

RESOURCES FOR DEVELOPING AN OCFT COMPREHENSIVE MONITORING & EVALUATION PLAN (CMEP)

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List of Acronyms

| | |
|----------------|--|
| ACT | Activity |
| BL | Baseline |
| CA | Cooperative Agreement |
| CMEP | Comprehensive Monitoring and Evaluation Plan |
| DAP | Data Analysis Plan |
| FAQ | Frequently Asked Questions |
| FOA | Funding Opportunity Announcement |
| ILAB | International Labor Affairs Bureau |
| M&E | Monitoring & Evaluation |
| MPG | Management Procedures and Guidelines |
| OCFT | Office of Child Labor, Forced Labor, and Human Trafficking |
| OTC | Outcome |
| OTP | Output |
| PMP | Performance Management Plan |
| PO | Project Objective/Outcome |
| RBM | Results Based Management |
| RF | Results Framework |
| TOC | Theory of Change |
| TPR | Technical Progress Report |
| USDOL | United States Department of Labor |

Introduction

This document is intended for prospective and current USDOL Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) award recipients. It describes the purpose, requirements and process of developing and implementing a Comprehensive Monitoring & Evaluation Plan (CMEP), and provides an introduction to OCFT M&E concepts. OCFT award documents (e.g. Funding Opportunity Announcements, Federal Award Terms and Conditions) specify whether award recipients are required to develop a CMEP. Projects that do not provide direct services to children and adults may be exempt from developing certain CMEP sections.¹

Section I of this document provides an introduction to the purpose and scope of a CMEP. Section II describes the CMEP development process and provides answers to frequently asked questions (FAQs). Section III provides more information on budgeting for M&E needs within the overall project budget. Section IV gives a comprehensive list of instructions per each element of the CMEP, and provides OCFT standard language for some CMEP sections. Section V of this resource provides a helpful overview of OCFT's preferred M&E terminology and concepts. This will help guide Recipients in developing their results framework and indicators. Section VI provides further guidance on how to classify indicator accumulation appropriately for targeting and reporting. Any questions or comments on this resource should be directed towards OCFT.

¹ These include a description of the project's Direct Participant Monitoring System.

Section I: CMEP Purpose & Scope

CMEP Purpose & Scope:

The CMEP is a tool, grounded in results-based management, to integrate and guide the process of monitoring, evaluating, and reporting on project progress toward achieving intended outcomes. It is a resource for evidence-based project management and implementation, decision-making, and mid-course project corrections. It promotes a strong link between project monitoring and evaluation activities, including establishing timelines for these activities so that they inform and build on one another and provide a full feedback loop.

The CMEP builds upon the project design contained in the project proposal, and helps ensure that Recipients, their partners, and USDOL are in agreement in terms of the project's envisioned outcomes and how they will be achieved and documented. While USDOL engages closely with Recipients in its development, the Recipient has ownership of the CMEP. Recipients take the lead in implementing and updating the CMEP as needed.

A CMEP consists of a series of elements that enable project implementers and partners to track progress made toward the completion of a project objective (development objective) and provides evidence of the link between different levels of results, including activities, outputs, outcome, and to some extent, impact.

Section II: CMEP Development Process

OCFT encourages Recipients to review this document and discuss CMEP development and other applicable M&E requirements as soon as possible after award with their Grant Officer's Representative (GOR) and M&E point of contact. Recipients of Cooperative Agreements should refer to their particular award documents to determine applicable M&E requirements.²

The CMEP Development Process:

Depending on the complexity of the project and capacity of staff, CMEP development typically takes 7 to 9 months from award of the Cooperative Agreement to CMEP finalization and is considered part of project start-up activities. Recipients should keep this in mind when discussing the timeline for project activity start-up with host country governments and other stakeholders and should refer to their Management Procedures and Guidelines (MPGs) for a list of required deliverables and their timelines.

² Aside from the CMEP, applicable M&E requirements may include: project-level child labor and forced labor definitions, pre-situational analysis, a direct participant monitoring system, and baseline/endline prevalence surveys.

After award, projects will be assigned an OCFT M&E point of contact (POC) for CMEP development and implementation. That POC will work directly with the project and OCFT Project Manager (PM) to develop the CMEP. All CMEP-related communications with OCFT should be sent to the GOR and the M&E POC. Once a Recipient's Project Director and M&E personnel are on board, OCFT will require them to watch remote M&E presentations. The grantee and OCFT will schedule a follow-up conference call to address any questions or concerns. Other available project and partner staff who will be involved in developing and implementing the project's M&E framework are also encouraged to watch the presentation. In the follow-up call, the Recipient and OCFT will discuss preliminary CMEP-related tasks and agree on a work plan for drafting select CMEP elements prior to a required CMEP workshop.

The nature and sequencing of the CMEP development process will vary depending on factors such as project complexity, location of project activities and staff, and number of partners, and will be designed to maximize efficiency in terms of time and resources. Projects should plan for a minimum of one CMEP workshop. Although two CMEP workshops may have been required in award documents, OCFT's current practice is to provide Recipients one workshop with the option of having a second working meeting.

The workshop typically runs for five days and is facilitated by OCFT's M&E staff. In some cases, a full five-day workshop may not be necessary, and shorter working meetings may meet the requirement. The workshop/working meeting location(s) will be decided post-award, after consultation between the Recipient and OCFT; possible locations include a country where the project is being implemented and/or Washington, D.C. Workshops are designed to be technical, participatory workshops and are not meant to serve as project launch/kick-off meetings. A number of required CMEP deliverables are expected in draft form at the end of each workshop.

CMEP Key Roles & Responsibilities:

USDOL: An assigned M&E staff member and the OCFT GOR will be the primary points of contact for all CMEP-related discussions with OCFT. USDOL will facilitate and guide the development of the CMEP and review and approve the CMEP deliverables.

Project: The Project Director and M&E Officer and headquarter staff are typically the primary project-level points of contact. The project is responsible for drafting key sections of the CMEP and taking ownership of its implementation and revisions.

CMEP (M&E) Timeline:

The project timeline (or workplan) should include the M&E-oriented events listed below. Please refer to the *Management Procedures and Guidelines* for the required timeline of start-up events and deliverables.

If the project is planning to conduct additional studies, whose data will be used to inform project strategy and intervention, those events should be captured in the M&E section of the project work

plan, as well; these could include, capacity-building needs assessments, market assessments, participatory rapid appraisals (PRAs), Safe and Healthy Learning Environment assessments, etc.

Restrictions on Beginning Services for Children & Adults:

Award Recipients are not required to finalize the full CMEP before beginning substantive project activities. However, for projects that provide direct services to children and adults, the following two (2) restrictions apply:

- 1) Screening and Intake data collection instruments must be ILAB-approved prior to the provision of services to children and adults.
- 2) For projects undertaking baseline prevalence surveys, the data collection portion of baseline activities must be complete prior to providing services to children and adults.

Projects should keep these restrictions in mind when developing their project work plans.

For policy, research, and capacity-building projects, the OCFTGOR and M&E POC will work with the project to tailor the situational analysis and CMEP as needed to align with the activities and objectives of the project.

At the start of the CMEP development process, recipients will be provided with detailed information on the required CMEP components and formats to be used to draft the CMEP. Recipients may not alter or eliminate any of the required components, their formats, or required content unless approved by USDOL.

CMEP Revisions:

As per OCFT Management Procedures and Guidelines, CMEPs may be revised as needed during the life of the project and annual reviews are suggested and built into the CMEP process. However, a mid-point CMEP review is a required undertaking for all projects. This may take the place of the annual review for the given year and should be informed by the interim evaluation report findings and recommendations. In cases of minor modifications to the CMEP, such as small alterations in indicator wording or M&E management processes internal to the project, projects must notify the GOR and M&E POC of any and all changes and then submit a revised CMEP. Substantial changes that alter targets, involve major changes to indicator wording, add or remove indicators, involve major revisions to written sections of the CMEP, or affect the scope of the project (including changes to major project activities) must be discussed with and approved by the OCFT GOR and M&E staff POC, and then a revised CMEP must be submitted for full review and approval by USDOL. The OCFT GOR and M&E POC will advise if a proposed CMEP revision requires a formal project modification to be approved by the Grant Officer.

Frequently Asked Questions regarding CMEP Development:

- *Who Should Attend the CMEP Workshop?*

The CMEP workshop should comprise no more than 20 people, including key project and USDOL staff. Other possible attendees include partner/sub-awardee staff, government stakeholders as relevant, technical working group representatives as relevant, and other stakeholders. USG embassy representatives should be invited and are welcome to attend and participate for as long as they see fit. Depending on the agenda developed, it may not be necessary for all attendees to participate in the full workshop. It is important to keep in mind that these workshops are technical in nature, and several draft deliverables are expected to be produced by the end of each workshop. For projects where a full workshop may not be necessary, working meetings may be held with a core group of project staff, including key partner staff. Likewise, in cases where it is deemed appropriate for project staff to travel to D.C. for the workshop, a core group of project/staff will participate who can then consult with a broader group of stakeholders during the remote CMEP development period.

All project and partner staff attending the workshop should have read the most recent drafts of the Project Document and Pre-Work Deliverables before the workshop.

- *What happens at these workshops?*

OCFT's M&E staff will facilitate timed sessions against an agreed agenda to help guide the development of each CMEP section (see Section IV of this Guidance Document for more information). Workshops typically entail review of key M&E concepts, presentations on CMEP components, group work, presentations by project staff, and other learning activities to help facilitate useful discussions among all stakeholders, and to discuss the details of implementation, how results will be captured, assessed, reported, and subsequently used to inform any improvement to program operations or design.

- *What are the logistical considerations for planning a CMEP workshop?*

Project staff is expected to organize the logistics for the workshop, in coordination with the OCFT GOR and M&E POC, even if the workshop takes place in Washington, D.C. These logistics should be clearly budgeted for in the Project's M&E budget. Organizing a workshop entails securing a venue, providing lunch and coffee/tea breaks (unless safe-to-eat food/beverage amenities are located conveniently nearby), inviting local attendees and arranging their travel as needed, providing a confirmed attendance list to OCFT ahead of the workshop, printing and assembling materials provided by OCFT for participants to refer to at the workshop, and ensuring that the facilitator has the items they need (i.e. flip charts, printer access, markers, etc., as requested by facilitator). Project staff may also need to provide *Letters of Invitation* for international participants if the workshop is outside of the US and if the country's immigration & visa ministries require it in order to obtain a visa ahead of the workshop. If the workshop is located in Washington, D.C., OCFT will provide invitation letters as needed.

- *What About Translation & Interpretation Needs?*

Workshops will be conducted in English. Project staff is responsible for procuring and arranging any translation & interpretation services needed for the workshop. It may also help to translate workshop presentation slides into preferred languages ahead of time, to help mitigate language barriers among workshop attendees whose first language is not English. Projects must work with their OCFT M&E POC and GOR to determine what the translation and interpretation needs are prior to each workshop.

▪ *Are there Pre-workshop deliverables?*

Yes. Prior to the CMEP workshop, Projects will be required to prepare drafts of certain CMEP sections (as instructed by the OCFT M&E POC). These CMEP sections may include a draft visual results framework based on proposed outcomes and outputs, and a mapping of activities to outputs and outcomes. OCFT provides formats for these deliverables after award.

▪ *What Is Expected of Our Project After the CMEP Workshop?*

The CMEP development timeline for all sections of the CMEP will be decided with the project staff and OCFT M&E POC at the culmination of the workshop. The project should take into account staff leave time and country-specific holidays when deciding their turn-around time for various CMEP draft deliverables. In the months after the workshop, the project will draft the required CMEP sections and submit them to the OCFT M&E POC and GOR for review. Multiple rounds of drafting for some components may be needed. USDOL will require 2 full weeks (10 business days, excluding holidays) to review CMEP drafts. Depending on the quality of the draft, projects may be able to address minor comments and finalize the CMEP; if substantial revisions and discussions are still needed, additional rounds of revisions may be required.

A CMEP Development Checklist is available in Annex 4 of this Guidance Document.

Section III: Budgeting for M&E

USDOL award documents stipulate the minimum percentage of direct costs that projects must set aside for M&E activities (excluding staffing-related costs). This amount is based on factors such as anticipated project size and complexity. During the CMEP process, Recipients may determine that additional funds are needed; in such cases they should discuss a potential increase with their PM.

M&E-related budget items include:

- M&E-related studies
 - Prevalence-based study (for direct service projects)
 - Knowledge, Attitudes, and Perceptions (KAP) studies or Institutional Studies
 - Situational Analysis (for non-direct service projects)
- CMEP development

- Hosting of at least one workshop with up to 20 participants in the country of implementation or Washington, D.C.
 - Plan for 5 work days per workshop
 - To include: venue arrangements (if the workshop group is much smaller towards the end of the workshop, the project is welcome to switch to a smaller venue for part of the time), lunch and coffee/tea breaks (unless safe-to-eat food/beverage amenities are located conveniently nearby), per diem for project/partner staff as appropriate, printing of handouts and materials, supplies, translation/interpretation services as needed.
- CMEP Implementation
 - Direct Participant Monitoring System (for direct service projects)
 - Trainings for data collectors and monitors periodically throughout life of project
 - Intake and ongoing monitoring for direct service participants
 - Development/adoption of a data collection system
 - On-going data collection for other project components (capacity efforts, awareness campaigns, etc.)
 - Data validation and verification activities (this includes data quality assurance procedures)
 - CMEP data analysis and utilization (could be done in-house)
- Implementation evaluations - (minimum of \$35,000 allocation requirement per evaluation, for a total of \$70,000 for evaluations). If USDOL has funding available to commission these evaluations, the project will only be required to cover certain support costs. If this is the case, these funds can be re-programmed once confirmed.
 - Interim
 - Final
- M&E consultants as needed

Section IV: Overview of OCFT's M&E Terminology & Concepts

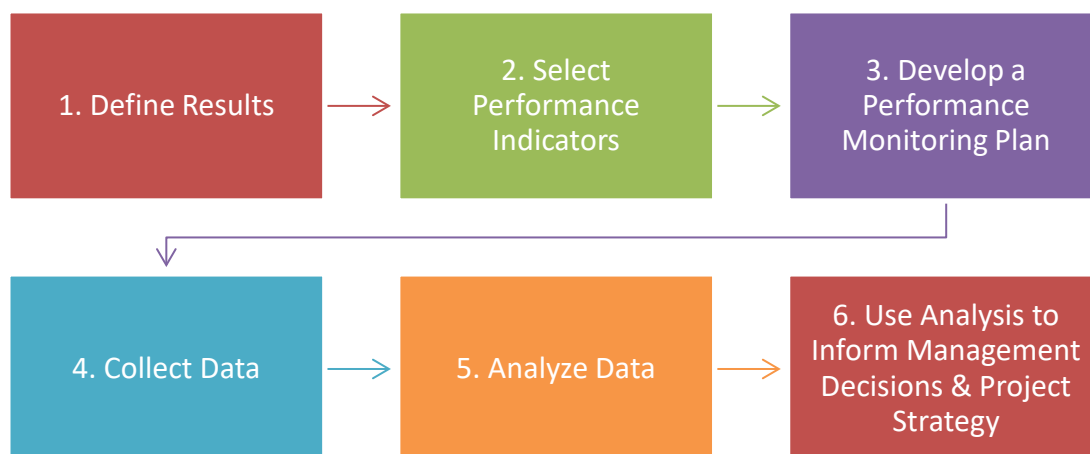
This section of the CMEP Guidance Document discusses OCFT's preferred M&E terminology and describes the concepts associated with those terms. An understanding of these concepts and terms is key to the CMEP development process. Further guidance on Results-Based Management is available to Recipients upon request. USDOL will also require Recipients to watch an OCFT-generated Results-Based Management presentation to help ensure that all parties understand the M&E terms and concepts being used throughout the life of the project. USDOL's Office Child Labor, Forced Labor, and Human Trafficking utilizes a Results-Based Management approach to project design, monitoring and

evaluation. The concepts and terminology described below will help orient Recipients, partners, and stakeholders to the M&E framework used throughout the CMEP development and implementation process and throughout the project life cycle.

What is Results-Based Management (RBM)?

- Results-based project design is based on a theory of change - we do not merely care about what we do (activities), but also about what we achieve (results) and whether the evidence (metrics) for those results are accurate and reliable.
- Results are at the center of project design, implementation and management
- Results data provide evidence that managers can use to assess performance, validate the project design, learn and improve

The RBM framework used by OCFT employs 6 steps³:



Results and Results Terminology: In line with these 6 steps, OCFT CMEPs require projects to develop a visual “Results Framework”.

A Results Framework:

- Defines results through a graphic representation of a theory of change for achieving a development objective or goal
- Provides a “cause and effect” explanation for outcomes will contribute to achieving the project objective. This step clarifies “if...then” relationships between results and creates a high level of management value
- Allows an organization to align activities and outputs to results to specific outcomes and sub outcomes
- Are *Time- bound* (e.g. 4-year theory of change strategy)

³ The RBM diagram above and examples below were provided to OCFT through a contract with Management Systems International (MSI).

- Typically represents the highest level of achievement that OCFT and the implementer believe the project can achieve or substantially influence with its resources
- Includes critical assumptions that must hold for the project to succeed but that are beyond the control of the implementer and USDOL

All Well-Developed Results Frameworks:

- Are based on **research and analysis**⁴
- Have well-designed **results statements**
- Reflect sound **causal thinking**
- Identify the **critical assumptions** that govern the causal relationships among results
- Depict a **project** that can be **implemented and achieve desired outcomes and impact**

Theory of Change (TOC) Results Frameworks have 4 basic building blocks, similar to logical frameworks; which, taken sequentially, should represent causal thinking in the project's theory of change. The terminology used in these building blocks can be found throughout nearly all sections of every OCFT CMEP and include:

PROJECT OBJECTIVE (PO): Most ambitious result for which project is willing to be held accountable

OUTCOME AND SUB-OUTCOMES (OTCs): changes in conditions, behaviours, attitudes, practices, skills, etc. that lead to the project objective being achieved

OUTPUT (OTPs): products/services produced as an immediate result of project activity

ACTIVITIES (ACTs): The set of actions taken by a project

Results Frameworks require well-designed Results Statements. Results statements describe what will have been achieved, not what process we will undertake or complete. OCFT CMEPs use results statements for outputs, outcomes, and for the overall project objective/goal. Well-designed results statements are:

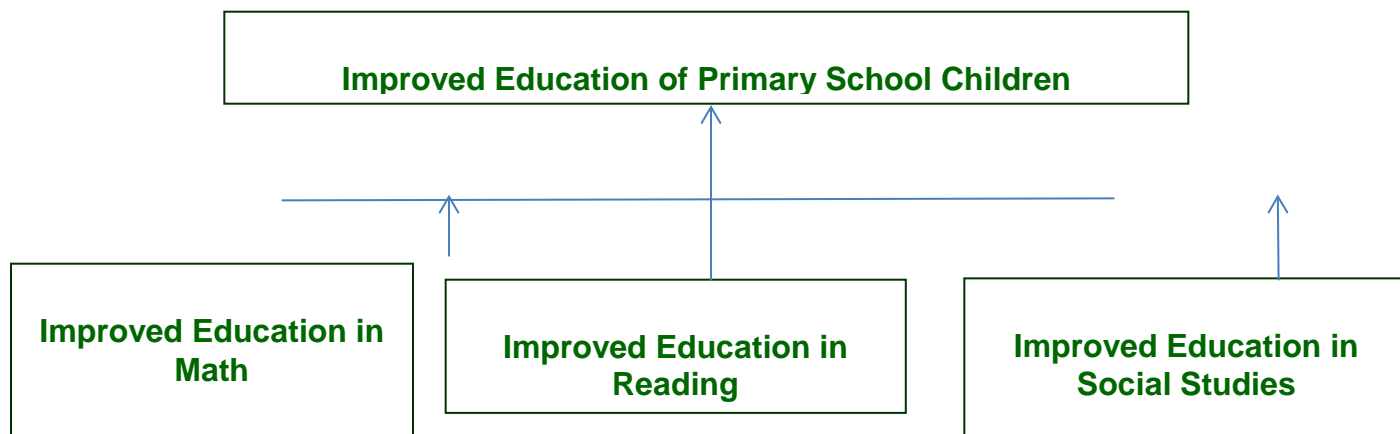
- Uni-dimensional— They have one element per result statement, unless the elements are closely related and both are supported by what comes below in the RF
 - **NOT THIS:** New child labor policies & regulations adopted and capacity of ministry of labor strengthened

⁴ Research and analysis on how best to address the problem identified in the Funding Opportunity Announcement (FOA) should be done prior to submitting proposals. OCFT proposals should reflect evidence-based theory of change strategies whenever possible.

- **BUT THIS:** Two separate objectives: (1) New child labor policies & regulations adopted and (2) Capacity of government ministry of labor strengthened
- Uni-level – There are no “if-then” statements embedded in a single objective. AVOID: “through...,” “in order to...,” “as a result of...,” “so as to...,” and other such words and phrases in objective statements.
 - **NOT THIS:** Improved student performance through more effective classroom instruction
 - **BUT THIS:** Two separate objectives: (1) Improved student performance and, at a “lower” level (2) More effective classroom instruction
- Precise – They don’t force the reader to look to the indicators to see what is intended by the result. Indicators must be precise when using words like “capacity,” “enhanced,” “legal environment,” and the sort.
 - **NOT THIS:** Improved capacity of Ministry of Labor (MoL)
 - **BUT THIS:** Improved skills of MoL policy analysts
 - or maybe ...**THIS:** Improved MoL services delivered to an increased number of targeted workers
- Measureable and objectively verifiable – If we can’t measure it (with quantitative or qualitative data), how can we manage to achieve it or know when we have or have not succeeded?
 - **NOT THIS:** Improved leadership by local government officials (the term “leadership” is subjective and difficult to measure).
 - **HOW ABOUT THIS:** Increased access to local government officials by community members
 - Or **THIS:** Increased responsiveness of local government officials
 - **NOT THIS:** Promote the adoption of new child labor laws.
 - **NOT THIS EITHER:** The adoption of new child labor laws promoted
 - **BUT THIS:** New child labor laws adopted

The outputs from “promotion” activities are lower in the logic model, e.g., completed white paper, drafted transport regulations, informed policy makers, etc... And the activities are still lower.

Common Pitfalls to Avoid when creating Results Frameworks and Outcome Statements—Categorical Results—ask, “Are the sub-outcomes merely re-defining the primary outcome? Are the sub-outcomes just re-stating the primary outcome”? The example below is a categorical results tree.



Activities vs. Results:

Beware of confusing *interventions* with their desired *end-result*.

INTERVENTION:

Training



RESULT:

Increased skills

Institutional
development



Improved services

Awareness-
raising



Better informed target group

Indicator Development:

Expert technical
assistance



**Improved policy and regulatory
framework**

Performance indicators must meet a set of criteria to be useful in RBM. They must be DOAP:

- **D**irect
- **O**bjective
- **A**dequate
- **P**ractical

Another common acronym used to describe the test of whether an indicator is sound enough for use, is, "SMART or SMARTER. **SMART** indicators are:

- **S**pecific
- **M**easureable
- **A**chievable

- Relevant
- Time-bound.

Some indicator development guides will also use the acronym **SMARTER** – where the “E” stands for *Evaluated*, and the “R” stands for *Reviewed*. As part of the data quality assurance process, projects will undertake an assessment of select indicators once during the life of the project, to help better understand the indicator’s strength and sensitivity. This helps capture the “ER” in the *SMARTER* indicator test.

Examples:

RESULT: Improved Performance of Primary School Students

INDICATORS: — Literacy rates of 3rd graders — Numeracy rates of 3rd graders

Indicators are variables and thus, should be neutral and unidimensional (measuring one construct).

NOT THIS: % Women and men that demonstrate increased knowledge of Child labor, child rights and gender equality

BUT THIS: % Women and men that demonstrate knowledge of child labor and child rights.

AND THIS: % Women and men that demonstrate knowledge of gender equality.

Section V: CMEP Contents & Instructions

The following section outlines and describes the required sections of a project’s CMEP. It provides instructions and examples for each section, and provides standard language for those sections that require it. Standard language is provided for some sections, although projects are expected to elaborate/customize this language where relevant. OCFT will review all changes to standard language.

V (A): CMEP Table of Contents

INTRODUCTION (2-3 pages)

- Purpose of CMEP (standard language- 1 paragraph)
- Project Objective, Expected Results, Project Participants, intervention locations (geographic), and project period of performance

SECTION I: RESULTS FRAMEWORK

- Full Results Framework (with outcomes and outputs) (Template provided)
- Activities Mapping to Project Outputs and Results (Template provided)

SECTION II: PERFORMANCE MONITORING

- Purpose and Use of the Performance Monitoring Plan (Standard Language)

- B. Full PMP (Template provided)
- C. Community & Participant Eligibility and Selection Criteria (direct support projects only)

SECTION III: SUMMARY OF PLANNED EVALUATIONS AND STUDIES

- A. Implementation Evaluations (standard language)
- B. Prevalence Survey at baseline and endline (if applicable) (standard language)
- D. Brief description of Pre-Situational Analysis (if applicable) and/or other studies as applicable

SECTION IV: IMPLEMENTATION AND MANAGEMENT OF CMEP

- A. Roles and Responsibilities (table and narrative) (Template Provided)
- E. Management Information System (including Direct Participant Monitoring System (DPMS) if applicable, for direct services projects only) and Document Retention

SECTION V: DATA ANALYSIS PLAN

- A. CMEP Data Analysis Plan- (Standard language)
- B. Data Quality Assurance Procedures (standard language)
- C. Performance Reporting (standard language)
- D. Annual Review and Revisions to the CMEP (standard language)

LIST OF ANNEXES

- Annex 1** – Project-level Child Labor and/or Forced Labor definitions
- Annex 2** – Data Quality Assessment Checklist (Template provided)
- Annex 3** – Data Reporting Form for TPR (Template provided)
- Annex 4** – Data Collection Instruments

V (B): Instructions and Standard Language for CMEP Sections

CMEP INTRODUCTION (2-3 pages)

Instructions: The CMEP introduction should be no more than 3 pages in length. It describes the CMEP purpose and use and provides context about what the Project is to achieve, who the participants will be (direct and indirect target groups), the geographic location of interventions, the period of performance, and a brief description of the project design and activities. Standard language is provided for subsection (A), CMEP purposes. Projects are responsible for drafting subsection (B).

Standard language:

A. Purpose of CMEP

The role of monitoring and evaluation (M&E) in tracking a project's achievement of results is critical for strong project implementation and management. The project's monitoring, evaluation, and data collection and analysis strategy are integrated within the framework

of a Comprehensive Monitoring and Evaluation Plan (CMEP). The CMEP systemically integrates monitoring and evaluation throughout the life of the project and provides an important resource for information-based decision-making and implementation adjustments. The CMEP consists of a series of integrated elements that enable project implementers and partners to track progress made toward the completion of a project objective (development objective) and also provides evidence of the link between different levels of results, including implementation, output, outcome, and to some extent, impact. The CMEP includes information about the results of project interventions (“what happened”) as well as “how” (project implementation process and timeframe) and tries to provide an indication of “why” (causal logic) such changes occurred. Hence, it focuses on both the immediate and long term effects of a project, promoting a stronger link between monitoring and evaluation. The CMEP takes into consideration the influence of both project interventions and context-related factors, including the effect of other stakeholders’ interventions.

The CMEP addresses the following:

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

Measurability: The CMEP utilizes SMART⁵ indicator design to help measure outcome and output-based results. Additional CMEP elements such as the data analysis plan help ensure that monitoring data is assessed in a systemic manner. Indicators, targets, and accompanying analysis serve as knowledge check-points and assessments as to whether the projects is advancing towards achieving its objectives.

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

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

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

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

⁵ S.M.A.R.T. indicator criteria require that indicators be Specific, Measureable, Attainable, Reasonable, and Time-bound.

Learning: CMEPs are used by various stakeholders to help learn about the nature of the problem being addressed, and understand more about what works in a given context, how, and why.

B. Project Objective, Expected Results, Project Participants (detailed direct and indirect target groups), intervention locations (geographic), and project period of performance

Instructions: The project is responsible for developing content for this subsection, which should mirror and clarify what is written in the Project Document. As noted above, this section offers context about what the project is to achieve, who the participants will be (target groups), the geographic location of interventions, the period of performance, and a brief description of the design and activities. This description should be consistent with the project information in the Project Document.

CMEP SECTION I: RESULTS FRAMEWORK

Instructions: This section includes a graphic representation of the project’s theory of change using a results framework chart and a table that maps activities to project outputs and outcomes. OCFT provides template examples for each of these elements in Annex 1 (CMEP templates). Projects should base their results framework on the narrative theory of change contained in their project document. Flow-chart generating software may be used as long as the end product can be exported to a Microsoft Word document.

Section I(B) –*Activities Mapping* should use the OCFT-provided table format and should also mirror (in some cases with further refinements) the activities stated in the Project Document. It is common that after undertaking this exercise, the project document, in its draft form, may need refinement.

- A. Full Results Framework (with outcomes and outputs) – This visual representation displays outcomes, sub-outcomes, and outputs.
- B. Activities Mapping of Project Outputs to Results— The activities mapping table will list the project outputs and the activities that will be undertaken to achieve each of those outputs (and ultimately, outcomes). The activities listed in the table should be detailed enough to support the “if...then” results statements made in the results framework and should be consistent with the strategy narrated in the project document.

CMEP SECTION II: PERFORMANCE MONITORING

Instructions: Section II(A) describes the purpose and use of the Performance Monitoring Plan (PMP). Standard language is provided for this. In section II(B), Recipients will develop a full PMP table. OCFT will describe the format for the PMP table during the CMEP workshop. The PMP describes how the project will measure results (using metrics) at both output and outcome levels. For each indicator,

the PMP should include the following information: indicator language, definitions of key terms, unit of measurement, and classification type according to the type of accumulation that will be used. Also listed are any disaggregation(s) to be used for reporting results, the data collection and monitoring tool(s) to be used for each indicator, the frequency of data collection, verification (i.e. if data collected per period will be verified by the M&E Officer, and what random % of data will be verified), and the responsible parties associated with data collection and verification efforts. In addition to project-specific indicators developed as part of your CMEP, the project may also need to use *OFCT Required Indicators*. Projects should coordinate with their M&E point of contact to determine which of OCFT Required Indicators are required for their project. An example PMP is included as Annex 3 to this resource document. The project will be expected to include all of its indicators in the Data Reporting Form (TPR Annex A, in Excel format). The Data Reporting Form (DRF) will contain targets for each indicator and will be used by projects to report results. A sample DRF is included as Annex 4 to this resource document. Further guidance on indicator development and classification per type of accumulation can be found in sections V and VI of this document.

Standard Language: The following introductory language should be included in the PMP section of the CMEP prior to the full PMP table:

II(A) Purpose and Use of the Performance Monitoring Plan: The Performance Monitoring Plan (PMP) identifies “what” will be monitored and evaluated during the life of the project and “how” this will be done. It identifies and organizes appropriate qualitative and quantitative indicators that will be used to monitor and measure progress at the Objective, Outcome, and Output levels. The purpose of the PMP is to state and define these indicators and to describe the processes by which data will be collected. For each indicator, the PMP includes the following elements: indicator language, unit of measurement, key definitions, numerator/denominator (if needed) and classification type according to the type of accumulation required for reporting on the indicator. For each indicator, the PMP also requires projects to list disaggregation(s), the data collection and monitoring tool(s) used for each indicator, the frequency of data collection, verification, and the responsible parties associated with data collection and verification efforts. Projects will use the PMP as a management tool, ensuring that project staff and project partners collect data that meet all data quality requirements: validity, reliability, timeliness, precision, and integrity, and that these data are used to inform managerial decisions and make implementation adjustments. [Project name]’s full PMP can be found below in table number ____ (project to fill in).

II(C). Community & Participant Eligibility & Selection Criteria (direct support projects only). ILAB does not require the use of standard language for this section. If the project is to provide direct services (including linkages and referrals) for adults or children, then recipients will also be required to develop section II(B) of the CMEP. Section II(B) should describe, in detail, the eligibility and selection criteria for project participants (children and/or adults), and any specific target groups, such as children with disabilities, adolescent girls, etc. It should also describe eligibility and selection criteria for

communities (and each administrative level, i.e. municipalities, villages, zones, etc.). Eligibility and selection criteria should also reflect the child labor or forced labor definitions developed during the baseline survey process⁶. To some extent, and based on baseline results, the communities in which the project will work likely will already be determined, though projects must still elaborate on this in the CMEP.

CMEP SECTION III: SUMMARY OF PLANNED EVALUATIONS AND STUDIES

Instructions:

In this section, award recipients will list and briefly describe the evaluations and any M&E-related surveys and studies to be undertaken by the project. Research and Evaluation Activities that should be listed in this section include: interim and final evaluations as applicable, baseline and follow-up surveys, institutional surveys, pre-situational analysis, market assessments, capacity-building needs assessments, Knowledge, Attitudes, and Practices (KAP) surveys, and any other qualitative and/or quantitative studies that directly relate to tracking project results or to informing project strategy. As a reminder, each activity listed in this section should also be captured in the M&E section of the Project budget and timeline. If a project is undertaking a baseline prevalence survey (direct service projects), the surveys must be conducted in accordance with OCFT's Guidelines on Child Labor Prevalence Surveys. For direct service projects, once baseline data collection is complete and beneficiary screening and intake forms approved, full project activities may begin.

Standard Language: Please use the following standard language in the CMEP document, as applicable:

A. Implementation Evaluations (*Standard Language for all projects*)

Interim and Final Evaluations: External DOL-funded interim and final implementation evaluations will be conducted as applicable on each project by a contractor procured by USDOL (funds permitting). Implementation evaluations are primarily qualitative in nature and will assess project performance and results achieved by the time of evaluation. The implementation evaluation will be an opportunity to draw on lessons learned, good practices, and recommendations to help improve project performance and effectiveness moving forward. This involves identification of key project successes, challenges, and factors hindering and promoting the implementation of the project. A detailed TOR will be prepared by OCFT and the Project/Grantee will have the opportunity to provide inputs about the evaluations' objectives, methodology, timing, evaluation questions, and other aspects. Implementation evaluations examine such categories as: Relevancy, effectiveness, efficiency, sustainability, and impact. The evaluation TOR will outline the specific issues to be addressed within the time allowable. Evaluation questions will be developed as part of the Terms of Reference process.

⁶ Please refer to OCFT's Guidance for Developing Project-Level Child Labor Definitions and Guidance for Developing Project-Level Forced Labor Definitions

Timing: Interim evaluations are to be carried out at an appropriate mid-term point of the project, to be decided jointly between the Project and USDOL. Final evaluations are to be carried out within the 3 months prior to the end of activities, as specified in the Cooperative Agreement. Endline data and CMEP data should be available to inform the final evaluation prior to fieldwork. Fieldwork for each evaluation typically takes 2-3 weeks, depending on travel time needed between sites. A Projected month/year when [Insert project name]'s interim evaluation is likely to take place is: ____/____ (mm/yyyy)

B. Baseline and follow-up surveys (If applicable) (standard language)

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

C. Brief Description of Pre-Situational Analysis & Other M&E-Related Studies

Standard Language: The studies listed and described below will be used to inform or measure project results and include: _____, _____, _____ etc. The timing for each is detailed in the M&E category of the Project timeline/work plan, and can also be found in the Project's M&E budget category. These studies are to inform interventions, strategies, and to some extent, project results.

CMEP SECTION IV: IMPLEMENTATION AND MANAGEMENT OF CMEP

Instructions: CMEP Implementation requires that projects have sound procedures in place to ensure that data being gathered, reported, and used in course correction are accurate and reliable. Section IV of the CMEP helps projects elaborate on the process of CMEP implementation that will be used throughout the life of the project. In this section, projects should use narrative, as well as tables and figures, to describe CMEP implementation.

Sub-section IV(A) – Roles & Responsibilities: In this section, projects should describes who (staff, partners, data collectors, etc.) will be responsible for the various aspects of CMEP implementation. This section should briefly describe the organizational structure of information flow and could include visuals, a table, and/or a narrative. It will clarify the roles & responsibilities for CMEP implementation, including those of partner/sub-recipients, and any voluntary support provided by community members or labor inspectors in collecting project data. *OCFT does not recommend the use of

volunteers in collecting intake, monitoring, or exit data for direct project participants (children or adult beneficiaries)*. For direct support projects serving children and adults, this sub-section should also detail the roles and responsibilities for Direct Participant Monitoring System (DPMS) data collector and monitor trainings and the caseload expectations for data collectors and monitors and should include any responsibilities that teachers/schools/livelihood centers may have in helping to implement the CMEP.

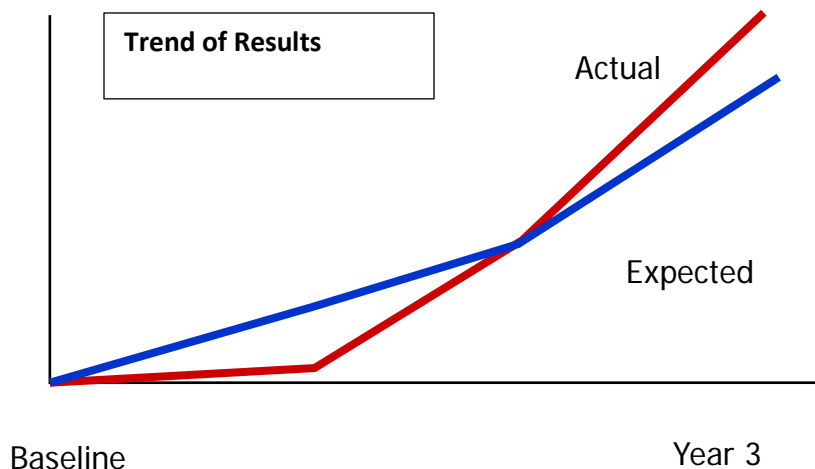
Sub-section IV(B) – Management Information System: This subsection will describe the data management information system to be used by the Project/Recipient. For direct service projects, this may include use of USDOL’s DPMS, Microsoft Access, or some other participant tracking platform. For non-direct service projects, a more simple information management system may be developed to capture capacity and awareness raising efforts, including tracking of trainees, training of trainers, etc. This section should describe key functionalities and features of the database, including data security. If GIS, mobile data collection, and/or ICT are to be used for M&E, these features should be described here as well.

CMEP SECTION V: DATA ANALYSIS PLAN (DAP)

Instructions: Projects will be required to interpret the monitoring data they gather throughout the life of the project, and this requires the use of a Data Analysis Plan (DAP). In this section of the CMEP, projects should describe how CMEP data will be assessed. This process will help ensure that the project has a system in place to respond appropriately to questions of progress and challenges and will help allow the project to make evidence-based decisions about strategy and implementation. Well-formed DAPs help projects accurately contribute to their learning agendas, move towards desired outcomes, help ensure that course-correction is justified and timely, and help understand what works in child and forced labor intervention strategies, in which contexts, how, and why. If there are timeline activities associated with this plan, the project should incorporate those into the Project Timeline in the M&E section of that timeline, and update the relevant activities with each work plan submission in the TPR. The DAP section of the CMEP is divided into four sections (described below). Projects may combine the sections if it makes sense to do so. This process should inform data availability for interim and final evaluations. In addition, the Data Reporting Form (DRF) should be incorporated as a tool for assessing indicator data and should be elaborated on in this section. Projects will need to customize their DRF in conjunction with this CMEP section. The DAP should also explain how projects will assess the disaggregation(s) listed in the Performance Monitoring Plan (PMP).

Sources for the DAP: Sources used in the project’s DAP comprise the project implementers themselves (through feedback loops), the project’s monitoring database, including information from intake and other data collection forms (if applicable), the project’s Data Reporting Form (DRF) and, if relevant, data from special studies carried out by the project and secondary sources (including child/forced labor baseline/endline studies). Projects should also state whether any software will be used to assess CMEP data.

Data analysis plans could include: The use of human-centered case studies to help contextualize project impact at an individual level, the use of pies and other charts to help explain intake and monitoring data, simple trend analysis of planned vs. actual results (example below), an assessment of contextual indicators and assumptions against actual results; pie chart percentage representations of people trained (i.e. 5% of all trained labor inspectors were women, were new labor ministry employees, etc.). This section may also delineate a plan for assessing project data pertaining to indicator disaggregations (sex, age clusters, educational attainment, disability status, etc.).



Standard Language:

V(A): Data Analysis Plan (DAP) Purpose: A data analysis plan (DAP) is a roadmap that indicates how a project will assess the data generated by project monitoring activities and, if relevant, data obtained from other sources. The DAP should help projects assess how they are progressing toward expected outcomes, help unveil unexpected outcomes, inform implementation, justify course corrections, and help projects understand how they are, to a limited extent, affecting change. Detailed DAPs of direct service projects will likely be more rigorous than DAPs of non-direct service projects.

The purpose of developing a DAP is to systematize and standardize how monitoring data will be interpreted. This will, in turn, help ensure data accuracy and reliability and will contribute to a better understanding of what works, why, how, and in which contexts. The DAP integrates monitoring information into the project's feedback loop, so as to establish on-going mechanisms that promote sharing of data and inform and improve the quality of the decision-making process carried out by project management and field staff. The DAP will help ensure that as data against indicators are gathered, the results of those efforts are systemically assessed and thus progress toward achieving the overall project goal, as it pertains to all stakeholders involved, is accurately represented for the interim and final evaluations. The description below details [project name]'s plan for analyzing CMEP data in a timely manner throughout the life of the project.

V(B) Data Quality Assurance Procedures(if applicable):

Instructions If the project is to provide direct support to children and adults, data quality assurance procedures will also need to be described. This sub-section will include narrative, and may include visuals if needed. This subsection should include a description of the participant (adults and children) intake and monitoring process, based on community and participant eligibility criteria developed in Section II (Performance Monitoring).It should describe how the project will work with other data source stakeholders to ensure accuracy and reliability of results (i.e. school officials/educators, local labor officials, etc.). It should include a description of ongoing trainings for DPMS data collectors throughout the life of the project, planning for turn-over and refresher trainings, and should describe the intake and monitoring process for each type of service being provided (livelihood services and education services); this process should be detailed for each beneficiary target group, as well. Sub-section V(B) should also describe the data verification process listed in the PMP under various indicators.

Standard Language: A Data Quality Assessment (DQA) will be conducted at least once during the life of the project in order to assess the quality of indicators and the quality of data being reported to USDOL. The DQA emphasizes five key data quality standards: validity, reliability, precision, integrity and timeliness. [project name] will carry out a Data Quality Assessment on at least one outcome and output indicator per objective and on USDOL required indicators sometime during the life of the project. [Projects to add an expected timeline. –i.e. in year 3 - must be added to Project Timeline and updated each TPR work plan submission.] The M&E team will review forms and procedures for data collection to ensure quality control.

In line with [project name]'s participant and community eligibility and selection criteria listed above, the project's intake and monitoring procedures for participants is as follows [Project to describe]:

V(C): Performance Reporting:

Standard Language– This sub-section corresponds to the reporting requirements of the required technical progress report (TPR). Required with each TPR submission is the project's Data Reporting Form (DRF), which reports actual progress against pre-established targets under each indicator, and provides context to the results being reported. TPRs are due every six months (in October and April). Reporting periods run from April 1st –September 30th, and from October 1st –March 31st. [project name]'s DRF is attached to this CMEP in Annex 1 (CMEP Templates).

V(D): Annual review and revisions to the CMEP:

Instructions: *This section should describe how CMEP reviews will be conducted and how CMEP revisions will be made.* CMEPs may be revised as needed during the life of the project and annual reviews are suggested and built into the CMEP process. However, a mid-point CMEP review is a required undertaking for all projects. This may take the place of the annual review for the given year and should be informed by the interim evaluation report findings and recommendations.

As part of the Data Analysis Plan, CMEP reviews may entail a review of project indicator definitions (what is working, what's not, and why), a review of planned annual targets (are they realistic given the current political context and trajectory of project activities?). During a CMEP review, you should ask questions such as: "Do any M&E roles/responsibilities or protocols need to change?" and "Do data collection tools need revision?". CMEP review activities should also include an analysis of results to date, which should be used to inform management decisions and/or refinements to project strategies. All proposed revisions to the CMEP should be submitted to USDOL in writing. Any proposed changes in strategy as a result of the CMEP review should be done in consultation with the GOR.

Standard Language: [project name] will undertake an annual CMEP review process after each October TPR submission. This process will help [project name] take stock in what is working with CMEP implementation, what is challenging, and promotes opportunities for recognizing emerging good practices in M&E. Following the project's interim evaluation, the project will undertake a CMEP review in consultation with OCFT to determine whether CMEP revisions are needed. This review will be informed by the interim evaluation's findings and recommendations.

In cases of minor modifications to the CMEP, such as small alterations in indicator wording or M&E management processes internal to the project, the project will notify the GOR and M&E POC and then submit a revised CMEP. Substantial changes that alter targets, involve major changes to indicator wording, add or remove indicators, involve major revisions to written sections of the CMEP, or affect the scope of the project (including changes to major project activities) will be discussed with and approved by the OCFTGOR and M&E staff POC, and then a revised CMEP will be submitted for full review and approval by USDOL.

Section VI—Indicator Classification/Target Setting:

This section provides guidance on how to accumulate and report on indicator targets across time. The text below is not to be included in a project's actual CMEP and is meant as guidance only. Projects report results against indicator targets in their Technical Progress Reports (TPR), specifically, in TPR Annex A, the Data Reporting Form. The data reported in a project's TPR is meant to provide timely data to project managers and DOL that can inform management decisions and shifts in strategy to improve project performance. The purpose of this guidance on indicator classification is to ensure that DOL and Recipients have a common understanding of indicator values (target and actual) reported. Without such a common understanding, Recipients, DOL, and other stakeholders may have very different interpretation of the targets and reported data. Recipients will classify how to accumulate the reported values of targets over time when designing the PMP and Data Reporting Form.

Indicator Classifications: Most indicators would fall under one of the following classifications: Incremental, Cumulative, or Level. For each indicator, the classification should apply consistently to targets and reported values.

- **Incremental Indicators**

Incremental indicators report only actual progress made during the individual reporting period (or status pertinent only to the individual reporting period). For instance, if you are reporting on the number of people enrolled in a program, you would report only those enrolled during the relevant reporting period and not those enrolled and reported on in previous periods.

DOL requires Recipients to set targets and report on some required direct-support indicators (such as the direct provision of education and livelihood services) in this manner, ensuring that children and households are not double-counted during the life of a project.

For incremental indicators, the final value reported at the end of the project will be a sum of the period values.

- **Cumulative Indicators**

Cumulative indicators report a running total, so that each reported actual value includes the previously reported actual and adds any progress made since the last reporting period. In this case, the reported value of these indicators will continue to increase over time (or at least stay the same as the previous reporting period if there was no progress).

Indicators on results whose status does not change once reported (e.g. children graduating from school) should be measured cumulatively.-

For cumulative indicators, the final value reported at the end of the project will be the same as the last period value.

- **Level Indicators**

Some indicators cannot be reported appropriately either incrementally or cumulatively. For instance, a project may want to report on the number of people participating in a program. This cannot be reported incrementally because some people who started in a previous period may continue to participate in the current reporting period. This indicator cannot be cumulative, either, because some people may drop out or graduate from the program. If an indicator needs to report on status that continues to change over time, this indicator would be a level indicator.

Many indicators (but not all) which report on a percentage would be level indicators. For instance, an indicator on the prevalence of child labor among program participants (e.g. POC indicators) would fluctuate over time as the program recruits more households and their children but also as children's work status changes. Some indicators reported in percentage, however, may not be level indicators. For example, if you are reporting on the proportion of children identified to be engaged in child labor at the program intake, this may be reported incrementally (i.e. only those children identified to be in CL during a reporting period divided by the number of children recruited in the same reporting period only) or cumulatively (i.e. all children identified to be in CL through the reporting period divided by the number of children recruited through the same reporting period).

For level indicators, the final value would typically be the same as the final period value. In some cases, however, it may make more sense for the final value to be calculated as an average over the life of the project. If projects are unsure of how to calculate the final value or believe an overall average may be more appropriate, they should discuss this with their DOL Project Manager and M&E Coordinator.

NOTE: Projects may choose to measure and report some indicators only once in the life of a project (e.g. at the end of the project). In such cases, there is no need to classify the indicators as incremental, cumulative, or level – rather, projects may simply indicate as Not Applicable in the PMP and Data Reporting Form.

General Guidelines on Indicator Classification and Reporting of Data

1. For each indicator, specify indicator classification in both the PMP and the Data Reporting Form.

The PMP should designate each indicator as incremental, cumulative, or level. If an indicator does not fit into any of these classifications, this should be discussed with the DOL Project Manager and M&E Coordinator, and agreement should be reached on how the indicator targets and data values reported are calculated.

For percentages, projects should document in the PMP and Data Reporting Form whether the numerator and denominator are cumulative or incremental.

2. Avoid confusion by using precise indicator language

To avoid confusion about period values, projects should use precise language in their indicator wording that clarifies how data is being reported and aggregated over time.

3. For all percentage indicators, include the denominator in the Data Reporting Form

When an indicator's unit of measure is a percentage, be sure to include the denominator in the Data Reporting Form for each reporting period. The denominator provides important information about the scale of change expressed by the indicator. Also, because the denominator may change each period (e.g. the number of participants, or caseload, increases for the POC indicators), it is important to include the denominator every time data is reported.

Comments and questions pertaining to this guidance document should be directed towards OCFT M&E staff. Additional resources for Recipients can be found on ILAB's website.

Annex 1: CMEP Development Checklist (For OCFT Projects)

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| | Watch required OCFT M&E orientation (virtual) |
| | Follow-up Q and A session or call with OCFT M&E staff |
| | Set dates for CMEP workshop |
| | Procure venue for CMEP workshop |
| | Invite workshop participants (the workshop should have no more than 15 participants. See CMEP Resource Document Section II -- CMEP Development Process -- for attendee recommendations.) |
| | Development Results Framework and Activity Mapping and submit to OCFT |
| | Address OCFT comments, and revise pre-workshop drafts |
| | Review and provide input to workshop agenda sent by OCFT |
| | Hold logistics call on CMEP workshop – discuss agenda, planned presentations, participant list, materials needed by facilitators, printing needs, lodging accommodations, etc. |
| | Send final (confirmed) participant list to OCFT |
| | Send any project-facilitated workshop presentation slides to OCFT/contractors |
| | Host CMEP workshop (facilitated by OCFT M&E staff) |
| | Send agreed upon CMEP Package 1 sections (including child labor or forced labor project definitions) |
| | Revise OCFT reviewed Package 1 materials |
| | Send fully drafted CMEP Package 2 sections (including data collection instruments) |
| | Address OCFT comments on CMEP package 2 |
| | Send full CMEP draft (including all annexes) |
| | Revise CMEP Draft (based on OCFT Review) |
| | Finalize CMEP |
| | Begin CMEP implementation |