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Email: foiarequests@dol.gov
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Comprehensive Monitoring and Evaluation Plan (CMEP)



Campos de Esperanza Project - Fields of Hope - in MEXICO

Implemented by: World Vision International

Funded by: United States Department of Labor
Office of Child Labor, Forced Labor and Human Trafficking



Sistemas, Familia y Sociedad
Consultores Asociados

TABLE OF CONTENTS

TABLE OF CONTENTS	i
LIST OF TABLES AND FIGURES	iv
ACRONYMS	v
INTRODUCTION	1
A. Purpose and Use of CMEP	1
B. Project Overview.....	2
SECTION I: RESULTS FRAMEWORK	4
A. Results Framework	4
B. Activities Mapping	6
SECTION II: PERFORMANCE MONITORING	18
A. Performance Monitoring Plan	18
Verification:	31
B. Community & Participant Selection Criteria	68
SECTION III: PLANNED EVALUATIONS AND STUDIES	69
A. Prevalence Surveys at Baseline and Endline	69
B. Implementation Evaluations	70
C. Other Surveys and Studies	71
SECTION IV: IMPLEMENTATION AND MANAGEMENT OF CMEP	72
A. Roles and Responsibilities for Data Collection, Validation, Analysis and Reporting	72
B. Participant Intake and Monitoring Procedures	76
C. Management Information System	77
D. Data Validation and Quality Assurance Procedures	78
E. Performance Reporting.....	82
F. Annual Review and Revisions to the CMEP	82
SECTION V: DATA ANALYSIS PLAN	84
A. Expectations and Resources for Data Analysis Plan (DAP)	84
B. Analysis Plan for Final CMEP Data	85

ANNEXES

ANNEX 1: Problem Trees.....	88
ANNEX 2: Project-Level Child Labor Definitions	92
ANNEX 3: Data Quality Assessment Tool.....	97
ANNEX 4: Data Reporting Form.....	102
ANNEX 5: Project Results and Indicators Table	103
ANNEX 6: Information Flow Map	106
ANNEX 7: Data Collection Tools and Indicators Reference Sheet.....	108
ANNEX 8: M&E Plan Timeline.....	111

LIST OF TABLES AND FIGURES

Table 1. Activities Mapping 6

Table 2. Performance Monitoring Plan 19

Table 3. Roles and Responsibilities for Data Quality Assurance 73

Table 4. Data Analysis Plan Outline 79

ACRONYMS

AMECAFE	Mexican Association of Coffee Value Chain
BCC	Behavioral Change Communication
C&A	Children and Adolescents
CdE	Campos de Esperanza (Fields of Hope project)
CDI	National Commission for the Development of Indigenous Peoples
CITI	Inter-sectoral Commission for the Prevention and Eradication of Child Labor and the Protection of Adolescents of Working Age in Mexico
CKDu	Chronic Kidney Disease
CL	Child Labor
CMEP	Comprehensive Monitoring & Evaluation Plan
CNC	National Union of Cane Producers
CNIAA	National Chamber for the Sugar and Alcohol Industries
CNPR	National Association of Sugarcane Growers
COBAO	Center of High Schools of Oaxaca
COBAEV	Center of High Schools of Veracruz
CONAFE	National Council for Educational Programs
COV	Community Outreach Volunteer
CVA	Citizen Voice and Action
DAP	Data Analysis Plan
DBMS	Direct Beneficiary Monitoring System
DRF	Data Reporting Form
DQA	Data Quality Assessment
FC	Field Coordinator
HCL	Hazardous Child Labor
HH	Household
HW	Hazardous Work
IEBO	Institute of High Schools of Oaxaca
INEA	National Institute of Adult Education
INEGI	National Institute of Geography and Statistics
ILAB	USDOL International Labor Affairs Bureau

CMEP

ILO	International Labor Organization
M&E	Monitoring and Evaluation
MAC	Migrant Agricultural Community
MOH	Ministry of Health
MV	Monitoring Volunteer
NGO	Nongovernmental Organization
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
OSH	Occupational Safety and Health
OTC	Outcome Indicator
OTP	Output Indicator
PAHO	Pan American Health Organization
PE	Public Engagement Coordinator
PMP	Performance Monitoring Plan
PROSPERA	Social Inclusion Program
RF	Results Framework
SAGARPA	Ministry of Agriculture
SIPINNA	National System for the Comprehensive Protection of Girls, Boys, and Adolescents
SS	Social Security
STPS	Ministry of Labor and Social Welfare
TEBAEV	Institute of Technical Highs schools of Veracruz
ToC	Theory of Change
TOT	Training of Trainers
TPR	Technical Progress Report
UN	United Nations
USDOL	United States Department of Labor
VC	Value Chain
WFCL	Worst Forms of Child Labor
WV	World Vision International

INTRODUCTION

A. Purpose and Use of CMEP

The role of monitoring and evaluation (M&E) in tracking a project's deliverables and achievement of results is critical for strong implementation and project management. The project's monitoring and evaluation, data collection and analysis strategy will be integrated within the framework of a Comprehensive Monitoring and Evaluation Plan (CMEP). A Project's CMEP systematically integrates monitoring and evaluation throughout the life of the project, and provides an important resource for information-based decision-making and implementation adjustments. The CMEP consists of a series of integrated elements that enable project implementers and partners to track progress made toward the completion of a project goal (overall objective) and also provides evidence of the link between different levels of results, including implementation, output, outcome, and to some extent, impact. The CMEP includes information about the results of project interventions ("what happened") as well as "how" (project implementation process and timeframe) and tries to provide an indication of "why" (causal logic) such changes occurred. Hence, it focuses on both the immediate and long-term effects of a project, promoting a stronger link between monitoring and evaluation. The CMEP takes into consideration the influence of both project interventions and context-related factors, including the effect of other stakeholders' interventions.

Project CMEPs are used to address the following:

Standardization: The CMEP provides a common framework for all project stakeholders to understand how results and project success will be measured, and the standards they will be measured against.

Measurability: The CMEP utilizes SMART indicator design to help measure outcome and output-based results. Additional CMEP elements such as the data analysis plan help ensure that data being obtained is assessed in a systemic manner. Indicators, targets, and accompanying analysis serve as knowledge check-points and assessments as to whether the projects is advancing towards achieving its objectives

Accountability: CMEPs identify who is responsible for implementing each of the M&E activities, and the timeframes and frequencies when these activities take place.

Transparency: CMEPs are evidence-based and thus promote transparency for all project stakeholders.

Accuracy: CMEP data validation and verification processes help ensure that information generated by the project is evidenced-based and as accurate as possible.

Responsiveness: The CMEP and evaluation process help promote evidence-based decision-making. Information generated by the CMEP serve to provide useful feedback to the project management team, so that corrective action may be taken in a timely manner and as needed.

Learning: CMEPs may be used by various stakeholders to help learn about the nature of the problem being addressed (root causes), understand more about what works in a given context, how it works, and why. While it does not take the place of a rigorous impact evaluation, ILAB, ILAB grantees, researchers, and other stakeholders find CMEP data useful in learning about how project performance affects a theory of change.

B. Project Overview

World Vision International (WV) signed a Cooperative Agreement with the United States Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) to implement the Campos de Esperanza (CdE) Project in Mexico. The project's overall objective is to reduce child labor and improve the protection of labor rights in migrant agricultural communities in Veracruz and Oaxaca.

The CdE project's strategy is to create a replicable model of measurable direct service provision to target migrant children and their households, supported by a private sector that is trained and mobilizing resources to address working conditions and benefits for workers, as well as a public sector that is fully engaged to provide education, livelihood and social protection services to the target population. In order to achieve its overall objective, the project has identified four outcomes, with corresponding sub-outcomes, as listed below:

Outcome 1: Improved provision of government programs and services for reduction of child labor and protection of labor rights in migrant agricultural communities (MACs)

- **Outcome 1.1:** Improved service delivery capacity among child protection, labor rights defense mechanisms and occupational safety and health (OSH) and chronic kidney disease of unknown origin (CKDu) prevention and management services in migrant agricultural communities of Veracruz and Oaxaca

- **Outcome 1.2:** Ministry of Labor and Social Welfare (STPS) (federal and state) and other government agencies in target areas with improved implementation of labor inspection protocols related to child labor prevention, labor rights and OSH compliance

Outcome 2: Private sector stakeholders (agricultural producers and/or interest groups) in Veracruz and Oaxaca comply with labor regulations

Outcome 3: Migrant agricultural communities mobilized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.

- **Outcome 3.1:** Households in migrant agricultural communities sensitized on child labor reduction and the protection of labor rights and working conditions, including OSH practices to prevent CKDu.
- **Outcome 3.2:** Migrant agricultural communities in Veracruz and Oaxaca organized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.

Outcome 4: Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca with increased school retention

- **Outcome 4.1:** Schools in migrant agricultural communities in Veracruz and Oaxaca with improved quality of adaptive educational services
- **Outcome 4.2:** Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca improve regular attendance at formal and non-formal education services

The CdE program targets 5-17 year old boys and girls from migrant agricultural communities engaged in or at high risk of engaging in child labor in the sugar and coffee value chains, and their households. The child and adolescent beneficiaries have experienced or are at risk of experiencing work-related accidents, illnesses and deformities from agrochemicals, abuse, including physical violence from other workers and employers, indebtedness, social discrimination, lack of access to and exclusion from education. Their households live in poverty with little access to Government supplemental income and social support programs that could reduce their reliance on agricultural migration and child labor.

SECTION I: RESULTS FRAMEWORK**A. Results Framework**

Project Goal: To contribute to the elimination of child labor in Mexico

CRITICAL ASSUMPTIONS: 1. Political situation in the country remains stable 2. No major stresses affecting the country's agriculture and labor market. 3. The structure and mandate of institutions dealing with children and labor relations remains stable

Project Objective: To reduce child labor and improve the protection of labor rights in migrant agricultural communities in Veracruz and Oaxaca.

Outcome 1.

Improved provision of government programs and services for reduction of child labor and protection of labor rights in migrant agricultural communities (MACs)

Outcome 1.1 Improved service delivery capacity among child protection, labor rights defense mechanisms and OSH and CKDu prevention and management services in migrant agricultural communities of Veracruz and Oaxaca

Output 1.1.1 Improved technical capacity among state and municipal stakeholders (Inter-sectoral Commission for the Prevention and Eradication of Child Labor and the Protection of Adolescents of Working Age in Mexico [CITI] and National System for the Comprehensive Protection of Girls, Boys, and Adolescents [SIPINNA]) to ensure service delivery to target populations and address child protection and labor rights defense in migrant agricultural communities in Veracruz and Oaxaca (e.g. social protection programs, quality education, workers' registration systems, advocacy of labor rights, birth certificate services).

Output 1.1.2 Federal, state and municipal stakeholders with improved technical capacity to ensure service delivery to target populations and address OSH and CKDu prevention and management services in migrant agricultural communities

Outcome 1.2 Ministry of Labor and Social Welfare (STPS) (federal and state) and other government agencies in target areas with improved implementation of labor inspection protocols related to child labor prevention, labor rights and OSH compliance

Output 1.2.1. STPS (federal and state) labor inspection services with strengthened capacity to implement child labor and labor rights inspection procedures

Output 1.2.2. STPS (federal and state) labor inspection services with strengthened capacity to implement OSH inspection procedures

Outcome 2.

Private sector stakeholders (agricultural producers and/or interest groups) in Veracruz and Oaxaca comply with labor regulations

Output 2.1.1 Private sector organizations (agricultural producers and/or interest groups) with strengthened technical capacity to comply with child labor regulations and labor rights

Output 2.1.2 National and local level stakeholders from the sugarcane sector with increased technical capacity on OSH standards to prevent and/or manage CKDu among agricultural workers

Output 2.1.3 Private sector mechanisms established to reduce child labor and improve working conditions among agricultural workers.

Output 2.1.4 Local level stakeholders from the sugarcane sector with strengthened mechanisms to comply with OSH guidelines for the prevention and management of CKDu among agricultural workers

Output 2.1.5 Adult workers with increased awareness of their rights and benefits in migrant agricultural communities in Oaxaca and Veracruz

Project Goal: To contribute to the elimination of child labor in Mexico

CRITICAL ASSUMPTIONS: 1. Political situation in the country remains stable 2. No major stresses affecting the country's agriculture and labor market. 3. The structure and mandate of institutions dealing with children and labor relations remains stable

Project Objective: To reduce child labor and improve the protection of labor rights in migrant agricultural communities in Veracruz and Oaxaca.

Outcome 3.

Migrant agricultural communities mobilized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.

Outcome 3.1 Households in migrant agricultural communities sensitized on child labor reduction and the protection of labor rights and working conditions, including OSH practices to prevent CKDu.

Output 3.1.1. Targeted communication channels to reach specific target groups in migrant agricultural communities established

Output 3.1.2. Households in migrant agricultural communities in Veracruz and Oaxaca informed about child labor and labor rights, including the benefits for registered workers, and CKDu symptoms and preventive measures.

Outcome 3.2. Migrant agricultural communities in Veracruz and Oaxaca organized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.

Output 3.2.1. Migrant agricultural communities sensitized to address child labor, labor rights and working conditions, including OSH practices to prevent CKDu, through community dialogues

Outcome 4.

Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca with increased school retention

Outcome 4.1 Schools in migrant agricultural communities in Veracruz and Oaxaca with improved quality of adaptive educational services

Output 4.1.1. Education personnel trained to improve educational services adapted to the needs of the target population.

Outcome 4.2 Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca improve regular attendance at formal and non-formal education services

Output 4.2.1. Children and adolescents in migrant agricultural communities receive formal education services with project support (i.e. Telesecundaria, early education, National Institute of Adult Education [INEA]).

Output 4.2.2 Children and adolescents in migrant agricultural communities receive non-formal education services with project support (i.e. mobile libraries, reading camps, El Reto, solidarity tutors, vocational training and life skills)

B. Activities Mapping

The table below details the various activities that correspond to each output identified by the project.

Table 1. Activities Mapping

Outputs per Outcome	Activities per Output	Stakeholders Involved
Outcome 1. Improved provision of government programs and services for reduction of child labor and protection of labor rights in migrant agricultural communities (MACs)		
Outcome 1.1 Improved service delivery capacity among child protection, labor rights defense mechanisms and OSH and CKDu prevention and management services in migrant agricultural communities of Veracruz and Oaxaca		
Output 1.1.1 Improved technical capacity among state and municipal stakeholders (CITI/SIPINNA) to ensure service delivery to target populations and address child protection and labor rights defense in migrant agricultural communities in Veracruz and Oaxaca (e.g. social protection programs, quality education, workers' registration systems, advocacy of labor rights, birth certificate services). (Lead: CdE Public Engagement Specialist)	1.1.1.1 Identify available government programs in project target area (i.e. Social Inclusion Program [PROSPERA], INAES, PET, Program on Outreach to Agricultural Workers, PETI "Schools at 100", Program for Promotion of Social Economy, National Commission for the Development of Indigenous Peoples [CDI])	- Executive secretariat of SIPINNA at Federal, State and Municipal Level - Ministry of Labor and Social Welfare (STPS) - Under Secretariat of Social Protection and Inclusion
	1.1.1.2 Identify training needs for the National System for the Comprehensive Protection of Girls, Boys, and Adolescents (SIPINNA) and other government agencies to promote access to services at state and municipal levels	- Under Secretariat of Labor Inspection
	1.1.1.3 Assess capacity (related to the child protection rights, labor rights, and data collection methods) of state and municipal authorities, and develop joint working plan with SIPINNA and other government agencies	- Federal Delegations of Veracruz and Oaxaca - State Labor Ministries - Municipal Mayors
	1.1.1.4 Develop and validate training and action plans with the federal level authorities for municipal and state levels of SIPINNA and other government programs	- Ministries of Health or local level counterpart
	1.1.1.5 Review and update existing guidelines, protocols and manuals on child labor in coordination with SIPINNA and other government institutions	
	1.1.1.6 Coordinate with SIPINNA the establishment of Inter-sectoral Commission for the Prevention and Eradication of Child Labor and the Protection of Adolescents of Working Age in Mexico (CITIs) at the state and municipal level, where they do not exist	
	1.1.1.7 Provide training in coordination with state and municipal SIPINNA and other government	

Outputs per Outcome	Activities per Output	Stakeholders Involved
	agencies to improve the institutional functionality of CITIs 1.1.1.8 Provide technical training to CITI officials on the strategic planning of programs and services related to protection of child rights and labor rights, and data collection based on the findings of the assessment 1.1.1.9 Solicit and provide feedback to the Executive Secretary of local SIPINNA on the implementation of guidelines from trainings 1.1.1.10 Conduct interviews and focus groups with CITIs, and SIPINNA to assess the effective implementation of guidelines and mechanisms 1.1.1.11 Solicit and provide feedback to government agencies on their progress in coordinating services at municipal and state levels 1.1.1.12 Develop and disseminate research/policy briefs/ model manuals on best practices in public sector coordination and planning for service delivery, private sector compliance, and community behavior change	

Outputs per Outcome	Activities per Output	Stakeholders Involved
Output 1.1.2. Federal, state and municipal stakeholders with improved technical capacity to ensure service delivery to target populations and address OSH and CKDu prevention and management services in migrant agricultural communities. (Lead: OSH Specialist)	1.1.2.1 Develop knowledge exchange platform on CKDu awareness and OSH prevention for stakeholders 1.1.2.2 Facilitate international learning exchanges with public sector stakeholders targeting the following countries: Costa Rica, El Salvador and Nicaragua 1.1.2.3 Conduct needs assessment of existing knowledge gaps on OSH and CKDu prevention and management practices, taking into account other countries' experiences, knowledge and capacities. 1.1.2.4 Design and validate training materials and manuals on OSH and CKDu prevention 1.1.2.5 Convene a CKDu taskforce with Mexican government officials 1.1.2.6 Conduct a research study linked to OSH and CKDu (specific topic to be determined by taskforce) * 1.1.2.7 Design and validate guidelines and protocols on CKDu prevention and management for GOM response to CKDu based on best practices from around the world 1.1.2.8 Provide training of trainers (TOT) to public sector actors on guidelines and protocols 1.1.2.9 Conduct pre-post tests 1.1.2.10 Conduct focus groups and interviews to analyze the progress and utilization of the guidelines. 1.1.2.11 Provide follow-up and technical assistance to promote the effective implementation of the guidelines and protocols at the federal, state and municipal levels 1.1.2.12 Develop and disseminate a publication based on the lessons learned and best practices of OSH program interventions	- Ministry of Labor, Ministry of Health, and National Social Security Institute, National Training Institute, and Ministry of Agriculture - Government officials in Costa Rica, El Salvador, and Nicaragua. - National Public Health Institute, the National Medical Science and Nutrition Institute, the Mexican Chairman of the International Society of Nephrology and the Pan American Health Organization (PAHO)

Outputs per Outcome	Activities per Output	Stakeholders Involved
Outcome 1.2 STPS (federal and state) and other government agencies in target areas with improved implementation of labor inspection protocols related to child labor prevention, labor rights and OSH compliance.		
Output 1.2.1. STPS (federal and state) labor inspection services with strengthened capacity to implement child labor and labor rights inspection procedures (Lead: CdE Public Engagement Specialist and OSH Specialist)	1.2.1.1 Conduct desk review of STPS inspection procedures, protocols and tools related to child labor and labor rights.	- State Ministries' Labor Inspection Directorates
	1.2.1.2 Revise and update inspection procedures, protocols and data collection tools used by STPS (Topics: child labor and labor rights)	
	1.2.1.3 Conduct training needs assessment of STPS inspectors on their knowledge of child labor and labor rights inspections, procedures and data collection.	
	1.2.1.4 Provide training to inspectors on data collection tools, data utilization, inspection procedures, knowledge about child labor and labor rights based on the needs assessment	
	1.2.1.5 Conduct pre and post-test on trainings	
	1.2.1.6 Provide STPS, with information technology (IT) resources (equipment and software) based on the needs assessment at state level	
	1.2.1.7 Assess the implementation of targeted inspections related to child labor and labor rights, providing necessary follow up	
	1.2.1.8 Conduct interviews and focus groups with trained inspectors to assess effectiveness of training and follow up training needs	

Outputs per Outcome	Activities per Output	Stakeholders Involved
Output 1.2.2. STPS (federal and state) labor inspection services with strengthened capacity to implement OSH inspection procedures	1.2.2.1 Conduct desk review of STPS inspection procedures, protocols and tools related to OSH.	- State Ministries' Labor Inspection Directorates
	1.2.2.2 Revise and update inspection procedures, protocols and data collection tools used by STPS (Topics: OSH with a focus on CKDu)	- *National Institute of Public Health, National Social Security Program, STPS Health Department
	1.2.2.3 Conduct training needs assessment of STPS inspectors on their knowledge of OSH inspections, procedures and data collection.	
	1.2.2.4 Provide training to inspectors on data collection tools, data utilization, inspection procedures, knowledge about OSH compliance with a focus on CKDu based on the needs assessment	
	1.2.2.5 Conduct pre and post-test on trainings	
	1.2.2.6 Assess the implementation of targeted inspections related to OSH compliance, with a focus on CKDu, providing necessary follow up	
	1.2.2.7 Conduct interviews and focus groups with trained inspectors and STPS, public health and occupational health stakeholders to assess effectiveness of training and follow up training needs	
Outcome 2. Private sector stakeholders (agricultural producers and/or interest groups) in Veracruz and Oaxaca comply with labor regulations		

Outputs per Outcome	Activities per Output	Stakeholders Involved
Output 2.1.1 Private sector organizations (agricultural producers and/or interest groups) with strengthened technical capacity to comply with child labor regulations and labor rights. (Lead: Citizen and Industry Engagement Specialist)	2.1.1.1. Establish technical working group to share good practices on improvement of work conditions and “Zero Tolerance for Child Labor” in the sugar and coffee value chains 2.1.1.2. Conduct needs assessment to identify training needs in the coffee value chain sector (training needs for sugar are already known) 2.1.1.3. Design and validate resource guide for sugarcane and coffee producers to improve worker productivity, conditions and rights, and reduce child labor 2.1.1.4. Provide technical training to sugarcane and coffee associations and committees on child labor, workers’ rights, safe working conditions and the toolkits within the resource guide (i.e. safety risk profiles, business compliance toolkits, etc.).	- Sugarcane: National Union of Cane Producers (CNC), National Association of Sugarcane Growers (CNPR), National and local level / National Chamber for the Sugar and Alcohol Industries (CNIAA) / Grupo Machado, Grupo Piasa, Grupo Beta - Coffee: Mexican Association of Coffee Value Chain (AMECAFE) (national-level); need to identify the coffee producer organizations in the project target area - Members of sugarcane local committees, cane producers & coffee producers identified in the project target area
Output 2.1.2 National and local level stakeholders from the sugarcane sector with increased technical capacity on OSH standards to prevent and/or manage CKDu among agricultural workers. (Lead: OSH Specialist and Citizen and Industry Engagement Specialist)	2.1.2.1 Facilitate international learning exchanges with private sector stakeholders to Costa Rica, El Salvador and Nicaragua 2.1.2.2 Conduct needs assessment based on exchanges to identify training and mechanism needs in OSH and CKDu in the sugarcane sector (including assessment of current practices) 2.1.2.3 Develop and validate training materials and resource guides related to OSH and the prevention of CKDu prevention for sugarcane producers and committees 2.1.2.4 Provide trainings on CKDu prevention and management practices to sugar cane stakeholders (Potential topics include self-care related to water, shade and rest, proper handling of agrochemicals, personal sanitation facilities to facilitate handwashing and eye washing, proper record keeping of accident/illness, personal protective equipment etc.) 2.1.2.5 Conduct pre/post-test of trainings	- CNC and CNPR at the national and local level / CNIAA / Grupo Machado, Grupo Piasa, Grupo Beta (producer associations), promoters and field supervisors, cutters, etc.

Outputs per Outcome	Activities per Output	Stakeholders Involved
	2.1.2.6 Provide follow-up and technical assistance to local stakeholders, specifically, to promote the effective implementation of the training	
Output 2.1.3 Private sector mechanisms established to reduce child labor and improve working conditions among agricultural workers (Lead: Citizen and Industry Engagement Specialist)	2.1.3.1 Conduct needs assessment on (1) existing mechanisms for worker productivity and (2) conditions and rights in the coffee sector (Assessment on worker's rights for the sugarcane sector is not needed) 2.1.3.2 Conduct workshops for local producer committees to adapt personalized tools and action plans found in the resource guide (i.e. safety risk profiles, business compliance systems etc.) 2.1.3.3. Provide follow-up and technical assistance to promote the effective implementation of the resource guide 2.1.3.4. Conduct focus groups or interviews to analyze the progress and utilization of the resource guide 2.1.3.5. Create grant pool to support the establishment of innovative action plans by sugarcane and coffee producers that combat child labor, create acceptable working conditions, and improve access to social services and training opportunities 2.1.3.6. Identify and share lessons learned and good practices on (1) improvement of work conditions and "Zero Tolerance of Child Labor" in the sugar and coffee value chain, and (2) utilization of the resource guide	- Sugarcane: CNC, CNPR, National and local level / CNIAA / Grupo Machado, Grupo Piasa, Grupo Beta - Coffee: AMECAFE (national-level); need to identify the coffee producer organizations in the project target area - Members of sugarcane local committees, cane producers & coffee producers identified in the project target area

Outputs per Outcome	Activities per Output	Stakeholders Involved
Output 2.1.4 Local level stakeholders (Veracruz and Oaxaca) from the sugarcane sector with strengthened mechanisms to comply with OSH guidelines for the prevention and management of CKDu among agricultural workers.	2.1.4.1 Conduct needs assessment on existing mechanisms, prevention guidelines and management processes for OSH and CKDu in work places 2.1.4.2. Design and validate guideline on OSH with a focus on CKDu prevention 2.1.4.3. Provide TOT training to producer associations on OSH compliance for prevention and management of CKDu and other topics identified in the needs assessment 2.1.4.4. Provide follow-up and technical assistance to promote the effective implementation of OSH guidelines (and other topics identified) 2.1.4.5. Conduct focus groups to analyze the progress and utilization of the OSH guidelines (and other topics identified) 2.1.4.6. Identify and share lessons learned and good practices on OSH compliance and CKDu prevention and management practices in the sugar value chain.	- Local level Sugar committees and producers: Grupo Machado, Grupo Piasa, Grupo Beta, promoters, field supporters, and human resource staff.
Output 2.1.5 Adult workers with increased awareness of their rights and benefits in migrant agricultural communities in Oaxaca and Veracruz (Lead: Citizen and Industry Engagement Specialist)	2.1.5.1 Conduct rapid assessment to identify training needs for sugarcane and coffee workers focusing on reducing child labor and protecting labor rights, including benefits of being a registered worker 2.1.5.2 Design a tailored training plan for sugarcane and coffee workers based on their needs (including benefits and services related to OSH and CKDu prevention and management) 2.1.5.3 Provide training and follow-up for sugarcane and coffee workers on how to access private sector services and workers' benefits (including benefits and services related to OSH and CKDu prevention and management) 2.1.5.4 Conduct pre and post-test of training and provide necessary follow-up	- Sugarcane: CNC, CNPR, National and local level / CNIAA / Grupo Machado, Grupo Piasa, Grupo Beta - Local level: Mills Constanca, La Margarita, Central Progreso and Tres Valles - Will identify stakeholder in coffee - Sugar cane cutters and farm workers

Outputs per Outcome	Activities per Output	Stakeholders Involved
Outcome 3. Migrant agricultural communities in Veracruz and Oaxaca mobilized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.		
Outcome 3.1 Households from migrant agricultural communities in Veracruz and Oaxaca sensitized on child labor reduction and the protection of labor rights and working conditions, including OSH practices to prevent CKDu.		
Output 3.1.1 Targeted communication channels to reach specific target groups in migrant agricultural communities established. (Lead: Communication Specialist)	3.1.1.1 Conduct barrier analysis to determine effective communication channels and messages for target population 3.1.1.2 Design and validate paper-based messaging and digital platform for behavior change communication (BCC) campaigns on child labor, labor rights and conditions, (including benefits of being a registered worker, OSH, CKDu etc.)* <i>Technical assistance from specialists</i> 3.1.1.3 Carry out information campaigns (TV/mobile ads, radio spots, social media, printed materials, press releases, interviews etc.) 3.1.1.4 Establish pop-up information centers in strategic locations in the target area 3.1.1.5 Conduct activities to celebrate World Day Against Child Labor Campaign (in coordination with private, public sector and civil society) 3.1.1.6 Recruit and train COVs on the design and implementation of BCC methodology (i.e. community dialogues, BCC action plans) 3.1.1.7 Conduct interviews and focus groups with targeted message audiences to assess effectiveness of messaging and communication channels being used	- Households in agricultural communities (nuclear and extended family, girls, boys, and adolescents) - Government institutions at federal and state levels (STPS, Social Security [SS], Ministry of Agriculture (SAGARPA), CDI, State (Ministry of Labor and Social Welfare) SIPINNA Executive Ministry, CITIs and municipal authorities. - Community leaders, indigenous leaders, religious leaders, union leaders, opinion leaders, authorities at state and municipal levels). - Communication channels (radio and TV stations, written press) - Nongovernmental Organizations (NGOs) that work directly with children and adolescents - Educational institutions. - Interest groups
Output 3.1.2 Households in migrant agricultural communities in Veracruz and Oaxaca informed about child labor and labor rights, including the benefits for	3.1.2.1 Conduct needs assessment to identify key information and materials to include in migration kits 3.1.2.2 Design and validate the information included in the migration kits 3.1.2.3 Develop materials for migration kits based on needs assessment and barrier analysis	- Households in agricultural communities (nuclear and extended family, girls, boys, and adolescents) - Government institutions at federal, municipal and state levels (STPS, CDI, SS,

Outputs per Outcome	Activities per Output	Stakeholders Involved
registered workers, and CKDu symptoms and preventive measures (Lead: Communication Specialist)	3.1.2.4 Design training plan for Community Outreach Volunteers (COVs) and Facilitators 3.1.2.5 Provide TOT training to COVs and Facilitators on child labor, labor rights, CKDu symptoms and preventive measures, opportunities in education, training and social protection programs and benefits for registered workers, the use of migration kits to promote behavior change 3.1.2.6 Conduct pre and post-test of all trainings, and provide necessary follow-up 3.1.2.7 COVs conduct household visits where migration kits and counseling on reducing child labor, access to education, labor rights, CKDu symptoms and preventive measures is given 3.1.2.8 COVs support registration campaigns and provide guidance to households on accessing social programs and obtaining a birth certificate in coordination with government agencies 3.1.2.9 Conduct interviews and focus groups with COVs and target households to assess effectiveness of household visits with migrant families	SAGARPA), State and Municipal SIPINNA Executive Ministry, CITIs and municipal authorities. - Private sector agricultural producers and/or interest groups: CNC, CNPR, CNIAA, and coffee sector - Community leaders, indigenous leaders, religious leaders, union leaders, opinion leaders, authorities at state and municipal levels). - Communication channels (radio and TV stations, written press) - Education institutions. - NGOs that work directly with children and adolescents
Outcome 3.2. Migrant agricultural communities in Veracruz and Oaxaca organized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu		
Output 3.2.1 Migrant agricultural communities sensitized to address child labor, labor rights and working conditions, including OSH practices to prevent CKDu, through community dialogues. (Lead: Communication Specialist)	3.2.1.1 COVs conduct Community Dialogues on child labor, labor rights, CKDu symptoms and prevention methods, opportunities in education, training and social protection programs, and benefits for registered workers to promote behavior change. 3.2.1.2 COVs design and implement Community Behavior Change Communication action plans (community events, community murals & activity grants) with community input 3.2.1.3 COVs support registration campaigns and provide guidance to households on accessing social programs and obtaining a birth certificate in coordination with government agencies 3.2.1.4 Train project facilitators and COVs on Citizen Voice and Action (CVA) methodology	- Households in agricultural communities (nuclear and extended family, girls, boys, and adolescents) - Community leaders, indigenous leaders, religious leaders, union leaders, opinion leaders, authorities at state and municipal levels).

Outputs per Outcome	Activities per Output	Stakeholders Involved
	3.2.1.5 Implement CVA groups in target communities (topics include child labor, labor rights, OSH and CKDu, access to quality education, training opportunities and social protection programs) 3.2.1.6 Conduct interviews and focus groups in target communities to assess effectiveness of community outreach activities	
Outcome 4. Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca with increased school retention		
Outcome 4.1 Schools in migrant agricultural communities in Veracruz and Oaxaca with improved quality of adaptive educational services		
Output 4.1.1. Education personnel trained to improve educational services adapted to the needs of the target population. (Lead: Education Specialist)	4.1.1.1 Conduct assessment of teacher training needs 4.1.1.2 Design training materials and develop a training plan with Schools Area Managers 4.1.1.3 Conduct TOT with CdE facilitators based on teacher training needs from the assessment 4.1.1.4 CdE facilitators conduct training with school teachers on how to incorporate non-formal education components into formal education planning 4.1.1.5 Promote and engage School Area Managers, school supervisors and school principals to incorporate non-formal education services and to ensure the portability of formal education services to migrant children and youth 4.1.1.6 Conduct pre and post-test on all trainings, and provide necessary follow up 4.1.1.7 Conduct interviews and focus groups with teachers, and School Area Managers to assess the effectiveness of trainings	- School area managers (Coordinate the technical issues and lead the supervisions) - School supervisors (They are placed in the field, verifying the implementation of planning, teachers, and they lead the Principals) - Human development department of Center of High Schools of Oaxaca (COBAO), Center of High Schools of Veracruz (COBAEV) - General Management of Institute of High Schools of Oaxaca (IEBO), Institute of Technical High Schools of Veracruz (TEBAEV)
Outcome 4.2 Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca improve regular attendance at formal and non-formal education institutions		
Output 4.2.1 Children and adolescents in migrant agricultural communities receive formal education services with project support (e.g., Telesecundaria, early education, National Institute of Adult Education [INEA]).	4.2.1.1 Identify relevant information to develop school migration kit 4.2.1.2 Conduct meetings with parents and/or caregivers (including parents of at risk or out-of-school children) to provide information on available education services and how to use school migration kits	- School area managers (Coordinate the technical issues and lead the supervisions) - School supervisors (They are placed in the field, verifying the implementation of

Outputs per Outcome	Activities per Output	Stakeholders Involved
(Lead: Education Specialist)	4.2.1.3 Refer households and youth to available government education programs (e.g., Telesecundaria, early education, INEA) 4.2.1.4 Identify and provide education and/or training scholarship for youths	planning, teachers, and they lead the Principals) - Human development department of COBAO, COBAEV - General Management of IEBO, TEBAEV
Output 4.2.2 Children and adolescents in migrant agricultural communities receive Non-formal education services with project support (Mobile libraries, Reading camps, El Reto, solidarity tutors, vocational training and life skills) (Lead: Education Specialist)	4.2.2.1 Design training materials and monitoring tools for non-formal methodologies 4.2.2.2 Validate training materials for non-formal methodologies 4.2.2.3 Conduct TOT training for CdE Facilitators on supervision of implementation of methodologies 4.2.2.4 Train COVs in non-formal WV education methodologies (Mobile libraries, Reading camps, El Reto) 4.2.2.5 Integrate selected methodologies into the education planning, according to education level (i.e. El Reto- 50 hrs.- in junior high schools and high schools) 4.2.2.6 Implement mobile libraries, el Reto (30hrs), and reading camps as non-formal education services 4.2.2.7 Conduct pre and post-test on all trainings 4.2.2.8 Conduct interviews and focus groups with community facilitators and target youth on effectiveness, utilization, satisfaction with non-formal education services	- Pedagogic Technical Advisors - School teachers - School principals - Doctors from Community Clinics - UMR, Nurses, Assistants in Health Centers

SECTION II: PERFORMANCE MONITORING

A. Performance Monitoring Plan

The Performance Monitoring Plan (PMP) is a reference document that describes how World Vision's CdE staff will monitor and evaluate the performance of the project. The PMP is a dynamic and flexible document that will be updated throughout implementation. Adjusted targets will be incorporated based on evolving results, and changes in USDOL's priorities. The PMP provides information to monitor project performance by outlining: a) what indicators will be used to track project results (outputs and outcomes); b) how data is collected and transformed into information that is useful for project management (activity level data disaggregated by place and target group); c) what measures are used to ensure the quality of data through routine verification of its validity, reliability, precision and timeliness; d) establishing reporting schedules; and e) identifying and managing risks. The indicators in the PMP are organized in a multi-level results-based framework that consists of the project objective, outcomes and outputs CdE aims to achieve. The PMP provides the title, definition, sources of information, data collection methods, frequency of reporting, persons responsible for collecting and verifying data quality of the indicators.

Projects will use the PMP as a management tool, ensuring that project staff and project partners collect data that meet all data quality requirements: validity, reliability, timeliness, precision, and integrity, and that these data are used to inform managerial decisions and make implementation adjustments.

Table 2. Performance Monitoring Plan

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
Project Goal: To contribute to the elimination of child labor in Mexico					
Project Objective: To reduce child labor and improve the protection of labor rights in migrant agricultural communities in Veracruz and Oaxaca					
POH1 Percentage of livelihood beneficiary HHs with at least one child engaged in child labor	Definition: Numerator: Number of livelihood beneficiary HHs with at least one child engaged in CL. Denominator: (L1) Total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) ‘Child labor’: see CdE child labor definitions. Reference period for engagement in child labor: 6 months for households that participate in seasonal agricultural labor or the past week for households that participate in non-agricultural labor. ‘Household’ consists of all persons—related family members and all unrelated persons—who occupy a housing unit or who maintain ties to the housing unit while migrating. For the purposes of this project a household must include at least one eligible child who is “at high-risk of entering child labor” or “engaged in child labor.” A house an apartment, a group of rooms, or a single room is regarded as housing	Disaggregate by: 1) Geographic region: Municipality 2) Sex	Household and Child Intake and Follow-up Form	Collection: At the middle (after completion of 2 cohorts) and at the end of the project Reporting: At the middle (after completion of 2 cohorts) and at the end of the project Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	unit when occupied or intended for occupancy as a separate living quarters. Indicator Type: Level Unit of measurement: livelihood beneficiary households				
POH2 Percentage of livelihood beneficiary HHs with at least one child engaged in hazardous child labor	Definition: Numerator: Number of livelihood beneficiary HHs with at least one child engaged in HCL Denominator: Total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) ‘Hazardous Child labor’ is defined by project definitions for children engaged in hazardous work per ILO Convention 182, Article 3(d); ILO Recommendation 190; and the national legal framework, and excludes other WFCL as outlined in Convention 182 Article 3(a-c), see CdE child labor definitions. Reference period for engagement in hazardous child labor: 6 months for households that participate in seasonal agricultural labor or the past week for households that participate in non-agricultural labor.	Disaggregate by: 1) Geographic region: Municipality 2) Sex	Household and Child Intake and Follow-up Form	Collection: At the middle (after completion of 2 cohorts) and at the end of the project Reporting: At the middle (after completion of 2 cohorts) and at the end of the project Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	'Household' consists of all persons—related family members and all unrelated persons—who occupy a housing unit or who maintain ties to the housing unit while migrating. For the purposes of this project a household must include at least one eligible child who is “at high-risk of entering child labor” or “engaged in child labor.” A house an apartment, a group of rooms, or a single room is regarded as housing unit when occupied or intended for occupancy as a separate living quarters. Indicator Type: Level Unit of measurement: livelihood beneficiary households				
POH3 Percentage of livelihood beneficiary HHs with all children of compulsory school age attending school regularly	Definition: Numerator: Number of livelihood beneficiary HHs with all children of compulsory age recorded as attending school regularly. Denominator: Total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) with children of compulsory school age 'Compulsory school age' Primary school age is between 6 and 12 years old and secondary school age is between 13 and 16.	Disaggregate by: 1) Geographic region: Municipality 2) Sex	Household and Child Intake and Follow-up Form	Collection: At the middle (after completion of 2 cohorts) and at the end of the project Reporting: At the middle (after completion of 2 cohorts) and at the end of the project Verification:	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	‘Attending school regularly’ Regular school attendance in Mexico is 75% participation throughout the entire year. Reference period for school attendance: The past month (so a child who misses more than one week out of a month would NOT be considered attending regularly). Adjustments should be made for school holiday periods. ‘Household’ consists of all persons—related family members and all unrelated persons—who occupy a housing unit or who maintain ties to the housing unit while migrating. For the purposes of this project a household must include at least one eligible child who is “at high-risk of entering child labor” or “engaged in child labor.” A house an apartment, a group of rooms, or a single room is regarded as housing unit when occupied or intended for occupancy as a separate living quarters. Indicator Type: Level Unit of measurement: livelihood beneficiary households			10% of units measured	
POC1 Percentage of beneficiary children	Definition: Beneficiary children: Children who have	Disaggregate by: 1) Geographic region:	Child Intake and Follow-up Form	Collection: Semi-annual	Collection: Monitoring

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
engaged in child labor	received project education, training, or livelihood services during the project life. Numerator: Number of beneficiary children recorded as engaged in child labor in the past six months. Denominator: Total number of beneficiary children (all children who have been counted under E1 to date) [Note: if a child cannot be located for monitoring, the child should not be counted in either the numerator or the denominator.] ‘Child labor’ is defined by project definitions for all children under 18 years of age, and includes any form of CL (including HCL and other WFCL) per national and international framework, see CdE child labor definitions. Reference period for engagement in child labor: 6 months for children that participate in seasonal agricultural labor or the past week for children that participate in non-agricultural labor. Indicator Type: Level Unit of measurement: beneficiary children	Municipality 2) Sex		Reporting: Semi-annual Verification: 10% of units measured	volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
POC2 Percentage of beneficiary children engaged in HCL	Definition: Beneficiary children: Children who had received project education, training, or livelihood services during the project life. Numerator: Number of beneficiary children recorded as engaged in HCL in the past six months. Denominator: Total number of beneficiary children (all children who have been counted under E1 to date) [Note: if a child cannot be located for monitoring, the child should not be counted in either the numerator or the denominator.] ‘Hazardous Child labor’ is defined by project definitions for children engaged in hazardous work per ILO Convention 182, Article 3(d); ILO Recommendation 190; and the national legal framework, and excludes other WFCL as outlined in Convention 182 Article 3(a-c), see CdE child labor definitions. Reference period for engagement in hazardous child labor: 6 months for children that participate in seasonal agricultural labor or the past week for children that participate in non-agricultural labor.	Disaggregate by: 1) Geographic region: Municipality 2) Sex	Child Intake and Follow-up Form	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Indicator Type: Level Unit of measurement: beneficiary children				
POC3 Percentage of beneficiary children who regularly attended any form of education	Definition: Beneficiary children: Children who had received project education, training, or livelihood services during the project life. Numerator: Number of beneficiary children recorded as attending any form of education regularly during the reporting period Denominator: Total number of beneficiary children (all children who have been counted under E1 to date) [Note: if a child cannot be located for monitoring, the child should not be counted in either the numerator or the denominator.] 'Attending regularly' Regular school attendance in Mexico is 75% participation throughout the entire year. Reference period: A reference period of the past month should be used (so a child who misses more than one week out of a month would NOT be considered attending regularly). Adjustments should be made for school holiday periods.	Disaggregate by: 1) Geographic region: Municipality 2) Sex	Child Intake and Follow-up Form	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Indicator Type: Level Unit of measurement: beneficiary children				
OTC 1. Percentage beneficiary adult agricultural workers with improved working conditions	Definition: A worker is considered to have access to safe working conditions when he/she reports the following: • Having access to safety and protection materials in his/hers workplace (e.g. gloves, face masks, rubber boots, and/or protective hats) • Access to functioning hydration stations (e.g. water tanks with enough water to meet workers' hydration needs of 12 liters of water per day) • Being enrolled in the social security program • Having access to a formal employment contract Worker interviews will be conducted in households during harvest season. Workers will be interviewed if they work for target sugarcane or coffee value chain sector stakeholders in migrant agricultural communities. To be counted in the numerator the worker	Disaggregate by: 1) Geographic region: Municipality	Follow-up Household Working Conditions Form – sampled adult workers' in MACs	Collection: At the beginning and end of the project Reporting: At the end of the project Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	must report meeting 3 of the 4 minimum criteria for having access to safe working conditions. Numerator: Sum of sampled adult agricultural workers with access to safe working conditions from target sugarcane or coffee sector stakeholders in migrant agricultural communities. Denominator: Total number of sampled adult agricultural workers from target sugarcane or coffee sector stakeholders in migrant agricultural communities. Indicator Type: Level Unit of Measurement: beneficiary adult agricultural workers				
Outcome 1. Improved provision of government programs and services for reduction of child labor and protection of labor rights in migrant agricultural communities (MACs)					
OTC 2. Number of target households enrolled in government social protection services or programs during the past 12 months	Definition: A household should be counted as enrolled in a social protection services or program when at least one of their members receive services or benefits from the government social protection services or programs in the last year, as a result of the project.	Disaggregate by: 1) Geographic region: Municipality	Follow-up Household Social Protection Services Questionnaire	Collection: Annual Reporting: Annual Verification:	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	The project will promote the enrollment of target household members to the following social protection services or programs: • PROSPERA • Social Security (IMSS) • Program for Support for Agricultural Day-laborer • Temporary Employment Program • National Fund for Entrepreneurship. A household may only be counted once if more than one person in the household is enrolled in the government social protection services or programs. Calculation: Numerator: Sum of target households where at least one member receive services or benefits from the government social protection services or programs in the past 12 months. Denominator: Total number of target households that received information related to social protection services or programs in the past 12 months. Indicator Type: Incremental			10% of units measured	PE Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Unit of Measurement: target households				
L1. Number of households receiving livelihood services (Number of households referred to social protection services or programs during the past 6 months)	Definition: The measurement of L1 is at the household level and aims to count the total number of households receiving livelihoods services. A household should be counted receiving a livelihood service when any members of a household are provided their first livelihood service. A household many only be counted once in this table even if more than one person in the household receive is a livelihood service. The project service that will be counted under this indicator is the referral of target households to government social protection services or programs. A household should be counted as having received a referral to a social protection service or program when any members of a household: • Receive information on eligibility and application requirements to enroll in the service or program; and • Complete the necessary requirements (e.g. fill-out paper work and attain compulsory pre-requisites) to request the enrollment to a government social protection service or program. Completing	Disaggregate by: 2) Geographic region: Municipality	Follow-up Household Social Protection Services Questionnaire	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist PE Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	the necessary requirements does not include the act of filling out an application to enroll in a social protection service or program. The project will refer target household member to the following social protection services or programs: • PROSPERA • Social Security (IMSS) • Program for Support for Agricultural Day-laborer • Temporary Employment Program • National Fund for Entrepreneurship. A household may only be counted once in this indicator even if more than one person in the household has been referred during consecutive reporting periods. Calculation: Count of household were at least one member has been referred to a social protection program in the past 12 months. Indicator Type: Incremental Unit of Measurement: households				
Outcome 1.1 Improved service delivery capacity among child protection, labor rights defense mechanisms and OSH and CKDu prevention and management					

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
services in migrant agricultural communities of Veracruz and Oaxaca					
OTC 3. Number of mechanisms established at municipal or state level to promote child labor reduction and labor rights compliance in project target areas during the past 12 months	Definition: Mechanisms to promote child labor reduction or labor rights compliance may include the following: • Intra-governmental dialogue platforms such as tables or forums held by government agencies. • Cross-sectoral working groups held by government agencies, private sector actors and/non-governmental organizations • Commissions such as CITI's at the state or municipal level Mechanisms: A mechanism is an organizational structure to facilitate communication and coordinate actions between diverse actors such as, government agencies, private sector and/or non-governmental organizations, whose aim is to reduce child labor and promote labor rights compliance at the state and municipal levels. A mechanism can be considered established when: it is formalized through a legal constituting document, or when it develops a work plan, or specific actions promoting child labor reduction or labor rights compliance at the state or municipal level. Calculation:	Disaggregated by: 1) Geographic region: municipality or state	Follow-up Public Engagement Activity Form	Collection: Annual Reporting: Annual Verification: Project Implementation reports.	Collection: Public Engagement (PE) Coordinator Reporting: PE Specialist and M&E Specialist Verification: M&E Coordinators and Specialist

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Count of mechanisms that are established in the past 12 months Indicator Type: Cumulative Unit of Measurement: mechanisms				
Output 1.1.1. Improved technical capacity among state and municipal stakeholders (CITI/SIPINNA) to ensure service delivery to target populations and address child protection and labor rights defense in migrant agricultural communities in Veracruz and Oaxaca (e.g. social protection programs, quality education, workers' registration systems, advocacy of labor rights, birth certificate services)					
OTP 1. Number of officials in state and municipal government agencies who in the past 6 months complete at least one training related to children's rights, child labor or labor rights in migrant agricultural communities	Definition: For this indicator, the number of officials that complete at least one training in the last six months will be counted. Officials are state and municipal government staff who work with SIPINNA, CITI and other government agencies. The topics of the trainings will be related to the protection of children rights, child labor and labor rights in migrant agricultural communities, collection of child labor data, among others identified in the needs assessment. 'Officials' are men and women hired by municipal and state government to implement child and social protection programs. The type of public officials will be determined by the training needs assessment.	Disaggregate by: 1) Geographic region: municipality or state 2) Sex	Follow-up Public Engagement Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports	Collection: Public Engagement Coordinator Reporting: M&E Specialist Public Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Calculation: Sum of officials that completed at least 1 training in past 6 months. Officials will only be counted once, even if they complete more than one training per reporting period. Indicator Type: Incremental Unit of Measurement: officials				
Output 1.1.2 Federal, state and municipal stakeholders with improved technical capacity to ensure service delivery to target populations and address OSH and CKDu prevention and management services in migrant agricultural communities					
OTP 2. Number of officials in state and municipal government agencies who in the past 6 months complete at least one training related to OSH and CKDu prevention and management services in migrant agricultural communities	Definition: For this indicator, the number of officials that complete at least one training in the last six months will be counted. Officials are state and municipal government staff who works in topics related with OSH and CKDu prevention and management services. The topics of the trainings will be related to the following topics of OSH/CKDu: integration of CKDu into OSH norms and standards; best practices in coordination and planning for prevention and management of CKDu services, among others identified in the needs assessment. 'Officials' are men and women hired by	Disaggregate by: 1) Geographic region: municipality or state 2) Sex	Follow-up Public Engagement Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports	Collection: OSH Coordinator Reporting: M&E Specialist Citizen and Industries Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	municipal and state government who works in topics related with OSH and CKDU prevention and management services. The type of public officials will be determined by the training needs assessment. Calculation: Sum of public officials that complete at least one training plan in past 6 months. Officials will only be counted once, even if they complete more than one training per reporting period. Indicator Type: Incremental Unit of Measurement: officials				
Outcome 1.2 STPS (federal and state) and other government agencies in target areas with improved implementation of labor inspection protocols related to child labor prevention, labor rights and OSH compliance					
OTC 4. Number of targeted inspections on child labor/labor rights/OSH successfully completed by STPS and State Labor Inspectors in the past 12 months	Definition: Targeted inspections are instances where inspectors identify an employer as having violated National Child Labor Law (Article 22) and the minimum labor rights established by the National Labor Law (Article 123). These inspections are recorded in the following inspection protocols on: a) working conditions, b) security and hygiene (related to OSH/CKDu), and c) child labor.	Disaggregate by: 1) Geographic region: State 2) Topic: Child Labor, Labor Rights or OSH	Public Engagement Activity Form	Collection: Annual Reporting: Annual Verification: Inspection Reports and Data Base	Collection: Public Engagement Coordinator Reporting: M&E Specialist Public Engagement Specialist

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	STPS and State Labor Inspectors are the hired staff of the STPS and State Labor Agencies who supervise the compliance of labor rights and the prevention of child labor. Successfully completed: Inspections are considered completed when they are recorded as having been carried out and reported to the relevant authority. Calculation: Sum of the number of inspections completed in the past 6 months. Indicator type: Incremental Unit of measurement: STPS and State Labor Inspections				Verification: M&E Specialists and Coordinators
Output 1.2.1. STPS (federal and state) labor inspection services with strengthened capacity to implement child labor and labor rights inspection procedures					
OTP 3. Number of STPS (federal and state) labor inspection staff that complete at least 1 training related to child labor and labor rights inspection procedures in the past 6 months	Definition: STPS and State Labor Inspectors are the staff hired by the STPS and State Labor Agencies who supervise the compliance of labor rights and the prevention of child labor. The number of inspectors completing the training plan (electronic or face-to-face) organized by CdE on inspection procedures relate to child labor and labor rights.	Disaggregate by: 1) Geographic region: State 2) Topic: Child Labor or labor rights inspection procedure 3) Sex	Follow-up Public Engagement Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports	Collection: Public Engagement Specialist Reporting: M&E Specialist Public Engagement Specialist

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	The number of trainings to be completed successfully to be considered as having been trained will be determined in the training plan agreed with STPS. Calculation: Sum number of inspectors trained that meet the criteria above in the past 6 months. Indicator Type: Incremental Unit of measurement: STPS and State Labor Inspectors				Verification: M&E Specialists and Coordinators
Output 1.2.2 STPS (federal and state) labor inspection services with strengthened capacity to implement OSH inspection procedures					
OTP 4. Number of STPS (federal and state) labor inspection services staff that complete at least 1 training related to OSH inspection procedures in the past 6 months	Definition: STPS and State Labor Inspectors are the hired staff of the STPS and State Labor Agencies who supervise the compliance of labor rights regarding to OSH. The number of inspectors completing the training plan (electronic or face-to-face) organized by CdE on inspection procedures relate to labor rights specifically OSH and CKDu. The number of trainings to be completed successfully to be considered as having been trained will be determined in the training plan	Disaggregate by: 1) Geographic region: State 2) Sex	Follow-up Public Engagement Activity Form Sign in sheet	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports.	Collection: Public Engagement Coordinator Reporting: M&E Specialist, Public Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	agreed with STPS. Calculation: Sum number of inspectors trained that meet the criteria above in the past 6 months. Indicator Type: Incremental Unit of measurement: STPS and State Labor Inspectors				
Outcome 2: Private sector stakeholders (agricultural producers and/or interest groups) in Veracruz and Oaxaca comply with labor regulations					
OTC 5. Percentage of producers in sugarcane and coffee sectors that implement best practices to promote compliance with child labor regulations	Definition: The project will work with sugarcane and coffee producers. A producer will be considered as having implemented best practices to promote compliance with child labor regulations when they implement at least 1 of the following practices: • Include behavior code contractual clauses (free of CL clause) • Child labor monitoring procedures • Action plan to address child labor • Implement a productive or educational alternative to prevent or reduce child labor Calculation: Numerator: Number of producers that that implement best practices to promote	Disaggregate by: 1) Geographic region: municipality or state 2) Sector: Coffee or sugarcane	Follow-up value chain actors activity form	Collection: At the beginning and end of the project Reporting: At the beginning and end of the project Verification: 10% of units measured	Collection: Monitoring volunteers and field facilitators Reporting: M&E Specialist Citizen and Industries Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	compliance with child labor regulations, as defined above in the past 12 months Denominator: Total number of producers targeted to receive project benefits. Indicator Type: Level Unit of Measurement: Coffee and sugarcane producers				
OTC 6. Percentage of producers in sugarcane sector that implement best practices to promote compliance with standards on adequate occupational safety and health conditions	Definition: The project will work with sugarcane producers. A producer will be considered as having implemented best practices to promote compliance with standards on adequate occupational safety and health conditions when they implement at least 2 of the following practices from the following types of practices: • OSH workplace action plans and procedures (e.g. personal protection equipment, hydration practice / procedure, etc.) • Workplace shelters that meet minimum safety (e.g. are enclosed spaces with four walls and roof), hydration (e.g. have access to running water) and sanitation (e.g. have access to showers, toilets or outhouse) standards.	Disaggregate by: 1) Geographic region: municipality or state	Follow-up value chain actors activity form	Collection: At the beginning and end of the project Reporting: At the beginning and end of the project. Verification: 10% of units measured	Collection: Value Chain and OSH Coordinator Reporting: M&E Specialist Citizen and Industries Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Calculation: Numerator: Number of producers that comply with standards on occupational safety and health conditions, as defined above in the past 12 months. Denominator: Total number of producers targeted to receive project benefits. Indicator Type: Level Unit of Measurement: Sugarcane producers				
Output 2.1.1 Private sector organizations (agricultural producers and/or interest groups) with strengthened technical capacity to comply with child labor regulations and labor rights					
OTP 5. Number of producers trained during the past 6 months by the project to implement protocols on acceptable working conditions and child labor	Definition: The target coffee and sugarcane producers will be trained on how to implement the producer committee's resource guide to prevent child labor and promote acceptable working conditions. The number of trainings to be completed successfully to be considered as having been trained will be determined in the training plan based on the training needs assessment. Calculation: Sum number of sugarcane and coffee producers	Disaggregate by: 1) Geographic region: municipality or state 2) Sector: Coffee or sugarcane	Follow-up Value Chain actors Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports	Collection: Value Chain and OSH Coordinator Reporting: M&E Specialist Citizen and Industries Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	that completed project training in the past 6 months. For persons to be counted they must attend 80% of the training sessions. Indicator Type: Cumulative Unit of measurement: Coffee and sugarcane producers				
Output 2.1.2 National and local level stakeholders from the sugarcane sector with increased technical capacity on OSH standards to prevent and/or manage CKDu among agricultural workers					
OTP 6. Number of national and local level stakeholders from the sugarcane sector trained by the project on OSH standards to prevent and/or manage CKDu among agricultural workers in the past 6 months	Definition: National and local level stakeholders from the sugarcane sector will be trained on integration of CKDu prevention norms into OSH supervision and monitoring tools; identification of CKDu risk factors in OSH; and best practices for CKDu prevention and management practices. The number of trainings to be completed successfully to be considered as having been trained will be determined in the training plan based on the training needs assessment. ‘National level stakeholders’ include sugarcane industry leadership represented by four associations CNIAA, CNC, Centro Progresista, and Adolfo Lopez Mateos. Local level stakeholders	Disaggregate by: 1) Geographic region: municipality or state	Follow-up Value chain actors activity form	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports	Collection: Value Chain and OSH Coordinator Reporting: M&E Specialist Citizen and Industries Engagement Specialist Verification: M&E Specialists and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	include regional associations of sugarcane industry as well as sugarcane producers. Calculation: Sum number of national and local level stakeholders from the sugarcane sector that that completed project training in the past 6 months. For persons to be counted they must attend 80% of the training. Indicator Type: Cumulative Unit of measurement: national level stakeholders				
Output 2.1.3 Private sector mechanisms established to reduce child labor and improve working conditions among agricultural workers					
OTP 7. Number of private sector mechanisms established to reduce child labor and improve labor rights compliance	Definition: Private sector mechanism for sugarcane and coffee value chain actors include: • Resource guide on labor rights; • Resource guide on child labor; • Actions plans to address child labor or improve labor rights compliance • Defined and applied a profile for reduction of child labor by committee or producer associations A mechanism will be considered established	Disaggregate by: 1) Geographic region: municipality or state	Follow-up Value Chain actors Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: Project Implementation reports	Collection: Value Chain and OSH Coordinator Reporting: M&E Specialist Citizen and Industries Engagement Specialist Verification:

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	when the coffee and sugarcane value chain actors are implementing the guides or action plans to address child labor or improve labor rights compliance. ‘Private sector mechanisms’ are implemented through the local production committees or producer organizations that are responsible for ensuring the quality and production of sugarcane and coffee. Calculation: Sum number of mechanisms established to address child labor or improve labor rights compliance, as defined above in the past 6 months. Indicator Type: Cumulative Unit of measurement: private sector mechanisms				M&E Specialists and Coordinators
Output 2.1.4 Local level stakeholders from the sugarcane sector with strengthened mechanisms to comply with OSH guidelines for the prevention and management of CKDu among agricultural workers					
OTP 8. Number of private sector mechanisms established to improve OSH conditions and prevent CKDu in the	Definition: Private sector mechanism for sugarcane include: • OSH/CKDu resource guide provided to sugarcane committees and associations • Action plans to promote the effective	Disaggregate by: 1) Geographic region: municipality or state	Follow-up Value Chain actors Activity Form	Collection: Semi-annual Reporting: Semi-annual	Collection: Value chain and OSH coordinator Reporting: M&E Specialist

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
past 6 months	implementation of the OSH standards to prevent and manage CKDu • Profiles for OSH health promoter by Committee or producer associations A mechanism will be considered established when the sugarcane value chain actors develop or apply the mentioned mechanisms in the producers operating procedures. ‘Private sector mechanisms’ are implemented through the local production committees of the sugarcane sector. Calculation: Sum number of mechanisms established to improve OSH conditions and prevent CKDu, as defined above in the past 6 months Indicator Type: Cumulative Unit of measurement: private sector mechanisms			Verification: Project Implementation reports	Citizen and Industries Engagement Specialist Verification: M&E Specialists and Coordinators
Output 2.1.5 Adult workers with increased awareness of their rights and benefits in migrant agricultural communities in Oaxaca and Veracruz					
OTP 9. Percentage of adult agricultural workers aware of labor rights and OSH issues	Definition: Awareness of labor rights and benefits is measured by assessing adult agricultural workers’ minimum level of knowledge on the following themes:	Disaggregate by: 1) Geographic region: municipality or state	Follow-up Value Chain actors Activity Form	Collection: Annual Reporting: Annual	Collection: Value Chain and OSH Coordinator Reporting:

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	- Requirements to register under the law. - Benefits of being an adult registered worker before the law. - Legal responsibilities of employers. - OSH Compliance standards and norms - Mechanisms for the advocacy of their rights. The survey tool used to measure the proportion of agricultural workers with knowledge through open-ended questions that require respondents to provide short answers in their own words, a list of correct response options accompanied by options "Other" and "Don't know." Knowledge questions can have a single answer or several answers. Worker interviews will be conducted in households during harvest season. Workers will be interviewed if they work for target sugarcane or coffee value chain sector stakeholders in migrant agricultural communities. Calculation: Numerator: Number of sampled adult agricultural workers from target sugarcane industry stakeholders in migrant agricultural communities with the minimum level of knowledge in the current			Verification: 10% of interviewed households, annually	M&E Specialist Citizen and Industries Engagement Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	year. Denominator: Total number of sampled adult agricultural workers from target sugarcane industry stakeholders in migrant agricultural communities in the current year. Indicator Type: Level Unit of measurement: adult agricultural workers				
Outcome 3: Migrant agricultural communities mobilized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu					
OTC 7. Number of migrant agricultural communities that in the past year developed or took action to defend the rights of children or labor rights of adults	Definition: MACs develop organized actions aimed to demand rights and/or changes to their environment: MACs will be counted if they develop at least one of these actions: • Generation of proposals to implement actions in defense of adult labor rights, • Generation of proposals to implement actions to end child labor or protect the rights of children, • Establishment of dialogue groups, • Creation of mediation groups, • Creation of other type of associations	Disaggregate by: 1) Geographic region: municipality or state	Follow-up CVA Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of observation forms	Collection: Monitoring volunteers and field facilitators Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	aimed to defend labor rights Actions will be counted as developed based on community outreach volunteer (COV) observation checklist of community meetings. Migrant agricultural communities will only be counted once, even if they develop more than one action in defense of labor rights. Migrant agricultural communities are represented by CVA membership-based community organizations composed by households that live in the community. Migrant agricultural communities can be counted as having developed at least one action plan per year. Calculation: Sum of Number of MACs in migrant agricultural communities that develop action plans within the past 6 months Indicator Type: Incremental Unit of Measurement: migrant agricultural communities				
Outcome 3.1 Households in migrant agricultural communities sensitized on child labor reduction and the protection of labor rights and working conditions, including OSH practices to prevent CKDu					

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
OTC 8. Percentage of adult care takers with positive attitudes on observance of child labor issues	Definition: Attitudes on observance of child of child labor issues include: - Premature aging, accidents (falls, bumps, bruises, fractures, stings, bites, amputations, burns) and diseases (malnutrition, dengue, cholera, parasites, intestinal and respiratory problems, chronic fatigue injuries, trauma due to repetitive movements, and low back problems). - Chemical, physical, ergonomic, biological, mechanical, sanitary, psychosocial, natural menaces, safety-related. Child protections are the set of relevant rules and legal protections afforded by the National Child Labor law and other relevant regulations in the constitution. These rights and protections include but are not limited to: - Minimum age of working; compulsory basic education needed before the start of work; limitations of domestic work; types of allowable work. The survey tool used to measure attitudes includes statements that require respondents to provide answers to whether they agree or disagree with the statement in a five-point Likert scale.	Disaggregate by: 1) Geographic region: municipality or state.	Household intake form and Follow-up BCC Household visit form	Collection: At the beginning and the end of the project. Reporting: At the end of the project. Verification: 10% of interviewed households.	Collection: Monitoring volunteers and field facilitators. Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	'Household' consists of all persons – related family members and all unrelated persons – who occupy a housing unit and have no other usual address. A house an apartment, a group of rooms, or a single room is regarded as housing unit when occupied or intended for occupancy as a separate living quarters. Calculation: Numerator: Number of sampled adult agricultural workers from target sugarcane industry stakeholders in migrant agricultural communities with positive attitudes on child labor issues in the current year Denominator: Total number of sampled adult agricultural workers from target sugarcane industry stakeholders in migrant agricultural communities in current year Indicator Type: Level Unit of Measurement: households				
OTC 9. Percentage of adult caretakers aware of labor rights and working conditions issues	Definition: Awareness on labor rights and working conditions include the following themes: Risk factors are the hazards and risks that result from the process of agricultural work. Hazards	Disaggregated by: 1) Geographic region: municipality or state	Household intake form and Follow-up BCC Household visit form	Collection: At the beginning and the end of the project Reporting:	Collection: Monitoring volunteers and field facilitators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	and risks include the following types: - Harmful effects are everything that is considered dangerous or harmful for the wellbeing of adults, including OSH (e.g. injury, dehydration, heat stroke, contamination from agrochemicals, and non-traditional chronic illnesses such as CKD). Protection mechanisms include: - Relevant articles to the federal labor law on labor protection and rights - Relevant State laws and regulations on labor protection and rights - Sanctioning mechanisms implemented by national institutions The survey tool used to measure knowledge includes open-ended questions that require respondents to provide short answers in their own words, a list of correct response options accompanied by options “Other” and “Don’t know.” Knowledge questions can have a single answer or several answers. ‘Household’ consists of all persons – related family members and all unrelated persons – who occupy a housing unit and have no other usual address. A house an apartment, a group of rooms, or a single room is regarded as			At the end of the project Verification: 10% of interviewed households	Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	housing unit when occupied or intended for occupancy as a separate living quarters. Calculation: Numerator: Number of sampled caretakers from target households in migrant agricultural communities with minimum level of knowledge in the current year Denominator: Total number of sampled caretakers from target households in migrant agricultural communities in the current year Indicator Type: Level Unit of Measurement: households				
OTC 10. Percentage of adult caretakers aware of key social protection programs and services available in their area	Definition: Identification of social protection programs is verified through verbal reports of heads of households or caregivers on whether they are aware that the services or programs exist and what they offer, when prompted with a list programs. Interviewees will be prompted with a list of social protection programs and services available in their migrant agricultural communities.	Disaggregate by: 1) Geographic region: municipality or state	Household intake form and Follow-up BCC Household visit form	Collection: At the beginning and the end of the project. Reporting: At the end of the project Verification: 10% of interviewed households	Collection: Monitoring volunteers and field facilitators Reporting: Communication Specialist, M&E Specialist Verification:

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Key social protection programs include but are not limited to: PROSPERA, Seguro Popular, 100% Schools (School Infrastructure), Programa de Fomento a la Economía Social, Programa para el Mejoramiento de la Producción y Productividad Indígena y Fondo Nacional Emprendedor. The survey tool used to measure knowledge includes open-ended questions that require respondents to provide short answers in their own words, a list of correct response options accompanied by options “Other” and “Don’t know.” Knowledge questions can have a single answer or several answers. ‘Household’ consists of all persons – related family members and all unrelated persons – who occupy a housing unit and have no other usual address. A house an apartment, a group of rooms, or a single room is regarded as housing unit when occupied or intended for occupancy as a separate living quarters. Calculations: Numerator: Number of caretakers from sampled households in target migrant agricultural communities who identify at least 3 social protection programs.				M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Denominator: Total number of caretakers of sampled households in target migrant agricultural communities who answer the survey questions on social protection programs. Indicator Type: Level Unit of Measurement: households				
Output 3.1.1 Targeted communication channels to reach specific target groups in migrant agricultural communities established					
OTP 10. Number of communities with targeted communication channels established in the past 6 months	Definition: Communications channels may include: printed graphic, audiovisual, radial, digital and personalized communications (pop-up information centers and BCC campaign events). Communication channels are considered established when a communication message is transmitted through a communication medium (such as radio station or television station or newspaper) and when at least one beneficiary household reports receiving the communication message in a community in the past 6 months. Receipt of the communication message by beneficiary households will be verified through interviews of adult caretakers from a sample of beneficiary households. Calculation: Numerator: Total number of communication channels established, as defined above, in the	Disaggregate by: 1) Geographic region: municipality or state	Follow-up questionnaire to measure household awareness	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of observation forms	Collection: Monitoring volunteers and field facilitators Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	past 6 months. Indicator Type: Incremental Unit of Measurement: Communication channels				
Output 3.1.2 Households in migrant agricultural communities in Veracruz and Oaxaca informed about child labor and labor rights, including the benefits for registered workers, and CKDu symptoms and preventive measures					
OTP 11. Percentage of target households that report receiving information from the project on child labor, labor rights and OSH in the past 6 months	Definition: Information reception: Information about the rights of the child, child labor and labor rights are distributed by printed graphic materials, audiovisual and digital materials, and personalized orientation. Content: • Type of child labor that is legally allowed. • Child work alternatives. • Education, social protection, and training opportunities. • Labor rights 'Household' consists of all persons – related family members and all unrelated persons – who occupy a housing unit and have no other usual address. A house an apartment, a group of rooms, or a single room is regarded as housing unit when occupied or intended for occupancy as a separate living quarters. Calculation:	Disaggregate by: 1) Geographic region: municipality or state	Follow-up questionnaire to measure household awareness	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of observation forms	Collection: Monitoring volunteers and field facilitators Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Numerator: Sum of people in the sample that received information from the project on child labor and labor rights within the past 6 months. Denominator: Total number of people sampled in the target communities. Indicator Type: Level Unit of Measurement: households				
Outcome 3.2 Migrant agricultural communities in Veracruz and Oaxaca organized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu					
OTC 11. Number of migrant agricultural communities organized to promote the reduction of child labor and protection of labor rights in the past 6 months	Definition: Communities are considered “organized” when they have one or more community working groups that demonstrate participation of vulnerable community members, has a defined organizational structure and is lead and facilitated by community members to promote the reduction of child labor/ and/or labor rights and working conditions. Community working groups are cross-sectoral (e.g. child labor, workers’ rights, education, health) committees that develop proposals and work plans aimed at reducing child labor and protect workers’ rights, which is part of the CVA project model implemented through community dialogues.	Disaggregate by: 1) Geographic region: municipality or state	CVA Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of observation forms	Collection: Monitoring volunteers and field facilitators Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	For a working group to be considered organized they must meet the following criteria: • Participation is when at least one representative of a vulnerable group in the community is attending the community dialogue session. Vulnerable groups may include: adolescents 15-17, single mothers, persons over 60 years old, caretakers, and agricultural day laborers. • Community working group members actively lead and facilitate at least half of the community dialogue sessions with minimal guidance from the facilitator • Community group has defined a specific organizational structure. Calculation: Sum of communities organized in the past 12 months. Implementation of community dialogues is measured through an observation checklist, administered periodically throughout the 12 week community dialogue meetings. A migrant agricultural community is represented by community dialogue groups. More than one community dialogue group may operate in a community. A community may only				

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	be counted once even if more than one community dialogue group is held in a community. Indicator Type: Incremental Unit of Measurement: migrant agricultural communities				
Output 3.2.1 Migrant agricultural communities sensitized to address child labor, labor rights and working conditions, including OSH practices to prevent CKDu, through community dialogues					
OTP 12. Number of communities that implement community dialogues to address child labor, labor rights and OSH in the past 6 months	Definition: Community dialogues are discussion groups consisting of community members where members discuss the social norms that affect the well-being of children and adults. During these group discussions, members will address issues related toward child labor, workers' rights, education, and health. A community dialogue is counted as having been implemented when they fulfill the following criteria: • Where at least one community dialogue facilitator has received training on the community dialogue methodology • When the meetings are held at least once a month • Members demonstrate active participation skills during group meetings. They include:	Disaggregate by: 1) Geographic region: municipality, state 2) Type of Sector of the committee: child labor, workers' rights, education and health	CVA Activity Form	Collection: Semi-annual Reporting: Semi-annual Verification: 10% of observation forms	Collection: Monitoring volunteers and field facilitators Reporting: Communication Specialist, M&E Specialist Verification: M&E Specialist and Coordinators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	active listening, strategic questioning, reflection, brainstorming, paraphrasing, documentation, introduction of session, teamwork, analysis, feedback, and summarizing Identifying problems that are affecting communities related to child labor and workers' rights. A migrant agricultural community is represented by community dialogue groups. More than one community dialogue group may operate in a community. A community may only be counted once even if more than one community dialogue group is held in a community. Calculation: Sum of communities that implement at least one community dialogue. Implementation of community dialogues is measured through an observation checklist, administered periodically throughout the 12 week community dialogue meetings. Indicator Type: Incremental Unit of Measurement: migrant agricultural communities				

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
Outcome 4: Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca with increased school retention					
OTC 12. Retention rate: Percentage of children and adolescents enrolled in school who transition to a higher grade the following year	Definition: Retention: is when a child or adolescent is officially promoted by an educational institution from a grade to the next, or when an adolescent completes primary level and moves on to secondary education level. Retention of school grade is verified through school records, obtained through petition to school directors. Children and adolescents are children 6 to 12 years old for primary school age and 13 to 16 for secondary school in target households in migrant agricultural communities in Veracruz and Oaxaca. Calculation: Numerator: Number of children and adolescents from target households in migrant agricultural communities who are promoted from an educational grade to the next according to the school's criteria. Denominator: Total number of children and adolescents from target households in migrant agricultural communities enrolled in formal education Indicator Type: Level	Disaggregate by: 1) Geographic region: municipality, state 2) School grade 3) Sex 4) Age range 5) Migrant status: community of origin and destination	School records	Collection: Annually Reporting: Annually Verification: 5% of school records, annually	Collection: Facilitators Reporting: Bi-annually by Education Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Unit of Measurement: children and adolescents				
E1. Number of children engaged in or at high-risk of entering CL provided education or vocational training services.	Definition: The measurement of E1 is at the child level and aims to count the total number of children who have been provided an educational or vocational service. For the purposes of this indicator, the term “provided” refers to the point at which he/she begins receiving their first educational or vocational service as a result of the project’s direct support. A child is to be counted as provided with an educational service at the point in time that he/she begins their specific educational service. A child may only be counted once under this indicator during the life of the project, even if he/she receives multiple Education services include: <u>Formal Education Services</u> • General primary and secondary school • Telesecondary schools • Programs in the National Commission for the Promotion of Education (CONAFE) • High school • Programs in the National Institute for Adult Education (INEA).	Disaggregate by: 1) Geographic region: municipality, state 2) School grade 3) Sex 4) Age range 5) Migrant status: community of origin and destination	Follow-up Education Services Form	Collection: Semi-annual Reporting: Semi-annually Verification: 5% of forms, semi-annually	Collection: Monitoring volunteers and field facilitators Reporting: Education Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	<u>Non-Formal Education</u> • El Reto • Solidarity Tutoring • Reading Camps • Mobile Libraries Children and adolescents are children 6 to 12 years old for primary school age and 13 to 16 for secondary school in target households in migrant agricultural communities in Veracruz and Oaxaca. Calculation: Numerator: Number of children and adolescents from CdE project target households enrolled in the formal and non-formal education services in the past year. Denominator: Total number of children and adolescents in CdE target households in migrant agricultural communities. Indicator Type: Cumulative Unit of Measurement: children and adolescents				
Outcome 4.1 Schools in migrant agricultural communities in Veracruz and Oaxaca with improved quality of adaptive educational services					
OTC 13. Percentage of schools that implement	Definition: A school is counted as having implemented	Disaggregate by: 1) Geographic region:	Follow-up Education	Collection: Annual	Collection: Education

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
practices to improve the quality of adaptive educational services in migrant agricultural communities in the past 12 months	practices to improve quality of adaptive when they implement at least 2 of the following criteria: • Implement a process to monitor school absences due to child labor • That enroll migrant transfer students during the school year • Implement awareness building activities related to child labor • Integrate the Reto for at least one grade in the school and/or solidarity tutors for at least one grade between levels 3-5. Calculation: Numerator: Sum of schools that complete the criteria. Denominator: Total number of schools targeted to receive project benefits. Targeted schools in the migrant agricultural communities selected to receive intervention benefits. Indicator Type: Level Unit of Measurement: schools	municipality, state 2) Type of school: primary or secondary	Services Form	Reporting: Annual Verification: 5% of school records, annually	Coordinators Reporting: Education Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca
Output 4.1.1 Education personnel trained to improve educational services adapted to the needs of the target population					
OTP 13. Number of school teachers, area	School area managers receive reports from school supervisors and principals and oversee	Disaggregate by: 1) Geographic region:	Follow-up Education	Collection: Semi-annual	Collection: Education

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
managers, supervisors, and principals trained by the project on best practices for adapting education services to needs of MACs	school performance and educational planning of schools in each education zone. School supervisors guarantee the quality of education in schools for primary and secondary education zones. School teachers provide first-hand teaching to children, including adaptive educational services which aim to meet the needs of MACs Training includes the following themes: • Awareness building trainings on needs of migrant agricultural communities • Provision of training on best pedagogic practices in formal and non-formal education services. • Implement a process to monitor school absences due to child labor • Enrollment migrant transfer students during the school year School stakeholders can only be counted once per year, even if they receive technical assistance more than one time per year. Calculation: Sum of education professionals trained in past 6 months.	Municipality, state 2) Sex	Services Form	Reporting: Semi-annual Verification: 5% of attendance lists	Coordinators Reporting: Education Specialist, M&E Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Indicator Type: Cumulative Unit of measurement: school stakeholders				
Outcome 4.2 Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca improve regular attendance at formal and non-formal education services					
OTC 14. Percentage of children and adolescents in target households that regularly attended formal education services in the past 6 months	Definition: Children and adolescents are children in primary and secondary schools in target migrant agricultural communities in Veracruz and Oaxaca. Regular attendance is when a child or adolescent attends school without an absence of more than 2 weeks, in the past semester (6 months). Formal education services include: general primary and secondary school, Telesecondary schools, programs in the National Commission for the Promotion of Education (CONAFE), High school, and programs in the National Institute for Adult Education (INEA). Calculation: Numerator: Sum of children and adolescents from CdE project target households that regularly attend formal education services in the past semester.	Disaggregate by: 1) Geographic region: Municipality, state 2) School grade 3) Sex 4) Age range 5) Migration Status: community of origin or destination	Follow-up Education services form	Collection: Semi-annual Reporting: Semi-annual Verification: 5% of COV household visit forms, annually	Collection: Monitoring volunteers and field facilitators Reporting: Education Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Denominator: Total number of children and adolescents from CdE project target households enrolled at school. Indicator Type: Level Unit of Measurement: School age children and adolescents				
Output 4.2.1 Children and adolescents in migrant agricultural communities receive formal education services with project support (e.g. Telesecundaria, early education, INEA)					
OTP 14. Number of children and adolescents in target households enrolled in formal education services in the past year	Definition: Children and adolescents are children in primary and secondary school in target households in migrant agricultural communities in Veracruz and Oaxaca. Enrollment is when a child and/or adolescent is officially enlisted, with project support, to receive formal educational services by an educational institution. Enrollment in a school is verified through verbal reports of an adult member of the target household in the migrant agricultural communities. Children and adolescents will only be counted as having enrolled when households show COVs an official document from schools confirming the date of enrollment. Formal education services are those provided by educational institutions that are registered and accredited by the	Disaggregate by: 1) Geographic region: Municipality, state 2) Sex	Follow-up Education services form	Collection: Annual Reporting: Annual Verification: 5% of COV household visit forms, annually	Collection: Monitoring volunteers and field facilitators Reporting: Education Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
	Ministry of Education. In cases where households do not possess enrolment documents, community facilitators will retrieve school records to verify verbal reports. Formal education services include: general primary and secondary school, Telesecondary schools, programs in the National Commission for the Promotion of Education (CONAFE), High school, and programs in the National Institute for Adult Education (INEA). Calculation: Count of the number of children and adolescents from CdE project target households enrolled in the formal education services in the past year. Indicator Type: Incremental Unit of Measurement: School age children and adolescents				
Output 4.2.2 Children and adolescents in migrant agricultural communities receive non-formal education services with project support (including mobile libraries, reading camps, El Reto, solidarity tutors, vocational training and life skills)					
OTP 15. Number of children and adolescents that completed non-formal education services	Definition: Non-formal education services include mobile libraries, reading camps, El Reto, and solidarity tutors.	Disaggregate by: 1) Type of non-formal education service 2) Sex 3) Age range	Follow-up Education Services form	Collection: Monthly basis Reporting: Semi-Annual	Collection: Monitoring volunteers and field facilitators

Performance Monitoring Plan					
Indicator	Indicator Definition and Unit of Measurement	Indicator Disaggregation	Data Collection Instrument	Frequency of collection, reporting and verification	Responsibility
provided by the project within the past 6 months	Completion of non-formal education service is demonstrated by attendance and other minimum criteria for each non-formal education program. The attendance criterion for the programs include by the following criteria per education service: • Reto - 70% attendance and completion of pre and post tests for secondary school age children • Solidarity tutors: Improvement in school performance for primary school age children • Reading Camps and Mobile Libraries: participate in at least one activity. For a child or adolescent to be counted in this indicator they must complete at least one non-formal education service. A child or adolescent may only be counted once even if they complete more than one service. Calculation: Sum of children and adolescents that receive non-formal education services. Indicator Type: Cumulative Unit of Measurement: School age children and adolescents	4) Municipality 5) Child labor status (engaged in or at risk of child labor)		Verification: 5 % of COV attendance sheets, bi-annually	Reporting: Education Specialist Verification: M&E Specialist, M&E Coordinators in Veracruz and Oaxaca

B. Community & Participant Selection Criteria

The following criteria for community and participant selection were developed using primary and secondary data sources. The selected communities are to meet the following criteria:

- a. Be located in the chosen zones of implementation (Veracruz or Oaxaca);
- b. Consist of populations with low socio-economic status (verified through 2 census indicators:
 - i. proportion of households without sewage or piped potable water services available in the household (e.g. > 10% of households); and
 - ii. high proportion of population without access to healthcare (>25%);
- c. Availability of primary and secondary schools in the community or in a community within 5 kilometers of distance (verified through review of secondary sources, maps, and visit to communities);
- d. Populations consisting of households that migrated or received migrants from other municipalities or outside the state (verified through interviews with local authorities);
- e. Populations consisting of families whose members often work in sugar cane and/or coffee agricultural production (verified through interviews with local authorities);
- f. Populations that have access to paved and dirt roads during dry and rainy seasons;
- g. Populations are not located in insecure areas for project staff to operate in (verified through interviews with local authorities).

The criteria used to select project participants include the following:

- a. Be part of a household with at least one child 5 to 17 years of age that is at risk of child labor; or
- b. Be a migrant agricultural worker involved in the sugarcane and coffee agricultural value chains.

SECTION III: PLANNED EVALUATIONS AND STUDIES

A. Prevalence Surveys at Baseline and Endline

OCFT requires direct service projects to conduct quantitative baseline and follow-up surveys to calculate an area-based child labor prevalence rate and to understand changes in key variables among project beneficiaries that occur during the life of the project. For clarity, baseline and follow-up surveys must follow the requirements in *MPG Annex IX, Baseline and Follow-up Survey Guidance*, to be considered official project surveys. Furthermore, full project activities can begin once data collection is complete and once the beneficiary intake process and tools are USDOL-approved; projects do not need to wait until the baseline report is submitted to begin service-related activities. Please refer to Campos de Esperanza's M&E timeline for more detailed information on when baseline activities are to be undertaken.

Baseline and endline surveys will be used to assess the prevalence of child labor in Veracruz and Oaxaca and to measure change over time through monitoring and follow-up interim and endline evaluation studies. The purpose of the baseline study is to collect:

- a. Starting/initial value of some output and outcome level indicators;
- b. Estimates of key outcome indicators related to project objectives (child labor and access to education);
- c. Demographics;
- d. Standard of living data from households that are involved in or at risk of child labor; and
- e. Context-related information prior to the start of intervention.

Baseline objectives include:

- a. To provide baseline values for indicators on the prevalence of legally working children, child labor, prevalence of hazardous child labor among children and adolescents in target migrant agricultural communities;
- b. To assess working conditions of day laborers in key agricultural sectors;
- c. To characterize household gender norms in migrant agricultural communities where children and adolescents are involved in or are at risk of child labor, including attitudes towards child labor, labor rights, legal requirements of child labor, acceptable conditions of work, benefits of worker registration, and OSH practices related to CkDu.

B. Implementation Evaluations

Evaluations of Campos de Esperanza will be used to learn, among other issues, whether the project achieved its objective of reducing the prevalence of child labor in Veracruz and Oaxaca, and whether it was implemented as intended. Two evaluations will be implemented: An interim evaluation, to be conducted halfway through the life of the project; and a final evaluation, to be conducted near the end of the project. The CdE's interim evaluation will be implemented by early 2019 and the final evaluation will be carried out during the last quarter of the life of the project (no later than three months before the end of the project).

The aims of the interim evaluation will be to assess the extent to which CdE is meeting its goals and objectives, to assess whether the project is being implemented as planned, and to identify corrective measures and modifications in project strategies or activities that may be needed. Staff and CdE partners will hold a strategy meeting within 15 days of receiving the interim evaluation report to review the findings, plan the actions necessary to follow-up the recommendations and adjust the activities accordingly. Follow-up actions will be discussed and agreed with OCFT, and progress will be described in subsequent technical progress reports.

The main objectives of the final evaluation will be to assess the degree to which the project has achieved its goals and objectives, identify the challenges and successes of the project, validate the theory of change, assess the sustainability of project interventions, and make recommendations for future projects in Mexico or in similar contexts.

Both evaluations will be implemented by an independent consultant to ensure the results are impartial and are produced with rigorous evaluation methods. USDOL and World Vision will formulate specific questions for these evaluations. The evaluator will discuss the methodology and itinerary of the evaluations with USDOL and Campos de Esperanza staff. The final evaluation will integrate information provided by the baseline and endline studies.

CMEP data should be available to inform the interim and final evaluations prior to fieldwork. Fieldwork for each evaluation typically takes 2-3 weeks, depending on travel time needed between sites.

C. Other Surveys and Studies

Campos de Esperanza will carry out *at least* three studies, among the topics selected below, to deepen their knowledge about child labor and labor rights in Mexico. The topics listed below were selected by determining the information that is needed to implement project activities, as well as knowledge gaps identified through project monitoring and learning activities. The studies will be carried out in consultation with USDOL as well as with CdE's implementing partners and other key stakeholders.

The project has identified the following tentative themes for research:

- a. *Analysis of Barriers to Behavior Change* – Aimed at identifying community and beneficiaries' behaviors that contribute to child labor practices. This study will include assessing determinants such as perception of susceptibility, perception of gravity, perception of efficiency of action, perception of social acceptability, perception of self-effectiveness, signals for action, and the positive and negative attributes of the action.
- b. *School Hygiene and Security Assessment* - Used to assess hygiene, security and infrastructure conditions in schools in migrant agricultural communities.
- c. *Market Feasibility Study* – Used to determine appropriate skills needed for securing decent work in a given geographic area.
- d. *Government, Schools and Value Chain Actors' Capacity Assessments* – Aimed to assess the technical and administrative human and organizational capacity of education professionals, public sector functionaries, value chain committees and associations.
- e. *Occupational Safety and Health (OSH) rapid assessment* – Aimed to assess occupational safety and risk factors associated CKDu present in sugarcane value chain actors work environments.
- f. *Migrant Population Monitoring study* – Aimed to assess what communication and tracking methods are best suited to collect monitoring data from migrant populations in agricultural communities of Oaxaca and Veracruz.
- g. *Coffee Sector Child and Workers' Rights Best Practices Study* – Used to review and synthesize literature on coffee sectors' best practices related to compliance with child labor and worker's rights.
- h. *Fields of Hope Best Practices Mid-term Study* – Internal review and report of project's best practices identified through organizational learning sessions held on a semi-annual basis.

SECTION IV: IMPLEMENTATION AND MANAGEMENT OF CMEP

A. Roles and Responsibilities for Data Collection, Validation, Analysis and Reporting

The purpose of the CMEP is to provide guidance for CdE staff on how to measure the project's achievements based on their objectives using standardized indicators, tools and methods. The data collection tools and methods were modeled to measure the project objectives that were detailed in the theory of change. In order to adequately implement the CMEP, diverse positions within project staff will have specific M&E-related responsibilities.

1. Project Director

The Project Director is responsible for supervising the project's M&E Specialist and for co-writing the technical progress report (TPR) on a semi-annual basis. In addition, the Director will work with the M&E Specialist to continuously track achievement of project outputs and outcomes, identify activity shortfalls and manage corrective changes in project implementation with support from the project's management specialists.

2. Monitoring and Evaluation Specialist

The M&E Specialist is responsible for coordinating CMEP implementation, coordinating data collection with implementing partners and project specialists, and providing technical assistance to staff as needed, with support from the M&E Coordinators. At the beginning of the project's field activities, the M&E Specialist will train the persons responsible for collecting data regarding the monitoring and evaluation procedures and instruments designed by the project. The M&E Specialist will analyze the data collected in order to track project's progress towards its objectives according to performance indicators. He will also prepare reports on technical progress. This information will be used to improve the efficiency and effectiveness of the project and to report project results to USDOL.

In addition, the M&E Specialist will also have the following responsibilities:

- Establish a framework and M&E system that integrates data collection and analysis and dissemination of information with respect to performance indicators.

- Manage the design and implementation of a Direct Beneficiary Monitoring System (DBMS); and supervise the capture of data by temporary personal into the database each semester.
- Develop materials and facilitate trainings on M&E procedures, use of data collection and reporting tools, and control and verify data quality.
- Provide feedback on project performance to CdE staff and stakeholders for project management, learning and internal assessment purposes.
- Prepare and submit consolidated monitoring reports to the Project Director to report on overall progress to the donor.
- Disseminate the information and results of the project to stakeholders following the CdE's communications strategy.
- Provide support and guidance to the consulting firm(s) that will implement the baseline and endline study.
- Provide support for the implementation of the independent interim and final evaluations.
- Co-write the technical progress report on a bi-annual basis.
- Synthesize reported data on a quarterly basis to report to project specialists for internal use and feedback to field teams.

3. Monitoring and Evaluation Coordinators

The M&E Coordinators report to the M&E Specialist and will be responsible for implementing M&E activities in Oaxaca and Veracruz. They will support data verification, information management, data collection, on-site supervision of monitoring volunteers' data collection activities, data compilation, analysis and reporting.

Specifically, the activities they will support include:

- Training of monitoring volunteers to use monitoring tools,
- On-site supervision of monitoring volunteers,
- Storage and electronic transfer of paper-based tools to HQ,
- Data entry on a monthly basis for a few monitoring indicators,

- Implementing data verification assessment's and reporting results on a semi-annual basis,
- Providing analytic support to regional and home offices,
- Reporting indicator data on a quarterly and semi-annual basis,
- Creating databases and cleaning and managing data,
- Testing data collection tools,
- Collecting quantitative and qualitative data, and
- Supporting the analysis of data referred to the hypotheses/questions.

4. CdE Management Specialists

CdE Management Specialists such as the Education Specialist, Public Engagement Specialist, Value Chain Specialist and Communication Specialist will be responsible for supervising field coordinators' data collection activities. They will also be responsible for providing internal feedback on performance monitoring reports and data verification reports each semester. They will provide the M&E Specialist access to internal activity progress reports completed on a monthly and quarterly basis, and will provide content on implemented activities to complete the TPR report each semester. The Public Engagement and Value Chain Specialists will be responsible for supervising the Public Engagement Coordinator's and OSH Coordinators' data collection activities, respectively. They will also support the collection, analysis and synthesis of information on activities implemented in their field of work, which includes but is not limited to: Value chain capacity strengthening activities, STPS strengthening, alternative livelihood strategies, and labor rights compliance activities.

5. Partner's Project Coordinators and Facilitators

Associate Project Coordinators and facilitators from Fund for Peace will coordinate M&E activities with CdE coordinators and facilitators as needed. The partner Field Coordinators will oversee six facilitators in Veracruz that perform CdE activities. They will work with the CdE M&E Coordinator in Veracruz and the M&E Specialist to ensure that data collection activities are carried out in accordance with the CMEP and that high quality reports are submitted to World Vision on time. They will also help monitor the integrity and reliability of information for their respective components and activities. The partner's Facilitators will supervise monitoring volunteers in Veracruz during semi-annual data collection activities. The

facilitators will also be the first filter for data quality verification at the point of the data collection and will collaborate with M&E Specialist to implement data verification activities in the field.

6. Field Coordinators (FC)

Campos de Esperanza's Education Coordinators will provide direct supervision and support to Facilitators to manage monitoring volunteers' activities in the regions. They will be responsible for ensuring that Facilitators implement the monitoring volunteer supervision forms. FCs will also be called upon to collect qualitative data from stakeholders and beneficiaries as part of rapid assessments and special studies performed throughout the life of the project.

In addition, OSH and Public Engagement Coordinators will be responsible for collecting data from activities implemented in value chain and public sector actors. These activities will be related to capacity building and technical assistance of stakeholders. This data will be collected and transmitted to M&E Coordinators for compilation on a quarterly basis and a review of data quality will be carried out semi-annually.

7. Facilitators

Facilitators will supervise the data collection activities of Monitoring Volunteers. Specifically, they will help train Monitoring Volunteers in the use of data collection forms, verify that paper-based forms are filled completely by Monitoring Volunteers, and provide internal feedback to Monitoring Volunteers on data quality issues identified by the M&E team. Facilitators will be trained in the use of monitoring data collection and supervision tools, and they will be provided with guidelines and protocols for data collection and verification. Additionally, Facilitators experienced in quantitative and qualitative data collection will be involved in collecting data from beneficiaries and stakeholders during rapid assessments and/or other special studies carried out by the project.

8. Monitoring Volunteers

Volunteers will be responsible for data collection activities at the household and community levels to report on behavior change communication (BCC), education and communication activities implemented by the project. These Monitoring Volunteers will collect paper-based data and transmit it to regional offices in Oaxaca and Veracruz for review of data quality. All Monitoring Volunteers will be responsible for collecting and reporting these activities to Facilitators. Volunteers will be provided with the training necessary to use the data collection tools.

9. Community Outreach Volunteers

Volunteers that implement communications activities in communities will be responsible for collecting data during CVA and community dialogue group meetings. These volunteers will collect paper-based data and transmit it to M&E Coordinators for compilation and review of data quality on an ongoing basis. Volunteers will be provided with the training necessary to use the data collection tools.

10. Temporary Personnel

Data capture related to children's educational and labor status will be entered twice a year into the project's management information system by experienced temporary personnel hired on a semi-annual basis. The temporary personnel will receive training on the reporting PMP indicators from the M&E Specialist and on utilizing DBMS from the M&E Coordinator of Veracruz.

B. Participant Intake and Monitoring Procedures

In line with the Campos de Esperanza project's participant and community eligibility and selection criteria listed above, the project's intake and monitoring procedures for participants is as follows:

1. Intake Procedures

- a. Selecting household structures that meet visual indicators of poverty prior to household visit and intake registration (verified through an observational checklist of households' exterior appearance that may indicate low socioeconomic status, such as materials used for the structure of the housing unit);
- b. Initial screening of households that meet the participant eligibility criteria;
- c. Explaining project activities and benefits to eligible households;
- d. Attaining informed consent for project enrollment of households (from a parent or caretaker of the households) that meet the participant eligibility criteria;
- e. Reading a privacy statement that all information collected in the intake form will be kept confidential;
- f. Assignment of an individual and household ID number defined by the project;
- g. Administering a household's intake form with paper-based tool;
- h. Conducting on-site visual inspection by M&E Coordinators and the M&E Specialist that all household intake forms were completed with informed consent and ID number registration

were completed (this will be verified through presence of initials provided by parent/caretakers at the time of enrollment);

- i. Ensuring safe storage and filing of households' completed intake form in the regional Temascal, Oaxaca office until they can be driven to headquarters Mexico City office;
- j. Entering data and processing completed by hired temporary staff in the Mexico, City office in Excel;
- k. Processing intake supervision forms completed by each M&E Coordinator for M&E Specialist's review;
- l. Storage and back-up of all paper-based intake forms and electronic intake form datasets (including password protected encryption of electronic files developed).

2. Monitoring Procedures:

To monitor children's educational and work status, the project will implement follow-up data collection instruments to collect POH and POC indicators on a semi-annual basis. The tool to verify work status is the "clock-based time use tool for children 5 to 17 years old" and the tool to verify educational status is the "Education services follow-up questionnaire." Each of these tools will be collected at the household level by monitoring volunteers using a paper-based format.

C. Management Information System

The project will implement a Management Information System based on open source software with client-server architecture, using web-based technology and mobile technology to monitor the performance of the project. This system includes a set of procedures for collecting, processing, storing and disseminating information. The system will generate reports and allow online access for users to view the status of project performance indicators.

As much as possible, data will be collected through custom mobile-based applications. Electronic data collection will be prioritized for activities implemented in locations where it is deemed safe to collect data with tablets. For intervention areas in the community (household visits, Reto 30, mobile libraries and reading camps), data will be collected through paper-based forms and entered into the DBMS for reporting. The collected data will be stored in a cloud-based database and specific users will be granted password-protected access to it. Modules used to collect data at the point of service delivery and remotely will have built-in data validation checks to ensure accuracy of reported data. Once the

indicators are calculated, the reports will be generated and will be available online through a web-based platform to those who have access as users.

The Management Information System protocols will be attached to this CMEP at Annex 9. .

D. Data Validation and Quality Assurance Procedures

A data validation process will be integrated into M&E activities to ensure the accuracy, integrity, consistency, reliability and completeness of data reported to USDOL. All data received by the program will be reviewed for quality, completeness and accuracy. The quality of the information collected will depend on the capacity and training of the field staff, as well as the validation and automated controls established within data collection forms. The roles and responsibilities for data quality assurance will be outlined later in Table 3.

1. Quality Control in the Field

At the community level, Facilitators will be the persons in charge of verifying that monitoring volunteers' data collection forms are completely filled in and done on time. Data collected at the community level include all information on direct services provided to project participants. Data collection forms with inconsistencies will be edited by monitoring volunteers upon receiving follow-up from facilitators. Once a form passes the data quality review by Facilitators and they sign-off on it, the forms will be submitted digitally to headquarters for data entry and paper-based forms will be stored in regional offices in Oaxaca and Veracruz. In addition, once per semester the M&E team will provide on-site supervision to monitoring volunteers ensuring that the volunteers complete data collection by sweeping a random sample of communities in each municipality (households and data collection sites).

M&E Coordinators will be the persons responsible for verifying the quality of data collected by field coordinators related to technical activities in government, educational institutions, value chain actors and community-based organizations (i.e. community dialogue and CVA community groups). They will ensure that data collection forms used by field coordinators will be completely filled in and done on time. Data collection forms with inconsistencies will be edited by field coordinators upon receiving follow-up from M&E Coordinators. Once a form passes the data quality review by facilitators, by signing-off on the form, the forms will be stored in regional offices in Oaxaca and Veracruz and digitally entered into the DBMS by M&E Coordinators.

2. Data Validation Process

The data entered into the central database will be validated by the M&E team using syntax that verifies the quality of the information in a structural (relationship between variables) and numerical form. The validation program will identify records that have a high level of inconsistency (for example by analyzing the degree of dispersion of data elements and presence of missing values).

The monitoring team will also validate the data in the field through a random sampling of beneficiaries registered in the database. At the field level, data collected directly from households and boys and girls will be verified with other sources of information such as schools, teachers, child labor committees and project registers.

A sample will be established on the basis of between 2% and 5% of the beneficiaries registered in the database. The percentage of the sample will depend on the amount of resources available for this activity. The detailed sample is presented in the table below.

Table 3. Roles and Responsibilities for Data Quality Assurance

Personnel		Activities Monitored		Verification of Data Quality		
	Verification Caseload (# of cases verified per stakeholder)	Number and sources monitored data	Role and Responsibility	Size of Sampled of cases verified	Frequency	Entities Verified
Household and Beneficiary Direct Services Activities (Education and livelihood services)						
Monitoring Volunteer (MV)	48 cases per MV per community	Household and beneficiary	Verify that data collection tool registers all the necessary data elements	100%	At the time of data collection	Household NNA
Field Facilitators	24 cases per Facilitator per community	Monitoring volunteer's data collection forms	- Supervise monitoring volunteers' data collection activities - Verify quality of reported data from monitoring volunteers	20%	Each Semester	- Household - NNA
Education Coordinators	7 cases per Coordinator	Field Facilitator's supervision forms	- Supervise field facilitators - Verify that data collection supervision forms of facilitators are completed	100%	Each Semester	Reported supervision data
Value Chain Groups Activities						

Personnel	Verification Caseload (# of cases verified per stakeholder)	Activities Monitored		Verification of Data Quality		
		Number and sources monitored data	Role and Responsibility	Size of Sampled of cases verified	Frequency	Entities Verified
Value chain and OSH Coordinator	TBD	VC groups' training attendance lists, operating procedures	Verify that VC data collection tool registers all the necessary data elements	100%	Each Semester	VC groups
Value Chain Specialist	TBD	VC groups' training attendance lists, operating procedures	Verify that data collection tool for VC is completed and submitted in a timely manner	20%	Each Semester	VC groups
Educational Institutions Activities						
Education Coordinators	TBD	Schools' training attendance lists	Verify that education data collection tool registers all the necessary data elements	100%	Each Semester	Schools
Education Specialist	TBD	Schools' training attendance lists	Verify that data collection tool for education are completed and submitted in a timely manner	20%	Each Semester	Schools
Communications Activities						
Community Outreach Volunteers	TBD	CVA and community dialogue group meeting minutes	Verify that data collection tool registers all the necessary data elements	100%	Each Semester	- CVA groups - Community dialogue groups
Field Facilitators	TBD	Community outreach volunteers' data collection forms	Verify quality of reported data from community outreach volunteers	100%	Each Semester	Community dialogue and CVA groups
Public Engagement Activities						
Public Engagement and State Coordinators	TBD	Public sector meeting minutes and training attendance lists	Verify that public engagement data collection tool registers all the necessary data elements	100%	Each Semester	- STPS - MOH
Public Engagement Specialist	TBD	All project beneficiaries	Verify that data collection tool for public engagement are completed and submitted in a timely	20%	Each Semester	- STPS - MOH

Personnel		Activities Monitored		Verification of Data Quality		
	Verification Caseload (# of cases verified per stakeholder)	Number and sources monitored data	Role and Responsibility	Size of Sampled of cases verified	Frequency	Entities Verified
			manner			
All Project Data						
M&E Coordinators	45 cases per M&E Coordinator TBD	All project beneficiary, household and area activity data	• Draft regional data quality assurance report • Inspect a random sample of indicators at service delivery points (e.g. schools) comparing data in project registers with original data sources and verify data quality • Perform data quality assurance on-site supervision checks with management specialists	5% of direct service services 20% VC, Edu, Communications, public sector actors	Each semester	• Household • Children • VC groups, Schools, Communications, public sector actors
M&E Specialist	30 cases TBD	All project beneficiary, household and area activity data	• Supervisor of the M&E system • Aggregate and synthesize quality reports • Review/edit data quality assurance report • Inspect a random sample of indicators comparing data in project registers with original data sources	2% of direct services 10% VC, Edu, Communications, public sector actors	Each semester	• Household • Children • Schools • Public and private sector groups

3. Data Quality Assessment (DQA) Checklist

Apart from direct validation of project data at different levels, a Data Quality Assessment (DQA) will be conducted at least once during the life of the project in order to assess the quality of indicators and the quality of data being reported to USDOL. The DQA emphasizes five key data quality standards: validity, reliability, precision, integrity and timeliness. The Campos de Esperanza project will carry out a Data Quality Assessment on at least one outcome and output indicator per objective and on USDOL standard

indicators sometime during the life of the project. The M&E Specialist will review forms and procedures for data collection to ensure quality control.

The M&E team will review the forms and procedures for collecting data to ensure quality control. The project will follow the guidance of the field-tested Data Quality Assessment Checklist used for all projects funded by USDOL. After the review, the project team will determine which data quality areas need further strengthening and will develop an action plan for improvements based on the findings in the semi-annual data quality assessment reports (using the data quality assessment checklist). Please see Annex 3 for a copy of the DQA template.

E. Performance Reporting

CdE's communication approach was developed to meet USDOL's reporting and communication requirements. To meet these requirements, the M&E team will collect, analyze and report using POC and POH indicators, as well as, required monitoring indicators (E1, L1 and C1), definitions, calculation specifications and timelines.

World Vision will submit a Technical Progress Report (TPR) to USDOL twice a year, by April 30 and October 30. The TPRs will include USDOL's standard Data Reporting Form (DRF) to summarize values of indicators. Results will be communicated to demonstrate: (a) What progress was made toward producing project outputs and achieving project outcomes; (b) What challenges were encountered during the implementation; (c) What, if any, evidence was collected to demonstrate that good practices were established by the project; and (d) To provide evidence that leads to the development of good practice as well as generalizations based on experience that can become lessons learned.

F. Annual Review and Revisions to the CMEP

The CMEP is a management tool to be used for project decision making and is a living document that can be modified and updated to fit the needs to the project. The annual review of both the CMEP and the overall management approach, which is scheduled for November each year, will ensure that M&E documents and procedures are available in a timely manner for the implementing partners and that program changes are adequately reflected in the plan. This process will help CdE take stock in what is working with CMEP implementation as well as what is challenging, and promotes opportunities for recognizing emerging good practices in M&E. In particular, this annual review will help verify whether expected results per period are aligned with the schedule of activities to be implemented. Any

suggested changes that may alter the strategy, objectives, measurements or targets of the project and subsequently the CMEP, will be submitted to USDOL's approval.

SECTION V: DATA ANALYSIS PLAN

A. Expectations and Resources for Data Analysis Plan (DAP)

A Data Analysis Plan (DAP) is a roadmap that indicates how a project will assess the data generated by project monitoring activities and, if relevant, data obtained from other sources. The DAP should help projects assess how they are progressing toward expected outcomes, help unveil unexpected outcomes, inform implementation, justify course corrections, and help projects understand how they are, to a limited extent, affecting change.

The purpose of developing a DAP is to systematize and standardize how monitoring data will be interpreted. This will, in turn, help ensure data accuracy and reliability and will contribute to a better understanding of what works, why, how, and in which contexts. The DAP will establish ongoing mechanisms that promote sharing of data and inform and improve the quality of the decision-making process carried out by project management and field staff. The DAP also serves as the link between the project's indicators described in the PMP and the semi-annual TPR, particularly the DRF. The DAP will help ensure that as data against indicators are gathered, the results of those efforts are systemically assessed and thus progress toward achieving the overall project goal, as it pertains to all stakeholders involved, is accurately represented for the interim and final evaluations.

The DAP demonstrates how data from the project's M&E activities and special studies are analyzed to explain the performance of intervention areas that are important to achieve the project's objectives. The DAP also indicates how the project will provide feedback to relevant staff on this information and which actions will be taken to address or further explain performance gaps identified.

The DAP is organized by specific hypothesis and questions related to the achievement of long-term outcomes, as well as the benefits (outputs) that are key to producing long-term outcomes expected by the project. Hypotheses/questions will have a corresponding indicator that will be analyzed in two ways: (a) comparison between the indicator's planned and actual results achieved; and (b) the target group, geographic area and time trend where the gap in planned vs. actual is identified. For instance, in the area of education, the project is interested in determining whether school enrollment increased for school aged children. The data may demonstrate that school enrollment does not meet the planned target in one of the four municipalities. Further analysis may demonstrate the existence of this gap in

secondary school aged children's transitioning in six of the ten target communities between years one and two of the project.

The M&E Specialist will be responsible for synthesizing reported data on a quarterly basis to report to project specialists for internal use and feedback to field teams. The quarterly analysis and feedback loops will encompass output-level data to determine whether output targets are being achieved according to project work plans. Outcome data will be analyzed and reported to project specialists on a semester basis. This includes project monitoring indicators and USDOL required indicators on direct services provided to beneficiaries. The M&E Coordinators will support the analysis of data referred to by the hypotheses/questions. Please refer to Annex 6 for an Information Flow Map describing the M&E data collection and feedback process.

B. Analysis Plan for Final CMEP Data

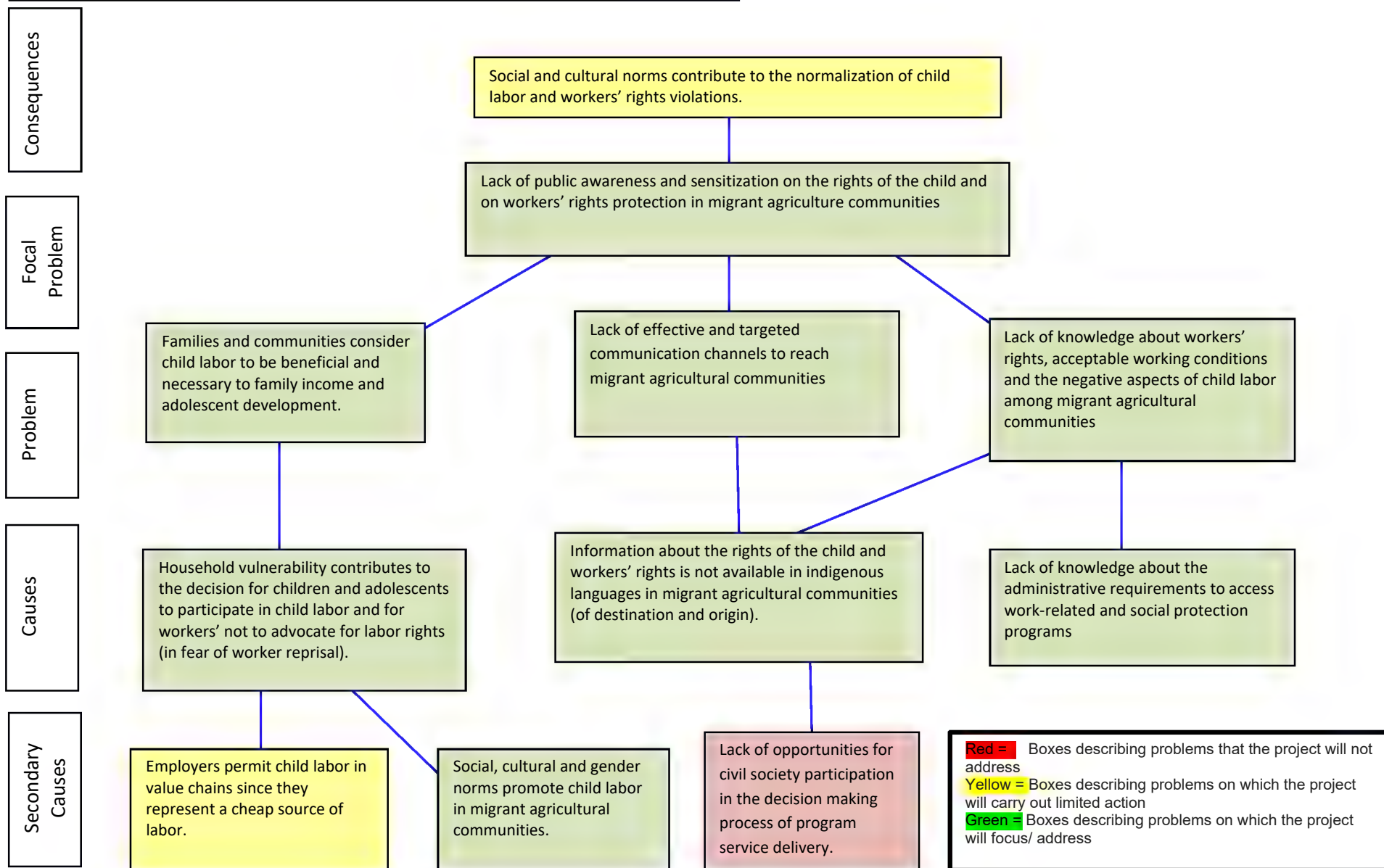
Both quantitative and qualitative data will be used to analyze CdE project data. Descriptive and analytic methods, if applicable, will be used to analyze quantitative data by place, time and key indicator disaggregates. Thematic and comparative analytic methods will be used to analyze qualitative data in the DAP. The sources of data include but are not limited to: Indicators in the PMP, findings of special studies and other secondary data sources (e.g. Child Labor Module of the National Institute of Geography and Statistics [INEGI] surveys). To analyze this information excel, STATA and Atlas.Ti will be used. Table 3 outlines the data elements analyzed in the DAP, as well as the gap identified through the analysis, explanation of the gap, and the corrective action taken to address gap by the analyzed information.

Analyzed information will be used to: (a) identify information gaps in monitoring data to justify additional data collection that may be needed to verify project results; (b) to internally present and discuss progress towards achieving semi-annual output targets and identify activity shortfalls, if any; (c) to internally identify actions related to activity implementation to address identified project shortfalls; and (d) monitor corrective actions taken by project team report them in follow-up TPR reports.

Table 4. Data Analysis Plan Outline

Thematic area and Hypothesis question	Indicators Interest	Planned vs. Actual	Gap identified (location, target group, periodicity)	Staff/ stakeholder Feedback	Explanation of identified gap	Corrective action suggested
Project Impacts						
Child Labor (Did prevalence of child labor decrease?)	POH1 % of livelihood beneficiary HHs with at least one child engaged in child labor					
	POC1 % of beneficiary children engaged in child labor					
Hazardous Child Labor (Did prevalence of hazardous child labor decrease?)	POH2 % of livelihood beneficiary HHs with at least one child engaged in hazardous child labor					
	POC2 % of beneficiary children engaged in HCL					
Education (Did access to formal education increase?)	POH4 % of livelihood beneficiary HHs with all children of compulsory school age attending school regularly					
	POC3 % of beneficiary children who regularly attended any form of education					
Working conditions for migrant agricultural workers (Did access to improved working conditions increase for migrant agricultural workers?)	OTC1 % beneficiary adult agricultural workers with improved working conditions					
Project Outcomes						
Access to government services (Did household access to government	OTC 2. # of target households enrolled in government social protection services or programs during the past 12 months					

Thematic area and Hypothesis question	Indicators Interest	Planned vs. Actual	Gap identified (location, target group, periodicity)	Staff/ stakeholder Feedback	Explanation of identified gap	Corrective action suggested
services increase?)	L1. # of households receiving livelihood services (Number of households referred to social protection services or programs during the past 6 months) months					
Compliance with child labor and labor rights standards (Did value chain actors implement best practices to promote compliance with child labor, labor rights and OSH standards?)	OTC 5 % of producers in sugarcane and coffee sectors that implement best practices to promote compliance with child labor regulations					
	OTC 6 % of producers in sugarcane sector that implement best practices to promote compliance with standards on adequate occupational safety and health conditions					
Community mobilization and awareness (Did communities mobilize to promote child labor?) (Did households' attitudes on observance child rights change?) (Did households' awareness of child labor issues change?)	OTC 7 # of migrant agricultural communities that in the past year developed or took action to defend the rights of children or labor rights of adults					
	OTC 8 % of adult care takers with positive attitudes on observance of child labor issues					
	OTC 9 % of adult caretakers aware of labor rights and working conditions issues					
School Retention (Did households' school retention rate increase?)	OTC 12 – Grade retention rate: % of children and adolescents enrolled in school who transition to a higher grade the following year					

ANNEX 1: Problem Trees**Theme: The social behavior of households in migrant agricultural communities.**

Theme: Public Services and Social Protection Programs

Families of Migrant Agricultural Communities (MAC) do not receive social protection programs or services for children or workers.

List of Public Services & Social Protection Programs
Department of Social Development: PROSPERA, INAES, PET
SAGARPA: Program on Outreach to Agricultural Workers
Department of Education: PETI "Schools at 100"
National Institute of Social Economy:
 Program for Promotion of Social Economy
National Commission for Indigenous Community Development, CDI

Programs and services for children and workers' rights operate with limited functionality in migrant agricultural communities.

Limited strategies to reach migrant agricultural communities with public services and social programs that protect workers' rights and the rights of the child.

Limited functioning mechanisms (i.e. CITI commissions) for providing public services, social protection programs and justice for migrant agricultural workers and their families

Limited inspections are conducted to protect against workers' rights violations.

Lack of coordination among authorities and service providers at state and municipal levels to implement social protection programs and services for children, adolescents and workers in MAC.

Lack of motivation from state and local authorities to provide care to migrant agricultural families

Lack of regular child labor inspections by STPS in Veracruz and Oaxaca

Limited knowledge about the problems and needs of migrant agricultural households (i.e. the protection of children's rights and labor rights)

Lack of awareness about available public services and social protection programs to MACs

Limited mechanisms for the participation of children and adolescents in the design of programs and services that affect them

Limited capacity to protect rights of the child and workers' rights in migrant agricultural households

Lack of data on the number and type of workers' rights violations that occur in MACs and households

Limited training of state and municipal personnel in the administration of child labor policy at the state and municipal level.

Limited public sector communication with indigenous and migrant agricultural communities

Low awareness on rights of the child and on workers' rights at the state and municipal level

Lack of comprehensive information systems on child labor and on safe working conditions at the state and municipal levels

Lack of logistical and technical resources to monitor violations of child labor and labor conditions

Lack of resources to implement protection programs that focus on the rights of the child

Limited community demand of social protection programs

Lack of public interest on the conditions of migrant agricultural families

Lack of action plans to implement social programs and inspection protocols at the municipal and state levels.

Limited functioning of SIPINNAS at the federal, state and municipal levels due to its recent installment

Consequences

Central Problem

Problems

Causes

Theme: Education

Consequences

Central
problem

Problem

Causes

Low attendance rates to formal and non-formal education among children and adolescents of Migrant Agricultural Communities (MACs).

Limited access to formal and non-formal education by children and adolescents in Migrant Agricultural Communities

Children and adolescents forced to contribute to household's income

Extreme poverty

Teenage pregnancy and high child marriage rate

Limited teaching competencies of teachers and school directors in Veracruz and Oaxaca

Limited availability of formal and non-formal education programs for children and adolescents in migrant agricultural communities.

Lack of interest from children and adolescents from MACs to participate in formal and non-formal education

Lack of training programs for teachers and school directors.

Inadequate educational models and/or curriculum that address the particular needs of children and adolescents from MACs

Limited capacity to implement non-formal education programs

Lack of motivation and administrative barriers hamper the portability of children and adolescents from MACs.

Lack of training opportunities, i.e. vocational and life-skills in training

Lack of awareness and support from caregivers to ensure school attendance and engagement of children and adolescents in MACs

Linguistic barriers affect the educational process in multilingual indigenous classrooms

Limited teaching-learning tools to meet the needs of children and adolescents in migrant agricultural communities

Limited coverage of government's educational programs for MACs

Limited logistical and linguistic resources for implementing non-formal education programs

Lack of willingness by School Administrators to enroll children from MACs

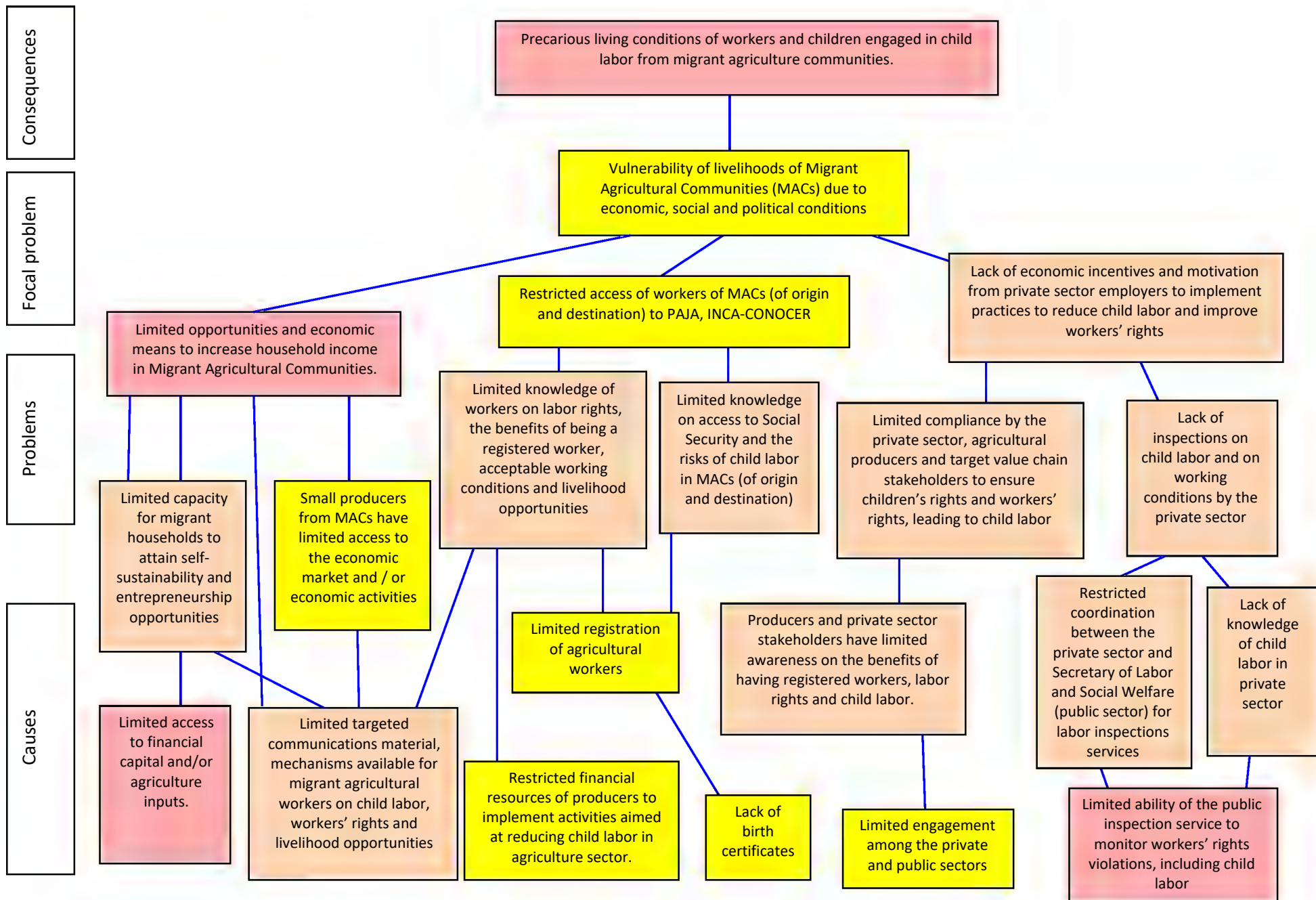
Lack of access to schools for children and adolescents of MACs due to long distances

Inadequate school infrastructure in MACs

Lack of authority of caregivers limit ability to ensure school attendance

While parents are migrating children have increased household responsibilities and are dropping out of school.

Theme: Livelihood Vulnerability in Migrant Agricultural Communities



ANNEX 2: Project-Level Child Labor Definitions

Definitions of the project of children and adolescents (C&A) involved in hazardous work (HW) and participating in the worst forms of child labor (WFCL) in addition of hazardous work (HW)

1) Legally working children (CL)

Work activities carried out by persons 15, 16 and 17 years old (Article 22 Federal Labor Law)

- a. That meet four requirements to be able to offer work to a patron (Article 22 and 174):
 - i. Obtain a medical certificate attesting their fitness for work.
 - ii. Undergo periodic medical examinations by the appropriate labor inspectors.
 - iii. Children 15 years old need permission (verbal or written) by parents or guardians to work.
 - iv. Completed compulsory basic education (6 years of primary and 3 years of secondary school)
- b. For children 15 years old working up to 6 hours, with maximum of 3 hours at a time, with one hour break. (Article 177);
- c. For children 16 and 17 years old working up to 8 hours, Monday to Saturday, excluding holidays. (Article 178 of Federal Labor Law)
- d. For children 15 to 17 years old performing economic activities for household consumption (eg. household chores) of no more than 20 hours per week between the 8:00 PM and 6:00 AM that. (Articles 60 and 177 of Federal Labor Law)
- e. For children 15 to 17 years old performing economic activities for household consumption (household chores) that does not interfere with compulsory basic education (indicated by an enrolled child's school absences of less than two weeks over a period of 8 weeks) (Article 22)

2) Children engaged in Child Labor

Are persons 5 to 17 years old who carry out work activities¹:

¹ "Work activities," defined by the National Institute of Geography and Statistics (INEGI) as activities carried out by "occupied" persons, are defined as:

- The performance of some type of economic activity working at least an hour or a day to produce goods or services independently or subordinate with or without remuneration.

- a. Included in the Worst forms of child labor
- b. Included in Hazardous forms of child labor (including domestic work²)
- c. That do not meet four requirements to be able to offer work to a patron (Article 22 and 174), for 15 to 17 years old:
 - i. Obtain a medical certificate attesting their fitness for work³.
 - ii. Undergo periodic medical examinations by the appropriate labor inspectors.
 - iii. Children 15 years old need permission by parents or guardians to work.
 - iv. Completed compulsory basic education (6 years of primary and 3 years of secondary school)
- d. For children 15 years old who work more than 6 hours per day (Article 177);
- e. For children 16 and 17 years old who work more than 8 hours per day or work Sundays or holidays. (Article 178 of Federal Labor Law)
- f. For children 15 to 17 years old performing economic activities for household consumption (household chores) that interferes with compulsory basic education (Article 22), (indicated by an enrolled child's school absences of two accumulated weeks or more over a period of 8 weeks⁴).

3) Children engaged in Hazardous Child Labor (HCL)

- a. Persons 5 to 17 years old that perform (Article 175):
 - i. Work between 8:00 PM and 6:00 AM (Article 60);
 - ii. Work in stores of alcohol of immediate consumption, canteens or taverns and centers of vice (Article 175 of Federal Labor Law);

These activities include:

- Activities related to economic production (production frontier) and
- Other productive activities outside the production frontier, such as unpaid domestic services

² Domestic work is defined by Article provide cleaning, assistance services as part of households for members in the households (Article 331).

³ We expect child labor prevalence to vary significantly if this criteria is included, because of lack of access to medical facilities and other certification mechanisms in the zone of implementation. To account for this extraneous variable, we will calculate two estimates of "children engaged in child labor," one estimate will include this medical examination criteria and the other will not include in the measurement estimate.

⁴ Criteria for activities interfering with compulsory education was defined through consultation with the education specialist of CdE.

- iii. Activities in work places that affect their morality or good manners (ex. Hourly motels, billiard halls, and strip clubs) (Articles 175 of Federal Labor Law);
 - iv. Dangerous or unhealthy work which, by the nature of the work exposes children to physical, psychological or sexual abuse (Article 176);
 - v. Work places failed health inspection test by the Ministry of Health or State Health Services or Mexican Institute of Social Security or Institute of Social Security for State Workers (Articles 176 of Federal Labor Law).
- b. For children 5-17 years old, dangerous or unhealthy tasks are considered:
- Exposure to (Article 176 of Federal Labor Law):
- i. Noise, vibration, infrared or ultraviolet ionizing and non-ionizing radiation, high or low temperature conditions or abnormal environmental pressures (ex. Truck noises in environment and operating machinery related to agricultural production)
 - ii. Handling, transportation, storage or disposal of hazardous chemicals that pollute the work environment (ex. Agrochemicals and insecticides).
 - iii. Hazardous waste, biological agents or contagious infectious diseases .
 - iv. Dangerous or harmful fauna (ex. snakes or poisonous spiders).
 - v. Rescue and brigades against casualties.
 - vi. Height (of at least 90 centimeters) or confined spaces (without natural ventilation or with deficient natural ventilation, in a space where one or more persons can complete an activity in the interior, with limited or with restricted access or egress, that is not designed to be inside for prolonged use) (NOM033, 4.11)
 - vii. In which critical equipment and processes are operated where hazardous chemical substances are handled that can cause major accidents (ex. applying fertilizer or agrochemicals).
 - viii. Welding, cutting and drilling where persons have forced postures and repetitive movements (alter their musculoskeletal system) for prolonged periods (ex. using sharp or punching tools to cut sugarcane, grass or hule etc.).

- ix. In extreme open-field climatic conditions exceeding where the body temperature of the worker are between 36 and 38 degrees (NOM 015, STPS 2001), expose them to dehydration, heat stroke, hypothermia or freezing.
- x. Driving a vehicle in open roads or handling of motor vehicles, including their mechanical and electrical maintenance of the vehicle.
- xi. Agricultural, forestry, sawing, forestry, hunting and fishing.
- xii. Productive industries of the gas, cement, mining, iron and steel, oil and nuclear industries.
- xiii. Productive industries of brick, stained glass, and ceramics.
- xiv. Productive industries of the tobacco industry.

Jobs that require:

- i. Moderate and heavy physical effort which includes lifting Loads greater than 25 kg for men, 10 Kg for women and 7 Kg. for children 17 years old and younger (NOM 006 STPS 2014).;
- ii. Management, operation and maintenance of mechanical, electrical, pneumatic or motorized machinery, equipment or tools, which can generate amputations, fractures or serious injuries.

3) Other worst forms of child labor other than hazardous child labor

a. According to Article 3 of ILO Convention 182, the worst forms of child labor (for persons under the age of 18) include:

- i. All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, bondage and serfdom, and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflicts;
- ii. The use, recruitment or offering of children for prostitution, the production of pornography or pornographic performances;
- iii. Use, recruitment or supply of children for illicit activities, in particular the production and trafficking of narcotic drugs, as defined in relevant international treaties

4) Children at High Risk of engaging in Child Labor (CAHR)

The project considers a child 5 to 17 year old at high risk of being involved in child labor if four of six criteria are met, including mandatory criteria of a and b are present (This list of criteria is a prioritized list of characteristics that put children at high risk of engaging in child labor)⁵:

- a. Children interrupted school attendance for 2 weeks accumulated in the past 2 months (8 weeks)
- b. The children's parents have migrated for work reasons during the last 6 months for at least 5 days.
- c. Children of families that do not receive economic support PROSPERA in the current year
- d. The child is a parent
- e. The child is in a household where at least one caregiver is not working/economically active or is in a single headed household
- f. The child's parents are working in a sector that has been identified as using child labor (agriculture day laborer and construction and domestic work)

⁵

A. Factors related to education:

- i. Children interrupted school attendance for 2 weeks accumulated in the past bimester (8 weeks)
- ii. Children with poor performance in the past bi-monthly.
- iii. Children of families that do not receive economic support PROSPERA in the current year
- iv. Children 15 to 17 who are in area without a high school at a distance of 2 hours or more from the child's household.

B. Factors related to the Economy:

- i. The child is a parent
- ii. The child is in a household where at least one caregiver economically active is not working or is in a single headed household
- iii. The child lives in a household headed by a guardian that is not his/her parent.
- iv. The child lives in a living place with precarious infrastructure (that does not have hard floor, potable water, sanitary facilities, electricity)
- v. The child's parents are working in a sector that has been identified as using child labor (agriculture day laborer and construction and domestic work)

C. Factors related to Migration:

- i. The children's parents have migrated for work reasons during the last 6 months.

ANNEX 3: Data Quality Assessment Tool

Name of Site where Service is Delivered							
Name of DQA Implementer							
Data aggregation site 1 / Regional Offices 2 / Sites of activity Activity implementation (Cane Producer Associations or Schools)							
Indicator(s) Assessed		1)					
		2)					
		3)					
		4)					
		5)					
Date of Assessment							
Reporting Period							
Part 1: Data Quality Assurance Review							
A - Documentation Review:		Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	COMMENTS
	Review availability and completeness of all indicator source documents for the selected time period of activity implementation.						
1	Indicate the source documents for each indicator (Write N/A for indicators that are not applicable to the site being reviewed.	Guiding question (for each indicator): What was the source of data used to prepare a summary report on the activity?					
		<i>Comment: Write the source for each indicator. It is important to mention the reference period for the assessment.</i>					

2	RELIABILITY: Review available source documents for the reporting period being verified. Is there any indication that source documents are missing?	Guiding questions for each indicator: Were each of the activities recorded on a separate document (register or tally sheet) to record activities implemented? Where are those documents stored? How many of those documents are available?				
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
	If yes, determine how this might have affected reported numbers.	(no relevant guiding question or comment)				
3	COMPLETENESS/ PRECISION: Are all available source documents complete?	Guiding questions: Were data elements recorded in the source document absent? Were information reported in source document missing details (ex. Number people trained reported as totals and not by sex disaggregation's)?				
		☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No
	If no, determine how this might have affected reported numbers.	(no relevant guiding question or comment)				
4	TIMELINESS: Review the dates on the source documents. Do all dates fall within the time period of reporting?	(no relevant guiding question or comment)				
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	
	If no, determine	(no relevant guiding question or comment)				

	how this might have affected reported numbers.						
5	INTEGRITY: Were data collection forms sign-off by field facilitators upon reviewing for data quality issues?	Guiding questions for each indicator: Did data collection forms used to report indicator for reporting period signed-off by facilitators upon inspecting for data quality of monitoring volunteers? Were data collection forms of monitoring volunteers incorrectly sign-off when a data quality issues was present in instrument? Did coordinators accurately report data quality issues identified by field facilitators' data quality check in their monthly or quarterly progress reports?					
	If yes, determine how this might have affected reported numbers						
6	VALIDITY: Do results reported in data source fall within a plausible range? Is there any indication that collected data was biased?	Guiding questions for each indicator: Did the reported results match historical data collected during the same period of time? Did the reported results match expectation of specialists for that reporting period? Did data quality assurance or field facilitator reports indicate data collected at the household level may have been biased?					
	If yes to any of the questions, determine how this might have affected reported numbers						
B - Recounting reported Results:							
Recount results from source documents, compare the verified numbers to the site reported numbers and explain discrepancies (if any).							

7	ACCURACY: Recount the number of people or events <u>recorded</u> during the time period of the activity <i>documents</i> . [A]	(no relevant guiding question or comment)					
8	Copy the number of people or events <u>reported</u> during period of the activity <i>reported in the Semi-Annual TPR</i> [B]	(no relevant guiding question or comment)					
9	Calculate the ratio of recounted to reported numbers. [A/B]	(no relevant guiding question or comment)					
10	What are the reasons for the discrepancy (if any) observed (i.e., data entry errors, arithmetic errors, missing source documents, other)?	(no relevant guiding question or comment)					
C - Cross-check reported results with other data sources:							
Cross-checks can be performed by comparing source documents with secondary reports of the results, activity or event recorded by an educational, government or value chain actor.							
11	List the documents used for performing the cross-checks.	(no relevant guiding question or comment)					
12	Describe the cross-	(no relevant guiding question or comment)					

	checks performed.			
13	PRECISION: What are the reasons for the discrepancy (if any) observed?	(no relevant guiding question or comment)		

ANNEX 4: Data Reporting Form

Included with this CMEP as a separate Excel file.

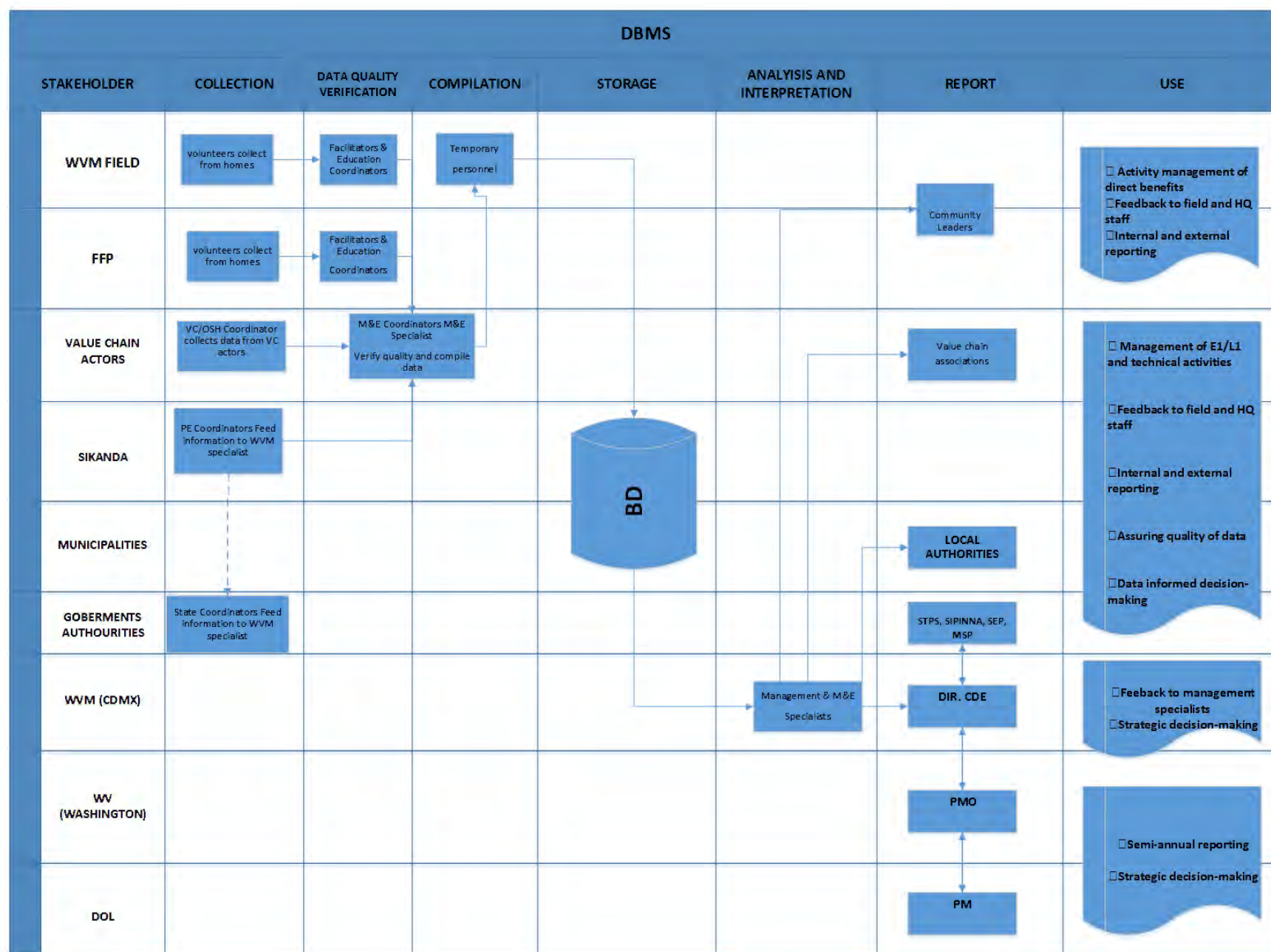
ANNEX 5: Project Results and Indicators Table

Supporting Objectives and Outputs	Indicators
Project Objective: To reduce child labor and improve the protection of labor rights in migrant agricultural communities in Veracruz and Oaxaca	POH1 % of livelihood beneficiary HHs with at least one child engaged in child labor
	POH2 % of livelihood beneficiary HHs with at least one child engaged in hazardous child labor
	POH3 % of livelihood beneficiary HHs with all children of compulsory school age attending school regularly
	POC1 % of beneficiary children engaged in child labor
	POC2 % of beneficiary children engaged in HCL
	POC3 % of beneficiary children who regularly attended any form of education
	OTC 1 % beneficiary adult agricultural workers with improved working conditions in the past 12 months
Outcome 1. Improved provision of government programs and services for reduction of child labor and protection of labor rights in migrant agricultural communities (MACs)	OTC 2 # of target households enrolled in government social protection services or programs during the past 12 months
	L1 # of households receiving livelihood services (Number of households referred to social protection services or programs during the past 6 months)
Outcome 1.1 Improved service delivery capacity among child protection, labor rights defense mechanisms and OSH and CKDu prevention and management services in migrant agricultural communities of Veracruz and Oaxaca	OTC 3 # of mechanisms established at municipal or state level to promote child labor reduction and labor rights compliance in project target areas during the past 12 months.
Output 1.1.1. Improved technical capacity among state and municipal stakeholders (CITI/SIPINNA) to ensure service delivery to target populations and address child protection and labor rights defense in migrant agricultural communities in Veracruz and Oaxaca	OTP 1 # of officials in state and municipal government agencies who in the past 6 months complete at least one training related to children's rights, child labor or labor rights in migrant agricultural communities
Output 1.1.2. Federal, state and municipal stakeholders with improved technical capacity to ensure service delivery to target populations and address OSH and CKDu prevention and management services in migrant agricultural communities	OTP 2 # of officials in state and municipal government agencies who in the past 6 months complete at least one training related to OSH and CKDu prevention and management services in migrant agricultural communities
Outcome 1.2 STPS (federal and state) and other government agencies in target areas with improved implementation of labor inspection protocols	OTC 4 # of targeted inspections on child labor/labor rights/OSH successfully completed by STPS and State Labor Inspectors in the past 12 months

Supporting Objectives and Outputs	Indicators
related to child labor prevention, labor rights and OSH compliance	
Output 1.2.1. STPS (federal and state) labor inspection services with strengthened capacity to implement child labor and labor rights inspection procedures	OTP 3 # of STPS (federal and state) labor inspection staff that complete at least 1 training related to child labor and labor rights inspection procedures in the past 6 months
Output 1.2.2. STPS (federal and state) labor inspection services with strengthened capacity to implement OSH inspection procedures	OTP 4 # STPS (federal and state) labor inspection services staff that complete at least 1 training related to OSH inspection procedures in the past 6 months
Outcome 2: Private sector stakeholders (agricultural producers and/or interest groups) in Veracruz and Oaxaca comply with labor regulations	OTC 5 % of producers in sugarcane and coffee sectors that implement best practices to promote compliance with child labor regulations
	OTC 6 % of producers in sugarcane sector that implement best practices to promote compliance with standards on adequate occupational safety and health conditions
Output 2.1.1 Private sector organizations (agricultural producers and/or interest groups) with strengthened technical capacity to comply with child labor regulations and labor rights	OTP 5 # of producers trained during the past 6 months by the project to implement protocols on acceptable working conditions and child labor
Output 2.1.2 National and local level stakeholders from the sugarcane sector with increased technical capacity on OSH standards to prevent and/or manage CKDu among agricultural workers	OTP 6 # of national and local level stakeholders from the sugarcane sector trained by the project on OSH standards to prevent and/or manage CKDu among agricultural workers in the past 6 months
Output 2.1.3 Private sector mechanisms established to reduce child labor and improve working conditions among agricultural workers	OTP 7 # of private sector mechanisms established to reduce child labor and improve labor rights compliance
Output 2.1.4 Local level stakeholders from the sugarcane sector with strengthened mechanisms to comply with OSH guidelines for the prevention and management of CKDu among agricultural workers	OTP 8 # of private sector mechanisms established to improve OSH conditions and prevent CKDu in the past 6 months
Output 2.1.5 Adult workers with increased awareness of their rights and benefits in migrant agricultural communities in Oaxaca and Veracruz	OTP 9 % of adult agricultural workers aware of labor rights and OSH issues
Outcome 3. Migrant agricultural communities mobilized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.	OTC 7 # of migrant agricultural communities that in the past year developed or took action to defend the rights of children or labor rights of adults
Outcome 3.1 Households in migrant agricultural communities sensitized on child labor reduction and the protection of labor rights and working conditions, including OSH practices to prevent CKDu.	OTC 8 % of adult care takers with positive attitudes on observance of child labor issues
	OTC 9 % of adult caretakers aware of labor rights and working conditions issues
	OTC 10 % of adult caretakers aware of key social protection programs and services available in their area

Supporting Objectives and Outputs	Indicators
Output 3.1.1. Targeted communication channels to reach specific target groups in migrant agricultural communities established	OTP 10 # of communities with targeted communication channels established in the past 6 months
Output 3.1.2. Households in migrant agricultural communities in Veracruz and Oaxaca informed about child labor and labor rights, including the benefits for registered workers, and CKDu symptoms and preventive measures.	OTP 11 % of target households that report receiving information from the project on child labor, labor rights and OSH in the past 6 months
Outcome 3.2. Migrant agricultural communities in Veracruz and Oaxaca organized to promote the reduction of child labor and/or the protection of labor rights and working conditions, including OSH practices to prevent CKDu.	OTC 11 # of migrant agricultural communities organized to promote the reduction of child labor and protection of labor rights in the past 6 months
Output 3.2.1. Migrant agricultural communities sensitized to address child labor, labor rights and working conditions, including OSH practices to prevent CKDu, through community dialogues	OTP 12 # of communities that implement community dialogues to address child labor, labor rights and OSH in the past 6 months
Outcome 4: Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca with increased school retention	OTC 12 Retention rate: % of children and adolescents enrolled in school who transition to a higher grade the following year
	E1 # of children engaged in or at high-risk of entering CL provided education or vocational training services.
Outcome 4.1. Schools in migrant agricultural communities in Veracruz and Oaxaca with improved quality of adaptive educational services	OTC 13 % of schools that implement practices to improve the quality of adaptive educational services in migrant agricultural communities in the past 12 months
Output 4.1.1. Education personnel trained to improve educational services adapted to the needs of the target population	OTP 13 # of School teachers, area managers, supervisors, and principals trained by the project on best practices for adapting education services to needs of MACs
Outcome 4.2 Target children and adolescents in migrant agricultural communities in Veracruz and Oaxaca improve regular attendance at formal and non-formal education services	OTC 14 % of children and adolescents in target households that regularly attended formal education services in the past 6 months
Output 4.2.1. Children and adolescents in migrant agricultural communities receive formal education services with project support (e.g. Telesecundaria, early education, INEA)	OTP 14 # of children and adolescents in target households enrolled in formal education services in the past year
Output 4.2.2. Children and adolescents in migrant agricultural communities receive non-formal education services with project support (including mobile libraries, reading camps, El Reto, solidarity tutors, vocational training and life skills)	OTP 15 # of children and adolescents that completed non-formal education services provided by the project within the past 6 months

ANNEX 6: *Information Flow Map*



ANNEX 7: Data Collection Tools and Indicators Reference Sheet

Indicators Measured	Indicator Title	Data Collection Tool Name & Number	Questions in tools used to calculate indicator value
POH1	% of livelihood beneficiary HHs with at least one child engaged in child labor	Q1 Household Intake Form Q2 Follow-up Household Education Services	Example Elements: Qs 1 – 10, 11, 12, 22, 25, 28, 29 Formula: N: Qs 10 D: 11 & 12
POH2	% of livelihood beneficiary HHs with at least one child engaged in hazardous child labor	Q1 Household Intake Form Q2 Follow-up Household Education Services	
POH3	% of livelihood beneficiary HHs with all children of compulsory school age attending school regularly	Q1 Household Intake Form Q2 Follow-up Household Education Services	
POC1	% of beneficiary children engaged in child labor	Q1 Household Intake Form QX Follow-up Children Time Use Questionnaire	
POC2	% of beneficiary children engaged in HCL	Q1 Household Intake Form QX Follow-up Children Time Use Questionnaire	
POC3	% of beneficiary children who regularly attended any form of education	Q1 Household Intake Form Q2 Follow-up Household Education Services	
OTC 1	% beneficiary adult agricultural workers with improved working conditions	Q1 Household Intake Form QX Follow-up household working conditions form	
OTC 2	# of target households enrolled in government social protection services or programs during the past 12 months	Q1 Household Intake Form Q3 – Follow-up Household social protection services	
L1	# of households receiving livelihood services	Q1 Household Intake Form	

	(Number of households referred to social protection services or programs during the past 6 months)	Q3 – Follow-up Household social protection services	
OTC 3	# of mechanisms established at municipal or state level to promote child labor reduction and labor rights compliance in project target areas during the past 12 months.	Q4 Follow-up Public Engagement Activity Form	
OTP 1	# of officials in state and municipal government agencies who in the past 6 months complete at least one training related to children's rights, child labor or labor rights in migrant agricultural communities	Q4 Follow-up Public Engagement Activity Form	
OTP 2	# of officials in state and municipal government agencies who in the past 6 months complete at least one training related to OSH and CKDu prevention and management services in migrant agricultural communities	Q4 Follow-up Public Engagement Activity Form	
OTC 4	# of targeted inspections on child labor/labor rights/OSH successfully completed by STPS and State Labor Inspectors in the past 12 months	Q4 Follow-up Public Engagement Activity Form	
OTP 3	# of STPS (federal and state) labor inspection staff that complete at least 1 training related to child labor and labor rights inspection procedures in the past 6 months	Q4 Follow-up Public Engagement Activity Form	
OTP 4	# STPS (federal and state) labor inspection staff that complete at least 1 training related to OSH inspection procedures in the past 6 months	Q4 Follow-up Public Engagement Activity Form	
OTC 5	% of producers in sugarcane and coffee sectors that implement best practices to promote compliance with child labor regulations	Q5 Follow-up Value Chain Activity Form	
OTC 6	% of producers in sugarcane sector that implement best practices to promote compliance with standards on adequate occupational safety and health conditions	Q5 Follow-up Value Chain Activity Form	
OTP 5	# of producers trained during the past 6 months by the project to implement protocols on acceptable working conditions and child labor	Q5 Follow-up Value Chain Activity Form	
OTP 6	# of national and local level stakeholders from the sugarcane sector trained by the project on OSH standards to prevent and/or manage CKDu among agricultural workers in the past 6 months	Q5 Follow-up Value Chain Activity Form	
OTP 7	# of private sector mechanisms established to reduce child labor and improve labor rights compliance	Q5 Follow-up Value Chain Activity Form	
OTP 8	# of private sector mechanisms established to improve OSH conditions and prevent CKDu in the past 6 months	Q5 Follow-up Value Chain Activity Form	
OTP 9	% of adult agricultural workers aware of labor rights and OSH issues	Q5 Follow-up Value Chain Activity Form	
OTC 7	# of migrant agricultural communities that in the past year develop or take action to defend the rights of children or labor rights of adults	Q6 Follow-up CVA Activity Form	
OTC 8	% of adult care takers with positive attitudes on observance of child labor	Q6 Follow-up CVA Activity Form	

	issues		
OTC 9	% of adult caretakers aware of labor rights and working conditions issues	Q6 Follow-up CVA Activity Form	
OTC 10	% of adult caretakers aware of key social protection programs and services available in their area	Q6 Follow-up CVA Activity Form	
OTP 10	# of communities with targeted communication channels established in the past 6 months	Q6 Follow-up CVA Activity Form	
OTP 11	% of target households that report receiving information from the project on child labor, labor rights and OSH in the past 6 months	Q6 Follow-up CVA Activity Form	
OTC 11	# of migrant agricultural communities organized to promote the reduction of child labor and protection of labor rights in past 12 months	Q6 Follow-up CVA Activity Form	
OTP 12	# of communities that implement community dialogues to address child labor, labor rights and OSH in the past 6 months	Q6 Follow-up CVA Activity Form	
OTC 12	Grade retention rate: % of children and adolescents enrolled in school who transition to a higher grade the following year	Q1 Household Intake Form Q2 Follow-up Household Education Services	
E1	# of children engaged in or at high-risk of entering CL provided education or vocational training services	Q1 Household Intake Form Q2 Follow-up Household Education Services	
OTC 13	% of schools that implement practices to improve the quality of adaptive educational services in migrant agricultural communities in the past 12 months	Q2 Follow-up Household Education Services	
OTP 13	# of School teachers, area managers, supervisors, and principals trained by the project on best practices for adapting education services to needs of MACs	Q2 Follow-up Household Education Services	
OTC 14	% of children and adolescents in target households that regularly attended formal education services in the past 6 months	Q1 Household Intake Form Q2 Follow-up Household Education Services	
OTP 14	# of children and adolescents in target households enrolled in formal education services in the past year	Q1 Household Intake Form Q2 Follow-up Household Education Services	
OTP 15	# of children and adolescents that completed non-formal education services provided by the project within the past 6 months	Q1 Household Intake Form Q2 Follow-up Household Education Services	

ANNEX 8: M&E Plan Timeline

Output / Activity	2017		2018				2019				2020			Responsible Person/Unit
	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	
A. Project DBMS development														Fields of Hope
B. Data Collection														
1.1. Baseline and Endline Data Collection														
Baseline														Fields of Hope, Consultant
Endline														
1.2. Rapid Assessments for Each Area														
Fields of Hope Rapid Assessment														Fields of Hope
Occupational Safety and Health (OSH) rapid assessment														Consultant
Schools hygiene and security assessment														Fields of Hope
BCC Barrier Analysis														Consultant
Government, education and value chain actors capacity assessment														Fields of Hope
Migration monitoring study														

Coffee value chain best practices study														
Market feasibility study														
1.3. Special Studies														
CKDu Medical Study														Consultant
Fields of Hope Best Practices Study														Fields of Hope
2. Performance Monitoring														
2.1. Technical Activity Implementation of Components 1, 2, 3 and 4														Fields of Hope
C. Data Quality Assessment														Fields of Hope
D. Data Analysis														Fields of Hope
E. Data reporting (TPR)														Fields of Hope
F. Evaluation														
1. Independent interim evaluation														Independent Consultant
2. Independent final evaluation														

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