Midterm Evaluation of

USDOL Labor Justice Training in the CAFTA-DTR Countries

Proyecto de Fortalecimiento de la Justicia Laboral en America Central y Republican Dominicana

FINAL REPORT

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EXECUTIVE SUMMARY

A mid-term evaluation was conducted for the Labor Justice Strengthening Project (Proyecto de Fortalecimiento de la Justicia Laboral en América Central y Republica Dominicana) between April 7 and May 2, 2008. The evaluation included document reviews, visits to Costa Rica, Honduras, El Salvador, and the Dominican Republic, and final report writing. The purpose of the evaluation is to assess the overall progress made by the project including the achievement of project objectives and outputs, implementation, and its current and anticipated impact.

The evaluation team found that the project is well managed and executed; most of its immediate objectives have been or will be met by the end of the project; and it has achieved impressive results in less than two years. The evaluation team also found that two years is a very short timeframe to achieve and demonstrate much impact.

Based on a multitude of interviews with ILO technical trainers, judges and magistrates, Ministry of Labor officials, representatives from employer and employee organizations, and university law professors, the overwhelming impression is that the project's capacity building interventions were timely and effective. However, the interviewees also believe much more needs to be done to build the capacity of the labor justice professionals that did not benefit from the project's interventions and more needs to be done to provide on-going capacity building.

The ILO International Labor Standards training exceeded project targets and has been consistently evaluated highly by course participants and singled out as the most important training they received. It was well received because the ILO labor standards training filled an important knowledge gap among judges, magistrates, lawyers, Ministry of Labor personnel, and others working in the labor justice system.

The project also has provided technical training on the admission of evidence and drafting and legal foundations, which have been well received and evaluated highly by participants. It plans to provide additional training in these areas as well as legal writing and case preparation in before the project ends. The evaluation team believes that these training courses will also meet or exceed targets and be as successful as previous ones including the application of the newly acquired skills to labor disputes. The one exception is the use of oral proceedings in the admission of evidence. There appear to be too many structural and attitude barriers to expect that oral techniques can be effectively used in most countries.

In addition to the training noted above, the project is focusing on the systemization of jurisprudence and harmonization of criteria. These components have proven to be very labor intensive and difficult to complete. While the systemization of jurisprudence will likely be finished by the end of the project, the harmonization of criteria will not.

The project intended to address delays and court case backlogs through training in alternative dispute resolution techniques such as "conciliación" and "mediación". Although labor justice professionals involved in "conciliación" and "mediación" processes have been included in training events, they have not been specifically trained in alternative dispute resolution, which is a critical need in most countries, especially Central America.

The evaluation team has made the following recommendations in an attempt to help the project focus its efforts and resources in the final months and maximize and sustain its impact on the labor justice system.

- The project should develop a comprehensive sustainability plan as soon as possible that includes the products and activities that will be sustained, the institutions that will use the products and continue providing labor justice capacity building interventions, steps to sustain the selected products and activities including institutional agreements, project personnel who will be responsible for transferring the products and activities to the partner institutions, and resources necessary to implement the sustainability plan.

- The work the project is doing on the systemization of jurisprudence is very valuable and should be completed. In addition, the project should facilitate communication between the national consultants in the different countries working on systemization of jurisprudence so they can serve as resource persons to each other and conduct an end of project workshop to compare the systemization of jurisprudence outputs and make sure they are consistent.

- The project should cancel the harmonization of criteria output and allow the national consultants to focus their efforts on completing the systemization process including their publication and dissemination within the labor justice system in each country, which is the priority.

- The project's information system has been able to accurately document inputs, activities or processes, and outputs or products. However, it has been less effective at documenting the application of the new knowledge and skills in work settings. The project should develop a methodology and plan to collect and analyze behavior change data on the application of knowledge that participants attained during the various training courses.

- The project should conduct regular collaborative meetings with the USAID Labor Justice Strengthening Project that is focusing on many of the same themes as the ILO Strengthening Labor Justice Project. Collaboration between the two projects can create synergy and increase the impact as well as sustain key products and activities.

ACRONYMS

CAFTA-DR	Central America-Dominican Republic Free Trade Agreement
DOL	United States Department of Labor
IDB	Inter-America Development Bank
ILO	International Labor Organization
ILS	International Labor Standards
MSD	Management Sciences for Development
USAID	United States Agency for International Development

INTRODUCTION

To build the capacity of the labor justice system within the framework of the Central America-Dominican Republic-United States Free Trade Agreement (CAFTA-DR), the US Department of Labor (DOL) provided $2 million to the International Labor Organization's (ILO) regional office for Central America and the Caribbean to implement a two-year labor justice strengthening project. The terms of the project includes a mid-term evaluation that was to be conducted during the first part of 2008.

To satisfy the requirement of a mid-term evaluation, the DOL and ILO each contracted an external evaluator who worked as a team to carry out the evaluation. The DOL, through its evaluation services contract with MACRO International, contracted Dan O'Brien who served as the team leader. The ILO contracted Emilio Morgado Valenzuela, an acclaimed global expert in labor rights and former Director of the ILO sub-regional office in San Jose and Deputy Director of the ILO regional office for Latin America and the Caribbean.

The evaluation team conducted the evaluation, including preparation and final report writing, between April 7 and May 2, 2008. The field work portion of the evaluation included visits to Costa Rica, Honduras, El Salvador, and the Dominican Republic. The following report contains the results of the mid-term and is organized in the following manner:

- Background
- Scope of Work
- Evaluation Methodology
- Key findings
- Conclusions
- Recommendations

BACKGROUND

CAFTA-DR was signed on August 5, 2004. The agreement is intended to eliminate tariffs and trade barriers and expand regional opportunities for workers, manufacturers, consumers, farmers, and service providers of all the countries. The U.S. Congress was initially opposed to CAFTA-DR, in part, because of concerns about the lack of effective protection of basic worker rights in the Central American region.

Realizing that the labor dimension is critical to successfully implementing CAFTA-DR, the Inter-American Development (IDB) Bank sponsored an initial ministerial meeting followed by working sessions in which Vice Ministers for trade and labor developed a report entitled "Building on Progress: Strengthening Compliance and

Enhancing Capacity", which is also known as the "White Paper". The White Paper identifies labor issues and makes recommendations to improve labor justice in the CAFTA-DR countries.

The White Paper notes that the judicial system in the CAFTA-DR countries suffers from deficiencies in many areas of the labor justice system that includes implementation of ILO's International Labor Standards, especially those related to the freedom of association, the right to organize and collective bargaining, the elimination of all forms of forced or compulsory labor, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labor, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety.

Other problems encountered when attempting to deliver labor justice include impediments that cause backlogs leading to substantial delays in labor proceedings, underdeveloped administrative and hyper-judicial procedures such as alternative dispute resolutions that could help remedy labor conflicts in ways other than court rulings, and the lack of knowledge regarding labor laws and labor standards and how they should be applied to labor disputes.

To address these concerns, The U.S Department of State, under authority of the Foreign Operations Appropriations Act, earmarked $19.84 million in FY 2005 for trade capacity building within the Dominican Republic and the Central American region. The US Department of Labor allocated $2 million of its funds specifically to support the ILO in training legal personnel in The Dominican Republic, Honduras, Nicaragua, El Salvador, and Guatemala in internationally recognized labor standards reflected in ILO instruments, and the laws and regulations in place to support them in each country.

The ILO Strengthening Labor Justice project aims to strengthen administrative and judicial labor justice to ensure the effective compliance of ILO's International Labor Standards in a social, economic and political context, striving to strengthen regional integration processes and to implement free trade agreements. The project has focused on a range of activities organized into two key components:

- Increasing the knowledge and understanding of ILO's International Labor Standards related to the freedom of association, the right to organize and collective bargaining, the elimination of all forms of forced or compulsory workers, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labor, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety
- Enhancing the procedures and skill levels of those labor justice professionals involved in judicial and administrative resolutions leading to better technical support to resolve individual and collective labor conflicts.

The end beneficiaries are the companies, institutions, and employees who are involved in labor disputes. To ensure timely and certain justice for these beneficiary

groups, the project focuses on building the capacity of the prosecutors and officials who act as administrative mediators and conciliators, the labor Magistrates and Judges, as well as representatives of employer and employee organizations involved in judicial or administrative labor justice proceedings.

SCOPE OF WORK

The purpose of the mid-term evaluation is to assess the progress made by the Labor Justice Strengthening Project (Proyecto de Fortalecimiento de la Justicia Laboral en América Central y Republica Dominicana). The evaluation addresses both project implementation and project impact, or anticipated impact based on the current strategy and work plan. The evaluation specifically addresses the following points:

- The validity of project objectives, strategy, methodologies, and assumptions
- Overall project performance based on work plans and implementation schedules
- The likelihood of the project achieving its objectives and outputs
- Stakeholder selection process, participation in, and satisfaction with the project interventions
- Stakeholder understanding of and capacity to address International Labor Standards as they relate to national country legislation
- Barriers or obstacles to successful implementation and achievement of the project's objectives and outputs
- Impact and benefits accrued to the target groups thus far
- Current management performance and effectiveness of the project

In addition, the evaluation provides the project management team, ILO field and headquarter staff, project stakeholders, and the donor with the feedback and information needed to assess, and possibly revise, policies, strategies, data collection methods, objectives, institutional arrangements, work plans, and overall resource allocation.

METHODOLOGY

The evaluation methodology involves both secondary and primary data collection and analysis. Secondary data were collected from key project documents and analyzed during the week of April 7. Following is a list of the documents that the evaluation team reviewed:

- "Building on Progress: Strengthening Compliance and Enhancing Capacity" or the "White Paper".
- The Labor Dimension in Central America and the Dominican Republic

- ILAB Technical Cooperation Project Summary
- USDOL Notice of Award and Cooperative Agreement
- ILO Technical Cooperation Program: Strengthening Labor Justice in Central America and the Dominican Republic
- ILO Technical Cooperation Program Revision #1: Strengthening Labor Justice in Central America and the Dominican Republic
- Technical Progress Report (September 2006 – February 2007)
- Technical Progress Report (March 2007 – August 2007)
- Technical Progress Report (September 2007 – February 2008)
- Programa Regional USAID-El Salvador Fortaleciendo la Justicia Laboral CAFTA-DR
- Recomendaciones para Mejora de Cursos sobre Normas Internacionales de Trabajo: Argumentación, Redacción y fundamentacion jurídica y Recepción de pruebas

Primary data were collected during the field work, which was conducted from April 13-23 and included visits to San Jose, Costa Rica; Tegucigalpa, Honduras; San Salvador, El Salvador; and Santo Domingo, Dominican Republic. Face-to-face interviews were conducted with ILO managers and technical staff in San Jose and a range of judges and magistrates, lawyers, pubic defenders, union representatives, and Ministry of Labor staff who participated in the project's training courses in Honduras, El Salvador, and the Dominican Republic. The complete list of interviewees appears in Annex I.

FINDINGS

The findings section addresses the key questions in the scope of work and is organized according to project performance and obstacles (objectives and outputs and their achievement), project management and execution, and sustainability.

Project Performance and Obstacles

The project's conceptual framework (objectives, indicators, outputs, and activities) is not always represented consistently in key documents (the original Technical Cooperation Program document, the revised Technical Cooperation Program document, and the Technical Progress Reports). The first Technical Cooperation Program Document (page 9) states an overall development objective that is to strengthen labor justice in order to advance compliance of the International Labor Standards in eight key areas. To achieve the development objective, the following three immediate objectives are listed: (1) increasing knowledge of ILO International Labor Standards; (2) obtaining resolutions with greater technical support and; (3) obtaining a more expedite resolution to labor disputes. Subsequently, indicators, outputs, and activities are organized around these three objectives.

The Technical Cooperation Program document was apparently revised in December, 2006 (Revision Nº1, Technical Cooperation Program). While the revised project document contains the same overall development objective, the three immediate objectives were modified. The first immediate objective of deepening the knowledge of ILO International Labor Standards remained the same but three sub-objectives were added; better knowledge of ILO oversight system with respect to national labour rights and national obligations related to ratified ILO International Labor Standards; better knowledge of national labor legislation and how it supports recognized internationally labor rights; and the development of a labor rights training module for national judicial academies.

The second immediate objective listed on page 10 of the document is stated as obtaining a more expedited resolution of conflicts. The objective in the first project document of addressing a more technical based solution is not listed. However, the indicators section lists indicators for three immediate objectives that appear to be related to those in the first project document. The products and activities section is also organized according to what appear to be the original three immediate objectives.

This error is repeated in the three Technical Progress Reports (September 2007-February 2008; March-August, 2007; September 2007-February 2009). Since indicators, products, and activities are listed in the revised project document as well as the three progress reports for three objectives, the evaluation team assumed that the project does in fact have three immediate objectives that include the following:

- Project beneficiaries will have a deeper knowledge of ILO International Labor Standards;
- Administrative and justice authorities involved in labor disputes will reach more technically-based solutions;
- Employers and employees obtain more expedited resolutions to labor disputes.

The first immediate objective and its outputs; increasing the knowledge of ILO International Labor Standards among the project's key stakeholders, has been achieved. The International Labor Standards training has produced impressive results. The labor standards training was delivered in two parts that included freedom of association, the right to organize and collective bargaining, the elimination of all forms of forced or compulsory workers, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labor, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety.

To date, the project has trained 837 beneficiaries in the labor standards, which exceeds the number that the project originally intended to train by nearly 250 labor justice professionals. Based on post-training evaluations, participants consistently rated the courses very high on content, methodology, and facilitation. These high evaluation marks are consistent with what the evaluation team discovered during

interviews with participants. Repeatedly, training participants told the evaluation team that they were very satisfied with the course and what they learned. A number of participants also stated that courses had given them their first exposure to ILO International Labor Standards.

In addition to the number of beneficiaries trained in labor standards, the use of the knowledge acquired such as the number of administrative and judicial rulings that incorporate reference to International Labor Standards is one of the key indicators that should be measured to determine whether this objective was achieve. The project has been less successful at collecting and analyzing data to demonstrate the actual application of the knowledge. This is addressed in more detail below in the discussion of the project's information system under the management and execution section.

Another key indicator and output listed under this objective is the development of a labor rights and standards pedagogical guide to assist judicial academies and law schools continue capacity building. The pedagogical guide has been produced and is on the verge of being disseminated.

The project's second immediate objective and corresponding outputs; assisting administrative and justice labor stakeholders reach more technically-based resolutions, have been partially achieved. This objective includes a range of technical capacity building training and other activities that are intended to ensure a higher degree of quality in labor dispute rulings by strengthening the legal grounds of cases, ensuring ample discussion of evidence, and increasing access to doctrines desired by judges and magistrates. The specific technical training offered includes the following topics.

- Admission of evidence
- Drafting and legal foundation
- Legal writing and case preparation
- Free legal services

To date, the project has trained 123 participants in the admission of evidence including 13 Supreme Court Magistrates who travelled to Spain to observe admission of evidence techniques in oral proceedings related to labor cases. The Spanish General Council also authorized its judges to travel to Central America and help facilitate national level training courses on the admission of evidence where records of Spanish court hearings were used.

Approximately 250 project beneficiaries have been trained in drafting and legal foundation principles. The project plans to train another 250 beneficiaries in legal writing and case preparation and approximately 100 beneficiaries will be trained in free legal assistance before the project ends in September, 2008.

As is the case with the ILO International Labor Standards training, the participants rate the technical training courses very high. These high ratings were confirmed by

the evaluation team in its interviews with key informants in Honduras, El Salvador, and the Dominican Republic.

The application of these newly acquired technical skills to the work setting is a key indicator of this objective. It is difficult to determine, however, whether the participants are applying drafting and legal foundation and legal and case preparation skills for a couple reasons. Many participants have not had the opportunity to apply newly acquired skills. More importantly, however, the project's information system is having difficulty capturing how participants are using technical skills in the workplace, which is addressed later in the report.

It appears that it will be extremely difficult for training participants to apply techniques for oral proceedings in the admission of evidence procedures. According to the participants that the evaluation team interviewed, there are a multitude of obstacles that will not permit the use of oral proceedings in most countries. These include:

- Structural impediments such as laws governing labor procedures and policies that discourage judges from using oral proceedings.
- Attitudes of some judges towards oral proceedings; many perceive the risk as too high and prefer to use traditional written procedures.

The exception is the Dominican Republic where the evaluation team found that oral proceedings, while not perfect, are considered to be one of the important factors for why the resolution of labor disputes only takes an average of four months to resolve.

In addition to the technical training courses, the project aims to systemize jurisprudence by identifying and collecting past labor rulings, analyzing and developing short summaries, and coding them using a classic rubric system. Once systemized, the second step is to harmonize or standardize the dissenting criteria.

These systemization and harmonization processes have proved to be difficult and time consuming. National consultants have had to manually search Supreme Court archives to find past rulings. Once located, they read, analyze, and code the rulings, which is very labor intensive. The exception is the Dominican Republic where labor rulings have been published in law bulletins, which makes the process much more efficient. Nevertheless, it appears that the national consultants in each country will complete the process by the end of the project.

Given the unanticipated amount of effort and time the systemization process has taken, it looks doubtful that the project will be able to begin and complete the harmonization of dissenting criteria work. In fact, it is the opinion of the evaluation team that the project should cancel the harmonization of criteria output so the national consultants can focus on completing the jurisprudence systemization efforts.

The third immediate objective and its outputs; employers and employees obtain more expedited resolution to labor conflicts, has not been achieved. To reach a more

expedited resolution to labor disputes, the project proposed to focus on capacity building and promotion of alternative dispute resolution techniques (conciliación and mediación) to resolve labor disputes. While Ministries of Labor staff responsible for alternative dispute resolutions have been invited to the training courses, the project has not yet focused specifically on alternative dispute resolution training.

The more important question is whether training in alternative dispute resolution techniques would affect the time it takes to resolve labor conflicts. To answer this question, the evaluation team asked representatives (in interviews conducted in Honduras, El Salvador, and the Dominican Republic) from the Ministries of Labor, the judicial system, and employer and employee organizations what they thought were the principle obstacles to achieving timely and certain justice in labor disputes. The responses are summarized and prioritized below according to six areas:

- **Shortage of resources**. Typically, Ministries of Labor lack the personnel and budget to resolve issues during inspections and to resolve negotiated settlements to disputes before they go to court. There is also a shortage of judges, especially those that specialize in labor rights.
- **Structural impediments**. Interviewees noted that laws on legal procedures and policies impede timely justice and have to be reformed. While oral proceedings can potentially expedite resolution to labor disputes, many of the judges that were interviewed explained that structural impediments strongly discouraged them from using oral techniques.
- **Attitudes of some justices.** In addition to structural impediments, interviewees also noted that some judges are not comfortable using oral proceedings and prefer to use traditional written proceedings during the admission of evidence phase.
- **Capacity**. One of the primary reasons interviewees noted for why alternative dispute resolutions are not functioning in most countries is the lack of capacity of those responsible for facilitating dispute resolution processes. This is true in both administrative and justice systems.
- **Politics.** The role of politics in timely resolution of labor disputes cannot be discounted. For example, in Honduras every time the president and his administration changes, so to do the Supreme Court justices and staffs. According to the interviewees, these changes contribute considerably to delays and backlogs.
- **Assignment of labor cases.** Another factor that interferes with timely and certain justice is how labor cases are allocated to judges. Apparently, it is common for labor cases to be assigned to judges who are not specialized in labor issues. These judges (jueces mixtos) must take additional time to research labor law or seek expert council before hearing the case.

The Dominican Republic is the one country where, for the most part, labor disputes are resolved in a relatively expedited fashion. This can be attributed to a variety a factors that include better prepared judges, more resources available to the Secretary of Labor and the Judicial Power, use of oral proceedings, alternative

dispute resolution processes that are in place, small claims courts, and legislation that facilitates resolution of labor conflicts.

It is the opinion of the evaluation team that even if the project would have focused on extensive alternative dispute resolution capacity building activities, it would not have significantly affected the time it takes to resolve labor at either the administrative or judicial level. To obtain a more expedited resolution to labor conflicts, countries need to adopt a combination of approaches that include capacity building, oral proceedings, alternative dispute resolution processes, small claims courts, and key structural and legal reforms to support the other approaches.

Project Management and Execution

The project has been effectively managed including start-up, implementation of key activities and achievement of their outputs, and relationships with key project counterparts. The evaluation team believes that the project has been well managed. It started on time and has been able to implement the majority of its activities and produce planned outputs on schedule. It also enjoys good relations with its counterparts in the judicial system, Ministries of Labor, employer and employee organizations, and academic institutions.

The evaluation team was able to identify the following factors that have contributed to its success:

- Capable and qualified project director that is well respected and knowledgeable about labor rights in the region.
- A variety of technically capable staff within the ILO regional office and outside consultants that were mobilized immediately to begin designing and delivering training courses.
- A project strategy that focused primarily on training with a concrete road map in terms of its activities and outputs.

The project's information system is having difficulty capturing behavior change results. The project's information system has been effective at capturing input, process, and output information such as training materials produced, number and types of training conducted, and the numbers of participants trained by country and key content area. It has also captured some of the key training effects like learning and participant satisfaction in post-training evaluations.

However, the project's attempt to measure how the new information and skills have been applied in the job setting has run into difficulties. Initially, the project made telephone calls to judges who participated in International Labor Standards training to determine if and how the judges applied newly acquired knowledge in labor case rulings. This became labor intensive for the project so it reverted to a more cost effective approach of asking training participants to complete a questionnaire at a determined point after training and send it back to the project administrator for analysis.

The project is finding that many participants are not completing and returning the questionnaires. Without a process in place to collect and analyze the actual behavior change, many of the indicators that focus on the use of new knowledge and skills cannot be measured and, thus, the corresponding objective cannot be adequately assessed to determine whether it was truly achieved.

The project has minimal contact with the USAID funded Labor Justice Strengthening Project that is focused on many of the same labor justice themes. USAID is funding a similar justice strengthening project aimed at building capacity of countries to fulfil its labor related obligations under CAFTA-DR. Management Sciences for Development (MSD) is the contractor responsible for implementing the project, which started in 2007 and is scheduled to end in 2009.

The USAID project has been plagued with start-up problems including changes in key personnel. It also faces some degree of reluctance in some countries selected for its operations. The focus over the coming months will be to move from implementing several pilot projects to a more unified approach that has the following three components:

- Electronic information systems that help labor justice professions access labor dispute cases and rulings in an efficient manner.
- Capacity building for justice system professionals including degree programs at national justice academies.
- Streamlined judicial processes including promoting oral proceedings and alternative dispute resolution techniques.

The DOL/ILO project overlaps the USAID project in all three components. For example, the project's work on systemization of jurisprudence is closely related to the USAID project's first component; its training on International Labor Standards and technical areas fits with component two of the USAID project; and its work on oral admission of evidence relates to the USAID project's third component.

Despite these similarities, there has been minimal contact between the two projects. The evaluation team believes there exists a variety of opportunities to create synergies between the two projects over the coming months and to help sustain some of the DOL/ILO project interventions once it ends in September, 2008.

Sustainability

While project managers have discussed several approaches to sustain important gains, the project lacks a comprehensive sustainability strategy and implementation plan. Project management has discussed several approaches to sustain some of the project interventions and gains. These include:

- Build the capacity of the national justice academies in each country to deliver training in ILO International Labor Standards and other technical areas

such as admission of evidence, drafting and legal foundation, legal writing and case preparation.

- Train law school professors and provide them course materials so they are able to incorporate ILO International Labor Standards and other labor rights topics in their classes.
- Train national level consultants in "training of trainer" courses in hopes that the employer and employee organizations will hire and use their expertise in ILO International Labor Standards related activities.
- Train key staff in the Ministries of Labor in hopes that they will continue to train other staff in ILO International Labor Standards.

The evaluation team believes that while these are all viable approaches to sustaining project interventions, the project lacks comprehensive and proactive approach to sustainability. It lacks a sustainability plan that spells out exactly what activities will be sustained, the materials and resources that are needed to support those activities, those who will be responsible for carrying out the activities, and a detailed implementation schedule describing how and when the plan will be implemented.

The national justice academies and most of the law schools have both the resources and interest to sustain the investments made in ILO International Labor Standards training. The directors and professors that teach at the national justice academies and law schools that were interviewed expressed a high degree of interest in incorporating the ILO International Labor Standards into their course offerings. Specific ideas that were discussed included incorporate the labor standards into existing curricula, developing advanced certificate programs, and, in some cases, offering Masters level degrees in labor law. Representatives from each of these institutions assured the evaluation team that they have or could find the resources to continue to work on labor law issues in their institutions. What they requested, however, was more training on using the materials and ideas on how to incorporate them in their course offerings.

The one exception is the justice academy in the Dominican Republic. The school's director and his assistant are unhappy with the project. Both feel that the school was not consulted and involved in the design and development of the training courses and, as a result, they believe that the courses' content do not fit well with the needs that the Dominican Republic judges have in executing labor justice. The director told the evaluation team that since the justice academy was not involved in the courses' designs and since they did not meet the needs of the country, the justice academy was not interested in continuing training programs once the project ends.

Another problem that the evaluation team identified is that law school teachers who attended project training courses are using the materials in their courses while other law school teachers who did not attend the courses are not addressing labor rights and standards in their classes. In this manner, the incorporation of labor standards in law school classes is neither uniform nor consistent. The law schools would benefit from an administrative level commitment and more comprehensive

capacity building from the project to launch and sustain labor justice curricula and degrees.

The Ministries of Labor and the workers' organizations, in most countries, do not have the human resources and funding to continue providing training in ILO International Labor Standards or other key technical areas. The evaluation team spoke with representatives from the Ministries of Labor and workers organizations in Honduras, El Salvador, and Dominican Republic. When asked if they were interested in providing the sorts of labor rights training that the project had provided, the unanimous answer was "yes". However, representatives from Honduras and El Salvador quickly qualified their response with the concern that their institutions did not have access to the necessary resources to continue providing training.

The responses in the Dominican Republic where mixed. The Secretary of Labor officials told the evaluation team that it had both the interest and resources to continue to train its staff in labor related issues but asked for more assistance from the project to build its capacity to use the project's training materials and other resources. The workers' organizations, however, said that they would be interested in looking for ways to continue to train its membership but indicated that some sort of outside support would be required.

CONCLUSIONS

The Strengthening Labor Justice in Central America and the Dominican Republic Project is well managed and executed. Most of the project's immediate objectives have been or will be met by the end of the project. However, it is the opinion of the evaluation team that while the project achieved impressive results, two years is too short of a time period to achieve and demonstrate much impact.

The evaluation team interviewed more than 50 professionals associated with the project including ILO technical trainers, judges and magistrates, Ministry of Labor officials, representatives from employer and employee organizations, and university law professors. The consensus of these professionals is that the project's capacity building interventions were timely and effective and an excellent beginning. They also stated that much more needs to be done to reach the many professionals operating in the labor justice system that have not benefited from the project and more needs to be done to provide on-going capacity building such as refresher training and formal continuing education within the justice system.

The International Labor Standards training, the first immediate objective, is the heart and soul of the project. Labor standards training exceeded project targets and has been consistently evaluated highly by course participants. The majority of these participants that the evaluation team interviewed point to the labor standards as the most important training they received. They told the evaluation team that judges, magistrates, prosecutors, public defenders, and Ministry of Labor personnel who are responsible for ensuring labor justice are generally unfamiliar with

International Labor Standards and how they relate to national labor laws. The project filled an important knowledge gap in this regard. The challenge is for the project to redesign its information system over the coming months so it can capture ways participants are using new information and skills to resolve labor conflicts.

The second immediate objective, helping labor justice professionals reach more technically based solutions will be partially achieved by the end of the project. Training in the admission of evidence and drafting and legal foundations have been well received and evaluated highly by participants. It's anticipated that additional training in these areas as well as legal writing and case preparation planned for the coming months will meet or exceed targets and be just as successful as previous training courses. It appears, however, that there are too many structural and attitude barriers to expect that oral techniques in the admission of evidence to be applied in most countries.

The other components of the second immediate objective include the systemization of jurisprudence and the harmonization of criteria. These components have proven to be very labor intensive and difficult to complete. It appears that the collection, analysis, and coding of rulings will be finished by the end of the project but the harmonization of criteria will not.

The project's third immediate objective, which is intended to address court case backlogs will, for the most part, not be achieved. The focus of this objective is on training in alternative dispute resolution referred to in the project as "conciliación" and "mediación". The project has not provided much in the way of specific training on alternative dispute resolution. While labor justice professionals lack skills in alternative dispute resolution techniques and would certainly benefit from training, structural impediments (laws, procedures) in the justice system must be addressed at the same time. This is especially true in the Central American countries.

Although the project has achieved impressive results in a short period of time, it lacks a proactive and comprehensive sustainability plan that will help ensure the investments and gains over the past two years continue to bear fruit for years to come. It appears that institutionalizing the training courses (designs, materials, and methodologies) in the justice academies and law schools offers the best chances to not only sustain but multiply the project's important contribution to labor justice in the CAFTA-DR countries.

RECOMMENDATIONS

The following recommendations are intended to address the key issues raised in the findings section.

Develop and begin implementing a sustainability plan immediately. The project should give priority to developing a comprehensive sustainability plan as soon as possible so that it has time to implement it before the project ends in September. The project should have ample human and financial resources to develop and

implement the sustainable plan while continuing to provide training in ILO International Labor Standards and related technical areas according to the work plan. However, if resources or time become a constraint, the project should give priority to sustaining its key products rather than conducting more technical training.

The sustainability plan should address the following:

- Determine the products and activities that will be sustained. It is recommended that the ILO International Labor Standards training courses including materials and methodologies be sustained. In addition, the admission of evidence and drafting and legal foundation course are strong candidates for sustainability.
- Identify the institutions and other organizations that will use the products and continue providing labor justice capacity building interventions. As noted previously, the national justice academies, law schools, and employer organizations in most countries are excellent choices for institutions that are willing and able to continue ILO International Labor Standards capacity building. The Secretary of Labor in the Dominican Republic is also adequately resourced and interested in working with the project to sustain labor standards training.
- Define the specific steps that need to be taken to sustain the selected products and activities. In most cases, the project should develop institutional agreements such as Memorandums of Understanding with institutions and organizations that specify the roles and responsibilities of each partner, resource contributions, and a timeframe. In most cases, the project will be required to provide additional capacity building training to its institutional partners and transfer course designs, materials, and methodologies.
- Appoint the personnel within the project that will champion and be responsible for transferring the products and activities to the partner institutions. The sustainability plan should specify which one of the ILO or outside technical consultants will be primarily responsible for ensuring any given product is sustained within the corresponding partner institution or organization. This responsibility should include an agreement that is signed and in place, provision of additional training, and transfer of the final set of materials and methodologies to the institution.
- Determine the resources necessary to implement the sustainability plan. The comprehensive sustainability plan that addresses the previous points will require additional human and financial resources. The project may have to adjust its budget and overall work plan to accommodate the sustainability plan. As the sustainability plan is developed, project management must assign costs and allocate funds to key activities.

Complete the systemization of jurisprudence work in each country; facilitate communication between national consultants; and conduct a comparison study towards the end of project. The work the project is doing on the systemization of

jurisprudence is very valuable and should be completed. The systemization process consists of three basic steps: collection of past labor case rulings; summarizing the rulings as they related to key stakeholders; and coding or rubricating the rulings to facilitate searches.

To date, the Dominican Republic plans to collect, analyze, and code more than 2,000 rulings over the past 100 years. The national consultant reports that he is approximately 40% finished and will complete the remaining 60% by September. In El Salvador, the national consultant plans to collect and analyze 250 rulings over the past 14 years. She too is about 40% finished and plans to complete the 250 rulings by the end of the project. The national consultant working on the judicial systemization process in Honduras has left the project and needs to be replaced. The consultant working on the administrative systemization process is analyzing rulings since 2006 and is approximately 30% finished.

The national consultant in the Dominican Republic established the methodology to analyze and code the rulings that the other national consultants are using. He also seems to have made the most progress on the systemization process. But the other national consultants have also accumulated valuable experience. The evaluation team believes the project should facilitate communication between the national consultants working on systemization of jurisprudence so they can serve as resource persons to each other. They can ask and answer questions and offer suggestions based on lessons they have learned.

It will be important that for jurisprudence not only to be systematized within each country but that the systemization process also be consistent between CAFTA-DR countries. To ensure uniformity, the evaluation team recommends that the project conduct a comparison study and workshop towards the end of the project. The national consultants and other technical advisors familiar with the process would meet to compare a sample of rulings according to the analysis, ruling summaries, and rubric techniques used. As a result, any major inconsistencies should be addressed. It is also advisable that steps be taken to identify ways and means to continue the above mentioned comparative studies that should include additional information about the main characteristics of the labor relation system (including their web of rules) in each country and the corresponding political and economic background.

Discontinue the harmonization of dissenting criteria activities and cancel this output. The initial idea was to use the systemization of jurisprudence outputs to harmonize dissenting criteria as another resource available to the stakeholders in the labor justice system. However, given the amount of time it is taking the national consultants to complete the systemization process, it will be difficult for them to make any significant process on the harmonization of dissenting criteria product. Therefore, rather than maintain false expectations, the project should cancel the harmonization of criteria output and allow the national consultants to focus their efforts on completing the systemization process including their publication and dissemination within the labor justice system in each country.

Develop the methodology and plan to collect and analyze behavior change data on the application of ILO International Labor Standards knowledge and other technical skills that participants attained during the various training courses. The actual achievement of the immediate objectives depend not only on training project stakeholders but demonstrating that they are in fact applying what they learned in the training courses to labor law and justice processes. While the project's information system has been able to accurately document inputs, activities or processes, and outputs or products, it has been less effective at documenting the application of the new knowledge and skills in work settings.

Before the project ends, it should consider developing a methodology to capture important behavior changes such as the following:

- Use of ILO International Labor Standards knowledge
- Administrative and judicial rulings that incorporate International Labor Standards
- Use of International Labor Standards guides/materials in law schools
- Use of admission of evidence techniques
- Use of skills acquired from legal case writing training
- Use of skills acquired from drafting and legal foundation training

There are a couple ways the project might proceed with developing a methodology to capture the desired behavior changes. One is a stratified random sample survey where a random sample of participants is selected from one or more strata. The strata would consist of countries, participant category (judges, Ministry of Labor, employer and employee organizations), or both. Meanwhile, a questionnaire is developed that is designed to solicit information related to the indicators noted above. At a predetermined point in the future, the questionnaire would be administered to the random sample of training participants via telephone call or, if the sample is small enough, face to face interviews. A statistician should be consulted to determine the appropriate sample size. The advantage to a random sample survey is that the results can be generalized to the entire population that participated in the trainings.

The other way to proceed is to use a non-scientific methodology often called a purposeful sample survey. The sample is selected based on a set of criteria but is not random. For example, five participants from each country from each training course might be chosen for interviews. The same questionnaire described above would be administered to the purposeful sample. The results would provide a good idea of how participants are applying what they learned to their work. However, the down side is that the results cannot be generalized with confidence to all training participants.

Conduct regular collaborative meetings with the USAID Labor Justice Strengthening Project. The USAID Labor Justice Strengthening project that is being implemented by Management Sciences for Development is focusing on many of

the same themes as the ILO Strengthening Labor Justice project. The evaluation team believes that, in the longer term, the USAID funded labor justice project can assist the ILO project sustain some of its key products and activities. In the short term, the evaluation team believes it would benefit both projects to meet regularly to identify specific areas on which they can collaborate and create synergy, efficiency, and greater impact.

The project director and key technical staff should meet immediately with Management Sciences for Development's Chief of Party and technical managers to discuss and agree on the specific products that the USAID project can take on and help sustain as well as identify a range of collaboration points that might include:

- Regular coordination and information sharing meetings.
- Technical consultations to review and comment on technical materials and other outputs (information technologies, publications, course designs).
- Participation in country and regional level meetings and conferences.
- Participation in or observation of up-coming training courses.
- Invitations to USAID and ILO representatives to meet and discuss future collaboration.

ANNEX 1
List of Interviewees

COSTA RICA

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7. De la Cruz: Professor of Labor Law at the University "Cecilio del Valle".

8. Jorge Ponce Turcios: Labor Adviser at the Secretary of Labor and Social Security. Former Member of the negotiation commission of the CAFTA treaty and actually member of the commission for a Central America agreement with the European Union. Tel (504) 235 34 59, Tegucigalpa.

9. José Luis Baquedano: Representative of the Unitary Workers Confederation of Honduras –CUTH.

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11. Armando Urtecho López: Manager, Labor Advisory Service at the Confederation of Private Enterprises of Honduras -COHEP). Tel. (504) 235 33 36, Tegucigalpa.

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3. Judith Castillo: Director of Activities at the Employers Confederation of the Dominican Republic - COPARDOM. Tel. (809) 361 42 55, Santo Domingo.

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5. Rafael Alburquerque: Vice President of the Dominican Republic. Former Secretary of Labour, former Member of the ILO Commission on the Application of ILS, Professor of Labor Law. Tel. (809 695 80 00), Santo Domingo

6. Nelson Reyes Ureña: International Relations Director at the Secretary of Labor, Tel. (809) 535 44 04 extension 2343, Santo Domingo.

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ANNEX 2
Revised Project Document

REVISION N°1

INTERNATIONAL LABOUR ORGANIZATION

TECHNICAL COOPERATION PROGRAM

PROJECT DOCUMENT

Project Identification:	RLA/06/08M/USA
Project Name:	**Labour Justice Training**
Duration:	24 months
Start Date:	30 September 2006
End Date:	**31 August 2008**
Geographic Coverage:	El Salvador, Guatemala, Honduras, Nicaragua, and the Dominican Republic
Project Office:	San Jose, Costa Rica
Project Language:	Spanish
Executing Agency:	International Labour Organization
Responsible Government Agencies:	Ministries of Labour, Judicial Powers
Donor:	United States Department of Labor (USDOL)
Donor Contribution:	US$ 2,000,000

December 21, 2006

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I Background and Rationale

1. Problem Definition and Needs Assessment

The Ministers of Labour of Central America and the Dominican Republic, together with the Employers Organizations and Workers Organizations, have expressed, in different fora and instruments, their interest to undertake decisive actions to strengthen labour justice and to improve the enforcement and compliance of labour regulations in their countries.

The Report of the Working Group of Vice-Ministers Responsible for Trade and Labour in the Countries of Central America and the Dominican Republic regarding the labour dimension, entitled "Building on Progress: Strengthening Compliance and Enhancing Capacity,"[1] also known as the "White Paper", among its priorities, defines strengthening the judicial system for labour law. According to this report, each country has specifically committed to strengthen labour justice.

The White Paper refers to the limitations of labour courts, particularly the number of judges, support personnel and equipment, as well as procedural and operating limitations which can delay the resolution of cases. Mention is also made of the need to train judges, officers of labour ministries, and other involved parties regarding national labour law and international labour standards.

Studies developed and published by the International Labour Organization, between October 2003 and January 2004, during the negotiation of the Free Trade Agreement between Central America, Dominican Republic and the United States of America, have shown the progress made in the conformity of the labour laws of each country Sub-Regional with respect to the obligations enshrined in the *ILO's 1998 Declaration on Fundamental Principles and Rights at Work*.

The main concern continues to be the implementation of legal regulations within each State, including ILO's international labour standards, especially those related to the freedom of association, the right to organize and collective bargaining, the elimination of all forms of forced or compulsory labour, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labour, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety.

It is worth recalling that a significant part of the responsibility regarding the effective implementation of legal regulations falls on the administrative and judicial labour justice administration systems and, especially, on the administrative officials of the Ministries of Labour, responsible for the administration of conciliation and mediation proceedings, as well as on the

[1] This report was published in April 2005.

judges and magistrates within the labour and social jurisdiction of the Supreme Courts of Justice.

Even today, despite the efforts made by the countries to enhance labour justice for the users of the service, workers and employers complaints about judicial delays and the request for fairer and better enforced rulings continue to be heard. Timely justice, but which is not certain, or certain justice, which is not timely, leads to deep dissatisfaction.

There is greater concern when considering that the budgets of the Ministries of Labour and the Judicial Power continue to be insufficient to offset the increase in the number of labour cases, individual or collective, filed at the administrative or judicial level resulting from the increase in population.

The needs of the labour justice system are not only related to the absence of adequate administrative resources, but also, and very significantly, the insufficient number of official judges and magistrates to resolve the existing conflicts.

Moreover, market expansion and the ever more demanding levels of competitiveness that businesses face in the marketplace have simultaneously led to an increase in labour conflicts.

When seeking solutions to the above, all social actors, legal counsels of the social actors and of the ministerial entities should take part, as well as the Bar Associations and Law Schools, so that the efforts made to solve or better respond to the current issues are more sustainable in the future.

An analysis of the current situation highlights two elements that require urgent attention:

a. **Improved knowledge of labour legislation in the different social groups**:

As mentioned, ILO studies as well as the White Paper shows that the countries of the Sub-region have reasonably adequate labour legislation and have ratified a significant number of International Labour Conventions.

The latest reforms to the Labour Codes of the countries in the region have included the observations of the ILO's Committee of Experts on the Application of Conventions and Recommendations (CEACR) regarding the application of Convention No. 87. Moreover, most constitutional texts recognize the right to freedom of association. Likewise, the Labour Codes allow the workers to choose the area in which they will form their organization.

One finding has been that the national legislation of all the countries of the Sub-Region provide for the right to collectively bargain. Depending on each particular country, the relevant organizations have different names: Union Organizations; Permanent Workers' Committees; Ad Hoc Committees; Groups of Workers Temporarily Organized. Additional to this, all these countries recognize the right to strike.

The texts of the political constitutions of all the countries include the principles of equality and abolition of discrimination, as well as the demand for clear rules to protect minors. In fact some countries totally prohibit the minors from working alleging the need to safeguard their normal physical, mental or moral development, and the respect for minimum education.

All constitutions also recognize the right for each citizen to freely choose jobs or get a worthy job and the right to, at any time, deem the labour contract terminated.

These facts show that the labour legislation of the countries of the Sub-Region grant significant protection to the fundamental labour rights so that all workers can have productive jobs under conditions of freedom, equality, safety and human dignity. However, it is also evident that social actors, namely employers, workers and their organizations, as well as the State, represented by the Ministries of Labour and the Labour Magistrates and Judges, face shortcomings and different levels of knowledge on the legislation and its scope of action, which translates into the inadequate enforcement of such legislation and, in turn, contributes to create conditions that affect the labour relations system.

b. **Reducing the amount of time to resolve labour cases:**

Social partners frequently express their dissatisfaction and concern for the excessive duration of labour proceedings, which, in practice, could be interpreted as rejecting justice.

The backlog of labour proceedings is caused by an overload of cases, plus a growing population, but without a proportional increase in the budgets of the Judicial Powers of the countries in the Sub-Region.

Obviously, such delays in addressing cases leave the term "timely and certain justice" as a distant and unattainable aspiration. Consequently the right to an effective judicial system and the right to due process and defense run the same luck. This situation affects employers, employees and takes time to deal with such labour cases.

Another reason is the weakness of the Labour Administration itself and the characteristics of the labour relations system. Frequently there are inefficiencies in the administrative mediation and conciliation services, which could otherwise

ease the load of administrative cases and better satisfy the concerned parties. The Ministries of Labour of the Sub-Region recognize this situation and are pursuing actions to solve the matter. The Ministries of Labour recently initiated some processes for training and education in conciliation and mediation techniques.

On the other hand, except in countries that have an approved Alternate Dispute Resolution (ADR) legislation, agreements at the administrative level are not considered material *res judicata* whereby they would not be judicially revisable. This recourse is therefore seen as a burden which in the long run will not obviate or avoid a legal proceeding in the future, or as a mere formality, adding to the already difficult backlog of cases.

Administrative conciliation becomes, then, a pre-judicial requirement, that is, a prior and mandatory step to file a case but useless to discourage it and, thus, allow resolving the conflict at the Administration level itself.

Also worthy of mentioning is judicial conciliation itself, that is, the power of the judge, during the substantiation phase or in any case prior to concluding the narration of the case, to advance the case to conclude the proceeding through means other that a ruling. If judicial conciliation cannot terminate a significant number of cases, as is a fact, it is most likely due to the same reasons it was recognized as one of the most widespread weaknesses of Labour Administration in the Sub-Region.

Labour conflicts are most commonly solved through judicial means, and “hyper-judicialization” is one of the most relevant features of labour relations in the Sub-Region.

This situation not only causes delays in labour court proceedings, but also affects the whole operation of the Courts and the quality of the rulings issued. Therefore, the unmanageable number of judicial cases will produce rulings of a lesser quality because of weaker legal grounds, limited discussion of evidence and absence of the doctrines desired by judges and magistrates.

II Project Strategy

The Project seeks to contribute to strengthening labour justice, administrative and judicial, to ensure the effective compliance of ILO’s International Labour Standards (ILS) in a social, economic and political context, striving to strengthen regional integration processes and to implement free trade agreements.

The Project foresees a series of activities focused on two necessary and indispensable components: (a) dissemination and understanding of ILO’s International Labour Standards related to the freedom of association, the right to

organize and collective bargaining, the elimination of all forms of forced or compulsory workers, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labour, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety; (b) enhance the procedures and training of the persons that participate therein, ensuring more expedite judicial and administrative resolutions with better technical support to resolve individual and collective labour conflicts.

The objective is to provide information to better understand the scope of international and internal norms related to the legislation normally referred to when implementing free trade agreements, as has occurred with CAFTA-DR, and additionally, once the scope is understood, to ensure it has an adequate level to guarantee the protection of all rights.

For this reason, the current organic and procedural system must be evaluated to promote or strengthen oral labour proceedings. In some cases, regulations must be amended, and in others, the practices, skills and aptitudes of the key players need to be strengthened.

Logically, the project beneficiaries are company and institutional workers as well as the businesspersons and institutions in the selected countries, which will be more certain and satisfied when using the labour and administrative justice system, the response will be more timely and certain. This will only become a reality with the support of the direct beneficiaries of the activities to be developed during the project, namely the prosecutors and officials who act as administrative mediators and conciliators, the labour Magistrates and Judges, as well as representatives of organizations of employers and of workers involved in judicial or administrative labour justice proceedings, and Law School faculty and students.

Strengthening labour justice, ensuring a timely and agile intervention, either through the traditional judicial system or through alternative dispute resolution mechanisms, will reinforce the foundation of social governance by offering social actors safe and reliable solutions to their differences.

The participation of Law School faculty and students aims to produce lawyers with more knowledge about the relevant legislation, setting the foundation for a cultural transformation that will facilitate social dialogue and a permanent reduction of labour conflicts.

To change the dynamics of conflictive relationships, employers, employees and government authorities must thoroughly understand the implications that globalization will have on labour relations. Globalization brings about new opportunities and challenges, which both workers and employers can benefit from. Acting as partners and/or adversaries, workers and employers will be

better equipped to overcome the challenges of a more open and competitive global economy.

Course materials will be distributed among all project beneficiaries and will be the basis for discussions to foster compliance with Project objectives.

III Beneficiary Population

The Project is aimed at labour judges and magistrates, prosecutors, labour ministry officials, lawyers, representatives of employers' organizations and workers´ organizations involved in judicial and administrative justice proceedings, law school faculty and students of the countries involved.

1. Expected beneficiaries:

- Workers of companies and of institutions in the selected countries.
- Businesspersons and institutions in the selected countries.

2. Direct Recipients:

- Prosecutors and officials that act as Mediators and Conciliators of individual or collective labour conflicts.
- Labour judges and magistrates.
- Law School faculty and students.
- Representatives of organizations of employers and of workers involved in proceedings of judicial and administrative justice.

IV Institutional Framework

The Project shall be implemented by the ILO. The technical and political responsibility, as well as the administrative support shall be assigned to the Sub-Regional office based in San Jose, Costa Rica. This shall be a decentralized project. Key Specialists in Labour Legislation and Social Dialogue and International Labour Standards shall supervise and provide the necessary technical support to execute the Project. Additionally, other specialists will collaborate as required.

On the other hand, liaison and coordination with social actors will occur with the support of Sub-Regional Office staff specialized in activities for employers and activities for employees.

1. General coordination for execution

A Chief Technical Advisor or, with the support of a technical assistant, will be responsible for coordinating the team of consultants operating at the project office. The team will have a person responsible for administrative and financial matters as well as a secretary.

2. Support from Headquarters

The Project will also receive the necessary technical inputs from the ILO headquarters in Geneva, particularly concerning (I) Standards, principles and fundamental rights at the workplace, especially from the Department of Standards and the Program In Focus for Promoting the Declaration; (II) Social Protection, especially of the Program In Focus for Safe Work, and (III) Social Dialogue, especially of the offices of activities for employers (ACT/EMP) and for workers (ACTRAV), the Department for Government Action, Legislation and Labour Administration (GLLAD) and the Program In Focus for Enhancing Social Dialogue.

3. Coordination with other ILO projects

The project shall work in close coordination with other ongoing ILO projects on related topics under execution, including those developed by the International Program on the Elimination of Child Labour (IPEC), especially on issues pertaining to child labour. In addition, the project shall have close ties with any related projects approved during its execution.

The Chief Specialists in International Labour Standards and Labour Law and Social Dialogue shall ensure links and effective coordination among projects. This coordination implies the definition of joint activities, to be defined at the start of project execution and to be reflected in the different annual work plans.

4. Coordination with other projects external to the ILO

Other activities shall be undertaken jointly or in coordination with other like projects under execution in the Sub-Region, with execution agencies other than ILO.

V Project Objectives

1. Development objective

To contribute to strengthen labour justice, at the administrative and judicial level, so as to advance in the effective compliance of ILO's International Labour Standards related to the freedom of association, the right to organize and

collective bargaining, the elimination of all forms of forced or compulsory work, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labour, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety and social protection in the context of regional integration processes and the implementation of free trade agreements.

2. Immediate Objectives

Immediate Objective 1.- At the end of the Project, labour judges and magistrates, prosecutors, ministerial officials, lawyers, representatives of employers' and workers' organizations involved in administrative and judicial proceedings, teachers and students of law school faculties will have a deeper knowledge of the ILO International Labour Standards.

Sub objective 1.1 At the end of the project, judges and labour magistrates, prosecutors, magisterial officials, lawyers, representatives of employers' and workers' organizations involved in administrative justice proceedings, teachers and students of law faculties will have a better knowledge of the ILO oversight system with respect to labour rights and the national obligations related to ratified ILO International Labours Standards

Sub objective 1.1.2. At the end of the project labour judges and magistrates, prosecutors, judges, ministerial officials, lawyers, representatives of employers' and workers' organizations involved in the administrative and judicial justice proceedings, teachers and law faculties students will have a better knowledge of the national legislation and how it supports recognized internationally labour rights.

Sub objective 1.1.3. At the end of the project a formative module will have been developed so that national judicial academies are prepared to provide training in regard to the application of those internationally recognized labour rights, how they relate to national legislation and promote consistent interpretation of jurisprudence.

Immediate Objective 2.- At the end of the project employers and workers requesting the participation of the labour administrative and judicial authorities obtain a more expedited resolution of conflicts.

VI Indicators

Immediate Objective 1:

- Number of labour judges and magistrates, prosecutors, ministerial officials, lawyers, employers' and workers' organizations representatives

involved in judicial and administrative proceedings teachers and students of law faculties trained

- Absolute and relative number (in respect to the total trained) of labour judges and magistrates, prosecutors, ministerial officials, lawyers, employers' and workers' organizations representatives involved in the judicial and administrative justice proceedings as well as trained Law Faculty teachers and students who they use the knowledge acquired after training by the project.
- Increase in the absolute and relative number (in respect to the total) of judicial and administrative rulings which include in their legal arguments - the ILO International Labour Standards.
- Absolute and relative number (in respect to the total) of university teachers responsible for teaching labour law courses trained who use the pedagogical guidelines to impart lessons to their students.

Immediate Objective 2:

- Number of proposals aimed to the creation and strengthening of free legal assistance services validated.
- Number of individuals trained more effectively to conduct or handle hearings for the admission of evidence.
- Absolute and relative number of individuals (in respect to the total trained) that demonstrate that they use frequently the techniques aimed to effectively conduct and handling hearings for the admission of evidence
- Number of harmonized criteria applied by the administrative and judicial officials responsible for labor justice.
- Number of the most relevant administrative and juridical jurisprudence compiled and disseminated.
- Frequency of use by labour law practitioners of the compilations produced by the project.
- Number of individuals trained on legal writing and case preparation.
- Absolute and relative number (in respect of the total trained) that frequency in the use the techniques aimed at improving legal case writing.
- Number of individuals trained on enhancement drafting and legal foundation.
- Absolute and relative number (in respect of the total trained) that frequency in the use the techniques to enhancement drafting and legal foundation.

Immediate Objective 3:

- Number of officials trained in administrative and judicial venues.
- Absolute and relative number (in respect to the total trained) of officials in administrative and judicial venues that routinely use the knowledge delivered by the project on conciliation and mediation techniques.
- Number of national studies regarding perception of the system of the justice administration that are validated.

- Number of proposals designed to enhance the solution of labour conflicts that are validated.

VII Products and Activities

Immediate Objective 1.- At the end of the Project, labour judges and magistrates, prosecutors, ministerial officials, lawyers, representatives of employers' and workers' organizations involved in administrative and judicial proceedings, teachers and students of law school faculties will have a deeper knowledge of the ILO International Labour Standards.

Product 1.1. Labour judges and magistrates, prosecutors, ministerial officials, lawyers, employers' and workers' organizations representatives involved in the administrative and judicial justice proceedings as trained on ILS relative to the fundamental rights to minimum wages, work hours, security and social protection

Activity 1.1.1 Selection of participants and preparation of materials

Activity 1.1.2 Hiring of national consultant

Activity 1.1.3 Carry-out seminars

Activity 1.1.4 Design, development and maintenance of a Web Page

Activity 1.1.5 Hiring of consultants for the preparation of rubricated Labour Codes in conformity with ILS

Activity 1.1.6 Publication and distribution of Codes.

Product 1.2 Law Faculties teachers trained on ILO's ILS; and pedagogical guides to be prepared.

Activity 1.2.1 Hiring of a consultant for the preparation of a pedagogical guide.

Activity 1.2.2 Preparation of the pedagogical guides for teachers and students.

Activity 1.2.3 Preparation and selection of participants.

Activity 1.2.4 Carry-out the courses about ILS

Activity 1.2.5 Publication and distribution of the guides.

Immediate Objective 2: At the end of the project employers and workers requesting the assistance of the labour administrative and judicial authorities will be able to reach a more technically-based solution.

Product 2.1 Existing free legal assistance services strengthen and their creation promoted.

Activity 2.1.1 Hiring of consultants to design a work plan for the creation or strengthening of the services.

Activity 2.1.2 Selection of the participants and preparation of the materials for the sub-regional workshop.

Activity 2.1.3 Carry-out sub-regional workshop to share for experience sharing purposes.

Activity 2.1.4 Selection of participants for the courses and preparation of the informative and teaching materials for the National studies validation workshops.

Activity 2.1.5 Carry-out of national workshops for the validation of the study.

Activity 2.1.6 Design and follow-up of a work plan to strengthen legal assistance services.

Activity 2.1.7 Design and follow-up on a work plan for the creation of legal assistance services.

Activity 2.1.8 Preparation and selection of the participants to a training workshop regarding the preparation of legal argumentation.

Activity 2.1.9 Hiring of a consultant to provide training to the workshop for the legal writing and case preparation.

Activity 2.1.10 Carry-out the training workshop for legal writing and case preparation.

Activity 2.1.11 Hiring of a consultant for the training Workshop aimed to the enhancement of document drafting and legal argumentation.

Activity 2.1.12 Preparation and selection of participants to the training workshop for the enhancement drafting and legal argumentation.

Activity 2.1.13 Carry-out training workshop for the enhancement drafting and legal argumentation.

Product 2.2 *Labour judges and magistrates, prosecutors, ministerial officials, lawyers, employers' and workers' labour organization representatives involved in administrative and judicial proceedings are trained to more effectively conduct or handle the hearings for admission of evidence and case preparation.*

Activity 2.2.1 Signing of a cooperation agreement with the Spanish Judicial School allowing the use of materials created at that institution and preparation of new material and training of judges of the sub-region funded by the Judicial Powers.

Activity 2.2.2 Coordination and supervision of the judges' training.

Activity 2.2.3 Hiring of an international consultant for the National Workshops.

Activity 2.2.4 Selection of participants and preparation of the informative and teaching materials

Activity 2.2.5 Carry-out national workshops.

Activity 2.2.6 Hiring of an international consultant for the sub-regional workshop.

Activity 2.2.7 Selection of the participants and preparation of the informative and training materials.

Activity 2.2.8 Sub-Regional Workshop regarding techniques for the admission of evidence

Product 2.3 A significant number of criteria applied by the administrative and judicial officials responsible for labour justice are harmonized

Activity 2.3.1 Signing of a cooperation agreement with the Spanish Judicial School allowing the use of materials created at said institution in order to prepare new materials and provide training to judges of the sub-region, funded through the Judicial Powers.

Activity 2.3.2 Hiring of an international consultant

Activity 2.3.3. Selection of the participants and materials preparation.

Activity 2.3.4 Carry-out of the national workshops for the identification of dissenting criteria.

Activity 2.3.5 Carry out national workshops for the unification of the dissenting criteria.

Product 2.4 Administrative and judicial jurisprudence with the collaboration of the Ministries of Labour, the Supreme Courts of Justice, the Bar Associations, and the Law Schools are compiled and disseminated

Activity 2.4.1 Hiring of consultants for the compilation and organization of Jurisprudence.

Activity 2.4.2 Publication, distribution of the compilation and preparation of the National Workshops.

Activity 2.4.3 Selection of the participants and preparation of materials.

Activity 2.4.4 Performance of the National Workshops

Immediate Objective 3: Upon completion of the project, the employers and employees that request the services of administrative or judicial labour authorities obtain a more expedited resolution of labour conflicts.

Product 3.1. To train a significant number of officials, both at the administrative and the judicial levels, responsible for conciliation and mediation techniques in International Labor Standards.

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Activity 3.1.1 Hiring of course facilitators.

Activity 3.1.2 Selection of the participants and preparation of materials.

Activity 3.1.3 Carry-out courses.

Product 3.2 Procedure for the resolution of labour conflicts are analyzed and evaluated

Activity 3.2.1 Hiring of consultants to create a national study, -one for each target group (employers and workers),- in of the perception of the Justice Administration System.

Activity 3.2.2 Selection of participants and preparation of materials.

Activity 3.2.3 Performance of the National Validation Workshops

Activity 3.2.4 Hiring of Consultants to prepare an evaluation of the Conflict Resolution Systems.

Activity 3.2.5 Selection of the participants and preparation of materials for National Workshops.

Activity 3.2.6 Performance of the National Workshops for the evaluation of the applicable proceedings toward the solution of labour conflicts.

Activity 3.2.7 Selection of the participants and preparation of the materials for the Sub-Regional Workshop.

Activity 3.2.8 Carry out Sub-Regional Workshop to validate the proceedings applicable to the solution of labour conflicts.

VIII List of Major Inputs

1. Donor

a. Resources to hire the following personnel:
- A Project Coordinator
- A technical assistant
- A team of consultants
- A Secretary
- An administrative and financial assistant

b. Resources for the missions of project personnel
c. Resources to measure progress in the middle and upon completion of the project.
d. Resources for training activities and publication of materials.
e. Resources to set up offices (office space, equipment, miscellaneous, maintenance)

2. Nationals

The Ministries of Labor, the Judicial Powers, the Workers and the Employers Organizations, the Bar Associations and the Universities that teach Law must assign liaison personnel for Project activities, and must make contributions in kind, within their abilities, such as equipment, materials and supplies, meeting rooms, time of officials (drivers, secretaries, technicians), etc.

IX Assumptions

To attain such results, the Project will assume that:
- Democracy is the prevalent system in the countries covered by the project.
- Differences among counterparts do not prevent tripartite discussions on compliance with ILO international labor standards related to freedom of association, the right to organize and collective bargaining, the elimination of all forms of forced or compulsory work, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labor, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety and social protection, in the context of the processes of regional integration and the implementation of free trade agreements.

- The economic and social situation of the countries does not prevent executing the project.
- The States of the countries covered by the Project continue to be full members of the ILO.
- No natural phenomena hinder project execution.
- In relation with immediate objective 2, the achievement of product 2.3 depends directly of the willingness of the administrative and judicial staff charged with administering labour justice to accept the idea of unifying diverging criteria that exists among them.

X Pre-Requisites

- The Governments, the Employers and the Workers Organizations, the Supreme Courts of Justice, the Bar Associations and the Universities which teach Law must offer the necessary conditions to execute the project, in the form of the abovementioned national inputs.

XI Monitoring, evaluation and reporting

The Chief Specialists in Labor Law and Social Dialogue and in International Labor Standards of the Sub-Regional ILO Office in San Jose shall supervise the development of an annual work plan that will be closely related to the objectives, indicators, outputs and activities, and other aspects defined in the foregoing Project document.

This work plan shall follow the guidelines established by the ILO for this purpose.

In addition, work plans shall include, in detail, the resources to be used by budget item, for execution of project activities during the term of the plan.

The ILO shall submit technical progress reports to the donor every six months, in accordance with the timetable established by mutual agreement between the USDOL and the ILO. Self-evaluations will be carried out once a year, also following the respective guidelines.

Lastly, the Project shall be subject to two independent external evaluations, one at project mid term to determine any changes required by the project, and one upon project completion. The terms of reference shall be defined by ILO and submitted to the donor and the counterparts for review.

XII Preliminary Budget Estimate

ANNEX 3
Most Recent Progress Report

PROJECT #: RLA/06/08M/USA	**COUNTRY/PROJECT NAME:** Labour Justice Training	
FUNDING: USDOL	**PROJECT DURATION**: 2 years	**EVALUATION DATES:** Mid-term: February 2008 Final: September 2008
DATE SUBMITTED: March 31, 2008	**REPORTING PERIOD:** September 2007 - February 2008	**CONTACT:** Alexander Godínez Vargas Coordinator godinez@oit.or.cr Tel: 506 – 253 1811 and 253 0675 Apdo 502-2050 Montes de Oca. Costa Rica

PROJECT OBJECTIVES:

Development Objective: To contribute to strengthen labour justice, at the administrative and judicial level, so as to advance in the effective compliance of ILO's International Labour Standards related to the freedom of association, the right to organize and collective bargaining, the elimination of all forms of forced or compulsory work, the respect for a minimum age for the employment of minors, the prohibition and elimination of the worst forms of child labour, and the compliance with acceptable work conditions regarding minimum wages, work hours, and occupational health and safety and social protection in the context of regional integration processes and the implementation of free trade agreements.

Immediate Objective(s):

Immediate Objective 1.- At the end of the Project, labour judges and magistrates, prosecutors, ministerial officials, lawyers, representatives of employers' and workers' organizations involved in administrative and judicial proceedings, teachers and students of law school faculties will have a deeper knowledge of the ILO International Labour Standards.

Immediate Objective 2.- At the end of the project employers and workers requesting the participation of the labour administrative and judicial authorities obtain a more expedited resolution of conflicts.

Sub Immediate Objective(s):

Sub objective 1.1 At the end of the project, judges and labour magistrates, prosecutors, magisterial officials, lawyers, representatives of employers' and workers' organizations involved in administrative justice proceedings, teachers and students of law faculties will have a better knowledge of the ILO oversight system with respect to labour rights and the national obligations related to ratified ILO International Labour Standards

Sub objective 1.1.2. At the end of the project labour judges and magistrates, prosecutors, judges, ministerial officials, lawyers, representatives of employers' and workers' organizations involved in the administrative and judicial justice proceedings, teachers and law faculties students will have a better knowledge of the national legislation and how it supports recognized internationally labour rights.

Sub objective 1.1.3. At the end of the project a formative module will have been developed so that national judicial academies are prepared to provide training in regard to the application of those internationally recognized labour rights, how they relate to national legislation and promote consistent interpretation of jurisprudence.

I.- OVERALL PROGRESS

For this project, this period has meant consolidation of implementation of activities related to counterparts and coordination with other initiatives in the subregion. But the most important thing was that the project could recount more than a thousand key actors of the labour justice system prepared to face in different and better ways routinely challenges that labor issues brought. Judges, Labour officials, employers and employees advisors, professors who can work as multipliers of the knowledge acquired with renew materials. Furthermore, the project has achieved a significant qualitative and quantitative participation, greater than the goals committed to (see appendix N°1 PMP).

Relating with PMP is necessary to asset that the large training is scheduled for this year so that in some indicators there aren't any new data to report, any way we prefer to include all the PMP.

Courses on International Labor Standards

In the final quarter of 2007, 100% of all courses on International Labor Standards (ILS, henceforth) related to the fundamental rights conventions that were pending have been executed, that is, courses for judges in Dominican Republic, with workers' representatives and advisors and finally another for employers' advisors in Guatemala, those courses were part of the 19 programmed in the first semester of the last year, but in coordination with the counterparts they were re-schedule. More than 500 hundred judges, labour officials, employers and employees counsels, professors were trained (please see Appendix No. 2 – Summary of ILS courses).

We have created a summary of all the evaluations by participants for this first ILS experience, in order to make the most of these comments from participants to improve the course design and form for the second round that has already begun. Even if the topics are different, logistics are very similar to those in the round already executed (please see the complete text in Appendix Nº3).

Some of the ideas for improvement that the first part of these training activities have provided us are, on the one hand, the need to link ILS with each national reality in a much better way, together with the project's commitment to leave national consultants in all sectors, to warranty sustainability

The workshop for multipliers sought to solve both challenges. The experience that had been carried out with national instructors, who had been named by sector, was utilized. Space was given to them in order that they might interact with ILO instructors, aside from receiving the complete ILS course, with a profound emphasis for them to be prepared for the courses. The interactions in the courses with ILO experts were very successful in this first experience. (Please find the curricular design in Appendix No.4 – Course Design for Multipliers).

This workshop was implemented in Costa Rica on February 13 – 15 and most national instructors participated (14 out of 20). An advantage was that those who could not attend this event were mostly trade union and employers' organizations advisors and therefore we can take these objectives up again in courses aimed at judges and staff from Ministries of Labor in their countries, which are programmed for the first semester of 2008, while courses for employers' and workers' advisors are not scheduled to begin until June.

For 2008, according to plan, the topics to be covered in ILS courses for all sectors are Safe Work, Wages and Salaries, Hours of Work, and Social Security.

These topics will complete cycle of courses on International Standards directly related to labor rights included in Chapter 16 of CAFTA (Central American and Dominican Republic Free Trade Agreement) with the United States.

Courses have begun implementation. The first country was El Salvador, where two events have been carried out; the first for judges and another for Ministry of Labor staff, teachers from the Project's beneficiary universities, labor prosecutors and members of the Salvadoran Association of Labor Law (please find attached a summary of participants, the agenda, photographs, a news summary video and the audio in Spanish from the inauguration).

Results from the evaluation survey on these first two courses were extremely satisfactory (please see Appendix 5 – Course Evaluations). Participants especially appreciated coverage of topics seen from an international perspective, such as wages and salaries and work hours, since these are not usually studied. On the other hand, it is worth emphasizing the excellent number of participants and support given by both institutions. It is still too early to ascertain any impact in the use of knowledge derived from this training, but we expect that such impact will be considerable, as was the case with the first experience, since these topics routine for the players who participate in the labor justice system.

Courses on Enhancement of Drafting of Judicial and Legal Ruling

During 2007, work was carried out on curricular design for courses on enhancement of drafting of judicial and legal resolutions improving the experience in this topic of the National Judicial School in Dominican Republic (Appendix Nº6, Course Design).

During the first 4 workshops of the 10 programmed, 126 officers from Ministries of Labor, judges and professors from Honduras and Nicaragua learned techniques that will help them gain knowledge of theory and practice of doctrine, legal and case law fundamentals, as well as techniques for writing judicial and administrative resolutions.

This is one of the most practical and useful training for participants, due to the fact that learning these techniques will allow them to used them permanent and immediately by trained professionals and this will be particularly important for judges or officials who are competent for administratives and judicial resolutions.

In Honduras, the first two courses on enhancement of drafting of judicial and legal rulings were carried out, In case of Nicaragua courses were carry on March. Participants were judges and appellate magistrates (Appendix 7 – Summary of Participants, Work Agenda, Photographs). Staff from the Ministry of Labor shared the course with professors from different universities.

Agreement between beneficiaries' needs and the topics was reflected by the high grades the course received when graded by participants (Appendix 8 – Summary of Evaluations)

Emphasis on practice in the courses should translate into regular use of new techniques in the participants' workplace. Obviously, results on participants' behavior will not be available until the next report, since less than a month has elapsed since the course was completed.

Tripartite Labor Certificate programs

Two of the last products assigned to the Project were to launch certificate programs or *diplomados* on Labor Law, to be executed exclusively in Nicaragua and Honduras.

In order to implement these certificate programs, meetings were first held with representatives from beneficiaries in each of the countries, in order to seek consensus in universities where such a program could be carried out. With this consensus, in Nicaragua, the Universidad Centroamericana (UCA) was designated, as was the Universidad Nacional Autónoma (UNAH) in Honduras.

These certificate programs are expected to last no less than four months and lessons are given by professors selected by the universities and with experts appointed by ILO. The basic study program has been designed by the Project; nonetheless, each university has adapted to the national reality and needs. The UCA program in Nicaragua is ready (Appendix 9 – Program) and the first certificate program (*Diplomado Tripartito*) was inaugurated on February 22, 2008 in Nicaragua, with an activity on Labor Rights and International Commerce. In this case, 40 people are participating, again they come from different sectors. Unions organizations, employers and Labour officials are the main target, however, due to the interest expressed by other sectors and in coordination with the University, it has been broader to include labor law professors and judges, which allows an important intermingle, as well as improve the possibilities of social dialogue. (Appendix No. 10- List of Participants)

Classes are given on Saturdays in Nicaragua and the first day of class was on February 23, on the day the course started.

With respect to the certificate program in Honduras, it is programmed to begin during April. The program is in the process of being reviewed and the budget is being prepared together with UNAH.

Workshops on Techniques for handling the hearings for the admission of evidence

During the third quarter of the year two programmed courses on for handling the hearings for the admission of evidence were completed during this period.

As we had detailed in our prior report, the Spanish General Council of the Judicial Branch collaborated in this workshop and this allowed us to use all their training materials that has been used, two judges from Spain, as well as videos from real trials in which Supreme Court judges had a chance to participate during study internships carried out as part of this Project's activities, and the complete original files. During these courses, 123 judges and employees from the Ministry of Labor were trained (please see Appendix 11 -– Table of Participants).

All materials used in this training are improving by the facilitators to let the Centro America judicial schools could easily repeat the experience. The improvement includes the recording of new cases and it expected to be done in this first semester.

Judicial Oratorical Techniques Program

Additionally in Guatemala, it was possible to carry out, during this semester, a pilot plan with the Supreme Court of Justice in order to improve techniques used by labor judges to manage oral hearings. Almost 50 judges and magistrates were trained. (Appendix 12 Table of Participants in the **Program for Judicial Oratorical Techniques**). This workshop was different than that which was carried out with the Spanish judges. In this latter opportunity, the aim was to improve techniques for judges to better manage verbal and non-verbal communication elements in oral hearings, improving his or her abilities to communicate with advisors, witnesses and experts and therefore reach a fast and better hearing, besides a better conciliation audience. (Please see the program, conclusions and list o f participants Appendix 13 and 14).

Clearly this training fulfills a serious need that judges have; the experience with these first groups of judges indicates that this pilot plan needs to be replicated in all of the countries.

Pedagogical Guides

There have been considerable advances to complete this product could assure sustainability in better way of teaching of the ILS .

The Pedagogical Guide is aimed at students and teachers. Its design has been completed (please see Appendix 15 – Pedagogic Guide Design) and contents and presentations are being reviewed, including a DVD. The Guide is being prepared in such a way that participating universities can use it during the second semester. New and important universities were enroll, such as the Universidad del Istmo in Guatemala, Universidad Autónoma de León in Nicaragua and Universidad de El Salvador (please see Appendix 16, Participating Universities).

With respect to relationships with universities, we should emphasize our joint experience with the Universidad Rafael Landivar in Guatemala. Besides sending their professors to training events and collaborating with the preparation of the Pedagogical Guide, we have been informed that they have amended their Labor Law programs as of this year, in order to include more time and depth for instruction on ILS.

This is also was reported in the section on use of knowledge, in the PMP, however, due to the relevance of this decision, we thought it was necessary to briefly mention this in the main part of the report.

Studies on Perception of Training Needs

A subregional final report has been written on perception surveys; in fact, this report has been useful in modifying course design for activities that the Project has been implementing during this year (please see Appendix 17 – Final Report on Perception of Training Needs).

We need to emphasize important aspects related to changes implemented in ILS courses, since we have already commented on the emphasis on training of multipliers.

The following are broad conclusions reached by the study: “One of the most important [conclusions] that can be extracted from the study that was carried out is that there is a great need for training on diverse topics within the subject of labor law, legislation, standards, conventions, etc. For this reason, responses to interviews and from the focus group confirm what is suitable to offer in each course.
The second conclusion that can be derived is that, except for a few topics, the themes covered fulfilled expectations of interviewed individuals, insofar as they considered that these were necessary topics for their training and were the same as those included in the course content.

A third conclusion is a recommendation to revise the time assigned to the course on admission of evidence.

Lastly, a large percentage of interviewed persons recommended using a combination of methodologies, both long-distance and classroom, and this suggestion should be evaluated.

Unification of Dissenting Criteria Workshops and Labour Thesaurus

As we have recounted in the last technical report, there are delays in most of the countries related to the Labour Thesaurus *"The works started for the compilation and the standardization of labour jurisprudence has evidenced that in some of the countries there are no adequate systems facilitating the attainment of information associated with existing jurisprudence which has meant an additional and highly slow task for the consultants in addition to the term foreseen towards attaining the most relevant resolutions."* The problems with this product are still affecting, because the project hasn't place dissenting criteria yet.

Delays in jurisprudence investigation work, have prevented carrying out the unification dissenting criteria. The Project will continue monitoring consultants' work in the Labor Thesaurus, but in some countries, due to their Court system, it won't be possible at all, to carry out the ***Unification of Dissenting Criteria Workshops***.

Web page project

The Web page is completed and may be verified at: www.oit.or.cr/justicialaboral y www.justicia-laboral.org. This page has not been yet officially launched with the Project's counterparts. This launch is planned for the month of April. The web page is linked to the ILO Subregional web, so that, after project ends, it could stay working there. Placed the web in the ILO page, took more time than project expected, but right now is working well.

Other activities:

1. 1. The Project participated in the Workshop for National Consultation by the workers' organizations in Nicaragua, in order to adopt the National Plan for Decent Work and to present a balance of activities within the Project. (Appendix 18 – Program for the Workshop for National Consultation by the workers' organizations in Nicaragua).

2. 2. On February 28, 2008, the Project participated in a national meeting called by the United States Embassy in Nicaragua, in order to coordinate actions among all programs financed with CAFTA funds. In this meeting, agreements were reached with respect to exchange of information and also the creation of a

permanent organization for coordination, in order to guarantee better use of resources.

3. The Project participated in the Sub-regional Meeting of Assistant Ministers of Labor that was held in Costa Rica on January by the project for Verification of White Paper Commitments. During this meeting, a progress report on the Project implementation was presented to all the Assistant Ministers (Appendix No. 19 – Meeting Program).

II.- MAJOR TRENDS

Experience in execution of activities during the past year has told us that this year we can expect a high level of fulfillment in our work plan.

III.- PROBLEMS, PROPOSED SOLUTIONS, ACTIONS TAKEN OR REQUIRED

4. As we mentioned in our prior report, it has been difficult to proceed with the work of jurisprudence compilation because most institutions have little capacity for compiling such information. The above has been an obstacle that has turned advancement into a very slow and arduous process. Contracts for consultants have had to be extended hoping that work will be concluded by the end of June.

5. Closely related to the above-mentioned problem, courses for unifying dissenting criteria have been suspended until investigations on systematization of jurisprudence have been completed. As we have explained before, this activity is a necessary antecedent for the unification of dissenting criteria workshops and therefore, no activities have been programmed so far and the contract prepared for the consultant to develop this topic has been cancelled. We must now wait for the work on jurisprudence to proceed, in order to reprogram this activity.

APPENDIX

Appendix Nº1 PMP

Project Title and Code PERFORMANCE MEASUREMENT PLAN - TABLE 1									
Performance Indicator	**Indicator Definition**			**Project Time Frame**					
	& Unit of Measurement	**Baseline Situation**		**January to June 2007**		**July to December 2007**		**January to June 2008**	
		Year	**Value**	**Planned**	**Actual**	**Planned**	**Actual**	**Planned**	**Actual**
I.O.1.- At the end of the Project, labour judges and magistrates, prosecutors, ministerial officials, lawyers, representatives of employers' and workers' organizations involved in administrative and judicial proceedings, teachers and students of law school faculties will have a deeper knowledge of the ILO International Labour Standards.									
1. Number of labour judges and magistrates, prosecutors, ministerial officials, lawyers, employers' and workers' organizations representatives involved in judicial and administrative proceedings teachers and students of law faculties trained	# of people trained	2007	0	150	**267**	150	**304**	300	**87**
2.Absolute and relative number (in respect to the total trained) of labour judges and magistrates, prosecutors, ministerial officials, lawyers, employers' and workers' organizations representatives involved in the judicial and administrative justice proceedings as well as trained Law Faculty teachers and students who they use the knowledge acquired after training by the project.	% increase if people using the knowledge acquired after training	2007	0	10% by end 2007	**7%**	10% by end 2007	**12%**	15%	**0**
3. Increase in the absolute and relative number (in respect to the total) of judicial and administrative rulings which include in their legal arguments - the ILO International Labour Standards.	% increase and # of resolutions including ILS	2007	0	10% increase	**7%**	10% by end 2007	**12%**	15%	**0**
4.Absolute and relative number (in respect to the total) of university teachers responsible for teaching labour law courses trained who use the pedagogical guidelines to impart lessons to their students.	# of teachers using the pedagogical guide	2007	0	0%	**0**	0%	**0%**	80%	**0**

Project Title and Code PERFORMANCE MEASUREMENT PLAN - TABLE 1										
Performance Indicator	**Indicator Definition**			**Project Time Frame**						
	& Unit of Measurement	**Baseline Situation**		**January to June 2007**		**July to December 2007**		**January to June 2008**		
		Year	**Value**	**Planned**	**Actual**	**Planned**	**Actual**	**Planned**	**Actual**	
I.O.2.- Immediate Objective 2.- At the end of the project employers and workers requesting the participation of the labour administrative and judicial authorities obtain a more expedited resolution of conflicts.										
1. Number of proposals aimed to strengthening of free legal assistance services validated.	# of proposals	2007	0	0	0	0	**0**	3	**0**	
2. Number of individuals trained more effectively to conduct or handle hearings for the admission of evidence	# of people trained	2007	0	0	0	125	**123**	0	**44**	
3. Absolute and relative number of individuals (in respect to the total trained) that demonstrate that they use frequently the techniques aimed to effectively conduct and handling hearings for the admission of evidence	% increase of people using the knowledge acquired after training	2007	0	0	0	15%	**0**	15%	**0**	
4. - Number of harmonized criteria applied by the administrative and judicial officials responsible for labor justice.	# of harmonized criterias	2007	0	0	0	5	**0**	10	**0**	
5. Number of the most relevant administrative and juridical jurisprudence compiled and disseminated.	# of compilations	2007	0	0	0	0	**0**	5	**0**	
6. Frequency of use by labour law practitioners of the compilations produced by the project.	# of people who used the compilations	2007	0	0	0	0	**0**	100	**0**	
	# of "times "of used	2007	0	0	0	0	**0**	200	**0**	
7. Number of individuals trained on legal writing and case preparation.	# of people trained	2007	0	0	0	0	**0**	100	**0**	
8. Absolute and relative number (in respect of the total trained) that frequency in the use the techniques aimed at improving legal case writing.	% increase if people using the knowledge acquired after training	2007	0	0	0	0	**0**	15%	**0**	

9. Number of individuals trained on enhancement drafting and legal foundation.	# of people trained	2007	0	0	0	0	**0**	100	**126**	
10. Absolute and relative number (in respect of the total trained) that frequency in the use the techniques to enhancement drafting and legal foundation.	% increase if people using the knowledge acquired after training	2007	0	0	0	0	**0**	15%	**0**	
11. Number of individuals trained on Tripartite courses.	# of people trained	2007	0	0	0	0	**0**	60	**40**	
12. Increase in the absolute and relative number (in respect to the total) of labour officials, legal advisors of workers and employees in Honduras and Nicaragua which that demonstrate that they use frequently the techniques aimed.	% increase if people using the knowledge acquired after training	2007	0	0	0	0	**0**	10%	**0**	

o

Project Title and Code PERFORMANCE MEASUREMENT PLAN - TABLE 1									
Performance Indicator	**Indicator Definition**			**Project Time Frame**					
	& Unit of Measurement	**Baseline Situation**		**January to June 2007**		**July to December 2007**		**January to June 2008**	
		Year	**Value**	**Planned**	**Actual**	**Planned**	**Actual**	**Planned**	**Actual**
I.O.3: Upon completion of the project, the employers and employees that request the services of administrative or judicial labour authorities obtain a more expedited resolution of labour conflicts.									
1. Number of officials trained in administrative and judicial venues.	# of people trained	2007	0	0	0	100	0	100	0
2. Absolute and relative number (in respect to the total trained) of officials in administrative and judicial venues that routinely use the knowledge delivered by the project on ILS	% increase if people using the knowledge acquired after training	2007	0	10% by end 2007		10% by end 2007	0	15%	0
3. - Number of national studies regarding perception of the system of the justice administration that are validated.	# of perception studies validated	2007	0	10	0	0	**17**	0	0
4.Number of proposals designed to enhance the solution of labour conflicts that are validated	# of proposals	2007	0	0	0	0	0	3	0

Annex 2. International Labour Standards 2007 participants summary chart

International Labour Standards 2007					
	Employees legal advisors		Employers Legal advisors		
Country	♂	♀	♂	♀	**Total**
Guatemala	20	16	8	9	**53**
	Judges				
Dominican Republic	**18**	**25**			**43**
Total					**96**

Annex 2.1 Dominican Republic Judges ILS Workshop 2007

Dominican Republic	Judges
METHODOLOGY	
You appraise the methodology used in this course as:	94
The methodology used helped your consideration and appropriation of the contents and abilities as:	94
The activities performed helped you understand the contents:	94
The theoretical-practical combination of this course in your experience was achieved:	91
The work load during the duration of the course was:	88
Time distribution among the different activities was:	88
The timetable to carrying out the course was:	88
The evaluation performed was:	90
DEVELOPED CONTENTS	
You consider he pertinence and actuality of the developed contents:	98
The in-depth levels of the contents were in line with the knowledge and experience of the participants as:	96
You consider the quantity of the analyzed matters as:	92
You consider the usefulness of the contents and the activities performed during the course in regard to your labor practice as:	94
COORDINATION AND PREMISES	
Coordination of the course was:	91
The information provided in connection with the activity (dates, schedules, contents, methodology, location) was:	93
The information provided in connection with the education and experience of facilitators was:	92
The status of the premises where the course took place was:	93
The conditions of the furniture in terms of comfort were:	89
Access to different services (food, hygiene, rest) was:	72
The needs and other issues submitted by the participants were dealt with:	91
treatment received from administrative and coordinating staff was:	94

FACILITORS (GENERAL AVERAGE)	
Was his/her delivery clear and didactical?	97
Did he/she evidence mastery of the contents?	98
Did he/she satisfactorily clear out doubts from participants?	95
Did he/she provide examples to their deliveries?	96
Did he/she carry out application practices of the developed contents?	89
Did he/she promote the participation of those assisting to the course?	95
Did he/she show any interest in regard to the learning abilities of the participants?	96
Did he/she use a number of different strategies to achieve the learning abilities of the participants?	94
Did he/she develop a fluent communication with the participants (knows how to listen, immediately deals with doubts and comments)?	97
Did he/she show ability to manage the group?	98
Did he/she show respect and openness to participants?	97
Did he/she adapt their deliveries to the characteristics and requirements of the participants?	97
Did he/she take into account the own knowledge and experience of the participants?	96
Was he/she punctual and responsible?	98

Annex Nº 2.3 Guatemala ILS workshop 2007

Guatemala	Employers
METHODOLOGY	
You appraise the methodology used in this course as:	98
The methodology used helped your consideration and appropriation of the contents and abilities as:	100
The activities performed helped you understand the contents:	98
The theoretical-practical combination of this course in your experience was achieved:	92
The work load during the duration of the course was:	96
Time distribution among the different activities was:	96
The timetable to carrying out the course was:	92
The evaluation performed was:	96
DEVELOPED CONTENTS	
You consider he pertinence and actuality of the developed contents:	100
The in-depth levels of the contents were in line with the knowledge and experience of the participants as:	98
You consider the quantity of the analyzed matters as:	96
You consider the usefulness of the contents and the activities performed during the course in regard to your labor practice as:	98
COORDINATION AND PREMISES	
Coordination of the course was:	90
The information provided in connection with the activity (dates, schedules, contents, methodology, location) was:	98
The information provided in connection with the education and experience of facilitators was:	90
The status of the premises where the course took place was:	94
The conditions of the furniture in terms of comfort were:	96
Access to different services (food, hygiene, rest) was:	98
The needs and other issues submitted by the participants were dealt with:	98
Treatment received from administrative and coordinating staff was:	96
FACILITORS (GENERAL AVERAGE)	
Was his/her delivery clear and didactical?	96
Did he/she evidence mastery of the contents?	99
Did he/she satisfactorily clear out doubts from participants?	98
Did he/she provide examples to their deliveries?	96
Did he/she carry out application practices of the developed contents?	86
Did he/she promote the participation of those assisting to the course?	90
Did he/she show any interest in regard to the learning abilities of the participants?	97
Did he/she use a number of different strategies to achieve the learning abilities of the participants?	89
Did he/she develop a fluent communication with the participants (knows how to listen, immediately deals with doubts and comments)?	95
Did he/she show ability to manage the group?	97
Did he/she show respect and openness to participants?	99
Did he/she adapt their deliveries to the characteristics and requirements of the participants?	98
Did he/she take into account the own knowledge and experience of the participants?	97
Was he/she punctual and responsible?	96

Annex N°3. Summary of all Course Evaluations
International Labor Standards

1. INTRODUCTION

This report was produced in order to integrally evaluate those courses that have been offered in each of the countries.

Data have been tabulated according to the proposal that was presented, and these allow a general evaluation of:

a) Methodology that was used
b) Content that was developed
c) Self-evaluation of participants
d) Coordination and facilities
e) Facilitators

With respect to facilitators, an individual evaluation was obtained, so a general evaluation of their interventions is also possible.

The analytical methodology for this evaluation, as developed by the Project, is transcribed below:
Each training event will be evaluated by applying a participant opinion survey at the end of each course.

Data generated from the participant opinion survey will be processed using the following tools:

a) Form to be filled by participants who complete the course.
b) Summary form containing data from the opinion survey.
c) Form with results of processed data.
d) Document with conclusions and recommendations.

Number of surveys, by course
Taking into account that up to 30 people can participate per group, an automated tool will be available for data processing and to obtain information that accurately represents opinions from participants in the training program. The survey will be applied to the entire student population completing each course.

Basic data acquisition
Data that will be the basis for grading the course will be obtained from the forms or surveys applied to all participants completing each course. In order to increase free expression on the part of participants in the course, surveys will be applied by the

institution's administrative personnel without the professor being present when the forms are being filled. These will be anonymous.

Forms that will be filled by participants completing the course
Forms include 49 questions. Variables for data processing according to the type of question are described below:

a) Values assigned to single response questions with respect to quality
- 1: Poor
- 2: Acceptable
- 3: Good
- 4: Very good

b) Values assigned to single response questions with respect to aspects of frequency:
- 1: Never
- 2: Few times
- 3: Almost always
- 4: Always

c) Values assigned to multiple-choice questions:
- 1: If it is selected
- 0: If it is not selected

d) Values assigned to Yes or No questions:
- 1: If the answer is YES
- 2: If the answer is NO

Because the arithmetic mean is used with decimals in order to improve representation among the population of processed data, the following scale will be used to assign letter grading to the obtained results. This needs to be manually entered since it is not part of the automated system:

Poor: between 1 and 1.9
Acceptable: between 2 and 2.7
Good: between 2.8 and 3.4
Very good: between 3.5 and 4

2. GENERAL COURSE ASPECTS

As was mentioned above, four aspects were evaluated: methodology that was used, content that was developed, self-evaluation of participants, and coordination and facilities.

Summary tables are presented below.

Each course was assigned a number, in the following fashion:

NUMBER	COUNTRY AND SECTOR
1.	Guatemala, Ministry of Labor
2.	Guatemala, Court
3.	Guatemala, Reception of Proof
4.	Guatemala, workers
5.	Guatemala, employers
6.	El Salvador, Ministry and Court
7.	El Salvador, Reception of Proof
8.	El Salvador, workers
9.	El Salvador, employers
10.	Honduras, Ministry of Labor
11.	Honduras, Court
12.	Honduras, Reception of Proof
13.	Honduras, workers
14.	Honduras, employers
15.	Nicaragua, Ministry of Labor
16.	Nicaragua, Court
17.	Nicaragua, workers
18.	Nicaragua, employers
19.	Dominican Republic, Ministry of Labor
20.	Dominican Republic, Court A
21.	Dominican Republic, Court B
22.	Dominican Republic, workers
23.	Dominican Republic, employers

2.1 METHODOLOGY THAT WAS USED

Aspects that were evaluated by participants are as follows:

1. You consider that the methodology that was used was:
2. The methodology that was used promoted reflection and capturing content and abilities in the following way:
3. Activities that were carried out helped you understand the content in the following way:
4. You consider that the combination of theory and practice in this course was achieved in the following way:
5. The amount of work during this course was:
6. You feel that the allotment of time for the different activities was:
7. You feel that the schedule that was selected for this course was:
8. You consider that the evaluation in this course was:

METHODOLOGY THAT WAS USED																									
COURSE NUMBER	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	**AVERAGE**	**GRADE**
1	3.5	3.6	4.0	3.3	3.9	3.9	3.9	3.5	3.6	3.4	3.6	3.7	3.2	3.8	3.7	3.4	3.8	3.2	3.7	3.7	3.9	3.7	3.4	**3.5**	**VG**
2	3.6	3.8	4.0	3.5	4.0	3.9	4.0	3.5	3.6	3.4	3.6	3.8	3.3	3.8	3.7	3.6	3.7	3.5	3.6	3.6	3.9	3.9	3.3	**3.5**	**VG**
3	3.5	3.6	3.8	3.4	3.9	3.9	3.9	3.6	3.6	3.5	3.6	3.7	3.3	3.9	3.4	3.5	3.8	3.4	3.7	3.6	4.0	3.9	3.5	**3.5**	**VG**
4	3.5	3.5	3.7	3.2	3.7	3.6	3.7	3.6	3.5	2.6	3.3	3.5	3.0	3.7	3.4	3.3	3.5	3.2	3.6	3.5	3.8	3.5	3.3	**3.3**	**VG**
5	3.3	3.3	3.6	3.3	3.9	3.7	3.6	3.7	3.4	3.0	3.4	3.9	2.7	3.7	3.4	3.4	3.5	3.0	3.5	3.4	3.6	3.1	3.3	**3.3**	**VG**
6	3.6	3.3	3.6	3.2	3.9	3.7	3.6	3.6	3.6	2.9	3.3	3.8	2.8	3.9	3.4	3.1	3.6	3.3	3.6	3.4	3.7	3.3	3.4	**3.3**	**VG**
7	3.5	3.3	3.6	3.4	3.7	3.5	3.6	3.7	3.4	3.0	3.5	3.7	2.9	3.7	3.5	3.3	3.5	3.2	3.6	3.5	3.6	3.4	3.3	**3.3**	**VG**
8	3.7	3.5	3.6	3.3	3.9	3.8	3.8	3.6	3.4	3.5	3.8	3.9	3.1	3.8	3.6	3.6	3.4	3.4	3.4	3.5	3.7	3.5	3.5	**3.4**	**VG**
AVERAGE	3.5	3.5	3.7	3.3	3.8	3.7	3.8	3.6	3.5	3.1	3.5	3.7	3.0	3.8	3.5	3.4	3.6	3.3	3.6	3.5	3.8	3.5	3.4	**3.4**	**VG**

It can be seen that each of the items was evaluated as Very Good (VG) in the case of Guatemala - workers (4), Honduras - Ministry of Labor (10), Nicaragua - Court (16), Nicaragua - employers (18) and Dominican Republic - employers (23). General grading for the abovementioned items referring to methodology was Good (G).

2.2 CONTENT THAT WAS DEVELOPED

Questions in this section were:

9. You feel that the content that was developed was pertinent and current:
10. The depth reached by the content was adequately adjusted to participant knowledge and experience:

11. You feel that the amount of subject matter that was developed was:
12. You feel that the content and activities that were carried out are useful to you in your work:

CONTENT THAT WAS DEVELOPED																									
COURSE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	AVERAGE	GRADE
9	3.8	3.7	3.9	3.5	4.0	3.9	3.9	3.7	3.9	3.7	3.6	3.9	3.3	4.0	3.7	3.8	3.7	3.7	3.9	3.8	4.0	3.8	3.9	3.6	VG
10	3.5	3.5	3.7	3.3	3.9	3.8	3.7	3.6	3.6	3.5	3.5	3.8	3.1	3.9	3.7	3.5	3.7	3.5	3.7	3.7	4.0	3.6	3.5	3.5	VG
11	3.6	3.6	3.8	3.3	3.9	3.8	3.7	3.7	3.6	3.6	3.5	3.6	3.2	3.9	3.7	3.8	3.7	3.6	3.6	3.7	3.7	3.7	3.7	3.5	VG
12	3.7	3.6	3.8	3.4	3.9	3.8	3.8	3.8	3.9	3.8	3.7	3.8	3.2	3.9	3.7	3.8	3.9	3.7	3.8	3.8	3.8	3.7	3.8	3.6	VG
AVERAGE	3.6	3.6	3.8	3.4	3.9	3.8	3.8	3.7	3.8	3.7	3.6	3.8	3.2	3.9	3.7	3.7	3.8	3.6	3.7	3.7	3.9	3.7	3.7	3.5	VG

Course grading results in general were also Very Good in this case. Items were graded as Good only in the following cases: Guatemala - workers (4) and Honduras - workers (13).

2.3 PARTICIPANTS' SELF-EVALUATION

With respect to participants' self-evaluation, the following questions were considered:

13. You feel that communication among participants (students) was:
14. You consider that participants' interventions were:
15. Your global evaluation with respect to what you learned in this course is:
16. This course makes you want to study the topic further:
17. The course allowed you to reflect and appreciate your own practice in the following way:
18. Topics developed in this course solve your training needs in this field in the following way:
19. The level of applicability of this course content in your work is:
20. You have been able to make the most of this course in the following way:
21. Your expectations with respect to content in this course were satisfied in the following way:

PARTICIPANTS' SELF-EVALUATION																									
COURSE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	AVERAGE	GRADE
13	3.3	3.8	3.8	3.5	3.4	3.5	3.7	3.5	3.7	3.5	3.7	3.8	3.0	3.4	3.5	3.7	3.6	3.5	3.6	3.5	3.9	3.5	3.5	3.4	B
14	3.4	3.6	3.6	3.6	3.5	3.3	3.6	3.6	3.3	3.3	3.7	3.6	2.8	3.5	3.5	3.7	3.7	3.3	3.5	3.6	3.4	3.2	3.4	3.3	B
15	3.7	3.5	3.9	3.7	3.9	3.8	3.8	3.6	3.4	3.6	3.8	3.9	3.1	3.9	3.5	3.7	3.7	3.6	3.7	3.6	3.7	3.5	3.5	3.5	VG

PARTICIPANTS' SELF-EVALUATION																									
COURSE NUMBER	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**	**21**	**22**	**23**	AVERAGE	GRADE
16	3.8	3.7	3.9	3.7	3.9	3.9	3.9	3.8	3.6	3.7	3.9	4.0	3.2	4.0	3.7	3.8	3.9	3.9	3.9	3.7	3.9	3.7	3.6	3.6	VG
17	3.7	3.6	3.8	3.3	4.0	3.7	3.7	3.7	3.5	3.7	3.8	3.9	3.2	3.9	3.7	3.7	3.7	3.8	3.7	3.6	3.8	3.7	3.3	3.5	VG
18	3.5	3.5	3.7	3.7	4.0	3.7	3.7	3.7	3.3	3.7	3.9	3.5	3.1	3.6	3.6	3.7	3.7	3.8	3.7	3.6	3.6	3.6	3.4	3.5	VG
19	3.6	3.5	3.7	3.5	4.0	3.8	3.6	3.7	3.4	3.9	3.8	3.6	3.1	3.9	3.7	3.8	3.5	3.7	3.7	3.8	3.6	3.5	3.5	3.5	VG
20	3.8	3.6	3.7	3.6	4.0	3.8	3.8	3.6	3.5	3.7	3.7	3.9	3.3	4.0	3.6	3.7	3.7	3.6	3.8	3.7	3.8	3.8	3.4	3.6	VG
21	3.5	3.6	3.7	3.5	3.9	3.8	3.7	3.8	3.7	3.5	3.7	3.7	3.1	3.9	3.7	3.8	3.6	3.7	3.8	3.6	3.7	3.6	3.4	3.5	VG
AVERAGE	3.6	3.6	3.7	3.6	3.8	3.7	3.7	3.7	3.5	3.6	3.8	3.8	3.1	3.8	3.6	3.7	3.7	3.6	3.7	3.6	3.7	3.6	3.4	3.5	VG

As can be seen, three aspects were graded as Good: Communication among participants and their interventions; when items are taken as a whole, only Honduras - workers (13) and Dominican Republic - employers (23) evaluated them as Good; the rest, as Very Good.

Continuing with the self-evaluation, students were asked about the type of interventions from participants, considering:

a) Responses to questions, doubts, and requirements from facilitators.
b) Ask for clarification on presentations or work that has been carried out.
c) Interventions with respect to questions and comments from other participants.
d) Contribute in discussions.
e) Active participation during group work.
f) Others
g) There were few interventions from participants.

TYPE OF INTERVENTIONS FROM PARTICIPANTS																										
COURSE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Sum	%
A	26	21	25	19	11	24	15	13	9	11	14	10	20	10	20	14	12	13	9	13	6	20	11	346	21%
B	23	18	25	16	10	16	16	13	10	12	14	9	17	10	19	16	11	12	12	12	4	17	7	319	20%
C	26	19	17	18	11	19	16	14	11	16	13	10	15	13	23	10	12	12	14	13	6	15	9	332	20%
D	23	19	3	21	11	19	18	16	11	11	12	10	23	12	19	18	13	8	13	15	7	23	11	336	21%
E	22	11	0	7	6	16	17	11	8	6	9	8	22	0	9	8	4	2	10	13	6	22	9	226	14%
F	7	3	0	1	2	3	1	1	0	0	1	0	1	0	1	0	1	0	1	1	1	1	0	26	2%
G	8	1	0	1	1	5	2	2	1	6	1	0	0	1	0	1	0	2	0	1	1	0	1	35	2%
																								1336	100 %

Most answers were to the first items (Respond to questions, doubts, and requirements from facilitators; Ask for clarification on presentations or work that has been carried out; Interventions with respect to questions and comments from other participants; and Contribute in discussions). Fourteen percent considers that active participation does occur during group work, and in this case, this is a very low percentage since greater participation would be expected in small groups.

A key question in this evaluation is if this course would be recommended to other professionals in their same field of action; **100%** answered they would, a very significant fact that supports and gives a total positive value to courses implemented.

WOULD YOU RECOMMEND THIS COURSE TO OTHER PROFESSIONALS IN YOUR FIELD?																									
COURSE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	%
23 YES	30	24	22	24	13	30	21	21	14	20	19	13	26	15	28	20	15	17	18	18	9	26	13	456	**100**
23 NO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	**0**

2.4 COORDINATION AND FACILITIES

An important aspect for success in any training program is coordination for announcing and offering the program, since a poor performance at this stage can seriously compromise the end result. The same can be said for facilities; if these are inadequate, concentration, motivation, and learning can be impaired.

Questions included here were:

24. Course coordination was:
25. Information you received on this activity (dates, schedule, content, methodology, venue) was:
26. Information you received on facilitators' academic background and experience was:
27. The condition of facilities where the course was held was:
28. Furniture conditions, with respect to comfort, were:
29. Access to various services (for meals, hygiene, rest) within the facilities was:
30. Needs and problems presented by participants were taken care of in the following way:
31. Administration and course coordination personnel treated participants in the following way:

COORDINATION AND FACILITIES																									
COURSE NUMBER	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	AVERAGE	LETTER
24	3,6	3,8	4,0	3,9	3,6	3,9	3,9	3,8	3,8	3,5	3,5	3,9	3,2	3,9	3,7	3,8	3,5	3,7	3,8	3,6	3,8	3,7	3,6	3,6	VG
25	3,7	3,7	4,0	3,7	3,9	3,8	3,6	3,7	3,6	3,4	3,5	3,8	3,2	4,0	3,7	3,7	3,7	3,8	3,8	3,6	3,9	3,7	3,7	3,5	VG
26	3,5	3,7	3,9	3,8	3,6	3,9	3,9	3,6	3,5	3,5	3,7	3,9	3,3	3,7	3,7	3,9	3,7	3,6	3,8	3,6	3,8	3,8	3,7	3,5	VG
27	3,8	3,8	3,8	3,8	3,8	3,6	4,0	3,8	3,8	3,7	3,8	3,9	3,4	4,0	3,6	3,7	3,9	3,7	3,8	3,6	3,9	3,9	3,6	3,6	VG
28	3,8	3,8	3,8	3,8	3,9	3,6	4,0	3,8	3,6	3,7	3,9	3,9	3,2	3,8	3,6	3,8	3,7	3,7	3,8	3,4	3,8	3,7	3,5	3,6	VG
29	3,9	3,8	3,8	3,9	3,9	3,8	4,0	3,7	3,7	3,6	3,9	3,9	3,1	4,0	3,6	3,8	3,7	3,6	3,8	3,1	2,7	3,6	3,6	3,5	VG
30	3,7	3,8	3,7	3,6	3,9	3,8	3,9	3,8	3,8	3,6	3,8	3,9	2,9	4,0	3,7	3,7	3,5	3,6	3,7	3,5	3,8	3,4	3,7	3,5	VG
31	3,9	3,9	3,9	3,8	3,9	3,8	4,0	3,9	3,9	3,6	4,0	3,9	3,1	3,9	3,7	3,8	3,7	3,7	3,8	3,6	3,9	3,6	3,7	3,6	VG
AVERAGE	3,7	3,8	3,9	3,8	3,8	3,8	3,9	3,7	3,7	3,6	3,8	3,9	3,2	3,9	3,7	3,8	3,7	3,7	3,8	3,5	3,7	3,7	3,6	3,6	VG

For each item, evaluation was "Very Good"; when analyzed by countries, only Honduras - workers (13) assigned a "Good" general evaluation.

It can be concluded from this First Part that courses offered were evaluated as "Very Good", considering each of the evaluated aspects. In some countries, a general "Good" evaluation was given, but these were few and do not affect the general evaluation.

3. FACILITATORS

Each facilitator was individually evaluated (except in some cases where only IPEC was mentioned and not the person's name, in order to refer to the facilitator team from this entity).

Items evaluated were:

32. Was his/her presentation clear and didactic?
33. Did he/she have command of the content?
34. Did she/he satisfactorily clear up participants' doubts?
35. Did he/she use examples during his/her presentation?
36. Did she/he carry out practical activities to apply the developed content?
37. Did he/she promote student participation?
38. Did she/he show interest in participants' learning?
39. Did he/she use various strategies to improve participants' learning?
40. Did she/he communicate fluidly with participants (knows how to listen, responds immediately to doubts and comments)?
41. Did he/she demonstrate group management abilities?
42. Did she/he show respect and receptiveness for participants?
43. Did he/she adapt his/her presentation to participants' characteristics and requirements?
44. Did she/he take into account participants' knowledge and experience?
45. Was he/she on time and responsible?

Summary tables are presented below to show each facilitator's evaluation. "Very good" was achieved by **87.5%**, based upon defined criteria; **9.4%** was evaluated as "Good" and **3.1%** (one person) received an "Acceptable" evaluation. Therefore, it can be concluded that facilitator participation was very good and that it fulfilled course requirements, only one case was acceptable and the other three were good. Evaluation criteria were:

Very good: between 3.5 and 4
Good: between 2.8 and 3.4
Acceptable: between 2.0 and 2.7
Poor: between 1 and 1.9

GENERAL FACILITATOR EVALUATION

With respect to facilitators' work, another question that was asked dealt with learning resources that were used: because of participants' characteristics and course objectives, it was expected that they use various participative resources to improve learning. Possibilities were as follows:

A) Conventions
B) Sentences
C) PowerPoint presentations
D) Cases
E) Guides for group discussions
F) Videos
G) Others

The following table shows the results, by facilitator:

VERY GOOD	GOOD	ACCEPTABLE
Antezana (3,84)	C. Rodríguez (3,43)	Medina (2,66)
Arias (3,93)	Tobar (3,44)	
Astorga (3,87)	Torres (3,31)	
Azurdia (3,88)		
Batista (3,89)		
Breton (3,71)		
Cáceres (3,82)		
Caniz (3,87)		
Carbuccia (3,84)		
Castillo (3,91)		
Ciudad (3,71)		
Cueva (3,79)		
Felderhoff (3,54)		
Folguera (3,90)		
G. Rodríguez (3,73)		
García (3,70)		
Godínez (3,73)		
Hernández (3,95)		
IPEC (3,84)		
López (3,86)		
Martín (3,69)		
Meléndez (3,96)		
Ortega (4,00)		
Pereira (3,77)		
Sánchez (3,76)		
Trejo (3,80)		
Urtecho (3,82)		
Villasmil (3,56)		

As can be seen in each table and considering the sum for all facilitators, the highest percentage of resources utilized refers to conventions; the second most used resource were PowerPoint presentations; sentences were in third place and cases in forth. Other resources, such as discussion guides and videos were used rarely or not at all. Resources that were used correspond to plans for the course.

4. CONCLUSIONS AND RECOMMENDATIONS

After analyzing the presented data, the main conclusion that can be drawn is that courses have been favorably evaluated by participants, since most are graded as **Very good**, which is the highest grade possible. This grade stands between 3.5 and 4.0, although a large percentage of grades were greater than 3.5 and closer to 4.0. (These numbers are extracted from the evaluations for different items within the questionnaire. Please see the Appendix).

It is logical that there will always be some grades under **Very good**, but these were minimal and furthermore, they were in the **Good** category (between 2.8 and 3.4). In no case was there an acceptable or poor grade with respect to general course aspects. We must again emphasize a key question in the survey, which was whether participants would recommend this course to other professionals. The answer was YES in 100% of cases. This strengthens further the notion that participants were very satisfied with training received, even if it can always be improved.

With respect to facilitators, their evaluation was very positive as well; only one case was graded as Acceptable and three were Good, but, as was mentioned above, 87.5% graded facilitators as Very Good. Furthermore, it is noteworthy that various learning resources were used, a contributing factor towards greater learning and maintaining interest, concentration, and motivation for the topics.

For future events, aspects receiving a lower grade should be considered, in particular with respect to facilitators' performance. They should receive feedback on the results obtained from this survey and, if necessary, be trained in methodological aspects due to the fact that there is no doubt they are a central element to guarantee that training continues to be offered in such a way that participants' needs and expectations in these courses are satisfied.

Annex 4 Course Plan: International Labor Standards related to Social Security, Wages and Earnings and their Protection, and Working Time. Multipliers Program

Course Plan: International Labor Standards related to Social Security, Wages and Earnings and their Protection, and Working Time	
GENERAL PURPOSE OF THE COURSE: To offer knowledge on ILO conventions and recommendations referring to Social Security, wages and earnings and their protection, and working time, to produce an enhanced comprehension, interpretation, and practical application.	**Program: Strengthening Labor Justice in Central America and Dominican Republic** **Train the Trainers Course**

INTRODUCTION

Three topics make up this train the trainers course: social security, wages and earnings and their protection, and working time

With regard to the first topic, enhance the scope and effectiveness of social protection for all, which is one of the four strategic objectives of the International Labor Organization. Promotion and strengthening of Social Security is an ILO pillar in its effort to achieve decent work for all workers, both male and female; i.e., that they have a productive occupation with fair remuneration, that they can exercise under conditions of freedom, equality, safety, and respect for human dignity.

The ILO Administrative Council assumed the task during the period comprised between 1995 and 2002, to carry out an evaluation of the set of labor standards. As a result of this study, they determined which Conventions and Recommendations are up to date, and for that reason should be promoted on a priority basis, to have a bearing on improving the quality of work.

In June 2001, the International Labor Conference (ILC Number 89) carried out a general discussion, in order to establish ILO's vision of Social Security at the dawn of the 21st Century, and they reached the conclusion that ILO's activities in Social Security should be based on the Declaration of Philadelphia, the concept of Decent Work, and pertinent international standards in this field. Among the main conclusions of this Conference are the following:

1. Social Security is extremely important for the welfare of the workers, their families, and society as a whole. It is a fundamental human right and an essential instrument for fostering social cohesion, and in this way contributes to guaranteeing social peace and integration. It constitutes an indispensable part of government social policy and is an important tool for avoiding and alleviating poverty. Through national solidarity, and a just distribution of the burden, it can contribute to human dignity, equality, and social justice. It is also important for political integration, citizen participation, and the development of democracy.

2. When correctly administered, Social Security increases productivity by providing medical assistance, income security, and social services. Together with a growing economy, and active labor market policies, it is an instrument for sustainable socioeconomic development. It facilitates the structural and technological changes that require an adaptable and mobile labor force. It is worth mentioning that Social Security, even though it represents added costs for enterprise, is also an investment in individuals or a support for them. In the face of globalization and structural adjustment policies, Social Security is more necessary than ever.

Course Plan: International Labor Standards related to Social Security, Wages and Earnings and their Protection, and Working Time

With regard to the topics on wages and earnings and working time, it would seem to be totally needless to justify the importance that both topics have always had within the realm of labor relations, as central elements not only because they represent the core characteristics of working conditions, but also because they are fundamental determinants of the direct and automatic consequences for the daily lives of individuals, affecting or empowering personal development and family life.

Regulation of both aspects was a recurrent theme in labor codes and standards, which rapidly provided the need to prescribe a minimum regulation that would lay beyond the will of the parties for establishing the conditions within which labor would be provided, attending to the highest values of labor health and safety, fair remuneration, assurance of social order and, in more recent times, assist with the objective of decent work.

The International Labor Organization did not stay on the sidelines of these fundamental progressive steps in the labor law culture of the 20th Century, but instead maintained preferential attention on this point, so that in a recent report it acknowledges that "working time has always been a core objective and a topic of capital importance for normative activities" carried out by the Organization, which materialized early on in 1919, on the occasion of adopting the First Convention - Working hours in industry - that was later the subject of other normative developments, general studies and diverse deliberations.

In the case of wages and earnings, the Constitution of 1919 itself makes reference to the "provision of adequate wages or earnings" as one of the improvements required with greatest urgency to promote universal peace, and combat social unease, the poverty and privation that affect so many populations. Among the methods and principles enumerated that were considered appropriate for orienting policies among Member States, was the "payment to the worker of a wage adequate for sustaining a reasonable level of living, according to his/her circumstances of time and place". The Declaration of Philadelphia from 1944 related to the ends and objectives of the Organization reaffirms that: "poverty anywhere constitutes a danger to prosperity everywhere" and highlights the need to foster, among all members, programs that would allow "policies in regard to wages and earnings, hours and other conditions of work calculated to ensure a just share of the fruits of progress to all, and a minimum living wage to all employed and in need of such protection". It was the International Labor Conference of 1928 that adopted the first convention on this matter, referring to the methods for setting minimum wages (No. 26).

ILO's push was followed by others coming from the internationalization of social rights and later reinforced by regional integration procedures; on the other hand, social constitutionality, promoted by the pioneering Constitution of Querétaro (Mexico), contributed decisively to the consideration of basic labor rights as human rights, components of the so-called constitutionality block. Recent jurisprudence from many of the highest courts in Latin America has accepted International Conventions and Treaties on labor rights, applying them directly, determining, in some cases, the inapplicability or unconstitutionality of the infra-constitutional norms of their respective legal systems.

The existing international normative framework that exists in regard to working time and remuneration for work is worthy of a careful study in order to improve comprehension and interpretation, remove obstacles for their complete application, or moreover, promote the adoption of legislative modifications that are understood as pertinent. Unleashing the practice of these characteristics demands training in the contents of ILO international labor standards, and to that end it is appropriate to implement the Course in question, directed to judges, officials from ministries of labor and attorneys and other individuals related to the topic.

METHODOLOGICAL ASPECTS OF THE COURSE

Considering that the target population for the Course is made up of labor judges, staff members of the Labor Administration, legal advisors and social players and university professors, all of whom have

knowledge, experience, and cognizance appropriate to the role they play in the labor relations system, the methodology to be employed must integrate and guide this prior knowledge to the core objective of the Course, which is knowledge of international standards on the topics for this course.

To this end, an attempt will be made to achieve an active learning strategy, starting with the exposition of the consultant to then generate an interchange by course participants, which may be carried out in sub-groups.

Upon completing each topic, a synthesis will be made of the main contents shared, and well as an evaluation of their reception by the participants, in order to verify compliance of the objectives proposed.

I MODULE: GENERAL INTRODUCTION TO THE SOCIAL SECURITY TOPIC

LEARNING OBJECTIVES	CONTENTS	TEACHING - LEARNING TECHNIQUES	RESOURCES	TIME
1. Place the norms on Social Security within the context of ILO's normative activity and the concept of decent work.	1.1 Resolution and conclusions related to Social Security, 89th International Labor Conference, 2001.	– Exposition on the conclusions from the 89th ILC in 2001.	– Conclusions related to Social Security, 89th ILC, 2001. – Multimedia projector and portable computer. – PowerPoint presentation – Whiteboard and markers.	**1 hour**

Annex Nº5. ILS Courses. Evaluation Resume Charts[1] And Photographs 2008

EL SALVADOR	Judges	DOL Officials
METHODOLOGY		
You appraise the methodology used in this course as:	98	90
The methodology used helped your consideration and appropriation of the contents and abilities as:	98	90
The activities performed helped you understand the contents:	98	89
The theoretical-practical combination of this course in your experience was achieved:	96	85
The work load during the duration of the course was:	93	87
Time distribution among the different activities was:	96	87
The timetable to carrying out the course was:	92	86
The evaluation performed was:	97	89
DEVELOPED CONTENTS		
You consider he pertinence and actuality of the developed contents:	99	95
The in-depth levels of the contents were in line with the knowledge and experience of the participants as:	98	92
You consider the quantity of the analyzed matters as:	96	93
You consider the usefulness of the contents and the activities performed during the course in regard to your labor practice as:	98	95
COORDINATION AND PREMISES		
Coordination of the course was:93	93	95
The information provided in conne60ction with the activity (dates, schedules, contents, methodology, location) was:	92	93
The information provided in connection with the education and experience of facilitators was:	93	90
The status of the premises where the course took place was:	93	97
The conditions of the furniture in terms of comfort were:	93	96
Access to different services (food, hygiene, rest) was:	93	98
The needs and other issues submitted by the participants were dealt with:	94	94
Treatment received from administrative and coordinating staff was:	94	99
FACILITORS (GENERAL AVERAGE)		
Was his/her delivery clear and didactical?	99	92
Did he/she evidence mastery of the contents?	99	93
Did he/she satisfactorily clear out doubts from participants?	97	90
Did he/she provide examples to their deliveries?	98	89
Did he/she carry out application practices of the developed contents?	96	83
Did he/she promote the participation of those assisting to the course?	98	89
Did he/she show any interest in regard to the learning abilities of the participants?	99	91
Did he/she use a number of different strategies to achieve the learning abilities of the participants?	96	86
Did he/she develop a fluent communication with the participants (knows how to listen, immediately deals with doubts and comments)?	99	93
Did he/she show ability to manage the group?	99	92
Did he/she show respect and openness to participants?	99	96
Did he/she adapt their deliveries to the characteristics and requirements of the participants?	99	92

[1] Scale 1 to 100%, where 1 is the worst and 100 is excellent.

Did he/she take into account the own knowledge and experience of the participants?	99	92
Was he/she punctual and responsible?	100	96

Annex 5.1 Evaluation chart summary. Workshop for the enhancement of document drafting and legal argumentation

HONDURAS	Judges	DOL Officials
METHODOLOGY		
You appraise the methodology used in this course as:	98	95
The methodology used helped your consideration and appropriation of the contents and abilities as:	99	94
The activities performed helped you understand the contents:	99	98
The theoretical-practical combination of this course in your experience was achieved:	99	98
The work load during the duration of the course was:	97	90
Time distribution among the different activities was:	97	93
The timetable to carrying out the course was:	96	86
The evaluation performed was:	100	97
DEVELOPED CONTENTS		
You consider he pertinence and actuality of the developed contents:	100	96
The in-depth levels of the contents were in line with the knowledge and experience of the participants as:	98	95
You consider the quantity of the analyzed matters as:	100	97
You consider the usefulness of the contents and the activities performed during the course in regard to your labor practice as:	100	98
COORDINATION AND PREMISES		
Coordination of the course was:	97	96
The information provided in connection with the activity (dates, schedules, contents, methodology, location) was:	93	91
The information provided in connection with the education and experience of facilitators was:	91	95
The status of the premises where the course took place was:	96	97
The conditions of the furniture in terms of comfort were:	96	97
Access to different services (food, hygiene, rest) was:	92	95
The needs and other issues submitted by the participants were dealt with:	98	97
treatment received from administrative and coordinating staff was:	100	98
FACILITORS (GENERAL AVERAGE)		
Was his/her delivery clear and didactical?	99	98
Did he/she evidence mastery of the contents?	99	98
Did he/she satisfactorily clear out doubts from participants?	98	97
Did he/she provide examples to their deliveries?	99	95
Did he/she carry out application practices of the developed contents?	99	99
Did he/she promote the participation of those assisting to the course?	98	95
Did he/she show any interest in regard to the learning abilities of the participants?	100	96
Did he/she use a number of different strategies to achieve the learning abilities of the participants?	98	96
Did he/she develop a fluent communication with the participants (knows how to listen, immediately deals with doubts and comments)?	99	98
Did he/she show ability to manage the group?	99	99
Did he/she show respect and openness to participants?	99	100
Did he/she adapt their deliveries to the characteristics and requirements of the participants?	95	93
Did he/she take into account the own knowledge and experience of the participants?	100	99
Was he/she punctual and responsible?	98	99

Annex 6 Curricular Contents Course Foundation Of Court Rulings

CURRICULAR CONTENTS OF THE COURSE

SCHEDULE AND LENGTH: From 8 a.m. to 12 m. and from 1 to 5 p.m., from Monday through Friday, for a week's length.
 # OF HOURS: 40

I. GENERAL PURPOSE:

To provide theoretical and practical knowledge to law practitioners in regard to doctrinal, legal and jurisprudential basis as well as technical drafting of court decisions.

II. SPECIFIC PURPOSES:

1. For the students learn the political-legal duties to founding the judgment.
2. For the participants to be capable of identifying the type of foundation that adjusts to the different types of decisions that may be issued within a labour procedure.
3. For the participants to be able to comprehend the scope of the evidentiary and legal foundation of the judgment emphasizing on evidence evaluation techniques.
4. For the participants to be able to recognize and avoid mistakes which are frequently incurred while drafting the judgments.

DOCENTES:
Alfredo Chirino Sánchez
Other consultant

COORDINATOR:
Dr. Alexánder Godínez

III. INTRODUCTION:

This refreshing and training course shall be offered to Central American and the Dominican Republic judges and lawyers linked with the application of Labour law, with the purpose of their use of standardized drafting techniques. Being aware of the diversity of legislations the course will tend toward establishing the base of a foreseen application of Labour Procedural Laws.

A maximum of forty officials per course will actively participate to the discussions and decisions of practical cases under the supervision of experts in judgments drafting techniques.

Courses shall be imparted by international experts hired under the auspice of the Labour Justice Strengthening Program in Central America and the Dominican Republic.

CURRICULAR CONTENTS OF THE COURSE

IV. METHODOLOGICAL ASPECTS:

Application of the magisterial method and those methods of participation through the stating of doubts and consultations and group work to discussing on the application of the learned techniques.

As support teaching material, the participants will be given a reading anthology.

Instructors will perform their lectures with the support of audiovisual, blackboard and paper-rotating devices.
Following the teacher's criteria and with the purpose of achieving a more significant learning, group works will be carried out aimed to analyzing specific cases allowing the discussion of any applicable elements. Students may participate during the magisterial expositions by stating their doubts and posing consultations.
The course Hill be in terms of the progress (evaluated) and the minimum grade to accredit it Hill be 75%. The grade's total will be comprised of two components: assistance (30%) and participation and response to the class work (70%).

V. EVALUATION OF THE LEARNED MATTERS:

With the purposes of evidencing the disposition and the level of acquired knowledge as a result of the training received, an evaluation of the learning usefulness will be prepared through the following aspects:

1. Assistance to teaching classes …… 30 %
2. Drafting of a judgment…….. 40 %
3. Technical criticism to decisions prepared by other students …… 30 %

Total: ……100%

VI. RECURSOS DIDÁCTICOS Y MATERIALES

- Printed support material: reading anthologies and a exposition guide print-out in Power Point format
- Projector (datashow), portable computer, erasers and markers for acrylic blackboard, permanent markers paper-graph (paper rotating device with work sheets)
- The trainee must bring to each class: the current Political Constitution and the Labour and Civil Procedures Codes as well as the handed out anthology.

CURRICULAR CONTENTS OF THE COURSE

VII. OBSERVATIONS

- Class days shall comprise of two sessions: morning and afternoon.
- Trainees must sign up their assistance of each session. Lack of said signature may stand as absence.
- Unjustified lack of signature to a session, showing up unjustifiably late for a lapse of 15 minutes after the activity started or the unjustified withdrawal of the students prior to finishing the session, may be rated as absence.
- Three continuous or discontinuous days of unjustified absence or non-assistance to 6 sessions will cause the loss of the course.
- Group exercises or work assigned not complied with by the absent students will not be re-programmed and the students will miss the course qualification percentage as applicable.
- Timely assistance as well as the timely submission of works assigned by the teacher, the class participation and approval of the exam or the investigation work at a minimum level of 75% are all mandatory requirements to approving the course and, consequently, to receiving the progress certificate. The above may vary depending on the requirements the national counterpart may have established to those effects.

VIII. BIBLIOGRAPHY

Annex Nº7. Summary chart of participants and photographs. Honduras Workshop for the enhancement of document drafting and legal argumentation for Judges, DOL Officials and Universities

Enhancement drafting and legal argumentation workshops 2008							
	Labour Dept		Judges		Universities		
Country	♂	♀	♂	♀	♂	♀	**Total**
Honduras	13	17	8	14	5	2	**57**
Nicaragua	11	19	18	21	0	3	**69**
Total	**24**	**36**	**26**	**35**	**5**	**5**	**126**

Annex Nº8. Evaluation chart summary. Workshop for the enhancement of document drafting and legal argumentation

HONDURAS	Judges	DOL Officials
METHODOLOGY		
You appraise the methodology used in this course as:	98	95
The methodology used helped your consideration and appropriation of the contents and abilities as:	99	94
The activities performed helped you understand the contents:	99	98
The theoretical-practical combination of this course in your experience was achieved:	99	98
The work load during the duration of the course was:	97	90
Time distribution among the different activities was:	97	93
The timetable to carrying out the course was:	96	86
The evaluation performed was:	100	97
DEVELOPED CONTENTS		
You consider he pertinence and actuality of the developed contents:	100	96
The in-depth levels of the contents were in line with the knowledge and experience of the participants as:	98	95
You consider the quantity of the analyzed matters as:	100	97
You consider the usefulness of the contents and the activities performed during the course in regard to your labor practice as:	100	98
COORDINATION AND PREMISES		
Coordination of the course was:	97	96
The information provided in connection with the activity (dates, schedules, contents, methodology, location) was:	93	91
The information provided in connection with the education and experience of facilitators was:	91	95
The status of the premises where the course took place was:	96	97
The conditions of the furniture in terms of comfort were:	96	97
Access to different services (food, hygiene, rest) was:	92	95
The needs and other issues submitted by the participants were dealt with:	98	97
treatment received from administrative and coordinating staff was:	100	98
FACILITORS (GENERAL AVERAGE)		
Was his/her delivery clear and didactical?	99	98
Did he/she evidence mastery of the contents?	99	98
Did he/she satisfactorily clear out doubts from participants?	98	97
Did he/she provide examples to their deliveries?	99	95
Did he/she carry out application practices of the developed contents?	99	99
Did he/she promote the participation of those assisting to the course?	98	95
Did he/she show any interest in regard to the learning abilities of the participants?	100	96
Did he/she use a number of different strategies to achieve the learning abilities of the participants?	98	96
Did he/she develop a fluent communication with the participants (knows how to listen, immediately deals with doubts and comments)?	99	98
Did he/she show ability to manage the group?	99	99
Did he/she show respect and openness to participants?	99	100
Did he/she adapt their deliveries to the characteristics and requirements of the participants?	95	93
Did he/she take into account the own knowledge and experience of the participants?	100	99
Was he/she punctual and responsible?	98	99

Annex Nº9 Superior Certificate Program in Labor Law

INTRODUCTION

Within the framework of the ILO/USDOL "Strengthening of Labor Justice" project and with the participation of all sectors involved in the country, the purpose is to contribute to labor justice strengthening at both the administrative and judicial levels. This improvement will allow effective compliance with ILO's international labor standards in a socio-economic and political context that is characterized by regional integration processes and the implementation of free trade agreements.

In this sense, the project carries out activities that can be grouped into two necessary and indispensable components: (a) dissemination and comprehension of ILO's international labor standards as they relate to the right of association, the right to organize and bargain collectively, the prohibition of the use of any form of forced or compulsory labor, respect for a minimum age for employment of young persons, prohibition and elimination of the worst forms of child labor and compliance with acceptable labor conditions with respect to minimum wages, hours of work and occupational safety and health; (b) make procedures efficient, and train the people participating in them, in order to guarantee that judicial and administrative resolutions have greater technical support and be more expeditious to solve individual and collective labor conflicts.

In this context, the Project has joined efforts with the Universidad Centroamericana (UCA) in Nicaragua, an institution that contributes towards education of professionals with human and scientific quality, as well as fully involved in building a freer society, more productive, just and supportive for all, in an environment characterized by participation, openness, freedom, respect for development and dissemination of knowledge. Also involved in this effort are the Ministry of Labor (MITRAB - Nicaragua) and the most representative workers' and employers' organizations in Nicaragua, in order to implement this Certificate Program in Labor Law whose purpose is to help improve technical training for different employer and worker advisors, as well as administrative officials who interact in the labor justice system.

OBJECTIVES OF THE CERTIFICATE PROGRAM

Due to the *sui generis* characteristics of this Certificate Program in Labor Law, the following are its general objectives:

1. To promote exchange of experiences among stakeholders who, from different perspectives, share a common denominator that is the daily relationship with the country's labor justice legal structure.
2. To grow in awareness of international labor standards, in order that they may be incorporated in everyday practice of labor standards.
3. To build consensus on interpretation and application of labor provisions.
4. To enhance access to the administration of legal labor justice.

SPECIFIC OBJECTIVES

Taking into account the thematic content of this Certificate Program, the specific objectives are as follows:

1. **Objective for Thematic Unit I**

   To know and understand the basic institutions of substantive labor law

2. **Objective for Thematic Unit II**

   To determine competent organs and mechanisms for conflict resolution in the labor relations system.

3. **Objective for Thematic Unit III**

   To learn the application of the new Occupational Safely and Hygiene Law, as well as the applicable principles of Safe Work, according to ILO's International Standards.

4. **Objective for Thematic Unit IV**

   To learn and apply International Labor Standards with respect to equality, in order to make gender equality for men and women at work a reality.

5. **Objective for Thematic Unit V**

   To contrast the content of ILO's International Labor Standards with what is stipulated in our labor law with respect to trade union freedom, in order to better safeguard those rights that have been consigned in this matter.

6. **Objective for Thematic Unit VI**

   To turn each participant into an ally in the fight against child labor, in particular with respect to elimination of its worst forms.

7. **Objective for Thematic Unit VII**

   To understand how integration and globalization processes influence the labor relations system.

8. **Objective for Thematic Unit VIII**

   To prepare a project in order to exchange ideas and foster dialogue, and to practice that which has been learned during the Certificate Program.

PROFESSIONAL ACADEMIC PROFILE

Graduates from this Certificate Program will be able to:

a. Know ILO's International Labor Standards with respect to fundamental rights.

b. Apply calculation techniques for payment of social benefits.

c. Analyze and solve problems when working in teams.

d. Advise those whom they represent in labor conflict resolution.

e. Proceed in administrative labor litigation with diligence and correctness.

f. Have clear criteria with respect to labor justice, corporate social responsibility, from a professional vision of labor standards.

g. Efficiently apply what has been learned during this Certificate Program in their respective jobs.

METHODOLOGICAL STRATEGY

Methodological strategies used in this program are based upon the constructivist conception of learning adopted by the university. In this respect, these strategies must allow students to solve cognitive conflicts, establish relationships between what he/she knows and what is new to be learned, self-regulate her/his learning, and be self-responsible, applying what has been learned to new situations, linking the subject with national, regional and global reality in such a way that reflection on problems is characterized by being critical, making proposals, and leading to alternate solutions.

The Program's methodology basically consists of classes presented by the subject's professor (60%), which will be complemented by investigative work, analysis of jurisprudence, case studies, and activities consisting of looking for specialized information to solve specific cases (40%).

Student attendance will be strictly controlled in each course, seminar, or conference. The professor will send the attendance report to the School of Legal Sciences General Coordination of Post-graduate and Master Degrees.

Students require a minimum of 80% class attendance in each subject. Without this minimum attendance, the student will not pass the subject, even if evaluations have been passed. Recurrent lack of attendance may lead to the exclusion of the student from the Program, according to the Academic Regulations for Post-graduate Programs at the Universidad Centroamericana.

EVALUATION

Evaluations will be carried out according to thematic units. The evaluation system will be defined in each case by the professor in charge of the thematic content (written exams, research papers, practical cases).

The final grade for the Certificate Program will be the result from the overall average from each one of the individual thematic units.

Minimum grade for approving each subject is 70 (seventy) points in a scale from 0 to 100. In order to be eligible for the Certificate in Labor Law, students must have passed all thematic units included in the program, and must have presented and passed the Study Project as well. Students will receive assistance from a specialized professor in the topic of methodology and research.

STUDY PLAN

Inaugural lesson:

Free Trade Agreements and Fundamental Labor Rights

THEMATIC UNIT	CLASSROOM AND SELF-STUDY HOURS
Introduction to the Certificate Program	30 minutes of direct attention
Unit I. Labor Law I	24 hours of direct attention 16 hours of self-study
Unit II: Labor Law II	20 hours of direct attention 8 hours of self-study
Unit III: Occupational Safety and Health	12 hours of direct attention 8 hours of self-study
Unit IV: Decent Work Paradigm. Working in Conditions of Equality	4 hours of direct attention 3 hours of self-study
Unit V: Decent Work Paradigm. Trade Union Freedom	8 hours of direct attention 3 hours of self-study
Unit VI: Decent Work Paradigm. Elimination of the worst forms of child labor and regulation of a minimum age for admission to employment	4 hours of direct attention 2 hours of self-study
Unit VII. Labor relations in the processes of economic integration	4 hours of direct attention 2 hours of self-study
Unit VIII: Study Project	16 hours of direct attention 18 hours of self-study
TOTAL	**93 hours of direct attention** **60 hours of self-study**

FACULTY

To implement this program, the School of Legal Sciences at the Universidad Centroamericana will convene a faculty including national and foreign professors and professionals specialized in Law and in each of the topics. These professors have an excellent academic background and ample experience in the Program subjects they will teach.

UCA Professors:

- Prof. Fernando Malespín Martínez, M.Sc., Professor in Labor Law

- Prof. Bertha Xiomara Ortega, M.Sc., Professor in Labor Law
- Dr. Francisco Bolaños, General Director for Occupational Hygiene and Safety

ILO Experts

- Prof. Valentina Forastieri, Specialist in Occupational Medicine and Industrial Hygiene
- Prof. Alexander Godínez Vargas, Doctor in Law from the Department of Labor Law and Social Security
- Prof. Adolfo Ciudad, Specialist in Labor Legislation and Administration of Work from the Sub-regional Office for Andean Countries.

TARGET POPULATION

The Superior Certificate Program on Labor Law is aimed at representatives from employers' organizations and workers' organizations, officials involved in administrative and judicial labor justice, and college professors who are determined to seek improvement in their technical knowledge of recurrent labor topics (employment, execution, modification and extinction of labor contracts, calculation of social benefits) in the administrative labor and judicial systems.

ACADEMIC CERTIFICATION

Once all academic requirements, Universidad Centroamericana administrative norms, and criteria established by Post-graduate Programs and Courses Regulations have been complied with, the student will be eligible to receive the **Diploma on Labor Law or the Superior Diploma on Labor Law**, depending on his/her having a prior college degree.

Sponsored by the Project on Strengthening Labor Justice (ILO)
School of Legal Sciences
Coordination of Post-graduate and Continuing Education
Tel.: 278-3923 ext 1134
Email: maestrias@ns.uca.edu.ni / formacioncontinua@ns.uca.edu.ni / www.uca.edu.ni
2008

Annex Nº10 Tripartite Diplomado. Participants List.

NO.	NAME	ORGANIZATION
1.	Briones Frenesí, Ulda Rafaela	**Universidad Centroamericana**
2.	Zelaya Aguilar, Flor de María	**Universidad Centroamericana**
3.	Ibarra Pasos, Raquel Carolina	**Universidad Centroamericana**
4.	Murillo González, Pío Santos	**Confederación Unitaria de Trabajadores**
5.	Collado Aguirre, Luis Alberto	**Confederación de Unificación Sindical**
6.	Ortega Bonilla, Carlos Iván	**Ministerio del Trabajo**
7.	Tórrez Bladizón, Sofía Teresa	**Ministerio del Trabajo**
8.	Arana, Deyanira	**Ministerio del Trabajo**
9.	Rivas Zúñiga, Mildred Yahaira	**Ministerio del Trabajo**
10.	Santana Guzmán, Alfredo Martín	**Ministerio del Trabajo**
11.	Cantillano Cubas, Flor de María	**Ministerio del Trabajo**
12.	Telica Vasquez, Sergio Manuel	**Ministerio del Trabajo**
13.	Dávila González, Ana Cristhian	**Ministerio del Trabajo**
14.	Mena Zavala, Yessenia Lissette	**Ministerio del Trabajo**
15.	Ramos Rodríguez, Carlos Manuel	**Ministerio del Trabajo**
16.	Chamorro Ubeda, Lydia Marina	**Ministerio del Trabajo**
17.	Bermúdez Flores, Máxima Ninoska	**Ministerio del Trabajo**
18.	García Jaen, Orlando José	**COSEP**
19.	Martiza Rizo Villagra	**COSEP**
20.	Héctor González	**COSEP**
21.	Bruno Vidaurre	**COSEP**
22.	Novoa Ruiz, Manuel Natividad	**COSEP**
23.	Alvarez Orozco, Leonel Ramón	**COSEP**
24.	Menicucci Icaza, Eduardo José	**COSEP**

25.	García Narváez, Ericka de la Asunción	**COSEP**
26.	Mairena Bustos, Mercedes Francisca	**COSEP**
27.	Escalona, Doris	**COSEP**
28.	Vanegas González, Fátima Ester	**COSEP**
29.	Solis Mayorga, María Inés	**COSEP**
30.	Vanegas Solórzano, Ruthmary del Socorro	**COSEP**
31.	Gutiérrez González, Douglas Javier	**Corte Suprema de Justicia**
32.	Jarquín Vargas, Martha Dominga	**Corte Suprema de Justicia**
33.	Blandón Cruz, Oscar Alfonso	**Confederación General de Trabajadores Independientes**
34.	Suazo Trujillo, Juan Rafael	**Central de Trabajadores de Nicaragua**
35.	Alex Pérez	**Frente Nacional de Trabajadores**
36.	Silvio Mercado	**Frente Nacional de Trabajadores**
37.	Pedro José Obando	**Frente Nacional de Trabajadores**
38.	Linda Patricia Rodríguez	**CST**
39.	Angelus Luis Rugama	**Central Sandinista de Trabajadores**
40.	Glenda del Carmen Castrillo Mejía	**Central Sandinista de Trabajadores**

Tripartite Diplomas (UCA Nicaragua, pending Honduras)							
Country	**M♂**	**W♀**					**Total**
Nicaragua							
Labour Ministry	4	8					**12**
Universities		3					**3**
Court	1	1					**2**
Unions	8	2					**10**
Employers	6	7					**13**
Total	**19**	**21**					**40**

Annex Nº11. Hearings for admission of evidence workshops 2007)

Hearings for admission of evidence workshops 2007	Nicaragua		Dominican Republic		
	Judges				
	M	W	M	W	
	9	18	5	11	
Total	27		16		43

Annex Nº12. Hearings for admission of evidence workshops (only Guatemala)

Hearings for admission of evidence workshops (only Guatemala)		
	Judges	
	M	W
	32	12
Total	44	

Appendix Nº13. Program and conclusions of Report on the Program for Judicial Oratorical Techniques

Dates held:	February 28th through March 14th, 2008
Methodology:	Theoretical - Practical
N°. Participants:	48
Participating Magistrates:	17
Participating Judges:	31
Female Participants:	13
Male Participants:	35

Any profession, in addition to the specific knowledge pertaining to it, requires the command of techniques and instruments indispensable for effective performance. Judges and attorneys, aside from their legal knowledge, must have the gift of a better than average ability to communicate, in order to speak brilliantly and achieve effectiveness in convincing, persuading, and controlling the parties in the customary unfolding of a hearing.

Traditionally, this training has been absolutely excluded from the curriculum, due to the preponderance of written judicial processes.

It is for that reason that this course has been offered, to cover this need and respond to a general demand for these techniques. Every attempt was made to provide participants with all the oratorical tools and techniques that are of extraordinary importance for carrying out their profession.

Methodology Utilized

First and Second Phases:

Taking into account that we continuously communicate and that what we do has a direct effect on our interlocutors, the course begins with the conference on an Introduction to Oratory, which has a duration of four hours, in order to expand each participants awareness of the concepts of communication and the correct way to express oneself in public, for which concepts such as the following were developed:

- Verbal communication
- Non-verbal communication and its three principal manifestations:
  - Visual, auditory, and tactile.
- Body language and what it means:
  - Kinesthetic behavior
- Expression techniques:
  - Rhythm, brevity, clarity, etc.
- Phonetic techniques:
  - Tone, diction, intensity, timbre, etc.
- Corporal techniques:
  - Unconscious movements, gestures, and facial expressions
- Personal image:
  - Posture, clothing, physical appearance, etc.
- Eye contact and its effect on the audience:
  - Feedback, getting attention, respect, etc.
- Oral interventions and its characteristics:
  - Assurance, energy, naturalness, confidence, preparation, etc.
- Barriers and mistakes in communication:
  - Stage fright, mental blackout, and channeling of nervousness
  - How to palliate stage fright

Third phase - First part: (3 hours)

The methodology for the practical course began with a communicational evaluation of each participant. This consisted of a series of exercises in which the different aspects of expression are evaluated by filming and analyzing the presentation. Each intervention lasted approximately 4 minutes and each participant chose the topic. Various communication barriers were measured during the intervention, as well as communication strengths. The following were the exercises evaluated:

1. Exercise on diction abilities with difficulty
2. Exercise on “My life in one minute”.
3. Intervention on any topic to be developed during 4 minutes.

The principal areas that were evaluated were as follows:

- Stage fright and its representations
- Pet words and unconscious movements
- Eye contact
- Posture
- Voice projection
- Diction and interpretation
- Stage management

In general, the evaluation revealed a deficit in the areas of voice projection, the correct pronunciation of words, pet words (uh, well, etc.), the area of interpretation and unconscious movements.
For this reason, the course focused on working with various voice exercises to increase volume and thus reinforce assurance and self-confidence in students.

Once the filming was over, each intervention was projected on screen and each participant had the opportunity to personally watch his or her mistakes and virtues when communicating.

Third phase - Second part: (3 hours)

The objective of the second part of this phase was to introduce the participants to correct breathing and expressive abilities such as diction and correct modulation of words; furthermore, the exercises were aimed at the participants achieving a loss of fear of expressing themselves in public and acquiring mental agility and developing the ability to improvise. This was accomplished with the following exercises:

1. Introduction to diaphragmatic breathing
2. Exercises for respiration and vocalization
3. Exercises for diction and modulation
4. An exercise on interpretation
5. The cook's exercise

The diction exercises were focused on developing the facial muscles and those of the tongue. These would thus allow a better comprehension of the intervention in both its content and form.
In terms of interpretation, several exercises were carried out in order to eliminate the fear of expressing oneself and to demonstrate through words the different objectives of communication, such as: persuade, inform, entertain, etc.

1. The participant acquired and developed knowledge and abilities within the communicational scope, such as:
    - The importance of using the objective in an intervention.
    - The importance of speaking clearly and with good diction.
    - The attention catching power of a look.
    - The meaning of body language and its importance.
    - Correct management of the stage.
    - The value of interpretation, among others.

Fourth Phase: - (8 hours)

The fourth phase of the program consisted of two parts, each lasting four hours, which strengthened the concepts learned in the foregoing phases in order to apply the techniques in each exercise carried out.

Fourth Phase - First Part: (4 hours)

In the first part they saw concepts of oratorical style, where videos were projected of speeches by the best orators in history and of national politicians. A forum was held to reflect and discuss the positive and negative aspects of each orator, and different techniques were recovered that each one of them had used in their discourse.

Taking into account that the concepts of stage fright and application of oratorical techniques imply that discourse as intervention is considered as the most difficult, when interpreting it they must put into practice the techniques learned during the course, such as: voice projection, diaphragmatic breathing, posture, hand movements, eye contact, emphasis, interpretation, etc.

This exercise acts to measure progress in applying the techniques, in which all of the participants put the concepts learned to the test, with generalized success. Each one of them applied the techniques, achieving energetic presentations, full of content, making constant eye contact with the public, and filling the physical space of the locale with their diaphragmatic voices.

In the following exercise, they put the concepts of orality and presence to the test, as applied to the daily exercise of their judicial labors, through a text prepared beforehand, in which each one of the participants had to demonstrate the necessary abilities to show their authority to the parties.

This exercise was extremely effective, since it was possible to measure the application of eye contact and vocal technique in an attempt to show their authority and demand respect from the parties and demonstrate and feel the necessary security and confidence on the part of the judge to maintain order and see that his or her voice was obeyed by the audience.

Phase Four - Second Part: (4 hours)

The last part of the program began with a review of the techniques and concepts learned, where the participants recalled their experiences and how they have applied the different techniques to their daily labors, and how their growth has been both personal and in the workplace. The concepts brought to light were the following:

1. The correct way to express oneself.
2. The importance of posture for a Judge.
3. The benefits of eye contact with the parties.
4. How to use diaphragmatic voice to obtain authority.
5. How to enter a hearing.
6. How to be seated when beginning a hearing.
7. How to dress and the meaning of image for a Judge.
8. How to handle the hearing and the parties.

One the importance of these concepts had been emphasized, they were asked to draft a speech in order to measure the progress of each of the participants. This exercise is the most bona fide way to measure the “before” and “after” for each of them. In this exercise they applied each one of the techniques; there had been a notorious advance in each one of them, from the self-assuredness they projected to their eye contact with the public, and how they handled the public as well.

After the activity ended, they moved on to role-playing in which they had a

specific case for each group and a role for each one of the parties. Each one of the simulations lasted approximately 15 minutes, and allowed a visualization of the different situations that a Judge faces every day and how he/she can resolve them.

Simulation exercises practicing the techniques are an ideal scenario with the objective of allowing each participant to measure his/her progress and results handling them, interacting with their companions in an integrated exercise that allows them to manage a case from theory through argumentation.

Observations

The participation by the course members was excellent; they all recognized the importance of applying oratorical techniques in their day-to-day judicial labors. Thus, there was a great deal of interest in learning and applying the knowledge taught and practiced in the course. Participation and attitude during the sessions was very satisfactory, since they expressed their doubts regarding each of the topics, and constantly shared their experiences with the rest of the group, giving rise to interchanges on topics of import in a judge's labors.

With regards to the results of the evaluation, we found that in general there were significant shortfalls in terms of expression and the most notorious communicational barrier was stage fright and the lack of self-confidence. Taking into account that the program was personalized, the communicational barriers were worked on individually. The most common ones were:

- Diction.
- Pet words (uh, well, then).
- Unconscious movements of the hands and feet.
- Eye contact.
- Posture.

- Voice projection and diaphragmatic breathing.
- Using the voice and presence to show authority.

As an instructor, it was a very gratifying program, since all of the progress made by the participants was very satisfying, they were very motivated, and thus, improvement was seen in all of the participants. Each one of them became aware of the importance of communicating well and the errors that they were committing. These were eliminated and were replaced by the communication techniques described in the course. As a result, we have Judges effective in their judicial labors, who are motivated, appreciative, and utilizing their new communicational abilities.

Appendix Nº14 List of participants

MAGISTRATES' GROUP

JUDGE'S NAME	COURT
Héctor Raúl Orellana Alarcón	Magistrate President, Sala Primera de Trabajo
Rolando Escobar Cabrera	Magistrate Member I, Sala Primera de Trabajo
Patricia Eugenia Cervantes Chacón	Magistrate Member II, Sala Primera de Trabajo
Estela Bailey Beltetón	Magistrate President, Sala Segunda de Trabajo
Fernando Haroldo Santos Recinos	Magistrate Member I, Sala Segunda de Trabajo
Edgar Rolando Alfaro	Magistrate Member II, Sala Segunda de Trabajo
Mynor Custodio Franco Flores	Magistrate President, Sala Tercera de Trabajo
Marco Tulio Mejía Monterroso	Magistrate Member I, Sala Tercera de Trabajo
Gustavo Bonilla	Magistrate Member II, Sala Tercera de Trabajo
Rolando Echeverría Morataya	Supporting Magistrate, Sala Tercera de Trabajo
Héctor Hugo Bran Quintana	Magistrate President, Sala Cuarta de Trabajo
Raúl Antonio Chicas Hernández	Magistrate Member I, Sala Cuarta de Trabajo
Pío Alberto Uclés González	Member, Judicial Disciplinary Board
Javier Oswaldo Alegría Díaz	General Tribunal Oversight
Dr. Luis Alexis Calderón Maldonado	Magistrate President, Sala Regional Mixta de la Corte de Apelaciones de Cobán
Sergio Amadeo Pineda Castañeda	Magistrate Member I, Sala Regional Mixta de la Corte de Apelaciones de Cobán
José Arturo Rodas Ovalle	Magistrate Member II, Sala Regional Mixta de la Corte de Apelaciones de Cobán

Annex Nº15. International Labor Standards a Pedagogical Guide for Universities

<table>
<tr><th colspan="2">Plan for the International Labor Standards Pedagogical Guide for Universities</th></tr>
<tr><td>GENERAL PURPOSE OF THE PEDAGOGICAL GUIDE: To offer knowledge on the International Labor Organization (ILO) with respect to: constitution, objectives, conventions and recommendations, with a special emphasis on the ILO Declaration on Fundamental Labor Principles and Rights (freedom of association, trade union freedoms, effective recognition of the right to collective bargaining, elimination of all types of forced or compulsory labor, effective abolition of child labor and elimination of discrimination in employment and occupational matters), in order that students, future agents of legal justice, value and understand their importance and usefulness.</td><td>Program: Strengthening of Labor Justice in Central America and Dominican Republic</td></tr>
<tr><td colspan="2">INTRODUCTION

Within the framework of the Strengthening of Labor Justice in Central America and Dominican Republic Project, the Project expects to contribute towards strengthening labor justice both in administrative and judicial venues, which will allow effective compliance with ILO's international labor standards in a socio-economic and political context characterized by the growing development of regional integration processes and the implementation of free trade agreements.

The Project carries out activities that can be grouped around two necessary and indispensable components: (a) Dissemination and comprehension of ILO's international labor standards related to freedom of association, the right to organize and bargain collectively, the prohibition against the use of any type of forced or compulsory labor, the respect for a minimum age for employment of minors, the prohibition and elimination of the worst forms of child labor and compliance with acceptable working conditions with respect to minimum wages, working hours and occupational health and safety; (b) Improve procedural efficiency and training of personnel that carry them out, so greater technical support and expediency can be guaranteed in judicial and administrative resolutions for solving individual and collective labor conflicts.

In this specific case, the Pedagogic Guide is programmed to be presented in a digital format, to help professors in public and private universities that are included in the Project teach the International Labor Standards and to help students in Law Schools who have to be present in Labor Law courses as part of their curriculum.

Students in Law Schools in Central America and Dominican Republic need to have materials that include accurate and updated information on the International Labor Organization and its conventions and recommendations promoting application of these standards in judicial practice. When students are being trained, it is important that they become aware of the existence of international standards and the importance of their application. The above is critical because it is in Law School where future legal professionals are formed and it is here where training on ILO and its important functions needs to happen.</td></tr>
<tr><td colspan="2">COURSE METHODOLOGY</td></tr>
</table>

Plan for the International Labor Standards Pedagogical Guide for Universities

Considering the characteristics of the population, that is, undergraduate law students and taking into account that the main requirement with respect to content for this course is knowledge of ILO's existence and functioning and, in particular, its normative activity, the proposed methodology seeks to bring participants closer to this reality by means of programmed activities.

Thus the strategy proposed for this Guide is to present relevant aspects on ILO and on judicial standards, as students carry out the proposed learning activities.

The Pedagogical Guide in its DVD format has been structured in topics, corresponding to the seven topics described in the section on Contents.

For each content, several strategies for developing the session have been included, as well as the necessary resources to carry out work in the classroom. It is suggested that professors follow the order indicated for each topic.

A total of 8 hours has been calculated for all topics, but adjustments can be made in order to develop them in less time.

It is recommended that students study ahead of time some of the material that will be handed out in a compact disk, in order to make the most of classroom sessions; the next indicated must be necessarily carried out before the corresponding sessions.

DIDACTIC RESOURCES

All materials mentioned in this course design will be included in a DVD and presented as multimedia material, duly structured and organized. Some materials will be used during classroom sessions; others must be studied by students before their classes. The rest of the material complements the above. The objective is that both students and professors can delve further into these resources and, in the case of professors, that they have other options to develop their lessons.

Aside from the multimedia resource, professors will be given a compendium including all course aspects, in order that they can read it and better plan their classroom sessions.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
1. To indicate ILO's origins, its organs and its tripartite structure.	**1. The International Labor Organization (ILO)** 1.1 ILO's origins y background. What is it and what does it do? 1.2 Structure, Nature, and Functions of ILO's organs. 1.3. ILO's strategic objectives. 1.3.1. Fundamental rights. 1.3.2. Employment. 1.3.3. Social Protection. 1.3.4. Social Dialogue.	1. **PowerPoint presentation on a CD: Material for Induction: Module 1: General information on ILO. "ILO'S Origins and Background"** Sub-regional Office for Central America, Haiti, Panama and Dominican Republic, February 2006. Slides on "ILO's Origins and Background". 2. **PowerPoint presentation.** "The International Labor Organization" (Kirsten Shapira) 3. **PowerPoint presentation on a CD: Material for Induction: Module 1: General information on ILO. "ILO'S Origins and Background"** Sub-regional Office for Central America, Haiti, Panama, and Dominican Republic, February 2006. Slides on "Strategic Objectives" 4. **PowerPoint presentation.** Technical Meeting on Tripartite Social Dialogue in Ecuador. By Adolfo Ciudad Reynaud. 5. Convention 144 on tripartite consultation, 1936. 6. Booklet (PDF format). **Social Dialogue: Together for Decent Work.** International Labor Office, Geneva 7. **PowerPoint presentation.** "ILO's structure and normative system with emphasis on Fundamental Conventions" (Kirsten Shapira).	Students need to read the document titled: "Social Dialogue" before this session, in order that they can carry out work in class.	The professor begins with a brief introduction to the topic; to this end, she/he will use the PowerPoint presentation: **Material for Induction: Module 1: General information on ILO. "ILO'S Origins and Background" and "Strategic Objectives).** Indicated according to the respective topic. **Activity Nº 1** **First Part:** Students will be asked to organize themselves into three groups, each corresponding to a sector (workers, government, employers) and to choose the respective representative by sector to represent them at the International Labor Conference, remembering that each Member State has the right to send four delegates to the conference, two from Government, one for the workers and one for employers. Each representative will present before the group what parameters were used to elect him/her, what sector she/he represents and who constitute the sector. (Activity related to topic 1.1. y 1.2.). **Second Part:** Once groups have been formed by sectors, they can apply the Tripartite Social Dialogue Technique to solve a	15 minutes. 30 minutes.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
				hypothetical situation on a possible wage raise or another issue that is currently happening their country.	
2. To identify International Labor Standards (ILS) created by the International Labor Organization	**2. International Labor Law.** 2.1. International Labor Standards 2.1.1. What are International Labor Standards? 2.1.1.1. Conventions and Recommendations. 2.1.2. Other ILO normative instruments. 2.1.2.1. Declaration and Resolution 2.1.3. Adoption, Ratification, abrogation, and compliance of a standard. 2.2. International Labor Standards and their relationship with internal law.	1. **PowerPoint presentation.** International Labor Standards (Kirsten Shapira) 2. **PowerPoint presentation. CD. Material for Induction: Module 1: General information on ILO.** Sub-regional Office for Central America, Haiti, Panama, and Dominican Republic, February 2006. Slides Nº 19, 20, 21, 22, and 24. 3. **PowerPoint presentation.** International Labor Standards and their relationship with internal law (Geovanni Rodríguez) 4. **PowerPoint presentation.** Use of International Law by Internal Courts. 5. **Book (PDF Format).** International Labor Office. *Rules of the Game*. *A brief introduction to International Labor Standards*, ILO, 2005. In: http://www.ilo.org/wcmsp5/groups/public/---ed_norm/---normes/documents/publication/wcms_084165.pdf 6. **List of conventions ratified by country and date of ratification.** http://webfusion.ilo.org/public/db/standards/normes/appl/index.cfm?lang=EN. 7. CD. **Electronic Library on International Labor Standards.** ILO. 2007. 8. CD. **Utilization of International Law by National**	It can be suggested that students read at home the material (Book: *The Rules of the Game*, at least pages 4 to 22). Students need to look for and bring the list of ILO Conventions that have been ratified by their country, from the ILO Webpage: http://webfusion.ilo.org/public/db/standards/normes/appl/index.cfm?lang=EN It's important that students investigate the ILO Webpage (http://www.ilo.org/ilolex/english/newratframeE.htm) and look for observations and	The professor begins with a brief introduction to the topic; to this end, she/he will use the PowerPoint presentation: **Material for Induction: Module 1:** Slides Nº 19, 20, 21, 22, and 24 y and PowerPoint presentation: "The International Labor Organization and International Labor Standards" TASKS: Students must hand in the list of conventions that have been ratified by their country **Activity Nº 1.** Jurisprudence analysis. Students will form groups of four and will analyze the sentence assigned to them, using the guide that will be given to this effect. The exercise can be optimized if the professor brings a sentence from her/his own country's Court of Justice in which International Labor Standards have been used. (The Guide for Jurisprudence Analysis is attached.)	15 minutes. 30 minutes.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
		Courts. International Training Center of the International Labor Organization. July 2006. (Includes sentences by country, conventions by topic, doctrine) (Complementary electronic material). 9. **PowerPoint presentation.** "ILO's Structure and Normative System with Emphasis on Fundamental Conventions" (Kirsten Shapira). (PENDING) 10. Guides for Jurisprudence Analysis for Activity Nº 1.	comments by control organs (Expert Commission for Application of Conventions and Recommendations and the Committee for Trade Union Freedom) referring to their country during the last 5 years.		
3. To describe the ILO Declaration with respect to fundamental principles and rights and the concept of decent work	**3. ILO Declaration** 3.1 Objectives and scope or the 1998 Declaration. 3.2. Fundamental Principles at Work. 3.2.1. Social Justice. 3.2.2. "Labor is not a commodity." 3.2.3. Decent Work. 3.3. ILO Fundamental Conventions. • Convention on **Freedom of Association and Protection of the Right to Organize**, 1948 (No. 87) • Convention on the **Right to Organize and**	1. **CD. Induction Material: Module 1: General information on ILO.** Sub-regional Office for Central America, Haiti, Panama, and Dominican Republic, February 2006. Slide Nº 9. 2. **ILO Declaration (In Word Format).** Students may access this text at the ILO Website: http://www.ilo.org/dyn/declaris/DECLARATIONWEB.static_jump?Var_Language=EN&var_pagename=DECLARATIONTEXT. 3. ILO Constitution (See the text of the Constitution in a PDF format in the file "ILO Constitution"). Students may access this text at the ILO Website: http://www.ilo.org/ilolex/english/constq.htm (ILO Constitution). 4. Text of the eight Fundamental Conventions	It can be suggested that students read he article: "Labor is not a commodity". Students will need to access the ILO Webpage and read the 1998 ILO Declaration on Fundamental Principles and Rights. They should also verify which Fundamental Conventions are ratified in their country.	The professor begins with a brief introduction to the topic, projecting on screen the statement: **"Considering that universal and permanent peace can only be based on social justice…"** and asking students to refer to its content in relation to evolution of work and its concept, as well as what it means within the framework of Labor Law. **Activity # 1.** Once individual investigation has been carried out, students will form groups to identify the importance of the ILO Declaration with respect to fundamental principles and rights for Social Justice, which when adopted by Member States, these have to work towards trade union freedom,	15 minutes. 30 minutes. 30 minutes.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
	Collective Bargaining, 1949 (No. 98). • Convention on **Forced Labor**, 1930 (No. 29) • Convention on **Abolition of Forced Labor**, 1957 (No. 105) • Convention on **Minimum Age**, 1973 (No. 138) • Convention on the **Worst Forms of Child Labor**, 1999 (No. 182) • Convention on **Equal Remuneration**, 1951 (No. 100) • Convention on **Discrimination (Employment and Occupation)**, 1958 (No. 111)			the right to collective bargaining, elimination of forced or compulsory labor, the effective abolition of child labor and the elimination of discrimination in employment. In order to reach this objective, a questionnaire will be handed out as a guide for students. **Activity # 2.** Students should be asked to form work groups and to analyze the ILO Fundamental Conventions, for which they will have 30 minutes. Afterwards, each group will name a representative who will then present the main content of each convention. For this activity, each group will receive the text of the Convention.	
4. To discuss on trade union freedom and Collective Bargaining (ILO Conventions 87 and 98).	**4. International Standards on Trade Union Freedom.** 4.1. Trade Union Rights and the Protection of the Right to Organize. 4.2. Right to Collective Bargaining. 4.3. Right to Strike.	1. **PowerPoint presentation.** International Labor Standards with respect to trade union freedom and the right to collective bargaining. (**Adrián Goldin).** 2. **PowerPoint presentation.** Trade Union Freedom, Collective Bargaining and Striking in the International Standards. Adolfo Ciudad. (On the CD. Strengthening of Labor Justice in Central America and Dominican Republic, 2007.)	It may be suggested that students read the material beforehand.	The professor begins with a brief introduction to the topic. For this he/she will use the PowerPoint presentation: **International Labor Standards with respect to trade union freedom and the right to collective bargaining. (Adrián Goldin).** **Activity Nº 1.**	15 minutes.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
	4.4. Labor relations in Public Administration.	3. BOOK (PDF Format) Trade Union Freedom. **Compilation of decisions and principles from the ILO Committee on Trade Union Freedom.** Fifth Edition, Geneva, 2006. 4. Convention No. 87 on Trade Union Freedom and the Protection Of the Right to Organize, 1948. 5. Convention No. 98 on the Right to Organize and Collective Bargaining, 1949. 6. Convention 151 on Labor Relations in Public Administration. 7. Convention 154 on Collective Bargaining, 1981 8. ILO Convention 135 on Workers' Representatives. 9. ILO Recommendation 143 on Protection and Facilities to be Afforded to Workers' Representatives 10. CD. **Electronic Library on Trade Union Freedom and Collective Bargaining.** ILO, International Training Center. 2007. 11. BOOK (PDF Format) International Labor Organization, **Organizing for Social Justice, Global Report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work** Geneva, 2004. 12. Guide for Analysis of Jurisprudence for Activity Nº 1.		Analysis of jurisprudence. Students will form groups of four and will analyze the sentence that was assigned, according to the guide that will be provided to this effect. This exercise can be optimized if the professor provides a sentence handed down by the Court of Justice in his or her own country in which International Labor Standards have been used. The objective of this Activity is that students detect possible violations of the fundamental right of workers and employers to associate and defend their interests, as well as to bargain collectively. (The Guide for Analysis of Jurisprudence is attached.)	30 minutes.
5. To explain why elimination of	5. Elimination of discrimination in employment and occupation.	1. **PowerPoint presentation.** Conventions 100 and 111 on Discrimination in employment and occupation (Kirsten		The professor begins with a brief introduction to the topic. To this end, he/she will use the	15 min.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
discrimination in employment is a fundamental objective to achieve social justice, reduce poverty and promote sustainable economic development.	5.1. Equality of opportunity and treatment. 5.2. Equality in remuneration.	Shapira). 2. Convention No. 111 on Discrimination (Employment and Occupation, 1958. 3. **PowerPoint presentation.** Gender, Health and Safety at Work (Carlos Aníbal Rodríguez). (This refers to discrimination against women in the workplace, could be used as an example) 4. Convention No. 100 on Equal Remuneration, 1951. 5. Convention 156 on Workers with Family Responsibilities, 1981. 6. Convention No. 158 on termination of the labor relation, 1982. 7. Question Guide Activity Nº 1.		PowerPoint presentation: **Conventions 100 and 111 on Discrimination in employment and occupation.** **Activity Nº 1.** Students will form work groups and a question guide will be provided to them. Later, answers will be discussed as a larger group. (A Question Guide is attached).	30 min.
6. To discuss international labor standards for protection of boys and girls with respect to the world of work.	**6. International Standards for the Protection of Working Boys and Girls.** 6.1. International protection with respect to child labor/human rights and child labor 6.2. What is child labor? 6.3. Minimum age for admission to employment. 6.3.1. ILO's Convention 138 6.4. Convention 182 6.4.1. Hazardous work 6.4.2. The Unquestionably worst forms of	1. ILO Video on Child Labor. Duration: 2:45 min. 2. Photos: What is Child Labor? (For an exercise in class). 3. Convention No. 138 on minimum age, 1973. 4. Recommendation 146 on minimum age. 5. Convention No. 182 on the Worst Forms of Child Labor, 1999. 6. Recommendation 190 on the Worst Forms of Child Labor. 7. Book (PDF Format) International Labor Office, **Child Labor: A Manual for Students,** International Program for the Elimination of Child Labor, ILO, Geneva, 2004. (Complementary	It can be suggested that students read the material beforehand. Book: Child Labor: A Textbook for Students (Pages 16 - 26)	The professor begins with a brief introduction to the topic. To this end, she/he will show ILO's video on Child Labor. Afterwards, a discussion will be conducted. **Activity Nº 1.** **"I don't work, I just help"** Students will be shown photos of children carrying out work. Students should write down some types of work that they think children carry out around the world and in their own country as well. Subsequently, a round table will be called and students will compare their notes with others. The	2:45 minutes. 30 minutes.

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
	child labor.	Material) 8. ILO/IPEC. Antezana (Paula). **The Elimination of Child Labor and Protection of Adolescent Work in the Context of ILO Convention 138,** 2007. 9. ILO/IPEC. Hidalgo, Adriana. **The Unquestionably Worst Forms of Economic Exploitation (PowerPoint presentation and paper)** 2007. 10. ILO/IPEC. Antezana (Paula). **Dangerous child labor in the context of ILO's Convention 182**. 2007. 11. ILO/IPEC. Antezana (Paula). **Training Manual for agents of labor justice in matters of child and adolescent labor.** 2007. 12. Video on Commercial Sexual Exploitation: **"The Region's Shadow"**. 13. Video on Commercial Sexual Exploitation: **"I Wish It Were Fiction"** 14. Thematic Bulletin Nº 3 - It's time! Penal reform to fight against commercial sexual exploitation of minors. (In PDF format) 15. Thematic Bulletin Nº 5 - It's time! Contributions for application of legislation on commercial sexual exploitation of minors. (In PDF format. 16. Book (PDF Format) **COMMERCIAL SEXUAL EXPLOITATION,** Minimum content with respect to penalization of commercial sexual exploitation of minors, according to international		purpose of this activity is to define what child labor is and to determine the different types of child labor. Furthermore, students should discuss whether they were surprised to find some of these activities were work, because perhaps they had not considered them to be work before. **Activity Nº 2.** Two cases dealing with child labor will be handed out to students, in order that they define which standards are applicable.	

Objectives	Content	Multimedia didactic material	Time for individual study	Classroom sessions	Time for classroom sessions
		standards. Working document with recommendations for Central America, Panama and Dominican Republic. 17. Book (PDF Format) Compendium of International Standards related to prevention and elimination of commercial sexual exploitation of boys, girls, and adolescents. 18. Book (PDF Format). Document with basic information on commercial sexual exploitation of boys, girls and adolescents. 19. Cases on commercial sexual exploitation, for use in the classroom.			
7. To identify actions carried out by ILO to confront forced labor and conditions that generate it, as well as to study the ways that it may occur.	7. Elimination of all forms of forced or compulsory labor. 7.1. Actions carried out by ILO against Forced Labor. 7.2. Forms of forced labor: 7.2.1. Debt bondage. 7.2.2. Trafficking and other forms of modern slavery.	1. Convention No. 29 on Forced Labor, 1930. 2. Convention No. 105 on the Abolition of Forced Labor, 1957. 3. Photos (Forced labor) 4. Cases (in Word format) Texts referring to real-life cases, for use in class. 5. **PowerPoint presentation.** Forced Labor. Spain. Complementary Material.		**Activity Nº 1.** Students will form groups and cases on real-life situations of forced child labor will be distributed. These should be read and discussed. Subsequently, each group will name a rapporteur who will describe the case and discussion to the rest of the group, in order to determine application of international standards on the subject.	30 min.

Annex Nº16. Universities Participating

El Salvador	Guatemala	Honduras	Nicaragua	Dominican Republic
Universidad Técnológica de El Salvador	Universidad Francisco Marroquín	Universidad Tecnológica de Honduras	Universidad Centroamericana (UCA)	Universidad Autónoma de Santo Domingo
Universidad Centroamericana José Simeon Cañas	Universidad Rafael Landivar	Universidad católica de Honduras	Universidad Americana	Universidad APEC
Universidad Dr. Matías Delgado	Universidad de San Carlos	Universidad Cecilio del Valle	Universidad Católica (UNICA)	Universidad Pontificia Católica Madre y Maestra
Universidad de El Salvador	Universidad del Istmo	Universidad Autónoma de Honduras	Universidad Autónoma de León	

Annex Nº17. National Studies Perception Of Trainning Needs Survey People Interviewed

NATIONAL STUDIES PERCEPTION OF TRAINNING NEEDS SURVEY PEOPLE INTERVIEWED					
Country	**Judges**	**Labour Officials**	**Employers advisors**	**Union Advisors**	**Country total**
Nicaragua	20	24	26	20	90
Guatemala	18	20	8	20	66
Dominican Republic	pending	pending	20	23	43
Honduras	27	20	14	42	103
El Salvador	pending	30	10	14	54
Sector total	65	94	78	119	356

Annex N°18. Workers organizations Decent work Agenda in Nicaragua

Oficina Internacional del Trabajo

Taller-Consulta Nacional a las Organizaciones de Trabajadores para la adopción del Programa Nacional de Trabajo Decente (PNTD)
(Managua, Nicaragua, 25 y 26 de Septiembre del 2007)

Agenda de Trabajo

Objetivo de la Consulta

Examen por parte de las organizaciones de trabajadores de la propuesta de Programa Nacional de Trabajo Decente que permita obtener las opiniones, sugerencias y consenso intersindical respecto de los aspectos centrales, prioridades y elementos del programa.

Resultados

Se aspira que las organizaciones de trabajadores se apropien del Programa Nacional de Trabajo Decente y luego lo adopten tripartitamente.

Metodología

La consulta combina una presentación técnica orientadora con discusiones en plenaria y trabajos en comisiones para la preparación de la versión que incluya los puntos de vista de los trabajadores en el Programa Nacional de Trabajo Decente. La presentación estará referida a los distintos componentes del PNTD, así como a las propuestas de prioridades, efectos directos, productos, indicadores y estrategias, contenidas en la versión preliminar del PNTD.

Lugar: Hotel Princess

Martes 25 de septiembre

08:00 - 08:30	Inscripción
08:30 - 09:00	Inauguración de la sesión de consulta
09:00 - 09:45	Presentación técnica de la propuesta del PNTD *Expositor: Juan Manuel Sepúlveda M. - Especialista de la OIT*

Oficina
Internacional
del Trabajo

09:45 - 10:15	Preguntas y respuestas sobre la propuesta
10:15 - 10:30	Pausa café
10:30 - 10:45	Presentación Metodología para el trabajo de grupos *Expositor: Juan Manuel Sepúlveda M., OIT*
11:45 - 13:00	Discusión y adopción de las prioridades en grupos de trabajo
13:00 - 14:00	Almuerzo
14:00 - 15:00	Informe a la plenaria de los grupos de trabajo y adopción del PNTD
15:00 - 16:30	Trabajo en grupos por prioridades: sugerencias para un Plan de Implementación del PNTD para el bienio 2008 - 2009
16:30 - 16:45	Pausa café
16:45 - 17:30	Informes al plenario y pronunciamiento de validación del documento y compromiso del sector sindical

Miércoles 26 de septiembre

08:00 - 09:00	Presentación del Programa de Erradicación del Trabajo Infantil en Nicaragua (IPEC). *Expositora: Bertha Rosa Guerra, OIT*
09:00 - 10:00	Presentación del Proyecto Subregional "Justicia Laboral" *Expositor: Alexander Godinez, OIT*
10:00 - 10:15	Pausa café
10:15 - 11:15	Presentación del Proyecto sobre "Verificación de las recomendaciones del Libro Blanco" *Expositora: Bente Sorensen, OIT*

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http://www.oit.or.cr

Annex Nº19. Deputy Labour Ministers Subregional Meeting

Agenda reunión viceministros
Agenda para el Taller de los Viceministros de Trabajo

Objetivos del taller:

A. Promover que los Viceministros de Trabajo y los puntos focales de los Ministerios de Trabajo conozcan los avances de sus respectivos países en la implementación de las recomendaciones del Libro Blanco.
B. Facilitar el establecimiento de acuerdos para tomar acciones para implementar los compromisos regionales del Libro Blanco.
C. Facilitar la discusión sobre aspectos políticos relacionados con el Libro Blanco entre los Viceministros de Trabajo y el Director Regional y el Director Sub-regional de la OIT.
D. Conocer la información sobre el siguiente proceso de verificación que ejecutará OIT de la implementación de las recomendaciones del Libro Blanco y otras actividades del Proyecto Verificación.
E. Fortalecer a los Ministerios de Trabajo, y particularmente a los puntos focales técnicos designados para apoyar a la coordinación y la ejecución del Plan de Implementación de las Recomendaciones del Libro Blanco, por medio del intercambio de información sobre las experiencias y lecciones aprendidas.

Resultados esperados

- Los Ministerios de Trabajo contarán con información sobre sus respectivos avances en la implementación de las recomendaciones del Libro Blanco y habrán discutido sobre posibles estrategias para acelerar la ejecución de las recomendaciones.
- Los Ministerios de Trabajo tendrán una visión conjunta sobre las actividades a desarrollar para implementar los compromisos regionales del Libro Blanco.
- Los Ministerios de Trabajo habrán sido informados sobre el siguiente proceso de verificación y otras actividades del Proyecto Verificación.
- Los Ministerios de Trabajo, y particularmente los puntos focales técnicos, habrán sido fortalecidos en su papel para apoyar a la coordinación, ejecución y monitoreo del Plan de implementación.

Agenda del taller de los Viceministros de Trabajo

Miércoles 30 de enero 2008		
Reunión de los Viceministros de Trabajo		
8:30 – 11:00	Desayuno – Reunión con Directores de la OIT	Reflexiones políticas sobre el Libro Blanco. Director Regional de OIT Sr. Jean Maninat Director Sub-regional de OIT Sr. Virgilio Levaggi
11:00 – 12:30	Información sobre Proyectos regionales de cooperación técnica de la OIT	Representantes de OIT
12:30 - 1:30	Almuerzo	
1:30 – 1:45	Inauguración al taller de los Viceministros	Representante de la Presidencia Protempore, Viceministra de El Salvador Representante de OIT
1:45 – 2:00	Presentación de los objetivos y agenda de la reunión	Representante de OIT
2:00 – 3:30	Presentación de los avances de cada país en la implementación de las recomendaciones del Libro Blanco	Viceministro de Trabajo y Previsión Social de El Salvador Viceministro de la Secretaría de Trabajo y Seguridad Social de Honduras Viceministro de Trabajo de Nicaragua Viceministro de Trabajo y Seguridad Social de Costa Rica Viceministro de Trabajo y Previsión Social de Guatemala Sub-secretaria de Estado de Trabajo de República Dominicana
3:30 – 4:00	Presentaciones cortas sobre las experiencias del funcionamiento del Comisión Nacional de Seguimiento al Plan Nacional de implementación	Puntos Focales Técnicos de los Ministerios de Trabajo
4:00 – 4:15	Café	
4:15 – 4:45	Estrategias para acelerar la implementación de los compromisos del Libro Blanco	Representante de OIT
Jueves 31 de enero 2008		
8:30 – 9:00	Información sobre actividades programadas del Proyecto Verificación	Coordinadora Proyecto Verificación
9:00 – 10:00	Presentación de las opciones de centros regionales	Representante de Presidencia Protempore y representante de OIT
10:00 – 10:15	Café	
10:15 – 12:00	Discusión de opciones y definición de acciones prioritarias	Plenario

12:00 – 12:30	Clausura de la reunión	Representante de la Presidencia Protempore Representante de la OIT
12:30 – 13:30	Almuerzo	
A partir de las 14:00	Regreso a los países	