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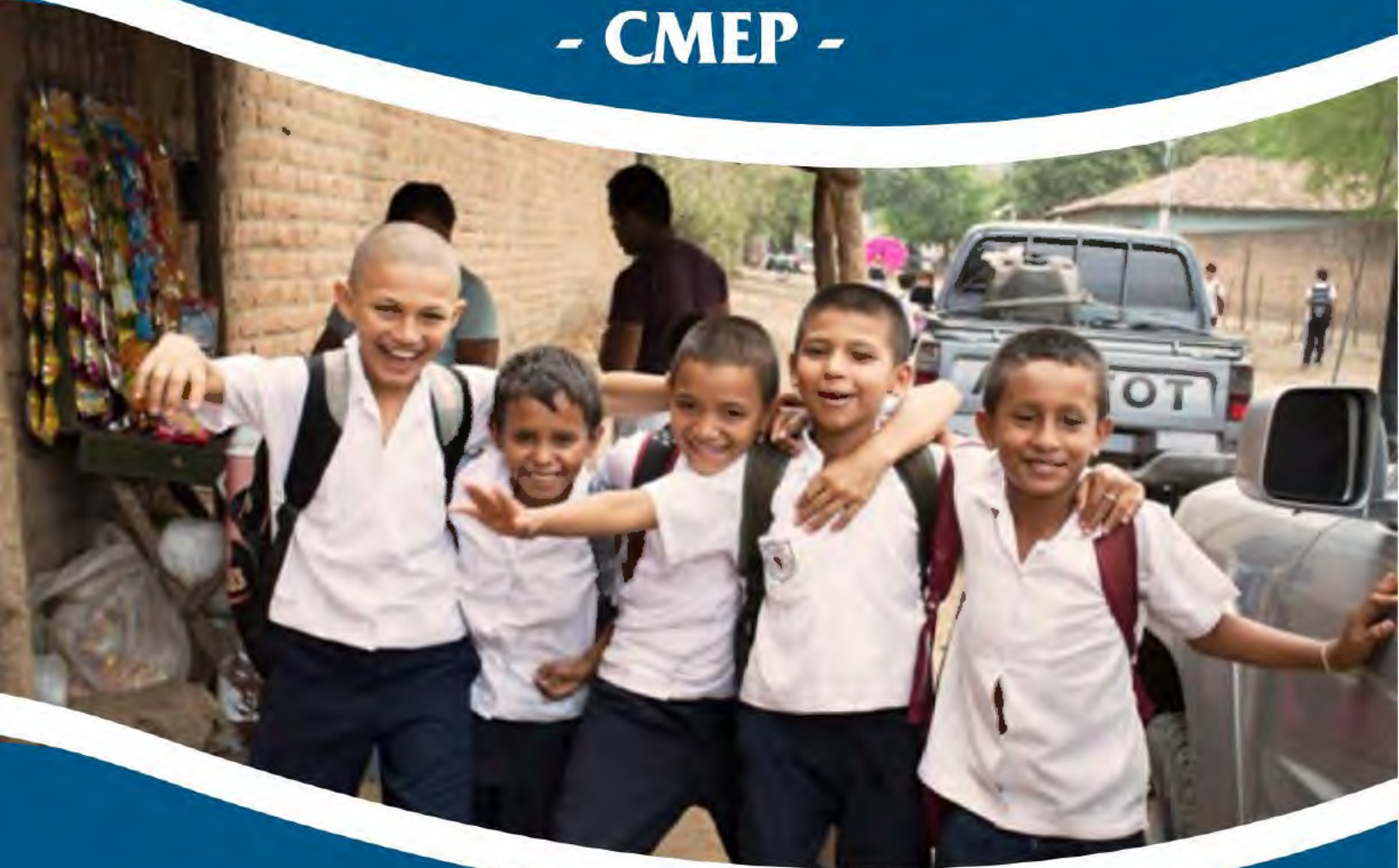
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Comprehensive Monitoring and Evaluation Plan - CMEP -



Futuros Brillantes:

Reducing Child Labor and Improving Labor Rights in HONDURAS

Implemented by: World Vision, Inc.

Funded by: United States Department of Labor

Program Duration: FY 2015 - FY 2018



*Sistemas, Familia y Sociedad
Consultores Asociados*

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ACRONYMS

BLS	Baseline Study
CAHR	Children at High Risk
CASM	Comisión de Acción Social Menonita
CB	Collective Bargaining
CIU	Branch of Activity Code
CIO	Codes of Occupations
CL	Child Labor
CLC	Child Labor Committee
CMEP	Comprehensive Monitoring and Evaluation Plan
COHEP	Honduran Council on Private Enterprise
DBMS	Direct Beneficiary Monitoring System
DCI	Data Collection Instrument
DCT	Data Collection Table
DQA	Data Quality Assessment
ECMS	Electronic Case Management System
FB	Futuros Brillantes
FoA	Freedom of Association
GPRA	Government Performance Results Act
HCL	Hazardous Child Labor
HH	Household
HoH	Head of Household
ICT	Information and Communications Technologies
IGA	Income Generation Activity
INFOP	Government Vocational Training Institute
IO	Intermediate Objective
L.	Lempira
LC	Local Coordinator
LR	Labor Rights
M&E	Monitoring and Evaluation
MAAE	Minimum Age of Admission to Employment

CMEP

MIS	Management Information System
NFE	Non-formal Education
NGO	Non-Governmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OSH	Occupational Safety and Health
PMP	Performance Monitoring Plan
PRF	Performance Reporting Form
PRODOC	Project Document
RF	Results Framework
SFS	Sistemas, Familias y Sociedad – Consultores Asociados
SO	Supporting Objective
STSS	Ministry of Labor and Social Solidarity
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
USDOL	United States Department of Labor
WFCL	Worst Forms of Child Labor
WRC	Workers' Rights Center
WS	Work Status
WV	World Vision Inc.

INTRODUCTION

A. Project Objective, Intermediate Objectives, Beneficiaries and Timeline

World Vision, Inc. (WV) has received a four year cooperative agreement from the United States Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) to implement the Futuros Brillantes (FB) program which aims to reduce child labor (CL) and improve labor rights (LR) in Honduras. The project works particularly in Valle, Choluteca, Intibucá and the San Pedro Sula (SPS) areas with the Honduran Government, industry and other stakeholders to build the capacity of the Ministry of Labor and Social Solidarity (STSS) to identify and use all available tools to help ensure remediation of labor law violations related to freedom of association (FoA) and the right to organize and collective bargaining (CB) in the maquiladora sector. FB addresses child labor through an area-based approach in which children engaged in or at risk of child labor will be targeted for intervention through a system of community, parent, school, government, and employer engagement. Workers' Rights Centers educate workers and provide them with legal aid to more effectively claim those rights.

The project has identified four intermediate objectives (IO) necessary to reach this goal:

- ***Intermediate Objective 1: Children engaged in or at high risk of child labor with access to quality education;***
- ***Intermediate Objective 2: Target households with increased income***
- ***Intermediate Objective 3: Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues***
- ***Intermediate Objective 4: Target groups aware and with increased knowledge on the issues of CL and LR***

To achieve these objectives, World Vision is partnering with Funpadem, Comisión de Acción Social Menonita (CASM), and Caritas. The project aims to provide 5,150 children, 1,571 households and 10,000 workers with direct services.

B. Purpose and Components of the CMEP

The purpose of this Comprehensive Monitoring and Evaluation Plan (CMEP) is to describe Futuros Brillantes' Theory of Change (ToC) and its monitoring and evaluation (M&E) procedures. It also provides

a set of indicators that will be used to guide efficient data collection, manage project implementation in real time and obtain empirical evidence on whether the project interventions are achieving the intended results. The CMEP not only allows the project to monitor results (e.g. “what happened?”) but also to address the issues of “how” and “why” change occurred and will enable project staff to shift their approach if the evidence suggests modifications are warranted.

A CMEP is composed of:

- A problem analysis and ToC, which lay the basis for project design and interventions;
- A Performance Monitoring Plan (PMP), which provides criteria for M&E;
- A set of data collection tools which allow a project to track its progress toward achieving its expected results;
- A set of procedures on how to implement and manage the CMEP;
- An evaluation plan; and
- Performance indicator targets against which the project will track and report progress.

The CMEP will help ensure that standard procedures, terms and definitions are used by all partners, in all locations, at all times. The uniformity and consistency of data collection procedures is critical in a project like Futuros Brillantes, which is implemented through a number of partners and may experience staff turnover during the course of implementation.

SECTION I: PROBLEM ANALYSIS

The prevalence of child labor in Honduras has increased between 2007 and 2013, from 13.1% to 14%, representing a total rise of 19,521 children.¹ This rate coincides with World Vision's research, which found that 14.8% of children are working. Boys represented 78.9% (293,152) of the children working and girls were 21.1% (78,233). According to the World Vision Honduras Child Labor Assessment (2015) in its development program areas, which studied 42 municipalities in 9 departments of Honduras, working children ages 15-17 represented 68.8% of the total number of working children, followed by children ages 12-14 (23.9%) and those under 12 years old (7.2%). Among those engaged in child labor, 67.5% worked in the family environment, 28.2% in the private sector and 3.6% in domestic work. Domestic work is done primarily by girls ages 15-18, representing 10.8% of all girls that work.²

The greatest concentration of child labor is in agriculture, which employs 59.7% of working children: 74.8% boys and 19.3% girls. This sector is followed by construction and mechanical work, with 12.5% of the total of working children: 14% boys and 8.4% girls. The occupations that employ a greater proportion of girls are those work opportunities with vendors (at 25.3%) and the service occupations, which employ 18.1% of the total number of girls working.³

Child labor represents a complex social problem caused by multiple, interrelated factors. The project has identified the following main causes of child labor in Honduras:

- Households with unemployment and low income;
- Children engaged in or at risk of CL with limited access to education;
- Limited enforcement of labor legislation and poor working conditions in vulnerable populations; and
- Lack of awareness and knowledge on CL and LR issues.

Annex 1 provides a graphical representation of these problems and their contributing factors, as discussed in detail below.

¹ National Institute of Statistics, 2013

² World Vision Child Labor Assessment, 2015

³ Ibid

1. Households with unemployment and low income

Children mention that the main reason to be engaged in work is the need to help with household income generation. As of 2013 in Honduras, 64.5% of households were living in conditions of poverty, with the rural population most affected at 68%.⁴ The monthly income of households can be used as an economic indicator to assess standards of living. The per capita income is 2,659.00 Lempiras (L.) per month (about US\$ 121), with an average of 6.7 years of schooling for the head of household. In urban areas, the income per month (L. 3,654.00 or about US\$ 166) is twice that of the rural areas (L. 1,699.00 or about US\$ 77). The difference is largely related to the average years of schooling for the heads of households, which are 8.1 in the urban areas and 5.0 in the rural areas.

The World Vision Honduras Child Labor Assessment (2015) indicated that 76.6% of working children come from households in situations of poverty, and 23.4% from households considered not poor. In terms of gender variance, 76.1% of working boys come from poor households, as compared to 59.7% of working girls.

The compensation that working children receive is less than the minimum wage established in the country. On average, children between 15 and 18 years old receive L. 2,000 (US\$ 91) a month and children between 5 and 9 years old receive L. 598 (US\$ 27) a month. In addition, out of the children that work, 48.7% are in households that live on less than a dollar per capita per day. The average minimum wage for rural and urban area is L. 7,292.63 (US\$ 333) per month.

The above information is evidence that the households of children engaged in child labor are characterized by having low incomes and under-employment or unemployment. The latter derive from the following factors:

- Low education levels of the families;
- Lack of access to production inputs and services;
- Scarce technical and vocational training;
- Limited opportunities for entrepreneurship;
- Limited development of labor market/ job insecurity; and

⁴ National Institute of Statistics, 2013

- Payment below the legal minimum wage.

Low income among households is due to the vulnerability of the households' livelihoods as well as youth under/unemployment. The heads of households can't access training opportunities related to market demands in order to improve their education levels and receive the tools and knowledge required to obtain a decent job or to start entrepreneurship initiatives. When low-income families attempt to start a new business, funding through financial services is not available for them because they cannot provide the necessary guarantees. In addition, technical assistance services are almost nonexistent in the country due to modernization and privatization.

These types of financial and technical services are particularly unavailable for youth. Youth have limited access to entrepreneurship, life skills, vocational and technical training, and when it is available, vocational and technical training is not aligned with market demand. At the same time, youth lack job search and career development skills, limiting their ability to identify and apply for jobs.

Furthermore, other socioeconomic factors have weakened the national economy, for example: declines in private investment, increase of citizen insecurity, concentration of the means of production, expansion of informal economy, and a lack of policies to promote private investment, entrepreneurship and social welfare. The economy is characterized by low paying employment opportunities and by an oversupply of cheap labor, with workers facing job insecurity.

2. Children engaged in or at risk of CL with limited access to education

World Vision's Child Labor Assessment found that the enrollment in education centers is 70.7% among children from 5 to 18 years old. The age groups with greater enrollment were children ages 7 to 12, with 92.0%, while children ages 16 to 18 years had the lowest, at 39.7%. The enrollment was the lowest especially among the 16 to 18 year old age group, which had only 12.0%. In households with working children, the enrollment of children between 7 to 12 years old is 88.2%, followed by children 5 to 18 (53.1%) and the 16 to 18 year olds (22.9%).

Of the total amount of working children, 72.5% did not attend school, whereas the remaining 27.5% studied and worked. This situation is even more critical considering that among children that work in the 15 to 17 year age category, the average years of schooling were 6.0, which means they did not finish the 9 years of obligatory education.

These school dropouts are due to various factors, including: parents do not have the resources for children to continue studying (43.9%), children do not want to go to school (29.4%) and children cannot attend due to their jobs (10.5%). The remaining 16.2% of children that drop out do so for other reasons. One of the factors, closely linked to the family's resources, is the lack of available secondary education institutions.

Children who are engaged in or at high risk of child labor are attending schools that are inadequate for their needs. Many schools don't offer secondary education, which has increased the number of children dropping out of school at this level.

Schools also suffer from insufficient management which makes it difficult to satisfy children's educational needs. The teachers' classrooms are overloaded with students, and the directors and teachers are not aware of the educational needs of children engaged in or at risk of child labor nor the challenges they face to continuing with the traditional education program. The schools face health and safety issues that put the children at risk, largely due to inadequate management and poor infrastructure.

Low participation of parents and teachers in school management and decision making has negatively impacted the quality of the educational system. This situation has created indifference in communities regarding child retention and school dropout rates. Communities are not engaged in developing strategies to reintegrate and/or keep children in school.

Another challenge is that parents often have a positive perception of child labor at the expense of school attendance. This cultural perception is due to adult illiteracy and low educational levels of parents, among other factors. Some parents consider child labor a formative activity that develops responsibility and morality in the children, rendering an education unnecessary. Child labor is also considered a way to meet basic food and income needs of the family.

In some communities, violence and insecurity in schools is another factor that discourages children from attending school and increases the likelihood of children becoming engaged in or at risk of CL. Violence may exist due to the presence of gangs or organized crime.

3. Limited enforcement of labor legislation and poor working conditions in vulnerable populations

Small steps are being made to reduce child labor through self-regulation within the formal sector. Agro-business, such as the melon sector, and maquiladora sector employers with export markets in the US and Europe have regular audits related to voluntary, market-led and private certifications.⁵ However there is a lack of accompanying STSS inspections to ensure compliance with labor laws, including child labor. The challenge continues down the supply chain: producers who are geared for domestic markets are not currently audited or inspected and have no incentive for compliance to promote the removal of these commodities from the USDOL List of Goods Produced by Child Labor or Forced Labor.

There is a lack of knowledge among both workers and employers about the legal framework for labor rights and responsibilities; therefore, violations of labor rights often go unreported or are not claimed. This has led to a lack of recognition of labor rights in Honduras. In part, labor rights are not claimed because workers' organizations are absent, weak or ineffective. However, the weakness of the workers' organizations themselves is largely due to employers' actions to limit organizing and CB.⁶

The STSS Inspectorate has not been effective in implementing the labor code or in reducing child labor due to a lack of resources for effective inspections and enforcement. The STSS does not have adequate personnel and equipment to conduct the inspections in the industrial sector. Quality control of the inspections is insufficient and the resolutions are frequently disputed on technical or legal grounds.⁷

The current STSS Electronic Case Management System (ECMS) is only partially effective. The ECMS contains general information of individual labor right violations. The cases regarding child labor or collective labor rights are not registered in the system. When a case of this type is identified by the labor inspection, it is submitted to a specialized department of the STSS. The system also lacks a data validation mechanism, allowing inspectors to register incomplete information for some cases. It should include a module for child labor and another for freedom of association or collective bargaining. To perform these system modifications, STSS depends on the services of the enterprise which owns the license.

⁵ Social Accountability International | SA8000 Standard; ISO 26,000;

⁶ Washington Office on Latin America (WOLA). 2009. *CAFTA-RD y los derechos de los trabajadores: posando del papel o la práctica*. p 13. USDOL. 2015. *Public Report of Review of Submission No. 2012-01 (Honduras)*.

⁷ USDOL. 2015. *Public Report of Review of Submission No. 2012-01 (Honduras)*.p .140

The law, with certain restrictions, provides for the rights of workers to form and join unions of their choice, to bargain collectively, and to strike while protected from retribution. The STSS has the power to fine companies for unfair dismissal or violation of workers' rights. However, the institution has a limited jurisdiction and lacks coordination with local and national institutions to enforce labor rights.

Within the maquiladora sector, the culture of prevention and conflict resolution is absent, which has exacerbated conflict between workers and employers.⁸

4. Lack of awareness and knowledge on CL and LR issues

A positive perception of child labor among parents and employers makes it an invisible problem for many people. Particularly in the rural sector, it is regarded as a formative activity that develops responsibility and morality in children. There is also a general attitude that it is unnecessary for children to continue with school after completing primary school, which impacts retention rates into secondary school. Child labor is also considered as a way to meet basic family food needs and to provide income.⁹

Employers consider child labor to be a way to save money. Children can conduct some activities more efficiently due to the small size of their bodies and hands and they are paid less for completing the same tasks as adults.¹⁰

An anti-union culture exists among employers, who use practices that undermine freedom of association and collective bargaining. They believe that freedom of association increases operating costs and decreases worker efficiency, thus they take actions to co-opt or weaken workers' organizations. Unions lack mechanisms for democratic participation, centralizing decision-making and knowledge in their leaders. Leaders are not trained in defending workers' rights and collective interests or solving labor conflicts without confronting employers.

Data on the situation of child labor and labor rights in Honduras is available at the national level; information provided by the General Household Survey is estimated annually. However, there is lack of detailed scientific information because research institutions have not focused on this topic and successful experiences are not shared with a broader audience. The public, as well as workers and employers, are not aware of the legal framework regarding labor rights and child labor issues.

⁸ WOLA, op cit, 2009, p 19. USDOL. 2015. *Public Report of Review of Submission No. 2012-01 (Honduras)*.

⁹ World Vision, op cit, 2015.

¹⁰ Ibid

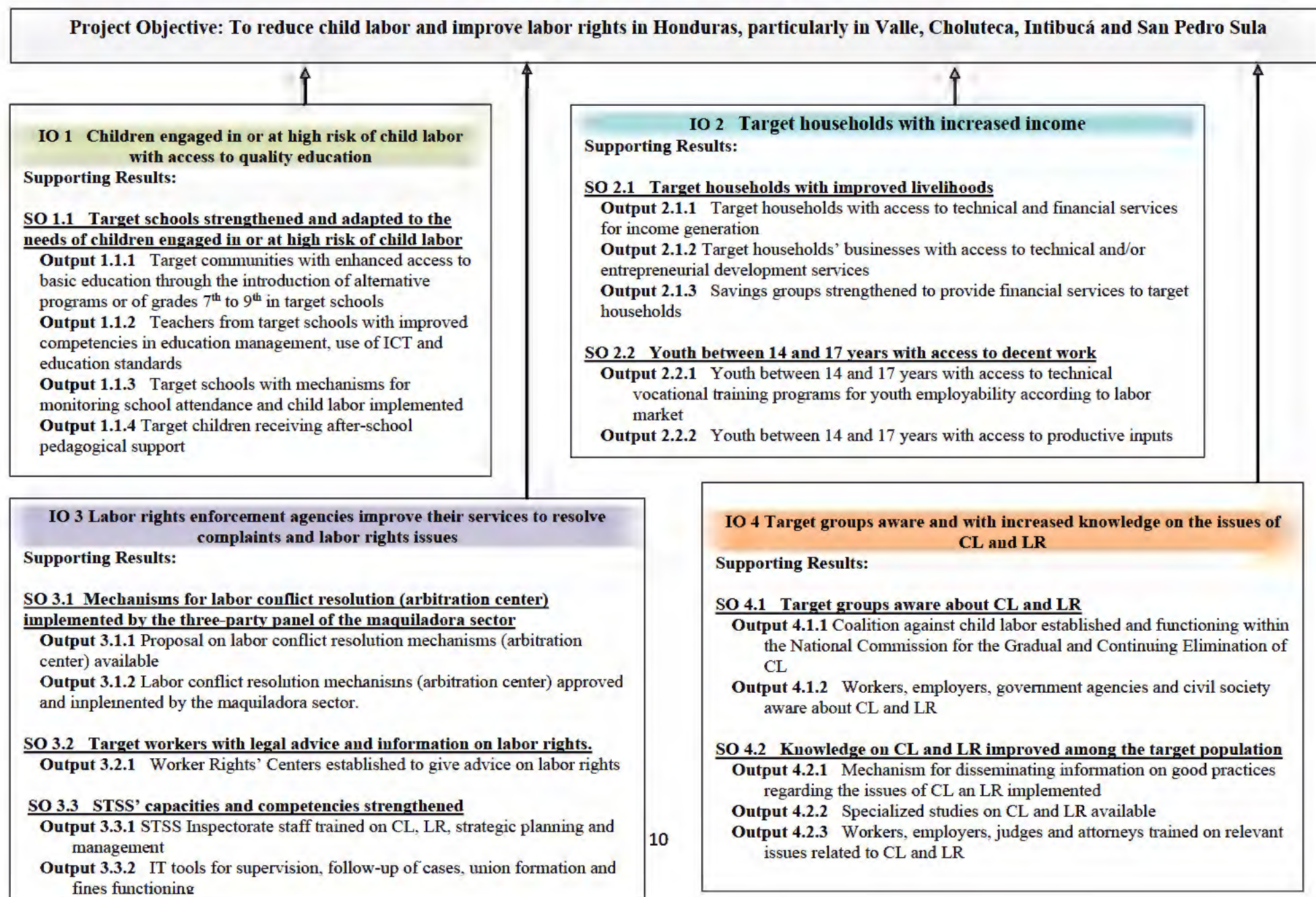
SECTION II: THEORY OF CHANGE AND RELATED INTERVENTIONS

This section of the CMEP describes Futuros Brillantes' Theory of Change (ToC), which lays the foundation for anticipated activities and resulting social changes that are expected by the end of the project.

A. Results Framework

Below is Futuros Brillantes' Results Framework which depicts the project's main objective and the four intermediate objectives along with their supporting results and related outputs.

Figure 2: Futuros Brillantes Results Framework



B. Narrative of the Futuros Brillantes Theory of Change

The Futuros Brillantes project will reduce child labor and improve respect for labor rights in Honduras, integrating different approaches, levels of intervention and stakeholders. The project will address child labor through an area-based approach in which children engaged in or at risk of child labor will be targeted through a system of community, parent, school, government, and employer engagement. The project will also work with the Honduran Government, industry, and other stakeholders to build the capacity of STSS to identify and use all available tools to help ensure remediation of labor law violations related to freedom of association and the right to organize and bargain collectively in the maquiladora sector.

Together with USDOL and other international and national partners, Futuros Brillantes has identified four main intermediate objectives (IO) that constitute the cornerstones of the project's ToC.

IO 1: Children engaged in or at high risk of child labor with access to quality education

IO 2: Target households with increased income

IO 3: Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues

IO 4: Target groups aware and with increased knowledge on the issues of CL and LR

The Futuros Brillantes ToC seeks to reduce child labor and improve labor rights through the following strategies:

- Promoting educational opportunities for children and creating more sustainable livelihoods for the households of children engaged in or at high risk of child labor;
- Increasing the knowledge and awareness of child labor and labor rights among parents, communities, government institutions, employers and workers, including youth; and
- Improving compliance with labor legislation and workers' conditions.

Households will be less vulnerable to child labor and migration if they can improve their livelihoods. This will be complemented by access to education that is appropriate for the needs of children engaged in or at high risk of child labor, as well as to the provision of vocational training and job search and life skills for youth, so that they can access decent work. At the community level, the project will establish child

labor committees (CLCs) that will be responsible for identifying, referring and following up with children engaged in or at high risk of child labor, who will be the beneficiaries of the project.

Improving compliance with labor rights and working conditions requires strengthening the technical capabilities of the STSS as well as fostering the participation of employers and workers in the design and implementation of the tools and mechanisms developed by the project. This includes training and consultation with stakeholders on labor rights and child labor issues, as well as the development of a conflict resolution mechanism. In addition, the project will implement Worker Right Centers (WRC) to provide advice and information on labor rights to workers and employers, contributing to the resolution and prevention of labor conflicts.

The project will promote the use of information and communications technologies (ICTs) in each component of the project, including education, school-based business and case management. The project will also develop a webpage to promote the dissemination and exchange of information.

The sustainability of the project's initiatives will be promoted through the participation of the various local stakeholders involved in child labor and labor rights issues. The project will have a participatory approach, promoting the participation of parents, teachers, employers, workers and other representatives of the government and civil society. These stakeholders will be targeted with national and local campaigns to raise awareness on these topics.

C. Description of Key Project Activities

In order to achieve the intermediate objectives related to education, livelihoods, labor rights enforcement and awareness raising, and thus reach its ultimate goal of reducing child labor and strengthening labor rights, Futuros Brillantes will carry out diverse strategies to accomplish various mid-level outcomes or supporting objectives. Below is a general description of the activities associated with each of the FB Intermediate Objectives. In addition, the Activity Mapping Table in Annex 3 contains a detailed inventory of activities related to each project output.

1. Intermediate Objective 1: Children engaged in or at high risk of child labor with access to quality education

The prevention of child labor requires that children have access to a quality education tailored to their needs. The project will work to improve the quality of education through an innovative approach that

encourages participation from students, teachers and parents. Parents are crucial for reintegration and retention of students as well as advocating for strengthened management of education, so they will be trained to improve their involvement in their children's education (School for Parents) and as social auditors of the management of the schools (using WV's Citizen, Voice, and Action methodology). Parents also will accompany the implementation of project services, so they will be informed about the different methodologies applied (e.g., teachers training, alternative education programs, solidarity tutors and transition from primary to secondary school). Parents will be members of child labor committees (CLCs) and will be trained in techniques for follow up and referral of children engaged in or at risk of child labor.

To reduce the dropout rates of children from primary to secondary school, the project will improve access to basic education through the implementation of alternative education programs. In some cases the project will establish Grades 7-9 in existing primary schools, in coordination with the Ministry of Education and according to the physical space available in the schools. The project will train volunteers that will support the implementation of the alternative education programs EDUCATODOS¹¹ and IHER.¹²

The training of teachers represents an opportunity to improve the quality of education and ensure that teachers better understand the needs and obstacles faced by children engaged in or at risk of child labor. This training will be designed in coordination with the Ministry of Education according to the needs of the schools. School directors will be trained in school management, while the rest of the teachers will be trained in the use of solidarity tutors, student tutors, ICT in the classroom and the "school for parents" methodologies. At each school, the project will perform a safe and healthy learning environment assessment.

2. Intermediate Objective 2: Target households with increased income

The project will work with target households to improve their income by providing training on the *Entrelazos* methodology to build basic financial literacy and introduce entrepreneurship concepts, while

¹¹ EDUCATODOS is a program designed to address the population excluded from the school system, based on the National Curriculum of Basic Education, which ensures the achievement of learning by using an interactive methodology. Its curriculum incorporates the basic areas of knowledge while being flexible and innovative, with constant engagement of the student and the tutor through using the texts and audiovisual materials.

¹² IHER is a radial educational program called "Maestro en Casa," aimed at people that cannot access the formal education system due to economic difficulties, distance, time or age.

also supporting households in starting new businesses. These actions aim to increase household income so that families can meet their basic needs and decrease their reliance on child labor.

The type of businesses promoted and supported by the project will depend on the results of the market assessment, which will identify the economic situation and potential in the area of influence. The established businesses will receive technical advice during the project duration to improve their access to markets. The business initiatives will be complemented with training and development of household gardens.

The project will work with saving groups to provide financial support for entrepreneurs and manage the inputs that will be supplied for the development of household gardens. These savings groups will receive training on issues around managing debt and the possible impact of credit use on livelihoods.

The integration of vocational and technical training with employment services (which will be provided according to market demand and in coordination with employers) will contribute to improving youth access to decent work and therefore to increasing household income. Children 14 to 17 years old will receive vocational training. Prior to completing Grade 9, children will have the support of a transition program run by Parent Associations to ease their transition to continued schooling, decent work, or technical training. The program will explain the various options to the students and their parents and encourage children to observe various work professions in order to help identify the best option for the student. This is to help reduce high drop-out rates common in many vocational courses.

For beneficiary children completing Grade 9 who want to complete a vocational training course (which corresponds to the demands of the labor market and would not engage them in hazardous work), the project will work with the government's vocational training institute (INFOP) to organize a course or refer students to an existing course. The project will improve the quality of training by including site visits to employers in order to better understand the work environment, and providing opportunities for employers to train them on specific topics. This is to ensure that learning is consistent with employer needs.

The project will link youth to employment opportunities that don't involve night work by adopting the following additional strategies: (1) linking beneficiary youth to employment fairs run by trade chambers, private enterprise and STSS; (2) developing a module providing guidance and tips on job hunting skills

for Grade 9 students which outlines the concepts of writing a CV and interviewing; and (3) working with COHEP to promote the government program *Con Chamba Vivís Mejor* as a mechanism for hiring youth.

3. *Intermediate Objective 3: Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues*

To improve compliance with labor legislation and working conditions, the project will use an innovative model that will provide access to social services for workers, strengthen the STSS, and promote a conflict resolution mechanism.

The Workers' Rights Centers will provide social services to workers, including advice, information and assistance on labor rights. These centers will be established at three levels: 3 main centers, 9 satellite centers, and 83 school-based centers. Each main center will have a manager, lawyer and social promoter on staff that will support three satellite centers located in large towns in the target areas. The main and satellite centers will be hosted in church locations which will have the trust and respect of the community and can integrate support for workers' rights and referrals within their ongoing activities. The main and satellite centers, in coordination with the CLCs, will provide information and advice in the 83 school-based centers. The services in school-based centers will be led by a facilitator in coordination with the teachers, parent associations and CLC.

Capacity building for the STSS will be based on their needs and will seek to use ICT to promote compliance with outlined protocols by providing tools which prompt inspectors through the prescribed processes. The project will provide training to inspectors, including child labor and freedom of association inspection protocols. Based on these protocols, the project will design two modules for the Electronic Case Management System.¹³

The project will strengthen the STSS to follow Honduran procedural and methodological requirements and guidelines for labor law enforcement, including investigating possible violations of all relevant labor laws. Successful labor inspection systems are not designed to investigate every employer, rather they use strategic enforcement plans to target specific sectors and employers who have a tendency toward noncompliance. These employers are then investigated, fined, and cases publicized to act as a deterrent to others. Therefore the project will design a strategic plan for inspection targeting.

¹³ The STSS is requesting to develop a new ECMS, not only the two modules. This issue is under revision.

The project will develop an effective conflict resolution mechanism that is accessible to workers and unions of the maquiladora sector to protect their labor rights. This mechanism will be designed with the participation and consensus of the workers and employers, defining the scope, principles, procedures and limits of the conflict resolution mechanism. The project will train the arbitrators and mediators that will implement the mechanism.

Futuros Brillantes plans to work with the STSS to ensure that data on the status of complaints is accessible online to the complainant through its website, linked with the ECMS. The STSS website will also include general data on cases without allowing individuals to identify individual cases. This will be developed in line with the current freedom of information provision in the Honduran law; the STSS will be in full compliance. The project will work with the STSS to redesign its website to make it more user-friendly and easy to update.

4. Intermediate Objective 4: Target groups aware and with increased knowledge on the issues of CL and LR

The project will run two targeted campaigns designed to change attitudes and ultimately behavior. There will be two distinct thematic areas: (1) child labor and (2) freedom of association. Campaigns will be designed based on barrier analyses for parents, communities, workers, employers and the STSS. The project will monitor campaigns to assess their effectiveness and will adjust subsequent campaigns accordingly. The campaigns will be implemented at the national and community level, combining traditional media messaging with targeted outreach by WRCs and CLCs located in communities.

To generate knowledge about child labor and labor rights, the project will identify and prepare a collection of best practices as well as conduct specialized research. The project will organize two forums on child labor and two on freedom of association, as well as one mid-term and one final conference to present results from evaluations, CMEP and specialized studies.

Futuros Brillantes will also provide information on its website and publish training materials and information generated by the project. The project will manage an exchange program to allow COHEP members, workers organizations, WRC staff, CLC members and STSS Inspectors to visit other national and international experiences in order to learn good practices and see how others have identified and applied solutions to reduce child labor and improve labor rights in different contexts.

SECTION III: PERFORMANCE MONITORING PLAN

A. Purpose and Use

The Performance Monitoring Plan (PMP) is a reference document that presents the indicators set by the project for performance monitoring and evaluation. It is a key matrix that identifies “what” will be monitored and evaluated during the life of the project and “how” this will be done. The PMP identifies and organizes appropriate qualitative and quantitative indicators in a hierarchical way, through a multilevel structure (e.g. main objective, intermediate and supporting objectives, outcomes and outputs), for monitoring and evaluating a project. It states and defines these indicators in the context of the project and identifies their data sources, methods of data collection, reporting frequency, data collection responsibilities of project implementers, and the analysis and use of data.

The intent of the PMP is to move Futuros Brillantes toward a data-driven system of managing the project with results in mind. FB will use the PMP as a management tool, ensuring that project staff collects data that meet all data quality requirements: validity, reliability, timeliness, precision and integrity. To this end, the PMP serves three primary functions: (1) to delineate the data collection process; (2) to ensure data comparability between enumerators and partner organizations; and (3) to guide data analysis. In so doing, it ensures:

- The transparency, timely monitoring and communication of results;
- The statement and definition of indicators and their measurement units including levels of disaggregation;
- An indicator-based description of data sources;
- The designation of data collection responsibilities to ensure effectiveness and accountability; and
- The provision of guidance on data use and analysis.

World Vision and its partners jointly set key performance indicators to measure change at the outcome and output level, according to the areas identified in the FB ToC. In addition to project-specific indicators, the PMP also includes the OCFT common performance indicators, as well as other standard indicators for tracking beneficiaries and monitoring children’s work and education status.

Futuros Brillantes’ PMP is presented in full in Annex 5. The following section shows an Indicators List which is a summary of the strategic objectives, outputs and indicators included in the PMP.

B. Project Results and Indicators Table**Table 1: Futuros Brillantes Indicators List**

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula. Situational analysis: Composition of HH by sex, age of HH members, HH members' educational levels as well as vocational training, migration status, whether children's parents are currently living in HH	
POH.1	% of livelihood beneficiary households with at least one child engaged in child labor
POH.2	% of livelihood beneficiary households with at least one child engaged in hazardous child labor
POH.4	% of livelihood beneficiary households with all children of compulsory school age (6-14 years) attending school regularly
POC.1	% of beneficiary children engaged in child labor
POC.2	% of beneficiary children engaged in HCL
LR.1	% of cases addressed by labor inspection that receive a final administrative decision in a timely manner

IO 1: Children engaged in or at high risk of child labor with access to quality education Situational Analysis: Number of shifts per school, average class size, grades available in each school, yearly enrollment per school/ grade, ratio of male/ female students, number of teachers, teachers qualifications, number of classrooms available, reasons for not attending school, reasons for repeating grades/dropping out from school (per sex), % of completion of previous school year, students/classroom ratio, average travel time for students; itemized inventory of the school conditions (equipment, etc.) in the target communities	
Supporting Objectives and Outputs	Indicators
SO 1.1 Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor	OTC 1. (POC.4) % of beneficiary children who regularly attended any form of education during the past six (6) months, with 80% attendance in their education program
OCFT Common Indicator	E.1 # of children engaged in or at high-risk of entering child labor provided education or vocational training services (per sex and age)
Output 1.1.1 Target communities with enhanced access to basic education through the introduction of alternative programs or of grades 7 th to 9 th in target schools	OTP 1. # of target communities with access to alternative education programs or where schools incorporate 7 th to 9 th grade as a result of project intervention

Output 1.1.2 Teachers from target schools with improved competencies in education management, use of ICT and education standards	OTP 2. # of teachers from target schools trained
Output 1.1.3 Target schools with mechanisms for monitoring school attendance and child labor implemented	OTP 3. # of target schools with mechanism for monitoring school attendance and child labor
Output 1.1.4 Target children receiving after-school pedagogical support	OTP 4. # of target children receiving peer tutor support

IO 2: Target households with increased income

Situational analysis: Sources of HH income from adults and children's employment or economic activities; sources of HH income from agricultural activities; HH involvement subsistence agriculture, HH ownership of livestock, size of HH plot, HH assets and living conditions, skills training needs, skills training education available, HH access to credits and savings

Supporting Objectives and Outputs	Indicators
SO 2.1 Target households with improved livelihoods	OTC 2. % of target households that improve their livelihoods
OCFT Common Indicator	L.1 # of households receiving livelihoods services
Output 2.1.1 Target households with access to technical and financial services for income generation	OTP 5. % of target households in which at least one member completed levels I or II of the Entrelazos Program
Output 2.1.2 Target households' businesses with access to technical and/or entrepreneurial development services	OTP 6. # of target households' businesses receiving technical and/or entrepreneurial development services
Output 2.1.3 Savings groups strengthened to provide financial services to target households	OTP 7. # of savings groups strengthened or established
	OTP 8. # of target households that accessed credit at least once during the project life
SO 2.2 Youth between 14 and 17 years with access to decent work	OTC 3. % of target youth accessing decent work

Output 2.2.1 Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market	OTP 9. # of target youth completing a technical and vocational training program with support from the project
Output 2.2.2 Youth between 14 and 17 years with access to productive inputs	OTP 10. # of target youth completing the employment services program
	OTP 11. # of Youth Banks established

IO 3: Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues Situational analysis: Organization of communities and of relevant district level institutions; Inter-institutional coordination mechanisms available among relevant institutions; Community resources available to support child protection and LR; General programs and activities implemented by government agencies among target population; Current regulations regarding occupational health and safety standards; Availability of social security, health insurance or unionization for workers	
Supporting Objectives and Outputs	Indicators
SO 3.1 Mechanisms for labor conflict resolution (arbitration centers) implemented by the three-party panel of the maquiladora sector	OTC 4. # of cases resolved in a timely manner using the conflict resolution mechanisms in the maquiladora sector
Output 3.1.1 Proposal on labor conflict resolution mechanisms (arbitration center) available	OTP 12. Proposal on labor conflict resolution mechanisms (arbitration center) for the maquiladora sector submitted and discussed in the three party panel
Output 3.1.2 Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector	OTP 13. Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector (C)
SO 3.2 Target workers with legal advice and information on labor rights	OTC 5. % of cases submitted to the WRC that reach an administrative resolution, or an alternative resolution mechanism, in a timely manner
Output 3.2.1 Workers' Rights Centers established to give advice on labor rights	OTP 14. # of main, satellite and school-based WRC providing ongoing services
	OTP 15. # of individuals who have either received information services or legal advice on workers' rights, freedom of association and child labor from a WRC
SO 3.3 STSS' capacities and competencies strengthened	OTC 6. % of labor inspection resolutions disputed on technical or legal grounds
Output 3.3.1 STSS Inspectorate staff trained in CL, LR, strategic planning and management	OTP 16. % of labor inspectors and supervisors in the areas of influence trained by the project in topics like CL, LR, strategic planning and management, that show and improvement in their technical skills after receiving project support (C1)

	OTP 17. # of project areas of influence with a Labor Inspection Strategic Plan prepared and implemented by the STSS (C1)
Output 3.3.2 IT tools for supervision, follow-up of cases, union formation and fines functioning	OTP 18. % of new active cases registered in the ECMS every 6 months

IO 4: Target groups aware and with increased knowledge on the issues of CL and LR

Supporting Objectives and Outputs	Indicators
SO 4.1 Target groups aware about CL and LR	OTC 7. % of heads of target households that improve their awareness of the negative aspects of child labor
	OTC 8. % of workers receiving legal advice from WRC aware of their rights as laborers
Output 4.1.1 Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL	OTP 19. Coalition against child labor in place
Output 4.1.2 Workers, employers, government agencies and civil society aware about CL and LR	OTP 20. # of people reached by awareness raising campaigns on CL and LR (workers, employers, parents, public servants and civil society)
SO 4.2 Knowledge on CL and LR improved among target population	OTC 9. # of people accessing information generated by the project on LR and CL
Output 4.2.1 Mechanism for disseminating information on good practices regarding the issues of CL and LR implemented	OTP 21. # of knowledge sharing events implemented by the project
Output 4.2.2 Specialized studies on CL and LR available	OTP 22. # of specialized studies on CL and LR completed by the project and disseminated to relevant stakeholders
Output 4.2.3 Workers, employers, judges and attorneys trained on relevant issues related to CL and LR	OTP 23. # of stakeholders who improve their knowledge on CL and/or LR after completing the training

C. Overview of Project Data Collection Instruments

Futuros Brillantes staff prepared a Data Collection Table (DCT) that describes the various instruments that will be used to gather the data necessary for the informational and reporting needs of the project. The DCT will inform the design of its data collection tools. It allows staff to coordinate the use of tools in covering all of the project's informational needs and therefore maximize the efficiency of data collection. Specific forms and tools are described below. The DCT is found in Annex 7.

FB data collection tools include the following key instruments:

1. *Intake Questionnaire for Beneficiary Households and Children:* This form gathers contextual information on the composition and characteristics of households in the project. This intake information serves as a comparison point for assessing change that occurs at the household level during the life of the project. It covers information such as geographic information, family composition, educational characteristics, financial characteristics, household assets and construction, income generating activities, migration and child labor.
2. *Follow-up Questionnaire for Monitoring Beneficiary Children:* This form collects information for the follow-up of beneficiary children regarding to their educational and labor status. The questionnaire provides information on beneficiaries in order to assess changes (i.e. decreased labor hours, shifts in time allocation) that occur in the children's situation during the project life. It includes information on gender, age, geographical location, educational characteristics,, financial and labor characteristics.
3. *Follow-up Form for Household Receiving Livelihood Services:* This form collects information on the geographical location, household assets, financial literacy and use of financial and job services among households in the project. This allows the project to monitor the changes that occur at the household level during the provision of livelihood services.
4. *Follow-up Form for Business Initiatives:* This form allows the project to collect information on the business initiatives undertaken by beneficiaries. It asks about the establishment of business plans, the demographics of persons involved in the initiative, training and assets received from the project.

5. *Follow-up Form for WRCs:* This form documents the characteristics of the Workers' Rights Centers, including its geographical location, results of activities and types of cases seen at the center. It allows the project to assess the capacity and management of the center and analyze the types of cases presented by its clients.
6. *Follow-up Form for Beneficiary Schools:* This form helps the project to track the characteristics of, and services provided to, schools. It includes information on geography, administration and staffing, types of programs offered, distribution of teachers, grades offered, student enrollment, provision of training on child labor and activities of the Child Labor Committee, if applicable.
7. *Follow-up Form for STSS Strengthening:* This form allows the project to collect information on the services and activities conducted to improve the effectiveness of the STSS. This form covers the number and training of labor inspectors, information on labor inspections and resolutions, the types of cases seen by the Inspectorate, the case resolution rate, and the existence and implementation of strategic plans.
8. *Form to Measure Workers and Heads of Households' Awareness:* This form helps the project measure the changes in the stakeholders' perception regarding child labor and labor rights issues.
9. *Follow-up Form for Awareness Raising and Knowledge Improvement on CL and LR:* This form helps the project track its initiatives regarding awareness-raising on child labor and labor rights. It describes the activities and initiatives conducted, the people reached, the information dissemination mechanisms and the characteristics of specialized studies.

SECTION IV: EVALUATION PLAN

A. Implementation Evaluations

Implementation evaluations serve as important learning tools in assessing whether a project is being performed as planned and achieving its intended results. In USDOL-funded projects, two implementation evaluations are usually conducted: the interim evaluation which is conducted roughly half way through project implementation, and the final evaluation which occurs toward the end of project life. Both evaluations will be managed by an external contractor company and conducted by an independent evaluator in order to ensure an unbiased assessment of the project's progress toward reducing child labor and achieving other indicator benchmarks. Interim and final evaluation methodologies will be designed in coordination with USDOL, the contractor company and the evaluator, and will include a review of project documents (plans, monitoring reports, research, evaluation reports and other), field observations of school and work environments, interviews with beneficiaries, focus group discussions with stakeholders and key informant interviews. The evaluation will conduct record checking of the project's monitoring records and various databases to provide feedback and recommendations on aspects of data collection, record keeping, and documentation. Futuros Brillantes evaluations will take into account the CMEP and data collected through the CMEP process.

Prior to evaluation, USDOL and FB will have the opportunity to provide input to the Terms of Reference (TOR) for the evaluation. FB will be in close contact with USDOL regarding scheduling, timetables and follow-up actions. FB will also provide all necessary assistance to arrange evaluation field work, including helping to make sure relevant stakeholders are available for key informant interviews, focus groups and site visits, and organizing the stakeholders meeting in collaboration with the evaluator. At the end of field work, each evaluation will include a stakeholders' meeting where the evaluator will present key findings, preliminary conclusions, and recommendations, as well as provide stakeholders with a chance to provide feedback on the above elements of the draft evaluation report.¹⁴ During the report review process, FB will provide feedback on the draft evaluation reports. After receiving the interim evaluation recommendations, FB will report all progress relating to recommendations within each subsequent Technical Progress Report (TPR).

¹⁴ The evaluators will present preliminary findings to a stakeholder group which will include project staff, key stakeholders and beneficiaries. Feedback from this meeting will be integrated into the draft report, which will be submitted to ST and USDOL by evaluators.

1. Independent Interim Evaluation

The independent interim evaluation will be conducted approximately two years after the start date of the project, in the second quarter of FY 2017. Key local stakeholders and USDOL representatives will participate in the discussion of the evaluation results, which will enrich the understanding of project implementation, achievements and challenges.

The main objective of the interim evaluation will be to assess the degree to which FB is meeting its goals and objectives and is being implemented as planned in its project document (PRODOC) and CMEP. It provides an opportunity to assess whether the project is on track to attain its overall targets by the end of project life. In addition, the interim evaluation provides an opportunity to identify where modifications are needed in order to achieve the project's intended results and recommends corrective action to improve project delivery. It will also evaluate which interventions appear to be promising in improving household living conditions, reducing child labor and increasing access and quality of education, strengthening the STSS and improving labor rights compliance (FoA and CB), as well as which strategies may contribute to the sustainability of the project's efforts. The working relationships and flow of information between implementing partners will be assessed as well as the perceived effect of FB among partner agencies, local authorities, beneficiary households, children, STSS, employers, workers and other stakeholders. The recommendations and lessons learned from the interim evaluation will allow FB to improve its effectiveness and sustainability during the second half of implementation.

The interim evaluation will take the CMEP and data collected through the CMEP process into consideration and track the progress of project activities against up-to-date planning and project life time targets. The project's monitoring records and various databases will be of particular importance in assessing project implementation. The evaluation will conduct record checking to provide feedback and recommendations on aspects of data collection, record keeping and documentation.

Among other issues, the interim evaluation may look at: the way in which interventions have been implemented; the rationale for the allocation of interventions among different communities; the project's networking with key institutions; stakeholders' participation in project implementation; feedback from beneficiaries and community leaders with regard to project implementation; the effectiveness and challenges in implementing the beneficiary tracking system; and the timeliness and level of progress toward achieving the project's targets.

The following list of evaluation questions has been provisionally identified by USDOL, WV and its implementing partners as issues of interest to be addressed by the interim evaluation. The list of questions will be revisited and revised at the time of the evaluation in order to reflect project needs.

Relevance

1. Are the project services responding to the needs and expectations of beneficiaries?
2. Are the interventions consistent with government policies and strategies to promote the compliance of labor rights and prevention of child labor?

Effectiveness

3. Did the Project interventions contribute to the achievement of the objectives on labor rights, livelihoods and education?
4. What factors contribute to the success of the interventions?

Efficiency

5. Has the project been managed appropriately?
6. Have strategies been implemented to allow optimum use of resources?
7. Is the monitoring and evaluation strategy adequate to measure the project's expected outputs and results?

Impact

8. What are the positive or negative effects of the project in the community and on the target beneficiaries (children, youth, households, employers and workers)?
9. What other unexpected results have been generated during project implementation?

Sustainability

10. Is there evidence that the project is building a sustainability strategy with target groups?
11. Is there any evidence that indicates that the benefits generated by the Project can continue even after external support ends?

FB staff and partners will hold a strategy meeting within 15 days of receiving the interim evaluation report in order to review the findings, plan the necessary actions to meet recommendations, and adjust

activities accordingly. Follow-up actions will be discussed and agreed upon with OCFT, and progress will be described in subsequent technical progress reports.

2. Independent Final Evaluation

An independent final evaluation will be carried out during the last quarter of the project's life (optimally no later than three months before the project's end). The main objectives of the final evaluation are to assess the degree to which the project has met its goals and objectives, to analyze the project's challenges and successes, to validate the factors that contribute to the theory of change at various levels (such as institutional efforts regarding policy and capacity building, contextual factors, project interventions, etc.), to analyze the sustainability of project efforts and to identify recommendations for future projects in Honduras or similar contexts. It will analyze the process of project implementation, the changes that have occurred within beneficiary households and the community with regard to child labor, workers right, and the capacity of the STSS and the important lessons to be learned from the project. It should also allow the project to learn about which interventions may have external validity and possibilities for replication and should help identify good practices in project implementation.

In order to assess the project's outcomes in a comprehensive manner, the final evaluation will take into account cumulative information from the monitoring system, the interim internal review, the results of the endline/repeat baseline studies, and the results of special studies carried out by the project.

The following list of evaluation questions has been provisionally identified by USDOL, WV and its implementing partners as issues of interest to be addressed by the final evaluation. The list of questions will be revisited and revised at the time of the evaluation in order to reflect project needs.

Relevance

1. Did the services provided by the project respond to the identified needs of the target groups?
2. Was the theory of change and problem analysis validated?

Effectiveness

3. Were the activities and the outputs in line with the planned goals?
4. What obstacles impacted the Project implementation plan?

5. What elements or strategies of the project can be highlighted as key to achieving project objectives?

Efficiency

6. Do the outcomes justify the project costs?
7. To what extent did the capacities of partner organizations and the human resources available support the project in achieving its objectives?

Impact

8. How has the project helped to change the perceptions of the heads of household regarding child labor?
9. What effect did the project have on reducing child labor and promoting the compliance of labor rights?
10. What good practices and lessons learned were identified through the project?

Sustainability

11. To what extent did the target beneficiaries increase their capacity to improve their livelihoods?
12. What actions of the project are considered sustainable?
13. Do the organizations/national and local institutions have the technical capacity and commitment to continue with some of the initiatives started by the project?

In support of USDOL's encouragement toward promoting transparency and publicly disseminating projects results, all studies, survey instruments and data collected using OCFT funding will be made publicly available.

B. Baseline and Follow-up Study

The project's baseline study (BLS) is a prevalence study which gathers information for key indicators and area population socioeconomic characteristics (demography, education, livelihoods, living conditions and work status) of households with children engaged in or at risk of child labor. It also analyzes the perception of regional and national stakeholders toward child labor and the services provided by the

labor rights enforcement agencies, particularly related to freedom of association and workers' rights issues.

With this information, the project can assess change over time. The data collection will be repeated toward the end of project implementation, called an "endline" or follow-up study. The endline study will provide information on changes that occur by end of project implementation. Particularly, this will help Futuros Brillantes to identify the changes in the prevalence and nature of child labor that occurred in the project areas during the time of its implementation.

Further information on baseline and endline studies is found in the "FY15 FINAL OCFT Baseline-Follow-Up Prevalence Survey Guidance" document.

C. Special Studies

Futuros Brillantes will be conducting two studies to further the knowledge of child labor and Labor rights in Honduras. The topics addressed by the studies will be defined according to the knowledge gaps identified through the baseline survey and in consultation with key project stakeholders. These studies should be conducted integrating quantitative and qualitative methods. The project has identified the following tentative topics for research:

- Prevalence of worst forms of child labor and hazardous work in project target areas, in consultation with employers, workers and civil society; and
- Prevalence of child labor in fishery.

SECTION V: IMPLEMENTATION AND MANAGEMENT OF CMEP

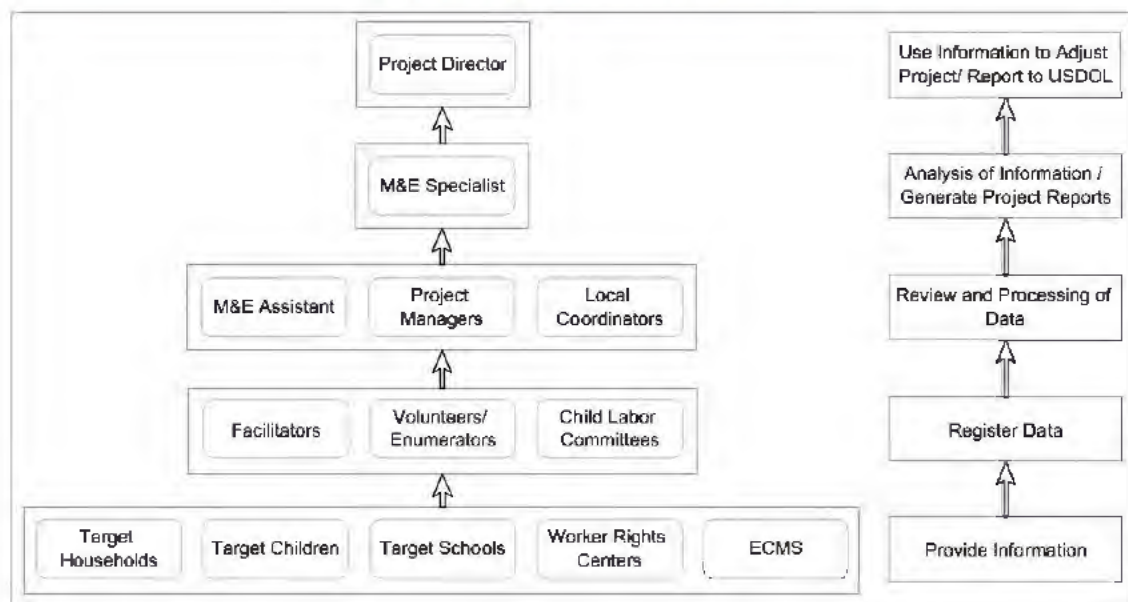
A. Roles and Responsibilities for Data Collection, Analysis and Reporting

The purpose of the Comprehensive, Monitoring and Evaluation Plan (CMEP) is to provide the project managers and other stakeholder guidelines to measure in a standardized way the achievements obtained, according to the established project's goals. The CMEP is based on the theory of change defined to obtain the outputs and outcomes expected by the project. This represents a tool that promotes accountability and informed decision making to improve the project intervention.

The monitoring and evaluation process includes different stages starting from data collection, data revision and processing, information analysis and generation of reports. Data collection will be carried out using mobile devices, wherever possible, as well as paper formats. Facilitators, volunteers and members of the Child Labor Committees will all be responsible for different components of data collection for the project.

The collected information will be validated by the M&E Assistant, Project Managers and Local Coordinators. Once the information is validated, it will be recorded on the central database from which particular and project reports will be generated. Information analysis and report generation will be the responsibility of the M&E Specialist.

Figure 2: M&E Information Flow



1. Monitoring and Evaluation Specialist

The M&E Specialist is responsible for leading the implementation of the CMEP, coordinating data collection with the sub grantees and specialists and providing technical assistance as needed, with the support of the M&E Assistant. At the beginning of the project's field activities, the M&E Specialist will train the individuals responsible for data collection regarding the M&E procedures and instruments designed by the project. The M&E Specialist will analyze the collected data in order to track progress toward the project's performance measurement indicators and prepare technical progress reports for USDOL. This information will be used to improve the efficiency and effectiveness of the project. In addition, the M&E Specialist will also have the following responsibilities:

1. Establish an M&E framework and system that integrates data collection, validation, analysis and dissemination of the information regarding performance indicators;
2. Manage the design and implementation of a direct beneficiary monitoring system (DBMS) for tracking service provision, the work and education status of child beneficiaries and the economic status of beneficiary households;
3. Develop training materials on M&E procedures, data quality controls and verification and provide training to field technical teams, sub grantees and community partners/volunteers;
4. Provide feedback on project performance to implementing partners for the purposes of project management and organizational assessment;
5. Prepare and submit consolidated monitoring reports to the Project Director for reporting on technical progress to the donor;
6. Disseminate information and project results to the broader public and thereby contribute to transparent communication about the project; and
7. Provide support and guidance to the consulting firm(s) that will implement the baseline and end line study, as well as the interim and final evaluation.

2. Partner Project Managers and M&E Assistants

The Project Managers and M&E Assistants of each partner organization (FUNPADEM, CARITAS and CASM) will coordinate the M&E activities with the Local Coordinators, Community Facilitators and Child Labor Committees. They will ensure that data collection activities proceed according to the project's

CMEP for their components and that high quality reports are submitted to World Vision on time. They also oversee the completeness and reliability of information for their respective components and activities.

3. Local Coordinators (LCs)

The LCs of each implementing partner will work closely with the Facilitators on the ground to collect all required information about access to education, livelihoods, and labor rights, providing them with direct supervision and support. The Local Coordinators will provide guidance and local support to the Child Labor Committees, who will be in charge of monitoring the work status of target children.

4. Facilitators

Facilitators will gather data for the different technical activities (education, livelihoods and labor rights) using the monitoring forms. They will check each form to verify whether it is fully completed. Facilitators will use mobile devices or paper to enter updates for the different forms. This data will be uploaded to a database and crosschecked for accuracy by M&E staff. The Facilitators will receive training on M&E data collection and will be provided with guidelines and protocols for data collection and verification.

5. Child Labor Committees (CLCs)

The Child Labor Committees are community organizations composed of teachers, local government, youth groups, Parent Associations, foundations and other community stakeholders. CLCs are based in schools and linked to child protection initiatives available at municipal level. Among the responsibilities of the CLCs are the following:

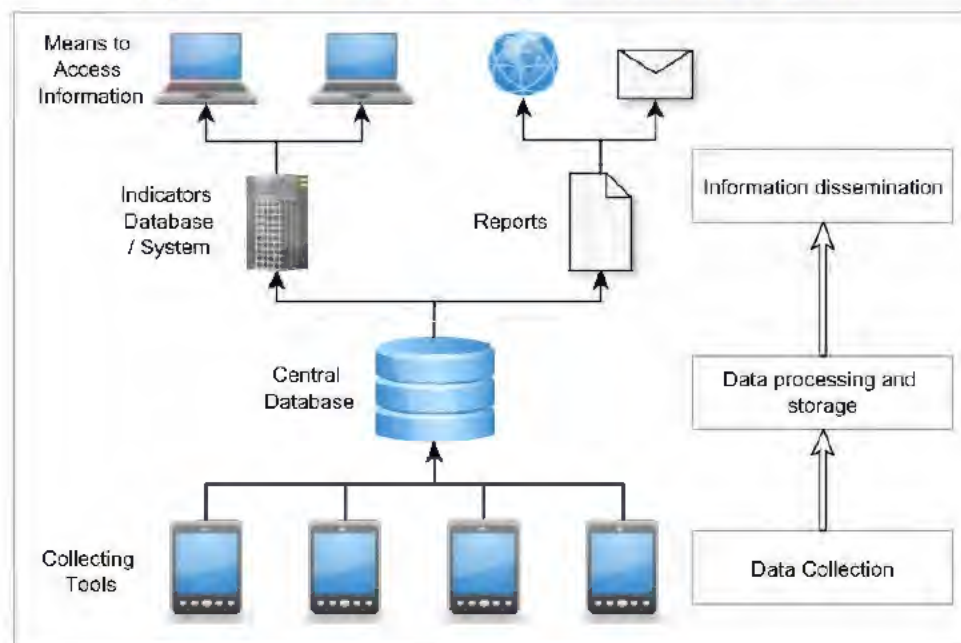
1. To Identify children engaged in or at high risk of child labor;
2. To refer children engaged in or at high risk of child labor to education and child protection initiatives;
3. To support schools in the reintegration of children who have dropped out of school;
4. To support facilitators in collecting and verifying data and in monitoring the target children's work status and education status every six months through visits to homes, schools and workplaces; and
5. To raise awareness among families about child labor issues.

B. Management Information System

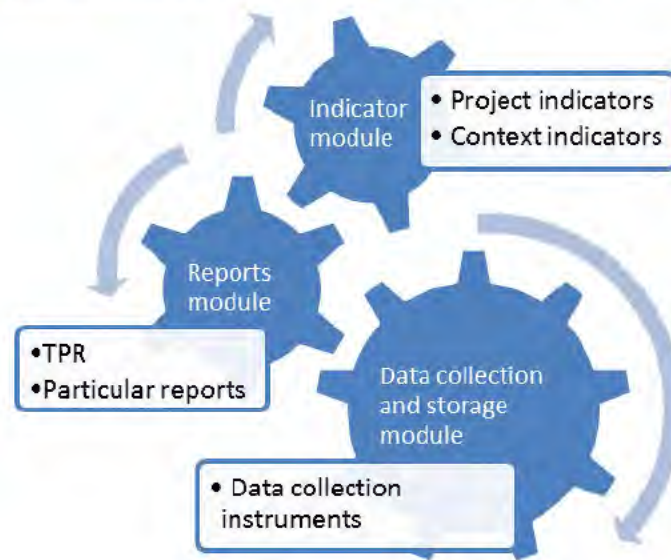
The project will implement the Management Information System (MIS), including the Direct Beneficiary Monitoring System (DBMS), based on open source software with a client – server architecture, using web based and mobile technology to carry out performance-based project management. This system includes a set of procedures to collect, process, store and disseminate information. The MIS will generate reports and enable online access for the users to visualize the status of the project's performance indicators.

Information collection will be conducted through the use of mobile devices and paper questionnaires. Collected data will be stored in a central database to facilitate data quality assurance and processing. Once the indicators are calculated, the reports will be generated and available online through a web-based platform to those with user access.

Figure 3: Structure of the Management Information System



Therefore, the system will be organized in three modules to facilitate its management, maintenance and the incorporation of additional functions. The following graphic shows the modules that comprise the MIS.

Figure 4: Modules of the Management Information System

1. Data Collection and Storage Module

Data collection tools will be designed based on the project indicators and used to gather the required data. A data dictionary will be established according to the variables included in these tools, and the data will be stored in a central database.

To collect data using mobile devices with an Android operating system, collection forms will be developed using CSPro, a system designed and used by the United States Census Bureau. This system allows forms to be created for mobile devices in a simple graphic interface, which is connected to the central database through a web server.

The database will be designed in an open source database manager, like My SQL or Posgre. This database will be relational and will include procedures to validate data while it is being registered. Access to the database will be restricted to authorized users, in order to safeguard the integrity and confidentiality of the information from the beneficiaries. The M&E Specialist will establish and manage the levels of access to information among the respective users.

The project will work to design the database with the following characteristics:

- Centralized data control;
- Data integrity;
- Minimization of redundancy ;

- Minimum storage and maintenance costs;
- Established security measures; and
- Ability to change the software and hardware.

All data (both virtual and physical) will be kept in a secure location. The database will be encrypted and secured by a password. Data collected on paper will be recorded by serial number, with a list of names and serial numbers kept separately. All hard copies will be stored in a locked cabinet except when the records are entered into the database.

A module of complementary tables will be created within the MIS, which will include information on standardized codes established by competent authorities for certain variables such as: administrative and political division, codes of occupations (CIO), branch of the activity (CIU) and codes from schools.

2. Reports Module

An indicator output table will be prepared from the central database. This report will be used to prepare the semiannual TPR, according to USDOL guidelines. The information in the output table will be disaggregated by period, municipality and sex, among others. The output table will be programmed within the database so that authorized users can carry out queries without specialized knowledge on database management. These result tables will be the foundation to prepare the project's technical progress reports.

3. Indicators Module

A module for disseminating the project indicators will be developed through a web platform. This module will be established using the DiMonitoring software, designed by the UN to track performance indicators for development projects using DevInfo technology. The indicator module's database will be fed with the reports generated from the central database, so there will only be information on the status of the indicators. Access to the web platform will be restricted and users will be created among the project's key stakeholders.

The DiMonitoring system allows for visualizing the progress of the indicators with regard to the established goal; the status of the indicators will be shown visually through the traffic light system, red, yellow and green. In addition, it facilitates the creation of line or bar graphs showing the behavior of the indicators and charts that can be exported in Excel format. The indicator system goal is to contribute in

the dissemination of project's results using a web-based platform. Representatives from target organizations will be provided with a username and password to have access to the system, and review the indicators data.

C. Coordination among Implementing Partners

The success of the M&E activities depends on coordination between the implementing partners. This relies on effective communication mechanisms and relevant training that provides a common understanding of M&E procedures. The following mechanisms will establish adequate communication and standard knowledge between partners regarding M&E procedures.

1. Regular Partner Meetings

The partner organizations will meet on a monthly basis to discuss issues regarding the CMEP implementation. These meetings will be useful to review progress on project implementation as well as the CMEP, according to the defined work plan. Programmatic and monitoring adjustments will be identified and implemented through these monthly partner meetings.

2. Pre-Report Meetings

The project's partners will meet bi-annually during the preparation of the TPRs in order to discuss issues faced during the reporting period, review progress toward goals, and plan any necessary adjustments for the next reporting period. These meetings will ensure that all partners are on track toward program goals and that each organization understands the progress of the project as a whole. It will also be an opportunity to share successes, challenges, lessons and discuss the overall project strategy as a group.

3. Field Coordination

Data collection in the field will be coordinated with different partners. This coordination will allow for optimizing the use of resources and ensuring reliable information collection from the beneficiaries.

4. Training of Staff and Volunteers on M&E Procedures

Project staff and volunteers will be trained on the M&E procedures, including data collection and quality assurance during the collection. Training will be theoretical and practical so the participants can carry out proper data collection. This training will be performed by the M&E Specialist and Assistants.

5. Feedback to Implementers and Critical Reflection on Results

On the basis of the agreed indicators and targets, the M&E Specialist will produce performance reports every six months, including alerts for targets that may be critically underachieved during a specific period. Based on this, the M&E Specialist will provide timely feedback to the project partners and ensure that critical factors are identified, implementing plans are adjusted and corrective action is carried out as needed.

On the basis of this feedback, each partner organization will organize internal review and reflection meetings twice a year, so that all implementing staff members become familiar with the updated monitoring data. Since discussions with stakeholders may help in reassessing project progress, part of the review and reflection process may include additional field visits to children, households and intervention sites, such as schools or WRCs.

Representatives of key stakeholders (i.e. commune leaders, government officers, employers and workers representatives) may be invited to participate in the review and reflection process. These reflection processes not only contribute to the efficiency and effectiveness of project interventions, but also build the capacity of project stakeholders at the local level. Thus, they contribute to project sustainability by improving the managerial capacity of communities and institutions.

D. Data Quality Assurance Procedures

A data validation process will be integrated into the M&E activities in order to ensure the 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 collected information will depend on the capacity and training of the field staff as well as the validation and automatized controls established within the information collection formats.

1. Field Quality Control

At the field level, the Collection Coordinator¹⁵ will be the one responsible for ensuring that the interviewers complete data collection by sweeping the households and project beneficiary children

¹⁵ The Collection Coordination will be a staff member that assumes this role, without conducting interviews.

present in each community. The mobile-device collection system will have validation mechanisms to avoid data entry mistakes, as well as ensure that all of the questionnaire fields have been completed.

2. Data Validation Process

The data entered into the central database will be validated by the M&E team through syntaxes that verify the quality of the information in a structural (relationship between variables) and numeric way. The validation program will identify registries that have a high level of inconsistency. The registries with inconsistencies will be reported to the field staff to verify the data provided.

The monitoring team will also validate data in the field by randomly sampling the beneficiaries registered in the database. At the field level, the data collected directly from households and children will be verified with other information sources like schools, teachers, CLCs and project records.

A sample between 3 and 10% of the registered beneficiaries in the database will be established. The percentage of the sample will depend on the resources available for this activity. The detailed sample is presented in the following table.

Table 2: Data Verification Responsibilities

Staff	Monitoring Activities		Data Quality Verification		
	Average Caseload	Role and Responsibility	Sample Size	Frequency of Verification	Level of verification
M&E Specialist	All beneficiaries	- Supervise M&E System - Aggregate Project data - Review/edit DQA report - Spot check data during field visits to assess accuracy of data in database	3% of direct beneficiaries 7% of WRC and STSS strengthening services	Semi annually	- Household - Child beneficiary - School - WRC
Workers' Right Centers					
WRC Coordinator	WRC	Verify data quality of main centers	10%	Semi annually	WRC
Attorney and Promoter	3 Main Centers	Verify data quality of satellite centers	10%	Semi annually	WRC
Volunteers	9 Satellites Centers	- Activity registration - Verify data quality of school based centers	10%	Semi annually	WRC
Parents associations and facilitators	83 School based centers	Activity registration	0	Semi annually	WRC

Staff	Monitoring Activities		Data Quality Verification		
	Average Caseload	Role and Responsibility	Sample Size	Frequency of Verification	Level of verification
STSS Strengthening and Labor Rights Compliance					
Project Director	All beneficiaries	• Verify data quality	50%	Semi annually	• STSS
FUNPADEM M&E Officer	All beneficiaries	• Verify data quality	100%	Semi annually	• STSS
Communities (Education and Livelihood)					
Programmatic Coordinators	5,150 children 1,571 households	• Verify data quality	7%	Semi annually	• Household • Child beneficiary • School

3. Use of Data Quality Assessment Checklist

Apart from the direct validation of project data at various 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 some of the key indicators. It will use five key data quality standards: validity, reliability, precision, integrity and timeliness. The M&E team will review forms and procedures for data collection to ensure quality control. The project will follow guidance from the field-tested Data Quality Assessment Checklist used by other USDOL-funded projects. Following the review, the project team will determine which areas of data quality need further strengthening and will develop an action plan for improvement based on the DQA findings. Please see Annex 6 for a copy of the DQA template.

E. Reporting

Reporting on project results is one of the functions to which monitoring contributes. Internal reporting on service provision will be completed on a monthly basis within each implementing partner. The project will electronically submit Technical Progress Reports (TPRs) to USDOL twice a year, specifically by April 30th and October 31st.

These reports will provide a summary on the project's progress towards its intended results. It will contain USDOL common indicators in the standard reporting table (the Microsoft Excel Monitoring Spreadsheet provided by USDOL), identifying project targets and actual numbers achieved. The project will also report on performance against other required indicators and associated targets stated in the project PMP.

F. Budget for M&E and Research Activities

The revised budget for M&E and research-related activities is found below.

Table 3: Budget for M&E and Research Activities

Activity	Preliminary Budget	Revised Budget	Difference	Reason for change
CMEP Preparation Workshops				
CMEP Workshops	0	3060	3,060	
Subtotal	0	3,060	3,060	
Baseline and Endline Surveys				
Household Survey (Baseline)	41,283	37,250	-4,033	
Household Survey (Endline)	0	40,000	40,000	The endline survey wasn't included in the preliminary budget.
Subtotal	41,283	77,250	35,967	
Database Development				
Development of DBMS. Collection/ validation/ processing/ monitoring data	30,000	29,925	-75	The development of the DBMS includes the cost of temporary staff to support the development of the DBMS including the design, collection, validation and processing of data.
Establishment of Information Management Systems for the project		3,900	3,900	This line wasn't considered in the preliminary budget. These information systems include web based planning instruments and GIS platforms, that will contribute to project management and the dissemination of information.
Web page design and implementation		3,600	3,600	This line wasn't considered in the preliminary budget. And includes the design and implementation of the project's web page.
ECMS	285,000	285,000	0	
Subtotal	315,000	322,425	7,425	
Monitoring Operations				
Training and capacity building of staff, volunteers and CLC	2,205	4,851	2,646	This line wasn't considered in the preliminary budget.

Activity	Preliminary Budget	Revised Budget	Difference	Reason for change
M&E Follow-up partners meetings		4,320	4,320	This line wasn't considered in the preliminary budget.
Tablets for data collection		5,471	5,471	The project will purchase 35 tablets with a unit cost of USD 150.00, including the equipment insurance. These tablets will be used to collect data for the DBMS.
Local Travel Project Staff	265,345	265,345	0	
International Travel	71,600	71,600	0	
Subtotal	339,150	351,587	12,437	
Project Evaluation				
Interim Evaluation	35,000	35,000	0	
Final Evaluation	35,000	35,000	0	
Subtotal	70,000	70,000	0	
Grand Total M&E Budget	765,433	824,322	58,889	

G. Timetable for Implementation of CMEP

Below is a timeline for implementing the activities found in the CMEP.

Table 4: Timeline for CMEP Implementation

Phase/Task	Year 1			Year 2			Year 3			Year 4			Responsible Person/ Unit	With Support/ Input From
	2015			2016			2017			2018				
First Phase: Preparation and Training	Qtr II	Qtr III	Qtr IV											
CMEP Workshop													SFS	M&E Specialist
CMEP Preparation													SFS	M&E Specialist
M&E Tools validation													M&E Specialist	M&E Assistants
Train project staff and community coordinators on use of data collection tools													M&E Specialist	M&E Assistants
Monitor beneficiary selection process													M&E specialist, FB Project Team	
Setup the DBMS													M&E Assistants	M&E Specialist

Phase/Task	Year 1			Year 2			Year 3			Year 4			Responsible Person/ Unit	With Support/ Input From	
	2015			2016			2017			2018					
Provide training on DBMS for project staff													M&E Assistants	M&E Specialist	
Cascade the training and set up the DBMS to every community													M&E Specialist	M&E Assistants	
Provide training on M&E strategy and procedures to partners, stakeholders and CLC													M&E Specialist	M&E Assistants	
Install M&E system (templates, reporting procedures, database)													M&E Specialist	M&E Assistants	
Second Phase: Implementation															
Baseline Survey														Consultancy Firm	Project Team
Provide feedback on the draft baseline report														M&E Specialist and Project Team	
Approve the final baseline survey report														Project Director, WVUS & DOL	
Volunteer Training / Refreshment courses														M&E Specialist	M&E Assistants
On-going data collection for monitoring system														M&E Specialist, M&E Assistants	Project staff, community volunteers
Review and reflection session on project progress with stakeholders														M&E Specialist	Project Team
Provide feed-back on monitoring information to project management														M&E Specialist	
Carryout research on CL														M&E Specialist	
Translate/disseminate research findings and documentation														M&E Specialist	Project Team
Interim Evaluations (USDOL and government requested)														Consultancy Firm	
Third Phase: Project Documentations and Assessment (End of Project M&E)															

Phase/Task	Year 1			Year 2			Year 3			Year 4			Responsible Person/ Unit	With Support/ Input From
	2015			2016			2017			2018				
Endline Study													Consultancy Firm	Project Team
Write up of Endline Study Report for DOL													M&E Specialist	
Final Evaluations (USDOL and government requested)													Consultancy Firm	
Final report for government													M&E Specialist	Project Team

H. Project Results Communication Strategy

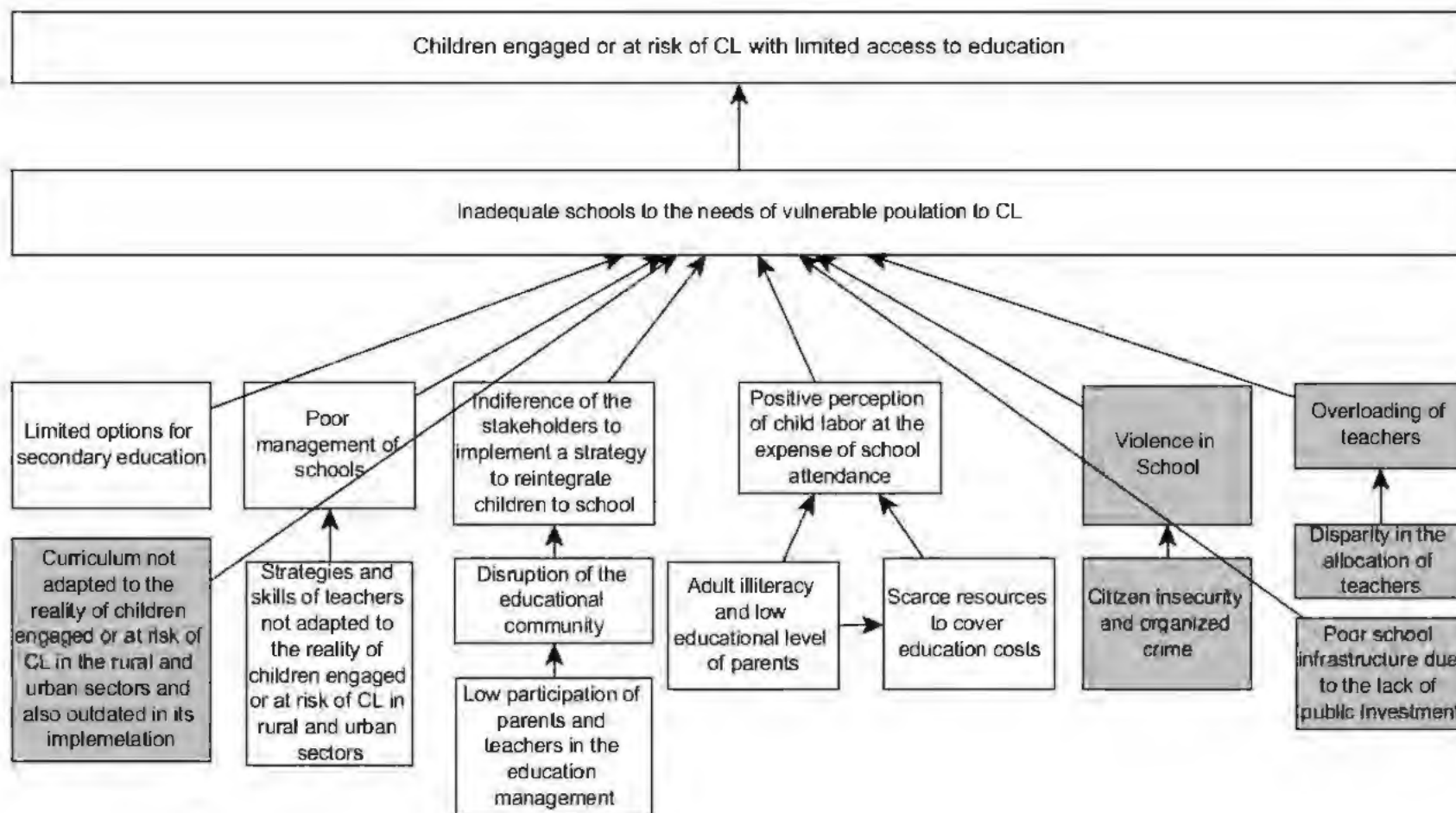
In general, M&E communication is integrated into USDOL's broader communication strategy. Thus, Futuros Brillantes project reports will include indicator tracking information and its analysis. Indicator tracking tables in M&E reports will be provided to implementing agents, project managers, partners and the public through the appropriate distribution channel and format for each audience.

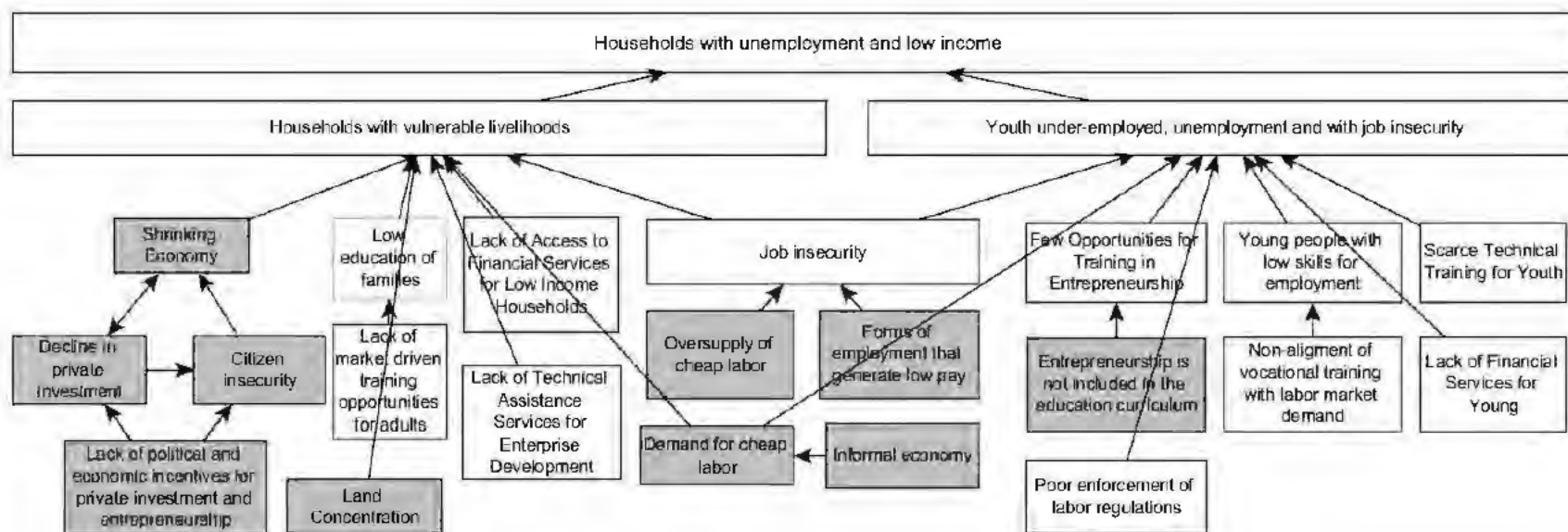
Cumulative monitoring and evaluation information should serve to provide evidence leading to the formulation of good practices, as well as to generalizations based on experience that may become lessons learned.

I. Plan for Annual Review and Revisions to the CMEP

The CMEP is a management tool to be used for project decision making. An annual review of both the CMEP and the overall management approach, which is scheduled for November of each year, will ensure that the documents and M&E procedures are accessible and practical for implementing partners and that program changes are adequately reflected in the plan. In particular, this annual review will help to verify whether the results that are expected in the indicator tracking table correspond to the latest activity implementation schedule.

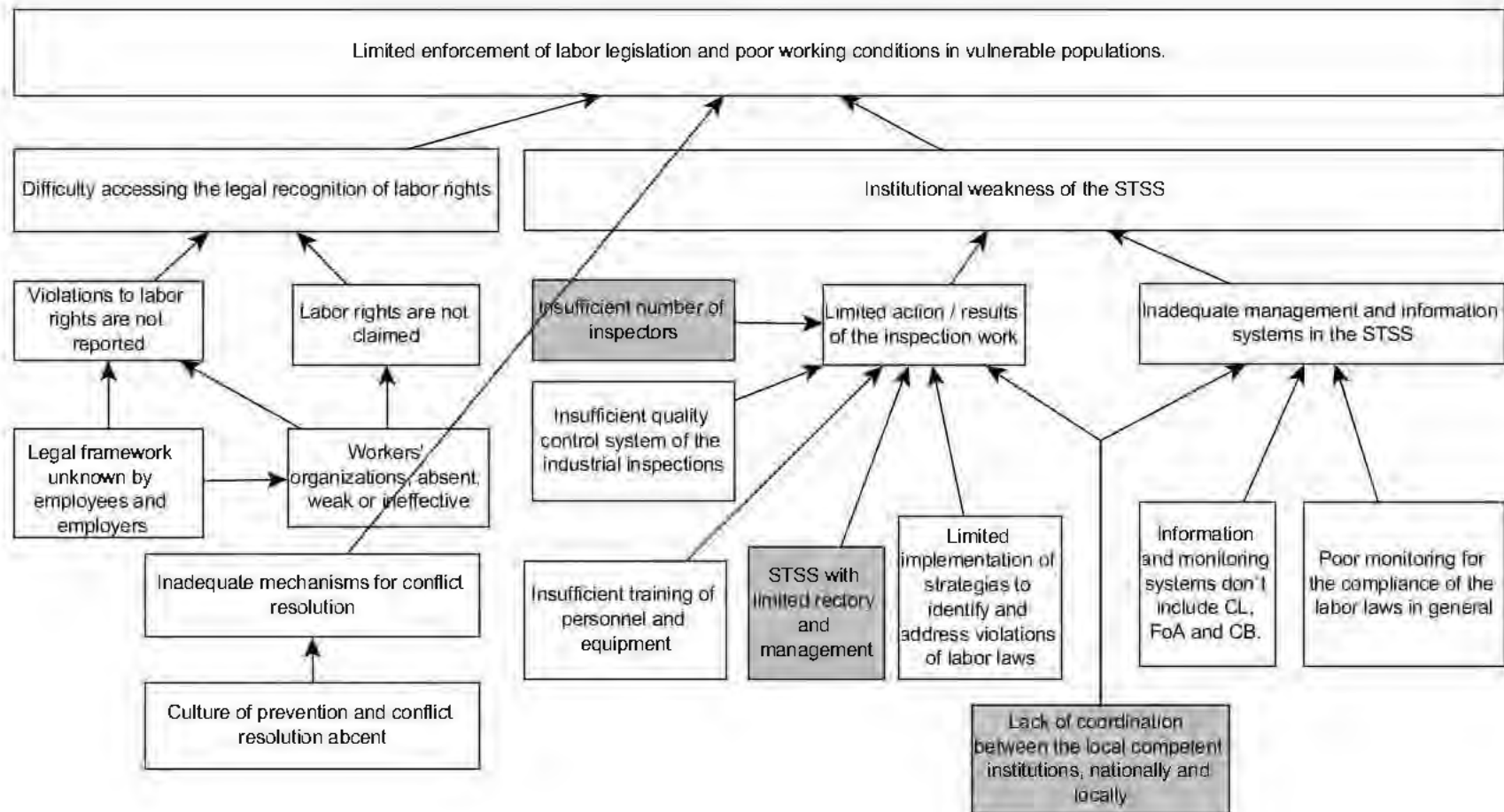
Any changes that alter the strategy or objectives of the project and subsequently the CMEP, including indicators, definitions and targets, will be raised with USDOL for approval.

ANNEX 1: Problem Trees**Page 1: Education-related Issues**

*Futuros Brillantes Problem Trees***Page 2: Livelihood-related Issues**

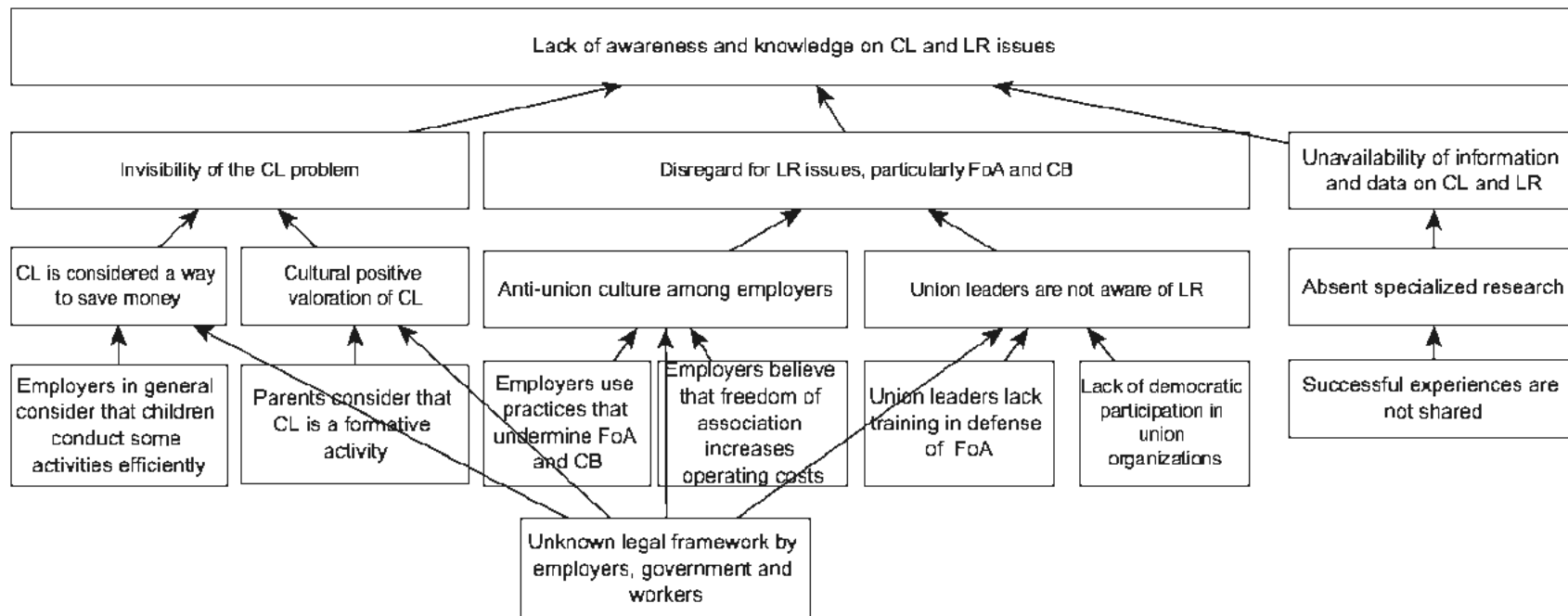
Futuros Brillantes Problem Trees

Page 3: Legislation and Enforcement-related Issues



Futuros Brillantes Problem Trees

Page 4: Awareness and Knowledge-related Issues



ANNEX 2: Results Framework with Indicators

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula.

Overall Project Indicators:

POH.1 % of livelihood beneficiary households with at least one child engaged in child labor

POH.2 % of livelihood beneficiary households with at least one child engaged in HCL

POH.4 % of livelihood beneficiary households with all children of compulsory school age (6-14 years) attending school regularly

POC.1 % of beneficiary children engaged in child labor

POC.2 % of beneficiary children engaged in HCL

LR.1 % of cases addressed by labor inspection that receive a final administrative decision in a timely manner

IO 1: Children engaged in or at high risk of child labor with access to quality education

Supporting Results:

SO 1.1 Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor

OTC 1. (POC.4) Percentage of beneficiary children that regularly attended any form of education during the past six (6) months, with 80% attendance in their education program

E.1 # of children engaged in or at high-risk of entering child labor provided education or vocational training services.

OTP 1. # of target communities with access to alternative education programs or where schools incorporate 7th to 9th grade as result of project intervention

OTP 2. # of teachers from target schools trained

OTP 3. # of target schools with mechanism for monitoring school attendance and child labor

OTP 4. # of target children receiving peer tutor support

IO 2: Target households with increased income

Supporting Results:

SO 2.1 Target households with improved livelihoods

OTC 2. % of target households that improve their livelihoods

L.1 # of households receiving livelihood services

OTP 5. % of target households in which at least one member completed levels I or II of the Entrelazos Program

OTP 6. # of target households' businesses receiving technical and/or entrepreneurial development services

OTP 7. # of savings groups strengthened or established

OTP 8. # of target households that accessed credit at least once during the project life

SO 2.2 Youth between 14 and 17 years with access to decent work

OTC 3. % of target youth accessing decent work

OTP 9. # of target youth completing a technical and vocational training program with support from the project

OTP 10. # of target youth completing the employment services program

OTP 11. # of Youth Banks established

Futuros Brillantes Results Framework with Indicators: Page 2

Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula.

IO 3: Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues

Supporting Results:

SO 3.1 Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector

OTC 4. # of cases resolved in a timely manner using the conflict resolution mechanisms in the maquiladora sector

OTP 12. Proposal on labor conflict resolution mechanisms (arbitration center) for the maquiladora sector submitted to and discussed in the three-party panel

OTP 13. Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector. (C)

SO 3.2 Target workers with legal advice and information on labor rights

OTC 5. % of cases submitted to the WRC that reach an administrative resolution, or alternative resolution mechanism, in a timely manner

OTP 14. # of main, satellite and school-based WRC providing ongoing services

OTP 15. # of individuals who have either received information services or legal advice on workers' rights, freedom of association and child labor from a WRC

SO 3.3 STSS' capacities and competencies strengthened

OTC 6. % of labor inspection resolutions disputed on technical or legal grounds

OTP 16. # of labor inspectors and supervisors in the areas of influence trained by the project in topics like CL, LR, strategic planning and management, that show an improvement in their technical skills after receiving project support (C1)

OTP 17. # of project areas of influence with a Labor Inspection Strategic Plan prepared and implemented by the STSS (C1)

OTP 18. % of new active cases registered in the ECMS every 6 months

IO 4: Target groups aware and with increased knowledge on the issues of CL and LR

Supporting Results:

SO 4.1 Target groups aware about CL and LR

OTC 7. % of heads of target households that improve their awareness of the negative aspects of child labor

OTC 8. % of workers receiving legal advice from WRC aware of their rights as laborers

OTP 19. Coalition against child labor in place

OTP 20. # of people reached by awareness raising campaigns on CL and LR (workers, employers, parents, public servants and civil society)

SO 4.2 Knowledge on CL and LR improved among the target population

OTC 9. # of people accessing information generated by the project on LR and CL

OTP 21. # of knowledge sharing events implemented by the project

OTP 22. # of specialized studies on CL and LR completed by the project and disseminated to relevant stakeholders

OTP 23. # of stakeholders who improve their knowledge on CL and/or LR after completing the training

ANNEX 3: Activities Mapping by Outputs

Intermediate and Supporting Objectives	Key Activities (table to include all major activities)
Intermediate Objective 1 (IO 1) Children engaged in or at high risk of child labor with access to quality education	
Supporting Objective 1.1 (SO 1.1) Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor	
Output 1.1.1 Target communities with enhanced access to basic education through the introduction of alternative programs or of grades 7th to 9th in target schools	- Promote the participation of community organizations to incorporate 7th to 9th grade in the schools. - Work with education authorities to incorporate 7th to 9th grade in the schools, considering the criteria of the Education Foundational Law (LFE for its acronym in Spanish). - Identify children engaged in or at high risk of child labor who can become beneficiaries of alternative education programs such as IHER and EDUCATODOS. - Incorporate children engaged in or at high risk of child labor into alternative education programs.
Output 1.1.2 Teachers from target schools with improved competencies in education management, use of ICT and education standards	- Prepare a hygiene and security assessment and action plan of the target schools. - Design with the Ministry of Education a training plan for the directors and teachers. - Train directors on education management within the existing education and learning networks. - Train teachers to improve the implementation of the National Curriculum emphasizing on children at the basic level (1st to 9th grade). - Train teachers in the use of ICT in the classroom. - Train teachers on the school for parents' methodology. - Design and provision of support material for the teacher. - Implement ICT in focalized schools. - Implement the school for parents' methodology. - Support the target schools in fundraising at public and private level to improve education infrastructure. - Train volunteer staff of the IHER or EDUCATODOS programs.
Output 1.1.3 Target schools with mechanisms for monitoring school attendance and child labor implemented	- Promote the participation of the Parent's Association in the implementation and follow up of the services provided by the project (ICT, alternative education programs, education management, school for parents). - Use the Citizen Voice and Action (CVA) for school management monitoring, in particular through promoting the social audit by the Parent's Association. - Promote the transition from the II to III cycle of basic education, to continue studying after sixth grade. - Train Parent's Association in the prevention and eradication of child labor and its worst forms, in coordination with the Workers Right Centers (WRC). - Organize Child Labor Committees (CLCs) at community level considering the existing child protection structures, for monitoring school attendance and referring the children in risk or engaged in child labor. - Train members of the Child Labor Committees (CLCs) in the use of Direct Beneficiary Monitoring System (DBMS). - Develop individual action plans for working children and their families - Organize meetings for parents and teachers. - Provide materials generated by the Worker's Rights Center to the CLCs' members.
Output 1.1.4 Target children receiving after-school pedagogical support	- Design and provision of support material for teachers and tutors. - Train teachers in the solidarity tutors methodology. - Identify the students requiring pedagogical support. - Implement the solidarity tutors methodology from 1st to 3rd grade.

Intermediate and Supporting Objectives	Key Activities (table to include all major activities)
	- Support youth and adult literacy courses carried out by 9th to 12th grade students
IO 2 Target households with increased income	
SO 2.1 Target households with improved livelihoods	
Output 2.1.1 Target households with access to technical and financial services for income generation	- Conduct market assessment to identify economic potential and opportunities for employment in the areas of influence of the Project. - Train facilitators and key staff from the Project in the Entrelazos methodology. - Identify and select target households. - Plan and organize the Entrelazos training (Level I and II). - Implement the Entrelazos methodology in target households (Level I and II). - Define services for young women with family responsibilities. - Provide training in household gardens. - Implement household gardens.
Output 2.1.2 Target household's businesses with access to technical and/or entrepreneurial development services	- Establish alliances with potential partners to provide entrepreneurial development services (INFOP, UNAH, NGO's, Projects). - Provide training in entrepreneurship skills. - Plan and organize the Entrelazos training (Level III). - Implement the Entrelazos methodology in target households (Level III). - Support the establishment of entrepreneurship. - Conduct workshops to develop action plans for access to market. - Implement productive units. - Provide vocational training for adults based on the identified demand.
Output 2.1.3 Savings groups strengthened to provide financial services to target households	- Support the establishment of the savings groups, where needed. - Train savings groups. - Provide technical assistance to established savings groups. - Design and implement a funding model for productive units.
SO 2.2 Youth between 14 and 17 years with access to decent work	
Output 2.2.1 Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market	- Conduct vocational training based on labor market demand. - Implement internships and apprenticeships program - Promote the government program "Con Chamba Vivis Mejor".
Output 2.2.2 Youth between 14 and 17 years with access to productive inputs	- Develop a module on job hunting skills. - Develop employment fairs. - Training on occupational health and safety. - Link with employment initiatives (SENAEH, Bolsa de empleo en la Cámara de Comercio)
Output 2.2.3 Youth between 14 and 17 years with access to productive inputs	- Conduct TOT in Youth Banks. - Establish Youth Banks. - Provide technical assistance to Youth Banks. - Train entrepreneurs. - Facilitate access to financial services linked to saving groups, through a revolving fund created within Youth Banks. - Provide technical assistance to entrepreneurs. - Establish school-based businesses. - Provide ICT equipment to Youth Banks.

Intermediate and Supporting Objectives	Key Activities (table to include all major activities)
	- Conduct training in ICT for employment (IT, Repair, Multimedia, Microsoft Office) in the communities with economic potential for it. - Promote the improvement of school conditions from Youth Banks.
IO 3 Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues	
SO 3.1 Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector	
Output 3.1.1 Proposal on labor conflict resolution mechanisms (arbitration center) available	- Review the legal framework regarding conciliation and arbitration - Consult three-party panel about their perspective regarding to the focus and scope of the arbitration center /collective labor conflict resolutions mechanism. - Prepare a proposal for the creation of an arbitration center or other conflict resolution mechanism to operate within the maquiladora industry, according to the national law. - Promote legal reforms to the conciliation and arbitration law or regulations in consensus with the employers, workers and the STSS. - Socialize the mechanism for legal reform or regulations with the responsible law enforcement entities Involved in if necessary.
Output 3.1.2 Labor conflict resolution mechanisms (arbitration center) approved and implemented by the three-party panel of the maquiladora sector.	- Submit the proposal for the approval of the Ministry of Labor, the maquiladoras association and workers representatives. - If approved, the following activities will be conducted to establish an "arbitration center": - Raise awareness among the employee and employer sectors to use the mechanisms, either arbitration or mediation for conflict resolution. - Training of mediators and arbitrators. - Implementation of the arbitration center resolving
SO 3.2 Target workers with legal advice and information on labor rights.	
Output 3.2.1 Workers' Rights Centers established to give advice on labor rights	- Design the operation model of the WRC according to previous experiences and best practices. - Validate the operational model of the WRC with the partners of the Project, STSS, workers and employers. - Establish the main centers (3), satellite (9) and 83 school based centers. - Map social and institutional stakeholders to establish alliances. - Identify target workers, groups, and persons to receive WRC services. - Establish the types of services to be provided by the WRC, including the specific labor rights issues to be covered under these services. - Update the Case Management System of the WRC (SACMIDEL) linked to the DBMS and ECMS. - Pilot test TOT module for WRC training in target communities and adapt as needed for context and cultural differences - Conduct TOT in the WRC model at community level. - Prepare training and promotional materials (printed, electronic and video). - Train the community leaders on labor rights and services provided by the WRC - Train youth in decent work. - Identify activities that would generate income for the sustainability of WRC's. - Develop outreach activities for workers. - Support the national and municipal campaigns for the promotion of labor rights and the prevention of child labor (distribution of material).
SO 3.3 STSS' capacities and competencies strengthened	
Output 3.3.1 STSS Inspectorate staff trained on	- Carry out a training diagnostic to assess current level of knowledge of inspectorate staff

Intermediate and Supporting Objectives	Key Activities (table to include all major activities)
CL, LR, strategic planning and management. ¹⁶	- Analyze results of training diagnostic to tailor training according to actual needs and different levels of knowledge/expertise and specific roles/responsibilities within the inspectorate - Conduct a training pre-test to assess baseline of those being trained - Deliver tailored training to similar cohorts of inspectors and supervisors in strategic planning for inspection focalization. - Conduct a training post-test to assess changes in knowledge/skills upon completion of training - Update protocols to simplify and accelerate legal procedures. - Provide a training program on child labor and freedom of association. - Carry out comprehensive targeted and directed inspections. - Evaluate and systematize the inspections and follow up visits, including survey of inspectors to assess application of new knowledge/skills/procedures. - Conduct interviews and focus groups with sample of inspectors to identify other possible barriers to application of training and improved procedures (if there are gaps in application identified).
Output 3.3.2 IT tools for supervision, follow up of cases, union formation and fines functioning	- Develop ECMS modules for CL and LR for standardized data management to oversee the inspection, follow-inspection, complaint, fine, remediation, and union formation processes. - Provide computers and server. - Pilot the new ECMS modules. - Work with the STSS to publish traceable data on the individual complainants. - Link the system to the Public Ministry and Judiciary and work with government and other entities related to develop Sustainability Plan for housing and maintaining the ECMS and new IT tools. - Train users in the ECMS. - Redesign the web page of the STSS.
IO 4 Target groups aware and with increased knowledge on the issues of CL and LR	
SO 4.1 Target groups aware about CL and LR	
Output 4.1.1 Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL.	- Conduct initial briefing with key stakeholders in line with the National Commission for Gradual and Continuing Eradication of Child Labor - Establish commitments with entrepreneurial foundations (BANHCAFE, Agrolibano y Pantaleon, AHM, COHEP and workers). - Conduct activities to promote the involvement of NGOs, local governments and workers' organizations in the Coalition - Support the Coalition against child labor in enforcing the roadmap to eradicate child labor. - Promote that different sectors include in their agenda activities to prevent and eradicate child labor. - Encourage the Coalition members to work with the municipalities in the prevention and eradication of child labor
Output 4.1.2 Workers, employers, government agencies and civil society aware about CL and LR.	- Barrier analysis considering parents, communities, workers, employers and STSS. - Establish different public awareness campaigns based upon the intended audience (parents, communities, workers, employers and government). - Validate message, content and means established for the campaign. - Execute national and local campaigns with the different stakeholders on CL and LR. - Monitor the campaigns to assess the scope and carry out required adjustment

¹⁶ This output and the ones related depend on the restructuring process of the STSS Inspectorate.

Intermediate and Supporting Objectives	Key Activities (table to include all major activities)
SO 4.2 Knowledge on CL and LR improved among the target population	
Output 4.2.1 Mechanism for disseminating information on good practices regarding the issues of CL and LR implemented	- Organize forums to present case studies on CL and LR. - Organize an intermediate and final conference to present the outcomes and best practices obtained with the Project. - Release annual publication on Project advances. - Establish an internal exchange program for members of COHEP, worker organizations, staff from the WRC, members of CLC and inspectors of the STSS to visit other sites. - Develop project website.
Output 4.2.2 Specialized studies on CL and LR available.	- Define priority topics to investigate. - Establish alliances with universities for development of research. - Carry out research (two studies) - Publish research
Output 4.2.3 Workers, employers, judges and attorneys trained on relevant issues related to CL and LR.	- Carry out training diagnostic to assess knowledge and skill levels of target groups and specify needs and priorities - Design tailored training program differentiated by stakeholders' needs and priorities. - Develop the training activities included in the program

ANNEX 4: Futuros Brillantes Project Child Labor Definitions

Project Definitions of Children at high risk of child labor, Engaged in child labor, Engaged in hazardous child labor (HCL) and Engaged in worst forms of child labor (WFCL) other than HCL

The term “child labor” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.¹⁷

It refers to work that:

- is mentally, physically, socially or morally dangerous and harmful to children; and
- interferes with their schooling by:
 - depriving them of the opportunity to attend school;
 - obliging them to leave school prematurely; or
 - requiring them to attempt to combine school attendance with excessively long and heavy work.

In its most extreme forms, child labor involves children being enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves on the streets of large cities – often at a very early age. Whether or not particular forms of “work” can be called “child labor” depends on the child’s age, the type and hours of work performed and the conditions under which it is performed.

While child labor takes many different forms, a priority is to eliminate without delay the worst forms of child labor as defined by Article 3 of ILO Convention No. 182.¹⁸

- a. all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- c. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties;
- d. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Labor that jeopardizes the physical, mental or moral well-being of a child, either because of its nature or because of the conditions in which it is carried out, is known as “hazardous work.”

A. Engaged in Child Labor (CL)

- a. Children less than 14 years old carrying out labor activities.¹⁹
- b. Children age 14-15 working more than 4 hours per day, without legal authorization from the Ministry of Labor (MOL); and/or whose school attendance is affected by work.²⁰

¹⁷ ILO. 2014. Child Labour: A textbook for university students

¹⁸ ILO Convention 182: http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182

¹⁹ Constitution: Article 124, Code on Childhood and Adolescence: Article 120, Labor code: Article 32, Executive Agreement STSS-211-01: Articles 1, 6, 7, and 15, ILO C. 138, Minimum Age: Article 2.

²⁰ Constitution: Article 124, Code on Childhood and Adolescence: Articles 119, 120 and 125 (a), Executive Agreement STSS-211-01: Articles 1, 6, 7 (a), 13, 14, 15, 16 and 17.

- c. Children aged 16-17 working more than 6 hours per day, without formal authorization from the MOL and/or not attending school (if they have not already completed secondary education or vocational training).²¹
- d. Children under 18 working in household chores who work over 20 hours per week and/or whose school attendance is affected by this work.²²
- e. Children engaged in WFCL
- f. Children engaged in HCL

B. Working Children (Acceptable and legal child work)

- a) Children aged 14-15 working less than 4 hours per day, during daytime²³ (5:00 am to 7:00 pm), with legal authorization from the Ministry of Labor (MOL); and/or whose school attendance is not affected by work.²⁴
- b) Children aged 16-17 working less than 6 hours per day, during daytime (5:00 am to 7:00 pm), with formal authorization from the MOL and/or whose school attendance is not affected by work (if they have not already completed secondary education or vocational training).²⁵

C. Children At High Risk of Engaging in Child Labor (CAHR)

The project considers a child under 18 to be at high risk of engaging in child labor if at least one of the following conditions are present:²⁶

- a) Child with a sibling or relative under 18 in the same household engaged in CL.
- b) Child out of school but not working.
- c) Child with irregular school attendance (80% or less of expected attendance to school).
- d) Child 5-17 years accompanying adults to work.
- e) Child whose parents are involved in a sector that has been identified using child labor.²⁷
- f) Child doesn't live with both parents (e.g. lives either with mother only, with father only, with extended family or foster family).
- g) Child is a parent (female or male).
- h) Primary caregiver is not working.

D. Children Engaged in Hazardous Child Labor (HCL)²⁸

Hazardous Child Labor (HCL) is a subset of the Worst Forms of Child Labor. It refers to children less than 18 years old that carry out unhealthy, dangerous and prohibited labor, such as: ²⁹

²¹ Constitution: Articles 124, 128 (7), Code on Childhood and Adolescence: Articles 119, 120 and 125 (b, c), Executive Agreement STSS-211-01: Articles 1, 6, 7 (b,c), 13, 14, 15, 16 and 17.

²² ILO. *Report III: Report of the Conference*. ICLS 19th Conference, 2013. Pg. 9. Available at: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_234124.pdf

²³ The Labor Code, Article 321, considers day work from 5:00 am to 7:00 pm.

²⁴ Constitution: Article 124, Code on Childhood and Adolescence: Articles 119, 120 and 125 (a), Executive Agreement STSS-211-01: Articles 1, 6, 7 (a), 13, 14, 15, 16 and 17.

²⁵ Constitution: Articles 124, 128 (7), Code on Childhood and Adolescence: Articles 119, 120 and 125 (b, c), Executive Agreement STSS-211-01: Articles 1, 6, 7 (b,c), 13, 14, 15, 16 and 17.

²⁶ Classification of children at high risk of engaging in child labor (CAHR) according Bright Future projects

²⁷ The sectors using child labor will be identified during the Baseline Survey with the qualitative information obtain from the different stakeholders.

²⁸ Code on Childhood and Adolescence: Articles 122 and 123, Executive Agreement STSS-211-01: Article 8

Executive Agreement STSS-097-2008: Article 1, Labor code: Articles 134

²⁹ Regulations on child labor in Honduras, Chapter III, a list of tasks strictly prohibited Article 8.

- a) Involving prolonged stay in a static position or on scaffolds whose height exceeds three (3) meters;
- b) Dealing with substances that are toxic or harmful to health;
- c) Exposed to vehicular traffic;
- d) Exposed to abnormal temperatures or in contaminated or poorly ventilated environments;
- e) To be carried out in tunnels or underground mining or sites that converge harmful agents such as pollutants, thermal imbalances, oxygen deficiencies resulting from oxidation or gasification;
- f) Exposed to noise exceeding eighty (80) decibels;
- g) Involving the handling of radioactive substances, luminous paint, X-rays or involving exposure to ultraviolet or infrared radiation and radio frequency emissions;
- h) Involving exposure to high voltage electric currents;
- i) That require immersion in the sea;
- j) Having to do with dumps or any other type of activities in which pathogenic biological agents are generated;
- k) Involving the handling of explosive, flammable or caustic substances;
- l) Typical of stokers on ships, railroads, other goods or similar vehicles;
- m) Typical of industrial paint and involving the use of white lead, lead sulphate or other products containing these elements;
- n) Related to grinding machines, tool sharpening, high speed grinding wheels or with similar occupations;
- o) Related to blast furnaces, smelting furnaces, steel works, rolling mills, ironwork or heavy presses;
- p) Involving handling heavy loads;³⁰
- q) Related to changing transmission belts, oil or grease, or other work near to heavy or high speed transmissions;
- r) Related to cutters, laminators, lathes, milling machines, stamping machines and other machinery particularly dangerous;
- s) Related to glass, dry polishing and frosted glass, cleaning by sandblasting, establishment of glaze and engraving;
- t) Involving welding of any kind, cutting with oxygen in tanks or confined spaces or on scaffolding or preheated moldings;
- u) To be carried out in places with high temperatures and constant humidity;
- v) To be performed in environments with toxic vapors or dust or related to the production of cement;
- w) Carried out in family agriculture or agribusiness that involves health related risks, such as pesticides;
- x) Exposed to continuous exposure to the sun;
- y) Involving working for long hours or at night³¹ (7:00 pm to 5:00 am) (4 to 6 hour according the minimum age for work)

According to Agreement No. STSS-097-2008 (addition to Article 8 of the Regulations on Child Labor in Honduras), the following categories of hazardous child labor have been established considering their conditions and nature:

1. By its conditions:

- a) Working conditions with exposure to physical hazards according to permissible standards (impact noise, vibration, deficient lighting, high and low temperatures, direct or indirect fire, etc.)
- b) Working conditions with exposure to chemical hazards
- c) Working conditions with exposure to biological hazards
- d) Working environments with exposure to mechanical hazards
- e) Working conditions with exposure to ergonomic- organizational hazards
- f) Working conditions with exposure to psychosocial risks. This includes children working in activities that requires permanent and continuous custody or handling money; responsibility for the care of people,

³⁰ According to the Executive Agreement No. STSS-053-04 General Regulation of preventive measures of occupational accidents and occupational diseases, Article 199. Heavy loads: Girls (16 to 18): more than 15 kg; Boys (16 to 18) more than 20 kg. Regarding this, the project considers children under 16 years old that are handling any type of load to be engaged in HCL.

³¹ The Labor Code, Article 321, considers night work from 7:00 pm to 5:00 am.

animals, property and object materials; and are isolated or confined to the premises of the family or employers, exposing them to harassment and abuse in the workplace.

2. By its nature:

- a) Forestry and logging, fishing, hunting and related activities
- b) Mining and quarrying
- c) Manufacturing
- d) Electricity and gas services
- e) Construction
- f) Wholesale and retail trade, hotels and restaurants
- g) Transport, storage, communications
- h) Community, social and personal services

ILO Recommendation 190³² gives additional guidance on identifying “hazardous work.” Recommendation 190 states in Section II, Paragraph 3 that, “[i]n determining the types of work referred to under Article 3(d) of the Convention [ILO Convention 182], and in identifying where they exist, consideration should be given, inter alia to:

- a) Work which exposes children to physical, psychological, or sexual abuse;
- b) Work underground, under water, at dangerous heights or in confined spaces;
- c) Work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- d) Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- e) Work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

Legal Regulations:

Standard	Related Legislation
Minimum Age for Work	National: Constitution: Articles 124 and 128 Code on Childhood and Adolescence: Articles 1, 119, 120 and 125. Labor code: Article 32 Executive Agreement STSS-211-01: Article 1, 6, 7, 13, 14, 15, 16 and 17. International: ILO C. 138, Minimum Age: Article 2. San Salvador Protocol: Article 7
Compulsory Education	National: Constitution: Article 153 Code on Childhood and Adolescence: Articles 35, 36 and 117. Fundamental Law of Education: Article 23 Executive Agreement STSS-211-01: Articles 38 y 39. Labor code: Article 132 International: International Covenant on Economic, Social and Cultural Rights: Article 13 Universal Declaration of Human Rights: Article 26 American Declaration of the Rights and Duties of Man: Article 12 San Salvador Protocol: Article 13
Hazardous Child Labor	National: Code on Childhood and Adolescence: Article 122 and 123. Executive Agreement STSS-211-01: Article 8 Executive Agreement STSS-097-2008: Article 1 Labor code: Articles 134

³² ILO Recommendation 190: <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/com-chir.htm>

ANNEX 5: Performance Monitoring Plan

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
Project Objective: To reduce child labor and improve labor rights in Honduras, particularly in Valle, Choluteca, Intibucá and San Pedro Sula					
POH.1 % of livelihood beneficiary HHs with at least one child engaged in child labor	Numerator: number of livelihood beneficiary HHs with at least one child engaged in CL in the past 12 months. Denominator: total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) Review 'Child labor' definitions (including WFCL) established by the project. Reference period for engagement in child labor: In the past 12 months, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Household: A multi-person household, defined as a group of two or more persons living together who make common provision for food or other essentials for living. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Household	DBMS records	Beginning and end of the project (Project will report two data points: aggregate percentage of all HH at intake and end of project)	WV and CASM Facilitators	Determine success of program in lowering the rate child labor among beneficiary HHs.
POH.2 % of livelihood beneficiary HHs with at least one child engaged in	Numerator: number of livelihood beneficiary HHs with at least one child engaged in HCL in the past 12 months	DBMS records	Beginning and end of the project	WV and CASM Facilitators	Determine success of program in lowering the rate of children involved

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
hazardous child labor	Denominator: total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1). Review 'Child labor' definitions (including HCL and WFCL) established by the project. Reference period for engagement in hazardous child labor: In the past 12 months, AND in the past week. If the answer is "yes" to either of these, the child is in hazardous child labor. Household: A multi-person household, defined as a group of two or more persons living together who make common provision for food or other essentials for living. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Household		(Project will report two data points: aggregate percentage of all HH at intake and end of project)		in hazardous labor among beneficiary HHs
POH.4 % of livelihood beneficiary HHs with all children of compulsory school age attending school regularly	Numerator: Number of livelihood beneficiary HHs with all children of compulsory age attending school regularly during the past six months. Denominator: Number of livelihood beneficiary HHs (HHs that have been counted as receiving services under L1) with children of compulsory school age Attending school regularly: Attend formal school 80% of the expected class time	DBMS records	Beginning and end of the project (Project will report two data points: aggregate percentage of all HH at intake and end of project)	WV and CASM Facilitators	Determine success of program in raising the rate of children attending school regularly among beneficiary HHs

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Compulsory school age: Children age 6 - 14 Household: A multi-person household, defined as a group of two or more persons living together who make common provision for food or other essentials for living.. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Household				
POC.1 Percentage of beneficiary children engaged in child labor	Beneficiary children: Children receiving project education, training, or livelihood services Numerator: Number of beneficiary children engaged in child labor in the past six months. Denominator: Total number of beneficiary children. Review 'Child labor' definitions (including WFCL and HCL) established by the project. Reference period for engagement in child labor: In the past 6 months, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Disaggregation: The indicator will be disaggregated by:	DBMS records	Semi-annual	WV and CASM Facilitators	Determine project success in decreasing the rate of CL among beneficiary children

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Gender - Age - Municipality Unit of Measurement: Beneficiary child				
POC.2 Percentage of beneficiary children engaged in HCL	Beneficiary children: Children receiving project education, training, or livelihood services Numerator: Number of beneficiary children engaged in HCL in the past six months. Denominator: Total number of beneficiary children. Review 'Child labor' definitions (including HCL and WFCL) established by the project. Reference period for engagement in hazardous child labor: In the past 6 months, AND in the past week. If the answer is "yes" to either of these, the child is in hazardous child labor. Disaggregation: The indicator will be disaggregated by: - Gender - Age - Municipality Unit of Measurement: Beneficiary child	DBMS records	Semi-annual	WV and CASM Facilitators	Determine project success in decreasing the rate of HCL among beneficiary children
LR.1 Percentage of cases addressed by labor	Numerator: Number of cases resolved with a final administrative by labor inspection in	Project records ECMS records	Annually	Labor Rights Specialist	Determine project success in improving

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
inspection that receive a final administrative decision in a timely manner	a timely manner since the implementation of project services. Denominator: Total of cases addressed by the labor inspection since the implementation of project services. Resolve in timely manner refers that a case is solved in time according to its type (individual or collective) and claim, between 2 to 6 months. Disaggregation: The indicator will be disaggregated by: • Gender • Economic Activity • Type of labor complaint (e.g. pay, working conditions, etc.) Unit of Measurement: Cases with final administrative decision				Labor Administration response to violation of workers' rights
Intermediate Objective 1 (IO 1) Children engaged in or at high risk of child labor with access to quality education					
Supporting Objective 1.1 (SO 1.1) Target schools strengthened and adapted to the needs of children engaged in or at high risk of child labor					
OTC 1. (POC.4) Percentage of beneficiary children who regularly attended any form of education during the past six (6) months	Beneficiary children: Children receiving project education services. Numerator: Number of children attending regularly any form of education services, in the past six months. Denominator: Total number of beneficiary children. Attending regularly: Attend regularly formal school and non-formal education	DBMS records	Semi-annual	WV and CASM Facilitators	This indicator is used to monitor child beneficiaries' education status.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	services represents 80% of the expected class time. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Child				
E.1 # 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/vocational services. The project services that will be counted under this indicator are: - Reinsertion of children to formal education. - Provision of training materials and uniforms when required and according to budget - Provision of academic support to students using solidarity tutor methodology	Project records Attendance records from schools and alternative education programs. DBMS records	Semi-annual	WV and CASM Facilitators	Determine whether or not the program was successful in providing educational services to the target group.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Easing transition from school to secondary - Provision of alternative basic education for children out of school (IHER or Educatodos) - Provision of vocational training according to market demand. - Provision of internships and apprenticeships program Disaggregation: The indicator will be disaggregated by: • Gender • Formal education • Vocational training • Alternative education programs Unit of measurement: Child				
Output 1.1.1 Target communities with enhanced access to basic education through the introduction of alternative programs or of grades 7th to 9th in target schools					
OTP 1. Number of target communities with access to alternative education programs or where schools incorporate 7 th to 9 th grade as result of project intervention	Definition: This indicator will be measured in the communities where the alternative programs certified by the Ministry of Education are working or where the educational services provided by the school are extended from 7th to 9th grade, as result of the project action. The formal alternative programs include flexible and distance education options, which are offered where the conventional education offer is not available, like IHER and EDUCATODOS.	Enrollment records from schools or alternative education programs	Semi-annual	WV and CASM Facilitators	Determine the success of the project in enhancing the access of communities to middle-school grades (7 th to 9 th) through incorporation of the latter in schools or introduction of alternative education programs in the community

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	The conventional education system is divided into three cycles, from first to third, fourth to sixth and seventh to ninth grade, followed by high school. The duration of the class period in a year is 200 days. This system works in a school or basic center and it is funded by the Government. Calculation: The calculation of the indicator will be obtained by the sum of the communities in which these services are offered. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: • Community				
Output 1.1.2 Teachers from target schools with improved competencies in education management, use of ICT and education standards					
OTP 2. Number of teachers from target schools trained	Definition: This indicator will measure the number of teachers trained by the project. The teacher is considered to be trained if he/she passed the evaluation applied at the end of the training program satisfactorily. These training programs will be designed with the education authorities. The teachers will receive the following topics according to the capacities, needs and functions they perform within the schools: • Use of Information and Communication Technology (ICT) in the classroom • School for parents • Solidarity tutors	Project records	Semi-annual	WV and CASM Facilitators	Determine project success in improving pedagogic and management skills of teachers and school directors

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Education management for directors Calculation: The calculation of the indicator will be obtained by the sum of teachers passing the training program established by the Project along with education authorities, measured through a final evaluation. Disaggregation: The indicator will be disaggregated by: - Gender - Municipality Unit of measurement: - Teacher				
Output 1.1.3 Target schools with mechanisms for monitoring school attendance and child labor implemented					
OTP 3. Number of target schools with mechanism for monitoring school attendance and child labor	Definition: This indicator will measure the existence of a monitoring mechanism of school attendance and child labor in the project's beneficiary schools. The monitoring mechanism of school attendance and child labor will have a community structure based on the Child Labor Committee (CLC), from which it will identify, refer and follow-up children who are engaged or at risk of child labor; including monitoring of their insertion into the school. The CLC are a community structure that includes teachers, local government, youth groups, parent's associations, community boards and others community key	CLC records	Semi-annual	WV and CASM Facilitators	Determine project success in introducing effective CLMS at community/ school level

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	stakeholders, based in the school and linked to the child protection structure at municipal level. It is considered that a school has monitoring mechanisms if the CLC is organized and providing follow up to target children. Calculation: The calculation of the indicator will be obtained through the sum of target schools that implement CLC's to monitor school attendance and child labor. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: • School				
Output 1.1.4 Target children receiving after-school pedagogical support					
OTP 4. Number of target children receiving peer tutor support	Definition: This indicator will measure the number of children receiving a peer support. The peer support will be provided following the solidarity tutor methodology. This methodology aim is to prevent child labor promoting the support among peers to improve their academic performance. The solidarity tutor is implemented with the participation of the parents and teachers. The latter are responsible to identify the children and organize the reinforcement sessions.	Project records	Semi-annual	WV and CASM Facilitators	Determine project success in improving the reinsertion and academic performance of target children to school.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Calculation: The calculation of the indicator will be obtained through the sum of target children that receive peer tutor support for at least 2 months/ year. Disaggregation: The indicator will be disaggregated by: • Gender • Municipality Unit of Measurement: Child				
IO 2 Target households with increased income					
SO 2.1 Target households with improved livelihoods					
OTC 2. Percentage of target households that improve their livelihoods ³³	Definition: This indicator will measure the improvement of the target households livelihood considering the improvement in the following criteria: 1. Demographic dependency: Households with 4 or more people per employed member (perceived income) and in which the head of households has low education (he attended only two years or less at the primary level). 2. Households that have access to loans or savings 3. Assets Ownership	Project records DBMS records	Annually	WV and CASM Facilitators	Determine project success in improving the target household livelihoods.

³³ With some of the variables of this indicator, WV will estimate the Progress out of Poverty Index, as an international measure of wealth used by the organization in their development programs worldwide.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Land: Arable land, Land slot for construction - Agricultural Inputs: Tractor, Irrigation pump, Wheelbarrows - Livestock: Cattle, Sheep, Goats, Pig, Chicken/Poultry, Horses/donkeys/mules - Means of Transportation: Car and other vehicles, Motorcycle, Bicycle, Cart - Electronics: Radio, Radio cassette player, CD player, Television, VHS/DVD Player, Cell phone, Computer /laptop - Other Goods: Mattress, Bed, Sewing machine, Gas cooker, Stove (kerosene), Fridge, Freezer, Blender, Electric Iron, Sofa Dining set, Solar Panel, Jewelry Calculation: The indicator will estimated adding up for each household the value of the following items: Household that improve their demographic dependency: 40% Household with access to loans or savings: 30% Household that improve their asset ownership: 30% - Land: 10% - Agricultural Inputs: 5% - Livestock: 5% - Means of Transportation: 5%				

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Electronics: 2.5% - Other Goods: 2.5% A household is considered to have improved its livelihood when after the follow-up survey they show an increment in its total rate, in comparison with the intake (baseline) measurement. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Households				
L.1 Number of households receiving livelihood services	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 supplied with their first livelihood service. A household may only be counted once in this table even if more than one person in the household receive is a livelihood service. The project services that will be counted under this indicator are: - Entrepreneurship training using Entrelazos - Technical and entrepreneurial development services. - Strengthen of saving groups. - Link to saving groups - Provide productive inputs.	Project records	Semi-annual	WV and CASM Facilitators	Determine whether or not the program was successful in providing livelihood services to households

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Provide employment services (employment fairs, job hunting skills, OSH training). - Establishment of Youth Banks Disaggregation: The indicator will be disaggregated by: • Municipality • Entrepreneurship • Saving groups • Employment services • Youth banks Unit of measurement: Household				
Output 2.1.1 Target households with access to technical and financial services for income generation					
OTP 5. Percentage of target households in which at least one member completed levels I or II of the Entrelazos Program	Definition: This indicator will measure the proportion of target households in which at least one of its members is registered and completed Entrelazos training in levels I and II. A person is considered to have completed Entrelazos training if they receive the corresponding certificate for I or II level. Calculation: The calculation of the indicator will be obtained as follows: Number of target households with at least one member that completed Entrelazos Level I or II / Total beneficiary target households X 100 Disaggregation: The indicator will be disaggregated by:	Project records	Semi-annually	WV CASM Facilitator	Determine project success in providing training to households to improve their livelihoods

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Level (I or II) - Municipality Unit of Measurement: - Household				
Output 2.1.2 Target households' businesses with access to technical and/or entrepreneurial development services					
OTP 6. Number of target households' businesses receiving technical and/or entrepreneurial development services	Definition: This indicator will measure the number of businesses, pre-existing or established with project support, that receive technical assistance services in product development, access to markets, branding, product image, product registry, food safety, or business networks. A business plan will be established for each unit which will include the technical or entrepreneurial development services required for their functioning. It is considered that the productive unit has access to technical or entrepreneurial development services if it has received at least 70% of the services included in such plan. Calculation: The calculation of the indicator will be obtained by the sum of productive units established with project support that have received at least 70% of the technical or entrepreneurial development services included in their business plan. Disaggregation: The indicator will be disaggregated by:	Project records	Semi-annual	WV CASM Facilitator	Determine project success in providing technical and entrepreneurial support to target households businesses

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	- Community - Municipality Unit of measurement: Productive units				
Output 2.1.3 Savings groups strengthened to provide financial services to target households					
OTP 7. Number of savings groups strengthened or established	Definition: This indicator will measure the number of savings groups established or/and strengthened at community level. The strengthening of the savings groups will consist in providing a training and technical assistance program to such groups. The project will establish new saving groups according to the community demand. For each saving group the project will defined a program to satisfy their needs. Calculation: The calculation of the indicator will be obtained by the sum of the savings groups that have received training and technical assistance according to their needs. Disaggregation: The indicator will be disaggregated by: - Municipality Unit of Measurement: - Savings groups	Project records	Semi-annual	WV CASM Facilitator	Determine project success in strengthening savings groups as a strategy to improve target households livelihoods

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
OTP 8. Number of target households that accessed credit at least once during the project life	Definition: This indicator will measure the number of target households that had access to credit at least once during the project life. Calculation: The calculation of the indicator will be obtained by the sum of target households that had access to credit at least once during the project. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: • Households	Saving groups and other MFI records	Semi-annual	WV CASM Facilitator	Determine the success of the savings group strategy in supporting target households livelihoods
SO 2.2 Youth between 14 and 17 years with access to decent work					
OTC 3. Percentage of target youth accessing decent work	Definition: This indicator will measure the proportion of target youth (target children above legal work age threshold) who had access to decent work as a result of project actions. It is considered that a youth has had access to decent work if they hold a job that complies with the law, concerning with the schedules, salaries and permission from their parents and the STSS A checklist will be established by FB and visits to the workplace will be carried out in order to evaluate the above criteria for each project beneficiary. The project defines decent work as work that	Project records	Semi-annual	Facilitator WV CASM	Determine project success in expanding access of youth to decent work

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	can be considered acceptable and legal according to the national law (see project's CL definitions). Calculation: Number of target youth with access to decent work / Total target youth X 100 Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: • Children 14-17 years old				
Output 2.2.1 Youth between 14 and 17 years with access to technical vocational training programs for youth employability according to labor market					
OTP 9. Number of target youth completing a technical and vocational training program with support from the project	Definition: This indicator will measure the number of young people ages 14 to 17 that have completed a technical or vocational training program certified by INFOP or an associated center. Calculation: The calculation of the indicator will be obtained by the sum of young people who have completed a certified technical or vocational training program Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Children 14-17 years old	TVET institutions records	Semi-annual	Facilitator WV CASM	Determine the success of the project in improving the employability/ technical skills of youth

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
Output 2.2.2 Youth between 14 and 17 years with access to productive inputs					
OTP 10. Number of target youth completing the employment services program	Definition: This indicator will measure the number of young people ages 14 to 17 that have completed the employment services program, which includes the training on skills for life and occupational health and safety, their participation on employment fairs and registration in employment exchange. Calculation: The calculation of the indicator will be obtained by the sum of youth people completing employment services program. Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: Children 14-17 years old	Project records	Semi-annual	Facilitator WV CASM	Determine the success of the project in improving the employability/ technical skills of youth
OTP 11. Number of Youth Banks established	Definition: This indicator will measure the number of Youth Banks established and working at community level. Through the Youth Banks FB searches to support young people's entrepreneurial initiatives and to promote their involvement in the economic dynamics of their community. Calculation: The calculation of the indicator will be obtained by the sum of Youth Banks	Project records	Semi-annual	Facilitator WV CASM	Determine the success of the youth bank strategy

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	established and working in the communities (providing financial support to youth initiatives in the communities (at least two announcement per year)) Disaggregation: The indicator will be disaggregated by: • Municipality Unit of Measurement: • Youth Banks				
IO 3 Labor rights enforcement agencies improve their services to resolve complaints and labor rights issues					
SO 3.1 Mechanisms for labor conflict resolution (arbitration center) implemented by the three-party panel of the maquiladora sector					
OTC 4. Number of cases resolved in a timely manner using the conflict resolution mechanisms in the maquiladora sector	Definition: This indicator will measure the number of cases resolved using the conflict resolution mechanism established for the maquiladora sector. Calculation: The calculation of the indicator will be obtained by the sum of cases presented and resolved in timely manner using the conflict resolution mechanism during the reporting period. Resolve in timely manner refers that a case is solved in time, within 4 months. Unit of Measurement: • Cases solved using the conflict resolution mechanism	Three party panel records (assuming WV is given access)	Semi-annual, once the conflict resolution mechanism has been implemented by the three party panel of the maquiladora sector.	Labor Rights and Training Specialists	Determine the success of the project in expanding the conflict resolution mechanisms available in the country
Output 3.1.1 Proposal on labor conflict resolution mechanisms (arbitration center) available					
OTP 12. Proposal on labor conflict resolution	Definition: This indicator will measure the existence of	Proposal document submitted to and	It is reported 1 time during	Labor Rights Specialist	Establish project contribution to

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
mechanisms (arbitration center) for the maquiladora sector submitted to and discussed in the three-party panel	a proposal on conflict resolution mechanisms for the maquiladora sector, presented, discussed and validated by the three-party panel. The need for the design and establishment of conflict resolution mechanisms has been identified. Through these mechanisms, the parties (workers and employers) may voluntarily address and solve by themselves, through effective dialogue, their conflicts. The design of this proposal will be based on national legal regulations and on the doctrine of conflict resolution using the adequate methods. Conciliation, mediation and arbitration are found among the variety of labor conflict resolution mechanisms available. Calculation: The calculation of the indicator will be made by verifying the existence of the proposal for labor conflict resolution mechanisms presented and validated by the three-party panel. Disaggregation: - Not applicable Unit of Measurement: - Proposal	validated by the three-party panel; three-party panel records	the project, after 2 years of execution		improving conflict resolution mechanisms

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
Output 3.1.2 Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector					
OTP 13. Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector (C)	Definition: This indicator will measure the approval and implementation of the proposed conflict resolution mechanisms for the maquiladora sector. Calculation: The calculation of the indicator will be made by verifying the approval and implementation of the proposal for labor conflict resolution mechanisms by the maquiladora sector. Disaggregation: Not applicable Unit of Measurement: Proposal	Proposal document approved and implemented by the three-party panel; three-party panel records	It is reported 1 time during the project, after 2 years of execution	Labor Rights Specialist	Establish project contribution to implement the conflict resolution mechanisms
SO 3.2 Target workers with legal advice and information on labor rights					
OTC 5. Percentage of cases submitted to the WRC that reach an administrative resolution, or an alternative resolution mechanism, in a timely manner	Definition: This indicator will measure the amount of cases presented by the users of the WRC that reach administrative resolution at STSS level or alternative resolution within the WRC, in a timely manner. Alternate methods of resolution occur when an agreement is reached between the parties with the advice of the attorney in the WRC. The cases solved through alternate conflict resolution mechanism by mediation of the WRC, will be also be considered under this indicator.	WRC Electronic system Copies of the administrative resolution and alternate resolution minute (assuming WRCs will share data with WV)	Semi-annual	WRC Coordinator	Determine the effectiveness of WRC in providing timely legal support services to workers

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Cases submitted to the WRC will be referred to the STSS and follow-up will be given to them until achieving a firm administrative resolution. A firm administrative resolution is the one issued after following all terms and procedures established by law. An administrative resolution allows for correcting the violation of a labor norm and may impose a sanction and prescribe compensation and reestablishment of a laborer's right. Resolve in timely manner refers that a case is solved in time, within 4 months. Calculation: The calculation of the indicator will be obtained by the sum of the cases presented in the WRC that have firm administration and /or alternate conflict resolution minute during the reporting period. Disaggregation: • Gender • Economic Activity • Type of labor complaint (e.g. pay, working conditions, etc.) Unit of Measurement: • Cases with firm administrative conflict resolution and/or alternate resolution minute.				

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
Output 3.2.1 Workers' Rights Centers established to give advice on labor rights					
OTP 14. Number of main, satellite and school-based WRC providing ongoing services. ³⁴	Definition: This indicator will measure the number of WRC established and working, including main, satellite and school WRC. The WRC will provide personalized attention in order to guide and advise workers who request their services. WRC “providing ongoing services” are those which have professionals and volunteers trained to assist the applicant, are equipped and are providing the above services on a daily basis. The main WRC will receive the complaints, reports or requests made in matters of labor rights by the working population or general citizenship. The Satellite WRC are centers or points of attention that work out of the central offices of the WRCs, and are assisted by the labor promoters or attorneys from the main WRCs. The school based centers will provide information and training in coordination with the main and satellite centers.	WRC records	Semi-annual	WRC Coordinator	Provide evidence of the distribution of WRC service among project target areas

³⁴ To clarify the concepts, “main WRC” are those denominated as “Satellite” in the original proposal, and “Satellite WRC” are those denominated as “Community” in the original proposal.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Calculation: Indicator = Number of Main WRC + Number of Satellite WRC + Number of schools WRC Disaggregation: The indicator will be disaggregated by: • Main WRC • Satellite WRC • Schools WRC Unit of Measurement: • Worker's Rights Centers				
OTP 15. Number of individuals who have either received information services or legal advice on workers' rights, freedom of association and child labor from a WRC	Definition: This indicator will measure the number of people, workers, employers or members of the civil society who have received information or legal advice by the Worker's Right Centers (WRC). The WRC carry out actions of information and legal advice to workers, employers and civil society. "Information services" will be measured by the amount of people who receive information on labor rights from the WRC through printed means and training. By "advice" it is understood a punctual immediate service that includes an interview or contact with the applicant, where information needs and requests for legal support are addressed by the WRC.	WRC Electronic system Technical reports Participants lists Pre and posttest outcomes.	Semi-annual	WRC coordinator	Provide evidence of the effective reach of the various services offered by the WRCs

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	For this indicator, “person with legal advice” will be counted once, on the basis of each case or labor violation presented to the WRC, independently of the number of times the person receives support until obtaining the case resolution. Calculation: Indicator = Number of people who receive legal advice + Number of people who receive information + Number of trained people. Disaggregation: Depending on the available information, The indicator will be disaggregated by (cross-tables): • Gender • WRC • Economic Activity of the beneficiary • Kind of service received • Type of labor complaint (e.g. pay, work conditions, etc.) • Municipality Unit of Measurement: • People who have received information and legal advice services by the WRC				
SO 3.3 STSS’ capacities and competencies strengthened					
OTC 6. Percentage of labor inspection resolutions disputed on technical or legal grounds	Numerator: Number of inspection resolutions disputed on technical or legal grounds since the implementation of project services.	Project records ECMS records	Annually	Specialists on Labor rights	Determine the success of the project in improving the technical skills of STSS staff

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Denominator: Number of labor inspection resolution established since the implementation of project services Disaggregation: Type of error (legal or technical) Unit of Measurement: Inspection resolutions				
Output 3.3.1 STSS Inspectorate staff trained in CL, LR, strategic planning and management					
OTP 16. Percentage of labor inspectors and supervisors in the areas of influence trained by the project in topics like CL, LR, strategic planning and management, that show an improvement in their technical skills after receiving project support (C1)	Definition: This indicator will measure the number of inspectors and supervisors trained by the project on topics like CL, LR, strategic planning and management, that show an improvement in their technical skills after receiving the project support. The strengthening of the IGT (<i>Inspectoría General de Trabajo</i>) will be directed to the labor inspectors and supervisors in the areas of San Pedro Sula, Choluteca and La Esperanza; strengthening their knowledge in IT, LR, strategic planning and management in order to develop targeted labor inspections. The improvement of technical skills from the public servants of the STSS will be done through the application of before and after evaluations of the training processes addressed to inspectors and supervisors.	Results of pre and post training program evaluations List of people who completed each kind of training Project records	Annual	Specialists on Labor Rights and Training	Determine the effective reach of project training of STSS staff among project areas of influence

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Calculation: The calculation of the indicator will be obtained by the sum of the inspectors and supervisors that show improvement in their technical skills (pre and post-test). However, this indicator will be presented as a percent as follows: Number of STSS trained staff that shows an improved scores related to their technical skills (pre and post-test)/ / Total number of STSS staff trained by the project X 100 Disaggregation: The indicator will be disaggregated by: • Sex • Position • Location (national or regional office) Unit of Measurement: Labor inspectors and supervisors				
OTP 17. Number of project areas of influence with a Labor Inspection Strategic Plan prepared and implemented by the STSS (C1)	Definition: This indicator will measure the preparation and implementation of the labor inspection strategic plan in the influence areas of the project The strategic plan will be designed with the participation of inspectors and supervisors while these are trained by the project. This tool will allow each one of the three	Strategic plan document Project records	Annually	Labor Rights and Training Specialists	Determine project success in improving Labor Inspection planning at field level.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	regional offices of the STSS in the area of influence area of the project to plan their daily activities with a strategic approach on CL and LR. Calculation: The strategic plan is considered implemented when at least 70% of the key actions are completed according to the schedule. The strategic plan will have at least four aspects: knowledge, equipment, timeliness of administrative resolutions and quality of resolutions. Within these components key actions will include those considered crucial to achieve the desire outcome. Disaggregation: - Not Applicable. Unit of Measurement: - Strategic plan				
Output 3.3.2 IT tools for supervision, follow-up of cases, union formation and fines functioning					
OTP 18. Percentage of new active cases registered in the ECMS every 6 months	Definition: This indicator will measure the share of new active labor inspection cases that have been registered in the last six month using the new ECMS module. The electronic case management system is a technological tool that will register all violations of labor rights identified by labor	ECMS	Semi-annually once the new module on ECMS is implemented	Labor Rights and Training Specialists	Determine the sustainability of the ECMS (e.g. effective use by MOL staff) The information in the ECMS will also be used to evaluate the performance of the targeted inspections

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	inspectors in the area of influence of the project. This tool is useful to create statistic reports, identify the current situation of a specific case and determine the quality of data registered for each case. Calculation: Number of new labor inspection cases registered in the ECMS during the past six months/ total number of active cases in the ECMS during the same period X 100 Disaggregation: • Type of case (general or special) • Economic activity • Type of sanction or fines applied • Type of resolution (firm resolution or executed firm resolution). Unit of Measurement: • Cases registered in the ECMS				promoted by the project.
IO 4 Target groups aware and with increased knowledge on the issues of CL and LR					
SO 4.1 Target groups aware about CL and LR					
OTC 7. Percentage of heads of target households that improve their awareness of the negative aspects of child labor	Definition: This indicator will measure the share of the heads of target households that improve their awareness of the negative features of child labor. A list of categorical questions will be designed to measure their awareness, considering key factors causing child labor.	DBMS records	At the beginning and end of project	Facilitator WV CASM	Determine project success in sensitizing target population on CL

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Numerator: Number of heads of target household that improve their awareness of the negative aspects of child labor in comparison with the initial measurement. Denominator: Total of heads of target household registered in the DBMS Disaggregation: • Gender Unit of Measurement: Heads of households				
OTC 8. Percentage of workers receiving legal advice from WRC aware of their rights as laborers	Definition: This indicator will measure the share of workers receiving legal advice from the WRC that improve their awareness about the compliance of labor rights. A list of categorical questions will be designed to measure their awareness, considering key factors causing disregard for LR issues. Numerator: Number of workers receiving legal advice from the WRC that improve their awareness about their labor rights in comparison with the initial measurement. Denominator: Total of workers receiving legal advice from the WRC	Pre and post-test.	At the end of project Two data points will be reported at that time: percentage at pre-test and percentage at post-test	Specialist in Labor Rights	Determine project success in sensitizing target workers in LR.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Disaggregation: - Gender - Sector (worker or employer) Unit of Measurement: Workers receiving legal advice from the WRC				
Output 4.1.1 Coalition against child labor established and functioning within the National Commission for the Gradual and Continuing Elimination of CL					
OTP 19. Coalition against child labor in place	Definition: This indicator will measure the existence of the coalition against child labor. This coalition will be formed within the National Commission for Gradual and Continuum Eradication of Child Labor, and will include the participation of the agro exportation sector, local governments, NGOs, private sector and workers. Calculation: The coalition against child labor is considered to be formed when it has established its agreements and coordination plans. Disaggregation: - Not Applicable. Unit of Measurement: - Coalition against child labor in the agro-exportation sector	Signed agreements and coordination plans	This indicator will be reported once, when the coalition has been established	Project Director	Determine project success in rallying key stakeholders in Coalition against Child Labor

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
Output 4.1.2 Workers, employers, government agencies and civil society aware about CL and LR					
OTP 20. Number of people reached by awareness raising campaigns on CL and LR (workers, employers, parents, public servants and civil society)	Definition: This indicator will measure the number of people reached by the campaigns on CL and LR. Calculation: The calculation of the indicator will be obtained by the sum of people reached by the national, regional and local campaigns on CL and LR. By reached is understand the people that received leaflets, media messages or participate in other awareness raising activities. Disaggregation: The indicator will be disaggregated by: • Sex • Type of stakeholders • Municipality Unit of Measurement: • People reached by CL and LR diffusion campaigns	List of attendance Technical reports Media coverage reports	Semi-annual	Responsible of campaigns	Determine the effective reach of project diffusion campaigns on CL and LR
SO 4.2 Knowledge on CL and LR improved among the target population					
OTC 9. Number of people accessing information generated by the project on LR and CL	Definition: This indicator will measure the number of people accessing to information generated by the project on CL and LR, in digital from the project website, delivered in physical or participating in dissemination events	Project records	Semi-annual	ME Technical Assistant	Determine the effective reach of project information and experiences exchange mechanisms,

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	The amount of people who have access to information will be counted considering the visits to the project's webpage, the physical editions provided to stakeholders and the participants to information exchange events. Calculation: The calculation of the indicator will be obtained by the sum of people accessing to information generated by the project on CL and LR Disaggregation: Gender Unit of Measurement: Individuals				
Output 4.2.1 Mechanism for disseminating information on good practices regarding the issues of CL and LR implemented					
OTP 21. Number of knowledge sharing events implemented by the project	Definition: This indicator will measure the number of events for knowledge sharing implemented by the project, as conferences, field visits and forums. Calculation: The calculation of the indicator will be obtained by the sum of the performed knowledge sharing events. Disaggregation: • Conferences • Forums • Field visits	Project records	Annual	ME Technical Assistant	Determine project project's contribution to the information and experiences exchange.

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
	Unit of Measurement: Mechanisms for exchange of information and experiences				
Output 4.2.2 Specialized studies on CL and LR available					
OTP 22. Number of specialized studies on CL and LR completed by the project and disseminated to relevant stakeholders	Definition: This indicator will measure the number of specialized studies on CL and LR carried out by the Project and disseminated to relevant stakeholders. The specialized studies have the purpose of generating in-depth knowledge on relevant topics related to child labor and labor rights. These studies will be disseminated to relevant stakeholders, like STSS, DINAF, Employers and Workers. Calculation: The calculation of the indicator will be obtained by the sum of the specialized studies on CL and LR carried out by the Project and disseminated to designated relevant stakeholders. Disaggregation: By project area of interest (CL, LR) Unit of Measurement: Specialized studies carried out and disseminated.	Research reports	Annual	ME Specialist	Establish project's contribution to generation of knowledge regarding CL and LR in Honduras
Output 4.2.3 Workers, employers, judges and attorneys trained on relevant issues related to CL and LR					
OTP 23. Number of stakeholders who improve their knowledge on CL	Definition: This indicator will measure the number of workers, employers and public servants that	Project records	Annual	Labor Rights and Training Specialists	Determine project-related trainings' effective reach among

Performance Monitoring Plan: Futuros Brillantes					
Indicator	Indicator Definition/ Unit of Measurement	Data Source	Reporting Frequency	Responsible Person	Data Analysis/Use
and/or LR after completing the training	improve their knowledge in CL and LR,. This training is different to the one provided to STSS inspectors and supervisors. The training will include up-dated information on norms and sanctions related to labor law, as well as coordination mechanisms for an integrated response between administrative and judicial authorities. A person is considered to have completed training if s/he passes the post test at the end of training. The improvement their knowledge will be measured through the comparison of the pre and post test results applied to workers, employers, judges and attorneys. Calculation: The calculation of the indicator will be obtained by the sum of people who improved their knowledge (by comparing pre and post test results) Disaggregation: The indicator will be disaggregated by: • Sex • Type of stakeholder • Topic of training Unit of Measurement: • People Trained				stakeholders (workers, employers, public servants)

ANNEX 6: Data Quality Assessment Checklist

Indicator:				
Data Source(s): <i>(information can be copied from the PMP or DCT)</i>				
Implementing Partner Who Provided the Data:				
Period for Which the Data Are Being Reported:				
Data Quality Assessment Methodology: Describe the method for assessing the quality of the indicator data—e.g. reviewing data collection procedures and documentation, interviewing those responsibilities for data analysis, checking a sample of the data for errors, etc.				
Date of Assessment:		Assessed by:		
		YES	NO	COMMENTS
VALIDITY- Data should clearly and adequately represent the intended result.				
1	Does the information collected measure what it is supposed to measure? (e.g. a valid measure of overall nutrition is healthy variation in diet; age is not valid measure of overall health.)			
2	Do results collected fall within a plausible range?			
3	Is there reasonable assurance that the data collection methods do not produce systematically biased data (e.g. consistently over-or under-counting)?			
RELIABILITY- Data should reflect stable and consistent processes and analysis methods over time.				
1	When the same data collection method is used to measure the same things multiple times, is the same result produced each time? (e.g. a ruler always indicates the same length for an inch)			
2	Are data collection/analysis methods documented in writing and used to ensure the same procedures are followed each time?			
TIMELINESS- Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.				
1	Are data available frequently enough to inform program management decisions?			
2	Are data reported the most current practically available?			

3	Are data reported as soon as possible after collection?			
PRECISION- Data has a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.				
1	Is the data collection method used to collect the data exact enough to register the expected change? (e.g. a yardstick may not be precise enough to measure change for a few millimeters.)			
INTEGRITY- Data collected should have safeguards to minimize risk of transcription error or data manipulations.				
1	Are safeguards in place to minimize data transcription errors?			
2	Is there independence in key data collection, management, and assessment procedures?			
3	Are mechanisms in place to prevent unauthorized changes to data?			
SUMMARY				
Based on assessment relative to the 5 standards, what is the overall conclusion regarding the quality of the data?				
Significance of limitations (if any):				
Actions needed to address limitations:				
IF NO DATA ARE AVAILABLE FOR THE INDICATOR		COMMENTS		
If no recent relevant data are available for this indicator, why not?				
What concrete actions are now being taken to collect and report data as soon as possible?				
When will data be reported?				

ANNEX 7: Data Collection Table and Monitoring Tools

Note: Futuros Brillantes' data collection instruments (DCI) are attached in a separate zip file.

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
Q1. Intake Questionnaire for Beneficiary Households and Children	This questionnaire will collect information that measures the general socioeconomic characteristics of the target households, regarding the following topics and variables: • Household composition • Age • Migration status • Education (including VOTECH training) • Employment • Working conditions (wages, hours, contract, benefits, permits, risks) • Economic activity (agricultural and non-agricultural) • Access to production inputs • Ownership of assets • Housing conditions • Child Labor Most of the information required for this instrument will be provided by the head of household and the child labor information will be provided by children.	POH.1 % of livelihood beneficiary HHs with at least one child engaged in child labor POH.2 % of livelihood beneficiary HHs with at least one child engaged in hazardous child labor POH.4 % of livelihood beneficiary HHs with all children of compulsory school age attending school regularly POC.1 % of beneficiary children engaged in CL POC.2 % of beneficiary children engaged in HCL	Facilitators and volunteers from WV and CASM	Target Households and Children	The information will be verified by the Education and M&E Specialists, with the support of technical advisors, through review and analysis of: - Project records - CLC records - Interview with local stakeholders and CLC members.	At the beginning of the project

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
Q2. Follow-Up Questionnaire for monitoring beneficiary children	This questionnaire will collect information that measures the status of target children receiving education services, on social variables such as: • School attendance • Educational level • Child labor status • Children enrolled in alternative education programs • Children enrolled in 7th to 9th grade • Children that received formal education • Children that received non-formal education • Children that received technical and vocational training • Children receiving tutoring support from peer tutors The information required for this instrument will be provided by the target children.	POC.1 % of beneficiary children engaged in CL POC.2 % of beneficiary children engaged in HCL OTC 1. (POC.4) Percentage of beneficiary children who regularly attended any form of education during the past six (6) months, with 80% attendance in their education program E.1 # of children engaged in or at high-risk of entering CL provided education or vocational training services OTP 4. Number of target children receiving peer tutor support OTP 9. Number of target youth completing a technical and vocational training program with support from the project	Facilitators and volunteers from WV and CASM	Target Children	The information will be verified semiannually by the Education and M&E Specialists, with the support of technical advisors, through review and analysis of: - Project records - School records - Interview with teachers and members of CLCs	Biannual
Q3. Follow-Up Form for Households Receiving Livelihood Services	This questionnaire will collect information that measures the changes and progress of the household due to the services provided by the project to improve their incomes. This instrument will be used to register the socioeconomic condition of the households, collecting information about the following variables and topics:	OTC 2. % of target households that improve their livelihoods L.1 # of households receiving livelihood services OTP 5. % of target households in which at least one member completed levels I or II of the Entrelazos Program OTP 8. Number of target households that accessed credit at least once during the project life	Facilitators and volunteers from WV and CASM	Target Households	The information will be verified semiannually, by the Livelihood and M&E Specialists, with the support of technical advisors, through review and analysis of: - Project records - Interview with local stakeholders and heads of households	Biannual

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
	- Household members trained in Entrelazos I or II - Access to financial services - Access to entrepreneurial development services - Management skills - Access to employment services - Youth with access to decent work - Financial services available for youth The information required for this instrument will be provided by the heads of households and target youth.	OTC 3. % of target youth accessing decent work OTP 10. Number of target youth completing the employment services program				
Q4. Follow-Up Form for Business Initiatives	This instrument will gather information about status of the business initiatives (production units) and the saving groups supported by the project. The information will be provided by members of the production unit and saving group, supported with technical reports and activity records. This information will include the following items: - Type of initiative - Economic activity - Membership - Legal constitution - Amount invested - Technical services received - Sales and production volume - Outreach - Weaknesses	OTP 6. Number of target households' businesses receiving technical and/or entrepreneurial development services OTP 7. Number of savings groups strengthened or established OTP 11. Number of Youth Banks established	Facilitators from WV and CASM	Production units and saving groups	The information will be verified semiannually by the Livelihood and M&E Specialists, with the support of technical advisors, through review and analysis of: - Project records. - Interview with local stakeholders, entrepreneurs and members of saving groups.	Biannual

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
Q5. Follow-up Form for Workers Rights Centers	The workers right centers will be established as a mechanism to provide workers, employers and civil society with advice and information on child labor and labor right. This instrument will collect information to measure the progress in the implementation of the services offered by the WRC. This information will include: • Name and place of operation of the main, satellite and school WRC. • Child labor committees and schools receiving advice from the main or satellite WRC. • Cases resolved with a final administrative decision or by an alternative conflict resolution mechanism. • Type of cases brought to and addressed by the WRC. • Workers, employers and members of civil society that received advice by WRCs. • Workers and member of civil society who have been trained by the WRCs The information will be disaggregated by gender, economic activity and municipality.	OTC 5. Percentage of cases submitted to the WRC that reach an administrative resolution, or an alternative resolution mechanism, in a timely manner OTP 14. Number of main, satellite and school-based WRC providing ongoing services OTP 15. Number of individuals who have either received information services or legal advice on workers' rights, freedom of association and child labor from a WRC	WRC Coordinator	Main, satellite and school WRC	The information will be verified semiannually, by the WRC Coordinator and M&E Specialists, with the support of technical advisors, through review and analysis of: • Project records • WRCs electronic case management system (ECMS) • Interview with CLC members	Biannual

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
Q6. Follow-up Form for Beneficiary Schools	This questionnaire will collect information about the activities performed by the project within the target schools. The information of this instrument will be based on the activities records, complemented with interviews to directors, teachers and members of the CLC. The topics and variables that this instrument will collect to calculate the project indicators values are: • Name and address of the target schools beneficiary of the Project. • Grades available • Enrollment by grade and gender • Number of teachers • Ratio of teachers to students • Teachers' qualifications • Teachers' absenteeism • Classrooms available • Extent of grade repetition among students • Dropout rates • Number of teachers trained in the different topics and methodologies promoted by the Project (desegregated by gender) • Address of the established CLC • Composition of the CLC • Number of parents and members of CLC trained by the	OTP 1. Number of target communities with access to alternative education programs or where schools incorporate 7th to 9th grade as a result of project intervention OTP 2. Number of teachers from target schools trained OTP 3. Number of target schools with mechanism for monitoring school attendance and child labor	Facilitators and volunteers from WV and CASM	Schools	The information will be verified semiannually by the Education and M&E Specialists, with the support of technical advisors, through review and analysis of: - Project records - Child Labor Committee (CLC) records - Interviews with teachers and members of CLC	Biannual

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
	project Number and type of activities performed by the CLC.					
Q7. Follow-up Form for STSS Strengthening	This instrument is intended to track the implementation progress of the strategic planning and training for the inspectorate of the STSS, as well as the acceptance and implementation of the proposed conflict resolution mechanism. The instrument will register the number of inspectors and supervisors trained in child labor and labor rights that improve their technical skills, the number of cases registered and updated in the ECMS as result of the directed inspections campaigns and the training activities in CL and LR, for workers, employers, judges and attorneys. Also, this instrument will include information regarding the labor inspection resolutions disputed on technical or legal grounds. The instrument will measure other contextual information of the STSS, such as: - Number of supervisors and labor inspectors per project area of influence - Number of grievances	LR.1 % of cases addressed by labor inspection that receive a final administrative decision in a timely manner OTC 4. Number of cases resolved in a timely manner using the conflict resolution mechanisms in the maquiladora sector OTP 12. Proposal on labor conflict resolution mechanisms (arbitration center) for the maquiladora sector submitted to and discussed in the three-party panel OTP 13. Labor conflict resolution mechanisms (arbitration center) approved and implemented by the maquiladora sector OTC 6. % of labor inspection resolutions disputed on technical or legal grounds OTP 16. Percentage of labor inspectors and supervisors in the areas of influence trained by the project in topics like CL, LR, strategic planning and management, that show an improvement in their technical skills after receiving project support OTP 17. Number of project areas of influence with a Labor Inspection Strategic Plan prepared and implemented by the STSS	Labor Rights Specialist Training responsible	STSS Conflict resolution mechanism	The information will be verified semiannually, by the Labor Right and M&E Specialists, with the support of technical advisors, through review and analysis of: - Project records - EMCS reports - Strategic planning documents - Document with presented and approved proposal of conflict resolution mechanism. - Interviews with representatives of the STSS	Biannual

DCI (Name of Tool)	Technical Description	Related Indicators	Filled By	Level (HH, school, other)	Verification (who, how, and frequency)	Frequency of Completion
	submitted to labor inspection • Annual caseload per inspector • Number of routine inspections carried out	OTP 18. Percentage of new active cases registered in the ECMS every 6 months OTP 23. Number of stakeholders who improve their knowledge on CL and/or LR after completing the training				
Q8. Form to measure workers and heads of households' awareness	This instrument will measure the perception of target workers and heads of households on child labor and labor rights issues.	OTC 7. % of heads of target households that improve their awareness of the negative aspects of child labor OTC 8. % of workers receiving legal advice from WRC aware of their rights as laborers	WRC Staff and facilitators from WV and CASM	WRCs and households	The information will be verified after collection at the beginning and end of the project by the WRC Coordinator and M&E Specialists, with the support of technical advisors, through review and analysis of: • Project records • Interviews with CLC members and other local stakeholders	At the beginning and end of the project.
Q9. Follow-up Form for Awareness Raising and Knowledge Improvement on CL and LR	This instrument will register the extent to which activities raised awareness and improved knowledge on child labor and labor rights. It will include qualitative and quantitative information related to the expected project outcome, such as: • Name of the activity • Number of initiatives/actions conducted and/or people reached • Brief description of the activity	OTP 19. Coalition against child labor in place OTP 20. Number of people reached by awareness raising campaigns on CL and LR (workers, employers, parents, public servants and civil society) OTC 9. Number of people accessing information generated by the project on LR and CL OTP 21. Number of knowledge sharing events implemented by the project OTP 22. Number of specialized studies on CL and LR completed by the project and disseminated to relevant stakeholders	Facilitators from WV and CASM	Local, regional and national stakeholders	The information will be verified after its gathering, by the M&E Specialists, with the support of technical advisors, through review and analysis of: • Project records • Interviews with local, regional and national stakeholders	Annually

ANNEX 8: Data Reporting Form

Please see the attached Excel File for the Futuros Brillantes Data Reporting Form.

[2020 Findings on the Worst Forms of Child Labor](#)

2021

[Progress in Implementing Chapter 16 \(Labor\) and Capacity-Building under the Dominican Republic – Central America – United States Free Trade Agreement – Fourth Report](#)

2021

[List of Goods Produced by Child Labor or Forced Labor](#)

2020

[ILAB Synthesis Review](#)

2020

[United States-Mexico-Canada Agreement \(USMCA\) Labor Rights Report](#)

2019

[Report on the U.S. Employment Impact of the United States-Mexico-Canada Agreement](#)

2019

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2017

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2016

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[Understanding Children's Work and Youth Employment Outcomes in Laos](#)

2015

[Public Report of Review of Submission No. 2012-01 \(Honduras\)](#)

2015

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[Improving Labor Inspection Systems: Design Options](#)

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[Prevalence and Conditions \(PC\) Study of Child Labor in India: Report & Dataset](#)

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[Bangladesh: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
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[Public Report of Review of Submission No. 2010-03 \(Peru\)](#)
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[Refining the NAS-ILAB Matrix - Literature Review](#)
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[Formulating and Aggregating Indicators of Labor Rights Compliance - Appendix A](#)
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[Situation Analysis on Child Labor in Tanzania Mainland and Zanzibar](#)
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[Refining the NAS-ILAB Matrix - Literature Review - Appendix A](#)
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[Formulating and Aggregating Indicators of Labor Rights Compliance - Appendix C](#)
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