**Monitoring and Evaluation (M&E) Resource Guide for OCFT Projects**

U.S. Department of Labor

Bureau of International Labor Affairs

Office of Child Labor, Forced Labor and Human Trafficking (OCFT)

Monitoring, Evaluation, Research and Learning Division

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# OCFT Acronym List

|  |  |
| --- | --- |
| **AM** | Activity Mapping  |
| **BL** | Baseline |
| **CA** | Cooperative Agreement |
| **CMEP** | Comprehensive Monitoring and Evaluation Plan |
| **DAP** | Data Analysis Plan |
| **DPMS** | Direct Participant Monitoring System  |
| **FAQ** | Frequently Asked Questions |
| **FOA** | Funding Opportunity Announcement |
| **GOR** | Grants Officer Representative  |
| **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 Monitoring Plan |
| **POC** | Point of Contact  |
| **PM** | Project Manager |
| **RBM** | Results Based Management |
| **RDQA** | Routine Data Quality Assessment  |
| **TOC** | Theory of Change |
| **TPR** | Technical Progress Report |
| **USDOL** | United States Department of Labor |

# Introduction to OCFT M&E Concepts

This document is intended for prospective and current USDOL Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) award recipients (Recipient). It provides an introduction to OCFT M&E concepts and is a companion to the additional resources that OCFT provides during project start-up.

This section 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 after award to help ensure that all parties understand the M&E terms and concepts being used throughout the life of the project. OCFT 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.

## Key Terms

* **Activities**: Activities are the building blocks that lead to outputs and outcomes that, in turn, comprise projects.
* **Direct services:** Interventions that include educational and livelihood services provided by the project that can be directly matched to an individual child or adult household member (for livelihood services).
* **Evaluation**: Evaluation means, with respect to a covered United States foreign assistance program, the systematic collection and analysis of information about the characteristics and outcomes of the program, including projects conducted under such program, as a basis for—
	+ making judgments and evaluations regarding the program;
	+ improving program effectiveness; and
	+ informing decisions about current and future programming.
* **Household**: All persons—related family members and all unrelated persons—who occupy a housing unit and have no other usual address.
* **Monitoring**: Performance monitoring is the ongoing and systematic tracking of data relating to project activities, outputs, or outcomes and used to determine whether desired results are occurring and whether implementation is on track. Monitoring often relies on indicators, quantifiable measures of a characteristic or condition of people, institutions, systems or processes that may change over time.
* **Outcome**: The higher-level results or effects achieved by project activities, typically in the medium-term or long-term timeframe of the project.
* **Output**: The direct result of a project activity, or the goods or services produced by the implementation of an activity.
* **Participants:** Children and households that have been provided with direct educational and livelihood services.
* **Program**: Programs represent a group of projects managed together in order to gain efficiencies on cost, time, technology, etc. ILAB manages foreign assistance projects through two offices: (1) the Office of Child Labor, Forced Labor and Human Trafficking; and (2) the Office of Trade and Labor Affairs. Project-level evaluation results are used to inform other projects within these programs.
* **Project**: A project is a set of complementary activities, over an established timeline and budget, intended to achieve a discrete result. In ILAB, foreign assistance projects are typically carried out through cooperative agreements. ILAB’s MPGs state that monitoring and evaluation requirements apply at the project level.

## 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 steps[[1]](#footnote-2):

**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)
* 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[[2]](#footnote-3)**
* 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 four 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:

**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
	+ 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
* HOW ABOUT 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*.

|  |  |
| --- | --- |
| **Activity**  | **Result** |
| Training | Increased skills |
| Institutional development  | Improved services |
| Awareness-raising | Better informed target group |
| 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
* **R**elevant
* **T**ime-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 at least once before the interim evaluation, to help better understand the strength and sensitivity of indicators. 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.

#

# Budgeting for M&E

USDOL Funding Opportunity Announcement (FOA) stipulate the minimum percentage of direct costs that projects must set aside for M&E activities (excluding staffing-related costs) and may also stipulate other set-aside funding amounts for certain M&E activities (such as evaluations). These amounts are based on factors such as anticipated project size and complexity. During the CMEP process, Recipients may determine that additional funds are needed for M&E; in such cases they should discuss how to effectively reallocate funds with their PM and M&E POC.

M&E-related budget items may include:

* CMEP development
	+ Knowledge, Attitudes, and Perceptions (KAP) studies, Institutional Studies, or other studies used to inform baselines, targets, and project activities
	+ Hosting of at least one workshop with up to 20 participants in the country of implementation or in 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.
		- If the project and USDOL decide that a full workshop is not needed, remaining funds may be re-budgeted for other purposes.
* CMEP implementation
	+ 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)
* Direct Participant Monitoring System (for direct service projects only)
	+ Collection of data on participant child/forced labor work and education status and livelihood characteristics at intake and exit
	+ Development and adoption of a data collection system
	+ Purchase and maintenance of electronic devices, tablets, computers and/or mobile phones for data collection
	+ Purchase and maintenance of software to host DPMS
	+ Staffing costs for data collection, verification and analysis, including trainings periodically throughout the life of the project.
	+ Ongoing monitoring of direct service participants, frequency of monitoring is defined in the award documents
* Performance evaluations - (minimum of $35,000 allocation requirement per evaluation for single-country projects, for a total of $70,000 for two performance evaluations in a single country). This allocation amount may be different for multi-country projects. Recipients should refer to the FOA for specific allocation requirements. 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. The following performance evaluations may occur during the life of the project:
	+ Interim
	+ Final
* M&E junior staff or consultants if needed

# Developing Your CMEP

## Background

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 development of the CMEP is one component of a project’s start up activities. Following the award of the cooperative agreement, the Recipient will finalize the project strategy and project budget included in their proposal and produce a Project Document Package, in consultation with OCFT. The Project Document Package consists of the project design elements, full project life-cycle work plan, and outcome-based budget. The CMEP should reflect the project design contained the Project Document, 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, measured, and documented. While USDOL engages closely with Recipients in the development of the CMEP, the Recipient has ownership of the CMEP. Recipients take the lead in implementing and updating the CMEP as needed, in conjunction with USDOL/ILAB.

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 and provides evidence of the link between different levels of results, including activities, outputs, outcomes, and to some extent, impact. All information included in the CMEP should be consistent with the Project Document Package.

## 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 M&E point of contact and Grant Officer’s Representative (GOR). Recipients of Cooperative Agreements should refer to their particular award documents[[3]](#footnote-4) to determine applicable M&E requirements.[[4]](#footnote-5)

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.

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 as needed. 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 presentations. 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. At that time, OCFT will provide the Recipient with additional documents to assist with CMEP development, including recommended formats for the full CMEP, Results Framework, Activities Mapping, Performance Monitoring Plan (PMP), and Routine Data Quality Assessment (RDQA).

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 week long 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 if deemed necessary. Additionally, OCFT and the Recipient will coordinate remotely as needed to complete CMEP deliverables.

The workshop typically runs for five days and is facilitated by either OCFT’s M&E staff or an OCFT-contracted facilitator. 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.

## Developing and Implementing a DPMS

As part of a project’s CMEP, OCFT requires most projects that provide education, training and livelihood services to develop and implement a system to monitor service provision, child labor status, and the education status of participant children and households. This system is called the direct participant monitoring system (DPMS).[[5]](#footnote-6) In addition to monitoring children, the DPMS should also monitor the work status and service-related outcomes of adult participants (including whether they are in a situation of forced labor or have experienced other work-place violations, as relevant to the project design and FOA requirements).

A well-functioning DPMS is critical for monitoring the success of child labor and forced labor elimination projects that provide direct services to children, adults, and households. The data gathered through the DPMS tracks direct service delivery to project participants and, most importantly, the project’s progress towards the ultimate goal of reducing child labor and/or forced labor or other work-place violations. Using this information, Recipients and OCFT may assess the degree to which a project is achieving its service delivery targets and desired higher-level outcomes (e.g., a decrease in child labor rates among participant children). If the project is not performing as expected, this information may be used to inform changes in the project’s services and/or approach to achieving its goals.

Data collection and verification of direct participants (and sometimes their households) is a key element in the DPMS process. To successfully collect, enter, query, and verify data, Recipients must consider the project’s objectives, timeframe, resources, and capacity. Lengthy, costly and technically detailed data collection activities may not be necessary or useful for some projects.

Data collection and entry methodology is highly reliant on the resources and constraints of the local situation and of the project. Some constraints that may affect the data collection and entry methodology that a project uses may include the project’s location, the staff’s knowledge of technology, number of children, adults, and households served, and available funds. Some examples of data collection modes that OCFT Recipients use include: paper-based data collection instruments administered via face-to-face interviews and electronic survey instruments administered face-to-face using mobile phones, tablets, and/or computers.

The data collection method that Recipients use is highly dependent on the local environment. For example, projects in remote areas may only be able to support paper-based, face-to-face surveys because they lack electrical, internet, or mobile connections or are operating in an area with a high crime rate. Recipients should ensure that human/financial resources and security considerations are taken into account when developing and implementing an electronic survey instrument.

OCFT-funded projects implementing a DPMS have used a variety of approaches to collecting, entering, and querying data to report on the TPR and to assess progress toward achieving objectives. They have used project staff, local volunteers, students, stakeholders, or professional M&E contractors to collect, enter, and query DPMS-related participant and household data. The type of data collectors used depends on the local environment, types of information being gathered (i.e., sensitive personal information), and available funding. There are trade-offs to be considered. For example, using a professional survey organization may ensure that the data collector is impartial and acts professionally in the field and provide a certain level of anonymity when speaking with a child participant, adult, or head of household. This type of data collector may be particularly helpful for respondents who will feel more comfortable sharing sensitive personal information with a stranger. On the other hand, hiring and offering repeated trainings for professional data collectors is costly, and, in some implementation areas, lack of trust in outsiders could present challenges. Under such circumstances, training local facilitators or other community members who have the trust of participants could be an advantage. However, it is still important for projects to allocate appropriate financial resources when utilizing community members or project facilitators as DBMS staff to provide them with adequate data collection, entry, and querying trainings throughout the life of the project. Additional verification procedures may also be necessary to ensure accuracy.

In budgeting for and implementing a DBMS, the Recipient should also consider the caseload for each data collector (i.e. at intake and during monitoring activities). As a project continues to enroll children, adults, and/or household units, caseloads per DBMS staff member may increase. In determining caseloads, Recipients should consider their human and financial resources and their established targets per reporting period, and should be aware of how long it typically takes to complete one intake and/or one monitoring interview with a child and/or an adult.

Recipients should also consider the resources needed for data entry and data cleaning. These steps in DBMS implementation are vitally important to reporting high-quality data to OCFT and understanding whether targets and objectives are being achieved. Double-entry is a recommended best practice for entering data from paper-based forms, however, this can be costly. Many projects have used short-term services from local university students to help with data entry from paper-based forms, while providing on-the-job experience and guidance to students, and/or have built-in extra time to their work plan, allowing for proper data-entry techniques. In implementing the DBMS, projects should also consider how they will treat missing data (procedurally and statistically), and establish procedures around who may have administrative access (or varied levels of access) to the system.

Grantees also have multiple options for DPMS data storage[[6]](#footnote-7):

* **Microsoft Excel -** Microsoft Excel is the industry standard data collection and analysis tool. The technical expertise required to use Excel is low, making it is easy to begin using, create a new spreadsheet, and begin to collect and enter data. However, data entry mistakes are easy to make in Excel. Excel will let the user enter anything into a cell and does not provide default data verification. This lack of validation can lead to issues with data integrity and reliability. Moreover, Excel is designed to be used by one user at a time, which makes collaboration more difficult. Though rated low for data integrity, reliability and survivability, Excel is the most widely used data collection tool. Its ease of use, low technical expertise required, and near universal availability make it the default tool to begin to collect and analyze data.
* **Microsoft Access -** Microsoft Access is also useful for data collection and reporting. Access is easy to begin using, enforces good data integrity rules, and allows the user to create data collection, user interfaces and reports. Access is more complicated to use than Excel and is designed, unless properly configured, to be used by only one user at a time.
* **Relational Database -** If grantees have access to the required technical expertise, relational databases are the best solution for data storage in the DPMS. Relational databases store data in an efficient way, support strong data integrity controls, handle larger datasets, and are easier to use by multiple people in multiple locations. Examples of relational databases include PostgreSQL, MySQL, Oracle, and Microsoft SQL Server.
* **NoSQL Database -** NoSQL databases are a relative newcomer to data storage. These databases are like relational databases in their efficiency, handling of large datasets, and ease of access. However, NoSQL databases’ data integrity controls are less stringent, and, because the data are stored without a schema, these databases may be initially confusing to users. Examples of NoSQL databases include MongoDB, CouchDB, Amazon DynamoDB and Google Cloud Datastore.

Each of the data storage options comes with advantages and disadvantages, and Recipients should consider the following factors:

* **Technical Expertise -** Grantees should evaluate the level of technical expertise they have on the projects and choose a data storage solution that aligns with that level of expertise. For example, an enterprise database management system would not be recommended if grantees do not have a database administrator or programmer on their team. A more appropriate option may be to have staff use Excel or Access.
* **Data Integrity -** Data integrity refers to maintaining and ensuring the accuracy and consistency of data over the project’s lifecycle and is a critical aspect of the design, implementation, and use of any system that stores, processes, or retrieves data. The data storage solution chosen by Recipients should assist them in preserving data integrity.
* **Reliability -** The system chosen should store the DPMS data in a consistent and reliable way.
* **Access -** Grantees should determine who and how many people need access to the data. If more than one person needs access at a time, grantees should consider a multi-user system such as a relational database. If only one person needs access at a time, an Excel spreadsheet may be adequate.
* **Survivability -** Survivability refers to the ability of the data storage to survive a drastic event such as a system failure. If the system fails, will the data still be available, will there still be access to it, or can it be restored if lost.

Recipients are encouraged to discuss their strategy for the DPMS with their OCFT M&E POC during project start-up and CMEP development.

## Key Roles & Responsibilities for CMEP Development

* OCFT: An assigned M&E staff member and the OCFT GOR will be the primary points of contact for all CMEP-related discussions with OCFT. The Grant Officer is not involved in approval of M&E deliverables. OCFT will facilitate and guide the development of the CMEP, including the workshop, and will review and approve the CMEP deliverables.
* Recipient: The Project Director, M&E Officer and headquarters 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.
* Contractor: In cases where OCFT hires an M&E contractor, the contractor may facilitate the workshop, guide the development of the CMEP, review the CMEP deliverables, etc. OCFT will notify the Recipient after award whether a contractor will be involved in CMEP development and the scope of their work on the CMEP. With this model, OCFT will still participate in workshops, review draft deliverables, and approve final versions of all M&E deliverables.

## Timeline for CMEP Development

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. Recipients should communicate with OCFT whether M&E-related tasks are delayed for any reason.

If the project is planning to conduct additional studies, whose data will be used to set baseline values and 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. **OCFT will not approve the Data Reporting Form (DRF) until the Recipient has established baseline values for all performance indicators .**

**Restrictions on Beginning Direct Services:**

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/or adults, the following two (2) restrictions apply:

1. Screening and intake data collection instruments must be ILAB-approved prior to the intake of children and adults. Note: Recipients are able to begin scoping efforts to identify communities for service provision prior to the approval of the data collection instruments.
2. For projects undertaking area-based 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.**

## CMEP Revisions

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.

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. 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.

If there is a substantive project modification that alters the outputs and activities of the project or adds/removes countries from the work plan, there may need to be a CMEP revision. Recipients should consult their OCFT GOR and M&E POC to confirm whether a revision will be required.

## Frequently Asked Questions

**Who should attend the CMEP workshop?**

The CMEP workshop should comprise no more than 17-20 people, including key project, partner/sub-awardee staff, and USDOL staff. 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 some projects working meetings may be held with a core group of project staff, including key partner staff, and results may be shared at a later date with a larger group of stakeholders who may need to provide feedback. If deemed necessary, projects may include 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. 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 proposal and/or Project Document and pre-work deliverables before the workshop.**

**What happens at these workshops?**

The workshop facilitator will develop an agreed upon agenda to help guide the development of each CMEP section and annex (see Section V 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 sometimes government stakeholders, 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 are 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 or its contractor for participants to refer to at the workshop, and ensuring that the facilitator has the items they need (i.e. projector, 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 typically be conducted in English, although OCFT may determine that a workshop be conducted in the local language in some cases. The Recipient is responsible for procuring and arranging any translation and interpretation services needed for the workshop, including translation to/from English if needed, or to/from the local language if needed. 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 typically include a draft visual results framework based on proposed outcomes and outputs, a table linking activities to outputs and outcomes (an Activity Mapping document), and child labor and forced labor definitions. OCFT provides guidance on these documents through the three PowerPoint training presentations and 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 (and Contractor if applicable) for review. 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. USDOL will require 2 full weeks (10 business days, excluding holidays) to review CMEP drafts.

**Sample CMEP Development Checklist**

|  |
| --- |
| Project Start Up and CMEP Pre-Work  |
| Project period of performance begins  | -- |
| Organize intro call or meeting with project staff (meeting to include component on M&E)  | OCFT GOR |
| Share M&E guidance documents with Recipient via email  | OCFT M&E POC  |
| Watch required OCFT M&E orientation PowerPoints (virtual) | Recipient staff, sub-recipient staff  |
| Request follow-up Q&A session or call with OCFT M&E staff if needed | Recipient  |
| Assign CMEP workshop pre-work | OCFT M&E POC  |
| Set dates for CMEP workshop  | Recipient, OCFT GOR, OCFT M&E POC |
| Procure venue for CMEP workshop  | Recipient  |
| Invite workshop participants  | Recipient  |
| Submit draft of CMEP workshop pre-work to OCFT  | Recipient  |
| Provide feedback on pre-work to Recipient | OCFT GOR, OCFT M&E POC  |
| Address OCFT comments, and revise pre-workshop drafts  | Recipient  |
| Provide draft agenda for CMEP workshop | OCFT M&E POC and Contractor  |
| Review and provide input to workshop agenda sent by OCFT  | Recipient  |
| Organize logistics call on CMEP workshop – discuss agenda, planned presentations, participant list, materials needed by facilitators, printing needs, lodging accommodations, etc.  | OCFT M&E POC and Contractor  |
| Send final (confirmed) participant list to OCFT  | Recipient  |
| Send any project-facilitated workshop presentation slides to OCFT/contractor | Recipient  |
| CMEP Workshop |
| Host CMEP workshop (facilitated by OCFT M&E POC or Contractor) | Recipient  |
| Share documents worked on during CMEP workshop  | OCFT M&E POC and Contractor  |
| Set timeline for submission of first draft of the full CMEP  | Recipient, OCFT M&E POC, and Contractor  |
| Full CMEP Drafting |
| Submit first draft of full CMEP (including child labor or forced labor project definitions) | Recipient  |
| Review first draft of full CMEP | OCFT M&E POC and Contractor  |
| Revise reviewed CMEP first draft  | Recipient  |
| Submit second draft of full CMEP (including data collection instruments) | Recipient  |
| Review second draft of full CMEP (including data collection instruments)  | OCFT M&E POC and Contractor  |
| Address comments on CMEP second draft | Recipient  |
| Submit full CMEP draft (including all annexes) | Recipient  |
| Review full CMEP draft (including all annexes)  | OCFT M&E POC and Contractor  |
| Revise CMEP final draft | Recipient  |
| Finalize CMEP | Recipient and Contractor |
| Begin CMEP implementation | Recipient  |

# CMEP Suggested Format

**Instructions**: Standard language is included in the suggested format below. Language highlighted in yellow identifies where the project should insert language. Please use the instructions found in the [Instructions for CMEP Sections](#_Instructions_for_CMEP) as a guide to completing each section.

## INTRODUCTION

### 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 their project objective and also provides evidence of the link between different levels of results, including activities, 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 critical assumptions outlined in the results framework take 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 SMART[[7]](#footnote-8) 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 project 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.

**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.

### Project Overview

A full overview of the project, including a narrative theory of change, can be found in the original project proposal and current Project Document. This section provides a brief summary of the project objective, expected results, project participants, intervention locations and period of performance for the project. Insert one page or less of narrative outlining the project objective, expected results, project participants, intervention locations and period of performance for the project.

## SECTION I: VISUAL RESULTS FRAMEWORK

This section includes a visual representation of the project’s Theory of Change (ToC) and the risks and critical assumptions that accompany that Theory of Change. To visualize the ToC, this section includes two items; a Results Framework (RF) flowchart linking various levels of project results, and an Activities Mapping (AM) table linking results to activities needed to achieve results.

### Full Visual Results Framework

Insert project’s visual results framework (see OCFT Results Framework suggested format). The narrative theory of change should be included in the Project Document.

### Activities Mapping to Project Outputs and Results

Insert project’s activities mapping (see OCFT Activities Mapping suggested format).

## SECTION II: PERFORMANCE MONITORING

### 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. The project’s full PMP can be found below in table number \_\_\_ (project to fill in).

### Full PMP

Insert project’s PMP (see OCFT suggested PMP format).

### Geographic & Participant Eligibility & Selection Criteria (only if applicable)

Insert language on eligibility and selection criteria for geographic areas where project is working (all projects) and for both geographic and participant eligibility and selection criteria if project is providing direct services (including linkages and referrals) for adults or children and/or training under a capacity building project.

## SECTION III: SUMMARY OF PLANNED EVALUATIONS AND STUDIES

### Performance Evaluations

OCFT will typically procure a contractor to conduct independent interim and final performance evaluation for each Project (funds permitting). However, for some projects, such as those with a shorter implementation timeline, other options in lieu of the OCFT-funded interim evaluations, such as a midterm review or a project-procured limited scope evaluation may be available. It is also possible that the interim evaluation may be waived. **The interim evaluation format will be coordinated and agreed upon with OCFT.**

External OCFT-funded interim and final performance evaluations are primarily qualitative in nature and will assess project performance and results achieved by the time of evaluation. The performance 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 and both OCFT and the Project/Grantee will have the opportunity to provide inputs about the evaluations’ objectives, methodology, timing, evaluation questions, and other aspects. Performance 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.

USDOL’s evaluation policy includes an emphasis on applying findings and conclusions to ongoing projects. After the evaluation has been completed, the Project/Grantee will work jointly with OCFT to identify which evaluation recommendations are accepted, partially accepted or rejected, reasons for these determinations, and identify specific actions that will be taken to implement accepted and partially accepted recommendations. These decisions and discussions are tracked through the Decentralized Evaluation Recommendation Tracker (DERT), and is often referred to as the DERT process. Progress toward implementing the recommendations that are accepted and partially accepted are reported in the semi-annual technical progress reports (TPRs).

Timing: Interim evaluations and other evaluation formats 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 to 6 months prior to the end of activities, as specified in the Cooperative Agreement. Performance data should be available to inform the evaluations prior to fieldwork. If the project is undertaking an endline prevalence survey, this data should also be available when possible. Fieldwork for each evaluation typically takes 2-3 weeks, depending on travel time needed between sites.

### M&E-Related Studies

The studies listed and described below will be used to inform project activities and strategies, measure project baseline values (including for direct services), help set indicator targets and measure results. M&E-related studies may include direct participant surveys of child labor/forced labor work status and livelihood characteristics (intake and exit), Knowledge, Attitudes, and Perceptions (KAP) studies, institutional studies, 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.

* [Insert type of study planned, scope of study, etc.]

## SECTION IV: IMPLEMENTATION AND MANAGEMENT OF CMEP

### Roles and Responsibilities

Insert description of roles and responsibilities for project personnel involved in the project’s CMEP implementation.

### Management Information System and Document Retention

Insert description of the project’s Management Information System and document retention practices.

### Baseline and Target Setting

OCFT requires projects to establish accurate baseline values for agreed-upon indicators to ensure appropriate life-of-project targeting (numeric and demographic), and to accurately capture progress toward achieving project objectives. All projects are required to conduct baseline activities. The scope and budget for baseline activities on projects providing direct services will likely be more extensive and require a higher budget allotment than baseline activities conducted for non-direct service projects. Projects will confirm the requirement through the FOA or through consultations at the beginning of project implementation with their GOR and M&E point of contact.

Projects must also develop targets for these indicators in collaboration with the OCFT PM and MERL Team. PMs and MERL staff use country and technical knowledge to ensure, to the best of their ability, that these targets are feasible and sufficiently ambitious.

### Performance Reporting

The project will submit a Technical Progress Report (TPR) to OCFT biannually. Required with each TPR submission is the project’s Data Reporting Form (DRF—TPR Annex A), which reports actual progress against pre-established targets for 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. The DRF is attached to this CMEP in Annex 3.

### Revisions to the CMEP

The project is responsible for the implementation and revision of the CMEP. Projects may revise their CMEP as needed during the life of the project. 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 must notify the GOR and M&E POC of any and all changes and then submit a revised CMEP.

In some cases, the project may propose 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). Changes of this nature 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.

Any changes to targets should be discussed and agreed with USDOL prior to being changed in Annex A and in the CMEP.  It is important that there is a record of both indicator and target changes throughout the life of the project so that all parties are learning about what works, what is realistic and what is not. Retroactively changing targets that were reported on past TPRs is not permitted. Recipients should consult their M&E POC if they believe that targets need to be updated, so that the change can accurately be reflected in Annex A. Changes approved by DOL may be captured by adding rows where relevant, and 'greying out' rows  of indicators that are no longer relevant and/or labeling rows as 'original' and 'current-updated'.

If there is a substantive project modification that alters the outputs and activities of the project or adds/removes countries from the work plan, the project should initiate a CMEP revision. The project should consult the OCFT GOR and M&E POC to confirm whether a revision will be required.

## SECTION V: DATA ANALYSIS PLAN

### Purpose and Use of the Data Analysis Plan

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 other 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 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 to 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.

### Plan for Data Analysis and Utilization

Insert strategy for project’s data analysis and utilization.

### Data Quality Assurance Procedures

The [insert project name] will conduct a data quality assessment at least once before the project's interim evaluation in order to verify 1) the quality of reported data for key indicators (data verification); and 2) the ability of the project’s data management system to collect, manage, and report high quality data (systems assessment). Findings from a data quality assessment should be used by the Recipient to formulate and implement measures to strengthen the data management and reporting system and eventually to improve data quality. The evaluator leading the interim performance evaluation will conduct a review of the completed data quality assessment and provide feedback to the project. USDOL may request a copy of the completed data quality assessment. Recipients are encouraged to use USDOL’s suggested format which is called the Routine Data Quality Assessment (RDQA) ([Section VIII](#_Routine_Data_Quality)).

Insert data quality assurance procedures including narrative and visuals. For direct service projects, insert a description of the project’s intake and monitoring procedures for participants.

## LIST OF ANNEXES TO CMEP

* Project-Level Child Labor or Forced Labor Definitions (see [Section VII](#_Guidance_for_Developing) for guidance)
* Data Reporting Form Suggested Format (see [Section IX](#_Data_Reporting_Form))
* Project Data Collection Instruments

# Instructions for CMEP Sections

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.

**INSTRUCTIONS FOR INTRODUCTION SECTION**

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.

1. Purpose of CMEP – Standard language is provided for this section. No additional inputs are required.
2. Project Overview – In this section, Recipients should provide a brief summary of the project objective, expected results, project participants, intervention locations and period of performance for the project. The full overview of the project, including a narrative theory of change, can be found in the original project proposal and current Project Document, and should not be duplicated in the CMEP. This section should be no more than one page.

**INSTRUCTIONS FOR SECTION I: VISUAL RESULTS FRAMEWORK**

This section includes a visual representation of the project’s theory of change using a results framework chart, including risks and critical assumptions, and a table that maps activities to project outputs and outcomes. OCFT provides template examples for the results framework and activities mapping. Recipients are encouraged to utilize OCFT recommended formats for the results framework and activities mapping. These tables should 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.

1. Results Framework – 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. Projects should also use the template to identify critical assumptions. Projects should consider mitigation measures should those assumptions fail to minimize delays and disruptions to project implementation.
2. Activities Mapping to Project Outputs and Results – The activities listed in the activities mapping should be detailed enough to support the “if…then” results statements made in the results framework. While activities do not need to be fully defined during CMEP development, they should be detailed enough that a reader can understand what the project is doing, who they are doing it with, and which results the activities support.

**INSTRUCTIONS FOR SECTION II: PERFORMANCE MONITORING**

1. Purpose and Use of the PMP – This section describes the purpose and use of the Performance Monitoring Plan (PMP). Standard language is provided for this section. No additional inputs are required.
2. Full PMP – Recipients will develop a full PMP table and are encouraged to use the format provided by OCFT. The project will be expected to include all of its indicators in the Data Reporting Form (TPR Annex A, in Excel format). Please see below for several key points to keep in mind while developing the PMP:
* In addition to project-specific indicators, the project must include applicable *OCFT Required Indicators*. Projects should coordinate with their M&E point of contact to determine which indicators from the Companion Guide to OCFT Standard Indicators are required for their project. Any OCFT-required indicators should be clearly labeled as such in the PMP.
* Indicators are typically required for each result in a project’s results framework. However, indicators for deliverable-based results are **discouraged**. These results are best tracked through updates to the project’s work plan, which are submitted as an annex to the TPR. Examples of deliverable-based results include the following:
	+ Report drafted
	+ Guidelines approved
	+ Document published online
* Projects may propose process indicators along with outcome indicators to show progress toward achieving outcomes.
* Projects must complete all of the columns in the PMP with the information below:
	+ **Indicator** - An observable or measurable characteristic that shows, or “indicates,” the extent to which an intended result is being achieved. An indicator helps to answer the question “How will we know achievement when we see it?”
	+ **Indicator Definition** – Provides clear definitions for terms so that all stakeholders have a clear understanding of the indicator. Clearly defining indicators helps to ensure data comparability over time and across project sites. Avoid broad terms that may cause confusion such as capacity building.
	+ **Indicator Type** – Indicators can be quantitative or qualitative. Quantitative indicators are typically numbers, amounts, ratios, percentages, proportions, average scores, ratings, weighted or non-weighted indexes, etc. Quantitative indicators are typically easier to aggregate, analyze and interpret in comparison to qualitative data. Qualitative indicators require subjective evaluation and are descriptions of the status of an intended objective, analysis of documents, opinions, documented observations, representative case descriptions, etc.
	+ **Classification** (see below for more information) - 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.
	+ **Unit of Measurement** – Clarifies what unit data will be collected in. Examples include number, ratio, percentage, average, rate, index, or milestone.
	+ **Indicator Disaggregation -** Disaggregation provides greater detail about the indicator subgroups that may be affected differently by programming. Examples include sex, age, household size, geographic location, sector, type of service, amount of service, and type of training. Projects should note that it takes resources and time to collect and analyze disaggregated data and should question whether they need all the disaggregated information for program management?
	+ **Data Collection Instrument** – A data collection instrument is used to collect the data needed to calculate indicator results. Examples of data collection instruments include surveys, intake forms, interviews, tests, guides, and focus group discussion guides.
	+ **Frequency of Collection and Reporting** – This describes how often data will be collected and reported. Assists in managing the data collection process by identifying timeframe and responsible parties for data collection (and analysis)
	+ **Percentage Verification** – Percentage of data collected that will be verified by project staff to check data quality.
	+ **Responsibility for Collection and Assessment** – This describes who will be collecting the data, who will be assessing or validating the data, and who will be reporting the data. Assists in managing the data collection process by identifying timeframe and responsible parties for data collection (and analysis)

Baseline Values and Target Setting

The Recipient is required to set baseline values and targets for all indicators identified in the PMP. These baseline values and targets will be included in the Data Reporting Form (Annex A to the TPR). Progress toward meeting the targets will be reported on during each TPR.

DOL and Recipients must 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 Classification

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.

1. 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.

1. 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.

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.

Typesof 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 (see table 1 for example) – Incremental indicators report only actual progress made during the individual reporting period (or status pertinent only to the individual reporting period). For instance, if a project is 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 (see table 2 for example) - 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 (see table 3 for example) – 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.

**Table 1: Reporting Incremental Indicators in the DRF**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Baseline Value (if applicable)** | **Target/ Actual** | **2018** | **2019** | **2020** | **2021** | **Final Value** | **Frequency /Indicator Classification** | **Narrative Reporting:**  |
| **April** | **October** | **April** | **October** | **April** | **October** | **April** | **October** |
| # of children engaged in or at high-risk of entering child labor provided an education or training service | **0** | Target |  |  | **20** | **20** | **20** | **20** | **20** |  | **100** | Semi-annualIncremental | N/A |
| Actual |  |  | **14** | **24** | **20** | **28** | **23** |  | **109** |

**Table 2: Reporting Cumulative Indicators in the DRF**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Baseline Value (if applicable)** | **Target/ Actual** | **2018** | **2019** | **2020** | **2021** | **Final Value** | **Frequency /Indicator Classification** | **Narrative Reporting:**  |
| **April** | **October** | **April** | **October** | **April** | **October** | **April** | **October** |
| # of vocational or other employment-related training participants who complete their program  | **0** | Target |  |  | **5** | **10** | **20** | **30** | **40** | **50** | **50** | Semi-annualCumulative  | N/A |
| Actual |  |  | **4** | **8** | **18** | **25** | **37** | **45** | **45** |

**Table 3: Reporting Level Indicators in the DRF**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **Baseline Value (if applicable)** | **Target/ Actual** | **2018** | **2019** | **2020** | **2021** | **Final Value** | **Frequency /Indicator Classification** | **Narrative Reporting:**  |
| **April** | **October** | **April** | **October** | **April** | **October** | **April** | **October** |
| % of direct service participant children engaged in child labor | **80%** | Target |  |  |  | **80%** |  | **60%** |  | **40%** | **40%** | Annual Level | N/A |
| Actual |  |  |  | **80%** |  | **70%** |  | **42%** | **42%** |

1. Geographic & Participant Eligibility & Selection Criteria – ILAB does not require the use of standard language for this section. For projects providing education or livelihood services (or referrals to those services), and/or capacity building trainings, recipients must develop specific criteria for determining geographic and participant eligibility and selection. These criteria should be based on the project child labor and/or forced labor definitions developed, and on training curriculum as relevant. The criteria should also consider factors such as geographic areas of focus, common risk factors, and criteria relevant to the nature of the service. Selection criteria for participants (children and adults) receiving direct services or referrals may be refined in consultation with OCFT as a result of baseline research, if applicable.

**INSTRUCTIONS FOR SECTION III: SUMMARY OF PLANNED EVALUATIONS AND STUDIES**

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, Knowledge, Attitudes, and Practices (KAP) surveys, and any other qualitative and/or quantitative studies that directly relate to setting project baselines and targets, tracking project results, or 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.

1. Performance Evaluations: Standard language is provided for this section. No additional inputs are required.
2. M&E Related Studies: Standard language is provided for this section. Recipients should add a bullet for each survey and/or study planned during the life of the project and provide basic information on the scope of the survey/study and how it will be used to inform or measure project baseline values, help set indicator targets, and measure results.

**INSTRUCTIONS FOR SECTION IV: IMPLEMENTATION AND MANAGEMENT OF CMEP**

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.

1. 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. Note: 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 monitorsand should include any responsibilities that teachers/schools/livelihood centers may have in helping to implement the CMEP.
2. Management Information System and Document Retention – This section 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. All document retention plans should be in accordance with USG Regulations for document retention[[8]](#footnote-9).
3. Performance Reporting – Standard language is provided for this section. The Recipient is not required to add project-specific language to this section. Projects report results against indicator targets in their Technical Progress Reports (TPR), specifically, in TPR Annex A, the Data Reporting Form. [Tables](#_Attachment_1:_Examples) 1-3 above provide examples of how to report results for each indicator classification in the DRF. 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 DRF will contain a baseline and target for each indicator. Progress toward meeting the target will be reported in the DRF each reporting period.
4. Revisions to the CMEP – Standard language is provided for this section. The Recipient is not required to add project-specific language to this section.

**INSTRUCTIONS FOR SECTION V: DATA ANALYSIS PLAN (DAP)**

1. Purpose and Use of the Data Analysis Plan – Standard language is provided for this section. No additional inputs are required.
2. Plan for Data Analysis and Utilization – 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. 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.).

**Trend of Results**

Actual

Expected

Year 3

Baseline

1. Data Quality Assurance Procedures – Standard language is provided for this section on Data Quality Assurance. The project should also describe other data quality assurance procedures including narrative and visuals if needed. For example, this section should include a description of the participant (adults and children) intake and monitoring process (if applicable), 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.). For direct service projects, this section 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. This section should also describe the data verification process listed in the PMP under various indicators.

# Companion Guide to the OCFT Standard Indicators

## Overview

In an effort to collect comparable information related to the outputs and outcomes of its technical assistance recipients, the Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), Bureau of International Labor Affairs (ILAB) has developed a set of standard indicators. All OCFT-funded recipients are required to measure and report on the OCFT standard indicators, as applicable. Taken together, the indicators broadly measure the contributions and outcomes of OCFT recipients as part of international efforts to combat child labor, forced labor, or other or other violations of workers’ rights through education, improved livelihoods, awareness raising, and increased country capacity.

Results from several of OCFT’s standard indicators feed into the OCFT and USDOL’s performance reporting. This performance reporting is closely integrated into USDOL’s planning and budget activities.

Relevant cross-cutting definitions are referenced at the end of the document (e.g. child labor, forced labor, worker rights, etc.).

## Expectations of Recipients

Recipients are expected to work with their OCFT Monitoring and Evaluation point of contact (M&E POC) and project manager (PM) to identify relevant OCFT standard indicators and the data collection instruments necessary to gather and analyze data needed to report on the indicators. In addition, recipients are required to gather and report data on strategy-specific indicators tailored to the project’s theory of change established during the Comprehensive Monitoring and Evaluation Plan (CMEP) development process. These strategy-specific indicators, along with the relevant OCFT standard indicators, are described in Section II of the recipients’ CMEP, under the Performance Monitoring Plan (PMP) table. Recipients are required to report results against indicator targets in their semi-annual Technical Progress Report, [Annex A (Data Reporting Form)](#_Data_Reporting_Form).

The OCFT standard indicators and the type of recipients that typically report on them are as follows:

|  |  |
| --- | --- |
| **Indicator** | **Project Type** |
| C1. Number (#) of countries with increased capacity to address child labor, forced labor, trafficking in persons, or other violations of workers’ rights  | Most Recipients |
| E1. Number (#) of children engaged in or at high-risk of entering child labor provided an education or training service  | Recipients providing education services |
| E2. Number (#) of children engaged in or at high risk of entering child labor provided formal education services  | Recipients providing education services |
| E3. Number (#) of children engaged in or at high risk of entering child labor provided non-formal educational services  | Recipients providing education services |
| E4. Number (#) of children engaged in or at high risk of entering in child labor provided vocational training services | Recipients providing education services |
| L1. Number of households receiving livelihood services | Recipients providing livelihood services |
| L2. Number (#) of adults provided employment services | Recipients providing livelihood services |
| L3. Number (#) of children provided employment services | Recipients providing livelihood services |
| L4. Number (#) of adults provided economic strengthening services | Recipients providing livelihood services |
| L5. Number (#) of adults provided other livelihood services | Recipients providing livelihood services |
| L6. Number (#) of individuals provided with a livelihood service | Recipients providing livelihood services |
| OS. Number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers’ rights, provided with services other than education or livelihood services to address child labor, forced labor, or other labor abuses | Recipients providing services other than livelihood, or education or training services |
| T1. Number (#) of individuals provided with training or other support to improve enforcement of, or compliance with child labor, forced labor, or other worker rights laws or policies.  | Recipients providing trainings in response to capacity-building needs |
| T2. Number (#) of educators trained | Recipients providing trainings to educators in response to capacity-building needs |
| POC1. Percentage (%) of direct service participant children engaged in child labor POC2. Percentage of direct service participant children engaged in hazardous child laborPOC3. Percentage of direct service participant children engaged in other worst forms of child labor | Recipients providing services to children (livelihood, education, or other services) |
| POC4. Percentage (%) of direct service participant children who regularly attend school  | Recipients providing direct services to children (livelihood, education, or other services) |
| CR. Percentage (%) of vocational or other employment-related training participants who complete their program | Recipients providing direct education services |
| **OPTIONAL OCFT INDICATORS** |  |
| POH1. Percentage (%) of livelihood service participant HHs with at least one child engaged in child labor POH2. Percentage of livelihood service participant HHs with at least one child engaged in hazardous child laborPOH3. Percentage of livelihood service participant HHs with at least one child engaged in other worst forms of child labor | Recipients providing direct livelihoods services |
| POH4. Percentage (%) of livelihood service participant HHs with all children of compulsory school age regularly attending school  | Recipients providing direct livelihoods services |

Section 3 below, *Standard Indicator Reference Information*, provides detailed information for each standard indicator, including definitions, notes on calculation, targeting, and required disaggregation.

## Standard Indicator Reference Information

**C1**

**Number (#) of countries with increased capacity to address child labor, forced labor, trafficking in persons, or other violations of workers’ rights**

**Description (C1):** C1 aims to measure increased country capacity (at the national, regional, local, or sectoral level) to combat child labor, forced labor, trafficking in persons, or other violations of workers’ rights. When a project contributes to increased capacity within a country where it implements activities, OCFT will count the achievement and country under C1.

OCFT considers country capacity to have increased when an outcome under the following categories is achieved:

1. Adaptation of legal framework to meet international labor standards;
2. Formulation and adoption of policies, plans, or programs to combat child labor, forced labor, trafficking in persons, or other violations of workers’ rights;
3. Inclusion of child labor, forced labor, trafficking in persons, or other violations of workers’ rights concerns in relevant development, education, anti-poverty, and other social policies and programs;
4. Establishment of a labor monitoring system;
5. Institutionalization of research relating to child labor, forced labor, trafficking in persons, or other violations of workers’ rights (including evaluation and data collection); and
6. Institutionalization of training on child labor, forced labor, trafficking in persons, or other violations of workers’ training.

**Unit of Measurement:** Country level (i.e. national, municipal, sectoral, etc.), number (#)

**When to Count C1:** To meet the capacity indicator criteria in any of the areas listed above, a project must have played **a substantive role** in achieving the outcome. The substantive role can include direct technical inputs in drafting or designing policies or programs, consultative discussions with policy makers and stakeholders, financial support, provision of data and statistics, etc. Recipients reporting on a capacity outcome (in their TPR) must describe in detail the role of the project in achieving the outcome. In cases where a recipient has more than one project in a single country, and more than one project contributing to a single capacity outcome, the recipient must specify each project’s contribution. Additionally, more than one recipient may contribute to a single outcome. The project must explicitly describe the link between the achievement and its potential to reduce child/forced labor, poor working conditions, or other violations of workers’ rights.Increased capacity under this indicator will be counted when the **final outcome is achieved** (e.g. child labor policy adopted, legislation amended, etc.) and not at various intermediate stages leading to that outcome. While recipients are encouraged to report in their TPR on updates concerning the progress and process leading to the final outcome, such activities will not count toward the indicator until the final outcome is achieved. Further examples of accepted types of outcomes are described in the table below.

1. Recipients may achieve capacity indicator outcomes by working with actors in government, communities, private sector, international organizations, and civil society organizations, including workers’ and employers’ organizations.
2. Capacity achievements can be on the local, regional, national, and sectoral (e.g., mining, coffee, sugar) levels. For global/regional recipients where capacity was increased in multiple countries, the outcome should be counted for each individual country.
3. Copies of adopted legislation, policy and program documents/agreements must be included as an attachment with the corresponding TPR submission.

**Targeting:** Recipients must set C1 targets appropriately in their TPR, Annex A, keeping in mind what is achievable in the life of the project. If C1 targets need revision, TPR Annex A allows for documenting agreed-upon revisions over the life of the project.

**Required Disaggregation:** None; but recipients are required to describe which of the 6 categories they meet the C1 requirement through.

|  |
| --- |
| **C1 Examples****Number (#) of Countries With Increased Capacity to Address Child Labor, Forced Labor, Trafficking in Persons, or Other Violations of Workers’ Rights** |
| *NOTE: The activities under each heading below are illustrative examples and are not intended to be an exhaustive list of possible results.* |
| **1. The adaptation of the legal framework to meet international labor standards** |
| Achievements in this field could include any of the following:* Adoption of revised labor code which increases minimum age for work, harmonizing the country’s legal framework with international standards
* Adoption of new penal code, creating new prohibitions against forced labor and violations of acceptable working conditions
* Adoption of local-level ordinances establishing regulations to inspect businesses for child labor
* Adaptation of labor code or education laws to address child labor concerns
* Adaptation of criminal code to prohibit certain criminal worst forms of child labor (WFCL) and forced labor
* Development and adoption of a list of hazardous occupations for children
* Adoption of a law prohibiting forced labor
* Ratification of ILO Convention 189 on domestic workers
* Passage of a Ministerial Resolution to expand labor inspection procedures for the verification of compliance with labor standards
 |
| **2. Formulation and adoption of specific policies, plans or programs to combat child labor, forced labor, trafficking in persons, or other violations of workers’ rights**  |
| Achievements in this field could include any of the following:* The National Steering Committee has adopted a policy, plan or program on WFCL or forced labor
* The Ministry of Education has adopted a policy on combating child labor within the education system
* Social Partners have formally established a policy or program on WFCL
* Private sector businesses develop a code of conduct to prohibit child labor, forced labor, trafficking in persons and/or other violations of workers’ rights (e.g.; tourism association creates code of conduct against child sex tourism)
* Provincial or local government has established a workplace-based training program for youth of legal working age vulnerable to labor exploitation
 |
| **3. The inclusion of child labor, forced labor, trafficking in persons, or workers’ rights concerns in relevant development, education, anti-poverty, and other social policies and programs**  |
| Achievements in this field could include any of the following:* National or local-level private entities, such as microfinance banks, include child labor reduction as a requirement for loan approval
* Reduction of child labor is included as an indicator in poverty reduction, development or educational strategies, etc. (e.g., UN Development Assistance Framework, Poverty Reduction Strategy Paper, Education for All, Millennium Development Goals)
* The elimination of child labor, forced labor or improving working conditions has been included as an explicit objective in government, private sector, and civil society livelihood programs.
* Child laborers have been considered as a priority group in the poverty reduction, development or educational strategies, etc.
* Ensuring that children go to school and do not work has been set as a condition for families that wish to benefit from social and stipend programs
 |
| **4. Establishment of a labor monitoring system**  |
| To meet this indicator, the labor monitoring system, such as a Child Labor Monitoring System (CLMS), or a related plan is established, and all stakeholders have formally agreed to support the labor monitoring system plan and its implementation.Achievements in this field could include establishing any of the following systems:* A comprehensive plan and/or pilot program to develop and establish national, local or sector-specific labor monitoring system
* Development of a system that enables national or local governments to register adolescent workers into an integrated database in order to better protect adolescent workers and report cases of labor violations to the Ministry of Labor
* A CLMS covering various forms of child labor at the national or local level in any formal or informal sector, urban or rural

Establishing a CLMS requires the identification, referral, protection, and prevention of child labor through the development of a coordinated multi-sector monitoring and referral process that aims to cover all children living in a given geographical area. A comprehensive and credible CLMS includes the following characteristics:* The system is focused on the child at work and/or in school;
* It involves all relevant partners in the field, including labor inspectors if appropriate;
* It uses regular, repeated observations to identify children in the workplace and determine risks to which they are exposed;
* It refers identified children to the most appropriate alternative to ensure that they are withdrawn from hazardous work;
* It verifies whether the children have actually been removed and/or shifted from hazardous work to an appropriate situation (school or other);
* It tracks these children after their removal, to ensure that they have satisfactory alternatives; and
* It keeps records on the extent and nature of child labor and the schooling of identified child workers.
 |
| **5. Institutionalization of research relating to child labor, forced labor, trafficking in persons, or other violations of workers’ rights (including evaluation and data collection)** |
| Achievements in this field could include any of the following:* Government or a social partner has designed a national or sector or area-based child labor or forced labor survey and has an implementation plan
* Government (at any level), social partners, or other key stakeholder conduct research or data collection on one or several specific forms of labor exploitation at the national, regional, or local level
* The collection of data on domestic workers and child domestic workers, and dissemination to stakeholders, including policy makers, about the number and characteristics of domestic workers and employers.
* Government or social partners or other key stakeholders commission, design or implement a program or impact evaluation of a child labor program or other relevant development program that covers child labor
* Child Labor outcomes and indicators are an area of analysis in impact evaluations, institutional monitoring and evaluations systems, and evaluations/assessments of poverty reduction, development or educational strategies
* A forced labor module has been included in a national labor force survey
* Data has been collected for national child labor or forced labor surveys
* A national child labor or forced labor survey report has been published
 |
| **6. Institutionalization of training on child labor, forced labor, trafficking in persons, or other violations of workers’ rights**  |
| Achievements in this field could include any of the following:* The adoption of curriculum by the Ministry of Education to train teachers on child labor prevention
* The creation of a training program and budget on the identification of and assistance to child laborers or forced for government officials in social service agencies
* The development of an annual child labor or forced labor training program and budget for labor inspectors
* The establishment of a training program and budget for judicial and law enforcement officials on the criminal worst forms of child labor and their identification
* Forced Labor modules inserted into the regular training curriculum for the national police.
* Annual line item budgetary allocations to implement child labor or forced labor training programs for labor inspectors
 |

**Key Definitions Relating to C1:**

**Increased capacity** refers to the enhanced knowledge and/or ability of governments, communities, private sector, international organizations, civil society, or workers’ and employers’ organizations to effectively achieve goals and develop laws, policies, programs, systems, etc., or implementing the laws, policies, programs, systems, etc. in order to sustain those achievements.

**ILAB Standard Education Indicators:**

**E1**

**Number (#) of children engaged in or at high-risk of entering child labor provided an education or training service**

**Description (E1):** Indicator E1 is an output indicator and requires recipients to track and record the number of children engaged in or at high-risk of entering child labor who are provided an education or training service through project support. **Education services** refer to the provision of or linkage/referral to formal and non-formal education services as well as vocational training services, as described below.

**Unit of Measurement (E1):** Individual (child), number (#)

**When to Count a Child under E1:** For the purposes of this indicator, a child should be counted as having been “provided” a service at the point in time when he/she **begins** his/her specific educational/training service (and in the corresponding reporting period in the TPR). A child should **NOT** be counted at the time of enrollment, if that is prior to the start of the service. A child may be counted, and thus reported, only once under the E1 indicator during the life of the project, regardless of the number of services he/she receives. For example, if a child receives a non-formal education service and then another educational support service to transition into formal education later, he/she should be counted only once under E1. E1 should include children who are also reported under indicator E1.1 (children served who have been trafficked or are in CSEC or at risk of being trafficked or in CSEC). Service types provided to children are counted under the service-type indicators E2, E3, and E4. If linkages/referrals are provided, the project is required to follow-up with those participants to validate whether services were actually received.

**Targeting**: Life-of-Project targets for E1 are typically set at the time of award. If this is the case, these life-of-project targets cannot be changed without a formal modification. Any suggested change in E1 life-of-project targets must be discussed with the Project Manager and M&E POC. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

**Required Disaggregation:**

1. **Child Labor Status**: Recipients are required to classify children recorded under E1 as either (1) **engaged in child labor** or (2) **at high risk of entering** **child labor** (CAHR). To be eligible for education services, a child must fall in one or the other category. This means recipients providing education services must establish eligibility and selection criteria as part of the CMEP process. The basis of disaggregation into these two categories is the child’s labor status after a project has conducted and verified its eligibility screening, prior to the beginning the service. In other words, a child engaged in child labor (based on project-level definitions) at that time should be disaggregated as in child labor when reported under E1. A child at high risk of entering child labor (based on project-level definitions) at that time should be disaggregated as at high risk. This disaggregation enables the project and OCFT to better understand the profile of child participants prior to their start of project services.
2. **Sex**

OCFT also requires recipients to disaggregate children recorded under E1 by sex.

1. **Country**

For multi-country projects, OCFT also requires disaggregation by country.

**Key Definitions Relating to E1**:

**Education Services** may include, but are not limited to, the provision of or linkage (including referrals) to formal education services, services that remove barriers to children’s access to education, non-formal education services, or vocational training services for children below 18.

 **E1.1**

**Children trafficked or in commercial sexual exploitation or at high risk of being trafficked or entering commercial sexual exploitation (only if relevant)**

**Description (E1.1): E1.1 counts children trafficked or in sexual exploitation, or at risk of these situations.** To report on this indicator, a project must have specifically targeted these groups of children in their technical proposal and have strategies for reaching these children with services that are appropriately tailored to their needs. Recipients should discuss with their M&E POC and PM which indicators will be required, based on project strategy.

**Unit of Measurement (E1.1):** Individual (Child), number (#)

**When to Count under E1.1:** For the purposes of this indicator, a child should be counted as having been “provided” a service at the point in time when he/she **begins** his/her specific educational/training service (and in the corresponding reporting period in the TPR). A child should **NOT** be counted at the time of enrollment, if that is prior to the start of the service. A child may be counted, and thus reported, only once under the E1.1 indicator during the life of the project; regardless of the number of services he/she receives. E1.1 is a sub-set of E1 and this reported value contributes to the E1 total for that reporting period. If linkages/referrals are provided, the project is required to follow-up with those participants to validate whether services were actually received.

**Targeting:** Projects are not required to set targets for this participant group.

**Required Disaggregation:** Projects reporting on E1.1 must disaggregate by sex as well as by type of E1.1 status (i.e. Children in CSEC, children at high risk of CSEC, children trafficked). The basis of disaggregation is the child’s status at the time when a child begins his/her first service.

**Service-type Indicators E2, E3, and E4:**

**Description (E2-E4):** Recipients are required to track and report on the specific *types* of education services they provide under the following types of education service-type indicators:

|  |  |
| --- | --- |
| **E2** | Number (#) of children engaged in or at high risk of entering child labor provided with formal education services(e.g. vouchers for school fees, school meals, transportation) |
| **E3** | Number (#) of children engaged in or at high risk of entering child labor provided with non-formal education services(e.g. after-school enrichment clubs, bridging programs)  |
| **E4** | Number (#) of children engaged in or at high risk of entering child labor provided with vocational training services(e.g. Safe Youth at Work carpentry program; electrician apprenticeships)  |

**Unit of Measurement(E2-E4):** Individual (child), number (#)

**When to Count:** E2, E3, & E4 count the number of children enrolled in a specific type of service. As it is possible for a child to be enrolled in more than one type of service during the life of the project, the child will need to be counted in each of the different categories of services as they receive them. A recipient should count a child under E2, E3, or E4 at the time they are provided the service(s), and not at the time of enrollment. If a child receives multiple services under the same type of indicator (i.e. multiple types of formal education services such as transportation vouchers, uniform vouchers, school supplies, etc.), that child should only be counted once per reporting period under E2. Please note that in most cases, the total for E1 will not equal the totals for E2, E3 and E4. If linkages/referrals are provided, the project is required to follow-up with those participants to validate whether services were actually received.

**Targeting:** Targeting against these indicators should be discussed with your GOR and M&E POC during the CMEP development phase.

**Key Definitions for E2, E3, and E4:**

**E2—Formal Education services** refer to services that remove barriers to children’s access to education provided or recognized by the government. Formal education may include government schools, private schools, and religious schools. Formal education services include the provision of financial support (e.g., scholarships or payment of school fees and/or transportation costs), goods (e.g., school uniforms, books/learning materials and other school supplies), and/or services (assistance procuring a birth certificate so a child may attend formal school, after-school programs provided or recognized by the government). These types of support are intended to ensure that a child may attend and stay in school.

**E3—Non-formal Education services** refer to the provision of education provided by any organization or body outside of the formal school system. This education may include literacy, mainstreaming education, accelerated learning, community-based education, bridge courses, remedial education, life skills, etc. Non-formal education services may lead to mainstreaming into formal education or equivalent school certificates.

**E4**—**Vocational Training services** refer to education, apprenticeships, and/or training related to a specific vocation, trade or occupation. Training services for children should be counted as an education service, while vocational training for individuals 18 and over should be counted as a livelihood service under indicator the Livelihood indicators.

**ILAB Standard Livelihood Indicators:**

**L1**

**Number (#) of households receiving livelihood services**

**Description (L1):** Indicator L1 tracks the number of households receiving project-supported livelihood services. The measurement of L1 is at the **household** level. For a child labor project, a household is eligible to receive livelihood services if one or more children in the household are engaged in or at high-risk of entering child labor. For other projects, a household is eligible to receive livelihood services if one or more members in the household are vulnerable to or engaged in forced labor, or are vulnerable to other violations of worker rights. For child labor projects, the purpose of providing a livelihood service must be to help withdraw or prevent a child from involvement in child labor. Children of legal working age (per the project level definition of child labor) may also receive livelihood services and be counted under L1 with some qualifications, as explained in the key definitions below.

**Unit of Measurement (L1):** Household (HH), number (#).

**When to Count a Household under L1:**  A household should be counted as receiving a livelihood service when any member of a household is supplied with his/her first livelihood service (and in the corresponding reporting period’s TPR). A household may only be counted once even if more than one person in the household receives a livelihood service during consecutive reporting periods. If any individual in the household receives more than one livelihood service, the household can still only be counted once under indicator L1. Indicator L6 allows for the counting of multiple individuals within or outside of a household unit.

**Targeting**: Life-of-Project targets for L1 are typically set at the time of award. If this is the case, these life-of-project targets cannot be changed without a formal modification. Any suggested change in L1 life-of-project targets must be discussed with the Project Manager and M&E POC. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

**Livelihood Service-type Indicators L2, L3, L4, and L5:**

**Description (L2-L5):** Recipients are required to track and report on the specific types of livelihood services they provide individuals under service-type indicators L2, L3, L4, and L5. Recipients should discuss with their M&E POC and PM which livelihood indicators will be required, based on project strategy.

|  |  |
| --- | --- |
| **L2** | Number (#) of adults provided with employment servicese.g. Financial literacy courses, job placement programs, vocational training programs for adults |
| **L3** | Number (#) of children of legal working age provided with employment servicesSame as above, but for children (usually 15-17) |
| **L4** | Number (#) of adults provided with economic strengthening servicese.g. farmer field schools, village savings and loans programs, conditional cash transfer programs |
| **L5** | Number (#) of adults provided with other livelihood services |

**Unit of Measurement (L2-L5)**: Individual, number (#)

**When to Count an Individual under L2-L5:** An individual is to be counted at the point in time that he/she receives the specific livelihood service. An individual may be provided with multiple types of livelihood services in any given reporting period if it is applicable to the individual and to the strategy of the project. However, an individual can only be counted once under each of the sub-indicator types of livelihood services per reporting period. For example, an adult who is provided with an employment service in October, and again in January will be counted once under L2 for that reporting period. These may contribute to the denominator of various project-specific outcome indicators. 1

**Targeting:** Projects are required to target for these indicators; keeping in mind that one adult, or one child, may receive more than one type of livelihood service over the course of the project. This is not considered double-counting.

**Required Disaggregation:**

1. Sex (L2-L5);
2. In addition, L3 requires projects to disaggregate children served according to their work status; i.e. children at risk of engaging in child labor, children engaged in child labor, children engaged in hazardous child labor, children engaged in the worst forms of child labor. This mirrors the work-status disaggregation found in E1.

**L6**

**Number of individuals provided a livelihood service**

**Description (L6):** OCFT standard indicator L6 is an output indicator. It requires recipients to track and record the number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers’ rights that are provided a livelihood service through project support. The individual must be counted only once at the time the first service is provided.

**Unit of Measurement (L6):** Individual, number (#)

**When to Count an individual under L6:** An individual should be counted as having been “provided” a service at the point in time when he/she **begins** his/her specific livelihood service, including referrals and linkages, (and in the corresponding reporting period in the TPR). An individual should **NOT** be counted at the time of enrollment, if that is prior to the start of the service. An individual may be counted, and thus reported, only once under the L6 indicator during the life of the project; regardless of the number of services he/she receives. Specific and multiple services provided to an individual are counted under the service-type indicators (L2, L3, L4, and L5).

**Targeting**: Projects should set L6 targets early in the life of the project, if not during the proposal phase. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

**Required Disaggregation (L2-L6):**

1. **Sex:**

Recipients are required to disaggregate L2, L3, L4, L5, and L6 individual-levels of service provision by sex.

1. **Country:**

For multi-country projects, OCFT also requires disaggregation by country.

**Key Definitions Relating to L1, L2, L3, L4, L5, and L6:**

**Livelihood**: A **livelihood** is defined as a means of living, and the capabilities, assets (including both material and social resources, such as, food, potable water, health facilities, educational opportunities, housing, and time for participation in the community), and activities required for it. A livelihood encompasses income, as well as social institutions, gender relations, and property rights required to support and sustain a certain standard of living. It includes access to and benefits derived from social and public services provided by the state, such as education, health services, microfinance, and other infrastructure. Sustainable livelihood programs seek to create long-lasting solutions to poverty by empowering their target population and addressing their overall well-being. OCFT child labor elimination recipients focus on ensuring that households can cope with and recover from the stresses and shocks and maintain or enhance present and future capabilities and assets in a way that helps them overcome the need to rely on the labor of their children to meet basic needs.[[9]](#footnote-10)

**Household (L1).** A household consists of all persons—related family members and all unrelated persons—who occupy a housing unit and have no other usual address. A house, an apartment, a group of rooms, or a single room is regarded as a housing unit when occupied or intended for occupancy as separate living quarters (see http://www.bls.gov/cps/eetech\_methods.pdf). Alternatively, recipients may use the predominant definition of household in the country where they operate, which must be approved by OCFT.

**Livelihood services (L1—L6)** may include, but are not limited to, the provision of or linkage to training, employment services, economic strengthening services, entrepreneurship skills, consumption smoothing services, social capital services, and adult education services. Livelihood services include but are not limited to the following categories:

* **Employment services (L2)** aim to increase employment, job retention, earnings, and occupational skills of participants. Employment services may include the provision or linkage to employment assistance programs, occupational safety and health training, micro-franchise programs, job placement, apprenticeships and public works programs. For adults, employment services may also include education and vocational training services (for children, these types of services must be counted as an education service under indicator E1). Education and training services aim to provide adult participants with the basic skills and knowledge necessary to benefit from social services, financial services, and higher education. Education and training services may include the provision or linkage to life skills, business or leadership training, financial education, and literacy and numeracy programs.
* **Employment services for children of legal working age (L3)** are the same as for adults, with one exception: if a child is receiving or being linked to vocational training or apprenticeships, this service must be counted under education indicator E1.
* **Economic strengthening services (L4)** aim to increase the economic well-being of participants. Economic strengthening services may include the provision or linkage to micro-credit/loan programs, productivity transfers, cooperatives, and consumption smoothing services. Both adults and children of legal working age may receive economic strengthening services. However, as noted below, children may not receive microcredit/loans. Below are some examples of types of economic strengthening services:
	+ **Linkage/ referral to micro-credit or loan programs:** providing target groups with access to financial services via linkages or through a network/association of small-scale finance providers. OCFT-funded recipients must assess and safeguard against possible negative impacts of micro-finance on the livelihoods of participants and the potential of encouraging child labor. Under OCFT-funded recipients, children under age 18 may not receive any micro-credit/loan services, though they may receive other micro-finance services.
	+ **Productivity transfers:** inputs aimed at improving the productivity and/or efficiency of processes and may include, for example, training, seeds, fertilizers, fuel, and labor-saving technologies.
	+ **Cooperatives** are groups owned and operated by individuals, organizations or businesses for their mutual benefit. For example, agricultural cooperatives or farmers' co-ops may provide services, such as training, to individual farming members; pool production resources (land, machinery) so that members can farm together; provide members with inputs for agricultural production, such as seeds, fertilizers, and machinery; and engage in the transformation, distribution, and marketing of farm products. Please also see ILO Recommendation 193 on Promotion of Cooperatives for further guidance.
	+ **Consumption smoothing services** aim to mitigate economic shocks by leveling out the consumption of participants over time. Consumption smoothing services may include community-based village savings and loan programs (loans must be used for consumption purposes i.e., medicine, food, or funeral expenses), micro-insurance, micro-savings, remittance services, government cash transfer programs, health services, food programs, housing, and other initiatives that aim to smooth consumption over time.
* **Other Livelihood Services** other than employment and economic strengthening include any project-specific interventions that do not fit under the other service-type indicators.

**ILAB Other Services (OS) Indicator**

**OS1**

**Number (#) of individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers’ rights provided with services other than education or livelihood services to address child labor, forced labor, or other labor abuses**

**Description (OS1):** This output indicator captures all remaining individuals engaged in or at high-risk of entering child labor or forced labor, or who have experienced other violations of workers’ rights, who have been provided a project-sponsored service, or referred/linked to services other than education or livelihood services. Examples of such services are adult victims or potential victims of labor abuses who receive legal aid or counseling on their rights or psycho-social counseling or health services relating to labor abuses.

**Unit of Measurement (OS1)**: Individual, number (#)

**When to Count OS1:** The individual must be counted at the time the first service is provided. Projects may use service-specific indicator wording to help delineate contributions to OS1, but are required to add an “(OS1)” label to the specific indicator in the PMP and in Annex A. For example, “Number (#) of participants that receive legal aid (OS1).”

**Targeting:** Projects may set OS1 targets during the CMEP development phase of project implementation.

**Required Disaggregation:** Projects are required to disaggregate this indicator by sex. Other types of disaggregation are optional.

**ILAB Training Indicators:**

**T1**

**Number (#) of individuals provided with training or other support to improve enforcement of, or compliance with child labor, forced labor, or other worker rights laws or policies.**

**Description (T1):** This output indicator counts capacity-focused training efforts by projects meant to strengthen enforcement and compliance with labor laws or policies. Trainings of this nature are typically provided to labor inspectors, judges, private sector stakeholders, civil society organizations, law enforcement, journalists/other media, or other relevant government personnel. Training of Trainer (TOT) approaches should also be captured under this indicator (i.e. number of trainers trained), but an additional outcome indicator would be needed to help capture whether the trainings have been institutionalized.

**Unit of Measurement (T1):** individual, number (#).

**When to Count:** Recipients should count individuals as having received a training when an individual completes a training. Definitions of “completion” should be elaborated in the project’s PMP. Projects should also outline in the PMP whether they will count an individual each time they complete a training or at the time of their first training.

**Disaggregation:** Projects are required to disaggregate this indicator by sex and by the individual’s job (e.g. labor inspectors, judges, private sector stakeholders, civil society organizations, law enforcement, journalists/other media, or other relevant government personnel). Other types of disaggregation are optional.

**Targeting**: Since OCFT uses T1 data for various performance reporting purposes and must set its own annual targets, Recipients must submit updated T1 targets annually in their October TPR, Annex A. TPR Annex A allows for documentation.

**T2**

**Number (#) of educators trained**

**Description (T2):** This output indicator is a count of educators trained; this includes teachers, school principals, school board members, and other relevant learning personnel. Training content may vary based on project strategy, but may include pedagogy, safe and healthy learning environment trainings, administrative trainings such as attendance taking, contextual trainings on child labor, forced labor, occupational safety and health (for vocational training programs), and other labor rights-focused trainings.

**Unit of Measurement (T2):** Individual level, number (#)

**When to Count:** Recipients should count educators (individuals) as having received a training when an individual completes a training. Definitions of “completion” should be elaborated on in the project’s PMP. Individuals under this indicator should not be counted again under T1.

**Targeting:** Projects may set T2 targets during the CMEP development phase of project implementation.

**Required Disaggregation**: Projects are required to disaggregate this indicator by sex. Other types of disaggregation are optional.

**CR**

**Percentage (%) of vocational or other employment-related training participants who complete their program (completion rate)**

**Description:** This outcome indicator reports on the completion rate of project-supported programs; such as vocational training programs, life-skills training programs, approved apprenticeships or other relevant programs. Participants includes both children and adults. For recipients to report against this indicator, the definition of “program” should include the length of time required for an individual to undertake the class/apprenticeship, etc. Additionally, a robust definition of “completion” must be included and defined in a project’s PMP.

**Unit of Measurement:** individual, percent (%)

**When to Count:** Projects reporting on completion rates should use their relevant output service indicator listed in the PMP and Annex A as the denominator in calculating a completion rate.

**Required Disaggregation:** Projects are required to disaggregate this indicator by sex. Other types of disaggregation are optional.

**Project Objective Indicators:**

**(POC1) Percentage of direct service participant children engaged in child labor, (POC2) hazardous child labor, (POC3) and other worst forms of child labor**

**Description:** Indicators POC1, POC2, and POC3 are outcome measurements of the child labor status of children who have received one or more project-supported education, training, or livelihood service(s). These indicators are considered Project Objective (PO) – level indicators as they measure a key outcome relating to the project objectives Recipients must use project-level child labor definitions to determine whether a child is in child labor, hazardous labor, or other worst forms of child labor. It is important to note that hazardous child labor and other worst forms of child labor are both sub-categories of child labor.[[10]](#footnote-11)

While virtually all direct service recipients involving child participants report on child labor (POC1) and hazardous child labor (POC2), reporting on other worst forms of child labor (POC3) is not standard. This is because recipients must have specific strategies for identifying and assisting children in other worst forms of child labor (which usually involves illegal activities and working with children in extremely vulnerable situations). Recipients typically do not work with children in this category unless they specifically target such groups in the project design and have develop specific protocols for working with these children.

**Unit of Measurement:** individual children, percent (%)

**When to Count:** Direct service recipients are required to monitor direct service participants’ labor status and report on these indicators at the frequency specified in the FOA (unless an exemption is granted) to provide an indication of how child labor levels are varying among project participants throughout the life of project. A child’s initial (baseline) labor status is captured once a project has conducted and verified his/her eligibility screening, prior to beginning the service. Preliminary aggregate baseline values for these indicators should be calculated and reported at the frequency specified in the FOA as new children begin services (and are counted under E1). The final aggregated baseline value is calculated once the project has finished enrolling children, and ALL children have begun services. Ongoing snapshots of participants’ labor status are to be captured through the project’s direct participant monitoring, at the frequency specified in the FOA . OCFT requires recipients to continue to track the labor status of child participants throughout the life of the project; even if the child has completed his/her services.

Numerator: Children engaged in child labor/hazardous child labor/Worst Forms of Child Labor

Denominator: All children provided an education or livelihood service (the sum of E1 and L1; on a rolling basis), minus attrition.

**Targeting:** Recipients should set a final life-of-project target, which can be modified (with OCFT consultation) once all children are enrolled and an aggregated baseline value has been calculated.

**Required Disaggregation:** The only required disaggregation for POC 1-3 is by sex. Recipients may decide to disaggregate by other factors, including geographical, if deemed useful.

**POC4**

**Percentage of direct services participant children who regularly attend any form of education**

**Description:** Indicator POC4 provides information on children’s participation in education. All direct services projects are required to monitor participants’ formal education status at the frequency specified in the FOA to provide an indication of how education status intersects with children’s other activities, such as child labor. This indicator also provides insight to how child labor levels are varying among project participations throughout the life of project and may help contribute to child labor classifications needed for indicators POC1, POC2, and POC3.

**Unit of Measurement:** Individual (child), percent (%).

**When to Count**: If reliable school-attendance data is available, recipients should use this data to determine attendance. If reliable attendance data is not available, the expected methodology for data collection against this indicator is self-reporting. Children and households may self-report their attendance but should not be privy to the project’s definition of “regularly attending” so as to avoid positivity bias and other reporting measurement errors. Children’s initial (baseline) education status is captured once a project has conducted and verified its eligibility and selection screening, prior to beginning the service. Ongoing snapshots of participants’ education status are to be captured through the project’s direct participant monitoring (via self-reporting or family-member reporting), at the frequency specified in the FOA . If a project is providing a participant access to education, OCFT requires the project to track his/her attendance throughout the project. Recipients providing referrals to education services (formal/informal) are expected to track the attendance outcomes of those children.

**Targeting**: No targets are required for this indicator.

**Required Disaggregation:** Recipients are required to disaggregate by sex and by age. Projects may decide to disaggregate by other factors, including geographical, if deemed useful.

For more detail on the POC indicators, please see the Performance Management Plan sample, which contains information on indicator calculation, definitions, reference periods, etc.

**Key Definitions relating to POC4**

The definition of **regularly (in terms of attending school regularly)** should be defined by national legislation. If this is not available, the project may define its own threshold for regular attendance (such as 75% or 80%).

**Optional Project Objective Indicators (Livelihood Households):**

**POH1**

**Percentage of livelihood service participant HHs with at least one child engaged in child labor (POH1), hazardous child labor (POH2), and other worst forms of child labor (POH3)**

**Description:** Indicators POH1 through POH3 measure the child labor status of **all** children in households that have received one or more project-supported livelihood service(s). These indicators track changes in child labor status that may result from livelihood services (a common theory of change is that such services lead to increased income and less dependence on child labor). Projects may choose to report on the POH indicators if they have a significant livelihood component designed to prevent and reduce child labor.

**Unit of Measurement**: Household, percent (%)

**When to Count:** A household counts toward the numerator if even one child is in CL. Recipients are required to monitor and report on the child labor status of all children in participant households, regardless of whether the child(ren) have participated in project-supported education services. To minimize the burden of reporting on this indicator, projects may choose to collect data on these indicators only twice during the life of the project for each household – once when the project has conducted and verified the household eligibility screening (baseline value) – and once towards the end of the project (final value).Since most projects enroll households in livelihood services on a rolling basis, Recipients should revise its indicator baseline value in TPR Annex A as the livelihood participant pool grows. The final value can be collected at the time the project believes is most appropriate (towards the end of the project) and is reported in the final or next to final TPR.

**Targeting:** No targets are required for these indicators.

**Percentage of livelihood service participant HHs with all children of compulsory school age attending school regularly (POH4)**

**Description:** Indicator POH4 measures the educational participation of **all** children in households that have received one or more project-supported livelihood service(s). It is measured at the household level, and tracks changes in education status that may result from project livelihood services (a common theory of change is that such services lead to increased income and increased participation in education by children in the household).

**Unit of Measurement:** Household, percent (%)

**When to Count:** A household is counted in the numerator only if ALL children of age attend school regularly. Recipients reporting on this indicator should monitor and report on the education status of all children in participant households who are of compulsory school age, regardless of whether they have participated in project-supported education services. Recipients may choose to collect data on these indicators only twice during the life of the project for each household – once when the project has conducted and verified the household eligibility screening (baseline value) – and once towards the end of the project (final value). Since most projects enroll households in livelihood services on a rolling basis, grantees should revise its indicator baseline value in TPR Annex A as the livelihood participant pool grows. The final value can be collected at the time the project believes is most appropriate (towards the end of the project) and is reported in the final or next to final TPR.

**Targeting**: No targets are required for this indicator; snapshot reporting of baseline and final values only.

**Required Disaggregation:** Recipients must disaggregate this indicator by geographic location

**Key Definitions relating to POH4**

The definition of compulsory school age will vary from country to country. If the country has national legislation dictating the compulsory school age, that age should be used by the project. If there is no such legislation, the project should define an appropriate age.

The definition of **regularly** (in terms of attending school regularly) should be defined by national legislation. If this is not available, the project may define its own threshold for regular attendance (such as 75% or 80%).

## Dealing with Attrition in Service Provision and Trainings

Direct service and long-term training programs will experience attrition. This may be due to myriad reasons, such as children or adults moving away, dropping out, changing jobs, and/or a combination of these reasons and others.

**Requirements of Recipients:** Recipients are required to report on some characteristics of attrition to OCFT, and will need to consider attrition-related data when calculating some performance indicators (education, livelihood, other services, and longer training programs for ministry personnel/private sector personnel, etc. as appropriate). Whole number values of attrition should be reported in TPR Annex A within the pre-established row labeled “attrition”, and according to the instructions provided in the TPR. Additional aspects and characteristics of attrition should be addressed through the CMEP development process in consultation with the Recipient’s M&E POC so that they constructively inform project strategy and management throughout the life of the project.

## Cross-Cutting Key Definitions of OCFT Standard Indicators

**Child labor** includes employment below the minimum age as established in national legislation (excluding permissible light work) and the worst forms of child labor, including hazardous unpaid household services. Child labor is thus a narrower concept than children in employment, as child labor excludes children who work only a few hours a week in permitted light work and those who are above the minimum age who engage in work not classified as a worst form of child labor. It also includes all work performed by a person below the age of 18 in the following practices as described in ILO Convention 182 on the Worst Forms of Child Labor: (A) all forms of slavery or practices similar to slavery, such as the sale or trafficking of children, debt bondage and serfdom, or forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict; (B) the use, procuring, or offering of a child for prostitution, for the production of pornography or for pornographic purposes; (C) the use, procuring, or offering of a child for illicit activities in particular for the production and trafficking of drugs; and (D) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or morals of children. The work referred to in subparagraph (D) should be determined consistent with international standards, including ILO Recommendation 190, and is generally determined by the laws, regulations, or competent authority of the country involved. Recipients are responsible for developing project-level definitions of child labor (see [Section VII](#_Guidance_for_Developing) below for more information about developing these definitions).

**Children at high-risk of entering child labor** refers to children who are not yet in child labor and who experience or are exposed to a set of conditions or living circumstances (family environment or situation, proximity to economic activities prone to employ children, etc.) that make them more likely to be working in child labor (e.g. siblings of working children). Recipients reporting on indicator E1 are responsible for developing project-level definitions of children at high-risk of entering child labor since they must report E1 results disaggregated by whether children are at high-risk or in child labor.

**Forced labor**, under international standards (ILO Conventions 105, and 29, and the 2014 Optional Protocol to Convention 29 on Forced Labor), is defined as all work or service for which the worker does not offer himself voluntarily and which is exacted from any person under the menace of any penalty for its non-performance. Forced labor includes work provided or obtained by force, fraud, or coercion, including (a) by threat of serious harm to, or physical restraint against, any person; (b) by means of any scheme, plan, or pattern intended to cause the person to believe that, if the person did not perform such labor or services, that person or another person would suffer serious harm or physical restraint; or (c) by means of the abuse or threatened abuse of law or the legal process. Forced labor occurs during unfree recruitment, work or life under duress, or the inability to leave the employer. Recipients implementing country-based forced labor-related projects are responsible for developing project-level definitions of forced labor (see Section VII below for more informationon about developing these definitions).

**Forced child labor** is a categorical worst form of child labor under ILO C. 182. Children older than the minimum age for work are in forced child labor if work is involuntary and the children or their parents are under the menace of threat or penalty. For children younger than the minimum age, voluntariness does not need to be established because children cannot legally consent to work. All children who are made to work as a result of parental forced labor are engaged in forced child labor.

**Trafficking in Persons** is defined using the Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children ([Palermo Protocol](https://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx)):

1. “Trafficking in persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;
2. The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;
3. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set forth in subparagraph (a) of this article;
4. "Child" shall mean any person under eighteen years of age.

**Workers’ Rights** refers to ILO core labor standards and acceptable working conditions.

Core labor standards refers to compliance with ILO Conventions related to 4 areas:

1. Child Labor;
2. Forced Labor;
3. Discrimination;
4. Freedom of Association and Collective Bargaining (FOACB)

Acceptable working conditions refers to compliance with national labor laws pertaining to:

1. Compensation
2. Contracts & Human Resources
3. Occupational Safety & Health
4. Working Time

# Developing Project-level Child Labor and Forced Labor Definitions

## Developing Child Labor Definitions

This document provides guidance in developing project-level definitions of child labor. DOL will ask most projects implementing in-country activities relating to child labor to develop such definitions. The purpose of these definitions is to serve as a basis for common understanding of child labor among project staff and relevant stakeholders, which could be government partners, NGO, private sector, civil society staff, journalists, and others. It is recommended that project staff, including the Project Director and M&E Officer, in coordination with relevant sub-grantees and stakeholders, review relevant international frameworks and national legislations together and discuss how these are translated to project definitions of child labor. These definitions will provide a solid underpinning for efforts related to monitoring and enforcement of labor laws, revision of national labor and social protection policies and legislation, development of social compliance and monitoring systems, raising awareness about child labor, and any other relevant project activity.

**OCFT must review and approve project definitions prior to their use. Grantees should discuss the timeline for developing these definitions with OCFT, including whether they must be completed prior to the start of situational analysis, KAP surveys, or other project activities.** Therefore, OCFT recommends that projects start the development of child labor definitions as soon as possible after project award (see OCFT’s Management Procedures and Guidelines for timelines). Grantees should review this guidance document carefully and contact the relevant OCFT Project Manager and/or M&E team member with any questions.

**1) Terms to Define**

Using the national and international legal frameworks, projects must develop definitions of the follow terms:

1. Child
2. Legally Working Children[[11]](#footnote-12)
3. Children engaged in Child Labor (CL)
4. Children engaged in Hazardous Child Labor (HCL)
5. Children engaged in other Worst Forms of Child Labor (oWFCL)

**2) Table of National and International Legal Frameworks Relevant to Child Labor Definitions**

To create project-level child labor definitions, projects should begin from ILO Convention Nos. 138 on Minimum Age, 182 on Worst Forms of Child Labor, Recommendation 190 on detailing Hazardous Work, and the Convention on the Rights of the Child (and Optional Protocols related to the sale of children, prostitution and child pornography; and children in armed conflict). The International Conference of Labor Statisticians (ICLS) provides useful resources related to the measurement of child labor. All of these legal frameworks and resources are incorporated in Table 1, below.

It is recommended that projects develop a table detailing the relevant international and national legislation, to be used as the basis for project definitions. Table 1, below, which summarizes relevant international legal frameworks, is intended to be the starting point for developing project-level definitions. Projects may use this table as a template or develop their own format. Projects are encouraged to include the exact international legal framework language below and should add in relevant language from national legislation (with clear references to the sources). Projects should also locate and review in detail relevant national legislation and hazardous work lists to develop definitions per the highlighted information at the beginning of each section.Projects may refer to the relevant country report in OCFT’s most recent *Findings on the Worst Forms of Child Labor* report[[12]](#footnote-13) to determine if a hazardous work list or other relevant national laws exist. Projects may also use the ILO’s NORMLEX database[[13]](#footnote-14) to verify the international legislation ratified by countries, and the ILO’s NATLEX database[[14]](#footnote-15) to identify relevant national legislation. The report includes sources specifying where to locate these documents. Projects should also consider using resources from the country’s National Statistical Offices during recent National Child Labor Surveys, if available, to understand any major differences between international requirements and existing data, if these differences will be relevant to stakeholder engagement or other project activities. For example, if a recent National Child Labor Survey finds a certain percentage of children engaged it child labor, it would be relevant to know what types of child labor are included in, or excluded from that estimate.

We recommend that all definitions first specify the age group to which the legal requirements apply. For example, age 5-12, 13-15, and 16-17 usually have different prohibitions related to child labor.

Review of international and national legal frameworks may reveal gaps in national legislations (e.g., no minimum age for light work) or discrepancies between international conventions and national legislations (e.g., minimum age for hazardous work under 18). In this case, it is important to assess whether project definitions should be aligned with national or international legislations (or hybrid of both). This discussion should be informed by how project definitions will be used and who would be main target audience. In rare cases, projects may choose to develop two definitions (i.e., one based on national legislations and the other on international frameworks) to address different audiences. For additional guidance, contact the relevant OCFT Project Manager and/or M&E POC.

**Table 1: Child Labor Definitions – National and International Legal Frameworks**

|  |  |
| --- | --- |
| **Term** | **Definition** |
| **Child** | **National legal framework:***Include here the national legal framework text defining the age of children, with citations.***International legal framework:**Individuals under the age of 18 years. |
| **Legally Working Children** | **National legal framework:***Include here the legal working ages, allowable number of hours, conditions, and time of day for legal work by age, including any national legal framework definitions of legal work for children, which may include the Labor Code, Constitution, and various education laws. For national legal frameworks, each line of text should cite relevant legal documents/sources. Highlight any conflicts between the national and international legal frameworks.***International legal framework:**Any child engaged in ‘acceptable work’. **“Acceptable work,”** while not specifically defined in the ILO Conventions, includes work that is performed by children who are of legal working age, in accordance with national legislation and international standards, namely ILO Conventions 182 and 138; non-hazardous; non-exploitative; and does not prevent a child from receiving the full benefit of an education. In addition, “acceptable work” would generally include light work that is compatible with national minimum age legislation and education laws. **Light Work** is defined in Article 7 of Convention 138[[15]](#footnote-16) as employment or work performed by children age 13 to 15 that is:* *not likely to be harmful to their health or development; and*
* *not such as to prejudice their attendance at school, their participation in vocational orientation or training programs approved by the competent authority or their capacity to benefit from the instruction received.*

The ICLS recommends that, where no national legislation on light work is available, **light work for children should not exceed 14 hours during the referenced week** (i.e. 14 hours or more of light work per week for children age 12 – 14 or 13 – 15 should be considered child labor).[[16]](#footnote-17) |
| **Children engaged in Child Labor (CL)** | **National legal framework:***Include here the relevant child labor age ranges, with prohibited number of hours, conditions, industries and time of day by age, including any national legal framework definitions of legal work for children, which may include the Labor Code, Constitution, and various education laws. Projects should also note whether household chores in a child’s own home are considered to be work under the national legal framework. For national legal frameworks, each line of text should cite relevant legal documents/sources.* **International Legal Framework:** “**Child labor**” is defined by a combination of three international conventions and individual countries’ legal frameworks. 1. **U.N. Convention on the Rights of the Child (1989)**[[17]](#footnote-18) (UN CRC) and its Optional Protocols provide an overall framework of human rights for children, including their right to protection from economic exploitation, including hazardous work and specifications related to other worst forms of child labor. (See WFCL definition for more details). Article 32 states:

*1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.*1. **ILO Convention 138 on the Minimum Age (1973**)[[18]](#footnote-19) sets age 15 as the minimum age for ordinary work, age 18 as the minimum age for hazardous work, and age 13 as the minimum age for light work. Developing economies may specify age 14 as the minimum age for ordinary work, per the full convention text.
2. Much more specific is **ILO Convention 182 on the Worst Forms of Child Labor (1999)**[[19]](#footnote-20), which prohibits the use of children in slavery, commercial sexual exploitation, and other illicit activities (such as drug trafficking), and hazardous work, or “work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.” While ILO’s Worst Forms of Child Labor Recommendation, 1999 (No. 190) attempts to further define the Worst Forms, according to Article 4 of Convention 182, countries are able to define hazardous work in their own context, meaning that there is no single legal definition of child labor that can be used around the world. Taken together, ILO Conventions 182 and 138 and ILO Recommendation 190 provide the definitional basis for the following terms: child labor, worst forms of child labor, and hazardous work for children. **See more detail on this term in the WFCL definition below.**

Child labor is broader than WFCL but a narrower concept than “children in employment” or “working children”, as Child Labor excludes children working legally. Children working legally are children who are working only a few hours a week in permitted light work and those above the minimum age whose work is not classified as a worst form of child labor (WFCL includes hazardous child labor). Child Labor includes those children (minors under age 18) working in the worst forms of child labor as outlined in ILO Convention 182 and children engaged in work that is exploitative and/or interferes with their ability to participate and complete required years of schooling, in line with ILO Convention 138, Article 7. Child labor also includes children under the minimum age for work engaged in economic activities, and children who are engaged in light work beyond the number of hours allowable by law.**Household Chores.** Household chores, or unpaid household services in a child’s own home, are different than home-based economic activities or domestic service (i.e., working as a domestic servant at someone else’s home). In many contexts, household chores are an important part of children’s daily activities and may affect their development and well-being. However, the International Conference of Labor Statisticians at the ILO cites an analysis of survey data of 65 countries which concluded that “Children’s participation in household chores for over 20 hours per week has a negative effect on children’s school attendance.”[[20]](#footnote-21) **In the absence of an internationally agreed-upon consensus on how to define the number of hours after which household chores become hazardous, projects should not include long hours in household chores in the definition of child labor unless national legislation provides further guidance, or unless otherwise agreed with project stakeholders and OCFT. However, household chores or unpaid household services that include hazardous activities or are completed under hazardous conditions, per ILO C. 182, Recommendation 190, and national legislation, should be considered hazardous work. Please see Figure 2 at the end of this document for an example.** |
| **Children engaged in Hazardous Child Labor (HCL)**  | **National legal framework:***Include here any further national legal framework definitions of hazardous work, which may come from the Labor Code or Hazardous Work List, and may include additional information on hours, conditions, industries and occupations considered to be hazardous for children under 18. If the country is covered by the USDOL Findings on the Worst Forms of Child Labor report[[21]](#footnote-22), this is a great place to start to know what relevant national legal framework exists. For both national and international legal frameworks, each line of text should cite relevant legal documents/sources. Highlight any conflicts between the national and international legal frameworks.***International Legal Framework:**Hazardous Child Labor (HCL) is a subset of the Worst Forms of Child Labor. The international legal framework for ‘hazardous child labor’ stems **from Part D of ILO Convention 182**[[22]](#footnote-23): 1. *work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.*

According to ILO Convention 182, hazardous work “shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards…” As this suggests, forms of work identified as “hazardous” for children [Article 3(d)] may vary from country to country. **ILO Recommendation 190[[23]](#footnote-24)** gives additional guidance on identifying “hazardous work.” Recommendation 190 states in Section II, Paragraph 3 that, “[i]n determining the types of work referred to under Article 3(d) of the Convention [ILO Convention 182], and in identifying where they exist, consideration should be given, inter alia to: 1. *work which exposes children to physical, psychological, or sexual abuse;*
2. *work underground, under water, at dangerous heights or in confined spaces;*
3. *work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;*
4. *work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;*
5. *work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.*

ILO Recommendation No. 190 goes on to state in Paragraph 4 that, “[f]or the types of work referred to under Article 3(d) of the Convention and Paragraph 3 above, national laws or regulations or the competent authority could, after consultation with the workers’ and employers’ organizations concerned, authorize employment or work as from the age of 16 on condition that the health, safety and morals of the children concerned are fully protected, and that the children have received adequate specific instruction or vocational training in the relevant branch of activity.”Many countries have developed **country-specific** **Hazardous Work Lists** to help further specify what constitutes Hazardous Child Labor, and these lists should be included (or referenced) here. |
| **Children engaged in other Worst Forms of Child Labor (oWFCL) (if applicable)**  | **National legal framework:***Include here any further national legal framework definitions of the WFCL (C. 182, part A-C, below) for children, which may come from the Labor Code, Constitution, and Penal Code. For both national and international legal frameworks, each line of text should cite relevant legal documents/sources. Highlight any conflicts between the national and international legal frameworks.***International Legal Framework:**For the project definition, Other Worst Forms of Child Labor (oWFCL) should include Parts (a)-(c) as defined in ILO Convention 182:1. *all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;*
2. *the use, procuring or offering of a child for prostitution, the production of pornography or for pornographic performances;*
3. *the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties.*

OCFT defines the Worst Forms of Child Labor using **ILO Convention 182**[[24]](#footnote-25),although the UN Convention on the Rights of the Child (UN CRC) also specifically outlines other related protections that may be relevant for some projects, depending on context.**The UN Convention on the Rights of the Child[[25]](#footnote-26) and Optional Protocols** supports ILO Convention 182 related to the use of children in drug production and trafficking (CRC Article 33); the sale or trafficking of children, and the use of children in prostitution and pornography (CRC Articles 34-35 and Optional Protocol[[26]](#footnote-27)); and the involvement of children in armed conflict (CRC Article 38 and Optional Protocol[[27]](#footnote-28)). |

**3) Optional Visual Conceptual Frameworks for Child Labor Definitions**

When communicating the concept of child labor to non-child labor experts, it can be helpful to use a graphic tool to help stakeholders visualize the concept of child labor. These visual conceptual frameworks may be used in communicating the meaning of child labor to stakeholders, project staff, and others. This section includes two examples of a visual conceptual framework. Each project may choose to develop a conceptual visual framework that reflects the definition of child labor which the project plans to use. Where there are differences in the national and international legal frameworks, projects should discuss with OCFT how to develop the most useful definition(s) and thus visual conceptual frameworks; projects do not need to use the exact examples provided below. The OCFT Monitoring and Evaluation Team is available to support the development of these frameworks upon request.

Figure : Example Visual Framework - Table Format[[28]](#footnote-29)



Figure : Example Visual Framework - Flowchart Format[[29]](#footnote-30)



Figure 3: Example Visual Framework Flowchart from an OCFT project in a country with age 14 as the minimum age for work



## Developing Forced Labor Definitions

This document provides guidance in developing project-level definitions of forced labor. DOL will ask most projects implementing in-country activities relating to forced labor to develop such definitions. The purpose of these definitions is to serve as a basis for common understanding of forced labor between project staff and relevant stakeholders, which could be government partners, NGO and civil society staff, journalists, and others. These definitions will provide a solid underpinning for project efforts to advocate for improvement in national labor and social protection legislations or raise awareness about forced labor.

**OCFT must review and approve project definitions prior to their use. Grantees should discuss the timeline for developing these definitions with OCFT, including whether they must be completed prior to the start of situational analysis, KAP surveys, or other project activities.** Therefore, OCFT recommends that projects start the development of forced labor definitions as soon as possible after project award (see OCFT’s Management Procedures and Guidelines for timelines). Grantees should review this section carefully and contact the relevant OCFT Project Manager and/or M&E team member with any questions.

Two ILO conventions – 29 and 105 - provide a framework for defining forced labor and formulating legislation and policies to combat forced labor. Protocol 29 of 2014 supports C29, providing guidance on steps countries should take to prevent and eliminate forced labor, provide protection to victims and access to appropriate and effective remedies, and to sanction the perpetrators of forced labor, including trafficking in persons for the purpose of forced labor.[[30]](#footnote-31) In addition, two UN Conventions (1926 Slavery Convention, Supplementary 1956 convention), ILO Convention 182 on the Worst Forms of Child Labor (1999), and the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children (2000), known as the “Palermo Protocol”, provide definitions of forced labor-related terms and concepts. The U.N. Convention on the Rights of the Child and Optional Protocols related to the sale of children; prostitution and child pornography; and children in armed conflict should also be examined. Links to the text of all of these legal frameworks are provided in the table below. Projects may refer to the relevant country report in OCFT’s most recent *Findings on the Worst Forms of Child Labor* report[[31]](#footnote-32) to see legal frameworks and gaps related to forced labor of children. The report includes sources specifying where to locate these documents. Projects may also use the ILO’s NORMLEX database[[32]](#footnote-33) to verify the international legislation ratified by countries, and the ILO’s NATLEX database[[33]](#footnote-34) to identify relevant national legislation.

Based on the above legal frameworks, the ILO previously developed an operational definition and survey guidelines to help measure forced labor, in a publication called “Hard to see, harder to count.”[[34]](#footnote-35)Since this publication, the 20th International Conference of Labor Statisticians issues a new guideline on forced labor measurement.[[35]](#footnote-36) ILO is currently working on developing resources on how to operationalize the new guideline. Please reach out to OCFT on how to develop project definitions of forced labor and related data collection tools.

Table 1, below, which summarizes relevant international legal frameworks, is intended to be the starting point for developing project-level definitions. Projects may use this table as a template or develop their own format. Projects are encouraged to include the exact international legal framework language below and must add in relevant language from national legislation. Projects should also locate and review relevant national legislation in detail to develop definitions per the highlighted information at the beginning of each section.

**Table 1: Forced Labor Definitions – International and National Legal Framework**

|  |  |
| --- | --- |
| Adults and children engaged in Forced Labor  | **National legal framework:***Include here any national legal framework definitions of forced labor of adults and/or children, which may include the Labor Code, Constitution, etc. It should also include definitions of trafficking in persons, including any national legislation addressing “The Act/what was done”, “The Means/how it was done”, and “The Purpose/why it was done” (see Palermo Protocol, below, for more on this). For both national and international legal frameworks, each line of text should cite relevant legal documents/sources. If the country of operations has not ratified a convention listed below, projects should discuss how to move forward with OCFT.***International legal framework:****International Labor Organization (ILO) Convention 29, 1930[[36]](#footnote-37),** is the most authoritative convention on Forced Labor.ILO C. 29, Article 2, defines ‘forced or compulsory labor’ as:*All work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily.*This definition excludes compulsory military service, ‘normal civic obligations’ of a nation or community, work mandated as a result of a court conviction, and work required in certain emergency situations. These exclusions are not applicable for persons under age 18 (children).ILO C. 29 does not specifically address the forced labor of children, but **ILO Convention 182 on Worst Forms of Child Labor Convention, 1999, Section A[[37]](#footnote-38),** names “All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict”.**The UN Convention on the Rights of the Child[[38]](#footnote-39) and Optional Protocols** supports ILO Convention 182 related to the use of children in drug production and trafficking (CRC Article 33); the sale or trafficking of children, and the use of children in prostitution and pornography (CRC Articles 34-35 and Optional Protocol[[39]](#footnote-40)); and the involvement of children in armed conflict (CRC Article 38 and Optional Protocol[[40]](#footnote-41)).**International Labor Organization Convention 105, 1957[[41]](#footnote-42)**ILO Convention 105 (C. 105), the Abolition of Forced Labor Convention, requires members that ratify C.105 to specifically suppress and not make use of any form of forced or compulsory labor:* *As a means of political coercion or education or as a punishment for holding or expressing political views ideologically opposed to the established political, social or economic system;*
* *As a method of mobilizing and using labor for purposes of economic development;*
* *As a means of labor discipline;*
* *As a punishment for having participated in strikes;*
* *As a means of racial, social, national or religious discrimination.*

**The League of Nations Slavery Convention, 1926[[42]](#footnote-43)**This convention defines ‘slavery’ as the “status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised” (Article 1(1)). Although the definition provided in the convention does not mention work, Article 5 requires ratifying countries to take “all necessary measures to prevent compulsory or forced labor from developing into conditions analogous to slavery.”**The United Nations Supplemental Convention on Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1956[[43]](#footnote-44)** This conventioncalls for the progressive abolition of ‘debt bondage’ and ‘serfdom’ and other ‘practices related to slavery’:* ***Debt bondage****, that is to say, the status or condition arising from a pledge by a debtor of his personal services or of those of a person under his control as security for a debt, if the value of those services as reasonably assessed is not applied towards the liquidation of the debt or the length and nature of those services are not respectively limited and defined;*
* ***Serfdom****, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status.*
* ***Practices related to slavery, or:***

*Any institution or practice whereby:**- A woman, without the right to refuse, is promised or given in marriage on payment of a consideration in money or in kind to her parents, guardian, family or any other person or group; or**- The husband of a woman, his family, or his clan, has the right to transfer her to another person for value received or otherwise; or**- A woman on the death of her husband is liable to be inherited by another person;**- A child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labor.***Trafficking in Persons****The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, 2000, or “Palermo Protocol”[[44]](#footnote-45)** The **Palermo Protocol** is a supplemental protocol to the United Nations Convention Against Transnational Organized Crime. The Protocol’s definition of trafficking in persons has become a standard model for national legislation:*The recruitment, transportation, transfer, harboring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.* ***Exploitation*** *shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs.*The UNODC breaks down the protocol’s definition of human trafficking into three elements[[45]](#footnote-46):1. ***The Act****(What is done)*

*Recruitment, transportation, transfer, harboring or receipt of persons*1. ***The Means****(How it is done)*

*Threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, or giving payments or benefits to a person in control of the victim*1. ***The Purpose****(Why it is done)*

*For the purpose of exploitation, which includes exploiting the prostitution of others, sexual exploitation, forced labour, slavery or similar practices and the removal of organs.*Coercive sexual exploitation and forced prostitution are included in the definitions of forced or compulsory labor.[[46]](#footnote-47) The consent of a victim of trafficking to the intended exploitation is irrelevant where any of the means specified above have been used. In the case of a child, there is no need for any of the means cited above to be used; the child is a victim of trafficking if he or she is subject to recruitment, transportation, transfer, harboring or receipt for the purpose of exploitation.[[47]](#footnote-48) |

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# Routine Data Quality Assessment (RDQA) Suggested Format

Attached is a suggested format for Recipients to use to complete a routine data quality assessment.



# Annex A of TPR, Data Reporting Form (DRF) Suggested Format

Attached is the suggested format for the Data Reporting Form that OCFT requires to be submitted as Annex A of the Technical Progress Report.



# Results Framework Suggested Format

Attached is the suggested format for a Results Framework that projects may use during CMEP development.



# Activities Mapping Suggested Format

Attached is the suggested format for an Activities Mapping that projects may use during CMEP development.



# Performance Monitoring Plan (PMP) Suggested Format

Attached is the suggested format for a Performance Monitoring Plan that projects may use during CMEP development.



# Checklist for OCFT-Contracted Evaluations

*Disclaimer: This document is intended for OCFT and Recipient informational purposes only, and are not expected to be strictly followed. Each evaluation is unique and the processes may be adjusted to meet the individual needs of the evaluation. The evaluation contracts and Terms of References (TOR) are the authoritative documents for evaluation deliverables.*

|  |  |
| --- | --- |
| ***Step*** | ***Action*** |
| *Contract Kick-off Call*  | OCFT launches the evaluation task order/call order and lets the contract vendor know pertinent details  |
| *Transmit Documents to Vendor & Evaluation Team* | OCFT transmits documents to the contract vendor, including TOR template |
| *Evaluation Kick-off Call* | OCFT launches the evaluation with the Recipient so they are aware of the process |
| *Notify Embassy of Upcoming Evaluation* | OCFT confirms the timeline with the embassy and invites them to interview/participate in Stakeholder Workshop |
| *Provide Inputs for the Development of Terms of Reference (TOR)* | Contract vendor shares first draft of TOR, OCFT completes DOL portion of the TOR template and consolidates evaluation questions. Recipient also provides inputs on evaluation questions and methodology. |
| *Logistics Call* | OCFT, Recipient and contract vendor discuss the travel logistics, itinerary, grantee cost-sharing, and details of the fieldwork |
| *DOL Interview with Evaluator* | Evaluator should interview DOL prior to fieldwork.  |
| *Finalize TOR; including question matrix and itinerary* | Ensure that the Recipient, DOL, and evaluator are all in agreement over the TOR; including the question matrix, and itinerary and have copies of the finalized versions.  |
| *Evaluation Fieldwork* | The evaluator travels to the field to conduct field work |
| *Stakeholder Workshop* | Sometimes OCFT participates remotely in the Stakeholder Workshop  |
| *Fieldwork Debrief call with Evaluator* | Within a week of returning from fieldwork, the contract vendor should hold a call with DOL to debrief on the fieldwork results. The contract vendor can also conduct a similar call with the Recipient if requested.  |
| *Draft 1 - Review 48-hour draft evaluation report* | This is a high-level review for sensitive/inflammatory information only. |
| *Draft 2 – Detailed review of draft evaluation report (2 week review)* | This is a detailed review of the report and should review findings, conclusions and make sure the TOR questions were addressed. |
| *Draft 3 - Review revised draft report* | This is a review to see the edits to the report after the commenting period. |
| *Finalize Evaluation Report* | This is acceptance of the final evaluation report.  |

#### What to Look For – Two-day or “48-hour” review of evaluation report

OCFT and the Recipient will briefly review the report to ensure that it does not contain gross errors or inaccuracies or any statements that could be considered offensive or libelous to host-country government, the grantee, or partner organizations. ***The review should focus on factual aspects and issues of misrepresentations that could result in misinterpretation or misunderstandings during the full stakeholder review.***

##### **48-Hour Review Checklist**

* Review the report to see if there are any major factual inaccuracies or potentially sensitive issues. OCFT generally seeks to avoid language that is potentially inflammatory or unnecessarily personal in nature.
	+ Examples of topics where potentially sensitive issues could arise:
		- Definitions on child or forced labor;
		- Comments about the US Government;
		- Comments about the host government, stakeholders, and partners;
	+ If there are major factual inaccuracies or potentially sensitive issues, flag these for the evaluator to see if the section can be re-phrased, restated, or removed.
* Review the report to make sure it contains relevant sections on findings, conclusions, and methodology.

#### What to Look For – “2-week Draft” or Detailed Review of the Draft Evaluation Report (Formal stakeholder review)

Once any issues raised in the two-day review have been resolved, the contract vendor will email the report to OCFT, the Recipient, and other key stakeholders for formal review. OCFT, the Recipient and other key stakeholders will generally have two weeks or ten working days to provide written feedback. Deadlines may be extended depending on the complexity of the project; however, deadlines are often tight and under general circumstances must be adhered to as contractual obligations must be met.

***OCFT and the Recipient are not expected to make editorial or grammatical comments to the report.*** OCFT and Recipient review should focus on substantive comments only as the Vendor will arrange for a formal copy edit of the final report. Comments should fit within the scope of the evaluation and the evaluation TOR. It is not within the scope of work of the evaluator to conduct additional *general* research on child labor or education issues or government policies and programs in particular country unless fully within the scope and purpose of the evaluation.

##### **Technical Review Checklist**

* Review to ensure information presented is factually accurate.
* Review to see if all questions from the TOR have been answered in the report.
* Review to see that all components of the TOR have been included.
	+ For example, if the TOR included a requirement for a summary chart on indicators, ensure that the chart has been included.
* Review to see if there are sufficient quality data presented to support findings.
* Determine if the presentation of findings and conclusions are supported by details.
	+ If there are any sections that lack details, request additional support.
	+ If there are any sections that are unclear, ask for clarification.
* Review report recommendations to determine the following:
	+ Are the recommendations based on findings and facts?
	+ Are the recommendations realistic and feasible, both in terms of quantity and implementation?
	+ Are the recommendations clearly stated?
	+ Are there multiple recommendations combined into one, necessitating the evaluator to break them out?
	+ Are the recommendations actionable by either the Recipient or DOL?

#### What to Look For: Draft 3 - Review of Revised Report

Once key stakeholder comments have been taken into account, the contract vendor will submit a revised report to OCFT and the Recipient in addition to a comment matrix that details both the stakeholder comments and the evaluator’s response to all comments. ***In general, this is not an opportunity for a second full review of the evaluation report. Reviewers should make every effort to thoroughly review the draft evaluation report during the full stakeholder review as outlined above.*** While there may be circumstances that warrant such a review, depending on the quality of the first draft of the evaluation report, such determination will be made by the OCFT M&E POC.

Furthermore, in order to finalize the evaluation report, the contract vendor must respond to all outstanding comments by OCFT. The final report should be free of any spelling, grammatical, or formatting errors, and should include sufficient data to support the findings. After this technical approval, the contract vendor will fully copyedit and format the report for final production.

##### **Checklist Before Finalizing**

* Photos of individuals on the cover page need to have written approval from the subjects. Photos of individuals inside of the report do not need to have written approval from the subjects.
* Ensure the report has been copy edited and formatted.
* Ensure the report is 508 compliant (PDF version).
* Ensure there are two versions of the report – one with PII and one without PII.
	+ For the purpose of these reports, PII is considered village names, individuals’ names, and titles. This information is usually contained in an annex in the report.
1. The RBM diagram above and examples below were provided to OCFT through a contract with Management Systems International (MSI). [↑](#footnote-ref-2)
2. 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. [↑](#footnote-ref-3)
3. Award documents refers to the terms and conditions/cooperative agreement, which is complemented by the Management Procedures and Guidelines (MPG) and the Funding Opportunity Announcement (FOA). The MPG contains information that may not be explicitly detailed in the relevant FOA and/or terms and conditions of the cooperative agreement and provides examples of the format for deliverables. However, not all sections of the MPG will apply to all projects. In cases where the MPG and terms and conditions of award are not aligned, the terms and conditions of award take precedence. The Recipient should contact USDOL if further clarification is necessary. [↑](#footnote-ref-4)
4. Aside from the CMEP, applicable M&E requirements may include: developing project-level child labor and forced labor definitions, a baseline study (in the form of a pre-situational analysis, child labor prevalence survey, or other design), and a direct participant monitoring system. [↑](#footnote-ref-5)
5. Projects that focus on research or capacity building are not required to implement a DPMS [↑](#footnote-ref-6)
6. Grantees should keep in mind the documentation and record keeping requirements set forth in 2 CFR 200.333. [↑](#footnote-ref-7)
7. S.M.A.R.T. indictor criteria require that indicators be Specific, Measureable, Attainable, Reasonable, and Time-bound. [↑](#footnote-ref-8)
8. 2 CFR 200.333 Retention requirements for records [↑](#footnote-ref-9)
9. Chambers and Conway, 1992, and Masanjala, 2006, see also http://pdf.usaid.gov/pdf\_docs/PNADR399.pdf) [↑](#footnote-ref-10)
10. In calculation of these indicators, all participant children counted as in hazardous child labor (POC2) and other worst forms of child labor (POC3) should also be counted as in child labor under POC1. [↑](#footnote-ref-11)
11. Please note the difference between the terms *Working Children* and *Legally Working Children*. *Working Children* includes all children who engage in any economic activities, including both permissible work and child labor. *Legally Working Children* is a subset of *Working Children* and excludes those engaged in child labor. For the purpose of a project-level definition, *Legally Working Children* should be defined, not *Working Children.* [↑](#footnote-ref-12)
12. OCFT, Findings on the Worst Forms of Child Labor. Available at: <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings> [↑](#footnote-ref-13)
13. ILO NORMLEX is a database showing countries’ ratification status of international labor standards, searchable by country. Available at: <http://www.ilo.org/dyn/normlex/en/f?p=1000:11003:::NO>::: [↑](#footnote-ref-14)
14. ILO NATLEX is a database of national labour social security and related human rights legislation, searchable by country. Available at: <http://www.ilo.org/dyn/natlex/natlex4.byCountry?p_lang=en> [↑](#footnote-ref-15)
15. ILO Convention 138: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C138> [↑](#footnote-ref-16)
16. ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18th Conference, 2008. pg. 56-66. Available at: <http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_101467.pdf> [↑](#footnote-ref-17)
17. UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> [↑](#footnote-ref-18)
18. ILO Convention 138: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C138> [↑](#footnote-ref-19)
19. ILO Convention 182: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182> [↑](#footnote-ref-20)
20. ILO. *Report III: Report of the Conference*. ICLS 19th Conference, 2013. Pg. 9. Available at: <http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_234124.pdf> [↑](#footnote-ref-21)
21. OCFT, Findings on the Worst Forms of Child Labor. Available at: <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings> [↑](#footnote-ref-22)
22. ILO Convention 182: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182> [↑](#footnote-ref-23)
23. ILO Recommendation 190: <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/com-chir.htm> [↑](#footnote-ref-24)
24. ILO Convention 182: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182> [↑](#footnote-ref-25)
25. UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> [↑](#footnote-ref-26)
26. Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx> [↑](#footnote-ref-27)
27. Optional Protocol on the Involvement of Children in Armed Conflict: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx> [↑](#footnote-ref-28)
28. ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18th Conference, 2008. pg. 56-66. Available at: <http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_101467.pdf>

Please note that the ‘light work’ concept and age range should not be included in this table for countries where no national legislation exists relating to this concept. [↑](#footnote-ref-29)
29. ILO. *Marking Progress Against Child Labor: Global Estimates and trends 200-2012.* Page 47. Available at: [http://www.ilo.org/wcmsp5/groups/public/@ed\_norm/@ipec/documents/publication/wcms\_221513.pdf](http://www.ilo.org/wcmsp5/groups/public/%40ed_norm/%40ipec/documents/publication/wcms_221513.pdf) [↑](#footnote-ref-30)
30. ILO Protocol 29 (2014) to the Forced Labor Convention 29 (1930). Available at: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:P029> [↑](#footnote-ref-31)
31. OCFT, Findings on the Worst Forms of Child Labor. Available at: <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings> [↑](#footnote-ref-32)
32. ILO NORMLEX is a database showing countries’ ratification status of international labor standards, searchable by country. Available at: <http://www.ilo.org/dyn/normlex/en/f?p=1000:11003:::NO>::: [↑](#footnote-ref-33)
33. ILO NATLEX is a database of national labor social security and related human rights legislation, searchable by country. Available at: <http://www.ilo.org/dyn/natlex/natlex4.byCountry?p_lang=en> [↑](#footnote-ref-34)
34. ILO, Hard to see, harder to count: Survey Guidelines to Estimate Forced Labor of Adults and Children. June 2012. Available at: <http://www.ilo.org/global/topics/forced-labour/publications/WCMS_182096/lang--en/index.htm> [↑](#footnote-ref-35)
35. ILO Guidelines concerning the measurement of forced labour. October 2018. Available at: <https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_648619.pdf> [↑](#footnote-ref-36)
36. ILO Convention 29: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C029>

Grantees should be aware of the accompanying Protocol 29. See full text here: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:P029> [↑](#footnote-ref-37)
37. ILO Convention 182: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182> [↑](#footnote-ref-38)
38. UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> [↑](#footnote-ref-39)
39. Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx> [↑](#footnote-ref-40)
40. Optional Protocol on the Involvement of Children in Armed Conflict: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx> [↑](#footnote-ref-41)
41. ILO Convention 105, 1957: <http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C105> [↑](#footnote-ref-42)
42. Slavery Convention, 1926: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/SlaveryConvention.aspx> [↑](#footnote-ref-43)
43. The United Nations Supplemental Convention on Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1956: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/SupplementaryConventionAbolitionOfSlavery.aspx> [↑](#footnote-ref-44)
44. The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, 2000, or “Palermo Protocol”: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/ProtocolTraffickingInPersons.aspx> [↑](#footnote-ref-45)
45. See UNODC for more information on this framing, available at: <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html> [↑](#footnote-ref-46)
46. ILO: Eradication of forced labor, General Survey concerning the Forced Labor Convention, 1930 (No.29), and the Abolition of Forced Labor Convention, 1957 (No.105). Geneva. 2007. Available at: <http://www.ilo.org/global/meetings-and-events/WCMS_089199/lang--en/index.htm> [↑](#footnote-ref-47)
47. ILO, Hard to see, harder to count: Survey Guidelines to Estimate Forced Labor of Adults and Children. June 2012. Available at: <http://www.ilo.org/global/topics/forced-labour/publications/WCMS_182096/lang--en/index.htm> [↑](#footnote-ref-48)