	100
February 2018	Asunción	OSH training	36
July 2018	Mariano Roque Alonso	Labor formalization within the framework of the International Livestock, Industry, Agriculture, Trade, and Services Fair (EXPO 2018)	180
October 2018	Paso Yobai	Labor formalization and the RAT in the mining sector	40
October 2018	Villarrica	Labor formalization and the RAT in the supermarket, service and business sector	50
October 2018	Central	Labor formalization and the RAT	160
December 2018	Central	Campaign on labor formalization and the right to bonuses, during which 1,000 diptychs on the minimum wage and 1,000 triptychs on bonuses were handed out	100
Total number of participants			1,006

## Municipalities

- National Forum to Strengthen the National System for the Comprehensive Protection of Children and Adolescents, organized by the SNNA (now MINNA) in March 2017: The project supported the participation of the representatives of the target districts' CODENIs and the Departmental Council for Children and Adolescents of Guairá. It also facilitated a panel called “Child labor from an inter-institutional perspective,” to disseminate good practices to combat CL.
- CODENI in your community: Intended to bring the CODENIs closer to the communities through direct services and awareness-raising actions, in coordination with MTESS; in 2018, 16 informative talks were held in the schools of the project's target districts, during which the RAT was disseminated and information on the proper identification and referral of CL situations was provided.
- Commemoration of the World Day against Child Labor (June 12): Two awareness-raising seminars on the risks of CL in the agricultural and mining sector were held in June 2017 in Paso Yobai. Parents, CA (both project participants and from the community in general), and educators, attended. Also in Paso Yobai, a workshop was held to raise awareness of the risks of CL in the mining sector, attended by representatives of the Paso Yobai Miners' Association and local business representatives.

*"There are about 75 mining mills. In this context, we offered discussions on OSH and on the ordinance that regulates mining facilities" (CODENI official from Paso Yobai).*

- Support for the CODENIs in the implementation of the RAT: Given the lack of knowledge about the RAT by employers, parents, and adolescents, this was one of the priority issues in the work with the CODENIs. As part of this, counselors were involved in the development of the RAT computer system as well as in awareness-raising and training workshops on its use.

Table 22: Activities Carried Out Jointly with the CODENIs.

Date	District	Topic
June 2017	Paso Yobai	Workshop on the risks of CL in the agricultural and mining sector
June 2017	Paso Yobai	Workshop on the risks of CL in the mining sector
April and May 2018	Villarrica, Borja, Iturbe, Mauricio José Troche and Paso Yobai	Awareness-raising discussion "CODENI in your community"
June 2018	Iturbe	Awareness-raising discussion "The invisible hazards of CL"
June 2018	Villarrica	Lecture on labor formalization and the RAT for supermarket, service, and business guilds
June 2018	Paso Yobai	Discussion on labor formalization and the RAT for companies in the mining sector
October 2018	Villarrica and Mauricio José Troche	Awareness-raising activities on the RAT
October 2018	Villarrica, Borja, Iturbe, Mauricio José Troche and Paso Yobai	Awareness-raising discussion "CODENI in your community"
October and November 2018	Vallepe, Boquerón, Villarrica Centro, San Miguel, Curuzú and Itacurubí	Awareness-raising discussion "CODENI in your community"
February 2019	Villarrica, Borja, Iturbe, Mauricio José Troche and Paso Yobai	Training on the RAT for CODENI board members and officials
April 2019	Filadelfia, Mariscal José Félix Estigarribia and Loma Plata	Training workshops on PAW for CODENI officials
October 2019	Villarrica, Borja, Iturbe, Mauricio José Troche and Paso Yobai	First training workshop on the functions of the CODENIs and the Productive Tables
October 2019	Villarrica, Borja, Iturbe, Mauricio José Troche and Paso Yobai	Second training workshop on the functions of the CODENIs and the Productive Tables
October 2019	Villarrica	PAW workshop for CODENI councilors and officials from all target districts of Guairá
October 2019	Villarrica, Borja, Iturbe, Mauricio José Troche and Paso Yobai	ONNAP training workshop for the CODENIs of the five target districts of Guairá

*"I think the computer system is very good, it speeds up the work, it is kept as a registry in the Ministry of Labor, it can be filtered, it generates statistics... it opens up a range of possibilities because it is not just at the local level, it is a registry that is implemented at the national level" (Counselor of the Villarrica CODENI).*

In October 2018, the project raised awareness of PAW through discussions in schools among adolescents, their parents, and community leaders. A total of 194 adolescents participated in these sessions, 45 of whom were working.

Table 23: RAT Workshops Directed at Adolescents.

District	School	Number of Participants	Nº of Adolescent Workers
Borja	Vallepe National School	28	4
Iturbe	Telémaco Silvera School	23	6
	Rigoberto Caballero School	40	7
Troche	Mauricio José Troche National School	21	4
Villarrica	Cipriano Ocampos School	26	10
	San Miguel del Este School	12	5
	Villarrica National School	44	9
<b>Total</b>		<b>194</b>	<b>45</b>

### Strengthening of the Municipal Council for Children and Adolescents of Villarrica

Villarrica is an urban district where CL predominates in the streets and stores. For this reason, in addition to strengthening the CODENI, POK focused its support on the effective establishment of the Municipal Council for Children and Adolescents (CMNA).

*"We started the process of setting up the Childhood Council, alongside the activities to strengthen the CODENI, and the project helped a lot: we secured the participation of more than 10 institutions, all the stakeholders instituted by law were represented, in addition to other important social stakeholders, and the project took on the technical support" (Villarrica CODENI Councilor).*

The following activities were carried out in support of the Villarrica CMNA:

- Campaign “Don't give coins, in Villarrica there are other ways to help”: Executed in April 2018 to raise awareness about CL on the streets. The kick-off event was led by the Mayor of Villarrica, Gustavo Navarro, and Ricardo González, Minister of the then SNNA (now MINNA). POK supported the design and printing of campaign materials.
- Strategy to promote decent work for adolescents and increase enrollment in the RAT: The project held discussions with employers in coordination with the business sector and the Regional Office of the MTESS in Guairá.

### **c. Exchange of Experiences**

POK supported several exchanges, to learn about different best practices, challenges, and lessons learned regarding CL, FL, labor inspection, and information systems at the regional and global levels. These experiences are detailed below:

#### **Ministry of Labor, Employment and Social Security of Paraguay and the United States Department of Labor**

To train labor inspectors in agricultural inspection, in June 2017, Miguel Rios from USDOL's Regional Wage and Hour Division shared his experience with 13 labor inspectors in hands-on sessions that included the following activities:

- Training workshop on agricultural inspection systems for labor inspectors at the national level;
- Field work and pilot exercises on agricultural inspections in the target districts of the Department of Guairá; and,
- Discussions with employers in the agricultural sector of Guairá on good practices in agricultural inspection.

#### **Ministry of Labor, Employment and Social Security of Paraguay and Ministry of Labor of Colombia**

The exchange took place in October 2017, in the cities of Bogota and Cali (Colombia), where officials from the DGIFT and the DGPNA of the MTESS and POK staff learned



about experiences in the fight against CL, the protection of CA, and labor inspection, surveillance, and control systems.

The agenda included the dissemination of the following experiences by the Government of Colombia and private sector:

- Directorate of Fundamental Labor Rights of the Ministry of Labor: Participants learned about the work of the Directorate, particularly the integrated Information System for the Identification, Registration and Characterization of Child Labor and its Worst Forms (SIRITI), as well as the development of statistics, good practices, and lessons learned.
- Labor Guidance and Attention Center: Information on the Center's services (service channels, referral of complaints, types of cases handled).
- Inspection, Surveillance, Control, and Territorial Management Directorate: Information on the operation of the Inspection Directorate and the inspection procedure, as well as the computer system used for the inspection procedures.
- Colombia Network against Child Labor: Technical meeting with its members to learn about their objectives and measurement indicators for companies, as well as the experiences and lessons learned from the private sector in the fight against CL.
- *Asociación de Cultivadores de Caña de Azúcar de Colombia*: Field visit to the town of Corinto, in Cali, to visit the company Ingenio Manuelita, whose corporate social responsibility area promotes initiatives against CL.

### **Ministry of Labor, Employment and Social Security of Paraguay and Ministry of Labor and Social Welfare of Chile**

In June 2019, an exchange of good practices was held between the Ministries of Labor of Chile and Paraguay, in Santiago, Chile, with the participation of representatives of the DGPNA and the Working Women's Directorate of the MTESS.

The agenda included the dissemination of the following experiences by the Government of Chile:

- Design and implementation of the National Strategy for the Eradication of Child Labor and Protection of Adolescent Workers 2015-2025.

- Creation and implementation of the Ministerial Advisory Commission for the Prevention and Eradication of Child Labor.
- Experience in the design of the roadmap for the fulfillment of Target 8.7 of the Sustainable Development Goals, consisting of “Concerted global efforts to eradicate CL and FL, modern forms of slavery, and human trafficking.”
- CL and PAW regulations, list of hazardous work, and CL control programs.
- Experience of the Pastoral Social Vicariate in the implementation of a project for families with children engaged in CL.
- The role of the private sector in the eradication of CL and the protection of adolescent work.
- Experience in the generation of CL statistics.

### **Ministry of Labor, Employment and Social Security of Paraguay, Ministry of Labor and Employment Promotion of Peru and Ministry of Economy of Brazil**

POK supported the MTESS’ DGAJ in the development of an exchange of good practices and lessons learned on the prevention and combat of FL with Peru and Brazil. The content of this exchange is developed in the FL component.

### **d. Development of Computer Systems**

#### **Labor Inspection Computer System**

The project supported the MTESS in the development of a computerized labor inspection system, based on the review of

systems such as the one developed in Sri Lanka (*Labour Inspection System Application*) and Colombia's SIRITI.

Work began in March 2017. To ensure that the system was adapted to national inspection procedures, a technical committee was set up consisting of the company in charge of the development, Opencode, DGIFT technicians, and officials from the MTESS Information Technology Directorate.

The computer system has several modules and user levels according to the responsibility of each official in the inspection procedure. It covers the overall procedure from the inspection request, visits, and the preparation of reports to the closing of the procedure.

The deadlines for each stage of the process under Resolution N° 47/2016 of the MTESS were considered.<sup>15</sup>

The system can be used with or without an internet connection and each inspection procedure can be viewed in real time by all officials involved. It has security levels with personal passwords for each user, an auditing system, and digital signatures.

To support the effective implementation of the system, the project provided the DGIFT with the necessary computer equipment for its start-up.

As part of the handover process for the use of the computer system, in April 2019 the Minister of MTESS, Carla Bacigalupo, signed Resolution N° 1400/19 whereby it “Approves the computerization of the Inspection System for the overall inspection procedure, for the control of labor, social security, and safety, and health legislation.”

In May 2019, labor inspectors from all over the country received training in the use of the system to complete the technical assistance provided by the project, and to ensure the proper use of the computer system.

## **Computerization of the Adolescent Worker Registry**

The RAT is a registry for working adolescents, issued by the corresponding CODENI according to the district of residence, which contains personal and employer information, as well as the authorization of the parents or legal guardians for the adolescent to perform a permitted work activity in accordance with their age.

The project provided technical assistance for the development of a computer system to provide the MTESS with real-time information on adolescent workers.

In September 2016, the consulting firm H&B Trading was awarded the contract for the development of the RAT computer system, developed with technical assistance from Colombian CL Specialist, Eduardo Bejarano. The first pilot test was conducted in March 2017 at the Paso Yobai and Troche CODENIs and necessary adjustments were identified to improve the design and programming.

<sup>15</sup> Resolution N° 47/2016 of the MTESS, “Which approves the overall inspection procedure for the control of labor, social security, and occupational health and safety legislation.”

The RAT computer system has a simple interface and presents all the information fields for CODENI counselors to upload as they interview the adolescent and their parents or legal guardians. An important advantage of this computer system are the validation fields, which allow the issuance of RAT certificates only in cases where all the necessary requirements for their issuance are met. In addition, it has a monitoring and reporting module, which is used exclusively by the DGPNA.

The development of the RAT computer system culminated in May 2017. In December 2017, once the maintenance period was completed by the consulting firm, a document was signed to deliver the source code and the technical manuals to the MTESS.

As part of the IT system implementation process, POK trained the CODENIs in the target districts and provided them with computer equipment and a stable Internet connection. With the change in government in 2018, the dissemination of the RAT was extended nationwide. The MTESS asked mayors to designate the persons in charge of the RAT, who received their credentials to access the system, and the IT Department prepared video tutorials to facilitate its use.

*"We made the notes for all the mayors, of the 250 municipalities. The system is quite user-friendly, it is installed on our web page and from there you can log in with a password that we provide" (Director of the MTESS' DGPNA).*

With the incorporation of the FL component, training on the RAT computer system was extended to the Department of Boquerón.

### **National Observatory for Children and Adolescents of Paraguay**

In December 2017, the project agreed with the SNNA (now MINNA) to develop a computer system that could register every child or adolescent cared for by a public or private institution due to any type of vulnerability (including CL and WFCL). After an open and competitive process, the consulting firm Konecta was selected to develop the system, which was subsequently named ONNAP.

The system has the following modules:

- Registry: Includes all information related to the CA, their families, studies, and work.
- Programs and direct services: Allows uploading information on the programs and direct services available for CA.
- Care and referrals: Records direct services provided to CA.
- Indicators: Includes relevant information on the CA provided with care services.
- Reports: Offers a collection of information that can be exported in Excel or PDF format.

As part of the system implementation process, POK provided computer equipment to the General Directorate of Strategic Information, the MINNA department in charge of managing the ONNAP.

The ONNAP was given institutional status by MINNA Resolution N° 60/2018, dated August 31, 2018, which authorized the

implementation of the “National Information Platform on Children and Adolescents in a Situation of Child Labor and Risk.” In December 2018,

MINNA Minister Teresa Martinez publicly presented the ONNAP. As part of its implementation, several training sessions were held for officials from all MINNA departments and the institution was supported in uploading data to the system.

*"The Ministry receives about 5,000 registries per month from different direct and care services, and all this information is uploaded to the system" (Coordinator of MINNA's Abrazo program).*

In addition, the project supported the preparation of the 2019 Annual Report, which includes a summary of the most relevant data provided by the ONNAP, in its extensive and executive versions.



2019 Annual Report of the National Observatory for Children and Adolescents of Paraguay  
Extended Version



2019 Annual Report of the National Observatory for Children and Adolescents of Paraguay  
Executive version

### e. Awareness-Raising Materials

During the period covered by this Summary, the project developed printed, radio, and audiovisual materials. Several of them are presented throughout this Summary, according to the activity for which they were prepared. Other materials can be found in this section:

#### Communication Materials about POK



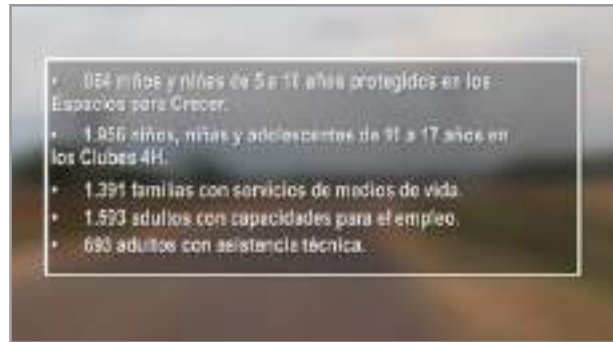
POK Triptych



POK Audiovisual Presentation



POK Animation



Audiovisual of POK Outcomes in Guairá

## Materials on Compliance with Labor Standards



Mandatory Holding Documents Flyer



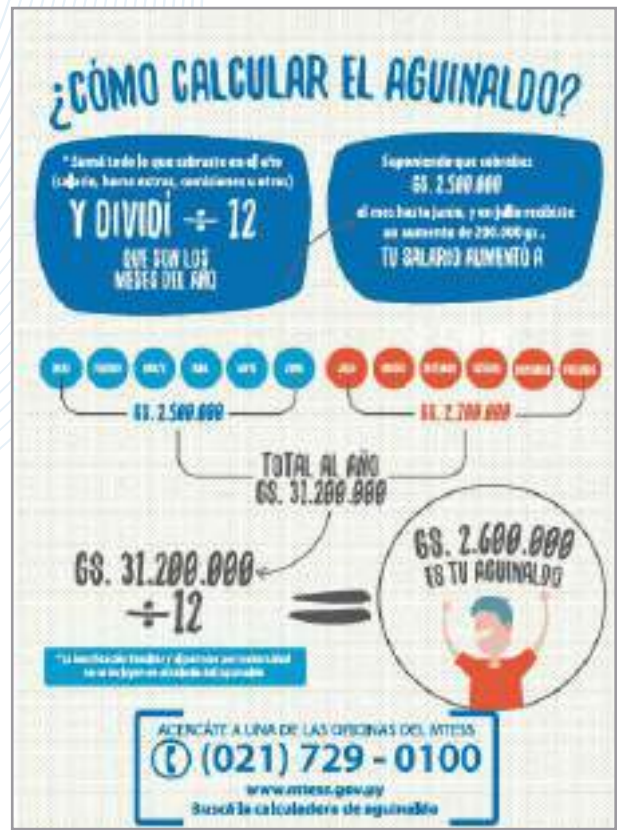
Minimum Wage Brochure



Bonuses Brochure



Bonuses Poster



Bonuses Flyer



Part-Time Work Brochure



Part-Time Work Animation



## Materials on Child Labor



Criadazgo Poster



26 Hazardous Jobs in Paraguay Poster



“Pintamos por Nuestros Derechos” Magazine



26 Hazardous Jobs in Paraguay Flashcards



#PylibredeTI Poster



#PylibredeTI Poster



#PylibredeTI Poster



#PylibredeTI Poster

## Materials on Protected Adolescent Work



Apprenticeship Contract Triptych



Apprenticeship Contract Poster



Adolescent Worker Registry Booklet



Adolescent Worker Registry Poster



Protected Adolescent Work Animation



Protected Adolescent Work Booklet



Adolescent Worker Registration and the Apprenticeship Contract Animation

## 13. FORCED LABOR COMPONENT

In December 2017, POK expanded its reach to the Department of Boquerón to address FL, through the strengthening of local institutions and support for the presence of the MTESS, as well as the promotion of training spaces and community awareness-raising on labor rights. In late 2019, the USDOL approved the extension of the project to May 2020. POK was then successively extended to May 2021 and then to September 2021.

At the national level, an important part of this component was aimed at supporting the work of the CONTRAFOR, a body that coordinates public policies for the prevention and eradication of FL at the national level. At the local level, POK supported the establishment of the MTESS Regional Office in the Department of Boquerón and provided technical assistance to the Governor's Office of Boquerón and the Municipalities of Loma Plata, Filadelfia, and Mariscal Estigarribia.

### 13.1. Strategy

The FL component aimed to improve compliance with labor legislation to promote decent work, with a focus on the prevention of FL. To this end, POK implemented three main lines of action:

- **Capacity Building:** Technical assistance and training for key government institutions and stakeholders in preventing and combating FL.
- **Communication:** Awareness-raising campaigns on labor rights aimed at the public at large with a particular focus on indigenous peoples.
- **Education:** Establishment of educational services for children vulnerable to CL and/or FL, with emphasis on the indigenous population.

This component was developed in the three districts of the Department of Boquerón: Filadelfia, Mariscal Estigarribia, and Loma Plata, in a culturally diverse context, comprised of employers from the Mennonite colonies and a smaller number of Paraguayan, Uruguayan, Brazilian, Argentinean, and European settlers, in addition to various indigenous peoples.

### 13.2. Methodology

Considering the complexity and the lack of visibility and knowledge about FL, the

methodology used sought to strengthen local institutions and the Regional Office of the MTESS, while promoting awareness among citizens about labor rights.



Presentation on progress in the implementation of CONTRAFOR's 2016 - 2020 Forced Labor Prevention Strategy in November 2018.

This methodology took the local context into account: the diversity of cultures (indigenous, Mennonite, Paraguayan, etc.) and the urban-rural context, as well as the important presence of Mennonite cooperatives as the main employers. Within this framework, POK carried out awareness-raising, communication, and capacity building activities aimed at promoting decent work in the Department of Boquerón.

### **a. Capacity Building**

#### **Coordination of Actions with Key Stakeholders to Prevent and Combat Forced Labor**

At the national level, the project supported the CONTRAFOR in the implementation of the Forced Labor Prevention Strategy 2016-2020 and the Action Plan for the Prevention and Eradication of Forced Labor in Paraguay 2017-2019. It also provided technical assistance for the preparation of the Second National Strategy for the Prevention of Forced Labor 2021-2024. This process included conducting, between December 2019 and March 2020, 7 consultation workshops at the national level, with the participation of more than 158

representatives of public institutions, workers, and employers, as well as support in the development, dissemination, and validation of the document.

Support for the CONTRAFOR also translated into the development of materials, including its 2009–2019 Report, as well as the editing, layout, and printing of the Tripartite and Inter-institutional Guide for Intervention in Cases of Forced Labor.

Another important aspect of the support provided to the CONTRAFOR was the exchange of best practices and lessons learned in preventing and combating FL with Peru and Brazil.

• **Peru:** In September 2019, Lorena Ramírez Espejo, Coordinator of the Forced Labor Prevention and Eradication Team of the Ministry of Labor and Employment Promotion of Peru, and Mirna Jara, member of the Specialized Inspection Group of the National Superintendence of Labor Inspection, visited Paraguay. They carried out the following activities:

- Discussion on good practices in the development of the III National Plan to Combat Forced Labor 2019–2022 of Peru.
- Discussion with labor inspectors on the inspection procedure in situations of FL of the Specialized Inspection Group.
- Seminar on best practices, with the participation of 65 representatives of CONTRAFOR member institutions.

• **Brasil:** In November 2019, Gislene Stacholski Dos Santos, Labor Auditor and member of the Specialized Group of Mobile Inspection of the Ministry of Economy of Brazil, visited the country.

The following activities were undertaken as part of this exchange:

- Dialogue with MTESS officials on the Brazilian institutional framework, including the Division of Inspection for the Eradication of Slave Labor (DETRAE), the regulations that govern it, the Specialized Group and the National Coordinator for the Eradication of Slave Labor (CONATRAE).
- Exchange with labor inspectors on Brazil's inspection procedure in situations of FL, the role of the inspector, and the different work teams that comprise the DETRAE.

- A seminar on best practices was attended by 51 representatives of CONTRAFOR member institutions.

At the local level, since March 2018 POK supported the establishment of the MTESS Regional Office in the city of Filadelfia, by providing working tools that included a directory of public and private institutions, as well as information about employers in the Department of Boquerón, as an input for labor inspection tasks. In addition, the project provided ongoing support and training to its Director as well as the necessary computer equipment for the provision of direct services by the Regional Office.

### Key Stakeholders Training

To make employers and employees aware of labor rights, between May 2018 and



Training workshop on labor rights for employers in the Department of Boquerón.

February 2020, the project developed a series of training workshops on labor legislation, decent work, PAW, CL, among others, which are detailed below:

- Workshop on “Education: A Tool against Child Labor and the Labor Protection of Adolescents,” aimed at educators, to provide knowledge on decent work, PAW, CL, and FL.
- Training and education of municipal and Governor's Office officials of Boquerón on PAW and the RAT. In addition, a five-module course was developed on the role of local governments in protecting the rights of CA, with emphasis on the indigenous population.
- Journalists and communicators from the Department of Boquerón also received training on CL and FL, to promote an appropriate media approach to both issues.



Table 24: Training Provided to Local Stakeholders.

Period	District	Audience	Topic	Number of Participants
April 2017 to September 2018	Filadelfia, Loma Plata and Mariscal Estigarribia	Public school Teachers, Principals, and Supervisors	“Education: A tool against CL and for PAW	15
October 2018 to March 2019	Filadelfia, Loma Plata and Mariscal Estigarribia	Officials of the Governor's Office of Boquerón and of the Municipalities of Filadelfia, Loma Plata, and Mariscal Estigarribia	PAW	11
October 2018 to March 2019	Filadelfia, Loma Plata and Mariscal Estigarribia	Employers in Filadelfia, Loma Plata, and Mariscal Estigarribia	PAW	53
April to September 2019	Filadelfia, Loma Plata and Mariscal Estigarribia	Officials of the Governor's Office of Boquerón and of the Municipalities of Filadelfia, Loma Plata, and Mariscal Estigarribia	“The Municipality: An Instance of Coordination and Action for the Protection and Promotion of the Rights of Children and Adolescents”	15
April to September 2019	Filadelfia, Loma Plata and Mariscal Estigarribia	Students from schools in Filadelfia, Loma Plata, and Mariscal Estigarribia	PAW	58
April to September 2019	Filadelfia, Loma Plata and Mariscal Estigarribia	Local stakeholders from different public and private institutions, indigenous leaders and MTESS officials at national and regional levels	Seminar on “Decent Work in the Department of Boquerón”	50
October 2019 to March 2020	Filadelfia	Domestic service workers, employers, and civil servants	Law N° 5407/15 on domestic work and Law N° 6338/19 on domestic service workers' wages, and full-time and partial contract modalities	38
October 2019 to March 2020	Loma Plata	Domestic service workers, employers, and civil servants	Law N° 5407/15 on domestic work and Law N° 6338/19 on domestic service workers' wages, and full-time and partial contract modalities	22
October 2019 to March 2020	Filadelfia	Employers and local stakeholders	Apprenticeship contract	12
October 2019 to March 2020	Filadelfia	School students	PAW and Apprenticeship Contract	52
October 2019 to March 2020	Filadelfia	Employers in the Department of Boquerón	Apprenticeship contract and Part-time contract	23
<b>Total number of participants</b>				<b>349</b>

The project also conducted awareness-raising talks on labor rights in indigenous communities, covering minimum wage, domestic work, night work, and work in livestock and agricultural establishments. In all cases, information was provided on existing regulations and mechanisms for reporting labor rights violations.

Table 25: Discussions Carried Out with Indigenous Communities on Labor Rights.

Period	District	Community	Topic	Number of Participants
April to September 2018	Neuland	Sandhorst	Awareness-raising on labor rights in indigenous communities	13
		Cayin ô Clim		5
	Filadelfia	Uje Lhavos		2
		Cacique Mayeto Nivaclé Community		2
		Santa Teresita Nivaclé Community		1
	Mariscal Estigarribia	Santa Teresita Nivaclé Community		2
		Urban Guaraní people		3
		Neuland		Sandhorst
	Mariscal Estigarribia	Sandhorst		27
Urban Guaraní people		15		
October 2018 to March 2019	Loma Plata	Yalve Sanga	Awareness-raising on labor rights	23
		Pesempo'o		24
	Mariscal Estigarribia	Santa Teresita		52
April to September 2019	Filadelfia	Continuing Education Resource Center	Awareness-raising on labor rights	50
		Cacique Mayeto		26
		Training Center for Women	Awareness-raising on domestic work by community	9
	Mariscal Estigarribia	Santa Teresita		54
October 2019 to March 2020	Mariscal Estigarribia	Students of the Pedro P. Peña indigenous school	PAW and Apprenticeship Contracts	39
	Loma Plata	Yalve Sanga - Jope	Labor rights	33
		Yalve Sanga - Campo Salado		64
		Yalve Sanga - Samaria		36
	Mariscal Estigarribia	Macharety		35
		Pedro P. Peña		45
		Santa María		34
<b>Total number of participants</b>				<b>616</b>

## Materials Prepared



CONTRAFOR 2009-2019 Report



Tripartite and Inter-institutional Guide for Intervention in Cases of Forced Labor



Labor Code and Legislation related to the Protection of Children and Adolescents in the Labor Environment



Domestic Work and Labor Rights Flipchart

### b. Communication

Between August 2018 and August 2020, the project supported the MTESS in the development of a communication campaign with the slogan “Paraguayan Chaco with decent work” to promote the dissemination of labor rights in the Department of Boquerón. It addressed several fundamental labor rights in five stages and informed about the existence of the MTESS Regional Office for guidance and advice on labor matters.

## Stages of the Campaign

- Labor rights
- Right to Christmas bonus
- Right to school access and permanence
- PAW
- OSH measures in the context of the COVID-19 pandemic

## Paraguayan Chaco with Decent Work

“Paraguayan Chaco with decent work” was officially launched in August 2018, with the attendance of the President of the Republic Mario Abdo Benítez. This campaign emphasized the characteristics of decent work: fair remuneration, legal minimum wage, bonuses, paid annual leave, and social security, through materials for social media and printed materials (triflychs and flyers), as well as television and radio spots in several languages—Spanish, Guaraní, Enxet, Sanapaná, Nivaclé, Ayoreo, Toba Qom, German, and Mennonite dialect—in order to ensure it reached the highest number of people in the Department of Boquerón: Spanish, Guaraní, Enxet, Sanapaná, Nivaclé, Ayoreo, Toba Qom, German, and Mennonite dialect. The materials were developed with people from the different communities to ensure that they were adapted to each culture. The television



Logo of the “Paraguayan Chaco with decent work” campaign.

and radio spots were broadcasted on the television channel Chaco Communications Network (RCC) and the radio stations Pa’í Puku and RCC Radio, the most important and with the greatest reach in the Department of Boquerón, as well as on community radio stations and social media.



Stills from the “Paraguayan Chaco with decent work” campaign.



MTESS Minister Carla Bacigalupo, during the launch of the “Paraguayan Chaco with Decent Work” campaign.

## Materials Prepared

### Radio and Television Spots



Radio and television spots in German



Radio and television spots in Ayoreo



Radio and television spots in Mennonite dialect



Radio and television spots in Enxet



Radio and television spots in Spanish



Radio and television spots in Guarani



Radio and television spots in Nivaclé



Radio and television spots in Sanapaná



Radio and television spots in Toba Qom

## Printed Materials



Triptych on Decent Work



Flyer of the MTESS Regional Office in Boquerón

## Right to Christmas Bonus

From November 2018 to January 2019, the second stage of “Paraguayan Chaco with decent work” was disseminated. The message focused on the right to the Christmas bonus and on the procedure for filing a complaint with the Regional Office in the event of not receiving it. The communication materials produced consisted of radio spots in nine languages—Spanish, Guaraní, Enxet, Sanapaná, Nivaclé, Ayoreo, Toba Qom, German and Mennonite dialect—broadcasted on RCC Radio and Pa’í Pukú Radio, as well as posters and an animation for television and social media, with information on this right and the channels for filing complaints in the event of a violation.

In December 2019, the MTESS requested the re-dissemination of the campaign in the Chaco and support for the re-publication of the materials to disseminate them at the national level.

## Materials Prepared

### Printed Materials



Christmas bonus poster



Christmas bonus flyer



Animation and radio spot

## Prevention of Labor Exploitation

At the beginning of the school year, between February and March 2019, the project developed the third stage of “Paraguayan Chaco with decent work,” aimed at high school students, with messages designed to encourage them to stay in school. The campaign addressed the problem of the high level of school dropouts, especially among the indigenous population, and its impact on their future employment.



Launch of the campaign “I stay in school to achieve my goals!” at the Yalve Sanga School, with local and national authorities.

“I stay in school to achieve my goals!” was the slogan disseminated at this stage, establishing the importance of completing high school education as a strategy to prevent labor exploitation, particularly FL, and to access to decent jobs. The campaign was carried out in high schools attended by adolescents from the indigenous communities of Santa Teresita (Mariscal Estigarribia), Yalve Sanga (Loma Plata), Cayin ô Clim (Neuland), and Ujhelavos (Filadelfia). The project paired the delivery of the MEC school kit with a backpack printed with the campaign's slogan.

The presentation of the campaign was held at the Yalve Sanga School, in the district of Loma Plata, in the presence of the MTESS Minister, Carla Bacigalupo, who was accompanied by the Vice Minister of Labor, Luis Orué, and the Vice Minister of the MEC, Robert Cano. The campaign directly reached 198 adolescents and was also broadcasted at the departmental level through a radio spot on RCC Radio and Radio Pa'í Puku.

Table 26: “I stay in school to achieve my goals!” Outreach in Schools in the Department of Boquerón.

Mariscal Estigarribia	Loma Plata	Filadelfia	Neuland
National School <i>Santa Teresita</i>	Indigenous School <i>Yhalve Sanga</i>	National School <i>Ujhelavos</i>	Nuevo Amanecer School <i>Cayin ô Clim</i>
30 adolescents	70 adolescents	26 adolescents	72 adolescents



## Protected Adolescent Work

As a strategy to support the MTESS in the promotion of PAW, between August and September 2019, the fourth stage of “Paraguayan Chaco with decent work” was disseminated, focused on publicizing the tools to ensure the protection of adolescent work: the Apprenticeship Contract and the RAT. A poster, an animation for television and social media, as well as radio spots were produced in eight languages: Spanish, Guaraní, Ayoreo, Enxet, Sanapaná, German, Nivaclé and Toba Qom. The radio spots aired from August 13 to September 13, 2019, on RCC Radio and Pa’í Pukú Radio.

## Materials Prepared



Animation and radio spot



Poster

## Occupational Health and Safety Measures in the Context of COVID-19

In March 2020, the Government of Paraguay announced the first cases of COVID-19 in Paraguay. In an effort to contribute the prevention of the epidemic in the Department of Boquerón, the project disseminated the fifth stage of the campaign, with the slogan “With decent work we can prevent the coronavirus.” The campaign included communication materials for two audiences considered key to containing the pandemic: employers and employees. The materials prepared were: radio spots, animations, and flyers for social media. The messages disseminated emphasized the OSH measures promoted by the MTESS to prevent contagion in the workplace.

## Materials



Radio spots were also produced in animated format



Flyers and animations for social media

## c. Education

POK established EpCs for children vulnerable to CL and/or FL in the Cayin ô Clim community of the Neuland Colony, as non-formal education spaces for children aged 5 to 10. This service was described in detail in the chapter on the Education component.

# 14. COMPREHENSIVE MONITORING SYSTEM

The project had a monitoring and evaluation system implemented through a Comprehensive Monitoring and Evaluation Plan (CMEP), which served as a fundamental tool to:

- Monitor key outputs and outcomes
- Manage the project based on outcomes
- Evaluate the effectiveness of its efforts by measuring outcomes and impacts

The CMEP includes the following tools:

- Problem Tree Chart
- Theory of Change
- Results Framework
- Indicators and outputs
- Performance Monitoring Plan
- Data collection table and collection tools
- Persons responsible, schedule, and budget

Regular monitoring is conducted using these tools to report every six months (April 30 and October 30), on progress towards the targets and compliance with the indicators, through a Technical Progress Report.

## External Evaluations

### Midterm Evaluation

In April 2018, at the request of USDOL, the firm *Sistemas, Familia y Sociedad* conducted the project's ME. The goal of the ME was to review the project's progress and ongoing implementation, to assess the likelihood of the project achieving its objectives and goals, to identify ways to improve direct services and coordination with key stakeholders, and to identify promising practices and ways to promote its sustainability.

The ME evidenced the significant contribution of POK to: 1) strengthening the institutional capacity of government organizations in Paraguay to address CL at the national and local levels; b) training labor inspectors, as well as officials from the CODENIs, the MEC, and other government institutions at the national and local levels; and 3) improving coordination among key institutions that address CL.

Among the recommendations, were the more systematic implementation of outputs such as the RAT, the Labor inspection computer system, and

awareness-raising campaigns, so that they could reach their full potential.

Regarding POK's educational and livelihood strategies for children aged 11 to 17, the ME recommended revising how CA engaged in CL were approached, and revising the training and technical assistance services to households. These recommendations were key to the project's subsequent implementation of a new tutoring modality, allowing the project to reach children engaged in CL who were not participating in POK, as well as providing inputs as part of the project's Livelihood services.

## Final Evaluation

Between September and October 2019, IMPAQ International conducted the project's FE requested by the USDOL, to assess whether POK had achieved its objectives, as well as to identify implementation challenges, desired and undesired effects of the project, lessons learned, good practices, and experiences applicable to current or future projects in Paraguay. The FE also set out to assess the sustainability of the outcomes and outputs achieved by POK.

The FE also conducted an analysis of the relevance and effectiveness of the project considering its objective, sustainability actions, good practices, and lessons learned. It also formulated recommendations to the key stakeholders involved in its implementation.



Presentation of the preliminary outcomes of POK's FE. To access the full document, please go to the following link: <https://partners.net/okakuaa/evaluacion-final-del-proyecto-paraguay-okakuaa-ingles/>

## 15. PARTICIPANT TESTIMONIALS

### Mirta, participant from Paso Yobai (Guairá)

Mirta is the mother of Magalí, an adolescent who participated in one of the 4H Clubs of Asentamiento 8 de diciembre, in Paso Yobai. Both mother and daughter took advantage of all the activities promoted by the project in their community. Mirta did not miss any training opportunities and received technical assistance to improve her vegetable garden and pantry.

*“First, our children were the ones coming back having learned some really interesting things. Then the courses for us began: how to make chocolate, bakery goods, confectionery, cleaning products, handicrafts...The community promoters brought us all the products and taught us, and then we began to make our own products. I produce and sell. I do have a problem with getting supplies, because I have to travel to Villarrica to buy them, but everything I produce sells: decorated gloves, light bulbs, key chains...”*

In addition to the training courses and technical assistance for her entrepreneurships, Mirta received a pig as part of a project she managed together with her producers' committee. *“The project also supported us so that each family has a piglet, and with that our committee started a new income-generating entrepreneurship: pig farming.”*



Mirta participated in numerous training courses and technical assistance activities offered by POK.

## Miguel Ríos, U.S. Department of Labor

In June 2017, POK supported the MTESS with specific training on labor inspection in agriculture, targeting labor inspectors. The training was conducted by Miguel Ríos, an official of the Wage and Hour Division of the USDOL. This visit was an opportunity for him to share his vast experience in agricultural inspection systems and to train labor inspectors on this important subject.

In a workshop attended by 30 labor inspectors from around the country, Ríos addressed issues related to labor inspection planning and data collection procedures. For Miguel Ríos, one of the most outstanding outcomes of the training was the opportunity to build bilateral relations between MTESS inspectors and USDOL representatives concerning the protection

of rights in a complex context: the rural one.

*“Agricultural inspections have many aspects that differentiate them from other procedures: distances, data collection tools, the type of clothing to wear...everything is influenced when it comes to the countryside.”* As part of the training, 13

labor inspectors from the MTESS Regional Offices of Coronel Oviedo, Pilar, Ciudad del Este, Encarnación, and Central traveled to the Department of Guairá to visit companies in the sugar and yerba mate sector located in the five districts targeted by the project. Through field work, the labor inspectors were able to learn about good practices of the labor inspection system in the agricultural sector.



Miguel Ríos, together with labor inspectors, at a training on agricultural inspection.

## Mabel, participant from Itacurubí (Mauricio José Troche)

Mabel is one of the many Paraguayan women who migrated in search of a better future, leaving her children in her mother's care. Mrs. Romualda, the matriarch of the family, was the first to join POK along with her grandchildren, Adela and Agustín. After living abroad for several years, first in Argentina and then in Spain, Mabel returned to Paraguay with enough money to buy a piece of land and build a two-room house.



Mabel and her daughter Adela proudly show the products she learned to make with technical assistance from the project.

As she settled into her new home, Mabel began to get involved with the project. Both the meetings of the Itacurubí Women's Committee and the trainings were held in her mother's house. Mabel quickly realized the importance of the courses and saw them as an opportunity to generate income working from home. *“The satisfaction of being able to be at home, to work at home, is priceless. I was away for many years, and nothing compares to being here. Anyone who wants to get ahead dreams of starting a business in their own country, and what better place to do it than in your own home?”*

Alexis, a community promoter, worked closely with her and all the families of Itacurubí. He recalls how, little by little, Mabel went through all the training courses and how her motivation increased: cooking course, bakery workshop, training in sweet and savory snacks, and cake making and decorating. *“Paraguay Okakuaa brought a lot of courses to the community,”* says Mabel, stating that in addition to all the training in product development, in order to guarantee profitability, she took a course in personal finance and later participated in a training course in which she designed her own business plan.

The outcome of all the training and motivation materialized in her kitchen: with her first sales she bought an oven and built a beautiful, tiled countertop. *“Everything is done in my kitchen: I have my oven, my mixer...all the items I need. We work together as neighbors. They hire us when there are birthdays, communions...I am in charge of the sweet and savory snacks and another colleague is in charge of the cakes.”*

Mabel participated in all the training activities that took place in her community, with her energy focused on creating innovative products. *“I want to make original products that attract attention,”* she says and proudly shows off a *pastafrola* with homemade jam filling. *“Today I can say that my specialty is sweet snacks, and my project is to have my own bakery.”*



## Derlis Ezequiel, participant of Mauricio José Troche (Guairá)

One of the most damaging consequences of CL is dropping out of school. According to official data, non-attendance among children involved in CL doubles compared to those who do not work, with a difference of between 15.6% and 6.6%, respectively. Among those who work, the main cause of absence or dropping out of school is lack of economic resources (28.6%)<sup>16</sup> and work itself (26.9%).<sup>17</sup> Through tutoring, POK sought to reintegrate children into school, as well as to promote PAW, which, due to its characteristics, guarantees their permanence in school.



Derlis Ezequiel performing school reinforcement activities.

Derlis Ezequiel was 15 years old, and he had stopped going to school when he was 8. He was in third grade at the time. Since then, he began helping his father with construction work in Mauricio José Troche, one of the project's target districts. With the support of Andrea, one of the POK tutors, Derlis was able to return to school and retake the fourth grade in a literacy program for children with school lag. His dream is to complete his studies and start some of the job training offered by the SNPP to learn a

trade that will give him access to decent work. The most important thing for Andrea is that Derlis began to plan for the future. *“What surprises me most is his desire to do things, and especially to resume and finish his studies.”*

<sup>16</sup> National Survey of Activities of Children and Adolescents 2011: Magnitude and characteristics of child and adolescent labor in Paraguay / International Labor Organization, General Directorate of Statistics, Surveys and Censuses of Paraguay, International Program on the Elimination of Child Labor (IPEC). - Asunción: ILO, 2013.

<sup>17</sup> *Ibid.*

## Petrona, participant from Villarrica (Guairá)

In Paraguay, the concept of “*abuela memby*” (grandmother's child) is deeply rooted: it refers to the children whose education is left in the hands of their grandmothers, after their mothers have emigrated to work. Adam has lived with his grandmother since he was eight months old. He is now 11 years old and attends fifth grade at his community school, Fracción Margarita, in Villarrica, one of POK's target districts.

Adam is a very active and intelligent child. As he grew older, Mrs. Petrona found it increasingly difficult to manage Adam's free time, who, like all children, likes to be out and about with his friends. She still remembers the relief she felt when the facilitators of the *Fundación Alda* offered her the possibility of accessing an EpC twice a week. *“The EpC facilitators came. They gave us a talk and I liked it. Adam goes every Tuesday and Thursday, from 1:00 to 5:00 pm. In addition to the help he receives in his studies, he also plays and has fun there. He always tells me he has a great time.”* When Adam goes to the EpC, Mrs. Petrona has no worries. She knows that he is in a protected space. Moreover, the year that he started going to the EpC,



Mrs. Petrona and her grandson Adam, Villarrica.

for the first time, Adam finished school with excellent grades and started helping her with household chores. *“On the afternoons that he does not go to the EpC he helps me clean the house,”* says Mrs. Petrona, proud of her grandson's progress.

## Erundina Machuné, Ministry of Labor, Employment and Social Security

Erundina Machuné is the Director of the Regional Office of the MTESS in Boquerón. She holds this position after winning a public competition and has been supported by POK since the beginning of her tenure. Originally from the Guaraní Ñandeva people, in the central Chaco, she lived in Asunción for several years performing domestic chores: there, she had to face different situations of labor discrimination. Today, she provides information and intervenes on cases of labor rights violations. For Erundina, the project's technical assistance has been key to her role.

Erundina recalls one of the first cases she attended to, precisely related to the rights of a domestic worker. *“One such case was that of a domestic worker who got fired and who approached the Regional Office. We calculated how much her employer had to pay for compensation, proportional bonuses, and paid annual leave. Despite the opposition of her husband who told her there was nothing she could do, the worker approached her former employer with the calculations from the Regional Office and obtained what she was legally owed: three and a half million Guaraníes.<sup>18</sup>”*



Erundina Machuné at the MTESS Regional Office in Filadelfia.

<sup>18</sup> Approximately 510 USD.

Erundina also participates in POK's labor rights awareness workshops in different indigenous communities, where she generally attends consultations and handles complaints. Unfortunately, so far most of the cases she has attended to at these workshops are related to events that happened a long time ago, which makes it difficult to take action today.

Erundina is also one of the protagonists of the “Paraguayan Chaco with decent work” campaign, for which she recorded a radio and television spot in the language of her people: Guaraní. In addition to technical assistance, the project contributes to the dissemination of labor rights through this campaign. The first indicator of the positive outcomes of the campaign was the increase in the number of complaints received. *“Since the beginning of the campaign we noticed that*

*people started to realize their rights. The Christmas bonus campaign had a very important impact. It gave us a lot of work,”* recalls Erundina. An emblematic case for her was the complaint of a contractor against the owner of a cattle ranching establishment who did not pay him for the construction of some sheds, a task performed with other masons whom he in turn, as employer, could not pay. The amount owed totaled 50 million guaraníes<sup>19</sup>. After a notification from the MTESS and a hearing with Erundina, the farmer signed a commitment to pay the salary in two installments. Payment of the first installment was made at the Regional Office. *“He came with the money, and I will be honest. I could not believe that with our work we were helping the workers to recover so much money. It was great satisfaction.”*

<sup>19</sup> Approximately 7,300 USD.

## Pascuala, resident of Sandhorst (Boquerón)

Sandhorst is a community of the Nivaclé people in the Department of Boquerón, where POK has conducted awareness-raising workshops on labor rights, as well as the communication campaign “Paraguayan Chaco with decent work.” There, most of the indigenous women are engaged in paid domestic work, while the men perform different jobs on the ranches.

In this part of the country, the lack of knowledge about labor rights makes indigenous peoples vulnerable because they are unaware of how much money they should receive for their work. This generally means a lower salary than that established by law. Unawareness of the law is also intertwined with the historical discrimination faced by indigenous peoples: there is a belief that labor rights are guaranteed only for Paraguayans. In this context, POK's awareness-raising workshops have been key for indigenous men and women to learn about their labor rights and recognize themselves as subjects of rights.

In Pascuala's case, the workshops opened

her eyes and empowered her in her labor rights. *“I worked every Thursday at the house of a lady who paid me only 25,000 guaraníes<sup>20</sup> per day.”* She recalls that at a POK discussion she learned that the minimum wage for domestic work was twice what she was earning: 48,800 guaraníes<sup>21</sup> per day. *“The training helped me a lot, because I did not know that we, indigenous people, had to earn like everyone else.”* This empowered her to speak to her employer and demand a raise. Today, she still does not earn the current legal salary, but she is very close: *“Now she pays me 40,000 guaraníes<sup>22</sup> and sometimes she also gives me some meat.”*



Pascuala en un taller sobre trabajo doméstico en Sanhorst.

<sup>20</sup> Approximately 3.65 USD.

<sup>21</sup> Approximately 7.15 USD.

<sup>22</sup> Approximately 5.85 USD.

## Damaris, participant of Cayin ô Clim (Boquerón)

For two years, Damaris Yoelia (10 years old) actively participated in the Cayin ô Clim EpC. This educational service offered by POK helped her to reinforce her self-esteem and identity value as an indigenous girl. In this process, Damaris achieved her dream: to compete in figure skating at the departmental level. Her third place in the local championship proves that her talent, desire, and determination, with the right support, are the way to a promising future.

Damaris' dream was very simple, and at the same time, difficult to achieve: to be a figure skater. She knew that it was practiced around her community and that there were even competitions, and her dream was to be able to participate in one someday.

Damaris is a girl from the Nivaclé community. Their community is called Cayin ô Clim, which in English means “*White Hummingbird.*” A small monument stands at the entrance of this community where, between 2018 and 2019, POK implemented the



Damaris, ready for her figure skating practice.

EpCs, spaces for children that operated in an opposite schedule from the school day where, in addition to school reinforcement, they had access to personal and community development activities. The positive impact of this direct service translated into the MINNA's willingness to sustain it by incorporating some EpCs into its *Abrazo* program.

Damaris was one of the 129 Nivaclé children protected in the Cayin ô Clim EpCs. *“I learned a lot of things there; they helped me with my schoolwork, and I also learned that I have value as a person and that I can achieve the dreams I set my mind to.”*

On one occasion, Damaris drew herself skating and wrote that she dreamed of

being the winner of the Neuland skating contest, a Mennonite colony where their community is located.

*“I had a dream last year. I wanted to win the skating contest in the Neuland Colony. I drew that dream on a sheet of paper,”* she recalls. Norma Rodríguez, from the POK team in Boquerón, remembers what that drawing meant to the team of facilitators. *“From that moment, we set out to support her so that she could practice skating, and she did.”* Very early on, Damaris showed that she had the skills needed. *“I practiced a lot and competed with children from other cultures and with a lot of effort I achieved third place in my first competition.”*

Damaris now has a bigger dream. To be a professional skater who proudly represents her Nivaclé culture and the Neuland Colony in skating contests and competitions not only locally, but nationally and internationally. Faustino, Damaris' father, thanks the project.

He says that in the EpC, the facilitators were able to foster in his daughter self-esteem, responsibility in her tasks, personal expression, and a greater ability to socialize with children from her own village and from the other cultures that interact in the Neuland Colony. *“Damaris was an extremely shy child, she could not socialize with anyone, and with her mom we did not know what to do or how to help her. When she came home from school, she locked herself in, did her homework alone, and did not want to share or play with other kids. When the EpC started, her mother and I decided to take her, and little by little she began to overcome her shyness and to share with the other children in our town.”*

Mr. Faustino also noticed changes in the other children in the community. *“The EpCs not only helped my daughter, but also many other children in our village: they understood that they are important, that they are not inferior because they are indigenous, and that with effort and sacrifice they can achieve all the dreams they set their minds to.”*

## Yeny Franco, Municipality of Filadelfia (Boquerón)

The protection of CA depends, in institutional terms, on a National Protection System created by the Code for Children and Adolescents, whose main body at the local level is the Municipal Council for the Rights of Children and Adolescents, better known as CODENI. From the municipalities, the CODENIs are responsible for ensuring access to specialized care to protect and guarantee the rights of all CA in the communities, in coordination with other institutions involved in the protection and promotion of rights.

Through training and technical assistance, POK has contributed to strengthening the CODENIs in the three districts of the Department of Boquerón: Filadelfia, Mariscal Estigarribia, and Loma Plata. Yeny Franco, Filadelfia CODENI Counselor, has been receiving technical assistance from the project since 2018. She recalls that, a year earlier, she had received a request to register an adolescent worker, and she did not know what to do about it. *“A rancher wanted to hire a 17-year-old adolescent for field work. At the time, I was unclear as to my responsibility as CODENI, and what the law said regarding child labor and adolescent work, but that changed with Paraguay Okakuaa.”* From the first contact, she



Yeny Franco, Counselor of the Filadelfia CODENI.

began to receive guidance and training, facilitating not only her protection work, but also inter-institutional coordination to refer situations to the appropriate authorities. *“I used to feel that the full weight of the responsibility of looking after the welfare of all the children, adolescents, and even the women of the Chaco fell on my shoulders. Somehow, I misunderstood my duties and took on work that did not fit CODENI's vision and mission, and on many occasions, I found myself acting as a lawyer, prosecutor, police officer, judge, doctor...*



*when in reality my mission revolved around counseling, advice, coordination, and prevention of all types of violence, and the promotion of rights.”*

Thanks to the strengthening of local authorities, promoted by the project, Yeny no longer carries the burden of a collective and inter-institutional task on her own. She recalls that from the moment they began to receive the training offered by the project, there was a change in the perspective of all officials, whether from the Municipality, Governor’s Office, MTESS, Public

Prosecutor's Office, etc. Today, Yeny is absolutely clear about the importance of coordinated and joint work with other institutions and organizations. *“Unity, coordination, and clarity of roles allow us to protect our children.”* She emphasizes that the project's constant support and mentoring has strengthened and reinforced the Protection System at the municipal and departmental levels. Moreover, she values the actions to raise public awareness, including communication campaigns on labor rights and the rights of CA.

## Riquelme, participant of Cayin ô Clim (Boquerón)

Riquelme is a child who stands out for his good academic performance, his remarkable talent as a dancer, and his ability to relate to other people, skills he developed during the two years he attended Cayin ô Clim's EpC daily. *“There they helped me with my homework, I learned to draw, to dance, to sing, also to practice reading, and to write much better in Spanish. I was also able to learn about Nivaclé art and the value of our culture.”*

Considering the social context, in the Cayin ô Clim EpCs the facilitators focused on promoting the development of the children, reinforcing their self-esteem and their appreciation of their indigenous identity. Riquelme, with his love of reading, found his vocation, and it is already clear to him that his future lies in the classrooms of his community. *“I want to be a teacher who teaches his students with love and joy.”*







Riquelme uses his free time to dedicate himself to one of his favorite activities: reading.

He also takes guitar lessons, with great distinction. His mother, Orlanda, is profoundly proud of her son because *“he likes to study, go to school, and he strives to improve himself every day.”* She thanks the project for helping her son develop to his full potential. *“I want to thank the EpC facilitators for helping my son, especially to make progress in reading and writing, and to be able to express himself better in his language and in Spanish. As a mother, I will fight every day for Riquelme's education, so that he can achieve his dream of becoming a teacher.”*

# 16. APPENDIXES

## Appendix 1: Household Intake Form.

### Household Intake Form - Chaco.

### FORMULARIO DE SELECCIÓN DE PARTICIPANTES

Formulario N°  Distrito \_\_\_\_\_

Comunidad indígena: \_\_\_\_\_

Área  Urbana  Rural

Dirección de la Vivienda \_\_\_\_\_

Referencias para el acceso \_\_\_\_\_

Teléfono del Jefe de Hogar y/o algún miembro de la familia \_\_\_\_\_

Estado de la Encuesta  Finalizada  
 Incompleta

Cargo	Nombre, Apellido	Fecha
Encuestador	_____	_____
Supervisor	_____	_____
Crítico-Codificador	_____	_____
Digitador	_____	_____

*Confirmo que todos los datos proveídos al encuestador, acerca de los miembros de mi familia, son verdaderos y que Partners of the Americas, puede realizar las verificaciones que crea pertinentes.*

*Así mismo, autorizo a Partners of the Americas, a utilizar los datos proveídos, en el marco del Proyecto Paraguay Okakuaa, así como mi imagen y la de mi familia en las actividades realizadas por el proyecto.*

Firma del encuestado: \_\_\_\_\_ N° CI: \_\_\_\_\_

Aclaración Firma (Nombre Completo): \_\_\_\_\_

I. COMPOSICIÓN FAMILIAR				
INTEGRANTES DEL HOGAR				
(01)	(02)	(03)	(04)	(05)
APELLIDOS	NOMBRES	SEXO	ESTADO CIVIL	PERSONA CON DISCAPACIDAD
En el renglón 1 el primer apellido En el renglón 2 el segundo apellido	En el renglón 1 el primer nombre En el renglón 2 el segundo nombre	Hombre.....1 Mujer.....6	1. Casado/a 2. Unido/a 3. Separado/a 4. Viudo/a 5. Soltero/a 6. Divorciado/a	(Guía al costado derecho) Si...escriba la discapacidad No.....6
Número de Orden				
1				
2				
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6				
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11				
12				
13				

**NO OLVIDAR REGISTRAR A LOS:  
RECIENTES NACIDOS, ANCIANOS, CRIADOS  
(EN OTROS NO PARIENTES)**

SOLO SE REGISTRAN LAS PERSONAS QUE "DUEMEN" EN EL HOGAR AL HOGAR CORRESPONDEN LAS PERSONAS QUE COMEN DE UNA MISMA OLLA

**Anote en el siguiente orden:**

1. Jefe/a del hogar (Persona encuestada)
2. Esposa/a, compañera/a del Jefe/a
3. Hijos/as solteros/as sin hijos
4. Hijos/as casados/as con/sin hijos
5. Padre/Madre del Jefe/a
6. Otros parientes
7. Otros no parientes
8. Otros no parientes

**PREGUNTA 06. TIPOS DE DISCAPACIDAD**

01. Discapacidad motriz
02. Discapacidad auditiva
03. Discapacidad visual
04. Discapacidad intelectual
05. Discapacidad psicosocial

II. ANTECEDENTES SOCIODEMOGRAFICOS (Para todas las personas que duermen en el hogar)		Personas de 5 años en adelante			III. EDUCACION. Personas de 5 a 17 años			IV. PERCEPCION (Solo para el jefe de hogar)	
(06)		(07)			(08)			(09)	
Parentesco con ella		Registro N° de Cédula de Identidad.			Fecha de nacimiento			¿Sabe leer y escribir?	
Jefe de Hogar		No está inscripto en el			Si no se acuerda el día, mes y/o año exactos, favor completar 00 en la casilla que corresponda y completar en la columna "Edad" con lo declarado por el entrevistado			Si responde NO, yes mayor de 17 años, saltar a la pregunta 16	
Esposo/a, compañero/a		1			Día			Nivel	
Hijo/a o hijastro/a		2			Mes			Grado	
Yerno/Nuera		3			Año			0	
Otro pariente		4			Edad			1	
Criado		5						1 al 9	
Empleado/a doméstico/a		6						1 al 3	
		7						1 al 6	
		8						Especificar	
		9							
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-2-

Solo para miembros mujeres mayores de 18 años y adolescentes entre 14 y 17 años de edad						
(16)	(17)	(18)	(19)	(20)	(21)	(22)
¿Participaste de algún curso de capacitación en oficinas en los últimos dos años?	¿Qué curso hiciste? (Escribir el nombre del curso)	¿Qué institución impartió el curso? (Escribir el nombre completo de la institución)	¿Qué duración tuvo el curso? (Especificar su duración en horas, días o meses)	¿Terminaste el curso? SI.....1 NO, ¿por qué?:	¿Para qué te sirvió el curso?	¿Por qué no te sirvió?
	Si.....1 NO, ¿por qué? Completar e ir a la P.(23).....2 No tenía interés.....3 No había en mi comunidad.....4 No tuve permiso.....5 No tenía dinero.....6 Enfermedad (suya o filiar).....7 Otros (escribir)			No tenía interés.....1 No tenía dinero.....2 Enfermedad (suya o filiar).....3 Ocupaciones del hogar.....4 Otros (escribir).....5 Si contestó con "NO", completar y pasar a la P.(23)	Emprendimiento.....1 Autoconsumo.....2 Empleo.....3 Estudié.....4 No me sirvió.....5 Si contestó del 1 al 4 pasar a la P.(23)	No tenía en qué aplicar.....1 Necesitaba dinero para iniciar el emprend.....2 Faltó acompañamiento.....3 No hay mercado para el emprendimiento.....4 No conseguí trabajo.....5 Otros (escribir)
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2						
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13						

-3-

VI. EMPLEO E INGRESO (Para todos los miembros del hogar)							SOLO PARA 14 A 17 AÑOS	
(23)	(24)	(25)	(26)	(27)	(28)	(29)	(30)	(31)
<p>La semana pasada, ¿realizó algún tipo de trabajo o tarea?</p> <p>Si.....1</p> <p>No.....2</p> <p><i>Si responde con "Si", completar la HOJA DE TIEMPO y pasar a la pregunta 26</i></p> <p><i>Si es "NO", completar la HOJA DE TIEMPO y pasar a la pregunta 25</i></p>	<p><b>COMPLETAR HOJA DE TIEMPO</b></p> <p>Escriba la principal actividad (con más horas) relevadas en la hoja de uso de tiempo</p> <p><i>Utilizar la hoja de tiempo solo para niños, niñas y adolescentes de 5 a 17 años de edad</i></p>	<p>Si no trabajó la semana pasada, ¿trabajó los últimos 6 meses?</p> <p>Si.....1</p> <p>No.....2</p> <p><i>NO del jefe de hogar, pasa a la pregunta 35.</i></p> <p><i>NO demás miembros, finaliza la entrevista</i></p>	<p>¿Cuáles son las tareas o funciones que hizo en su trabajo u ocupación principal?</p> <p>DESCRIBIR</p> <p>Ej.: Llevar ladrillos, arreglar zapatos, pintar casas, vender caramelos, cultivar maíz, pelar caña dulce, cuidar niños/as en casa ajena, etc.</p>	<p>¿Cuál fue la categoría o la posición que tenía en esa ocupación principal?</p> <p>Empleado/obrero público.....1</p> <p>Empleado/obrero privado.....2</p> <p>Empleador / Patron.....3</p> <p>Trabajador por cuenta propia.....4</p> <p>Trabajador fijo no remunerado.....5</p> <p>Empleado/a doméstico/a - criado/a.....6</p>	<p>¿Dónde hizo ese trabajo o tarea principal durante la semana pasada?</p> <p>En un lugar fijo.....1</p> <p>En su vivienda.....2</p> <p>A domicilio.....3</p> <p>En la chacra.....4</p> <p>En una obra.....5</p> <p>Olería.....6</p> <p>Mina, cantera.....8</p>	<p>¿Con qué frecuencia le paga?</p> <p>Diario.....1</p> <p>Semanal.....2</p> <p>Quincenal.....3</p> <p>Mensual.....4</p> <p>Por producción.....5</p> <p>Otros (especificar).....6</p>	<p>¿Le paga de alguna forma por el trabajo que realiza? ¿Cuánto?</p> <p>Si..... (escribir monto)</p> <p>En especie.....</p> <p>(describir la especie)</p> <p>NO.....6</p> <p><i>Mayores de 17 años, pasar a la pregunta 32</i></p>	<p>¿Está inscrito en el Registro del Adolescente Trabajador?</p> <p><i>Para adolescentes de 14 a 17 años que respondieron Si en las preguntas 17 o 19</i></p> <p>Si.....1</p> <p>No.....6</p>
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-4

VII. SALUD Y SEGURIDAD LABORAL (Para NNA 5 a 17 años de edad)		VIII. ACTIVIDADES DE GENERACIÓN DE INGRESOS (Solo para el jefe de hogar)			IX. OTROS INGRESOS Y FINANZAS (Solo para el jefe de hogar)		
(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)
En el trabajo que realiza/realizó, ¿está/estaba expuesto/a?	¿Manejó maquinarias, cosas pesadas, filosas, herramientas cortantes o punzantes en su trabajo?	¿Qué tipo de maquinarias, cosas pesadas, filosas, herramientas cortantes o punzantes utilizó en el trabajo o tarea que realizó?	¿Cultiva?	¿Qué productos agrícolas cultiva? Favor enumerar todos	El total o parte del cultivo, ¿se destinó a la venta?	Además de los ingresos individuales de los miembros del hogar ¿Podría informarme sobre otros ingresos que recibe mensualmente su familia?	¿Alguien en este hogar tiene ahorros en efectivo?
Si.....Tarjeta 1 No.....6  Opciones en TARJETA 1 Múltiples opciones	Si.....1 No.....2 (Finalizar entrevista)		Si.....1 No.....6  Si es "NO" pasar a la pregunta 38		Si.....1 No.....6	Ayuda filiar del país o exterior.....1 Jubilación.....2 Pensiones o prestaciones.....3 Tekopora/Abrazo.....4 Adultos Mayores.....5 Otros (especificar nombre y monto)	Si.....1 No.....2  FIN DE LA ENTREVISTA
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2							
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**Tarjeta 1**  
**SALUD - PREGUNTA 32**

<b>Cód.</b>	<b>Descripción</b>
1	Polvo, fuego, gas, humo, vapor?
2	Ruido fuerte o vibraciones?
3	Humedad, frío o calor intenso?
4	Trabajo en zanjas hoyos huecos, canales, terraplenes y precipicio
5	Mina o cantera/trabajo subterráneo
6	Trabajo en altura
7	Trabajo en el agua/lago/laguna/río
8	Oscuridad excesiva en el lugar de trabajo
9	Ventilación insuficiente
10	Productos químicos (pesticidas, productos veterinarios, fertilizantes, alguicidas, plaguicidas, pegamentos, etc.)
11	Explosivos
12	Contacto con basuras o residuos sólidos
13	Exposición prolongada al sol
14	Contacto con la electricidad
15	Contacto con metales calientes
16	Alzaste o llevaste cosas pesadas
17	Trabaja con ganado mayor (caballo, vaca, toro, buey)

## Household Intake Form – Guairá.

Cargo	Nombre, Apellido	Fecha
Encuestador	_____	_____
Supervisor	_____	_____
Crítico-Codificador	_____	_____
Digitador	_____	_____

*Confirmo que todos los datos proveídos al encuestador, acerca de los miembros de mi familia, son verdaderos y que Partners of the Americas, de forma directa o a través de las Fundaciones ALDA y CIRD, puede realizar las verificaciones que crean pertinentes. Así mismo, autorizo a Partners of the Americas, a utilizar los datos proveídos, en el marco del Proyecto Paraguay Okakuaa, así como mi imagen y la de mi familia en las actividades realizadas en el proyecto.*

Firma del encuestado: \_\_\_\_\_ N° CI: \_\_\_\_\_

Aclaración Firma (Nombre Completo): \_\_\_\_\_

**NO OLVIDAR REGISTRAR A LOS:  
RECIENTES NACIDOS, ANCIANOS, CRIADOS  
(EN OTROS NO PARIENTES)**

**SOLO SE REGISTRAN LAS PERSONAS QUE  
"DUERMAN" EN EL HOGAR  
AL HOGAR CORRESPONDEN LAS PERSONAS  
QUE COMEN DE UNA MISMA OLLA**

- Anote en el siguiente orden:**
1. Jefe/a del hogar (Persona encuestada)
  2. Esposa/a, compañera/a del jefe/a
  3. Hijos/as solteros/as sin hijos
  4. Hijos/as solteros/as con hijos
  5. Hijos/as casados/as con/sin hijos
  6. Padre/Madre del Jefe/a
  7. Otros parientes
  8. Otros no parientes

**PREGUNTA 06. TIPOS DE DISCAPACIDAD**

01. Discapacidad motriz
02. Discapacidad auditiva
03. Discapacidad visual
04. Discapacidad intelectual
05. Discapacidad psicosocial

I. COMPOSICIÓN FAMILIAR INTEGRANTES DEL HOGAR					
(01)	(02)	(03)	(04)	(05)	(06)
APELLIDOS	NOMBRES	EDAD	SEXO	ESTADO CIVIL	PERSONA CON DISCAPACIDAD
En el renglón 1 el primer apellido En el renglón 2 el segundo apellido	En el renglón 1 el primer nombre En el renglón 2 el segundo nombre		Hombre... 1 Mujer..... 6	1. Casado/a 2. Unido/a 3. Separado/a 4. Viudo/a 5. Soltero/a 6. Divorciado/a	(Guía al costado derecho) Si... escriba la discapacidad No..... 6
Número de Orden					
1					
2					
3					
4					
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6					
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8					
9					
10					
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12					
13					

II. ANTECEDENTES SOCIODEMOGRAFICOS (Para todas las personas que duermen en el hogar)		Personas de 5 años en adelante			III. EDUCACION. Personas de 5 a 17 años												
(07) Parentesco con ella Jefe de Hogar.....1 Espos/a, compañera/a.....2 de Jefe de Hogar.....3 Yerno/a.....4 Nieta/o.....5 Otro pariente.....6 Creado.....7 Emparentado/dominésico/a.....8	(08) Registro N° de Cédula de Identidad.....1 No está inscripto en el Registro Civil.....2 Nunca obtuvo una cédula.....3 La tiene con pasaporte.....4 Otro pariente.....5 Extranjero.....6 Creado.....7 Emparentado/dominésico/a.....8	(09) Fecha de nacimiento Si no se acuerda el día, mes y/o año, seacorde, favor completar 00 en la casilla columna 'E'dad con lo declarado por el entrevistado			(10) ¿Que idioma habla la mayor parte del tiempo? Solo Guaraní.....1 Guaraní y Castellano.....2 Otro idioma.....3 No habla.....4 Especificar.....5	(11) ¿Sabe leer y escribir? Si.....1 No.....6	(12) Último grado realizado			(13) ¿Esta matriculado en la escuela/colegio? Si.....1 No.....6 Si es 'SI' pasar a la pregunta (15)	(14) ¿Cuál es la razón principal por la que no asiste, dejó de asistir o nunca asistió? Opciones TARJETA.1	(15) ¿Cuál es el nombre de la escuela/colegio donde asiste? (Favor escribir lo más completo posible)	(16) ¿En qué turno asiste? Mañana.....1 Tarde.....2 Noche.....3 Doble turno.....4 Sábados.....5	(17) ¿Durante los últimos 30 días faltó a clases? Si (escribir cuántos días) NO, pasar a la pregunta 20	(18) Razones por la que faltó a clases los últimos 30 días Opciones TARJETA.2	(19) ¿Pienso que la escuela es importante para un futuro trabajo de mí/a? Si.....1 No.....6	
		Día	Mes	Año			Nivel	Grado									
1																	
2																	
3																	
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Tarjeta 1  
EDUCACION - PREGUNTA 14

Cód.	Descripción
	<b>RAZONES ECÓNOMICAS</b>
1	Falta de recursos económicos en el hogar
2	Muy costosos los materiales/matriculas/cuotas escolares
3	Para trabajar en una actividad remunerada
4	Para trabajar en la chacra o negocio familiar sin recibir remuneración
5	Para realizar trabajo doméstico sin remuneración
	<b>RAZONES ESCOLARES</b>
6	No tiene/tenía la edad suficiente para estudiar
7	No existe o existía institución cercana
8	Considera que terminó los estudios
9	Institución cercana muy mala
10	El centro educativo cerró
11	La institución no ofrece seguridad
12	Institución no ofrece escolaridad completa
13	El docente no asiste con regularidad
	<b>OTRAS RAZONES</b>
14	Requiere educación especial
15	Por enfermedad
16	Su discapacidad le impide estudiar
17	Realiza labores en el hogar
18	Porque la familia no le permite estudiar
19	Porque no quiere o no tiene interés en estudiar
20	Servicio Militar
21	Poca accesibilidad para llegar/mala condición de los caminos
22	No tenía medios de transporte para llegar
23	Por embarazo
24	Mis padres piensan que la escuela no es útil para mi futuro
25	Maltrato verbal físico o psicológico
26	Porque tuvo problemas de conducta en la escuela
27	Otra razón (especificar)

Tarjeta 2  
EDUCACION - PREGUNTA 18

Cód.	Descripción
1	El/la maestro/a estaba ausente
2	Por falta de útiles escolares
3	Porque el trayecto a la escuela es inseguro
4	Por temor a los maestros/compañeros
5	Por huelga/paro
6	Mal tiempo
7	Por tener que trabajar
8	Por buscar trabajo
9	Por ayudar en el negocio familiar
10	Por ayudar en casa con las tareas domésticas
11	Porque estuve enfermo/a
12	Por cuidar de hermanos/as o familiar
13	Porque tengo problemas en mi casa o con mi familia
14	Porque tuve problemas de conducta en la escuela
15	No me desperté / estaba cansado
16	Otra razón (especificar)

-2-

III. EDUCACION (Personas de 14 años en adelante)		IV. EMPLEO E INGRESO (Para todos los miembros del hogar)							
(20)	(21)	(22)	(23)	(24)	(25)	(26)	(27)	(28)	(29)
¿Realiza o está realizando algún curso fuera de la escuela o colegio?	¿Qué curso hizo o está haciendo fuera de la escuela?	¿Cuál es el nombre de la institución que provee o da el curso o servicio de formación? (Puede escribir más de uno completo posible)	La semana pasada, ¿realizó algún tipo de trabajo o tarea?	COMPLETAR HOJA DE TIEMPO Escribe la principal actividad (con más horas) relevadas en la hoja de uso de tiempo	Si no trabajó la semana pasada, ¿trabajó los últimos 6 meses?	¿Cuáles son las tareas o funciones que hizo en su trabajo u ocupación principal?	¿Cuál es el nombre del oficio, puesto o cargo que realizó en ese trabajo?	¿A qué se dedica el lugar (establecimiento, empresa, negocio o institución) en la que trabaja?	¿Cuál fue la categoría o la posición que tenía en esa ocupación principal?
Si, ya finalizó.....1 Si, estoy cursando.....2 NO.....6	Opciones TARJETA 3		Si.....1 No.....2  Si responde con "SI", pasar a la pregunta 25	Utilizar la hoja de tiempo solo para niños, niñas y adolescentes de 6 a 17 años de edad	Si.....1 No.....2  NO, el jefe de hogar es la pregunta 36. NO, demás miembros, finalizar la entrevista	Ej.: Llevar libritos, arreglar zapatos, pintar casas, vender caramelos, cultivar maíz, pelar caña dulce, cuidar niñesis en casa ajena, etc. <b>Para cultivo ver opciones en la TARJETA 4</b>	Ej.: ayudante albañil, zapatero, mecánico de autos, pintor, vendedor ambulante de caramelos, agricultor, cosechar caña dulce, niñera, etc.	Ej.: construcción de casas, zapatería, taller de autos, empresa constructora, venta ambulante de golosinas, cultivo de maíz, producción de caña dulce, casa ajena, etc.	Empleado/obrero público.....1 Empleado/obrero privado.....2 Trabajador por cuenta propia.....3 Tercerizado.....4 Empleado/a doméstica - criada/a.....5 .....6
1									
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3									
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Tarjeta 3  
EDUCACION - PREGUNTA 21

Cód.	Descripción
1	Idiomas
2	Dactilografía/Taquigrafía/Secretariado
3	Computación
4	Electricidad, Carpintería, Plomería, etc.
5	Mecánica Automotriz y otra Mecánica
6	Técnica Agrícola (especificar) _____
7	Corte y confección/Peluquería/Manicura/Cocina/etc.
8	Administración, Contabilidad, Gerencia o Marketing
9	Conducción
10	Baile
11	Música
12	Deporte
13	Manualidades
14	Otro (especificar) _____

Tarjeta 4  
TAREAS DE CULTIVO - Pregunta 26

Cód.	Descripción
1	Limpieza / desyerbe / quema de malezas de la tierra
2	Siembra
3	Fertilización del suelo
4	Fumigación de cultivo
5	Quema de caña de azúcar antes de la cosecha
6	Cortado del cultivo (por ejemplo caña de azúcar)
7	Pelado de las hojas de caña de azúcar
8	Acarreo y cargado del cultivo manual en los camiones
9	Pesado y carga con un cabrestante
10	Conducción de camión para siembra y cosecha
11	Conducción de camión hasta la fábrica
12	Otras actividades (especificar)

	IV. EMPLEO E INGRESO (Para todos los miembros del hogar)		V. SALUD Y SEGURIDAD LABORAL (Para NNA 5 a 17 años de edad)			VI. ACTIVIDADES DE GENERACIÓN DE INGRESOS (Solo para el jefe de hogar)						
	(30)	(31)	(32)	(33)	(34)	(35)	(36)	(37)	(38)	(39)	(40)	
	¿Dónde hizo ese trabajo o tarea principal durante la semana pasada? En un lugar fijo.....1 En tu vivienda.....2 A domicilio.....3 En la calle.....4 En la oficina.....5 En un obrero.....6 Otra, cantera.....7 Mina, cantera.....8	¿Con qué frecuencia le paga? Diario.....1 Semanal.....2 Quincenal.....3 Mensual.....4 Por producción.....5 Otros (especificar).....6	¿Le paga de alguna forma por el trabajo que realiza? ¿Cuánto? SI..... (escribir monto) En especie..... (describir la especie) NO..... (Pasar a la pregunta 33)	¿Está inscrito en el Registro del Adolescente Trabajador? Para adolescentes de 14 a 17 años, que respondieron SI en las preguntas 22 o 23 SI.....1 NO.....6	A consecuencia de su trabajo ¿tuvo algunos de los siguientes problemas? Opciones en TARJETA 5 Múltiples opciones	En el trabajo que realiza/realizaba ¿estaba/estaba expuesto/a? Opciones en TARJETA 6 Múltiples opciones	¿Manejó maquinarias, cosas pesadas, filosas, herramientas cortantes o punzantes en su trabajo? SI.....1 NO.....2 (Finalizar entrevista)	¿Qué tipo de maquinarias, cosas pesadas, filosas, herramientas, cortantes o punzantes utilizó en el trabajo o tarea que realizó?	¿Algun miembro del hogar usa o usa negocios? SI.....1 NO.....6	¿Qué tipo de negocios? Opciones TARJETA 7 Opciones 1 al 12, pasar a la pregunta 46 Opción 13, pasar a la pregunta 40	¿Cultiva? SI.....1 NO.....6	
1												
2												
3												
4												
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10												
11												
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Tarjeta 5  
SALUD - Pregunta 34

Cód.	Descripción
1	Dolores de espalda o musculares
2	Problemas respiratorios
3	Intoxicación
4	Fiebre o dolores de cabeza
5	Heridas, cortaduras
6	Fracturas o torcedura
7	Lesiones internas
8	Quemaduras
9	Insolación golpe de calor
10	Agotamiento o cansancio
11	Irritación en la piel
12	Problemas en el ojo o en el oído
13	Dolor de panza /diarrea
14	Nauseas, mareos, vómitos
15	Desmayo o pérdida de conciencia
16	Choques eléctricos
17	Pérdida de extremidades (mutilación o amputación)
18	Otro problema? (especificar) _____

Tarjeta 6  
SALUD - PREGUNTA 35

Cód.	Descripción
1	Polvo, fuego, gas, humo, vapor?
2	Ruido fuerte o vibraciones?
3	Humedad, frío o calor intenso?
4	Trabajo en zanjas hoyos huecos, canales, terraplenes y precipicio
5	Mina o cantera/trabajo subterráneo
6	Trabajo en altura
7	Trabajo en el agua/lago/laguna/rio
8	Oscuridad excesiva en el lugar de trabajo
9	Ventilación insuficiente
10	Productos químicos (pesticidas, productos veterinarios, fertilizantes, alguicidas, plaguicidas, pegamentos, etc.)
11	Explosivos
12	Contacto con basuras o residuos sólidos
13	Exposición prolongada al sol
14	Contacto con la electricidad
15	Contacto con metales calientes
16	Alzaste o llevaste cosas pesadas
17	Trabaja con ganado mayor (caballo, vaca, toro, buey)

Tarjeta 7  
G. DE INGRESOS - PREGUNTA 39

Cód.	Descripción
1	Almacén
2	Tienda de ropa
3	Bar, cafetería
4	Salón de juegos (entretenimiento)
5	Taller mecánico, carpintería o similares
6	Transporte
7	Venta de comida a domicilio
8	Panadería
9	Venta de artesanía
10	Peluquería, barbería
11	Kiosko
12	Otros (especificar)
13	Tierra para fines agrícolas

VI. ACTIVIDADES DE GENERACIÓN DE INGRESOS (Solo para el Jefe de Hogar)				VII. OTROS INGRESOS (Solo para el jefe de hogar)		VIII. ACCESO A FINANZAS (Solo para el Jefe de Hogar)					
(41)	(42)	(43)	(44)	(45)	(46)	(47)	(48)	(49)	(50)	(51)	
La tierra de cultivo es...	¿La tierra ha producido durante los últimos 12 meses?	¿Qué productos agrícolas cultiva? Favor enumerar todos	El total o parte del cultivo, ¿se destinó a la venta?	¿Cuánto ganan en la venta?	¿Cuál es el periodo de venta?	¿A quien venden?	Además de los ingresos individuales de los miembros del hogar ¿Podría informarme sobre otros ingresos que recibe mensualmente su familia?	¿Cree que su hijo menor de 14 años es importante para aportar económicamente al hogar?	¿Alguien en este hogar tiene ahorros en efectivo?	En general, ¿Dónde guarda su ahorro?	
Propia.....1 Alquilada.....2 En préstamo.....3 Si.....1 No.....2 Si es "NO", pasar a la pregunta 48	Si.....1 No.....2 Si la respuesta es "NO", salir a la pregunta 48	Si.....1 No.....2 Si la respuesta es "NO", salir a la pregunta 48	Si.....1 No.....2 Si la respuesta es "NO", salir a la pregunta 48	Escribir el monto en guaraníes	Semanal.....1 Quincenal.....2 Mensual.....3 Trimestral.....4 Semestral.....5 Anual.....6	Intermediario.....1 Asociación de productores.....2 Mercado mayorista.....3 A vecinos.....4 Otros (especificar)	Ayuda filiar del país o exterior.....1 Jubilación.....2 Pensiones o prestaciones.....3 Tekopora/Abrazo.....4 Adultos Mayores.....5 Otros (especificar nombre y monto)	Si.....1 No.....2 Si.....1 No.....2 Si es "NO", finaliza la entrevista	Si.....1 No.....2 Si.....1 No.....2 Si es "NO", finaliza la entrevista	Si.....1 No.....2 Si.....1 No.....2 Si es "NO", finaliza la entrevista	Banco.....1 Financiera.....2 Cooperativa.....3 En la casa.....4 Otros.....5
1											
2											
3											
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11											
12											
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**Planilla para registro de miembros FUERA del hogar**

(RESPONDE SOLO EL JEFE O JEFA DE HOGAR)

**¿Tiene algún hijo/a entre 5 y 17 años viviendo en otra casa (ya sea con un familiar o no familiar)?**

NO Termina la entrevista  
SI ¿Cuántos? \_\_\_\_\_

N° Línea	Nombre y Apellido	Sexo		¿Cuántos años cumplió en su último cumpleaños?	¿Cuál fue el motivo principal por el cual se fue? (Respuesta múltiple)	¿Suele venir de visita (a tu casa)?		¿Cada cuánto viene?	¿Qué hace allí donde está? (Respuesta múltiple)	¿Le pagan por lo que hace?	
		1. Hombre	2. Mujer			1. Si	2. No			1. Si	2. No
Col 1	Col 2	Col 3		Col 4	Col 5	Col 6	Col 7	Col 8	Col 9		
1											
2											
3											
4											
5											
6											

Códigos para Col 5

1. Por problemas de salud
2. Para que pueda estudiar
3. En la otra casa va a tener más comodidades
4. Me pidieron para que ayude en la casa
5. Otro motivo (especificar)

Códigos para Col 7

1. Una vez a la semana
2. Cada 10 o 15 días
3. Cada mes
4. Cada 2 a 3 meses
5. Dos veces al año
6. Una vez al año
7. No tiene una frecuencia

Códigos para Col 8

1. Cuida a niños
2. Cuida a ancianos
3. Hace tareas domésticas
4. Trabaja pero no sabe en qué
5. Estudia
6. No sé

CROQUIS UBICACIÓN DE VIVIENDA

Favor ubicar todas las referencias posibles, en caso que la vivienda no tenga dirección exacta. Por ejemplo: plazas o baldíos, calle empedrada, arena o asfaltada, iglesias, escuelas, comercio o almacén cercano, a "X" metros o kilómetros de un desvío o ruta. Cualquier referencia para tener una correcta ubicación y contacto. Favor asegurarse de obtener un número de teléfono, incluyendo si es posible el de algún vecino


## Appendix 2: Agreement of Commitment Signed between the Paraguay Okakuaa Project and Representatives of the Participant Households.



### ACTA DE COMPROMISO

ID HOGAR N°: \_\_\_\_\_

En el distrito de ..... del departamento de ....., a los ... días del mes de ..... de ..... entre **Partners of the Americas (PoA)**, a través del Proyecto Paraguay Okakuaa, representado por **Macarena Jiménez Granda** con C. I. N° \_\_\_\_\_, en su carácter de Directora del Proyecto y el/la Sr/a. \_\_\_\_\_ con C. I. N° \_\_\_\_\_ representante de la familia en adelante como Titular; convienen en suscribir en forma voluntaria el siguiente compromiso:

#### CLAUSULA PRIMERA: OBJETIVO

1.1 El proyecto PARAGUAY OKAKUAA, financiado por el Departamento de Trabajo de los Estados Unidos, tiene como objetivo "Reducir el Trabajo Infantil en el departamento de Guairá".

#### CLAUSULA SEGUNDA: COMPROMISOS

2.1 El proyecto PARAGUAY OKAKUAA se compromete a entregar servicios a las familias beneficiarias, a través de las siguientes posibilidades:

- Espacios para Crecer: para niños y niñas beneficiarios de 5 a 10 años
- Clubes 4H: para niños, niñas y adolescentes beneficiarios de 11 a 17 años
- SuperCamps: para niños, niñas y adolescentes beneficiarios de 5 a 17 años
- Planes de Negocio y cursos de formación para el empleo, para los adultos beneficiarios
- Actividades de sensibilización acerca del trabajo infantil, para las familias beneficiarias

2.2 La/el Titular de la familia, en representación de su familia en un total acuerdo, se compromete a cumplir estrictamente los compromisos establecidos, según los servicios en los que se hayan inscriptos, los cuales podrían ser:

- Asegurar que los niños, niñas y adolescentes de la familia, participen de forma regular en los servicios del proyecto relativos a su franja de edad (EpC, clubes 4H, SuperCamps)
- Matricular a los niños, niñas y adolescentes menores de 18 años dentro del sistema educativo.
- Asegurar que los niños, niñas y adolescentes de la familia, asistan a clase en forma regular.
- Asegurar que los niños, niñas y adolescentes de la familia, se promuevan al siguiente año lectivo.
- Velar porque los niños, niñas no se expongan a ningún tipo de trabajo infantil y en el caso de los adolescentes trabajadores de 14 a 17 años, que lo hagan protegidos y según lo establece la Ley N°1657.
- Participar activamente en los cursos de formación para el empleo y/o actividades de fortalecimiento económico (planes de negocios)
- Tener una recepción positiva y abierta a los facilitadores y/o promotores comunitarios, que trabajarán con su familia para el seguimiento familiar.

#### CLAUSULA TERCERA: SUSPENSION DE SERVICIOS OFRECIDOS POR EL PROYECTO

3.1 La suspensión de los servicios aquí enumerados se dará únicamente en los siguientes casos:

- Traslado de domicilio de la familia fuera de los distritos de intervención del proyecto
- Fallecimiento del beneficiario directo del servicio (niños, niñas y/o adolescentes de 5 a 17 años de edad)
- Causas externas ajenas al proyecto, en la cual el donante se ve obligado a suspender el financiamiento

#### CLAUSULA CUARTA: VIGENCIA

4.1 Este contrato entrará en vigencia a partir de la firma de las partes con fecha de finalización el 01 de noviembre de 2019.


\_\_\_\_\_

Titular del Hogar

Macarena Jimenez Granda  
Directora Paraguay Okakuaa

**Appendix 3:** Resolution N° 3,340/17 of the Ministry of Education and Sciences, which declares the *Espacios para Crecer* strategy and its didactic materials to be of educational interest.

X.296482.RV "SESQUICENTENARIO DE LA EPOPEYA NACIONAL: 1864-1870"



Poder Ejecutivo  
Ministerio de Educación y Ciencias  
Resolución N° 3340

**POR LA CUAL SE DECLARAN DE INTERÉS EDUCATIVO LA ESTRATEGIA DENOMINADA "ESPACIOS PARA CRECER" Y LOS MATERIALES DIDÁCTICOS "PECES Y PÁJARO CAMPANA", PRESENTADOS POR EL PROYECTO PARAGUAY OKAKUAA - PARTNERS OF THE AMERICAS.**

Asunción, 15 de marzo de 2017

**VISTO:** El Memorandum N° 556 de fecha 08 de marzo de 2017, presentado por la señora María del Carmen Giménez Sivulec, Viceministra de Educación para la Gestión Educativa de esta Secretaría de Estado, y;

**CONSIDERANDO:** Que, a través del mismo solicita la elaboración de la Resolución que declare de interés educativo la estrategia denominada "*Espacios para crecer*" y los materiales didácticos "*Peces y Pájaro Campana*", presentados por el Proyecto Paraguay Okakuaa - Partners of the Americas.

El parecer favorable de la Dirección General de Currículum, Evaluación y Orientación de esta Secretaría de Estado, que a través del Informe DGCEO N° 58/2017 de fecha 06 de marzo del corriente año, en cuya parte pertinente expone: "...El proyecto está dirigido a 900 niños y niñas de 5 a 10 años en situación o en riesgo de trabajos infantil del departamento de Guairá específicamente en los distritos de Borja, Iturbe, Mauricio José Troche, Paso Yobai y Villarrica... Se implementará desde febrero del 2017 a febrero del 2019... Se espera a través del proyecto, beneficiar a un número importante de participantes y que los mismos, se mantengan en la escuela para regular y avanzar con éxito en los procesos de formación. Así también, que los padres, docentes y comunidad en general tengan una mayor conciencia sobre el peligro de la explotación laboral de menores, sobre los derechos de estos y reconozcan la importancia de la educación en la vida de sus hijos y que los facilitadores promotores involucrados en el programa se comprometan y apoyen el bienestar de la comunidad. Ante estos hallazgos, se considera muy importantes el aporte que pueda brindar, este emprendimiento a los ciudadanos del departamento de Villarrica... certifica que el mismo podría constituirse en una alternativa pedagógica válida para apoyar a los niños y niñas en situación de riesgo y vulnerabilidad a través de las tareas de reforzamiento escolar, consecuentemente, se estima que su intervención contribuirá en la calidad, retención y la culminación académica de los estudiantes de la Educación Escolar Básica...";

La Ley N° 5749/2017 "Que establece la carta orgánica del Ministerio de Educación y Ciencias", que en su Artículo 3° "Competencia" establece: "El Ministerio de Educación y Ciencias es el órgano rector del sistema educativo nacional y como tal, es responsable de establecer la política educativa nacional en concordancia con los planes de desarrollo nacional, conforme lo dispone la Constitución Nacional y la Ley N° 264/98 "GENERAL DE EDUCACIÓN".

Por tanto, en ejercicio de sus atribuciones legales,

Secretaría General  
Estrella N° 443 casi Alberdi – Edificio Estrella 3° piso  
Tel: (595 21) 447-989 / 442-055  
Asunción – Paraguay

secretaria@mec.py@gmail.com

MEC Digital @MECpy www.mec.gov.py

X.296482.RV

"SESQUICENTENARIO DE LA EPOPEYA NACIONAL: 1864-1870"



*Poder Ejecutivo*  
*Ministerio de Educación y Ciencias*  
*Resolución N° 3340*

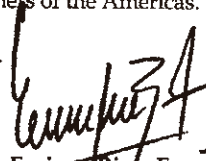
**POR LA CUAL SE DECLARAN DE INTERÉS EDUCATIVO LA ESTRATEGIA DENOMINADA "ESPACIOS PARA CRECER" Y LOS MATERIALES DIDÁCTICOS "PECES Y PÁJARO CAMPANA", PRESENTADOS POR EL PROYECTO PARAGUAY OKAKUAA - PARTNERS OF THE AMERICAS.**

-2-

**EL MINISTRO DE EDUCACIÓN Y CIENCIAS**



**RESUELVE:**

- 1°.- **DECLARAR** de interés educativo la estrategia denominada "*Espacios para crecer*" y los materiales didácticos "*Peces y Pájaro Campana*", presentados por el Proyecto Paraguay Okakuaa - Partners of the Americas.
- 2°.- **COMUNICAR** y archivar.

  
Enrique Riera Escudero  
MINISTRO

Secretaría General  
Estrella N° 443 casi Alberdi - Edificio Estrella 3° piso  
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## Appendix 4: Final Declaration of the Departmental Seminar on Education, “Exploring Education as a Tool to Combat Child Labor”.



### DECLARATORIA

#### Seminario Departamental de Educación, “explorando la educación como herramienta para el combate al trabajo infantil.

En la ciudad de Villarrica, a los diez días del mes de agosto del año dos mil dieciocho, reunidos los representantes del sistema educativo, integrado por miembros de la coordinación departamental de educación, supervisores administrativos y pedagógicos, directores y maestros de las escuelas y colegios focalizados por el proyecto Paraguay Okakuaa, así como autoridades municipales y miembros de los Consejos de Desarrollo Distrital de Mauricio José Troche, Paso Yobai, Borja, Iturbe y Villarrica, e integrantes de los equipos de trabajo de la organizaciones implementadoras del proyecto citado, con el objetivo de dialogar sobre la educación como herramienta para la prevención y el combate al trabajo infantil **declaramos** que:

Reconocemos como principales **fortalezas**, el involucramiento y la apertura de la comunidad en promover alternativas a la educación formal para reducir el trabajo infantil, identificando el potencial que tiene la escuela para ampliar la oferta de sensibilización y concientización sobre la promoción de los derechos y obligaciones de la niñez y la adolescencia.

Valoramos el apoyo de iniciativas existentes desde la sociedad civil para la prevención del trabajo infantil, el seguimiento escolar en casos de ausentismo masivo, el monitoreo y acompañamiento de las CODENIs.

Identificamos los **desafíos** en materia de articulación inter-institucional a fin de lograr un abordaje integral en pos de este importante tema que nos convoca.

En este contexto, **proponemos las siguientes acciones:**

- Promover y fortalecer el rol comunitario y de los actores del sistema educativo en la concientización de las familias acerca del trabajo infantil.
- Trabajar la articulación con las municipalidades en las acciones que se proponen desde las instituciones educativas y que incluyan las necesidades prioritarias del sector, detalladas en la micro-planificación de las escuelas y colegios.
- Promover la capacitación y formación continua como una herramienta clave en el combate al trabajo infantil.
- Potenciar los consejos de desarrollo distrital (CDD) como espacios para proponer y ejecutar acciones que impacten en todos los sectores a nivel comunitario.
- Capitalizar la presencia de los programas de protección social como Abrazo y Tekoporá para una incidencia positiva en la permanencia escolar de niños, niñas y adolescentes.
- Celebrar la iniciativa de realizar este tipo de encuentros con el fin de potenciar la tarea del educador y aumentar la incidencia de la comunidad en la lucha contra el trabajo infantil.
- Capacitar a docentes en herramientas innovadoras, que sirvan para trabajar la actitud del docente y el compromiso social con el niño.





- Realizar talleres de sensibilización continua a niños, niñas y adolescentes, padres y docentes, acerca del TI, la problemática y como reconocerlo.
- Gestionar un equipo de docentes especialistas en diferentes disciplinas para capacitar a sus pares en cada escuela, colegio.
- Participación del EGE (Equipo de Gestión Educativa) dentro de los CDD para plantear los temas educativos prioritarios de atención y que ameritan una articulación urgente para su correcto funcionamiento.
- Fortalecer las ACEs para convertirlas en actores claves en la prevención y el combate al trabajo infantil.

Alentamos a todos que, a partir de estos compromisos asumidos, nos **“pongamos en la piel de nuestros niños, niñas y adolescentes”** para que desde nuestro trabajo diario y desde el lugar que nos ocupa, podamos el próximo año reunirnos nuevamente y hablar acerca de los avances que habremos obtenido.

**“Los maestros son el recipiente donde todos los problemas de los niños y niñas convergen”**, colaboremos todos a nivel comunitario, para que juntos podamos avanzar en la mejora de la educación de nuestros niños, niñas y adolescentes y con ello combatir el trabajo infantil.

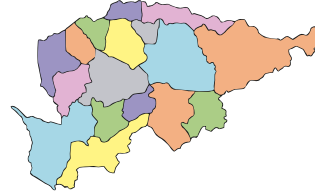
**“Por un Guairá libre de trabajo infantil”.**

Firmamos todos los presentes a continuación.  
Villarrica, 10 de agosto de 2018.

## Appendix 5: Opportunity Map of the Department of Guairá.

# Mapa de oportunidades Departamento del Guairá

Análisis de demandas y necesidades de servicios y productos orientados al emprendurismo y al empleo (ADN) de 5 distritos del departamento del Guairá (Villarrica, Paso Yobai, Iturbe, Borja, Mauricio José Troche)



Centro de Información  
y Recursos para el Desarrollo

### Marco del Proyecto:

Este documento nace en el marco del proyecto Paraguay Okakuaa, con la colaboración estrecha de actores locales del Departamento de Guairá.

Paraguay Okakuaa, es una iniciativa liderada por el Ministerio de Trabajo Empleo y Seguridad Social (MTESS), financiada por el Departamento de Trabajo de los Estados Unidos (USDOL), e implementada por Partners of the Americas y sus aliados, Fundación CIRD y Fundación ALDA. Su objetivo general es "apoyar al Paraguay en sus esfuerzos por reducir las peores formas de trabajo infantil y mejorar la aplicación de las leyes laborales y las condiciones de trabajo, con un enfoque particular en el Departamento de Guairá, y específicamente en los Municipios de Borja, Iturbe, Troche, Paso Yobai y Villarrica".

### Informes:

Fundación CIRD  
Dirección: Avda. Ruy Díaz de Melgarejo 825  
Tel/Fax: R.A. (021) 662063  
E-mail: cird@cird.org.py  
Web: www.cird.org.py  
Asunción - Paraguay



Organización aliada:



### Presentación

Este documento, desarrollado por el Centro de Información y Recursos para el Desarrollo (CIRD), es una síntesis del estudio técnico sobre demandas y necesidades de servicios y productos de consumidores de 5 distritos del Departamento de Guairá.

Los objetivos del estudio son: la creación de nuevos emprendimientos económicos y el desarrollo del capital humano para cubrir las demandas de personal capacitado y de puestos laborales ofrecidos por las empresas locales.

Para la identificación de las demandas y necesidades de bienes y servicios, se realizaron encuestas a pobladores y grupos focales a expertos locales. A esto se sumó un análisis bibliográfico en temas relacionados a la problemática del desempleo.

Este estudio busca ser un mapa orientador para emprendimientos, basado en hábitos de consumo de pobladores segmentados por sexo, edad y profesión.

Además, presenta las características que deben acompañar a los bienes y servicios para satisfacer a los potenciales consumidores.

## Alimentos



Productos requeridos según la encuesta:

- Frutas y hortalizas.
- Carnes.
- Lácteos.
- Embutidos y chacinados.
- Azúcar.
- Harina.
- Panificados.
- Alimentos para diabéticos y celiacos.
- Alimentos dietéticos.

7 de cada 10 personas mencionan que estos productos no se encuentran en cantidad, variedad y calidad que permita satisfacer a los clientes.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 Iturbe.  
 Borja

## Herramientas e insumos agropecuarios



Los productos más demandados son: herramientas, semillas, fertilizantes, pesticidas, vacunas para animales, etc.



Requeridos en:  
 Paso Yobai.  
 Iturbe.  
 Borja

## Servicios de alimentación



Fuera de la zona directa de influencia de Villarrica, la demanda consiste en locales de comidas. Los más citados fueron: copelines, confiterías, panaderías, pizzerías y lomiterías. También se mencionaron restaurantes de comidas dietéticas y típicas.



Requeridos en:  
 Paso Yobai.  
 Iturbe.  
 Troche.  
 Borja

## Turismo



Los servicios más requeridos son: guías turísticas, servicios de comida típica, alojamientos, venta de artesanías (a'o poi, ñanduti, hamacas, enseres de barro y madera, etc.). Las actividades al aire libre como ferias, exposiciones de artesanos y festivales.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja

## Ganadería



Se menciona la necesidad de provisión de carne, leche y huevos.

La comercialización de productos derivados de cueros, lana, plumas, huesos, cuernos es muy requerida además de otros productos procesados de ganado vacuno, ovino y caprino, así como también de aves de corral (gallinas, codornices, guineas, etc.)



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja.

## Construcciones



Los materiales más solicitados son: ladrillos, tejas, tejuelones, armados de hormigón y granito, maderámenes, piedra bruta y cortada, arena lavada, escombros y tierra para rellenos.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja.

## Carpintería



El estudio reveló que los muebles guireños, por la terminación y durabilidad, son muy apreciados, no solo en Guairá, sino también en Asunción, Ciudad del Este y en varias localidades del Departamento Central. El laqueado profesional, es un servicio altamente requerido.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja.

## Electrodomésticos



La efectividad de este negocio está ligada principalmente a las facilidades de que pueda ofrecer a los clientes (créditos en plazos según necesidad: quincenal, mensual, etc.)



Requeridos en:  
 Paso Yobai.  
 Borja

## Vestimentas, calzados



Cuenta con demanda en gran parte del departamento y pueden ser vendidos en locales como en forma ambulante (casa por casa). Se recomienda trabajar a crédito.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 Iturbe.  
 Borja

## Servicios de salud



Los más solicitados en zonas aledañas a Villarrica son: farmacia, estudios clínicos (radiografías, tomografías, etc.). Se debe tener en cuenta que la instalación de estos negocios requieren de una gran inversión.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Borja.

## Servicios de vehículos



Se destacan las empresas de mecánica en general tanto de automóviles como de motocicletas, chapería, pintura, etc. Además de la venta de repuestos y accesorios



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 Iturbe.  
 Borja.

## Producción



Se puso en relieve una demanda insatisfecha de: yerba mate, sesamo, azafrán, algodón, piña, melón, banana, manzana, variedad de hortalizas como: acelga, lechuga, papa, mandioca, maíz, remolacha, zanahoria, zapallitos de tronco, tomate y locototes. El potencial en desarrollar estos negocios con el valor agregado de la limpieza, embalaje y distribución de esos productos.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja.

## Agricultura



Se puso en relieve una demanda insatisfecha de: yerba mate, sesamo, azafrán, algodón, piña, melón, banana, manzana, variedad de hortalizas como: acelga, lechuga, papa, mandioca, maíz, remolacha, zanahoria, zapallitos de tronco, tomate y locototes. El potencial en desarrollar estos negocios con el valor agregado de la limpieza, embalaje y distribución de esos productos.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja.

## Panadería



Los productos más solicitados son: panes, galletas, galletitas dulces, facturas, bollos, tortas y biscochos.



Requeridos en:  
 Villarrica.  
 Paso Yobai.  
 M.J. Troche.  
 Iturbe.  
 Borja.

## Grupos focales y Consejo Regional de Guairá

**Confeción:** prendas de ao poi, hamacas, accesorios en croché, bordado y ñanduti. Es imprescindible que los productos estén empaquetados en forma llamativa (cajas y estuches de regalo, etc) y considerar la alianza con puntos de distribución (supermercados, tiendas, etc.)

**Productos agrícolas:** derivados de mandioca, maíz, caña de azúcar.

**Materiales de construcción:** ladrillos, piletas de cemento, piso de madera terciada, piedra bruta.

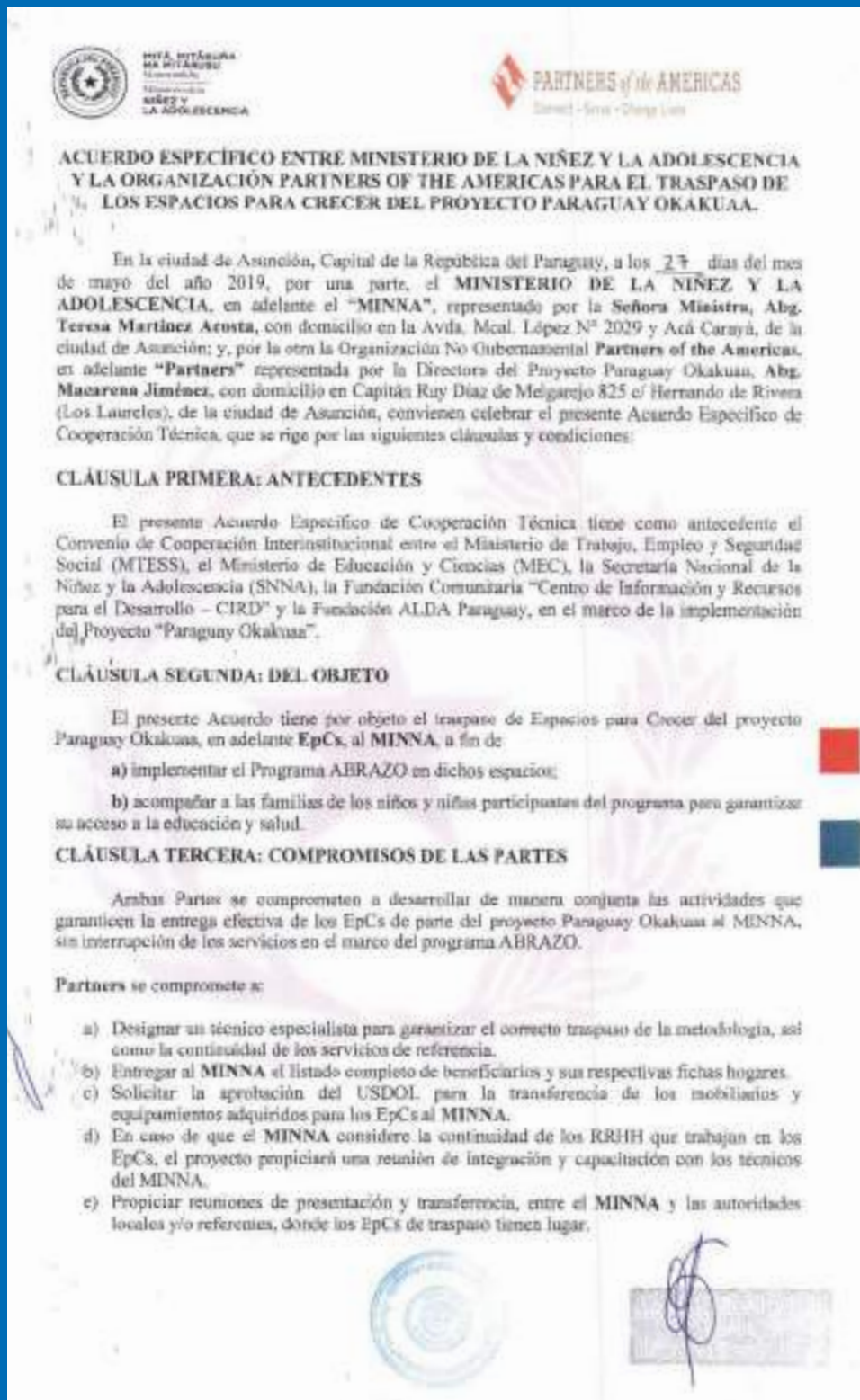
**Ganadería:** cría y engorde de ganado. El mercado local no satisface las necesidades del mercado.

**Aguares:** envasado y comercialización de agua mineral.

**Compos:** tiene mucha demanda en la región. Es clave el preparado, envasado y comercialización.

**Zapaterías:** se requiere de mano de obra para la elaboración de nuevos diseños con buena terminación y presentación atractiva (cajas de calidad y diseños actuales.)

## Appendix 6: Specific Agreement between the Ministry of Childhood and Adolescence and Partners of the Americas for the Transfer of the Paraguay Okakuaa Project's *Espacios para Crecer*.





**MINNA**  
**MINISTERIO DE EDUCACIÓN Y DEPORTES**  
 Dirección de  
**NIÑOS, NIÑAS Y LA ADOLESCENCIA**



**PARTNERS of the AMERICAS**  
 Connect - Serve - Change Lives

Por su parte, el MINNA se compromete a:

- a) Implementar el programa ABRAZO, con la adaptación de la Metodología de QI, y todo lo requerido para asegurar la continuidad del servicio a los niños y niñas participantes de los EpC.
- b) Designar a un técnico quien será responsable directo del cumplimiento de las actividades que garanticen el correcto traspaso.
- c) Instalar el programa ABRAZO (según disponibilidad presupuestaria) en:

Departamento	Distrito	Localidad
Boquerón (Itapúa)	Mariscal Estigarribia	Nesland (Comunidad indígena de Cayón a Cimí)
	Paso Yobá	Marguilla
Guairá	Boja	Boquerón
	Mauricio José Troche	Cerro Punta Itacurubi

- d) Incorporar a los niños, niñas participantes y sus familias, de los EpCs indicados, previa aplicación de ficha hogar.
- e) Participar de todas las reuniones con autoridades locales y/o referentes que sean necesarias para garantizar el correcto traspaso.

**CLÁUSULA CUARTA: RELACIONES ENTRE LAS PARTES**

Las comunicaciones entre las partes, que surjan en el marco de la implementación del presente Acuerdo, se realizarán por escrito.

Para facilitar el desarrollo de las actividades a ser implementadas el MINNA y Partners designan representantes de cada institución, que serán los enlaces oficiales:

**Por MINNA:** Nombre: Gloria Nancy Domínguez  
 Cargo: Directora del Programa Abruzzo  
 Correo electrónico: ndominguez@minna.gov.py

**Por Partners:** Nombre: Andrea Ingalotti Héner  
 Cargo: Subdirectora – Oficial M&E  
 Correo electrónico: aingalotti@paraguayokakua.org

**CLÁUSULA QUINTA: RESPONSABILIDAD LABORAL**

Cada una de las Partes será responsable de los funcionarios que comisiona para el cumplimiento del presente Acuerdo Específico, liberando a la otra de toda vinculación y responsabilidad laboral.

Al concluir la vigencia del presente Acuerdo Específico, las Partes no podrán formular indemnización ni reclamo alguno como consecuencia del término de los compromisos asumidos en este Acuerdo.

**CLÁUSULA SEXTA: DE LA PROPIEDAD INTELECTUAL**

La propiedad intelectual de los documentos que serán objeto de traspaso e incluyen: libros y otros materiales a ser utilizados en los EpCs, listado de beneficiarios, inventario de muebles y/o equipamientos entregados, fuentes de verificación producidas en los EpCs durante la implementación del proyecto, entre otros, son propiedad del Gobierno Federal de los Estados Unidos de América. Sin embargo, el MINNA, en el marco de este acuerdo, podrá hacer uso abierto de los mismos, reconociendo de manera explícita a Entren con la metodología Quantum Learning ya Partners cuando hagan uso de los materiales educativos generados y adaptados para su utilización en los EpCs. En caso de que estos necesiten reproducirse, el MINNA deberá



*[Handwritten signature]*



MITÁ, MITÁGUA,  
NA MITÁGUA  
Ministerio de la  
NIÑEZ Y  
LA ADOLESCENCIA



PARTNERS of the AMERICAS  
Connect • Serve • Change Lives

introducir el reconocimiento al Departamento de Trabajo de los Estados Unidos de América (USDOL).

**CLÁUSULA SÉPTIMA: DE LA VIGENCIA, DURACIÓN, RENOVACIÓN Y RESCISIÓN**

El presente Acuerdo Específico entrará en vigor desde su suscripción y hasta el 02 de noviembre de 2019.

Tanto el MINNA como Partners, son libres de dar por terminado el acuerdo antes de la fecha indicada, mediante comunicación escrita a la contraparte, donde esta última podrá responder el recibido hasta 10 días de recibida la comunicación.

**CLÁUSULA OCTAVA: DOMICILIO, SOLUCION DE CONTROVERSIAS Y JURISDICCION**

Las Partes constituyen domicilio en los lugares indicados en el primer párrafo del presente Acuerdo Específico, los cuales son válidas para las comunicaciones respectivas.


Ninguna de las Partes tiene autorización para tomar decisiones ni asumir responsabilidades en nombre de la otra.

En caso de controversia en la interpretación del presente convenio, las Partes acuerdan someterse a un proceso de solución amistosa, y de no prosperar la misma queda establecida la competencia de los tribunales de la jurisdicción de la Capital.

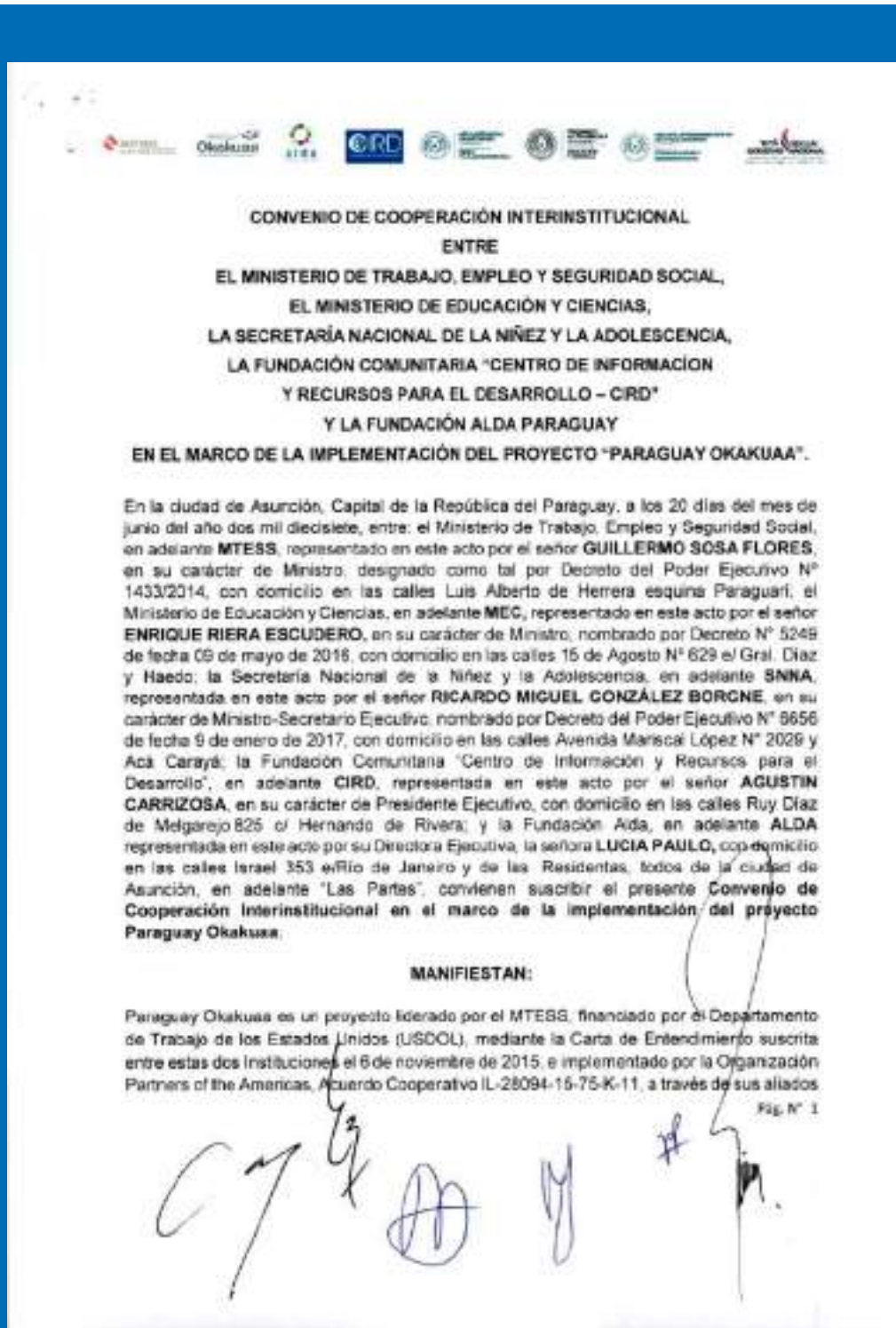
En prueba de conformidad y aceptación, previa lectura y ratificación de su contenido, firman las Partes en 2 (dos) ejemplares de un mismo tenor y a un solo efecto.

  
Macarena Jiménez  
Directora Ejecutiva  
Partners of the Americas



  
Abg. Teresa Martínez Acosta  
Ministra  
Ministerio de la Niñez y la Adolescencia

**Appendix 7:** Inter-institutional Agreement between the Ministry of Labor, Employment and Social Security, the Ministry of Education and Sciences, the National Secretariat for Children and Adolescents, the *Fundación CIRD*, and the *Fundación Alda* in Paraguay as part of the implementation of the Paraguay Okakuaa project.





estratégicos Fundación CIRD y Fundación Alda, cuyo objetivo es el de apoyar al país en sus esfuerzos de reducir las Peores Formas de Trabajo Infantil (PFTI), mejorar el cumplimiento de las leyes laborales y las condiciones de trabajo, en el Departamento de Guairá, específicamente en los municipios de Borja, Iturbe, Mauricio José Troche, Paso Yobai y Villarrica, así como proteger a los niños, niñas y adolescentes y ampliar las oportunidades educativas en el referido Departamento.

Las Partes asumen el compromiso común de realizar acciones de manera conjunta y con un enfoque integral y holístico que sune los esfuerzos del gobierno en erradicar el trabajo infantil en Paraguay, para lo cual convienen cuanto sigue:

#### **CLÁUSULA PRIMERA: OBJETO DEL CONVENIO**

El presente Convenio tiene por objeto establecer una cooperación interinstitucional entre las Partes, conforme a sus respectivas atribuciones y competencias para coadyuvar en la implementación del proyecto Paraguay Okakua, a fin de:

1. Proteger a los niños, niñas y adolescentes, y mejorar las oportunidades educativas en el Departamento de Guairá.
2. Hacer cumplir las Leyes laborales y mejorar las condiciones de trabajo en el Departamento de Guairá.

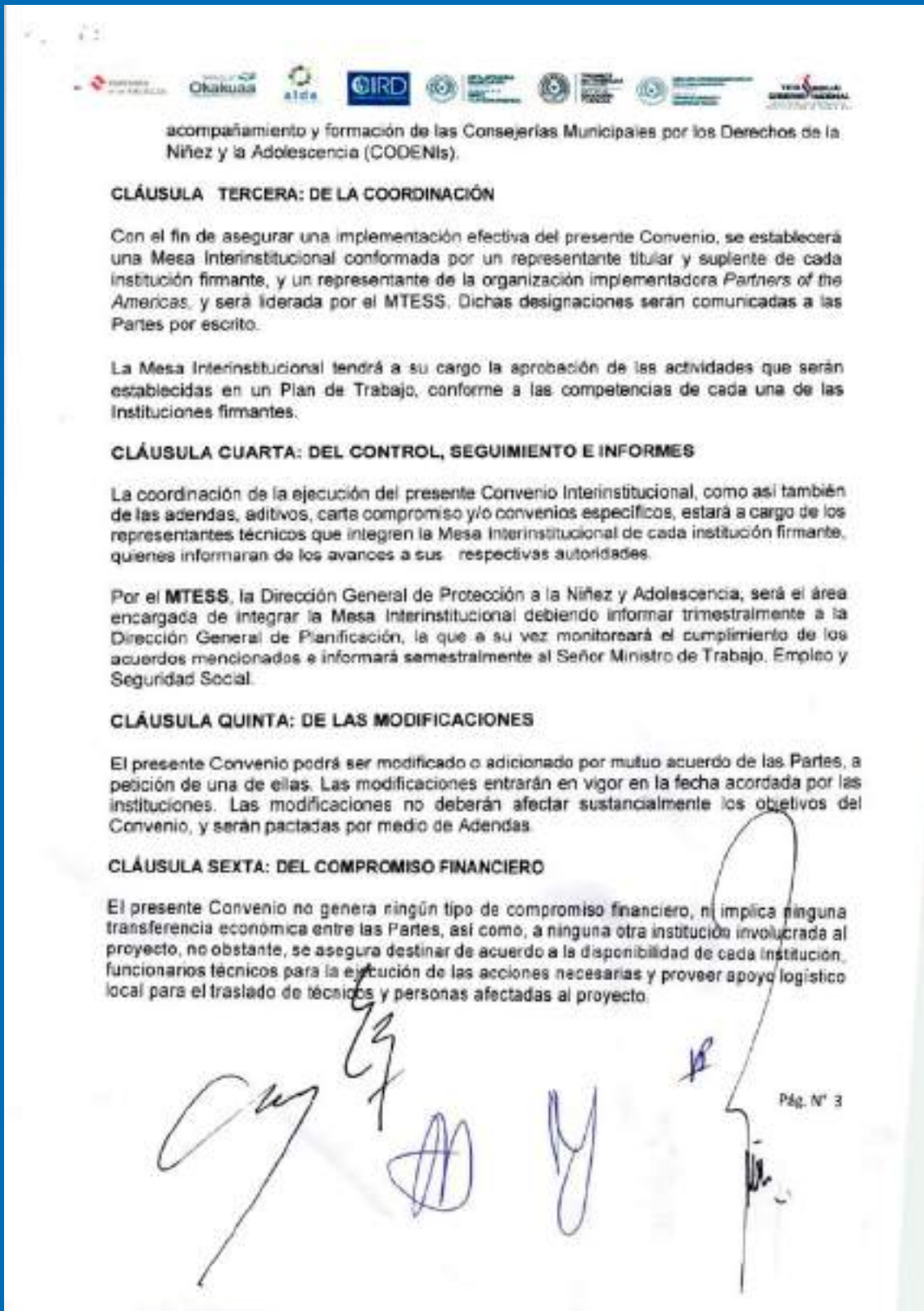
#### **CLÁUSULA SEGUNDA: DEL COMPROMISO DE LAS PARTES**

Las Partes, conforme a sus respectivas competencias y disponibilidad presupuestaria, se comprometen a trabajar de manera conjunta colaborando en la implementación efectiva del proyecto Paraguay Okakua garantizando su sostenibilidad y continuidad a través de las siguientes acciones:

1. Promoción de la colaboración entre el gobierno, el sector privado y la sociedad civil para abordar las Peores Formas de Trabajo Infantil (PFTI) y proteger a los niños, niñas y adolescentes del Departamento de Guairá.
2. Identificación de las acciones de sostenibilidad y transferencia de capacidad que se llevarán a cabo en el marco del proyecto de referencia y que puedan ser asumidas por las instituciones del gobierno como propias al término del proyecto.
3. Implementación de modelos exitosos de intervención que aborden la problemática del Trabajo Infantil (TI) y de las PFTI por medio de acciones conjuntas como respuesta a dicha problemática.
4. Vinculación del proyecto con la Comisión Nacional para la Prevención y Erradicación del Trabajo Infantil y Protección del Trabajo Adolescente (CONAETI) y la Comisión Nacional de Primera Infancia (CONPI).
5. Fortalecimiento del Sistema Nacional de Protección y Promoción Integral a la Niñez y la Adolescencia (SNPPI), a través de la formulación de propuestas y planes estratégicos al Consejo Departamental de Guairá y los Consejos Municipales de la Niñez y la Adolescencia de los cinco distritos del proyecto, así como mediante el

Pág. N° 2









## **Appendix 8:** List of Stakeholders for the Implementation of the Paraguay Okakuaa Project.

### **National Government**

#### **MTESS**

- DGIFT
- DGPNA
- DGAJ
- Directorate of Labor
- MTESS Regional Offices (Guairá and Boquerón)
- SNPP
- SINAFOCAL

#### **Inter-institutional Coordination Platforms**

- CONAETI
- CONTRAFOR

#### **MINNA**

- General Direction of the *Abrazo* Program
- General Directorate of Strategic Information
- General Directorate of Institutional Development Management of the System

#### **MEC**

- General Directorate of Curricula, Evaluation, and Guidance
- Directorate of Educational Services for Children, Adolescents and Youth at Risk
- Directorate of Project Management
- Departmental Directorate of Education (of Guairá and Boquerón), including the Pedagogical and Administrative Supervisory Offices of the project's target districts.
- General Directorate of First and Second Cycle of Elementary School Education
- General Directorate of Indigenous School Education
- Pedagogical Coordination of Elementary School Education
- Management of the Teacher Training Institute of Mariscal Estigarribia
- Directorate of In-Service Training and Teacher Professionalization (DGFPE)
- Neuland Educational Supervisory Office
- Principals, educators, and authorities of the two indigenous schools in Neuland

## STP

- Directorate of Local Development

## CSJ

- DDH - CSJ
- CIEJ - CSJ

## Governor's Office of Guairá

- Departmental Secretariat of Children and Adolescents

## Municipalities of the Department of Guairá

- Villarrica
- Mauricio José Troche
- Vicente Ignacio Iturbe
- Borja
- Paso Yobai

## Governor's Office of Boquerón

- Departmental Secretariat for Women, Children, Adolescents, and the Elderly

## Municipalities of the Department of Boquerón

- Filadelfia
- Mariscal Estigarribia
- Loma Plata

## MAG

- National Registry of Family Farming (RENAF)

## MDS

- Tekoporã Program

## Non-institutional Local Stakeholders

### Households in the Districts of:

- **Troche:** Cerro Punta, Centro, Itacurubi
- **Paso Yobai:** Mangrullo, Paso Yobai Centro, Tahyi, Ñu Vera, Costa Alegre, 3 de Noviembre, and Asentamiento 8 de Diciembre
- **Borja:** Boquerón, Vallepe, Borja Centro
- **Villarrica:** Caroveni, San Miguel, Rincón, Santa Librada, Kuruzu
- **Iturbe:** Potrero Santa Clara, Ka'atymi, Candea guazú, Takuaree
- **Neuland:** Cayin ô Clim

## Civil Society

- *Fundación Alda*
- *Fundación CIRD*
- ICED
- Peace Corps
- Ñemity Cooperative

## Cooperatives

- Neuland
- Chortitzer
- Fernheim

## Appendix 9: Data Collection Instrument for the Summary of the Project.

Técnica	¿Qué?	Preguntas
1. Análisis documental	Lista de materiales producidos	<p>¿Cuáles son los objetivos, metas y actividades del programa?</p> <p>¿Cuál es su proceso/metodología?</p> <p>¿Cuáles son los indicadores construidos?</p>
2. Entrevistas abiertas	Lista personas claves al nivel central y local	<p>¿Qué hicieron? ¿Cómo lo hicieron? ¿Hasta dónde llegaron? ¿Es factible lograr la sostenibilidad?</p> <p>¿Qué adaptación/innovación tuvieron que hacer?</p> <p>¿Qué aprendimos en cuanto al logro de cada meta?</p> <p>¿Cuáles fueron las estrategias utilizadas para llegar a cada público?</p> <p>¿Cuáles fueron las estrategias de empoderamiento de los diferentes actores?</p> <p>¿Cuál es el grado de capacidades instaladas?</p> <p>Al nivel metodológico: ¿Cómo incidió el tema de las diferencias culturales de los diferentes actores?</p> <p>¿Cuál fue el proceso de adaptación de metodologías y materiales utilizados en proyectos de POA en otros países a los diferentes contextos del proyecto (urbano, rural, indígena)?</p> <p>¿Cómo se llegó a los jóvenes no escolarizados?</p> <p>¿Cuáles fueron los resultados o efectos no previstos?</p>
3. Grupos focales	Ver los actores definidos en el sistema de monitoreo	<p>¿Cuáles son las percepciones con relación al proyecto, a los procesos desarrollados por el proyecto, a sus finalidades?</p> <p>¿Cuáles son sus expectativas?</p> <p>¿Cuáles fueron las principales actividades desarrolladas?</p>
4. Nivel institucional	Instituciones locales involucradas	<p>¿Cuáles son las experiencias anteriores o conocimientos anteriores sobre los cuales se apoyó/diseñó el proyecto?</p> <p>¿Cuáles son los logros y dificultades? ¿Cuál es el grado de involucramiento?</p> <p>¿Cuáles son los instrumentos creados y su grado de aplicación? ¿Cuáles son los procedimientos definidos?</p> <p>¿Cuál es el grado de apropiación de cada institución?</p> <p>¿Cómo afectó a cada componente el cambio de gobierno?</p> <p>¿Qué evidencia tenemos del proceso de sostenibilidad?</p> <p>¿Cuál fue el papel del equipo técnico como nexo entre la propuesta definida desde los USA y las realidades de terreno?</p> <p>¿Cómo a partir de los procesos de fortalecimiento se fueron definiendo o redefiniendo los roles y funciones?</p> <p>¿Cómo se instalaron las problemáticas de TI y de TF en las diferentes instituciones?</p> <p>¿Cuáles son las acciones o metodologías pertinentes para cada institución/ que pudieron incorporar a sus programas o proyectos?</p> <p>¿Cómo se instalaron estrategias como articulación interinstitucional, descentralización, llegada en territorio...?</p>
5	Participantes	<p>¿Cuáles son las percepciones con relación al proyecto, a los procesos desarrollados?</p> <p>¿Cuáles fueron las principales actividades desarrolladas con el proyecto?</p>

## **Appendix 10:** List of Stakeholders Consulted for the Summary of the Project.

### **POK Team**

- Macarena Jiménez, Project Director
- Andrea Ingolotti, Deputy Project Director / Monitoring and Evaluation Officer
- Lourdes Gómez, Education Specialist
- Letizia Fassardi, Livelihoods Specialist
- Marcelo Alas, Capacity Building Specialist
- Aurora Figueredo, Forced Labor Specialist
- Adriana Closs, Communication Specialist
- Norma Rodríguez, Boquerón Field Coordinator

### **At the National Level**

- MTESS:
  - Mariela Gómez, Director of the DGPNA
  - Natalia Sosa, Former Director of the DGPNA
  - Miguel Ángel Molas, Head of Occupational Health and Safety Inspection
- MINNA: Nancy Domínguez, , General Director of the *Abrazo* Program
- MEC: Claudio González, Head of the Directorate for the Protection of Children and Adolescents
- CSJ: Alba Arriola, Human Rights Coordinator
- *Fundación CIRD*: María Teresa Cáceres, Humberto Benítez
- *Fundación Alda*: Verena Bardella, María Victoria Patiño

### **At the Local Level:**

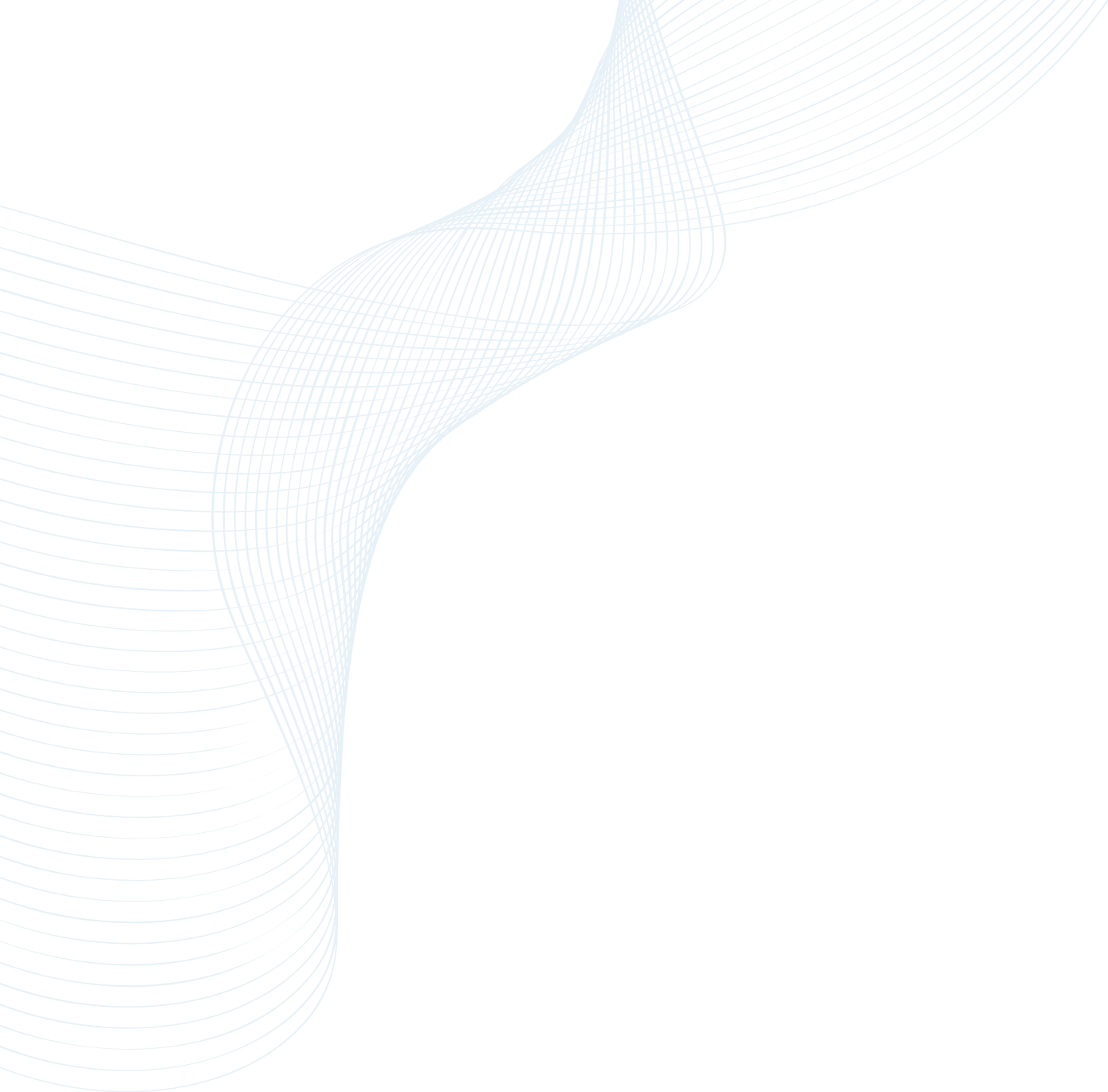
- MEC:
  - Alba Aguinagalde de Rodas, Pedagogical Supervisor of Villarrica and former Departmental Coordinator of Education of Guairá
  - Sara Ortiz, former Supervisor and former Departmental Coordinator of Education of Guairá
  - Stela Bruno, Pedagogical Supervisor of Villarrica
  - School principals, teachers, parents, and students of Elementary School N° 950 “Cipriano Ocampos” involved with the project
  - Eugenio Aguilar Torales, Principal of the “Divino Niño Jesús” School



- Municipality of Villarrica: Viviana Ribelli, CODENI Counselor
- Municipality of Paso Yobai: Rubén Villalba, Technical Secretary
- Municipality of Iturbe: Darío Cabral, Mayor; Soledad Centurión, CODENI Counselor and Carolina Herrera, Secretary of Women's Affairs
- Tekoporã Program Liliana Talavera, Coordinator; Emilce Valiente, Family Guide
- *Fundación Alda*: EpC facilitators
- *Fundación CIRD*: community promoters
- MTESS Regional Office in Filadelfia: Erundina Machuné, Director
- Neuland Educational Supervisory Office: Judith Reimer, Supervisor
- Cayin ô Clim EpCs facilitators

## **Appendix 11:** Sources Consulted for the Summary of the Project.

- Project objectives and activities (Project Document)
- Project overview (PowerPoint presentation)
- Comprehensive Monitoring and Evaluation Plan. August 2017 (project document)
- Capacity Building (PowerPoint presentation)
- Technical Progress Report - April 2017
- Technical Progress Report - October 2017
- Technical Progress Report - April 2018
- Technical Progress Report - October 2018
- Technical Progress Report - April 2019
- Technical Progress Report - October 2019
- Technical Progress Report - April 2020



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*www.partners.net/okakuaa*

*Design and Layout*  
Amanda Chamorro for El Inka Marketing Cultural

*Typography*  
Merryweather

*Graphic resources*  
Freepik | Flaticon | Kiranshastry | Vitaliy Gorbachev

*Asunción, November 2020*



For more information on the implementation of the project and/or to download the materials produced as part of its implementation, access

<https://partners.net/okakuaa/>