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Comprehensive Monitoring and Evaluation Plan (CMEP)

Ethiopia

**Project: Ethiopians Fighting Against Child
Exploitation (E-FACE)**

Period Covered: FY2012-FY2015

Final Version, November 26, 2012

This is an internal document, not intended for external review

Overview

TABLE OF CONTENTS

ACRONYMS	1
OVERVIEW	5
OBJECTIVES OF THE COMPREHENSIVE MONITORING AND EVALUATION PLAN	6
I. DESCRIPTION OF PROJECT.....	9
1.1 Project Goal, Beneficiaries and Timeline.....	9
1.2 Problem Statement: Child Labor in Ethiopia.....	9
1.2.1 Overview of Factors Contributing to Child Labor in the Agricultural and Weaving Sectors in Ethiopia	13
II. GENERAL FEATURES OF A COMPREHENSIVE MONITORING AND EVALUATION PLAN.....	18
2.1 A Comprehensive Approach to Monitoring and Evaluation.....	18
2.2 Purpose and Components of the CMEP.....	18
III. E-FACE THEORY OF CHANGE (ToC) AND RELATED INTERVENTIONS	18
3.1 Summary of the E-FACE Theory of Change	18
3.2 Visual Representation of the E-FACE Theory of Change	20
3.3. Description of Project Interventions and Services Related to E-FACE Outcomes	22
3.3.1 Regarding the Need to Reduce Household and Child Vulnerability to Child Labor.....	22
3.3.2 Need to Improve the Capacity of the Social and Institutional Environment to Prevent Child Labor and Child Trafficking	25
3.4 Key Assumptions, Risk and Mitigation.....	29
IV. THE E-FACE DATA COLLECTION PLAN AND OUTCOME MEASUREMENT FRAMEWORK	31
4.1 The E-FACE Data Collection Plan (DCP)	31
4.2 The E-FACE Outcome Measurement Framework (OMF).....	33
4.2.1 Thematic Areas Covered by the OMF	33
V. ESTABLISHING A BASELINE FROM WHICH TO ASSESS THE PROJECT'S OUTCOME	36
5.1 Features of the Baseline Study.....	36
5.2 End line Study.....	37
5.3 Situational Analyses.....	37

Overview

5.4	Baseline Tools Used by the E-FACE Project	37
VI.	THE MONITORING COMPONENT	39
6.1	Types of Monitoring Carried-out within the CMEP	39
6.1.1	Implementation Monitoring	39
6.1.2	Monitoring of OCFT Common Indicators.....	40
6.1.3	Tracking of Children’s Work and Educational Status: Use of a Database Monitoring System (DBMS).....	40
6.1.4	Service Delivery Monitoring.....	41
6.1.5	Monitoring Key Outcomes.....	42
6.1.6	Monitoring Contextual Factors and Interventions of Other Stakeholders.....	42
6.2	Organization and Procedures of the E-FACE Monitoring System	42
6.2.1	Specific Information Sources for the E-FACE Monitoring System	43
6.2.2	The Data Collection Process.....	44
6.2.3	Data Quality Review	48
6.2.4	Data Aggregation and Analysis.....	51
6.2.5	Critical Reflection and Feedback for Implementers.....	51
6.2.6	Reporting.....	52
6.3	Strengthening the Capacity for Effective Monitoring and Evaluation at Various Levels	54
6.3.1	Support for the Enhancement of National M&E Capacities and Linkage to the Country’s Knowledge Base on Child Labor	54
6.3.2	Training of Staff and Community Monitors	55
VII.	THE EVALUATION COMPONENT	57
7.1	Overview.....	57
7.2	Before/After Study	57
7.3	Implementation Evaluations.....	57
7.3.1	An Interim Internal Implementation Review of Monitoring Information and of the Project Implementation Process	58
7.3.2	End-of-Project Independent Evaluation.....	58
VIII.	MANAGEMENT OF THE MONITORING AND EVALUATION SYSTEM	60

Overview

8.1	Monitoring and Evaluation Roles and Responsibilities.....	60
8.1.1	Project Members.....	60
8.1.2	Community-Based Structures.....	63
8.1.3	Government Structures in Support of Project Follow-up.....	64
8.2	Project Information Management System (PIMS).....	66
8.2.1	General Features.....	66
8.2.2	Data Storage and Record Keeping.....	66
8.3	Timetable for Implementation of the E-FACE Comprehensive Monitoring and Evaluation Plan.....	67
8.4	Budget.....	70
8.5	Monitoring and Evaluation Communication Strategy.....	70
8.6	Annual Review and Modification of the CMEP.....	71
8.7	Revisions to the CMEP.....	71
	List of Annexes	72

Overview

ACRONYMS

BoFED	Bureau of Finance and Economic Development
BoLSA	Bureau of Labor and Social Affairs
CBCM	Community Based Case Management
CCC	Community Care Coalition
CDW	Community Development Workers
CES	Comprehensive Evaluation Strategy
CL	Child Labor
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committee
CRC	Child Rights Clubs
CSA	Central Statistics Agency
CSE	Commercial Sexual Exploitation
DBMS	Database Monitoring System
DCP	Data Collection Plan
DED	ILO-IPEC's Design, Evaluation and Documentation Unit
DIP	Detailed Implementation Plan
E-FACE	Ethiopians Fighting Against Child Exploitation
HABP	Household Asset Building Program
HCL	Hazardous Child Labor
HH	Household
IA	Implementing Agency
ILO	International Labor Organization
IPEC	ILO International Program on the Elimination of Child Labor
KA	<i>Kebele</i> Administration (similar to community)
KURET	Kenya, Uganda, Rwanda, and Ethiopia Together Project
MARD	Ministry of Agriculture and Rural Development
MCDP	Mission for Community Development Program
M&E	Monitoring and Evaluation
MED	Ministry of Education
MEDA	Mennonite Economic Development Associates

Overview

MOJ	Ministry of Justice
MOLSA	Ministry of Labor and Social Affairs
MWCYA	Ministry of Women, Children and Youth Affairs
NGO	Non-Governmental Organization
NO	National Office
NPA	National Plan of Action
NPSC	National Project Steering Committee
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
OMF	Outcome Measurement Framework
OSH	Occupational Safety and Health
OVC	Orphans and Vulnerable Children
PIMS	Project Information Management System
PSNP	Productive Safety Net Program
PTSA	Parents Teachers Students Association
SC	Steering Committee
SPIF	Strategic Program Impact Framework
ToC	Theory of Change
TPR	Technical Progress Report
USDOL	United States Department Of Labor
WFCL	Worst Forms of Child Labor
WVE	World Vision Ethiopia
WVI	World Vision International

Overview

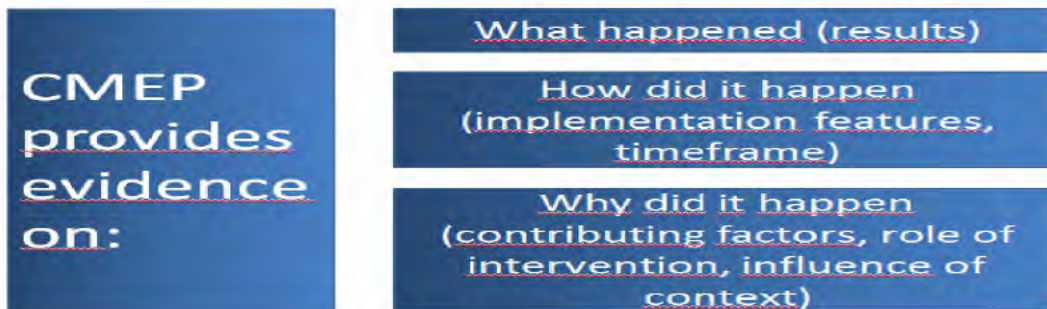
OVERVIEW¹

A Comprehensive Monitoring and Evaluation Plan (CMEP) is a document that outlines the monitoring and evaluation procedures for a specific project and provides indicators that will be used to guide data gathering, manage project implementation, obtain empirical evidence and assess if the project is achieving or not progress in attaining its intended results.

The design of this Comprehensive Monitoring and Evaluation Plan (CMEP) was designed by World Vision Ethiopia and its local partners. The Global Evaluation and Monitoring (GEM) Project of the International Labour Organization (ILO) acted as external technical advisors. The U.S. Department of Labor's (USDOL) Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), as the donor, provided feedback and recommendations. The CMEP outlines the monitoring and evaluation (M&E) procedures for a project to eliminate child labor in Ethiopia called Ethiopians Fighting Against Child Exploitation (E-FACE).

The CMEP is meant to be a live document that will be used to guide the collection of meaningful, continuous feedback regarding service delivery and project results among the targeted population. In this regard, the plan, indicators and evaluations discussed here may be revised as needed and appropriate. The CMEP is "Comprehensive" as it tracks and provide evidence of progress and linkages at different levels. It not only monitors the occurrence of results (e.g. "what happened?") but addresses the issues of "how" and "why" change occurred (by tracking the project implementation process and timeframe, and by analyzing the various factors contributing to the final outcome).

Diagram 1: Types of evidence provided by the CMEP



¹ The reader will find in Annex 10 a "Glossary of terms related to monitoring and evaluation", which explains in more detail most of the technical terms used in this document.

Overview

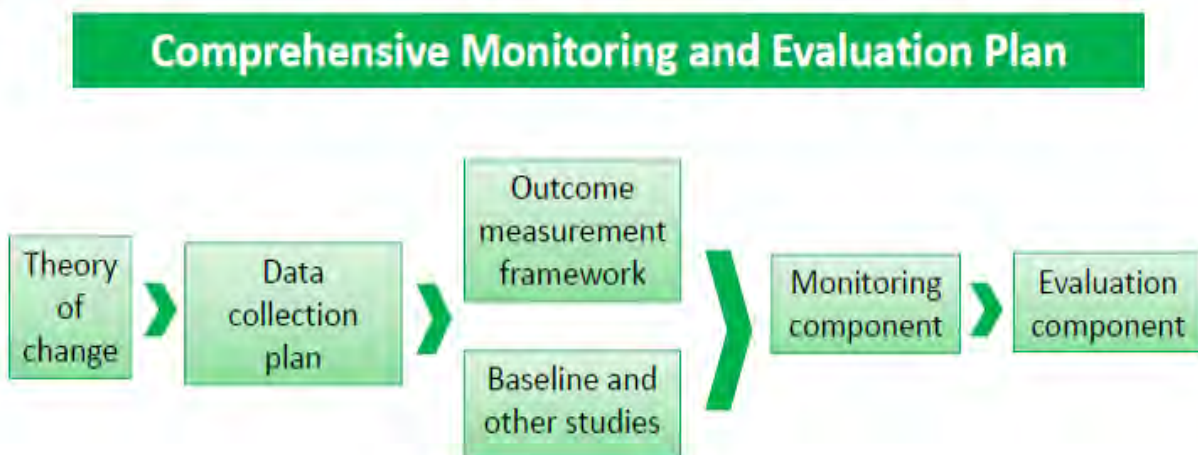
OBJECTIVES OF THE COMPREHENSIVE MONITORING AND EVALUATION PLAN

This CMEP provides a framework for World Vision Ethiopia (WVE), and its partners, the Mennonite Economic Development Associates (MEDA) and the Mission for Community Development Program (MCDP) that will:

- Develop staff and partner understanding and capacity to implement comprehensive M&E strategies, with a greater focus on measuring outcomes;
- Provide clarity and transparency on the theory of change and program logic of E-FACE, which will facilitate efforts to monitor and evaluate the project, including the influence of external factors that may affect its outcome;
- Guide data collection for **monitoring** the USDOL-funded intervention's progress;
- Describe how **evaluations** and special studies will be used to assess project outcome and effectiveness, including the use of baseline information to inform evaluation; and
- Present an approximate timeline and budget for **monitoring and evaluation** activities.

A comprehensive monitoring and evaluation strategy is comprised of the elements seen in the diagram below, which are further explained in Section II of this document.

Diagram 2: CMEP Components



I. DESCRIPTION OF PROJECT

1.1 Project Goal, Beneficiaries and Timeline

The E-FACE project is carried out in three zones of Ethiopia by three implementing agencies (IAs): World Vision Ethiopia (WVE), the Mennonite Economic Development Associates (MEDA) and the Mission for Community Development Program (MCDP).

The project goal is to reduce exploitative child labor, particularly in the weaving and agriculture sectors, by:

- Providing educational services, livelihood opportunities, youth employment and social protection opportunities to target households (HH);
- Strengthening the capacity of government agencies and community groups to fight against child labor (CL);
- Raising awareness for behavior change at the agency, community and HH levels;
- Improving the country knowledge base on CL and ensuring the dissemination of relevant information; and
- Promoting long-term sustainability of project efforts through capacity building and technical support.

The project beneficiaries include 20,000 children at risk of or engaged in child labor, mainly in the weaving and agriculture sectors, which are found among 7,000 households. Project target areas include 9 districts in Gamo Gofa and Wolaita zones, and 5 districts in Gulelle sub-city in Addis Ababa. The project is being implemented over a period of 48 months, from October 2011 to September 2015.

1.2 Problem Statement: Child Labor in Ethiopia

Child labor is rampant in Ethiopia, across many labor sectors, despite laws such as the Labor Proclamation that sets the minimum age of employment at 14 years old and prohibits children from working at night, overtime, and in occupations designated as the worst forms of child labor (WFCL).² Children play a major role in economic development in Ethiopia, especially in rural areas. The 2001 Ministry of Labor and Social Affairs (MOLSA) Survey revealed that nationally 52 percent of children are economically active and work as long as 33 hours per week.³ These children often go to work alongside their parents or independently with another employer to either supplement

² United States Department of Labor, *2005 Findings on the Worst Forms of Child Labor - Ethiopia*, 29 August 2006

³ Government of Ethiopia, *MOLSA Child Labor in Ethiopia Analysis of a Survey Conducted in 2001*, Addis Ababa 2002.

(23.8 percent of children) or improve (66 percent of children) the family's income.⁴ Child labor in Ethiopia is predominantly a rural phenomenon, with approximately 57 percent of working children found in rural areas and less than 20 percent in urban locations. There is also some variance in the number of hours between children working in rural areas (approximately 33 hours) and those in urban areas (30 hours), with boys engaged in longer hours of labor (35 hours) than girls (less than 29 hours).

According to the MOLSA 2001 report, at that time 18.2 million children between the ages of 5-17 years were working, which accounts for 32 percent of the total population of Ethiopia.⁵ Of these children, 91 percent worked mostly in agriculture, hunting, forestry and fishing, and 81.2 percent were below the age of 15 years.^{6,7} Additionally, about 500,000 people, many of whom are children and youth, depend on the textile and traditional weaving industry for income.

The high demand for traditional weaving in the country has led the industry to employ boys and girls as cheap labor. While some children practice weaving with their families as part of their tradition and are able to go to school, other families are exploited by traders with their children employed to work long hours for textile production.

Several trends take place to engage children in working in the weaving industry. Some families that are taking care of other children in their household will allow their biological children to attend school, but will force the other children that have been entrusted to them to work long days. Other families employ migrant children that have no relation to them. A major trend within the industry is the trafficking of children, especially boys as young as 7-8 years,⁸ often traveling from Gamo Gofa through Wolaita to areas around Addis Ababa where they work as weavers for an employer who is not a family member. In many circumstances, parents in rural areas voluntarily send their children to Addis Ababa, sometimes with people they know and sometimes with strangers. Additionally, there are families in Addis Ababa who have migrated there voluntarily in order to have their children work as weavers.

⁴ Ibid.

⁵ Ibid.

⁶ Ibid.

⁷ Minimum work age in Ethiopia is 14 years.

⁸ Mission for Community Development Program (MCDP) and Save the Children Norway- Ethiopia, *MCDP 2009 and Situational Analysis on Victims of Child Trafficking and Labor Exploitation in Traditional Weaving: In Some Selected Suburbs of Addis Ababa*, 2009.

According to the E-FACE problem analysis⁹ used in its Theory of Change (ToC), the major factors among the project areas that contribute to child labor in the traditional weaving and agriculture sectors can be described under two main categories:

- Precarious living conditions of HH and children; and
- A poor institutional environment for child protection.

The precarious living conditions of households refer to four groups of factors:

- Economic poverty and use of CL to support HH livelihoods;
- Limited access to education for children;
- Poor and unsafe work conditions for young people; and
- Child trafficking.

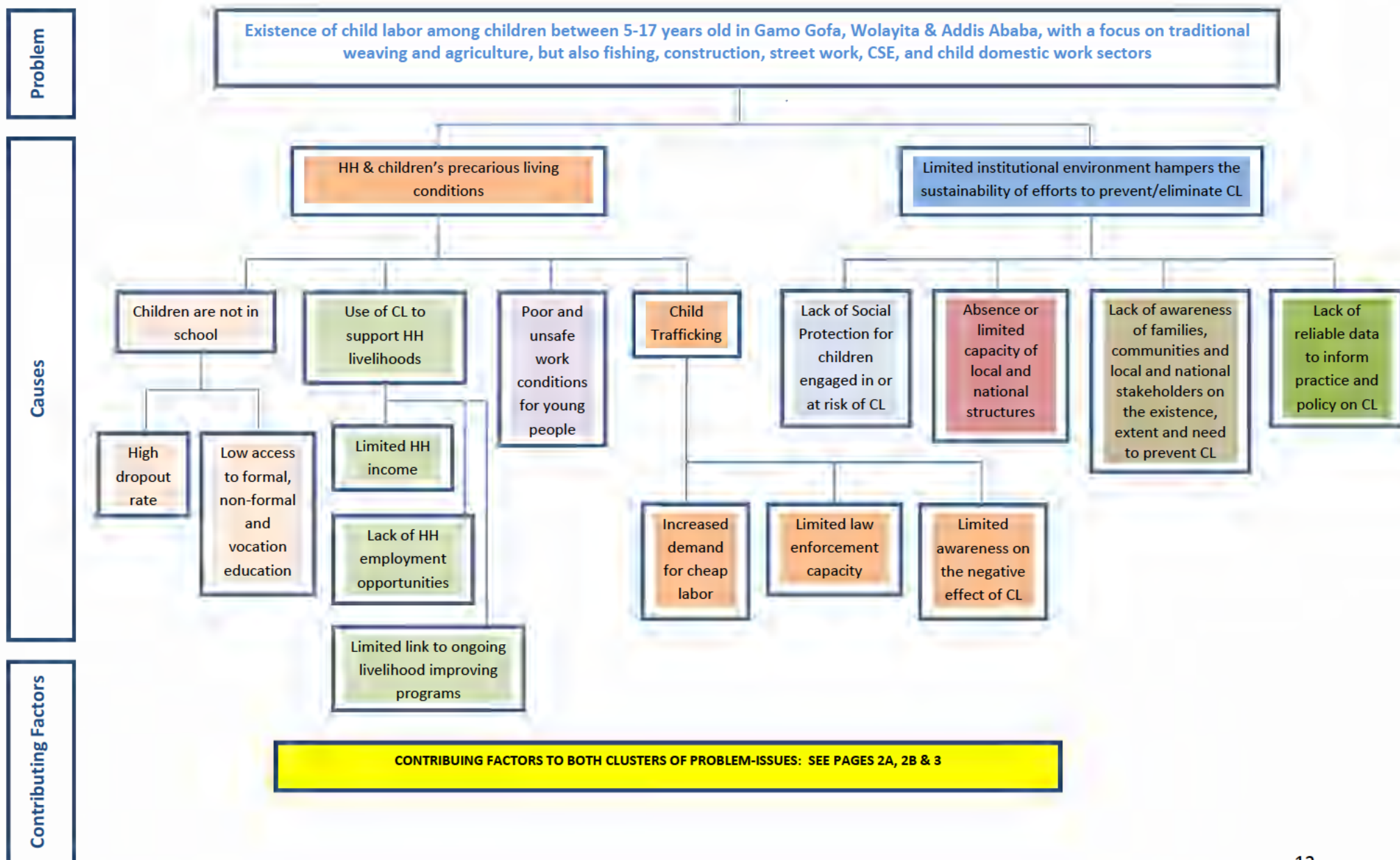
A poor institutional environment for child protection refers to several factors that hamper the sustainability of efforts on child protection, such as:

- The existence of limited social protection systems for children at risk of or engaged in CL;
- The absence of policies and limited capacity of local and national structures to prevent CL;
- Low levels of awareness on the existence, extent and need to prevent CL by the local, regional and national level stakeholders; and
- A lack of reliable data with which to inform policy and practice on CL.

The E-FACE project addresses each of these areas with specific sets of interventions. The following diagram provides an overview of the different factors contributing to child labor in the agriculture and weaving sectors in Ethiopia.

⁹ Please see the E-FACE problem trees representing the interaction of diverse factors linked to the existence of child labor in Ethiopia in Annex 1.

Diagram 3: Problem Tree on Child Labor sectors related to the E-FACE Project



1.2.1 Overview of Factors Contributing to Child Labor in the Agricultural and Weaving Sectors in Ethiopia

1.2.1.1 Precarious Living Conditions of Households and Children

a. Economic-Related Factors: Use of Child Labor to Support HH Livelihoods

Poverty can be viewed as the primary cause of child labor in Ethiopia. Children support their households by contributing labor and serving as a means for additional income. Long-held traditional beliefs and practices consider children's labor as an expected contribution to family life and as a means for them to exercise responsibility. From an economic point of view, the use of child labor to support household livelihoods is linked to several factors, such as:

- The use of old fashioned tools and the low value of weaving in the local traditional Ethiopian clothing market thus creating a high demand for cheap labor, including CL;
- Limited HH income (due to large family size, low access to productive inputs and outputs, the use of inappropriate farming techniques, limited access to markets, low access to credit and savings, and unfavorable pricing and trade conditions) leading households to use CL as a livelihood strategy to compensate for insufficient earnings;
- Limited employment opportunities for HH members. A lack of employment in the formal sector is caused by limited access to education and skill development, and the possibility of creating/expanding ventures in the informal sector is hindered by limited access to capital or additional financial sources; and
- Limited access to ongoing livelihood improvement programs implemented by the government, such as the Productive Safety Net Program (PSNP) and the Household Asset Building Program (HABP). Due to insufficient awareness and education, poor HH with child laborers may not recognize their eligibility for receiving support.

b. Limited Access to Education for Children

Despite the favorable policy environment, structure and system, there are gaps in the education sector that decrease the access and quality of education in rural areas where primary school enrollment is still low.

Key factors that contribute to this situation are:

- Poor/limited quality of education due to a poor learning environment (infrastructure, services and equipment) and poor school management; and a high dropout rate due to CL and the lack of remedial, non-formal or transitional education schemes for dropout children or children with learning disabilities;
- Low pedagogical competency of teachers, which is linked to insufficient training programs and a difficulty in becoming learner-centered, using interactive methods, managing large classrooms, using continued assessment techniques, and improving their own knowledge of course content (e.g. new education curriculum) and instructional skills; and
- Limited parental contribution. Households with insufficient income and several children have difficulties in paying for school fees and materials, which also serves to deter the participation of children in school.

c. Poor and Unsafe Working Conditions for Young People

Children working in the traditional weaving sector are exposed to poor and unsafe work conditions, with repetitive physical strain and long working hours each day. Some receive physical and emotional abuse. This is mainly due to:

- Limited access to education/skill training opportunities for the youth, which hinders them from becoming more competent and competitive in the labor market and forces them to accept low-paying, exploitative jobs.
- Lack of OSH in the weaving and agriculture sectors, related to the business owners' lack of knowledge on health related hazards, youth's lack of knowledge regarding their workplace rights, and the lack of codes of conduct and work regulations among enterprises in the weaving sector.

d. Child Trafficking

Child trafficking is a common practice in the weaving sector in Ethiopia, particularly from Gamo Gofa and Wolayita zones to Addis Ababa, and it results in children living and working in precarious situations. Child trafficking can be seen as stemming from many factors, including:

- An increased demand for cheap labor;
- Limited law enforcement capacity on child rights and protection; and
- Limited awareness among families and communities on the negative effects of child trafficking.

1.2.1.2 Poor Institutional Environment for Protection of Childhood

The other category of factors linked to the existence of child labor in the agricultural and weaving sectors in Ethiopia is that of a limited institutional environment, which hampers the sustainability of efforts on child protection.

This is linked to several factors, such as:

- The existence of limited social protection systems for children at risk of or engaged in CL;
- Absence of policies and a limited capacity of local and national structures to prevent CL;
- Low levels of awareness on the existence, extent and need to prevent CL by the community, local, regional and national level stakeholder; and
- A lack of reliable data with which to inform policy and practice on CL.

a. Limited Social Protection for Children at Risk of- or Engaged in Child Labor at the Community Level

Limited social protection at the community level is due to a limited awareness of child protection and the absence of community-based social protection systems, as well as the absence of by-laws on child labor and the existence of weak community-based child monitoring systems.

- **The absence of community-based child protection systems** is related to the fact that parents, communities and local authorities usually do not have an adequate understanding on the existence and level of risk inherent in the WFCL or trafficking. Likewise, local authorities and existing Child Protection Committees (CPCs) are not organized and trained to run effective child protection efforts, and there is a limited budget allocation for childhood and child labor-related issues. Cultural values and belief systems at the community level also encourage children's involvement in work.
- **The absence of child labor by-laws at the community level and the existence of weak community-based child monitoring systems** are linked to the fact that very often children are not registered at birth. The absence of birth registration makes law enforcement difficult with regard to social protection since there would be no legal ground for using the age of the child to address the CL issue. Likewise, there is neither a visible structure nor a clear line of information flow in the community that ensures effective community-based case management, which is a fact that hampers CL monitoring. Finally, there is a lack of occupational safety and health (OSH) standards in the weaving and agriculture sectors. Given that OSH standards are

not in place to promote child protection in the workplace, the absence of these laws in the workplace makes it a challenge to implement existing child protection policies at all levels.

b. Absence of Policies and Limited Capacity of Local and National Structures to Prevent Child Labor

This issue includes the following factors:

- **Absence of Policies on Child Labor:** Some important structures essential for reduced CL and improved child protection do not exist at national, regional, zonal and local levels because policies are absent. There is only a draft National Plan of Action (NPA) on CL in Ethiopia, which is not yet adopted. Child labor is highlighted in educational and economic development policies, but not an adopted policy in and of itself. There is a limited understanding about the intention of existing policies, and the minimum work age of 14 that was adopted by Ethiopia is being understood by families as a permission to engage children in work that is dangerous once the child has reached age 14. There is also a lack of definition of the WFCL within local regulation. WFCL are scarcely recognized by people.
- **Limited Capacity of Local and National Structures:** There is limited institutional capacity and training for concerned government staff and other members of the community to address CL, child trafficking and social development issues. Likewise, there are a limited number of labor inspectors, who also receive insufficient training, and a lack of inspection guides to effectively implement by-laws and policies.

c. Limited Awareness of Families, Communities, and Local and National Stakeholders on Child Labor

This issue includes the following aspects:

- Children are unaware of their rights and of the hazards of CL, and are not able to adopt self-protecting action;
- There is limited public awareness on CL and the need to prevent it at national, regional and local levels, thus action in this sense is very limited;
- Households, community organizations and small businesses have limited awareness on CL and child trafficking, which is a fact that contributes to child migration and the occurrence of trafficking in the weaving sector; and

- Pro-child work cultural values at the community level have a negative effect on efforts to prevent CL.

d. Limited Availability and Access to Reliable Data on Child Labor

The limited availability of reliable data and the poor management and dissemination of existing information are major reasons for a limited knowledge base on child labor and other exploitation issues in Ethiopia. There is a need for disaggregated data on child labor by sector, as well as additional localized and comprehensive data on the types of work in which children are engaged, the hazards that they face, the root causes for involvement, and the push and pull factors. Data as to which types of work are categorized as WFCL in the Ethiopian context is also absent. The scarcity of reliable data is associated with limited investments in research and poor data management systems for the small amount of information that does exist. The absence of dissemination mechanisms is also a notable problem that contributes to the limited availability of reliable data.

II. GENERAL FEATURES OF A COMPREHENSIVE MONITORING AND EVALUATION PLAN

2.1 A Comprehensive Approach to Monitoring and Evaluation

A comprehensive monitoring and evaluation strategy moves beyond emphasizing inputs and outputs toward adopting a greater focus on outcomes and impact, such as the strategic objectives and overall development objective. A CMEP does not allow for causal attribution of impacts to project activities, but it does measure change outside and beyond project implementation. It looks at both direct and indirect impacts as well as project-related and non-project related interventions, and tries to assess the influence of both context-related and project-related factors.

The CMEP aims to strengthen the link between monitoring and evaluation. The project's mid-term and final evaluations will be fed by information from the service delivery monitoring system as well as by information from an "endline" study (which is a "repeated" or follow-up baseline study) on a sample of beneficiaries, which will gather data on their end-of-project status (e.g. work, education) and other key issues. The implementation of a CMEP will also serve to link efforts with relevant national authorities so that the issue of child labor is integrated into national M&E systems.

2.2 Purpose and Components of the CMEP

A CMEP serves several purposes, including: ensuring the consistent use of a project's theory of change; increasing credibility and accountability; informing decision-making with data on project performance; maximizing the usefulness of M&E procedures; capacity building; and improving the knowledge base on CL.

The CMEP is comprised of the following elements, which are described further in the following sections of this document.

- a. Theory of Change (ToC)
- b. Data Collection Plan (DCP)
- c. Outcome Measurement Framework (OMF)
- d. Baseline and Other Special Studies
- e. A Monitoring Component
- f. An Evaluation Component

III. E-FACE THEORY OF CHANGE (ToC) AND RELATED INTERVENTIONS

A ToC is a sequence of interlinked propositions, assumptions and principles that explain how social transformations can be brought about and lead to an expected end-situation that considerably improves the existing reality of a country, a community or a specific group of people.¹⁰

A ToC is the basis of both the CMEP and the project design. Strategic planning is based on a project's ToC, and strategic planning serves as basis for operational planning.

3.1 Summary of the E-FACE Theory of Change

The E-FACE ToC proposes that the sustainable elimination of child labor in the weaving and agriculture sectors in Ethiopia will depend on achieving progress toward the diverse factors that contribute to the existence of child labor, as described in the previous section of this document.

To attain such progress in an articulate way, E-FACE proposes the use of a multipronged approach, with diverse parallel strategies that address the various gaps described in the previous section. Thus, E-FACE will use a holistic approach that focuses on the ecology of the child (which is a support system where children are cared for, protected and participate) and where services are integrated in order to increase impact and sustainability.

The E-FACE ToC states that the elimination of child labor will be a progressive and cumulative result deriving from the application of two broad sets of strategies:

- Those aimed to reduce HH and child vulnerability to becoming involved in CL; and
- Those aimed to improve the capacity of the social and institutional environment in preventing CL and child trafficking.

Regarding the first set of strategies, the E-FACE ToC considers the following outcomes as necessary in order to reduce household and child vulnerability to child labor:

- Increased access of children to quality education, leading to a reduction in dropouts and an increase in school enrolment;

¹⁰ Taken from IPEC-DED, *Strategic Programme Impact Framework - SPIF- Guidelines*, Geneva, 2002 -unpublished). p. 2

- Improved HH livelihood conditions and income, so that there is a reduced need for CL as a livelihood strategy;
- Decent employment conditions available for children above the legal work age in the weaving sector, and opportunities for developing vocational skills among youth; and
- Increased action and concern regarding child trafficking in target areas, by creating awareness among producers which reduces the demand for CL and child trafficking, strengthening law enforcement capacity, and increasing community awareness on child trafficking.

Thus, according to the E-FACE ToC, households that are enjoying an improved means of livelihood and income, with young children attending school and adolescents accessing vocational training opportunities and decent sources of employment, will be less prone for their members to become victims of child labor. This would become a reality more and more if decisive action is taken to prevent child trafficking in their communities.

Notwithstanding the above, the reduction of household and child vulnerability to child labor may be an insufficient step in addressing this problem. Thus, the E-FACE ToC states that in both preventing child labor and ensuring the sustainability of efforts to withdraw children from labor, it is necessary to work at the social and institutional levels to raise awareness and increase their capacity to carry out effective community-based and public action for protecting children from labor and trafficking. In order to do this, the E-FACE ToC states the following intended outcomes:

- Improved social protection systems for children;
- Strengthened institutional capacity, policies and laws regarding CL and child trafficking;
- Increased public awareness on the hazards of CL; and
- An improved CL knowledge base and information dissemination mechanisms.

Thus, in order to guarantee the sustainability of efforts to combat child labor, the E-FACE ToC states that by the end of the project its outcome and activities should be adopted and supported by strengthened institutions with increased capacity and knowledge to fight child labor and child trafficking, as well as by empowered communities that are aware of these problems and able to provide social protection for children.

3.2 Visual Representation of the E-FACE Theory of Change

In order to represent the E-FACE ToC, the project used the Strategic Program Impact Framework (SPIF) methodology which allows identifying expected outcomes and impact, assess results chains and visually represent causal links among elements.¹¹

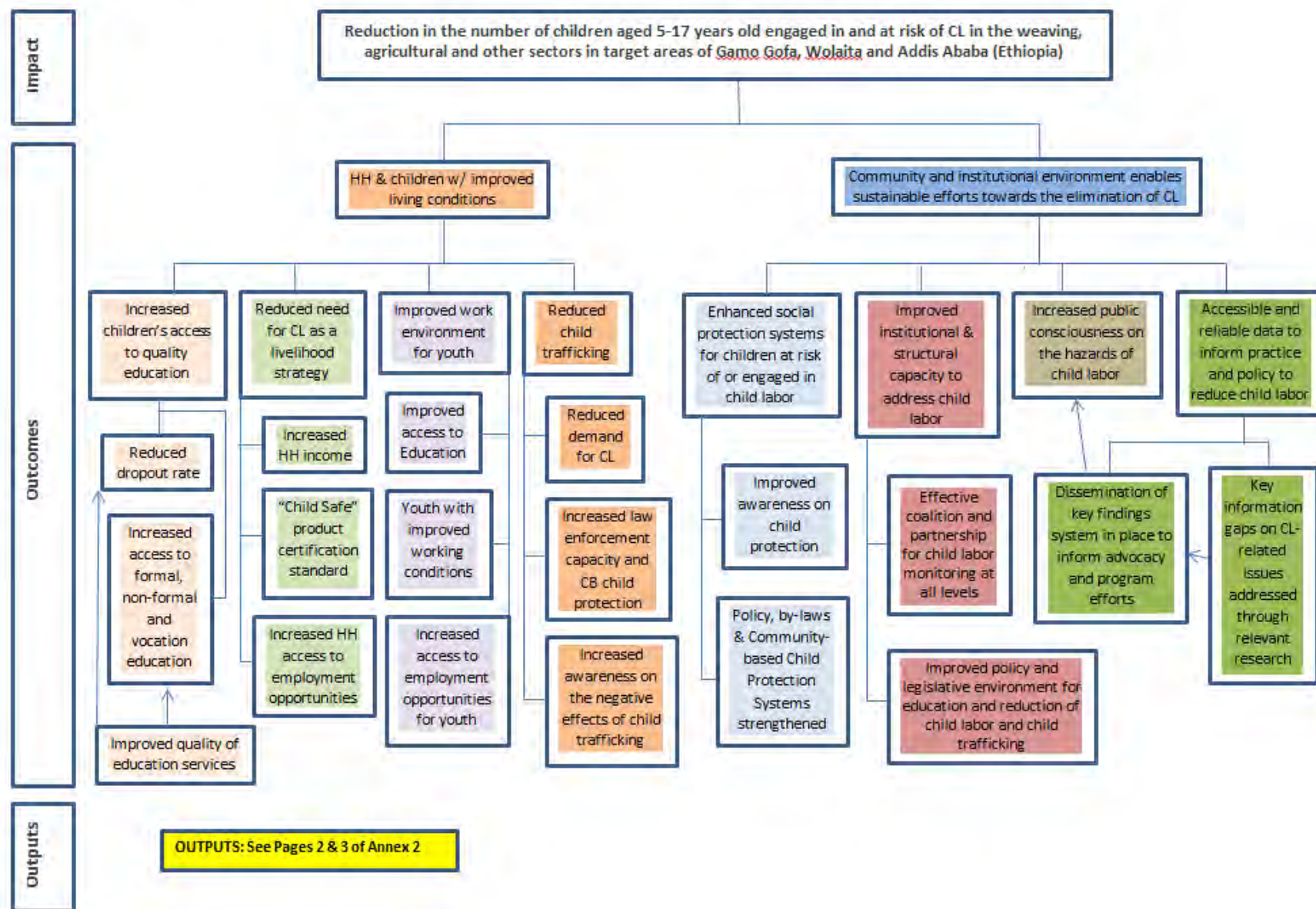
As result of this exercise, E-FACE constructed an “Outcome Tree” or Logic Model which represents the main project outcomes and contributing factors that lead to a reduction in child labor in the weaving and agriculture sectors of Ethiopia. A project outcome tree may be subdivided into various sub-trees that provide an in-depth analysis of the relationships within particular “programmatic areas” (ideally, following the immediate objectives) of a project.

Using the SPIF tool, Annex 2 shows E-FACE’s additional “outcome trees” for specific areas, identifying how various outputs (or “products”) lead to key project outcomes.

A general view of this Logic Model is presented in Diagram 4 below.

¹¹ The Strategic Programme Impact Framework (SPIF) is a set of tools developed by ILO-IPEC in order to represent a project’s theory of change as a logic model and to assist in identifying the desired outcomes and impacts in an area of intervention (a given country, sector or target group) where a program or project will operate.

Diagram 4: E-FACE Logic Model



3.3. Description of Project Interventions and Services Related to E-FACE Outcomes

3.3.1 Regarding the Need to Reduce Household and Child Vulnerability to Child Labor

3.3.1.1 Increased Access of Children to Quality Education

E-FACE will attain this outcome by reducing the school dropout rate, increasing the access of children to formal education, and improving the quality of education services. In order to ensure that children take advantage of improved educational opportunities, E-FACE will implement the following strategies:

- **Improve quality of education offered by schools:** Learning environments will become more attractive, safe and healthy by rehabilitating school facilities and infrastructure and constructing sex segregated latrines and water points. Schools will offer a more enabling educational environment by organizing and strengthening pedagogical and innovation centers and subject corners as part of creating a “talking environment,” which is full of words, pictures and proverbs for children. In addition to formal school programs that improve literacy and numeracy rates in children, various modes of education will be provided, such as community-led preschools, school readiness programs and integrated adult functional literacy programs. Elder-led, village-based and structured tutorial support will be given to children to increased academic performance. Similarly, school clubs will also be strengthened.
- **Strengthen capacity of stakeholders:** E-FACE will aim to improve school organization and administration, as well as the quality of teaching offered to children. To improve the pedagogical and managerial skills of major actors, various capacity building trainings will be provided for teachers, supervisors, principals, education personnel and Parent-Teachers School Association-members on interactive teaching methods (learner-centered and cooperative instructional process) and school improvement options. Improving the pedagogical skills of teachers and supervisors will play a key role in improving the learning process and offering more creative methods for result-based approaches.
- **Increase parental contribution and involvement:** Community conversations with parents will be organized in order to discuss barriers to education and generate community solutions to support enrollment, retention and completion. Parents will be actively involved in the implementation of the school improvement options and in the academic

performance of their children. E-FACE will provide educational materials to children until parents become able to cover these costs (e.g. an increase in family income as result of livelihoods interventions).

- **Increase access among youth to high school, vocational and adult literacy programs:** E-FACE will help high school students continue their education through scholarship programs, non-formal education opportunities, integrated adult functional literacy programs, and by encouraging children to benefit from skills development programs (which are oriented toward decent work) without leaving the education system.

3.3.1.2 Reduced Need for Child Labor as a Livelihood Strategy

E-FACE will achieve this outcome by developing activities that allow households to increase their income, improving their linkage to ongoing livelihood programs, increasing their access to employment opportunities, and by improving the access of weavers to profitable markets through the introduction of “Child Safe” product certification standards.

In order to ensure a reduced need for child labor in target households, E-FACE will implement the following strategies:

- **Improve household income:** In order to increase HH income, there will be increased access to business development and financial services for the HH of weavers and vulnerable families. Technical assistance and inputs will also be provided to agriculture producers in order to improve the yield and quality of their produce.
- **Improve HH linkage to livelihood programs:** E-FACE will facilitate the inclusion of target HH within the government’s PSNP in order for them to benefit from a food-for-work or cash transfer scheme. They will also be included in the HABP, where poverty stricken HH receive some assets (live animals, pullets and cockerels, farm implements) as a means of improving livelihoods and creating an environment where beneficiaries can build further assets over time.
- **Improve household access to self-employment opportunities:** E-FACE will also aim to create linkages to other available sources of financial services such as microfinance and business development support services. This will lead to an increase in self-employment opportunities.

- **“Child Safe” Product Certification Standard:** E-FACE will work to establish this standard for child-labor-free weavers’ products, so that HH complying with the standard will have improved access to more profitable markets and a higher return on their production.

3.3.1.3 Increased Access to Vocational and Employment Opportunities for Youth; Safe and Healthy Work Environments for Children Above Legal Work Age

In order to ensure the existence of decent work, a safe and healthy work environment, and vocational and employment opportunities for children above legal working age, E-FACE will implement the following strategies:

- **Improve working environment for youth:** Through the use of incentives, E-FACE will work with employers in the weaving sector to ensure a working environment that provides safe and healthy conditions for children above the legal work age. Businesses will adhere to a code of conduct aimed at eliminating CL, eliminating ergonomic and health hazards and ensuring decent work conditions for laborers. Young workers will be made knowledgeable of their rights so that agreements may be established in each workplace regarding OSH standards and fair working hours and wages.
- **Improve access to education for youth in the weaving sector:** E-FACE will identify available formal and non-formal education services and discuss these with the youth so that they can find the type of education services that they may need. To improve their access to education, E-FACE will link youth to appropriate formal education programs, or in the case of informal education, it will use MEDA’s “100 hours to success” methodology which includes business skills, entrepreneurship training, and financial literacy, as well as other existing local programs.
- **Increase access to employment opportunities for youth:** Youth with improved skills may choose to leave the sector and find alternative employment, and/or take advantage of trainings, formal education or non-formal educational opportunities. Youth will be provided with increased access to financial services, such as savings, in order to support entrepreneurship and asset building.

3.3.1.4 Reduced Child Trafficking in Target Areas

In order to reduce child trafficking in target areas, E-FACE will develop strategies aimed to reduce the demand for child labor, improve law enforcement capacity and increase community awareness on the negative effects of child trafficking.

- **Reduce demand for child labor:** By working on a safe product certification, increasing OSH, raising awareness among employers, and promoting that business owners abide by workplace standards, E-FACE will contribute toward creating a culture of decent work and child protection that should decrease the demand for CL in the weaving industry in target areas.
- **Improve law enforcement capacity:** E-FACE will work with legal bodies and community police to enforce laws against child trafficking and prosecute those involved in such activities. E-FACE will contribute to the training of legal bodies and community police staff, and will support them in identifying trafficking routes, check points and bus stations at various towns in which to monitor this illegal activity.
- **Increase awareness on the negative effects of child trafficking:** In order to increase community awareness on this issue, E-FACE will conduct sensitization dialogues with government offices and key stakeholders, and combine this with campaigns focused on parents, children, school clubs and the community at large.

3.3.2 Need to Improve the Capacity of the Social and Institutional Environment to Prevent Child Labor and Child Trafficking

3.3.2.1 Improved Social Protection for Children

In order to ensure that social protection for children is improved in a sustainable way, E-FACE will implement the following strategies:

- **Improve awareness of child protection issues among key stakeholders:** Awareness and knowledge related gaps will be addressed through trainings and capacity building interventions at different levels, including those for children themselves (through child clubs and other mechanisms), for families and communities (through community trainings and discussion sessions), and for local and middle level government authorities and law enforcement bodies at the local, regional and national levels.

- **Establish local policies and by-laws on child labor and improve community-based child monitoring systems:** E-FACE will work closely with stakeholders so that policies and local by-laws are formulated where needed. Groups such as the CPCs/Child Rights Clubs (CRCs), Orphans and Vulnerable Children (OVC) Task Forces, and Community Care Coalitions (CCCs) will use community based case management (CBCM) as an approach to reducing CL. Additionally, E-FACE will work with MOLSA, MWCA, the Ministry of Education (MED), the Ministry of Justice (MOJ) and the police in order to effectively link community case detection with public law enforcement measures and institutionalize efforts to protect children. At the local level, families will be able to report concerns regarding the protection of children to the CPCs and OVC task forces, including issues such as traffickers in their communities, children working on farms for long hours, children who are out of school and vending on the street, and orphan-headed HH with insufficient food and a lack of access education. E-FACE will also support the Ministry of Women, Children and Youth Affairs (MWCYA) in developing the draft National Child Policy, the MOJ and the Central Statistics Agency (CSA) in on-going birth registration initiatives for the country.

3.3.2.2 Strengthened Institutional Capacity to Address Child Labor and Child Trafficking

In order to strengthen institutional capacity at the national, regional, zonal, *woreda* and community levels, E-FACE will implement the following strategies:

- **Improve the policy and legislative environment for child labor and child trafficking:** E-FACE will follow up on the implementation of by-laws that have already been created in areas where the Kenya, Uganda, Rwanda and Ethiopia Together Project (KURET) previously worked, and institute new by-laws on CL in E-FACE project areas. Once the by-laws are developed, they will be disseminated at the regional level and serve as a means for *woredas* to be held accountable for reporting on children's education and work status through a Child Labor Monitoring System (CLMS), which will be established. The E-FACE Steering Committee (SC) will also engage national level stakeholders to advocate for the approval of the draft NPA on Child Labor.
- **Establish an effective coalition and partnership for child labor monitoring at all levels:** Through strengthening community-based child protection systems, the project will

apply models of intervention in the three target areas that can be scaled-up and replicated for sustained impact. This will occur by:

- a. Building the capacity of CRCs, CPCs, School Child Clubs, CCCs, Women Self Help Groups, faith based organizations, Parents Teachers Students Associations (PTSAs), parents, children and other community members to identify and monitor CL;
- b. Building the capacity of *woreda*, zonal, regional and national level structures to combat CL through improved legislation and monitoring; and
- c. Training labor inspectors to enforce labor standards.

3.3.2.3 Increased Public Awareness on the Hazards of Child Labor and Ways to Address This Problem

In order to achieve this objective, E-FACE will focus on developing knowledge and changing attitudes that affect behaviors from the grassroots up to national level. With this purpose, E-FACE will implement the following strategies:

- **Increase public and stakeholder awareness at national level:** Community and *woreda* level stakeholders will be engaged in order to become change agents and mobilize partners at the zonal, regional and national levels to take action against CL. Likewise, multimedia public awareness campaigns will address selected issues such as: the root causes and hazards of CL; the benefits of education and social protection for boys and girls; awareness raising for socially conscious consumers in support of child-safe certification; decent work for children above the legal work age; safe and healthy working environments; and the rights of employed youth.
- **Increase awareness among authorities at the regional, zonal and *woreda* level:** Regional, zonal and *woreda* level government staff and authorities will be sensitized through trainings, forums and other mechanisms. Community conversations will ensure increased awareness at the community level.
- **Increase children's awareness on their rights and on the hazards of child labor:** Direct trainings will be organized for children, covering topics such as children's rights and child labor-related issues. Strengthening School Child Clubs and including CL within the

education curriculum at the regional level will also play a significant role in raising children's awareness.

3.3.2.4 Improved Child Labor Knowledge Base to Inform Policy and Practice

In order to improve the knowledge base on child labor in Ethiopia, E-FACE will implement the following strategies:

- **Address key information gaps on child labor-related issues through relevant research:** E-FACE will carry out a baseline study on the project's target population and will work closely with Gondar and Addis Ababa universities in Ethiopia to undertake research on major themes, such as push-pull factors of child trafficking within the traditional weaving industry, the effectiveness of youth employment interventions in enhancing opportunities for decent work, and the specific hazards of all labor sectors addressed by the project, among others.
- **Implement a system to disseminate key findings on CL and inform the public:** It is expected that the findings from the baseline study and other project research will inform the program's awareness raising plan and build the capacity of parents and other community members to protect children from CL. E-FACE will use several platforms such as radio, TV, text messaging, and print media to disseminate the results of the studies.

3.4 Key Assumptions, Risk and Mitigation

Chart 1: Assumptions, Risks and Mitigation per Immediate Objective

Area	Key Assumption	Risk	Mitigation
General Factors	Political situation in the country remains calm enough to allow for implementation of project activities	Political unrest appears in any project target zone	No mitigation foreseen. Depending on the level of conflict, the project may decide to stop activities in that zone of the country
	No major natural disasters or economic shock occurs during the project's lifetime	Occurrence of natural disaster (floods, droughts) in any project target zone during project lifetime	In accordance with the donor, the project would transform part of its activities into a relief program
Immediate Objective 1: By the end of the project, child labor will have been reduced through the provision of direct education services, education strengthening services, social protection, the promotion of sustainable livelihoods and the improvement of youth employment services	Target communities are committed to eliminate CL	Project does not receive effective support from sector authorities and/or leaders in some target communities	The project will carry out a door to door sensitization campaign addressed to sector authorities (e.g. education) and community leaders
	Effective collaboration among target communities, <i>woreda</i> and <i>kebele</i> authorities, and other relevant partners (e.g. education, social protection, business) in the implementation of activities	Limited collaboration among relevant stakeholders for implementation of project activities	- Intensify support to key stakeholders for the mobilization of resources and implementation of activities - Evaluate alternative means and/or stakeholders that may boost support to project
	Market conditions for weaving and agriculture products remain stable or improve	- Reduced availability of industry-related agricultural or weaving inputs in the local market - Variation in prices of inputs and products	Evaluate action to improve access of producers to inputs; intensify action to improve access of producers to high-end markets
Immediate Objective 2: By the end of the project, there will be strengthened policies and capacity in place to address the issues of child labor, education, sustainable livelihoods and social protection in target areas	Government, regional and <i>woreda</i> level agencies invest on key issues in target areas (social safety net programs, education, etc.)	Reduced investment of government agencies on key issues related to CL (education, livelihood and other)	No mitigation foreseen. Project's capacity to compensate for reduced investment in certain issues is very limited.
	Policy/regulatory framework remains favorable to CL prevention/elimination	New national and/or regional policies and laws hamper the fight against CL	Work with relevant agencies to consider review of law/policy
	Government agencies and staff responsible for policy/program implementation remain the same	Changes in government agency structures, responsibilities or staff	- Sensitize new authorities - Renegotiate the scope of agency involvement in target areas
Immediate Objective 3: By the end of the project, target communities and HH will have increased awareness on child labor, its root causes, and the importance of education, social protection, and decent work for children/youth of legal work age	Awareness raising, sensitization and training activities supported by the project allow engagement of community members and the development of action against CL and child trafficking	Community organizations and HH show little interest in carrying out action against CL and child trafficking	Work with development partners at the local level (<i>woreda</i> administration, KA administration, village level structures, schools and any forms of committees at local levels) to identify barriers to effective communication and behavior change, and re-strategize

			the awareness raising efforts.
Area	Key Assumptions	Risk	Mitigation
Immediate Objective 4: By the end of the project there will be an increased knowledge base on child labor and a system to disseminate reliable information and strategies to address this issue	Research agencies implement research program as agreed	Agencies encounter obstacles (lack of cooperation and other) that hamper implementation of research program	• Provide support to agencies as needed • Evaluate substitution of agencies responsible for research
	Government agencies, civil society and academia-related organizations show interest in expanding the knowledge base on CL	Reduced interest from agencies/circulation of information among stakeholders	Organize sensitization activities to highlight the relevance of the issue of CL before key stakeholders
Immediate Objective 5: By the end of the project, target communities, HH and institutions will develop sustainable efforts to combat child labor and improve their livelihood	Commitment to the project from government agencies, target communities and HH remains strong and stable throughout project life	Attention of institutions and communities is drawn toward competing external issues, to the detriment of the fight against CL	Intensify awareness campaigns and activities in support of local organizations, in order to bring their attention back to the issue of CL
	Government agencies and community groups, particularly Child Protection Committees (CPC), carry out their assigned responsibilities as foreseen	Some agencies or CPCs reduce or stop action (e.g. CLMS) against CL	Clarify roles and responsibilities of stakeholders. Provide support to some stakeholders in order to improve their performance.

IV. THE E-FACE DATA COLLECTION PLAN AND OUTCOME MEASUREMENT FRAMEWORK

4.1 The E-FACE Data Collection Plan (DCP)

The process of collecting data for monitoring and evaluation starts with the design of a DCP. Completing a DCP gives project management useful information in order to design key data collection tools, such as the questionnaires used for baseline studies. Likewise, it should contribute to the design of the Outcome Measurement Framework.

At the beginning of the project life, and based on the project's ToC, objectives and expected outcomes, the DCP enables staff to formulate the various issues or "questions" which the project would need to answer or gather information about in order to validate or disprove the different aspects of its ToC. E-FACE staff designed its DCP between April and May 2012. The E-FACE DCP covers diverse issues within the following thematic areas, which in turn are related to different immediate objectives (IO) of the project.

- a. Child Labor & Child Trafficking (related to IO 1)
- b. Education (related to IO 1)
- c. Livelihoods (related to IO 1 and IO 5)
- d. Youth Employment (related to IO 1)
- e. Social Protection (related to IO 1 and IO 5)
- f. Capacity Building (related to IO 2 and IO 5)
- g. Awareness Creation (related to IO 3 and IO 5)
- h. Knowledge Base (related to IO 4)

The following chart provides a short example of the E-FACE DCP content and how a specific issue (e.g. child labor) may be approached from different perspectives within the DCP.

Please see the complete version of the E-FACE DCP in Annex 3.

Chart 2: Example of a Partially Filled Data Collection Plan Form (a section of the E-FACE DCP)

Level:			Outcome/Output					
Area of interest:			Child Labor and Child Trafficking					
Related to Immediate Objective #			IO 1					
Suggested Indicator	Question	Alternatives (close-ended, open)	Research- or Program-Related Purpose	Purpose Related to Project Outcome (By End of Project)	Methodology	Tool	Responsible Agency/Person	Frequency of Data Collection
Duration of work	How long do children usually work per day?	Record the number of hours per day	Know the number of hours children work	Reduce the number of hours children work per day	HH survey	Baseline and annual monitoring	IA/consultant	Beginning of project and Every year
Sector of work	In which sector do the children work?	List sectors (weaving, agriculture, fishing, construction...)	Identify sectors with greater numbers of child laborers		HH survey	Baseline and endline	HH, IA	Beginning of project
Products produced by children	What are the major products produced by children?	List products	Know which products are produced by children		HH survey and FGD	Baseline and discussion guide	Consultant/ IA	Beginning of project
Place of work	Where does the child work?	List the places where children work (Home, field, office, workshop)	Identify main places where children work	Improve OSH	HH survey	Baseline and endline	HH, IA	Beginning of project
Age of initiation into labor	At what age does a child start working?	Record ages	Establish age of initiation at work	Delay in work initiation in weaving, fishing, agriculture, construction	HH survey	Baseline and endline	HH, IA	Beginning of project
Trafficking routes	Describe trafficking routes of which you are aware. (Interviewer to provide explanation of trafficking of persons and example scenarios)	Map the routes of trafficking	Know the routes and associated issues with trafficking	Establish check points along the route to check and deter trafficking	Discussion/ Interview ¹²	Baseline survey and Key informant interview	IAs, law enforcement bodies (MOJ, Police, Court...)	Beginning of project

¹² "Discussion/Interview" refers to the qualitative portion of the household survey that will be provided to a select sample in order to receive additional information through a qualitative line of inquiry.

4.2 The E-FACE Outcome Measurement Framework (OMF)

Based on the project's ToC and the issues identified in the DCP, the OMF is the key document or matrix that identifies what will be measured and how this will be done. The "what" are the longer term impacts, agreed-upon expected outcomes, and project inputs and outputs. The "how" is related to the validation and identification of suitable project indicators for monitoring and evaluation at all levels.

The OMF serves to identify and organize, in a hierarchical way, the appropriate qualitative and quantitative indicators to monitor and evaluate a project. It utilizes a multilevel structure including impact, outcomes, outputs, and inputs. The OMF also identifies the sources for information and the frequency with which data is expected to be collected and analyzed. The OMF structure and content may be used as a relevant tool for project planning, targeting and reporting.

The E-FACE OMF was developed between April and June 2012, and a final revised version was available by August of the same year. The scope of the OMF is substantial and includes the following elements:

- It identifies the outcomes to which the project, an enabling environment, and the general context contribute;
- It identifies suitable indicators at all levels and how to measure them; and
- It considers both direct (education, health, families' livelihoods) and indirect (capacity building, general awareness, policy-related) effects.

4.2.1 Thematic Areas Covered by the OMF

USDOL common indicators have been incorporated directly into the E-FACE OMF. The selection of indicators also addresses the need to reduce the burden of data collection and ensure that data is useful for decision-making and performance management purposes.

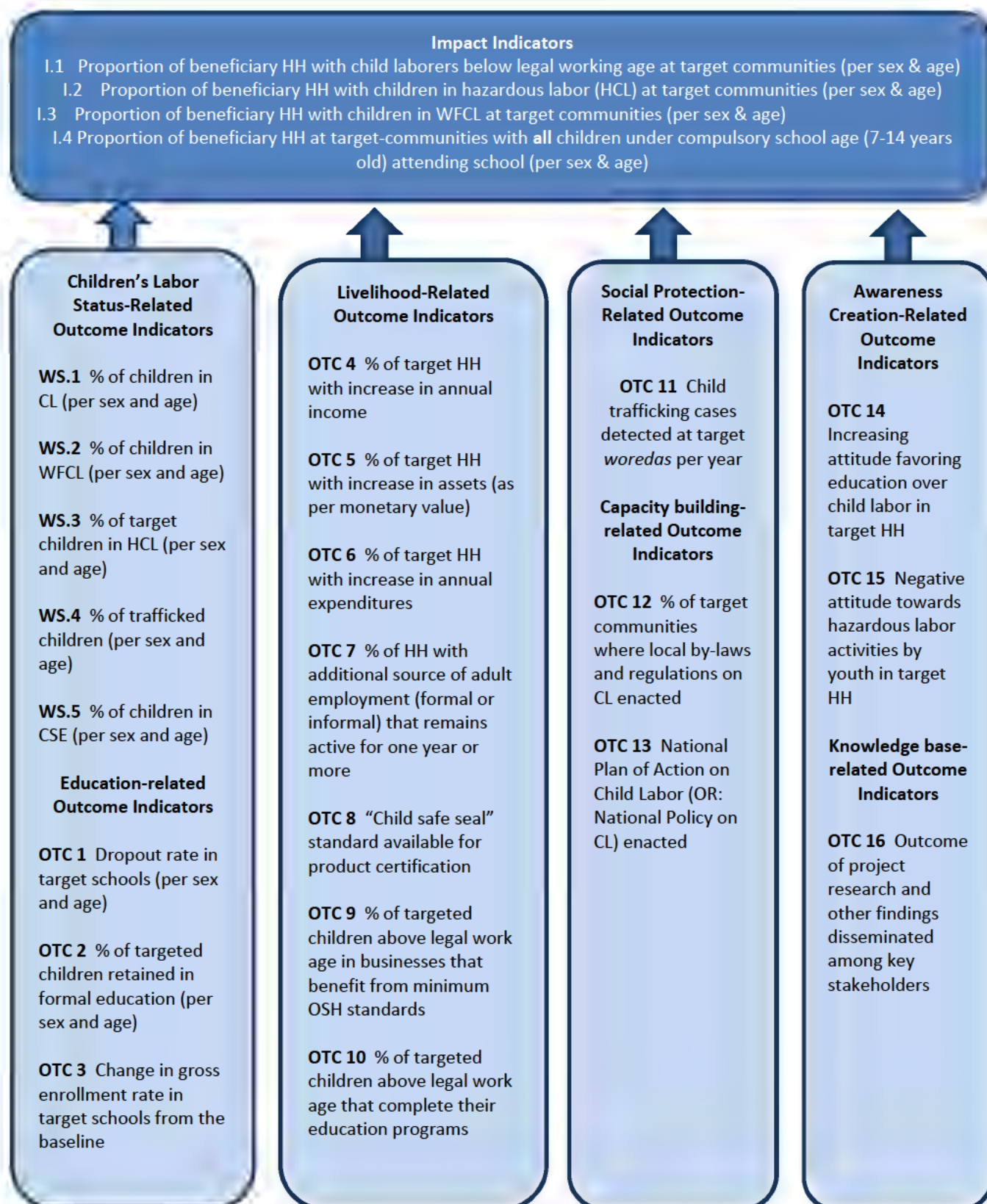
Diagram 5 summarizes the set of OMF indicators used to measure the project goal and objectives that are linked to programmatic areas identified in the E-FACE ToC. While OMF indicators provide a measure of progress at various levels (impact, outcome, and output), the diagram lists the project's impact and outcome indicators according to the key thematic areas:

- a. Child Labor (& Child Trafficking)
- b. Education

- c. Livelihood
- d. Youth Employment
- e. Social Protection
- f. Capacity Building
- g. Awareness Creation
- h. Knowledge Base

For more information on the rationale used in the selecting of indicators, please refer to Annex 5-C. The complete version of the E-FACE OMF and Codex (definitions of indicators) is found in Annex 4 and Annex 5-A.

Diagram 5: Impact and Outcome Indicators



V. ESTABLISHING A BASELINE FROM WHICH TO ASSESS THE PROJECT'S OUTCOME

5.1 Features of the Baseline Study

Baseline studies provide basic, initial information on the main features of a target population. A baseline may be defined as a collection of information on a set of indicators that describe the key characteristics of certain groups or situations at a given point in time, prior to the start of an intervention. A baseline study is an exercise to systematically produce, analyze and communicate the baseline.¹³

Baseline studies focus on a specific point in time before the intervention and capture a picture of the situation in which the project intends to help foster change. Therefore, in order to truly capture the initial value of the indicators, the baseline must be carried out prior to the project start.

Baselines can be used for multiple purposes:

- Targeting: Assist in the identification and selection of beneficiaries.
- Estimation: Provide statistically sound estimations on the incidence of CL in a certain area or sector.
- Measuring Change: Provide initial, baseline values for some of the indicators included in the OMF.
- Planning of Project Interventions: Collect contextual information that may be useful in understanding the causes of CL, planning project interventions, and serving as a starting point for some project monitoring activities.
- Impact Evaluation: In some cases, a baseline may capture information on impact indicators from children (and/or HH) that are going to be targeted by the intervention.

In the case of E-FACE, the following three criteria were used to establish the list of households eligible for inclusion in the baseline sample:

- a. Children aged 5-17 years that are engaged in any form of economic activity;
- b. HH engaged in PSNP; and

¹³ Some parts of this section are taken from: Javier Varela, ILO-IPEC, "Concept paper on baseline studies and baseline surveys in the context of impact assessment" 2011, unpublished.

- c. HH with a daily per capita income equivalent to less than USD \$1.25.

Complementary criteria for eligibility include:

- a. School enrolment status of all school aged children in a HH; and
- b. HH engaged in weaving activities with declining income.

Please refer to a detailed description of the E-FACE baseline sampling methodology in Annex 6 (Draft Inception Report on Baseline Survey, Section 2).

5.2 End line Study

As part of the comprehensive monitoring and evaluation arrangements, at a specific point before the end of the project, E-FACE will carry out an endline study (i.e. “repeated” or “follow-up baseline study”) on a sample of beneficiaries. This will allow for a comparative analysis on the situation of beneficiaries *before and after* the intervention, and to collect information on children’s situations regarding the expected outcomes of USDOL projects: a reduction in child labor rates, the elimination of the WFCL, and an improvement in children’s educational status and opportunities.

The endline study will also collect information on which interventions (i.e. educational, livelihoods and/or other-related) made a bigger contribution to these changes and about the remaining challenges that may affect the sustainability of these results.

5.3 Situational Analyses

The E-FACE Project includes not only interventions carried out on behalf of direct beneficiaries but also those aimed at strengthening legal frameworks, improving national policy, building-up institutional capacity, increasing awareness at all levels on the negative issues associated to child labor, and broadening the knowledge base on child labor.

Assessing the initial (“baseline”) situation in each of these areas allows subsequent repeated assessments to provide evidence of possible changes in the status due to the project’s action. This calls for using methodologies of a more qualitative nature. These qualitative assessments, to be carried out as needed, may be better described as (initial and end-of-project) *situational analyses*.

5.4 Baseline Tools Used by the E-FACE Project

The E-FACE baseline survey employs both quantitative and qualitative approaches. The baseline will use both primary and secondary sources (e.g. review of official documents and reports) for gathering relevant data. In the case of primary sources, the E-FACE baseline/endline tools will include the following:

- A questionnaire addressed to the head of HH (collecting data regarding HH composition and other features, children's work and educational status, HH livelihoods, adult opinion on CL and other relevant issues).
- A questionnaire addressed to children (collecting data regarding CL, education, OSH, perception on CL and education, and other relevant issues).
- A key Informants Interview Guide (addressing the issues of CL, child education, child protection structures in the community, the weaving sector, child trafficking, and a legal and policy framework). This tool will allow for in-depth interviews with relevant government line ministries, law enforcement bodies, employers, school principals, community leaders, non-governmental organizations (NGOs), target groups, bar owners, community-based organizations and others.
- A Focus Group Development Guide (addressing diverse CL and child trafficking-related issues). This tool will allow the program to collect qualitative data from relevant government line ministries, *woreda* and *kebele* level administration, law enforcement bodies, schools, NGOs, target groups (parents, children), community-based organizations and others.
- The physical observation of working children at the workplaces.

Please refer to the draft versions of the E-FACE baseline tools enclosed in Annex 7 (zip).

VI. THE MONITORING COMPONENT

Project results will be monitored primarily by using quantitative indicators that provide an indication of the program's progress towards its specific goal. Monitoring key indicators during implementation helps track performance, ensure that the proposed benefits are being realized, and allows for necessary adjustments to improve the intervention and its overall impact.

6.1 Types of Monitoring Carried-out within the CMEP

A Comprehensive Monitoring Strategy integrates the use of databases on the following categories:

- Implementation monitoring;
- Monitoring of OCFT common indicators;
- Tracking of beneficiary children's work and educational status;
- Service delivery monitoring;
- Monitoring of key outcomes (policy, capacity building, knowledge base, education, livelihoods, etc.); and
- Monitoring of contextual factors and other stakeholder interventions.

The following sections of the document describe the diverse types of monitoring. The role and responsibilities of project staff and partners regarding monitoring is described in section 8.1.

6.1.1 Implementation Monitoring

Monitoring the program implementation attempts to describe the process of transforming specific inputs into concrete outputs, its timeliness, and the relationship of project activities with those of other stakeholders. In other words, implementation monitoring investigates how and when outputs were delivered and the way in which project implementation was supported or hampered by external factors.

In the case of the E-FACE project, this kind of monitoring will include:

- The type of activities being implemented in the community (these activities may include trainings, school renovation and facility improvement, water supply, HH level input support and other relevant activities);
- Progress against plans and budget;

- Contributions toward project outputs and outcomes;
- Participation of stakeholders in the project implementation process; and
- Sustainability of project activities.

6.1.2 Monitoring of OCFT Common Indicators

OCFT has a required set of common indicators for external reporting across all OCFT programs (three mandatory common core indicators, and seven additional required indicators designed to capture more specific information about various aspects of a project's work in the areas of education and livelihoods).¹⁴

The core indicators address the number of children at risk of or working in child labor who are provided educational services (indicators E.1 to E.4), the number of families given livelihood services (indicators L.1 to L.5), and whether or not the project has increased the country's capacity to combat child labor (C.1).

The E-FACE project incorporates OCFT common indicators as part of its Outcome Measurement Framework, along with other project-specific indicators.

6.1.3 Tracking of Children's Work and Educational Status: Use of a Database Monitoring System (DBMS)

Reliable monitoring and accurate reporting of direct beneficiaries' work and education status is a key component of USDOL's strategy to demonstrate that real advances can be made in combating child labor around the world. The E-FACE project will periodically follow-up on the work and education status of all direct beneficiaries throughout project life. The DBMS will be used as a means to electronically track and store data on children and households.

Monitoring target children will allow the project to collect data on:

- The child's presence in the area;
- Child's school attendance;
- Health conditions of the child;
- Benefits provided to the child by the project;
- Child's Work status/conditions; and

¹⁴ Please see: USDOL OCFT Companion Guide on Common Indicators (Indicator Instructions-unpublished, February 2012)

- Benefits rendered to the child's HH.

The above information will be collected at community levels and feed directly into the project's monitoring systems. This kind of monitoring will be done by members of the CPCs and volunteers at the village level, as well as by E-FACE field staff, called Community Development Workers (CDW). In order to facilitate monitoring and reduce the burden it causes on these volunteers, a fixed number or *caseload* of children will be assigned under each volunteer child caretaker. This number will be fixed based on the context of each *woreda*, but is expected not to exceed 30 children per volunteer.

Children will be monitored at home, at school and at the workplace. Visits will be carried out by community promoters on a quarterly basis. The first and the third visits in the year will be done at the child's home, and the second and fourth visits will be done at schools. For children working in weaving workshops, the visits will be done at the workplaces instead of the schools, unless the child is working at home and there is a need to do it at home, since the livelihood components of the project target the place of business and not necessary the households of these working children. When the children are visited at home, this will give a good opportunity to monitor the child's household.

The project's DBMS will be used as a quality assurance tool (please refer to Section 7.2.3) in order to validate whether services are effective in withdrawing or preventing children from labor, and protecting children (above legal work age) in their workplaces.

6.1.4 Service Delivery Monitoring

Service delivery monitoring documents the delivery of project outputs, mainly of those provided to direct beneficiaries, but also those related to improving institutional capacity at different levels, modifying social perceptions on child labor, and/or increasing knowledge with regard to specific child labor-related issues.

E-FACE CDWs will work closely with *kebele* administration (KA) and village level SCs/child monitors in order to follow-up on educational, social protection and other services provided to beneficiaries. School teachers and principals will provide information regarding child attendance

and interventions at schools. MEDA staff will monitor the implementation of livelihood interventions in all target areas.

6.1.5 Monitoring Key Outcomes

Parallel to monitoring service delivery, E-FACE will follow-up on the “intangible” project achievements or medium-term *outcomes* which are key for the sustainability of project results. These refer to issues such as improvements in policy making, the improvement of educational quality in schools, the development of institutional capacity to combat child labor at the local or national level, and the development of an enabling environment (regarding the legal framework, knowledge base and/or the population’s attitudes toward CL and education) that may lead to changes in child labor at the national, district or community level. Key outcomes of a project also include changes in the living conditions of families and children which may help reduce children’s involvement in labor and support the sustainability of attitude changes.

The E-FACE M&E Specialist, Project Coordinators and Project Facilitators will monitor these issues on an annual basis.

6.1.6 Monitoring Contextual Factors and Interventions of Other Stakeholders

Diverse economic, political, social, cultural, ecologic, institutional and other factors linked to the context in which a project is implemented may have an important (negative or positive) effect on the outcome of a project.

In the case of E-FACE, several contextual factors have been identified as relevant and will be monitored, such as: changes in policy and law; changes in government office structure and responsibilities; the availability and price of inputs in the agriculture and weaving sectors; and the existence of social safety net programs, among other issues. Information on these factors will be collected by the M&E Specialist at regular intervals (yearly or every six months) throughout the project’s lifetime. Likewise, it is important to keep track of the results of other interventions being carried out by third parties in the same geographic areas/population, in order to assess the relationship between these results and those of the E-FACE interventions.

6.2 Organization and Procedures of the E-FACE Monitoring System

This section of the CMEP provides practical information with regard to the process of data collection, analysis and restitution of information. It establishes the frequency, means, sources and

responsibilities of data collection activities at all project levels, and it summarizes the various databases and tools used to collect information on indicators as well as how this information will be handled and stored. This section also states the frequency and responsibility of data analysis and restitution of information for the management team, which allows for timely follow up on the project's progress toward achieving its objectives.

Diagram 6: Elements of the E-FACE Monitoring System Described in this Section



6.2.1 Specific Information Sources for the E-FACE Monitoring System

The monitoring system will periodically draw its information from diverse sources (e.g. records from IAs, studies from government bodies, and project administrative records, among others) in order to follow up on the various indicators stated in the project's OMF. Information from primary and secondary sources will be used to establish baseline data as appropriate. Data will be collected through regular project monitoring activities, surveys, and by qualitative data gathering as needed. Specific data sources are listed in the OMF with the corresponding indicators.

The following chart summarizes the various sources of information to be used for project monitoring (and evaluation), based on the diverse types of indicators considered.

Chart 3: Information Sources Per Type of Indicator and Frequency of Data Collection

Type of Indicator	Source of Data	Detail of Specific Sources	Frequency of Data Collection
Inputs	IA administrative records	DIP (detailed implementation plan), purchase records, input	Weekly, Monthly

		distribution formats	
Process	Project records & reports on implementation of interventions	- Weekly reports - Monthly reports	Weekly, Monthly
Outputs	- IA databases - IA monthly reports	- Monthly implementation reports - Review meeting records - DBMS reports	Monthly, Quarterly, Semi-annually
Outcome	- Analysis of project databases - Government institutions records and reports (MOLSA, ME, etc.) - Local administration records (districts, municipalities, zonal and regional records)	- Project data base - Mid-term evaluation report - School, education office, police, Ministry of Women, Children and Youth Affairs (MWCYA) records	Semi-annually, Annually, Mid-project life
Goal Level	- Baseline and endline study database and reports - Mid-term and final project evaluation reports	- Baseline survey report - Project evaluation report	Beginning and end of project
Context Indicators	- Government institution records and reports (MOLSA, MED, MARD, MWCYA etc.) - Local administration records (districts, municipalities, zonal and regional office records) - National Statistics Institute studies - Reports/information from other implementers (NGOs, etc.)	- Ministry of Agriculture and Rural Development (MARD) report on PSNP and HABP - CSA report "Negarit" newspaper articles - Periodic reports	Monthly, Semi-annually, and Annually
Beneficiary Tracking (DBMS)	- IA records - School attendance records - CLMS records	- DBMS (data base monitoring system) - Monthly reports - School reports	Monthly, Semi-annually

6.2.2 The Data Collection Process

6.2.2.1 Assigned Areas of Operation and Responsibility

The E-FACE project is implemented in three zonal areas under two Ethiopian regional states: Gamo Gofa and Wolaita zones from Southern Nations Nationalities and Peoples Regional State, and five *woredas* from Addis Ababa City Administration. The three E-FACE implementing agencies will collect data on intervention-related indicators as well as context-related indicators in their assigned areas of operation, as per the following chart.

Chart 4: IA's Geographical Areas of Operation

Area	Implementing Agency
Gamo Gofa Zone	
A/Minch	WVE and MEDA
A/MinchZuria	WVE and MEDA

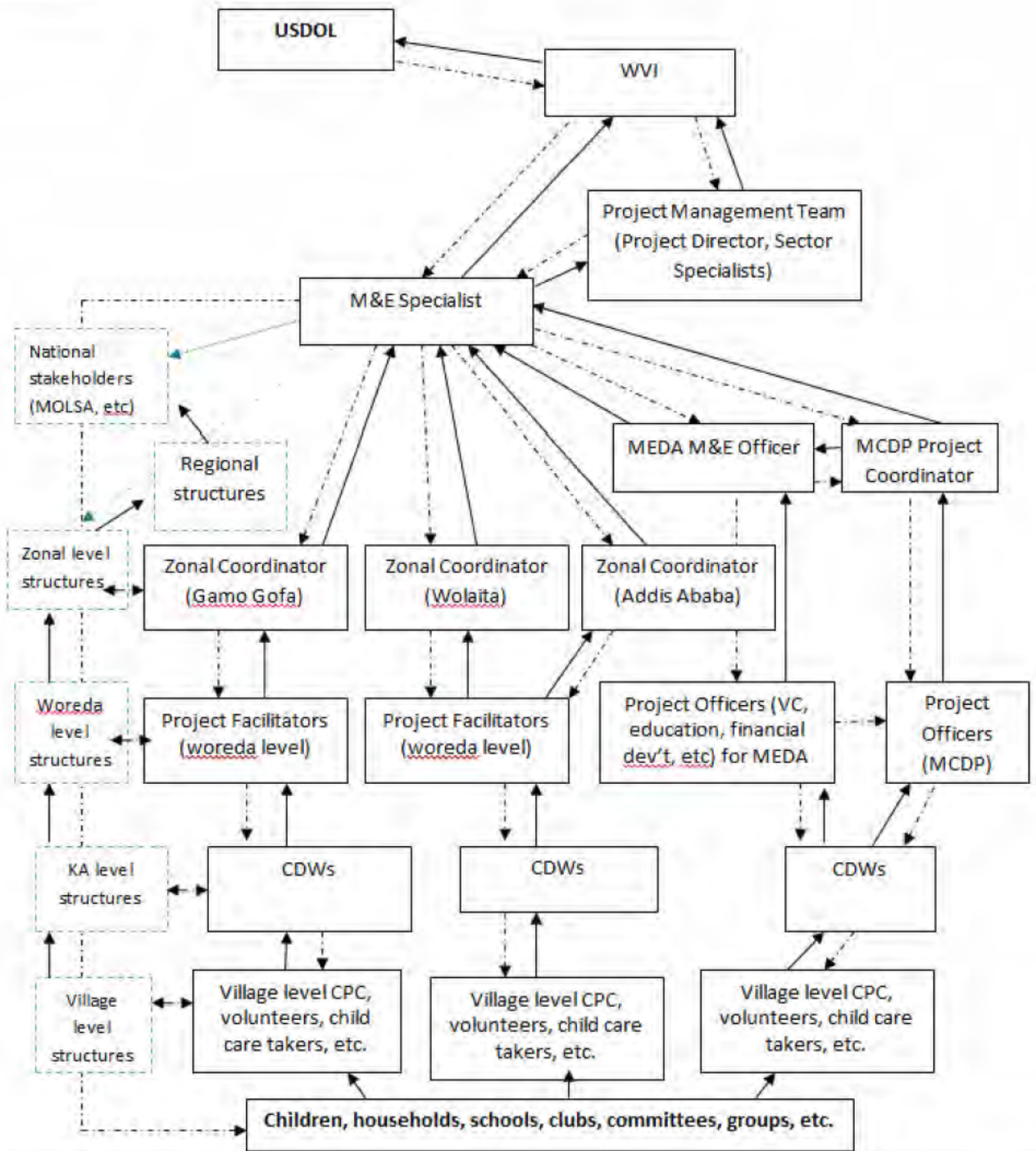
M/Abaya	WVE and MEDA
Chencha	MCDP
Dita	MCDP
Wolita Sodo Zone	
Humbo	WVE and MEDA
Sodo Zuria	WVE and MEDA
Sodo Town	WVE and MEDA
Damot Gali	WVE and MEDA
Addis Ababa	
Woreda-1	WVE and MEDA-MCDP
Woreda-2	WVE and MEDA-MCDP
Woreda-3	WVE and MEDA-MCDP
Woreda-5	WVE and MEDA-MCDP
Woreda-6	WVE and MEDA-MCDP

Those responsible for data collection are the CDWs of each IA, selected volunteers of the community CPCs, IA technical staff/facilitators at the *woreda* level, and zonal coordinators (please refer to Section 8.1 on the specific responsibilities of each staff and community structures). The M&E Officers at the IA National Offices (NOs) will also collect, refine and analyze the data to give feedback as to whether objectives are on track. The collection of data will be carried out periodically as indicated in the OMF and as per the DCP. The project's M&E Specialist will coordinate and follow up on the whole process.

6.2.2.2 Levels of Data Collection

Children will be monitored at home, at school and at the workplace. The members of CPCs, volunteers at the village level, and the project's CDWs will have primary responsibilities for the monitoring activities. Monitoring and validation will take place along the structures depicted in Diagram 7.

Diagram 7: E-FACE Project Information Flow, Verification and Feedback



Keys:

	Information flow and reporting
	Technical support/feedback
	Information exchange

	Government structures
	Periodic report/project update

a. Community Level

Data collection starts at the village level by CPCs and CDWs. Community level information includes information on the children's work or labor status, their presence in the area, the supports provided to them, and the benefits delivered to their families.

b. School and Vocational Training Center Level

Schools and training centers provide information on children's school attendance, grade levels, school performance, the status of school facilities and the performance of PTsAs in preventing child labor. Information on child clubs that work on child protection and awareness will be collected from schools.

c. Household Level

When the children are visited at home, this will give a good opportunity to monitor the child's household. Hence, household conditions and interventions will be observed while visiting the child at home.

d. Workplace/Employer Level

Working children will be visited at the workplace frequently by CPCs, CDWs, project officers and M&E officers. Youth conditions and OSH issues will be observed and reported accordingly.

e. Institutional Level

Information on the capacity of institutions in preventing child labor and mainstreaming child labor issues in their programming will be collected from institutions at the KA, *woreda*, zonal and regional offices. The project CDWs, project facilitators, project coordinators and sector specialists collect institutional capacity information. Moreover, quarterly review meetings create opportunities to review the progress of project implementation and improvements in institutional capacity.

The WVE M&E Specialist and the MEDA and MCDP M&E Officers conduct monitoring at office and project sites. The WVE M&E Specialist is responsible for the global functioning of the M&E system and the M&E Officers of the other IAs send their respective reports to him.

6.2.2.3 Frequency of Data Collection

Data collection will occur at various intervals according to the frequency established for each indicator in the project's OMF (please refer to the project's OMF in Annex 4).

6.2.2.4 Data Collection Tools

The main templates that will be used by project staff, IAs and others to register and report information related to project indicators will be provided by the grantee, World Vision, in close consultation with the sub-grantees, MEDA and MCDP. The information to be collected can be categorized as either beneficiary-related data collection or intervention-related data collection.

The templates will be ready after completion of the CMEP. Some of the proposed draft templates are included in Annex 8. The following forms will be developed for project use:

Chart 5: Summary of Data Collection Tools

Tool	Purpose
Form 1: Target Beneficiary Register and Monitoring Forms	It will be used to register the target beneficiaries every year for children, youth (children above legal work age) and HH. This helps track the beneficiary from the first year until the end of the project and it can also be an input for the project data base. Data will be accumulated by the M&E Officer every quarter at the head office level and every month at district level and at the community by the IAs. Some parts of the intake forms are used as monitoring tools to collect beneficiary data every quarter for children, and every six months for youth (working age children) and HH.
Form 2: List of Major Interventions	It will help to track all the activities that are planned for an intervention in the community. It will include all the activities for the intervention parallel to the number of beneficiaries in the respective intervention areas, i.e. in all 12 <i>woredas</i> . This is the DIP prepared for each <i>woreda</i> .
Form 3: List of Key Indicators (Indicators Tracking Form)	This form tracks the indicators in the OMF with indicator tracking tables or forms every six months. It will include all types of indicators used in the E-FACE project (inputs, outputs and outcome indicators). It will cover both USDOL common indicators and project specific indicators. A draft of ITF is attached in Annex 8 (it will be finalized after the completion of the CMEP).
Form 4: Implementation Status Monitoring	This matrix will be used to monitor the activities to be accomplished by each IA. Each IA needs to have their own monitoring tables in order for their technical staff to ensure that the planned activities are being done according to the detailed implementation strategy. A monthly plan vs. accomplishment tracking table will optionally be used for this; it will be derived from the DIP.
Form 5: Most Significant Success Stories Documentation/Impact Story Tool	This matrix will mainly be used to establish qualitative impact and change. It documents stories of beneficiaries where the interventions bring change into their lives. It gives a snapshot of results achieved from a qualitative point of view.
Form 6: Training Evaluation Tool	This matrix will be used to determine the effectiveness of training activities on the capacity of partners and the ultimate impact on the clients. Evaluation of the trainings and assessment of learning are valuable components of M&E systems.

6.2.3 Data Quality Review

For the E-FACE project, monitoring information starts at the village level (CPCs and volunteers) and is then reported to CDWs. The CDWs work together with the CPCs in registering beneficiaries. At this stage, the CDWs check the information for consistency, reliability and quality through actual verification visits to beneficiaries.

The CDWs will visit at least 10% of their assigned beneficiaries (at households and schools) on a quarterly basis, and will spot check information on the benefits they receive. They will also verify the work and education status of beneficiaries. CDWs will check and validate the data by visiting the schools, meeting the beneficiary children and their families meeting teachers, attending training sessions provided to the families, and monitoring commodities in warehouses, etc.

This data will then be reported to Project Facilitators, who work closely with *woreda* SCs, and they will spot check and verify 1% of their assigned beneficiaries on a six-month basis, including children's work and education status, before submitting a report to the Zonal Coordinators.

The Zonal Coordinators will also spot-check 1% of their assigned beneficiaries on a six-month basis before submitting the report to the NOs. Both WVE and implementing sub-grantees will follow the same procedure. Each type of intervention (output related) should be spot checked in each zone (with 3 zones in total) at least once a year. The effective sample size will be agreed upon in advance every six months by WVE and IAs.

The frequency, size of samples, and staff persons responsible for collecting data are presented in Chart 6.

Chart 6: Monitoring and Validation Activities Per Type of Staff

Institution/ Staff	Monitoring/ Data Aggregation and Data Validation Functions per Type of Staff		Detail of data Quality Verification per Type of Staff		
	Average Caseload	Staff Role	Sample for Spot Check	Frequency of Spot Check	Level of Spot Check
M&E Specialist (WVE)	All beneficiaries	Consolidate data (Project level) & report	As needed	Semi-annual	Multi-zone
M&E Officers (MEDA, MCDP)	Variable	Spot check data	As needed	Semi-annual	Zone
		Office-based check of data for consistency		Based on data inconsistencies	
		Consolidate data (zone) & report			
Project Coordinator (WVE) Project Manager (MCDP)	3,000 - 4,000	Office-based check of data for consistency	1%	Semi-annual	Zone
		Analyze data	(50 cases per PC on average)		
		Consolidate data (per zone)			
Project Facilitator (WVE, MCDP)	1,000	Aggregate data (<i>woreda</i> level)	5%	Semi-annual	<i>Woreda</i> - based
		Data entry	(64 cases per PF on average)		
		Spot check data quality			
Project Officer (MEDA)					
Community Development Worker (reports to Proj. Facilitator/Officer through KSC)	1,000	Spot check data on children/HH (collect HH info for data validation)	10%	Quarterly	<i>Kebele</i> -based (several communities)
		Aggregate data (<i>kebele</i> level)	(100 cases per CDW average)		
Community Protection Committees	270	Collect data			Community- based (village)
Volunteers	30				

The MEDA M&E Officer, MCDP Project Coordinator and WVE M&E Specialist will spot check on a six-month basis for inconsistencies detected in the reports from Zonal Coordinators and other members. Likewise, they will carry out independent verification of data that may not have been spot checked by other reporting levels.

Main areas for verification in the field include: roll out and features of project activities, existence of commodities in the warehouses, characteristics of training activities, features of child protection activities, implementation of the CLMS, and random checks on the data collection process of the DBMS.

6.2.4 Data Aggregation and Analysis

The M&E Specialist will manage the data collection process and will provide support to ensure that the procedures are functioning as expected with regard to data collection and the databases used to store project-related information. An Access or Excel database system will be established by WVE to process all project information.

Data will be aggregated and analyzed at each level of the monitoring chain in order to ensure its consistency, as per the detailed description in Chart 6 above. The E-FACE M&E Specialist will have the ultimate responsibility for consolidating the project information and will establish how data will be disaggregated for analysis, geographically (e.g. by country, district, community, IA, etc.) and by key criteria (e.g. by sex, age, work activity). To the extent possible and as relevant, project data should be disaggregated by sex, age group, intervention, and location.¹⁵

The M&E specialist will provide training and technical backup to the process at NO level by providing monitoring formats, tools and checklists to the monitoring team. Zonal Coordinators and Project Facilitators will provide similar backup to their respective staff at the corresponding level.

6.2.5 Critical Reflection and Feedback for Implementers

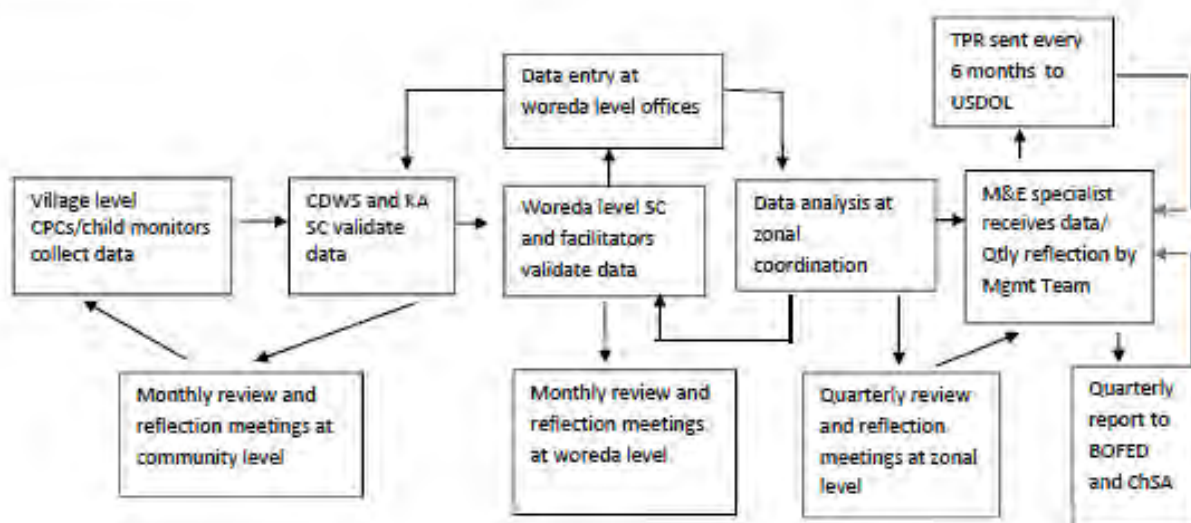
There will be quarterly review and reflection meetings with stakeholders, including both implementers and government structures. As part of the reflection and review process there may be additional field visits to children, households and intervention sites like schools, workplaces and CPCs. Discussion with stakeholders will help in assessing information on project progress.

¹⁵ Disaggregation of data for each of the OCTF indicators is described in the OMF and TPR reporting sheet (Annex C), according to USDOL guidelines on Common Indicators.

The review meetings will be conducted at KA, *woreda*, zonal and national levels with the participation and facilitation of project staff. Members of the NO team will be part of these review and reflection sessions in order to have firsthand information on how the implementation is going, to what extent the project is achieving its objectives, and how key indicators are being tracked. When the M&E Specialist does not participate in these meetings, Project Coordinators will have the responsibility to share the outcomes of these meetings with the M&E Specialist and Project Director.

The monitoring teams at the various levels will periodically hold a critical reflection session as per Diagram 8.

Diagram 8: Links Among the Data Collection, Validation and Feedback to Implementers



Reflection processes not only contribute to making the project interventions efficient and effective, but build the capacity of project stakeholders at local level. Thus, they contribute to project sustainability by improving the managerial capacity of local communities.

6.2.6 Reporting

Reporting on project results is one of the major functions to which monitoring contributes.

There are three main reporting formats that will be used by E-FACE. The first one is the Technical Progress Report (TPR) for reporting to USDOL; the second is for reporting to government stakeholders including the Charity Civil Society Organization and the Bureau of Finance and Economic Development (BoFED), and the last one is for internal reporting purpose as requested by the grantee. In the case of MEDA and MCDP (IAs), they will report to WVE on the basis of a format developed by the grantee.

Internal reporting will be conducted on a monthly basis within each IA, and sent quarterly to WVE. The Charity and BoFED reports for the government require an update of accomplishments every quarter. These reports are usually in Excel formats with little to no narration.

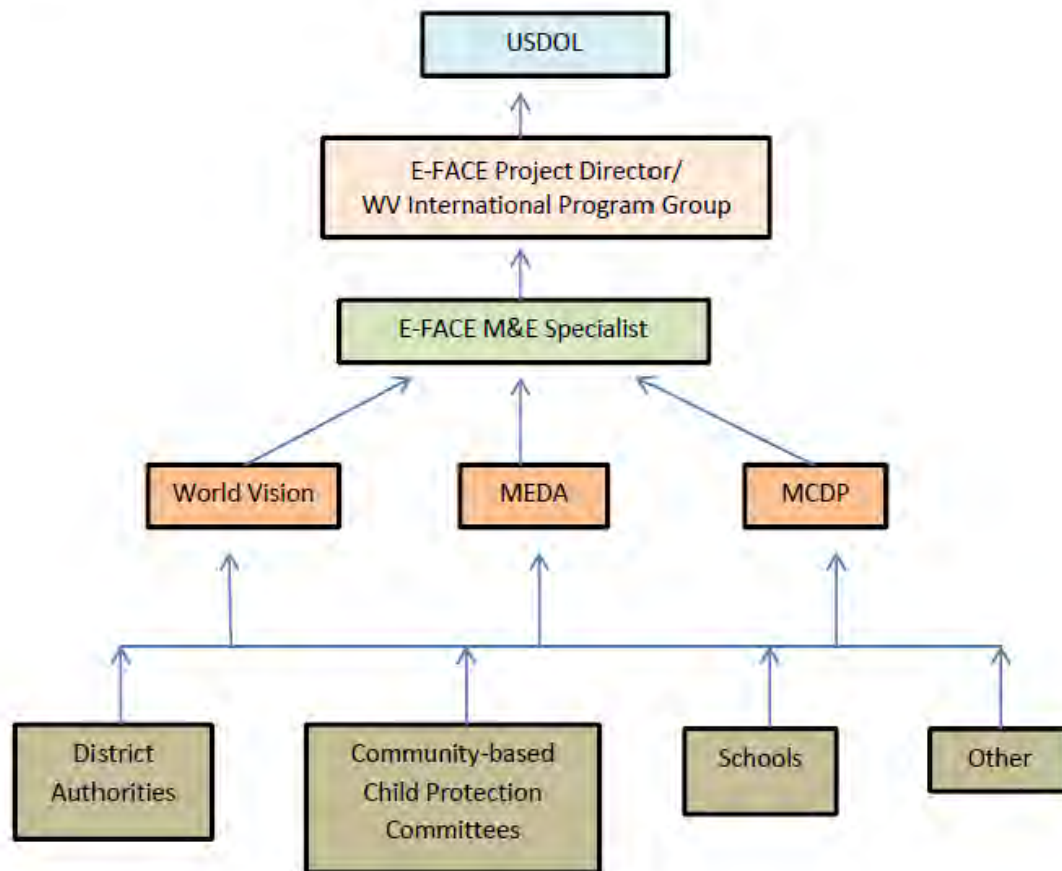
The project will electronically submit TPRs to USDOL twice a year, specifically by April 30th and October 31st.

These reports will be sent to USDOL and provide a summary on the project's progress towards its intended results. The report will contain USDOL common indicators¹⁶ in the standard reporting table (an MS Excel Monitoring Spreadsheet, provided by USDOL), as well as their targets, and actual numbers achieved. The project will also report performance against other required indicators and their associated targets stated in the OMF. The proposed reporting form may be found in Annex 9.

As shown in Diagram 9 below, IAs will provide specific information to the E-FACE M&E Specialist on all needed indicators as well as the educational and work status of direct beneficiaries. The M&E Specialist will consolidate and analyze the data at project level and turn it into a report. The role of IAs in reporting children's situations will be supported as needed by the staff of local authorities and community-based organizations.

¹⁶ Pursuant to USDOL's common reporting requirements, there are three common core indicators that all newly-funded projects are required to report to USDOL. The core indicators address the number of children at risk of or working in child labor who are provided educational services; the number of families of those children given livelihood services; as well as whether or not the project has increased the country's capacity to combat child labor. Supplemental to these three common indicators, where applicable, projects will report on up to seven additional required indicators designed to capture more specific information about various aspects of a project's work in the areas of education and livelihoods.

Diagram 9: Information Flow in the Reporting Process



6.3 Strengthening the Capacity for Effective Monitoring and Evaluation at Various Levels

6.3.1 Support for the Enhancement of National M&E Capacities and Linkage to the Country's Knowledge Base on Child Labor

The M&E framework will contribute toward improving the knowledge of stakeholders at the local, regional and national level by supporting their efforts to prevent child labor in a sustainable manner. As part of its efforts to toward institutional capacity building, the project will work closely with MOLSA in order to strengthen the various agencies working on combating child labor from the local to national level. The National Project Steering Committee (NPSC), to be led by MOLSA, will play a significant role in monitoring project implementation, creating sustainable space to discuss improving knowledge on child labor, and placing empowered staff that strive for change. The research supported by the project will be widely disseminated in order to enhance the national knowledge base.

Likewise, monitoring methods and systems used by the project will be shared with national and regional authorities in order to promote ownership. The training of labor inspectors will help strengthen government capacity to register, systematize and address cases of child labor. Workplace monitoring will increase employer knowledge of child labor regulations and will encourage them to abide more strictly to national law. The participatory reflection and review meetings organized by E-FACE at the local and national level will also contribute to the national knowledge base through the practical exercise of analyzing the implementation of a project to combat child labor.

The diverse project elements (such as field guides, a labor inspector guide, field implementation manuals, the inclusion of child labor in the education curriculum and the monitoring system implemented from community to *woreda* level) will contribute toward enhancing the national knowledge base on combating child labor.

6.3.2 Training of Staff and Community Monitors

As part of the capacity building activities for implementing comprehensive monitoring, the M&E Specialist will train CPCs/monitors, CDWs, facilitators and coordinators on monitoring procedures, beneficiary tracking and data collection forms.

Training at the local level (community and government structures) will be provided for the following participants:

- Volunteers and SCs; and
- *Woreda SCs*.

The contents of this training module will include:

- The contents and use of intake formats;
- Systematic beneficiary monitoring and reporting;
- Roles and responsibilities of these bodies; and
- The outputs expected from them and from the project implementation.

A volunteer replacement list will be established in each CPC in case of the dropout of project monitors. Refreshment courses on M&E will be organized for volunteers, including replacements,

as needed. Incentives (e.g. *per diem* during training, work materials, performance awards, etc.) will be provided for volunteers in order to ensure their continuous commitment to data collection.

Training for E-FACE project staff and consortium members will be provided for the following participants:

- CDWs of each community;
- Project facilitators of each target *woreda*;
- Project officers of consortium members;
- Zonal project coordinators; and
- Sector specialists.

Training contents will include:

- Beneficiary screening and the formats to be used;
- Lines and responsibilities of monitoring;
- OMF and results chain;
- M&E strategy; and
- DBMS (i.e. what kind of information needs to be tracked and what type of reports may be obtained from the system).

The capacity of those involved in monitoring will be improved not only through training but also by making the monitoring process practical and participatory.

VII. THE EVALUATION COMPONENT

7.1 Overview

A Comprehensive Evaluation Strategy (CES) is focused on the rationale of a project's design (e.g. its ToC). It aims to assess whether the variety of factors identified in the ToC contributed effectively to a reduction in child labor and whether if the approaches of project interventions were sufficient in attaining the project objectives.

In the case of E-FACE, the evaluation strategy is comprised of the following elements:

- A before/after assessment of the prevalence and features of CL in the target population, and of key factors and issues related to the project's ToC;
- Implementation evaluations, such as an interim internal implementation review and an end-of-project independent evaluation; and
- Other qualitative studies (the nature of which is to be determined) in order to assess the effects of the project in specific areas.

7.2 Before/After Study

As described in Section V, the project will conduct a comprehensive baseline survey to determine the situation in beneficiary households with regard to child labor, child education and other variables. The baseline study will cover areas and issues such as household composition, the features of household livelihoods, the features of children's labor and education, the opinions of parents on CL, community awareness on CL, institutional capacity in combating CL, conditions of working children and workplace hazards, opinions of employers, status of school facilities, factors contributing to child trafficking, features of child labor sectors in each *woreda*, and related issues.

With regard to evaluation, the baseline data will serve as the basis on which to assess the outcome of the project after four years. This will be done through an endline study, using tools similar to those of the baseline study. The baseline and endline studies will be conducted by a consultancy firm. The M&E team will facilitate and follow up on the baseline process (please refer to details of the baseline study in Annex 6).

7.3 Implementation Evaluations

Implementation evaluations aim to assess the consistency of project implementation with regard to project design, the relevance of the project's response with regard to the issues it aims to address, the efficiency in the implementation of the response and use of resources, the effectiveness of project interventions and the sustainability of its results.

Implementation evaluations are usually carried out at an interim moment of project life and toward the end of the project. Interim and final evaluation methodologies will be designed in coordination with the donor and will include a review of project documents (including plans, monitoring reports, research and evaluation reports, and other), field observations of schools and work environments, interviews with beneficiaries, focus group discussions with stakeholders, and key informant interviews, among others.

7.3.1 An Interim Internal Implementation Review of Monitoring Information and of the Project Implementation Process

The interim internal implementation review will evaluate which interventions appear to be promising in improving households' living conditions and reducing child labor, as well as which strategies may contribute to the sustainability of project efforts. This should allow the project to forecast the possibilities of attaining its overall targets by the end of project life, as well as to recommend corrective action to improve project delivery. Thus, the interim evaluation will provide the opportunity to make adjustments in the project activities and strategies during the remaining implementation period.

This review will be conducted about two years after the start date of the project, in the first quarter of FY 14 (October – December 2013). The review will be carried out by project staff with support of a consultant. Key local stakeholders and USDOL representatives will participate in this review, and contribute toward enriching the understanding of project implementation, achievements and challenges up to that date.

7.3.2 End-of-Project Independent Evaluation

An end-of-project independent evaluation, to be carried out during the last quarter of the project's life, will take into account the cumulative information from the monitoring system, the interim internal review, the results of the endline study/repeat baseline, and the results of qualitative sub-studies carried out by the project.

The aim of this evaluation will be to provide information on the outcome of the project in terms of the efficacy and efficiency in attaining its objectives, the quality of project implementation, and the sustainability of its results. It will also validate the contributions toward the theory of change that may exist at different levels (such as national efforts regarding policy and capacity building, contextual factors, the E-FACE project interventions, and other).

To this end, the evaluation will collect evidence on the changes that occurred in the lives of the target children, households and communities, as well as assess the changes that occurred in the institutional capacity at regional (*woreda*) and local (*kebele*) levels, to which the project may have contributed. It should also allow for learning with regard to interventions that may have external validity and possibilities for replication, and should help identify good practices in project implementation.

In support of USDOL's encouragement to promote transparency and public disseminate project results, all studies, survey instruments and data collected using OCFT funding will be made publicly available.

In addition to the evaluations mentioned above, the Ethiopian government requires mid-term and final participatory evaluations to be undertaken by designated sector offices. BoFED will coordinate these evaluations and pertinent stakeholders and offices will participate in the process. These mid-term and final evaluations are included in the agreements between IAs and the government.

VIII. MANAGEMENT OF THE MONITORING AND EVALUATION SYSTEM

8.1 Monitoring and Evaluation Roles and Responsibilities

Comprehensive monitoring and evaluation aims both to demonstrate change/impact as well as to identify interventions that lead to change, documenting why and how this occurred. In order to do this, the monitoring of the planned sequence of key activities should be actively incorporated into project implementation so as to provide feedback to management for the periodic review of project implementation and evaluation. This in turn will serve to facilitate the application of a results-based management (RBM) approach in project implementation. In this respect, the different components of the CMEP allow the project to gather information that helps them understand whether the interventions are being implemented as planned and to explain the reasons for any change in implementation.

The continuous updating of databases by the M&E Specialist and the timely communication of monitoring information to the project management team will be crucial for a successful M&E function. However, while these will become continuous tasks, the cumulative monitoring information will be especially useful during the internal mid-term implementation review, as well as during the independent final evaluation which will be carried out toward the end of the project.

The roles and responsibilities of project partners and members are described as follows.

8.1.1 Project Members

8.1.1.1 World Vision

Along with creating and maintaining the central DBMS and organizing independent evaluations, WVE is responsible for monitoring the labor status of 16,000 direct beneficiary children and their families. The following is a description of the M&E tasks assigned to relevant positions within the organization.

a. The Monitoring and Evaluation Specialist

The M&E Specialist will lead the overall M&E process of the project. This staff person will establish an M&E framework and system that integrates data collection, analysis, verification, validation and centralization of the performance indicators. The M&E Specialist will develop training materials

and an M&E procedural manual to be used as reference for the project implementation agencies/teams.

The M&E Specialist will also coordinate the project information needs, provide technical assistance for IAs, and compile program data (e.g. DBMS-related data and other), as well as develop and implement a data quality control strategy at all levels of the monitoring chain. The M&E Specialist will establish the way data will be disaggregated geographically (by country, district, community, IA, etc.) and by key criteria (sex, age, work activity). To the extent possible and as relevant, the data collection and analysis of indicators should be disaggregated by sex, age group, intervention, and location.¹⁷

The M&E Specialist will ensure that data is produced, available and disseminated in a timely manner in order to improve the efficiency and effectiveness of project implementation. This includes disseminating information and project results to the broader public, contributing thereby to transparent communication on the project. Based on the targets set and activities planned for each period, the M&E Specialist will provide feedback to project management on key information useful in the decision making process. This will allow management to periodically review the progress achieved, identify problems in planning and/or implementation and make adjustments to project's rollout.

The MEDA M&E Officer and MCDP Project Coordinator assume a similar function as the M&E Specialist within their respective IAs.

b. Project Coordinators

The role of the WVE Project Coordinators is as follows:

- Coordinate the overall implementation and monitoring of activities under their respective *woredas*;
- Hold regular (monthly) visits to the *woredas*;
- Compile, review and analyze zonal level data, give feedback to respective *woredas* and report this information to the NO (M&ES), and

¹⁷ Disaggregation of data for each of the OCTF indicators is described in the OMF and TPR reporting sheet (Annex C), according to USDOL Guidelines on Common Indicators.

- Coordinate zonal level quarterly review meetings with government offices.

The MCDP Project Manager assumes a similar function in MCDP's assigned area.

c. Project Facilitators

The WVE Project Facilitators will conduct the following actions:

- Work closely and hold regular (monthly) meeting with *woreda* level CPCs;
- Participate in validation of data from target KAs at *woreda* level;
- Encode verified data on DBMS and send to zonal project coordinator; and
- Make home visits to beneficiaries.

The MCDP Project Facilitators and MEDA Value Chain and Financial Services Officers assume a similar role as the above in their assigned areas and sectors.

d. Community Development Workers (CDWs)

The WVE CDWs will:

- Work closely with KA and village level SCs and child monitors;
- Ensure child and HH beneficiaries are provided with necessary packages;
- Contribute to the validation of data from the village level at the KA level;
- Facilitate and hold bi-weekly review meeting with the KA level SCs;
- Make visits to HH of target children to verify data collected;
- Participate in data collection from schools and children;
- Oversee all education and social protection activities in their respective target KAs; and
- Participate in the annual child data updates for children in their respective target KAs.

8.1.1.2 Sub-Grantees (Implementing Agencies)

As mentioned in the above sections, MEDA and MCDP will mirror some of the WVE M&E activities within their respective project locations. Staff persons that are responsible for these roles within MEDA include the M&E Officer and the Value Chain and Financial Services Officers, and those

responsible within MCDP are the Project Coordinator, Project Manager, and Project Facilitators. In addition, these organizations are responsible for the following functions.

a. MEDA

The structures, roles and responsibilities for MEDA are similar to those described above for WVE. In addition, the MEDA staff will conduct the following activities:

- Collect, review and analyze data for the 3,250 children targeted by MEDA, and submit it to appropriate NO E-FACE management structures; and
- Monitor the results of project *livelihood interventions* for 7,000 HH.

b. MCDP

The structures, roles and responsibilities for MCDP are similar to those described above for WVE. In addition, MCDP will:

- Collect, review and analyze data for the 4,000 children targeted by MCDP, and submit it to appropriate NO E-FACE management structures.

8.1.2 Community-Based Structures

8.1.2.1 Village Level Child Protection Committee (CPC)

The village level CPCs will conduct the following M&E related activities:

- Screening children and families at risk of or engaged in CL based on the criteria set, which will take place in a transparent manner by involving community members;
- Submit the information to KA level project SC;
- Contribute to identifying the needs of children; and
- Review the progress of child monitoring on regular basis.

8.1.2.2 Child Monitors

Child Monitors are members of the village level CPCs and share in their roles and responsibilities.

In addition, the Child Monitors will also:

- Oversee the overall status of up to 30 children under their villages: Collect data of beneficiaries in the village, including CL and education status;
- Work closely with schools to get data on child's education status; and
- Ensure that target children receive the needed project support.

8.1.2.3 School Principals and Teachers

The project will gain support from school principals and teachers in order to increase the sustainability of project activities. They will be involved by conducting the following actions:

- Follow up on the school attendance of target children;
- Provide data and school attendance sheets to village level CPCs/child monitors;
- Monitor interventions at schools; and
- Attend meetings twice a month with village level CPCs, and participate in KA level SC meetings.

8.1.3 Government Structures in Support of Project Follow-up

8.1.3.1 National Project Steering Committee

An NPSC will be established to oversee the overall implementation of the project. The NPSC will coordinate, facilitate and evaluate the overall activities of the project. Its members will be drawn from MOLSA, the Southern Nations, Nationalities and People's Region Labor and Social Affairs Agency, the Addis Ababa city administration Social and Labor Affairs bureau, WVE, MEDA, and MCDP. MOLSA will chair this committee and provide a secretariat service.

The NPSC will hold regular quarterly meetings on project progress. Some of these quarterly meetings will be held in project sites (Addis Ababa, Arba Minch [Gamo Gofa zone capital] and Soddo [Wolaita zone capital]) and some will consist of practical field visits to project beneficiaries and activities.

8.1.3.2 Regional, Zonal and Woreda Level Bureau of Finance and Economic Development (BOFED)

BoFED generally has the responsibility of overseeing NGO interventions under their jurisdiction and signing agreements regarding the activities to be conducted. In order to support the E-FACE project, BoFED will:

- Receive quarterly project progress reports based on the BoFED reporting format;
- Review reports and provide feedback on project progress (on direct services, education, livelihood and social protection interventions at various levels including HH, schools and community);
- Facilitate and call together the quarterly review meetings with IAs;

- Hold practical field visits upon demand (which can be organized at review meetings bi-annually);
- Facilitate and undertake mid-term evaluation and draw recommendations;
- Monitor the implementation of mid-term evaluation recommendations; and
- Coordinate and facilitate other pertinent offices in order to give the required support to the project.

8.1.3.3 Woreda Level Steering Committees

In support of the project, SCs at the *woreda* level will:

- Support the validation of data from target KAs;
- Hold regular review meetings on a monthly basis; and
- Review the overall progress of the project and facilitate a conducive environment for project implementation and monitoring.

8.1.3.4 Kebele Administration (KA) Level SCs

At the KA level, the SCs will conduct the following activities:

- Support the validation of data from village CPCs;
- Give necessary directions to village level CPCs for improved project handling;
- Support the follow-up of education, livelihood, and social protection interventions with HH, schools and community groups in their respective KA; and
- Hold project progress review meetings twice a month with the presence of CDWs.

8.1.3.5 Government Offices at Zonal and Woreda Levels

The project has also gained support from pertinent government offices at the zonal and *woreda* levels. This includes the various administration offices, the WCYA, police offices, courts, education offices, and the Bureau of Labor and Social Affairs (BoLSA). These offices and entities will:

- Participate in quarterly review meetings;
- Provide technical support to the project interventions;
- Participate in monitoring and mid-term evaluations that will be coordinated by BoFED;
- Participate in the implementation of project interventions; and
- Participate in practical field visits to project sites, project beneficiaries, target schools and community structures.

8.2 Project Information Management System (PIMS)

8.2.1 General Features

The PIMS is a set of procedures to collect (or retrieve), process, store and disseminate information in order to facilitate the application of a results-based management (RBM) approach. This supports project management in planning, decision making, and control of activities. A PIMS provides management with reports and, in some cases, on-line access to the project's current performance and historical records. Usually data is stored in a computerized, centralized database or data warehouse where it is constantly updated and made available to all who have the authority to access it, in a form that suits their purpose. In the case of E-FACE, an Access or Excel database system will be established in order to process all project information.

Ideally, the various types of information systems will be interconnected and accessible to the various levels of management in order to allow for information sharing. The tracking of beneficiaries, outputs, and IA's performance and expenditures should lead to frequent analysis of the way in which the project is performing and complying with its planned targets. This should allow for the adjustment, if necessary, of some of the projects' activities and benefits, such as reallocating funds to other communities or implementers. Given that strategic decisions related to re-targeting will often have financial consequences, the PIMS should be linked in some way with finance information in order to facilitate the decision-making process and the rational allocation/control of expenditures.

In order to organize a PIMS for E-FACE, the project management team, in coordination with WVI's information technology staff, will review the information needs of project management with regard to making operational and strategic decisions at every level. This ensures that the system implements procedures, processes, and routines that provide suitably detailed reports in an accurate, consistent, and timely manner, and at the same time are consistent with WVI's general information management system. Likewise, the management team will take care in cross referencing the information found in the E-FACE PIMS with the databases related to other current WVE and IA projects in Ethiopia, which may be working in the same zones and communities as the project.

8.2.2 Data Storage and Record Keeping

CPCs and CDWs will collect information and keep records through the use of printed forms. The CDWs will keep printed copies of all forms and reports submitted to the Project Facilitator.

The Project Facilitator will keep both electronic and hard copies of database information and reports submitted to the Zonal Coordinator. Project Facilitators will back-up their database on a weekly basis and submit copies of their back-ups to the Zonal Coordinator on a monthly basis.

The Zonal Coordinators will keep both electronic and hard copies of database information and reports that are submitted to the M&E Officer or to the M&E Specialist. Zonal Coordinators will back-up their database on a weekly basis and submit copies of their back-up to the M&E Specialist on a monthly basis.

The M&E Specialist at NO will keep an electronic copy of all database back-ups and will conduct a monthly back-up of all information produced at this level.

8.3 Timetable for Implementation of the E-FACE Comprehensive Monitoring and Evaluation Plan

The implementation of the E-FACE CMEP will be carried out in three phases:

- Setting conditions for the M&E System;
- Implementation and Documentation; and
- Assessment.

Each of these phases encompasses a series of key issues and specific activities, as per the detailed description available in Chart 7 below.

Chart 7: Timetable for Implementation of CMEP

Phase/Task	Year 1 2012		Year 2 2013				Year 3 2014				Year 4 2015				Responsible Person/ Unit	With Support/ Input From
First Phase: Setting Conditions and Systems for M&E	Qr III	Qr IV														
Provide training on the use of intake format for project staffs and community promoters															M&E Specialist	
Monitor beneficiary selection process															M&E specialist, M&E officer	MCDP, MEDA
Setup the BDMS															Consultant	
Provide training on DBMS for project staffs															Consultant	
Cascade the training and set up the DBMS to every woreda															M&E Specialist	
Provide training on M&E strategy and procedures to staff, government structures and community monitors															M&E Specialist	
Set up M&E system															M&E Specialist	
Second Phase: Implementation																
Monitor the baseline survey process (data collection and write up)															E-FACE project team & consultant	
Give feedback to consultant on the draft baseline report															Project director, M&E officers, sector specialists (livelihood, education, social protection), consultant	

Phase/Task	Year 1 2012		Year 2 2013			Year 3 2014			Year 4 2015			Responsible Person/ Unit	With Support/ Input From
Endorse the final baseline survey report												M&E Specialist & DOL	
On-going data collection for monitoring system												M&E officer (MEDA) & M&E specialist	
Review and reflection session on project progress with stakeholders												M&E Specialist	
Provide feed-back on monitoring information to project management												M&E Officer	
Select topics and Prepare ToR on special studies and research on CL												M&E officer, MOLSA	MOLSA
Carryout research on CL												Addis Ababa and Gondar universities, M&E officer	
Dissemination/translation of research findings and documentation												M&E specialist	
Interim Evaluations (USDOL and government requested)												Consultancy Firm	
Third Phase: Project Documentations and Assessment (End of Project M&E)													
Endline Study												M&E Officer	E-FACE team
Final Evaluations (USDOL and government requested)												Consultancy Firm	
Terminal report for government (BoFED and Charity Civil Society Organization)												M&E specialist	

8.4 Budget

Below in Chart 8 is a breakdown of project expenses related to conducting the activities outlined in the CMEP, including routine M&E processes, the baseline study, interim and final evaluation, special studies and other relevant issues.

Chart 8: M&E Budget Allocations

Section	Description	Budget
A	Research	
	Push-pull factors in trafficking of children within the weaving industry.	\$55,163
	Effectiveness of youth employment interventions in enhancing opportunities for decent work.	\$49,000
	Documentation on workplace hazards and how to regulate standards.	\$50,698
	Knowledge, attitudes and practices (KAPS) concerning child protection vulnerabilities, especially CL.	\$56,000
	Dissemination of findings.	\$20,000
	Translation of Research Findings.	\$20,000
B	Baseline Survey	
	Baseline survey	\$50,000
C	Project Evaluation	
	Mid-term evaluation	\$30,000
	Final Evaluation	\$40,000
D	DBMS/PIMS	
	Development of DBMS; collection, processing and monitoring of data	\$90,000
E	Project Monitoring	
	Routine monitoring activities, including travel to project sites	\$229,167
	TOTAL	
	Total Budget Figure	\$690,028

8.5 Monitoring and Evaluation Communication Strategy

In general, M&E communication is integrated into USDOL's broader communication strategy. Thus, the E-FACE project reports will include indicator tracking information and analysis. The indicator tracking tables found in M&E reports will be provided to IAs, project managers, partners and the

public through the appropriate distribution channels and format for each audience. Cumulative M&E information should provide evidence leading to the formulation of good practices, as well as to generalizations based on the experience that may become lessons learned.

8.6 Annual Review and Modification of the CMEP

The CMEP is a management tool. It must be well adapted, useful and facilitate project decision making. The annual review of both the M&E plan and the overall management approach should ensure that the documents and procedures used are accessible and practical for all implementing partners, and that any changes in the program are adequately reflected in the M&E plan. In particular this annual review should verify whether the results expected in the indicator tracking table corresponds to the activity implementation schedule.

8.7 Revisions to the CMEP

Any changes that would alter the strategy or objectives of the project and subsequently the CMEP, including indicators, definitions and targets, must be approved by USDOL.

List of Annexes

Annex 1 - Theory of Change – Problem Trees

Annex 2 - Theory of Change - Outcome Trees

Annex 3 – Data Collection Plan

Annex 4 - Outcome Measurement Framework

Annex 5-A – Codex of OMF

Annex 5-B – Implementation Standards for Education-related Outputs

Annex 5-C – Rationale for Impact and Outcome Indicators

Annex 6 – Draft Inception Report on Baseline Survey

Annex 7 – Baseline Tools (zip)

Annex 8 – Operational Planning and Monitoring Templates (zip)

Annex 9 – Performance Reporting Form

Annex 10 – CMEP Guidelines and Glossary of Terms Related to Monitoring and Evaluation

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2011

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2011

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2011

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