



**BUREAU OF INTERNATIONAL LABOR AFFAIRS**  
UNITED STATES DEPARTMENT OF LABOR



# MONITORING AND EVALUATION RESOURCE GUIDE FOR OCFT PROJECTS

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**Produced by:**

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U.S. Department of Labor

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## OCFT Acronym List

<b>Acronym</b>	<b>Term</b>
<b>AM</b>	Activity Mapping
<b>BL</b>	Baseline
<b>CA</b>	Cooperative Agreement
<b>CMEP</b>	Comprehensive Monitoring and Evaluation Plan
<b>DAP</b>	Data Analysis Plan
<b>FAQ</b>	Frequently Asked Questions
<b>FOA</b>	Funding Opportunity Announcement
<b>GOR</b>	Grants Officer Representative
<b>ILAB</b>	Bureau of International Labor Affairs
<b>M&amp;E</b>	Monitoring & Evaluation
<b>MERL</b>	Monitoring, Evaluation, Research, and Learning
<b>MPG</b>	Management Procedures and Guidelines
<b>OCFT</b>	Office of Child Labor, Forced Labor, and Human Trafficking
<b>OTC</b>	Outcome
<b>OTP</b>	Output
<b>PMP</b>	Performance Monitoring Plan
<b>POC</b>	Point of Contact
<b>PM</b>	Project Manager
<b>RBM</b>	Results Based Management
<b>RDQA</b>	Routine Data Quality Assessment
<b>TOC</b>	Theory of Change
<b>TPR</b>	Technical Progress Report
<b>USDOL</b>	United States Department of Labor

## I. 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) cooperative agreement award recipients (Recipient). This guide introduces OCFT monitoring and evaluation (M&E) concepts and is a companion to the additional resources that OCFT provides during project start-up.

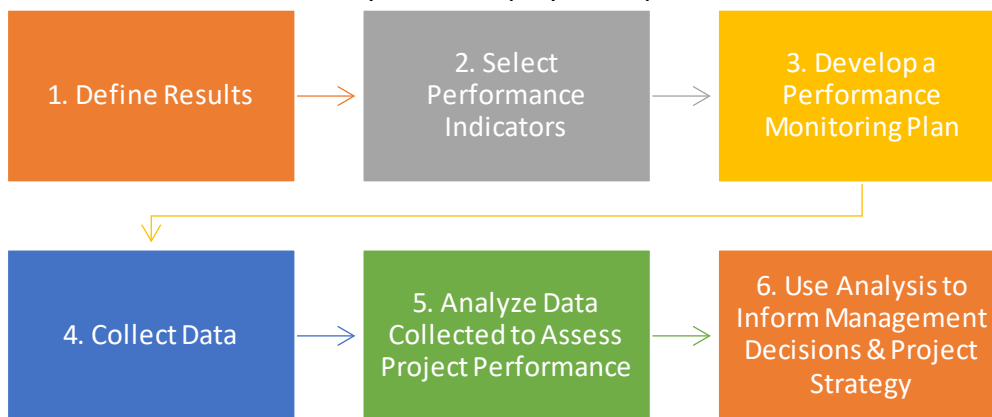
This section discusses OCFT’s preferred M&E terminology and describes the concepts associated with those terms. An understanding of these concepts and terms is key to the development of a project’s Comprehensive Monitoring and Evaluation Plan (CMEP), a core requirement for most OCFT-funded projects. **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.**

OCFT utilizes a Results-Based Management approach to project design, monitoring, and evaluation. The concepts and terminology described in [Annex 1](#) 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.

### A. 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 is 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:<sup>1</sup>



<sup>1</sup> The RBM diagram above and examples below were provided to OCFT through a contract with Management Systems International (MSI).

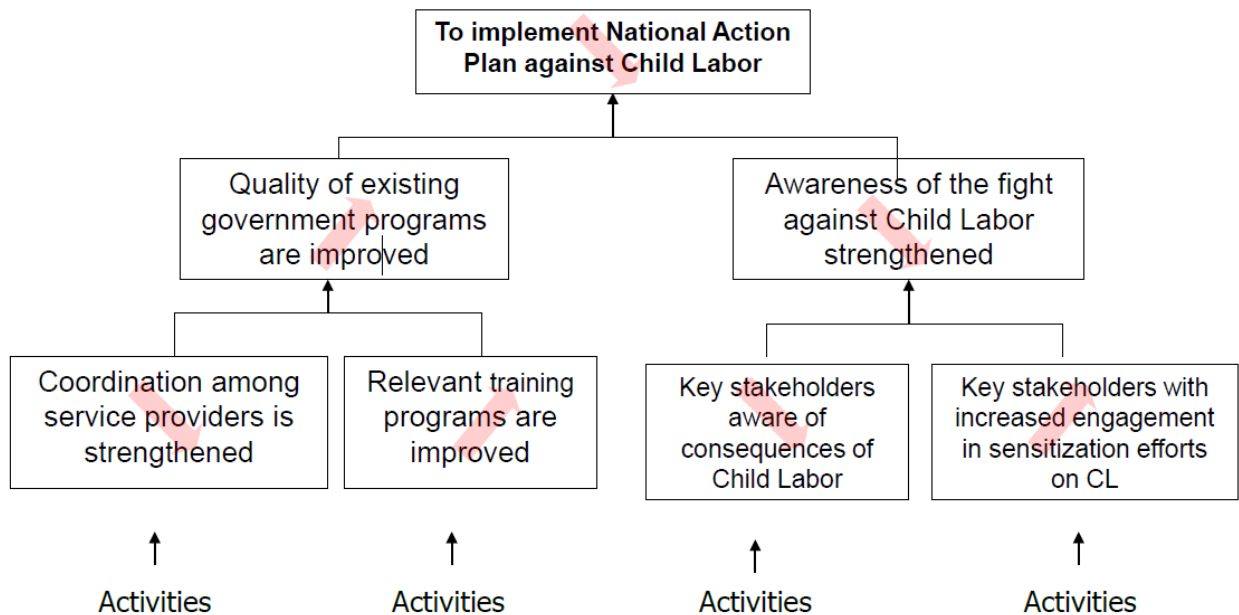
**Results and Results Terminology:** In line with the first of these 6 steps (Define Results), OCFT CMEPs require projects to develop a visual “Results Framework” which is included in the body of the CMEP document.

**B. What is a Results Framework?**

A **Results Framework** defines results through a visual depiction of a theory of change (i.e., the casual linkages) for achieving a development objective or goal. It provides a “cause and effect” explanation for outcomes that will contribute to achieving the project objective. This step clarifies “if...then” relationships between results and creates a high level of management value.

**By developing a results framework, recipients can align their project activities and outputs to results to specific outcomes and sub outcomes.** It is a time-bound (e.g. 4-year theory of change strategy) representation of the highest level of achievement that OCFT and the implementer believe the project can achieve or substantially influence with its resources. It also includes critical assumptions that must hold for the project to succeed but are beyond the control of the implementer and USDOL.

We provide an example below, as well as a suggested format for your project’s results framework in Annex 9. For illustration, red arrows indicate whether performance is above or below expectations. In a well-constructed results framework, performance under a lower-level result should affect performance against a higher-level result.



Well-Developed Results Frameworks:

- Are based on **research and analysis**<sup>2</sup>
- Have well-designed **results statements**
- Reflect sound **causal thinking**
- Identify the **critical assumptions, the external conditions** that must hold for the project to achieve its outcomes
- Depict a **project** that can be **implemented and achieve desired outcomes and impact within the specified timeframe**

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:

Level of Results	Description
Project Objective (PO)	Most ambitious result for which project is willing to be held accountable
Outcome and Sub-Outcomes (OTCs)	Changes in conditions, behaviors, attitudes, practices, skills, etc. that lead to the project objective being achieved
Outputs (OTPs)	Goods/products/services produced as an immediate result of project activity
Activities	The set of actions taken by a project.

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

Characteristics of a Well-Designed Results Statement	Element	Good Example	Bad Example
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.	Two separate objectives: (1) New child labor policies and regulations adopted and (2) Capacity of government ministry of labor strengthened.	New child labor policies and regulations adopted and capacity of ministry of labor strengthened

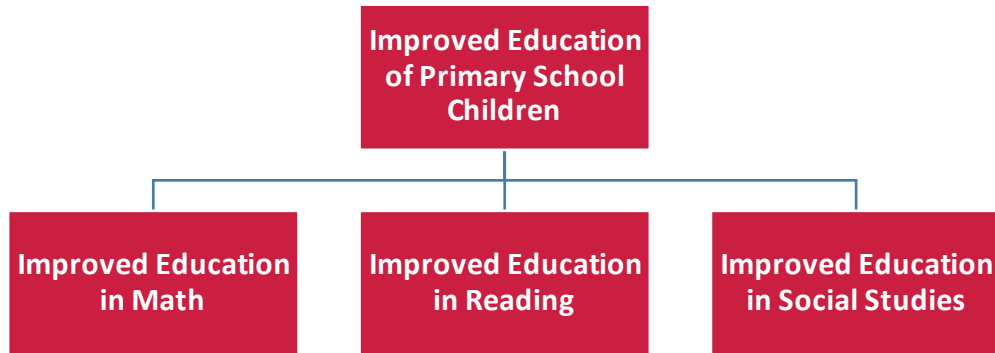
<sup>2</sup> Research and analysis on how best to address the problem identified in the Funding Opportunity Announcement (FOA) should be done prior to submitting proposals. OCFT proposals should reflect evidence-based theory of change strategies whenever possible.

Characteristics of a Well-Designed Results Statement	Element	Good Example	Bad Example
Uni-level	There are no “if-then” statements embedded in a single objective.  Avoid these words: “through...,” “in order to...,” “as a result of...,” “so as to...” etc.	Two separate objectives: (1) Improved student performance and, at a “lower” level (2) More effective classroom instruction.	Improved student performance through more effective classroom instruction
Precise	They clearly articulate the intended by the result.  Results statements must be precise when using words like “capacity,” “enhanced,” “legal environment” etc.	Improved skills of Ministry of Labor (MoL) policy analysts  Improved MoL services delivered to an increased number of targeted workers	Improved capacity of MoL
Measurable and objectively verifiable	Can be measured with quantitative or qualitative data so success is clearly understood	Increased access to local government officials by community members  Increased responsiveness of local government officials  New child labor laws adopted	Improved leadership by local government officials (the term “leadership” is subjective and difficult to measure).  Promote the adoption of new child labor laws.  The adoption of new child labor laws promoted.

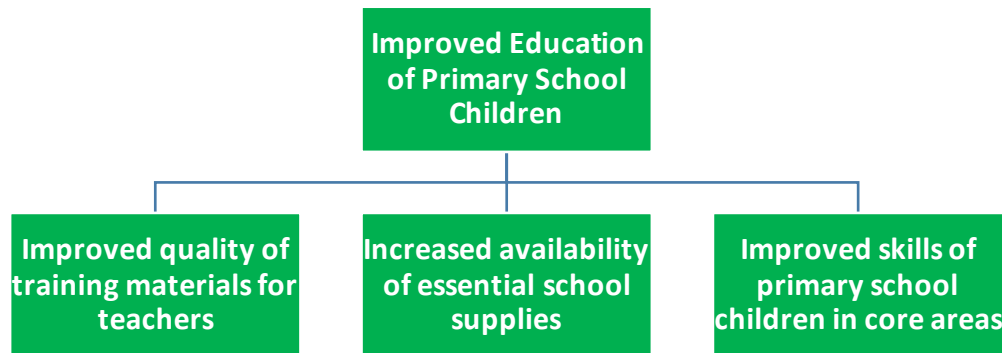
**Common Pitfalls to Avoid:**

- **Categorical Results:** When creating Results Frameworks and Outcome Statements, watch out for *Categorical Results*. These are results that re-define the primary outcome. Ask: “Are the sub-outcomes merely re-defining or re-stating the primary outcome?” The example below is a categorical results tree.

**Example of Categorical Results to Avoid**



**Example of Non-Categorical Results**



C. Activities vs. Results

Beware of confusing *interventions* with their desired *end-result*. The example below highlights the difference between an activity and a result.

Activity	Result
Training	Increased skills
Institutional development	Improved services
Awareness-raising	Better informed target group
Expert technical assistance	Improved policy and regulatory framework

D. Measuring Results with Performance Indicators

Performance indicators must meet a set of criteria to be useful in RBM. They must be DOAP: **Direct, Objective, Adequate, and Practical**.<sup>3</sup> The figure below illustrates these criteria:

<sup>3</sup> Another common acronym used to test whether an indicator is sound is SMART or SMARTER. **SMART** indicators are: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **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*.



**DIRECT** - Clearly and directly measures the intended result. An indicator can only be a direct measure of one result.

**Example**

*Result: Increased use of improved teaching methods*

**Possible Indicators:**

- Literacy rates for primary school students (Too High Level)
- Number of teachers trained (Too Low Level)
- Percent of teachers observed using all 5 new teaching methods (Direct)

**OBJECTIVE** - Indicators should be clear and unambiguous about what is being measured and how.

**Example**

*Result: Improved child labor laws*

**Possible Indicators:**

- Number of quality child labor laws (Ambiguous)
- Number of national and local child labor laws that meet international labor standards (Objective)

**ADEQUATE** – Taken as a group, there is a sufficient number of indicators to understand whether progress toward a result is being made and whether management action is needed. Not more and not less than what is sufficient.

**EXAMPLE**

*Result: Improved implementation of labor rights and protection regulations and guidance by private sector actors*

Too Many	Just Enough
<ul style="list-style-type: none"> <li>• # of businesses who drafted new labor right regulations</li> <li>• % of businesses who have adopted and implemented new regulations</li> <li>• % of businesses who have adopted national and/or international labor rights guidance</li> <li>• % of businesses who plan to implement new regulations or guidance</li> <li>• % of businesses who have formed new partnerships related to labor rights</li> </ul>	<ul style="list-style-type: none"> <li>• % of businesses who have adopted and implemented new regulations</li> <li>• % of businesses who have adopted national and/or international labor rights guidance</li> </ul>

**PRACTICAL** - The data is either currently available or collectable at an affordable cost. Data should be available at a useful frequency and should be timely enough to influence management decision making.

**EXAMPLE**

*Result: Decreased incidences of child labor*  
*Indicator: Number of child labor incidences*

**Data Sources:**

- National Labor Statistics (Every 10 years) => Impractical
- Project survey, CSO or community or local government data (monthly, semi-annually, annually) => Practical

**Indicators are variables.** In addition to using the DOAP criteria, projects should ensure that their indicators are **neutral and unidimensional (measuring one idea)**. Indicators should not be positive or negative.

#### Example 1

**NOT THIS:** % **decrease** in children engaged in child labor.

Here, the word “decrease” is not neutral. It assumes a positive outcome (a decrease in prevalence) and will not be able to give an accurate snapshot of the situation over time.

**BUT THIS:** % children engaged in child labor.

Here, we will be able to chart change over time, and capture an accurate depiction of the situation, whether the outcome is positive (a decrease in child labor) or negative (and increase in child labor).

#### Example 2

**NOT THIS:** % Individuals that demonstrate **increased** knowledge of **child rights and gender equality**

Here, we see that the word, “increased” is not neutral. It is a less accurate calculation and removes a portion of the numerator/population to be assessed. It is a less accurate representation of change. We also see that this indicator attempts to measure more than one concept at a time; further diminishing the ability to capture accurate change over time.

**BUT THIS:** % Individuals that demonstrate knowledge of child rights.

**AND THIS:** % Individuals that demonstrate knowledge of gender equality.

Here, we have separated the concepts being measured, and removed the assumption of an ‘increase’ in the indicator wording. These indicators are now neutral, directly measuring change.

**Quality Assurance.** As part of the data quality assurance process, projects must undertake an assessment of select indicators at least once before the interim evaluation, to help better understand the strength and sensitivity of indicators.

## II. Developing Your Project CMEP – Frequently Asked Questions

### A. What is the Comprehensive Monitoring & Evaluation Plan (CMEP)?

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. The CMEP should reflect the project design contained in the technical proposal that was submitted as part of the Recipient’s application, and helps ensure that recipients, their partners, and USDOL agree 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 primary ownership of the development and implementation of the CMEP as well as updates to the CMEP as needed with DOL approval.**

### B. Why is the CMEP important?

- **Tool to Track Progress and Share Project Results:** The CMEP is more than an M&E deliverable required by OCFT; it is a tool for projects to measure and track project progress. The CMEP consists of a series of elements that enable project implementers and partners to track (and share) 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 a limited extent, impact.
- **Recognized Good Practice for Engaging Stakeholders:** Independent evaluators have cited the CMEP as an important tool for stimulating discussion among recipients and their partners about program objectives, expected results, and how to monitor progress.<sup>4</sup> Independent evaluators found that articulating the CMEP with activities, outputs, and results to public and private stakeholders helps to find common ground for stakeholders to work together.<sup>5</sup> This evidence suggests that engagement around the CMEP is a key driver of successful project implementation and sustainability. The development of the CMEP provides an early opportunity for recipients to include stakeholders in project design and start-up, build buy-in for project activities, promote equity and inclusion, and enhance ownership of project results by external stakeholders.
- **Recognized Good Practice for Identifying Areas of Improvement:** Independent evaluators noted that the CMEP enables prompt identification of implementation shortcomings and

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<sup>4</sup> OCFT Synthesis Report, 2019.

<sup>5</sup> Interim Evaluation of the Pílares Project, 2020.

adoption of corrective measures,<sup>6</sup> thereby providing a unique opportunity for learning, adapting, and maximizing project resources.

### C. What are the required components of the CMEP?

Recipients are encouraged to utilize OCFT's suggested CMEP format found on the next page. However, recipients can adapt and add to this document at their discretion. USDOL provides instructions for all sections of the CMEP suggested format ([Annex 2](#)).

The following procedures are aligned with U.S. Government requirements related to Sec. 3(b) of the Foreign Aid Transparency and Accountability Act of 2016 (FATAA):

- **Indicators:** OCFT recipients are required to utilize applicable OCFT Standard Indicators and develop project-specific indicators to measure progress toward meeting project results.
- **Indicator Targets:** OCFT recipients are required to set targets for their OCFT Standard Indicators and project-specific indicators.
- **Indicator Baseline Values:** OCFT recipients are required to establish baseline values for their OCFT Standard Indicators and project-specific indicators.
- **Indicator Reporting:** OCFT recipients report progress against their indicator targets (on both OCFT Standard Indicators and project-specific indicators) every 6 months, although data for some indicators may be collected less frequently; for example, some outcome indicators may require data collection only twice in the life of the project (at start and end of services).
- **Evaluation Plans and Special Studies:** Evaluation plans are specified in the cooperative agreement funding opportunity announcements, although changes may be made post award if needed, and are included in the CMEP. Special Studies that contribute to refining a project's strategy post-award are also described in the CMEP.
- **Project Definitions:** OCFT recipients are responsible for developing definitions for key project-level definitions for 'child labor' and 'forced labor' to better clarify the terms for stakeholders and use in the project and for indicator development and deployment. GORs work with the recipients to review these definitions.

### D. How do we develop our Results Framework?

The Results Framework should be developed using the project's problem statement and intended results included in a project's proposal package. The process of developing the Results Framework presents a good opportunity for projects to refine their problem analysis and conduct consultations with a broad and inclusive array of stakeholders. During the validation of the Results Framework, OCFT and the Recipient will determine whether there are any gaps in the theory of change which would require the addition of outcomes and/or sub-outcomes. OCFT will also work with the Recipient to ensure that results are worded in a way that is uni-dimensional, uni-level, precise and measurable and objectively verifiable.

Please see [Annex 9](#) for the suggested format for the visual Results Framework.

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<sup>6</sup> Final Evaluation of Paraguay Okakua Project, 2020.

#### E. Who owns the CMEP?

**The CMEP is a tool designed by the Recipient for the Recipient.** While USDOL engages closely with recipients in the development of the CMEP, the Recipient has ownership of the development and implementation of the CMEP as well as updates to the CMEP as needed. USDOL provides feedback to ensure that the Recipient’s plan for monitoring and evaluating federal assistance adheres to the tenets of results-based management and meets USDOL’s reporting requirements.

Recipients are encouraged to build the CMEP using USDOL’s recommended format and adapt it to fit their needs and to maximize the user friendliness of the document. For example, one project developed a separate document titled “CMEP for Everyone,” which simplified the CMEP contents, translated it to the local language, included visual aids and increased the accessibility for all project team members.<sup>7</sup>

Recipients are encouraged to budget for and deliver trainings to all team members on the CMEP, including roles and responsibilities for its implementation, data quality assurance, and data analysis plans.

#### F. When I worked on a previous USDOL-funded project, you required two CMEP workshops. Are workshops still a requirement?

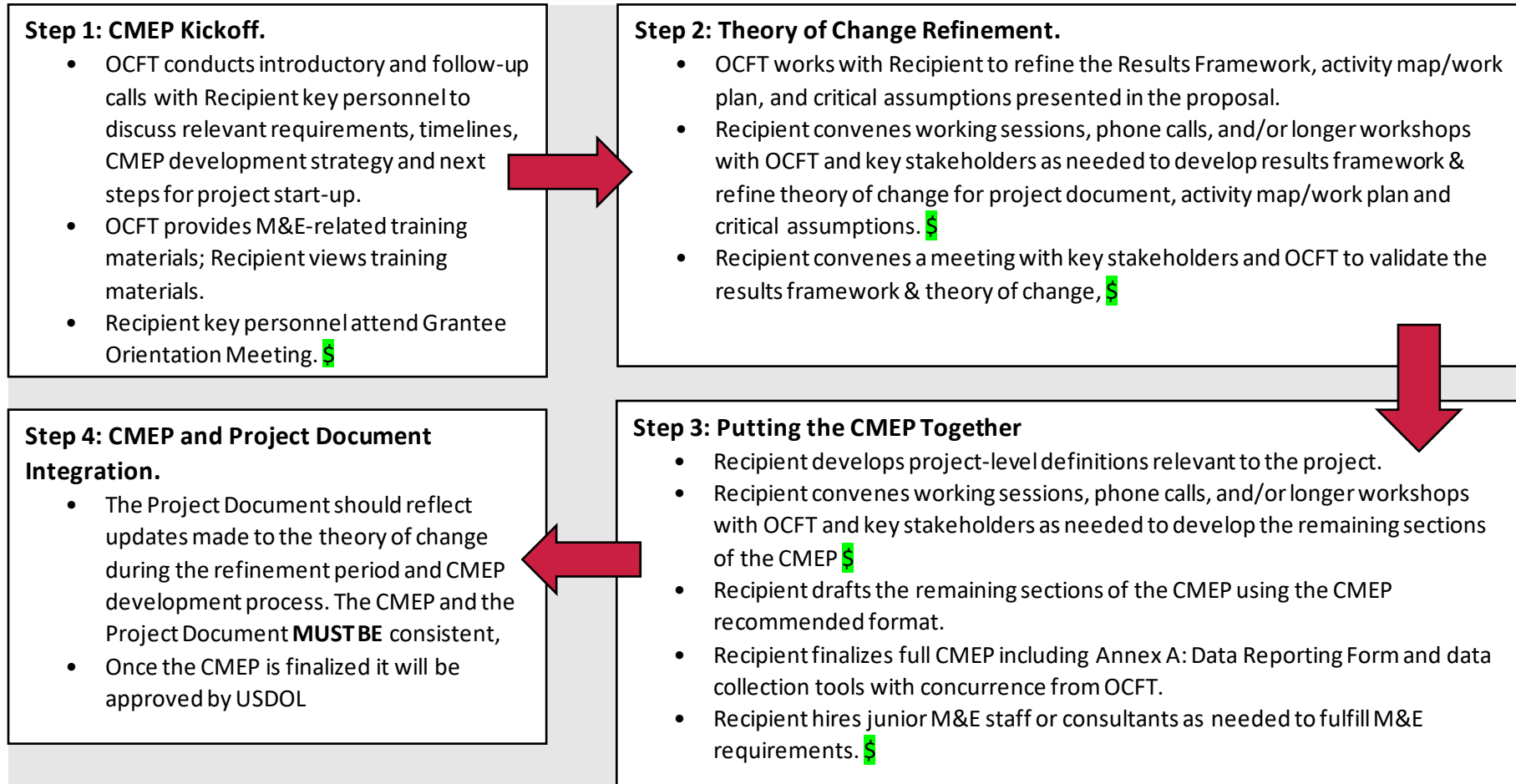
USDOL requires recipients to budget for “Support to the CMEP process, including project and partner staff travel to, at most, two CMEP workshops, either in-country or in Washington, DC, costs of hosting workshops, and any other logistical/administrative costs.” However, in some situations formal in-person or virtual workshops may not be required. This will be determined on a project-by-project basis in consultation with OCFT and the Recipient. USDOL recognizes that each project has unique circumstances such as scope, funding amount, duration, etc. The OCFT Grants Officer Representative, M&E POC and Recipient key personnel should work together during project start-up to determine what CMEP development should look like for a project. This change from previous years is designed to address recommendations from independent evaluators to streamline CMEP development and decrease the amount of time and resources required to finalize the CMEP.

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<sup>7</sup> Final Evaluation of the Somos Tesoro Project, 2018.

## G. How is the CMEP developed?

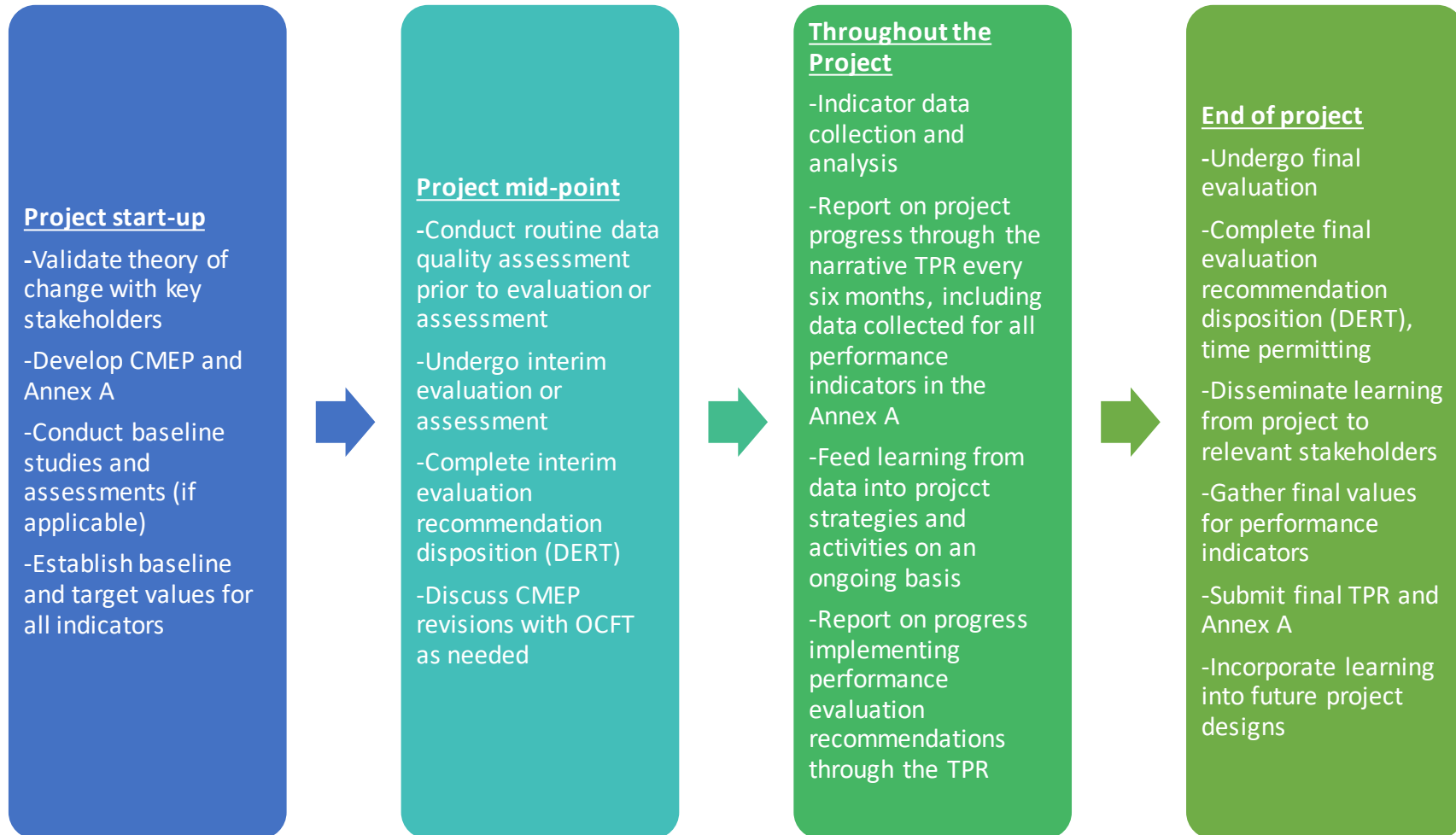
The following steps and activities provide an idea of what takes place during project start-up and CMEP development. **Please note that CMEP development for each project will look different, depending on each project's unique circumstances such as scope, funding amount, duration, and prior USDOL CMEP experience.** The list below is illustrative and in no particular order and may be adapted by the OCFT Grants Officer Representative and M&E Point of Contact in coordination with the Recipient as needed.<sup>8</sup>



<sup>8</sup> Items marked with § typically necessitate a dedicated budget line item. USDOL FOAs 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).

H. Besides the development of the CMEP, what other M&E activities take place throughout the project and when do they take place?

This diagram shows the various M&E activities that typically take place during the life of the project, from project start-up to the project's mid-point to the end of the project lifecycle. The activities listed below are illustrative and may be adapted by the OCFT Grants Officer Representative and M&E Point of Contact in coordination with the Recipient as needed.



#### I. How does the Annex A - Data Reporting Form relate to the CMEP?

The Annex A of the Technical Progress Report (TPR), also known as the Data Reporting Form (DRF), is the Excel spreadsheet that recipients submit semi-annually with their TPR to report on their performance indicators included in the Performance Monitoring Plan (PMP) (Section II of the CMEP). Once the PMP is finalized, recipients will input their performance indicators, including any relevant OCFT standard indicators, into the spreadsheet template. Every performance indicator has a baseline value and target value for certain reporting periods, depending on the frequency of reporting outlined in the PMP. Any disaggregations included in the PMP should also be reflected as separate rows in the Annex A.

**Recipients are responsible for inputting all formulas and calculations into the TPR Annex A for their indicators. For example, if an indicator is a percentage, Annex A should include the formula for calculating the percentage value (numerator/denominator) for the cell. For cumulative indicators, the formula should pull the previous period's value + current period value to show the cumulative value. OCFT staff will review all calculations and formulas.**

**OCFT will not approve the Annex A of the TPR until the Recipient has established baseline values and calculation formulas for all performance indicators. The Annex A can be finalized after the CMEP is approved if additional studies are required to establish baseline values and targets.**

Please see [Annex 8](#) for the suggest format for the Annex A of the TPR. For more information on the TPR in general, please see the Management Procedures & Guidelines for Cooperative Agreements.

#### J. Are there any special considerations for projects providing direct services?

Yes. 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. Specifically:

- **Recipients must incorporate several OCFT standard indicators into their PMP to capture service-related results.** For more information on OCFT's standard indicators, please review [Annex 4](#): Companion Guide to the OCFT Standard Indicators.
- **Recipients must develop a data collection system to track the work status and service-related outcomes of participants in direct services activities.** As applicable, this includes whether direct participants in education and livelihood services are in a situation of child labor, forced labor or have experienced other work-place violations, as relevant to the project design and FOA requirements. More information on developing a data collection system is in Annex 12.
- **Screening and intake data collection instruments must be approved by OCFT prior to the intake of children and adults** (and any provision of direct services). Recipients can



begin scoping efforts to identify communities for service provision prior to the approval of the data collection instruments.

#### K. Do recipients need CMEP approval prior to implementing project activities?

**Recipients are NOT required to seek full CMEP approval prior to commencing project activities.**

Generally, recipients may begin once OCFT approves Section I (Visual Results Framework) and Section II (Performance Monitoring) of the CMEP. In all cases, projects should discuss these expectations with their GOR and M&E POC.

**However, project activities requiring intake/data collection to determine baseline status/values should not begin providing services before OCFT approves the instrument and the Recipient administers it.**

#### Examples:

- Recipients providing education services to children must receive OCFT approval for their initial screening and intake data collection instruments and administer the data collection with their initial cohort before providing education services.
- Projects conducting training and implementing pre-post knowledge assessments need OCFT approval of the form and must administer it to training participants prior to providing the training.
- If a project is conducting a baseline child labor prevalence survey, the data collection portion of survey activities also must be complete prior to providing services to children and adults.

#### L. How are the CMEP and M&E Systems implemented?<sup>9</sup>

The following M&E-related activities may be conducted throughout the life of the project. This is a sample and not an exhaustive list:

- Recipient implements studies to inform baseline values, targets, and project strategy and interventions which may include, but are not limited to, Knowledge, Attitudes, and Perceptions (KAP) studies, Institutional Studies, etc. §
- Recipient trains project and sub-Recipient staff on the CMEP, including the use of data collection instruments, and translates CMEP materials into local languages as needed. §
- Recipient conducts data collection for all performance indicators in the PMP based on the required frequency and reports on all indicators in the TPRs. §

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<sup>9</sup> Items marked with § typically necessitate a dedicated budget line item. USDOL FOAs 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).

- Recipient collects data on participant child/forced labor work and education status and livelihood characteristics at intake and exit per the requirements outlined in the FOA and Companion Guide to OCFT Standard Indicators ([Annex 4](#)) and reports results in the TPRs. §
- Recipient conducts monitoring of direct service participants at the frequency of monitoring is defined in the award documents and reports the results in the TPRs. §
- Recipient conducts validation and verification activities in line with the data quality assurance procedures outlined in the CMEP. §
- Recipient conducts Routine Data Quality Assessment (RDQA) on indicators at least once prior to the midterm of the project.
- Recipient utilizes data collected on performance indicators to conduct analysis and inform project strategy,
- Recipient uses data collected on performance indicators to share project progress with external stakeholders as needed.
- Recipient undergoes at least one independent performance evaluation during the life of the project and covers support costs from their M&E budget as needed. §
- Recipient works with OCFT to complete the Decentralized Evaluation Recommendation Tracker (DERT) for any recommendations identified in the evaluation reports.
- Recipient follows up on agreed upon recommendations in TPRs.
- Recipient revises CMEP and annexes as needed during the life of the project. Any changes to the CMEP must be discussed with and approved by USDOL.

#### M. Can the CMEP be updated?

CMEPs are living documents and will likely need modification during the life of the project. Projects may freely submit CMEP revision requests to the GOR and M&E POC during the life of the project. Any changes to the CMEP **must be approved** by the ILAB GOR and M&E POC.

**Note:** *Project modifications are good opportunities to update a CMEP to reflect any shift in the project approach and/or priorities.*

## List of Annexes to the M&E Resource Guide

Annex 1: Key Terms

Annex 2: CMEP Suggested Format

Annex 3: Instructions for CMEP Sections

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Annex 12: What is a Data Collection System?

## Annex 1: Key Terms

- **Activities:** Activities are the building blocks that lead to outputs and outcomes that, in turn, comprise projects.
- **Child Labor:** This 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 [Annex 5](#) below for more information about developing these definitions).
- **Children at high-risk of entering child labor:** This 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 standard 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.
- **Direct services:** Interventions that include educational, livelihood, and other services, such as psycho-social support and legal aid, provided by the project that can be directly matched to an individual child or adult household member. Provision of direct services may entail linkages/referrals. See the [Companion Guide](#) in this document for additional detail on direct services definitions and requirements.
- **Direct participants:** Individuals who receive or received direct services (including linkages/referrals to other entities) from the project using project funds. Individuals who receive direct services from entities who benefited from project-funded capacity building support are not considered direct participants in the project, unless these entities use project funds to offer these direct 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.
- **Forced labor:** Under international standards (ILO Conventions 105, and 29, and the 2014 Optional Protocol to Convention 29 on Forced Labor), this 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.
- **Forced child labor:** This 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 because of parental forced labor are engaged in forced child labor.
- **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, products or services produced by the implementation of an activity.
- **Participants:** Individuals and households that have been provided with direct educational, livelihood, or other relevant services; including linkages/referrals.
- **Program:** Programs represent a group of projects managed together 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.

- **Project Objective:** The highest-level result for which projects, and project partners, will be held accountable.
- **Trafficking in Persons (TIP):** TIP is defined using the Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children ([Palermo Protocol](#)):
  - (a) "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;
  - (b) 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;
  - (c) 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;
  - (d) "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:

- a) Child Labor;
- b) Forced Labor;
- c) Discrimination;
- d) Freedom of Association and Collective Bargaining (FOACB)

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

- a) Compensation
- b) Contracts & Human Resources
- c) Occupational Safety & Health
- d) Working Time

## Annex 2: 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](#) 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 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 DOAP<sup>10</sup> 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 checkpoints 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.

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<sup>10</sup> DOAP. indicator criteria require that indicators be **D**irect, **O**bjective, **A**dequate, and **P**ractical.

**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 from 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 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 in [Annex 9](#)).** 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 in [Annex 10](#)).** Alternatively, projects may attach their work plan as an annex to the CMEP, so long as the work plan includes all of the results in the framework and outlines the activities that correspond to the relevant outcomes and outputs. Please confirm with OCFT which format is most appropriate for your project.

### **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 in [Annex 11](#)).

### **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, OCFT may choose to conduct a midterm review or ask the project to procure a limited scope assessment. 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/Recipient 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, coherence, 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/Recipient 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.

### **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 Value 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 GOR and M&E POC. GORs 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 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 Annex A suggested format is attached to this CMEP in Annex 3.

### **Revisions to the CMEP**

CMEPs are living documents and will likely need modification during the life of the project. Projects may freely submit CMEP revision requests to the GOR and M&E POC during the life of the project. Any changes to the CMEP **must be approved** by the ILAB GOR and M&E POC.

## **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, 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 brief 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 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) ([Annex 6](#)).

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 [Annex 5](#) for guidance)

TPR Annex A Suggested Format (see [Annex 8](#) for suggested format)

Project Data Collection Instruments (no templates provided; projects should design their own instruments as needed)

### Annex 3: 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. OCFT provides standard language 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.

- A. Purpose of CMEP – Standard language is provided for this section. No additional inputs are required.
  
- B. Project Overview – In this section, recipients should provide a 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.

- A. Results Framework – Projects should base their results framework on the theory of change contained in their Project Document. Flow-chart generating software may be used if 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.
  
- B. Activities Mapping to Project Outputs and Results or Work Plan – If a project utilizes the activities mapping suggested format, the activities listed 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. A project may also utilize their work plan to show the linkages between activities and results. OCFT will review the work plan and determine whether it is detailed enough to be included as an annex to the CMEP instead of the activities mapping recommended format.

## **INSTRUCTIONS FOR SECTION II: PERFORMANCE MONITORING**

- A. **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.
- B. **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 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 Standard 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 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 snapshot. If an indicator does not fit into any of these classifications, this should be discussed with the DOL Grants Officer Representative and M&E POC, 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, race/ethnicity, 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 consider how the data will be used when determining whether it warrants the additional cost of collection. At the same time, USDOL encourages the collection of disaggregated data when such collection will enable projects to provide services in the most inclusive and equitable manner.
- **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 snapshot (see the following pages for definitions and examples of these types of indicators). If an indicator does not fit into any of these classifications, this should be discussed with the DOL Grants Officer Representative and M&E POC, and agreement should be reached on how the indicator targets and data values reported are calculated. For percentages, projects should document in the PMP and Data Reporting Form whether the numerator and denominator are cumulative or incremental.

#### **2. Avoid confusion by using precise indicator language**

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

#### **3. For all percentage indicators, include the numerator and denominator in the Data Reporting Form**

When an indicator's unit of measure is a percentage, be sure to include the numerator and 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 are 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 snapshot – rather, projects may simply indicate as Not Applicable in the PMP and Data Reporting Form.

Types of Classifications: Most indicators would fall under one of the following classifications: Incremental, Cumulative, or Snapshot<sup>11</sup>. 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

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<sup>11</sup> Prior to 2021, this was referred to as a level indicator.



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.

Snapshot 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 snapshot indicator.

Many indicators (but not all) which report on a percentage would be snapshot 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 snapshot 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 snapshot 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 Grants Officer Representative and M&E POC.

- C. Geographic & Participant Eligibility & Selection Criteria – ILAB does not require the use of standard language for this section. Recipients must develop specific criteria for determining geographic and participant eligibility and selection for projects providing education, livelihood, and other direct services (including linkages/referrals), and for capacity building trainings. 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. Recipients must also incorporate gender/racial/ethnic equity and inclusion considerations into their selection criteria to ensure that historically marginalized or excluded groups are provided equitable access to project interventions.<sup>12</sup> Selection criteria for participants (children and adults) receiving direct services (including linkages/referrals) may be refined in consultation with OCFT using baseline research, if applicable.

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<sup>12</sup> On January 20, 2021, the Executive Office of the President issued Executive Order 13985 for the U.S. Federal Government to pursue a comprehensive approach to advancing equity for all, including people of color and others who have been historically underserved, marginalized, and adversely affected by persistent poverty and inequality. [...] For purposes of this order: (a) The term “equity” means the consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as [...] members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality. (b) The term “underserved communities” refers to populations sharing a particular characteristic, as well as geographic communities, that have been systematically denied a full opportunity to participate in aspects of economic, social, and civic life, as exemplified by the list in the preceding definition of “equity.” Source: United States, Executive Office of the President. E.O. 13985. 20 Jan. 2021. <https://www.federalregister.gov/documents/2021/01/25/2021-01753/advancing-racial-equity-and-support-for-underserved-communities-through-the-federal-government>

**Table 1: Reporting Incremental Indicators in Annex A**

Indicator	Baseline Value	Target/Actual	April 2018	October 2018	April 2019	October 2019	April 2020	October 2020	April 2021	October 2021	Final Value	Frequency/Indicator Classification
# 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-annual Incremental
		Actual			14	24	20	28	23		109	

**Table 2: Reporting Cumulative Indicators in Annex A**

Indicator	Baseline Value	Target/Actual	April 2018	October 2018	April 2019	October 2019	April 2020	October 2020	April 2021	October 2021	Final Value	Frequency/Indicator Classification
# of vocational or other employment-related training participants who complete their program	0	Target			5	10	20	30	40	50	50	Semi-annual Cumulative
		Actual			4	8	18	25	37	45	45	

**Table 3: Reporting Snapshot Indicators in Annex A**

Indicator	Baseline Value	Target/Actual	April 2018	October 2018	April 2019	October 2019	April 2020	October 2020	April 2021	October 2021	Final Value	Frequency/Indicator Classification
% of direct service participant children engaged in child labor	80%	Target				80%		60%		40%	40%	Semi-annual Snapshot
		Actual				80%		70%		42%	42%	
		Numerator (Actual)				80		70		42	42	
		Denominator (Actual)				100		100		100	100	

### **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.

- A. Performance Evaluations: Standard language is provided for this section. No additional inputs are required.
  
- B. 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.

- A. Roles & Responsibilities – In this section, projects should describe 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 data collectors and monitors, trainings and the caseload expectations for data collectors and monitors and should include any responsibilities that teachers/schools/livelihood centers may have in helping to implement the CMEP.
  
- B. 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 Microsoft Access or some other participant tracking platform. For non-direct service projects, a simpler 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<sup>13</sup>.

- C. 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 1-3 above provide examples of how to report results for each indicator classification in Annex A.
- D. 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)**

- A. Purpose and Use of the Data Analysis Plan – Standard language is provided for this section. No additional inputs are required.
- B. 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 and used to provide vital information on how the project is progressing towards its intended results, what factors may be driving progress/lack of progress, and what adjustments need to be made to maximize project success. –CMEP data consists of data gathered through the PMP indicators, including disaggregated data, and M&E-related studies. Again, disaggregated data could include sex, age clusters, race/ethnicity, educational attainment, disability status, etc. 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 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 time-sensitive activities associated with this plan, the project should incorporate those into the Project work plan in the M&E section of that work plan and update the relevant activities with each work plan

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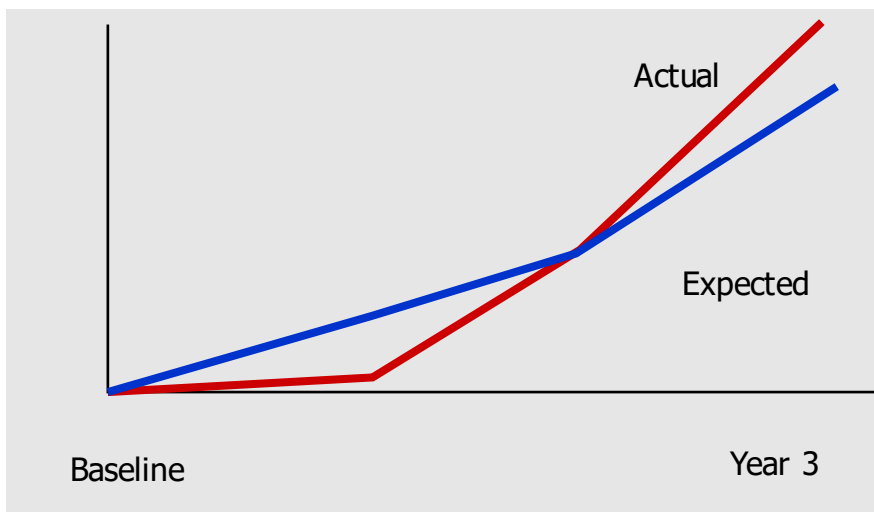
<sup>13</sup> 2 CFR 200.333 Retention requirements for records

submission in the TPR. This process should ensure data availability for interim and final evaluations.

**Additional Sources for the DAP:** While the mostly quantitative data gathered by the project will constitute a large part of the data to be analyzed in the DAP, other, qualitative sources are relevant as well. Project implementers should seek out feedback from participants and partners on project strengths and weaknesses and keep records of such feedback for use in the DAP.

**Data analysis plans requirements:** DAPs should spell out how the data from each indicator (or group of indicators) in the PMP will be used to inform project activities, outputs, and outcomes. For example, if a project is providing livelihood services to households, the DAP might explain how data on completion of vocation training services, performance on posttests, and success in obtaining employment will be used to inform project activities such as the content of vocational training. The DAP should also spell out what methods will be used to analyze the data (descriptive analysis, content analysis) and whether the analysis will be done using Software or through coding by hand, etc. An example of how results might be presented after the DAP is implemented is provided below.

### Trend of Results



- C. 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 data collectors throughout the life of the project, planning for turn-over 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.

## Annex 4: Companion Guide to the OCFT Standard Indicators

### I. Overview

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.).

### II. Expectations of Recipients

Recipients are expected to work with their OCFT Monitoring and Evaluation point of contact (M&E POC) and Grants Officer Representative (GOR) 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 \(Data Reporting Form\)](#).

**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. 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.



### III. Standard Indicator Reference Information

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 (including through linkages/referrals)
E2. Number (#) of children engaged in or at high risk of entering child labor provided formal education services	Recipients providing education services (including through linkages/referrals)
E3. Number (#) of children engaged in or at high risk of entering child labor provided non-formal educational services	Recipients providing education services (including through linkages/referrals)
E4. Number (#) of children engaged in or at high risk of entering in child labor provided vocational training services)	Recipients providing education services (including through linkages/referrals)
L1. Number of <u>households</u> receiving livelihood services	Recipients providing livelihood services (including through linkages/referrals)
L2. Number (#) of <u>adults</u> provided employment services	Recipients providing livelihood services (including through linkages/referrals)
L3. Number (#) of <u>children</u> provided employment services	Recipients providing livelihood services (including through linkages/referrals)
L4. Number (#) of <u>adults</u> provided economic strengthening services	Recipients providing livelihood services (including through linkages/referrals)
L5. Number (#) of adults provided other livelihood services	Recipients providing livelihood services (including through linkages/referrals)
L6. Number (#) of individuals provided livelihood services	Recipients providing livelihood services (including through linkages/referrals)
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 (including through linkages/referrals)
T1. Number (#) of <u>individuals</u> 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

Indicator	Project Type
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	Recipients providing services to children (livelihood, education, or other services)
POC2. Percentage of direct service participant children engaged in <u>hazardous</u> child labor	Recipients providing services to children (livelihood, education, or other services)
POC3. Percentage of direct service participant children engaged in <u>other worst forms</u> 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 and/or implementing workforce development programs
W1: Percent of individuals employed following participation in USG-assisted workforce development programs	Recipients implementing workforce development programs
W2: Percent of individuals who demonstrate skills following participation in USG-assisted workforce development programs (disaggregated by skill type)	Recipients implementing workforce development programs
<b>OPTIONAL OCFT INDICATORS</b>	
POH1. Percentage (%) of livelihood service participant HHs with at least one child engaged in child labor	Recipients providing direct livelihoods services (including linkages/referrals)
POH2. Percentage of livelihood service participant HHs with at least one child engaged in hazardous child labor	Recipients providing direct livelihoods services (including linkages/referrals)
POH3. Percentage of livelihood service participant HHs with at least one child engaged in other worst forms of child labor	Recipients providing direct livelihoods services (including linkages/referrals)
POH4. Percentage (%) of livelihood service participant HHs with all children of compulsory school age regularly attending school	Recipients providing direct livelihoods services (including linkages/referrals)

Below, we provide detailed information for each standard indicator, including definitions, notes on calculation, targeting, and required disaggregation.

**OVERALL****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 (#)

**Indicator Classification:** Incremental

**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.

<b>C1 Examples</b> <b>Number (#) of Countries with Increased Capacity to Address Child Labor, Forced Labor, Trafficking in Persons, or Other Violations of Workers’ Rights</b>
<i>NOTE: The activities under each heading below are illustrative examples and are not intended to be an exhaustive list of possible results.</i>
<b>1. The adaptation of the legal framework to meet international labor standards</b>
Achievements in this field could include any of the following: <ul style="list-style-type: none"> <li>▪ Adoption of revised labor code which increases minimum age for work, harmonizing the country’s legal framework with international standards</li> <li>▪ Adoption of new penal code, creating new prohibitions against forced labor and violations of acceptable working conditions</li> <li>▪ Adoption of local-level ordinances establishing regulations to inspect businesses for child labor</li> <li>▪ Adaptation of labor code or education laws to address child labor concerns</li> <li>▪ Adaptation of criminal code to prohibit certain criminal worst forms of child labor (WFCL) and forced labor</li> <li>▪ Development and adoption of a list of hazardous occupations for children</li> <li>▪ Adoption of a law prohibiting forced labor</li> <li>▪ Ratification of ILO Convention 189 on domestic workers</li> <li>▪ Passage of a Ministerial Resolution to expand labor inspection procedures for the verification of compliance with labor standards</li> </ul>

**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 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. to sustain those achievements.

**EDUCATION****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. E1 counts the total number of children provided with an education service (of any type) over the course of the project. Sub-indicators E2-E4 count the number of children provided education service by *type* of service. **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 (#)

**Indicator Classification:** Incremental

**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 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 Grants Officer Representative and M&E POC. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

**Required Disaggregation:**

- a) **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.
- b) **Sex**  
OCFT also requires recipients to disaggregate children recorded under E1 by sex.
- c) **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 (#)

**Indicator Classification:** Incremental

**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 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.

<b>E2, E3, and E4 Education Service-type Indicators</b>
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**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:

Indicator Name	Indicator
<b>E2</b>	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)
<b>E3</b>	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)
<b>E4</b>	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 (#)

**Indicator Classification:** Incremental

**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 be counted only once under that indicator (E2, E3, or E4) during the life of the project. Please note that if multiple types of education services are provided, 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 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.

## **LIVELIHOODS**

### **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.

Indicator L1 counts the total number of *households* provided with a livelihood service (of any type) over the course of the project. Similarly, indicator L6 (below) counts the total number of

*individuals* provided with a livelihood service (of any type) over the course of the project. Sub-indicators L2-L5, on the other hand, count the number of individuals provided livelihood service by *type* of service.

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

**Indicator Classification:** Incremental

**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 Grants Officer Representative and M&E POC. TPR Annex A allows for documenting agreed-upon revised targets throughout the life of the project.

**Required Disaggregation:** No required disaggregations

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

**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 GOR which livelihood indicators will be required, based on project strategy.

Indicator Name	Indicator
L2	Number (#) of <u>adults</u> provided with employment services e.g. Financial literacy courses, job placement programs, vocational training programs for adults
L3	Number (#) of <u>children</u> of legal working age provided with employment services Same as above, but for children (usually 15-17)
L4	Number (#) of <u>adults</u> provided with economic strengthening services e.g., village savings and loans programs, cash vouchers
L5	Number (#) of <u>adults</u> provided with other livelihood services

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

**Indicator Classification:** Incremental

**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.

**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.

### 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 (#)

**Indicator Classification:** Incremental

**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):**

- a) **Sex:**  
Recipients are required to disaggregate L2, L3, L4, L5, and L6 individual-levels of service provision by sex.
- b) **Work Status for L3:** 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.
- c) **Country:**  
For multi-country projects, OCFT also requires disaggregation by country.

Other types of disaggregation are optional.

### **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.<sup>14</sup>

**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](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/referral 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:

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<sup>14</sup> Chambers and Conway, 1992, and Masanjala, 2006, see also [http://pdf.usaid.gov/pdf\\_docs/PNADR399.pdf](http://pdf.usaid.gov/pdf_docs/PNADR399.pdf)

- **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.

## OTHER SERVICES (OS)

### 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 (#)

**Indicator Classification:** Incremental

**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:**

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

## TRAINING

### 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 (#).

**Indicator Classification:** Incremental

**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:** Projects may set T1 targets during the CMEP development phase of project implementation

**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 (#)

**Indicator Classification:** Incremental

**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 may include 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 (%)

**Indicator Classification:** Cumulative

**When to Count:** Recipients should determine when to report this data, based on the duration of the training program. 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.

**Targeting:** Projects may set CR 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.

**Note on Projects Supporting Workforce Development Activities:** This indicator can be adapted to capture the percentage (%) of individuals who complete USG-assisted workforce development programs which OCFT collects for the *U.S. Government Strategy on International Basic Education* (see below). This indicator measures the ratio of all participants in workforce development programs that complete the program. Projects will report on this indicator if they have a significant component designed to provide workforce development program to project participants. Please refer to the CR indicator information above for details on (1) unit of measurement; (2) when to count and (3) targeting.

**WORKFORCE DEVELOPMENT (WFD)**

**CR-WFD**  
**Percentage (%) of individuals who complete USG-assisted workforce development programs**

**Description:** Note on Projects Supporting Workforce Development Activities above.

**Indicator Classification:** Cumulative

**W1**  
**Percentage (%) of individuals employed following participation in workforce development programs**

**Description:** This indicator measures the ratio of workforce development participants who become employed after participating in the programs. Projects will report on this indicator if they have a significant component designed to provide workforce development programming to project participants.

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

**Indicator Classification:** Cumulative

**When to Count:** An individual counts toward the numerator if (1) the individual participates in the workforce development program, and (2) becomes employed **after** participating in the programs. Since most projects provide workforce development programs to individuals on a rolling basis, Recipients should revise its indicator baseline value in TPR Annex A as the 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.

**Numerator:** Direct participants employed following participation in workforce development programs provided by the project

**Denominator:** Total number of direct participants who participate in workforce development programs provided by the project

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

**Targeting:** Projects may set W1 targets during the CMEP development phase of project implementation.

**W2**  
**Percentage (%) of individuals who demonstrate skills following participation in workforce development programs**

**Description:** This indicator measures the ratio of workforce development program participants who demonstrated skills that the programs trained on. Projects will report on this indicator if they have a significant component designed to provide workforce development programming to project participants.

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

**Indicator Classification:** Cumulative

**When to Count:** An individual counts toward the numerator if (1) the individual enrolls and completes the workforce development program, and (2) demonstrates skills provided by the program. Since most projects enroll individuals in workforce development program on a rolling basis, Recipients should revise its indicator baseline value in TPR Annex A as the 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.

**Numerator:** Direct participants who demonstrate targeted skills following participation in workforce development programs provided by the project

**Denominator:** Total number of direct participants who participate in workforce development programs provided by the project

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

Disaggregations by skill type should use the following categories:

- Digital literacy skills
- Entrepreneurship skills
- Employability skills
- Foundational skills for WFD (including literacy and numeracy)
- Occupational safety/health skills
- Soft skills
- Technical and vocational skills

**Targeting:** Projects may set W2 targets during the CMEP development phase of project implementation.

**Key Definitions Related to Workforce Development Indicators:**

- **Workforce Development Programs** to be defined as programs that support young people and adults in gaining the specific skills and attitudes they need to be productively employed. In the context of OCFT programs, the vocational and employment related programs offered by the project are considered workforce development programs.
- **Employment** to be defined as any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise.

- **Completion** to be defined by the Recipient. Such definition must be included and defined in a project’s PMP.
- **Demonstration of skills** to be defined by a Recipient that offers workforce development programs.
- **Skills** to be defined by Recipient.

## PROJECT OBJECTIVE

### POC1, POC2, and POC3

**(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) – snapshot 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.<sup>15</sup>

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 developed specific protocols for working with these children.

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

**Indicator Classification:** Snapshot

**When to Count:** Direct service recipients are required to monitor direct service participants’ labor status and report on these indicators to provide an indication of how child labor levels are varying among project participants throughout the life of project. At minimum, projects reporting on these indicators must collect baseline, midline, and endline values for its participants. 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

<sup>15</sup> 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.

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. 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:** Direct participant children engaged in child labor/hazardous child labor/Worst Forms of Child Labor

**Denominator:** All children provided an education or livelihood service (the unduplicated sum of E1 and L3; on a rolling basis), minus attrition.<sup>16</sup>

**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 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 in relation to education status throughout the life of project and may help contribute to child labor classifications needed for indicators POC1, POC2, and POC3. At minimum, projects reporting on these indicators must collect baseline, midline, and endline values for its participants.

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

**Indicator Classification:** Cumulative

**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” 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

<sup>16</sup> Children who received both education AND livelihood services should not be double counted.

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.

**Numerator:** Direct participant children who regularly attend any form of education

**Denominator:** All children provided an education or livelihood service (the unduplicated sum of E1 and L3; on a rolling basis), minus attrition.<sup>17</sup>

**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:** 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%).

#### **POH1, POH2, and POH3**

**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 receiving project livelihood services, percent (%)

**Indicator Classification:** Snapshot

**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

<sup>17</sup> Children who received both education AND livelihood services should not be double counted.

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.

**Numerator:** Livelihood service participant HHs with at least one child engaged in child labor/hazardous child labor/Worst Forms of Child Labor

**Denominator:** All households that have received one or more project-supported livelihood service(s)

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

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

**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 (%)

**Indicator Classification:** Snapshot

**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, 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.

**Numerator:** Livelihood service participant HHs with all children of compulsory school age attending school regularly

**Denominator:** All households that have received one or more project-supported

livelihood service(s)

**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%).



## Annex 5: 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-Recipients 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. Recipients 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). Recipients should review this guidance document carefully and contact the relevant OCFT Grants Officer Representative and/or M&E POC with any questions.

Please note that the 20th International Conference of Labor Statisticians adopted a resolution to amend the *18<sup>th</sup> ICLS Resolution concerning statistics of child labor*.<sup>18</sup> ILO is currently working on developing resources on how grantees can operationalize this new resolution. Please reach out to OCFT on how to develop project definitions of child labor and related data collection tools.

### **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<sup>19</sup>
3. Children engaged in Child Labor (CL)

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<sup>18</sup> Resolution to amend the 18th ICLS Resolution concerning statistics of child labour

[https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms\\_667558.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_667558.pdf)

<sup>19</sup> 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 a project-level definition, *Legally Working Children* should be defined, not *Working Children*.

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 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<sup>20</sup> to determine if a hazardous work list or other relevant national laws exist. Projects may also use the ILO's NORMLEX database<sup>21</sup> to verify the international legislation ratified by countries, and the ILO's NATLEX database<sup>22</sup> 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 in 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.

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<sup>20</sup> OCFT, Findings on the Worst Forms of Child Labor. Available at:

<https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings>

<sup>21</sup> 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::>

<sup>22</sup> 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](http://www.ilo.org/dyn/natlex/natlex4.byCountry?p_lang=en)

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 Grants Officer Representative and/or M&E POC.

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

Term	Definition
<p><b>Child</b></p>	<p><b>National legal framework:</b>  <i>Include here the national legal framework text defining the age of children, with citations.</i></p> <p><b>International legal framework:</b>                      Individuals under the age of 18 years.</p>
<p><b>Legally Working Children</b></p>	<p><b>National legal framework:</b>  <i>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.</i></p> <p><i>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.</i></p> <p><b>International legal framework:</b>                      Any child engaged in ‘acceptable work’. <b>“Acceptable work,”</b> 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.</p> <p>In addition, “acceptable work” would generally include light work that is compatible with national minimum age legislation and education laws. <b>Light</b></p>

Term	Definition
	<p><b>Work</b> is defined in Article 7 of Convention 138<sup>23</sup> as employment or work performed by children age 13 to 15 that is:</p> <ul style="list-style-type: none"> <li>• <i>not likely to be harmful to their health or development; and</i></li> <li>• <i>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.</i></li> </ul> <p>The ICLS recommends that, where no national legislation on light work is available, <b>light work for children should not exceed 14 hours during the referenced week</b> (i.e. 14 hours or more of light work per week for children age 12 – 14 or 13 – 15 should be considered child labor).<sup>24</sup></p>
<p><b>Children engaged in Child Labor (CL)</b></p>	<p><b>National legal framework:</b>  <i>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.</i></p> <p><b>International Legal Framework:</b>  “<b>Child labor</b>” is defined by a combination of three international conventions and individual countries’ legal frameworks.</p> <p><b>U.N. Convention on the Rights of the Child (1989)</b><sup>25</sup> (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:</p> <p><i>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.</i></p>

<sup>23</sup> ILO Convention 138:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100\\_ILO\\_CODE:C138](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C138)

<sup>24</sup> ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18<sup>th</sup> Conference, 2008. pg. 56-66.

Available at: [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms\\_101467.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_101467.pdf)

<sup>25</sup> UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

Term	Definition
	<p><b>ILO Convention 138 on the Minimum Age (1973)</b><sup>26</sup> 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.</p> <p>Much more specific is <b>ILO Convention 182 on the Worst Forms of Child Labor (1999)</b><sup>27</sup>, 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 can 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. <b>See more detail on this term in the WFCL definition below.</b></p> <p>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.</p> <p><b>Household Chores.</b> 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</p>

<sup>26</sup> ILO Convention 138:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100\\_ILO\\_CODE:C138](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C138)

<sup>27</sup> ILO Convention 182:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C182](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182)

Term	Definition
	<p>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.”<sup>28</sup></p> <p><b>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.</b></p>
<p><b>Children engaged in Hazardous Child Labor (HCL)</b></p>	<p><b>National legal framework:</b>  <i>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<sup>29</sup>, 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.</i></p> <p><b>International Legal Framework:</b>                      Hazardous Child Labor (HCL) is a subset of the Worst Forms of Child Labor. The international legal framework for ‘hazardous child labor’ stems <b>from Part D of ILO Convention 182</b><sup>30</sup>: <i>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.</i></p> <p>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.</p>

<sup>28</sup> ILO. *Report III: Report of the Conference*. ICLS 19<sup>th</sup> Conference, 2013. Pg. 9. Available at: [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms\\_234124.pdf](http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/publication/wcms_234124.pdf)

<sup>29</sup> OCFT, Findings on the Worst Forms of Child Labor. Available at: <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings>

<sup>30</sup> ILO Convention 182: [http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C182](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182)

Term	Definition
	<p><b>ILO Recommendation 190</b><sup>31</sup> 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:</p> <ul style="list-style-type: none"> <li>• <i>work which exposes children to physical, psychological, or sexual abuse;</i></li> <li>• <i>work underground, under water, at dangerous heights or in confined spaces;</i></li> <li>• <i>work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads;</i></li> <li>• <i>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;</i></li> <li>• <i>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.</i></li> </ul> <p>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.”</p> <p>Many countries have developed <b>country-specific Hazardous Work Lists</b> to help further specify what constitutes Hazardous Child Labor, and these lists should be included (or referenced) here.</p>
<p><b>Children engaged in other Worst Forms of Child Labor (oWFCL) (if applicable)</b></p>	<p><b>National legal framework:</b>  <i>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.</i></p> <p><b>International Legal Framework:</b>                      For the project definition, Other Worst Forms of Child Labor (oWFCL) should include Parts (a)-(c) as defined in ILO Convention 182:</p> <ul style="list-style-type: none"> <li>• <i>all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or</i></li> </ul>

<sup>31</sup> ILO Recommendation 190: <http://www.ilo.org/public/english/standards/relm/ilc/ilc87/com-chir.htm>

Term	Definition
	<p><i>compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;</i></p> <ul style="list-style-type: none"> <li><i>the use, procuring or offering of a child for prostitution, the production of pornography or for pornographic performances;</i></li> <li><i>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.</i></li> </ul> <p>OCFT defines the Worst Forms of Child Labor using <b>ILO Convention 182</b><sup>32</sup>, 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.</p> <p><b>The UN Convention on the Rights of the Child</b><sup>33</sup> and <b>Optional Protocols</b> 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<sup>34</sup>); and the involvement of children in armed conflict (CRC Article 38 and Optional Protocol<sup>35</sup>).</p>

### 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.

<sup>32</sup> ILO Convention 182:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C182](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182)

<sup>33</sup> UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>34</sup> Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>

<sup>35</sup> Optional Protocol on the Involvement of Children in Armed Conflict:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>



Figure 1: Example Visual Framework - Table Format<sup>36</sup>

Age group		Children's work and employment				
		(1) Work not designated as hazardous			(2) Worst forms of child labour (WFCL)	
		(1a) Excluded forms of work	(1b) Light work	(1c) Other forms of work not designated as hazardous	(2a) Hazardous work	(2b) WFCL other than hazardous work
Children below minimum age specified for light work	Children aged 5–11 years	Non-economic production (mainly, unpaid household services)			Hazardous work (in industries and occupations designated as hazardous, 43 or more hours per week in industries and occupations not designated as hazardous)	Trafficked children, forced and bonded child labour, commercial sexual exploitation of children, use of children for illicit activities
Children within the age range specified for light work	Children aged 12–14 years	Work not designated as hazardous in activities included in the SNA production boundary performed for <i>less than</i> 14 hours per week				
Children at or above the general minimum working age	Children aged 15–17 years	Work not designated as hazardous in activities included in the SNA production boundary performed for 14 or more hours per week, but <i>less than</i> 43 hours per week				

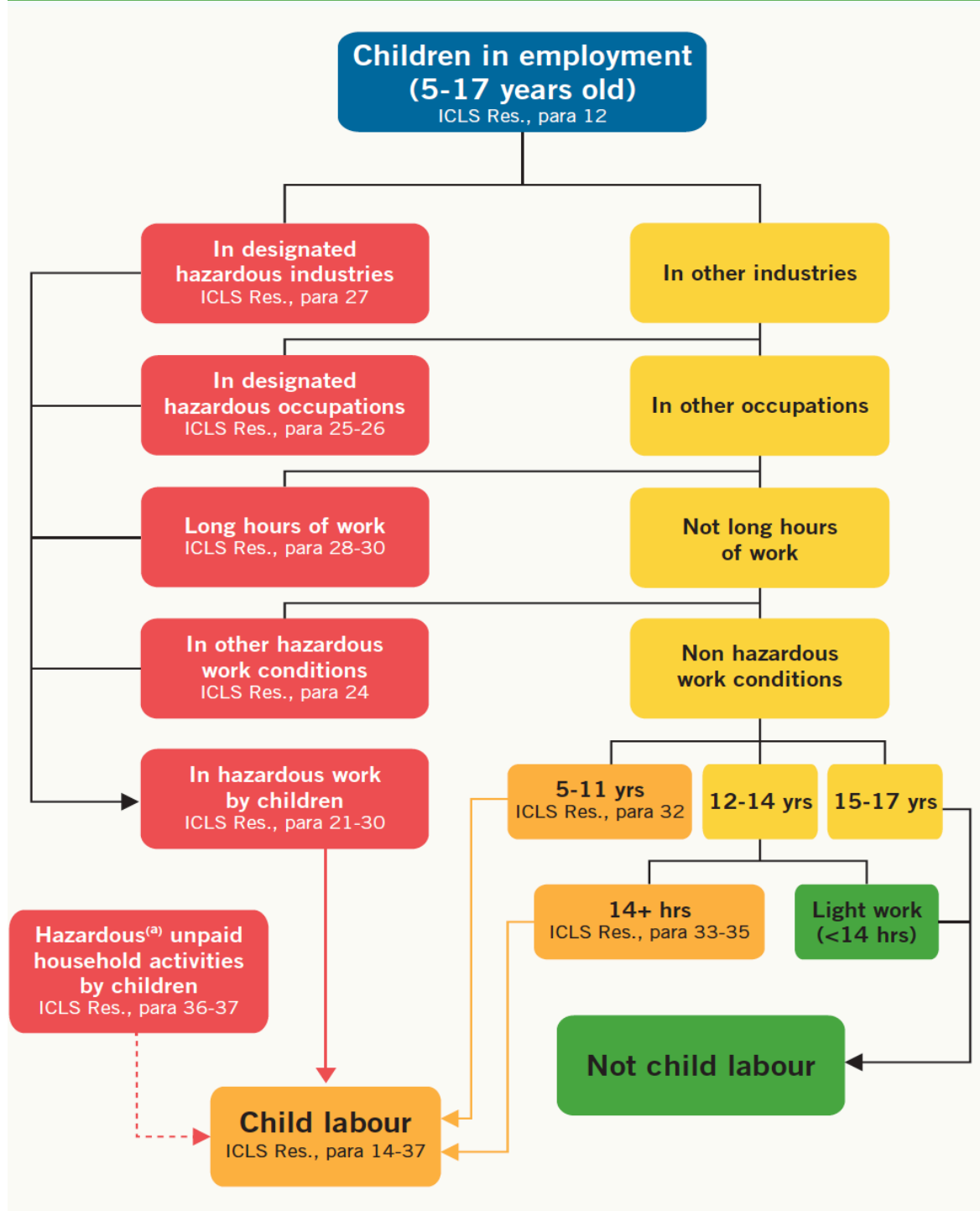
<sup>36</sup> ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18<sup>th</sup> Conference, 2008. pg. 56-66.

Available at: [http://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms\\_101467.pdf](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.

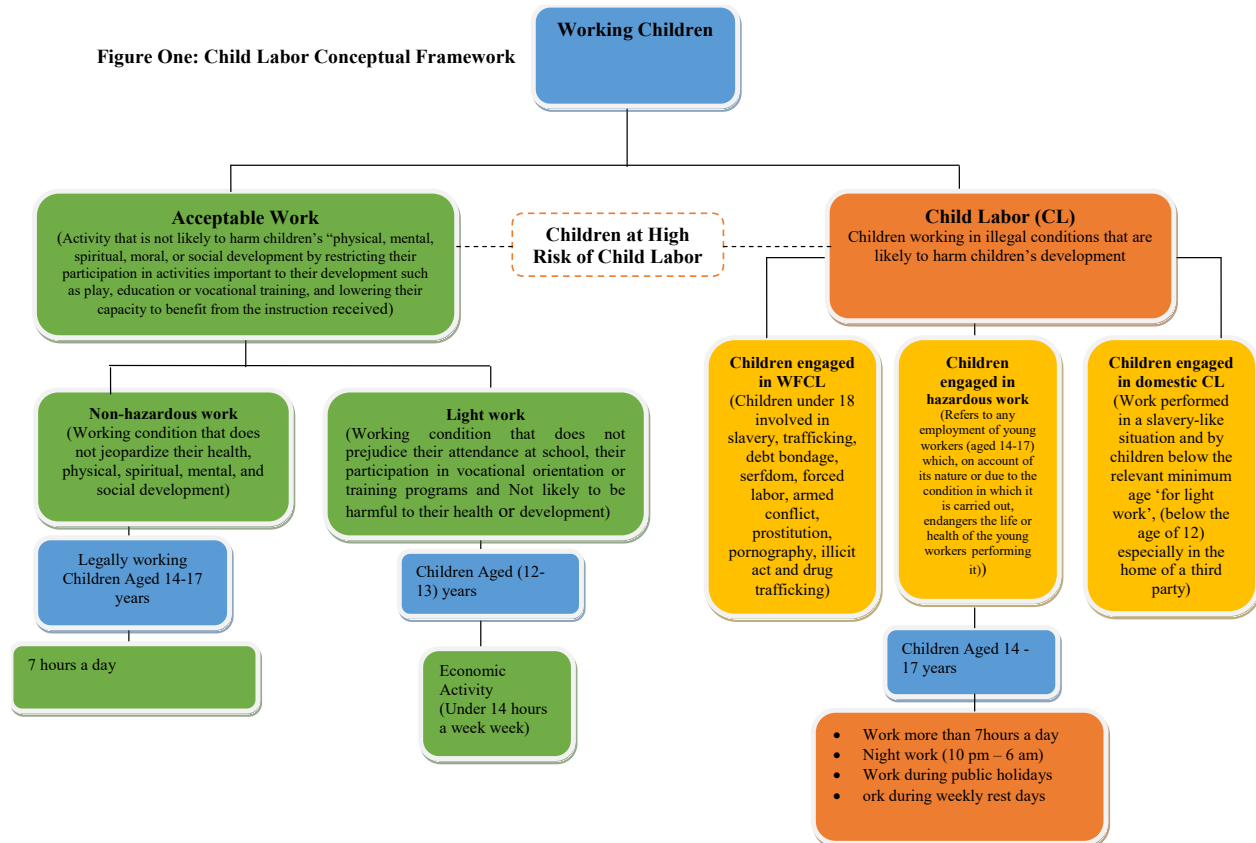
Figure 2: Example Visual Framework - Flowchart Format<sup>37</sup>

Figure 22. Conceptual framework of the ILO global estimation of child labour



<sup>37</sup> 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/@ipecc/documents/publication/wcms\\_221513.pdf](http://www.ilo.org/wcmsp5/groups/public/@ed_norm/@ipecc/documents/publication/wcms_221513.pdf)

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. Recipients 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). Recipients should review this section carefully and contact the relevant OCFT Grants Officer Representative 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.<sup>38</sup> 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 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<sup>39</sup> 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<sup>40</sup> to verify the international legislation ratified by countries, and the ILO’s NATLEX database<sup>41</sup> to identify relevant national legislation.

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<sup>38</sup> 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](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:P029)

<sup>39</sup> OCFT, Findings on the Worst Forms of Child Labor. Available at:

<https://www.dol.gov/agencies/ilab/resources/reports/child-labor/findings>

<sup>40</sup> 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::>

<sup>41</sup> 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](http://www.ilo.org/dyn/natlex/natlex4.byCountry?p_lang=en)

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.”<sup>42</sup> Since this publication, the 20th International Conference of Labor Statisticians issued a new set of guidelines on forced labor measurement.<sup>43</sup> 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**

Term	Definition
Adults and children engaged in Forced Labor	<p><b>National legal framework:</b>  <i>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.</i></p> <p><b>International legal framework:</b>  <b>International Labor Organization (ILO) Convention 29, 1930<sup>44</sup></b>, is the most authoritative convention on Forced Labor.</p> <p>ILO C. 29, Article 2, defines ‘forced or compulsory labor’ as:</p>

<sup>42</sup> 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](http://www.ilo.org/global/topics/forced-labour/publications/WCMS_182096/lang-en/index.htm)

<sup>43</sup> 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](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---stat/documents/meetingdocument/wcms_648619.pdf)

<sup>44</sup> ILO Convention 29: [http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C029](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C029)

Recipients 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](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:P029)

Term	Definition
	<p><i>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.</i></p> <p>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).</p> <p>ILO C. 29 does not specifically address the forced labor of children, but <b>ILO Convention 182 on Worst Forms of Child Labor Convention, 1999, Section A<sup>45</sup></b>, 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”.</p> <p><b>The UN Convention on the Rights of the Child<sup>46</sup> and Optional Protocols</b> 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<sup>47</sup>); and the involvement of children in armed conflict (CRC Article 38 and Optional Protocol<sup>48</sup>).</p> <p><b>International Labor Organization Convention 105, 1957<sup>49</sup></b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• <i>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;</i></li> </ul>

<sup>45</sup> ILO Convention 182:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C182](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C182)

<sup>46</sup> UN Convention on the Rights of the Child: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

<sup>47</sup> Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPSCCRC.aspx>

<sup>48</sup> Optional Protocol on the Involvement of Children in Armed Conflict:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/OPACCRC.aspx>

<sup>49</sup> ILO Convention 105, 1957:

[http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100\\_ILO\\_CODE:C105](http://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_ILO_CODE:C105)

Term	Definition
	<ul style="list-style-type: none"> <li>• <i>As a method of mobilizing and using labor for purposes of economic development;</i></li> <li>• <i>As a means of labor discipline;</i></li> <li>• <i>As a punishment for having participated in strikes;</i></li> <li>• <i>As a means of racial, social, national, or religious discrimination.</i></li> </ul> <p><b>The League of Nations Slavery Convention, 1926<sup>50</sup></b></p> <p>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.”</p> <p><b>The United Nations Supplemental Convention on Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery, 1956<sup>51</sup></b></p> <p>This convention calls for the progressive abolition of ‘debt bondage’ and ‘serfdom’ and other ‘practices related to slavery’:</p> <p><b><i>Debt bondage</i></b>, 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;</p> <p><b><i>Serfdom</i></b>, 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.</p> <p><b><i>Practices related to slavery, or:</i></b></p> <p><i>Any institution or practice whereby:</i></p>

<sup>50</sup> Slavery Convention, 1926: <http://www.ohchr.org/EN/ProfessionalInterest/Pages/SlaveryConvention.aspx>

<sup>51</sup> 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>

Term	Definition
	<p>- 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</p> <p>- 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</p> <p>- A woman on the death of her husband is liable to be inherited by another person;</p> <p>- 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.</p> <p><b>Trafficking in Persons</b></p> <p><b>The United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, 2000, or “Palermo Protocol”<sup>52</sup></b></p> <p>The <b>Palermo Protocol</b> 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:</p> <p><i>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. <b>Exploitation</b> 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.</i></p>

<sup>52</sup> 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>



Term	Definition
	<p>The UNODC breaks down the protocol’s definition of human trafficking into three elements<sup>53</sup>:</p> <p><b>The Act</b> (<i>What is done</i>)  <i>Recruitment, transportation, transfer, harboring, or receipt of persons</i></p> <p><b>The Means</b> (<i>How it is done</i>)  <i>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</i></p> <p><b>The Purpose</b> (<i>Why it is done</i>)  <i>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.</i></p> <p>Coercive sexual exploitation and forced prostitution are included in the definitions of forced or compulsory labor.<sup>54</sup> 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.<sup>55</sup></p>

<sup>53</sup> See UNODC for more information on this framing, available at: <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>

<sup>54</sup> 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](http://www.ilo.org/global/meetings-and-events/WCMS_089199/lang--en/index.htm)

<sup>55</sup> 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](http://www.ilo.org/global/topics/forced-labour/publications/WCMS_182096/lang--en/index.htm)

## Annex 6: 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.*

<b>Step</b>	<b>Action</b>
<i>Contract Kick-off Call</i>	OCFT launches the evaluation task order/call order and lets the contract vendor know pertinent details
<i>Transmit Documents to Vendor &amp; Evaluation Team</i>	OCFT transmits documents to the contract vendor, including TOR template
<i>Evaluation Kick-off Call</i>	OCFT launches the evaluation with the Recipient, so they are aware of the process
<i>Notify Embassy of Upcoming Evaluation</i>	OCFT confirms the timeline with the embassy and invites them to interview/participate in Stakeholder Workshop
<i>Provide Inputs for the Development of Terms of Reference (TOR)</i>	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.
<i>Logistics Call</i>	OCFT, Recipient and contract vendor discuss the travel logistics, itinerary, Recipient cost-sharing, and details of the fieldwork
<i>DOL Interview with Evaluator</i>	Evaluator should interview DOL prior to fieldwork.
<i>Finalize TOR; including question matrix and itinerary</i>	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.
<i>Evaluation Fieldwork</i>	The evaluator travels to the field to conduct field work
<i>Stakeholder Workshop</i>	Sometimes OCFT participates remotely in the Stakeholder Workshop
<i>Fieldwork Debrief call with Evaluator</i>	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.
<i>Draft 1 – Detailed review of draft evaluation report (2-week review)</i>	This is a detailed review of the report and should review findings, conclusions and make sure the TOR questions were addressed.
<i>Draft 2 - Review revised draft report</i>	This is a review to see the edits to the report after the commenting period.
<i>Finalize Evaluation Report</i>	This is acceptance of the final evaluation report.

Step	Action
<i>Evaluation Report Presentation to ILAB</i>	
<i>Evaluation Recommendation Disposition</i>	This is a joint effort 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.

### *What to Look for: Draft 1 – Detailed Review of the Draft Evaluation Report (2-week Draft)*

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 2 - Review of Revised Report*

Once key stakeholder comments have been considered, 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, 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 these reports, PII is considered village names, individuals' names, and titles. This information is usually contained in an annex in the report.

### *Evaluation Recommendation Disposition*

USDOL's evaluation policy includes an emphasis on applying findings and conclusions to ongoing projects. After the evaluation has been completed, the Project/Recipient 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).

### [Annex 7: Routine Data Quality Assessment \(RDQA\) Suggested Format](#)

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

[Click here to access the spreadsheet.](#)

### [Annex 8: Annex A of TPR 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.

[Click here to access the spreadsheet.](#)

### [Annex 9: Results Framework Suggested Format](#)

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

[Click here to access the document.](#)

### [Annex 10: Activities Mapping Suggested Format](#)

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

[Click here to access the document.](#)

### [Annex 11: Performance Monitoring Plan \(PMP\) Suggested Format](#)

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

[Click here to access the document.](#)

### [Annex 12: What is a Data Collection System?](#)

A well-functioning data collection system is critical for monitoring the success of projects and should be sufficiently budgeted for in the project's M&E budget.<sup>56</sup> **The data gathered can be used to track direct service delivery to project participants and, most importantly, the project's progress towards the goal of reducing child labor and/or forced labor or other workplace 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.

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<sup>56</sup> Projects that provide direct services to children, adults, and households require more funds to track all direct participants relative to research or capacity-building projects.

Data collection and verification of direct participants (and sometimes their households) is a key element in the data collection 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/or 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.

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 considered when developing and implementing both paper-based and electronic survey instruments.

OCFT-funded projects 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 direct 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 data collection 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 data collection system, the Recipient should also consider the **caseload for each data collector** (i.e. during intake and ongoing monitoring activities). **As a**

**project continues to enroll children, adults, and/or household units, caseloads per data collection 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 data collection system 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 data collection system, projects should also consider how they will treat missing data (procedurally and statistically), establish procedures around who may have administrative access (or varied levels of access) to the system, and take steps to safeguard project participant personally identifiable information (PII).

Recipients also have multiple options for data storage<sup>57</sup>:

- **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 recipients have access to the required technical expertise, relational databases are the best solution for data storage. 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

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<sup>57</sup> Recipients should keep in mind the documentation and record keeping requirements set forth in 2 CFR 200.333.

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** - Recipients 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 recipients 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.
- **Personally Identifying Information** – Recipients should consider how the data storage option selected can safeguard personally identifying information.
- **Reliability** - The system chosen should store data in a consistent and reliable way.
- **Access** - Recipients should determine who and how many people need access to the data. If more than one person needs access at a time, Recipients 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 their data collection system with their OCFT M&E POC and GOR during project start-up and CMEP development.