Sample Logical Framework for a Child Labor Elimination Project

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Assumptions
GOAL (Development Objective)			
Overall number of children engaged in exploitive child labor in Country X reduced.	Number of children engaged in exploitive forms of child labor in country X.	Secondary data sources that become available over the course of the project, including: • planned Census, year 2 • study planned by local NGO in region Y, year 1 • planned ILO/IPEC study, year 4	
PURPOSE (Immediate Objective)			

Targeted children withdrawn from exploitive child labor or prevented from entering exploitive child labor educated.	**Educational Re-engagement Program for Street Children and other Children withdrawn from exploitive labor**
	
	a) Number of children *withdrawn or prevented* (w/p) from exploitive child labor and enrolled in educational re-engagement program
	    TARGET: Year 1: 1000
	              Year 2: 1500
	              Year 3: 1500
	              Life of Project: 4000
	
	b) Percent of children w/p *retained* in re-engagement program
	    TARGET: 80%[*]
	
	c) Percent of children w/p *completing* re-engagement program
	    TARGET: Life of Project: 70%[*]
	
	d) Number of children not yet fully withdrawn from exploitive labor enrolled in re-engagement program
	    TARGET: 0
	    (project will monitor students in this status
		Project data entered on a "by name" basis into STS (Student Tracking System, a relational database developed for DOL grantees by Juarez & Associates).
		
		Work status will be monitored by school staff.
			Assumptions linking purpose to goal:
			
			No significant increase in the level of poverty that would drive increases in child labor
			
			Opening of new mines in region does not introduce significant economic activity conducive to new children being drawn into child labor

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[*] Note: USDOL does not require official targets for retention and completion, but projects are required to report on these indicators. USDOL recommends that projects set targets as a management tool, to the extent possible.

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	until they are fully withdrawn and convert to category (a) above) **School Attendance Support Program (SASP) for Children at risk of falling into exploitive labor** e) Number of children *withdrawn or prevented* (w/p) from exploitive child labor and enrolled in school attendance support program TARGET: Year 1 500 Year 2: 750 Year 3: 625 Year 4: 125 Life of Project: 2000 f) Percent of children w/p *retained* in school attendance support program TARGET: 60% g) Percent of children w/p *completing* school attendance support program TARGET: Life of Project 65%*		
OUTPUTS			
1. Awareness 1) Awareness and attitudes in targeted communities about the difference between acceptable child work and hazardous/ exploitive child labor improved	1a) Percent of surveyed children, adults and community members who can accurately differentiate between acceptable forms of child work and hazardous/exploitive child labor TARGET: Mid-term – 65% End of Project – 80% 1b) Percent of targeted villages in which traditional chiefs, imams and other key community leaders make public statements in favor of child laborers being withdrawn from exploitive forms of labor and educated TARGET:	1a) Awareness Survey administered by project researchers during baseline research and updated prior to mid-term and again prior to project close Survey will use list of types of child labor and child work situations and have participants indicate which are acceptable in their view 1b) Community based social workers employed by project will maintain records of significant public pronouncements	**Assumptions affecting Link of the Set of Outputs to the Purpose** Access to schools not prevented by civil unrest or other security issues in country. The Government continues to subsidize school fees Enforcement of existing child labor laws does not decrease Increased attendance at formal schools due to SASP does not cause overcrowding that decreases educational quality, inhibiting sustainable increases in attendance and/or creating a community backlash

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	Year 2: 40% of communities, at least 1 leader making a statement Year 3: 60% of communities, at least 2 leaders have made statements Year 4: 80% of communities, at least 2 leaders have made repeated statements		
2. Educational Programs 2.1) Effective educational re-engagement program attractive to street children and other children withdrawn from exploitive labor provided	2.1a) Percent of enrolled children attending at least 85% of the time TARGET: 80% 2.1b) Percent of enrollees rating the program on how worthwhile it is (at least 4 on a 5 point scale) TARGET: 90% 2.1c) Percent of enrollees meeting individualized educational attainment goals TARGET: 80%	2.1a) Project records for each child 2.1b) Survey of enrolled children 2.1c) Project records for each child	
2.2) Barriers to formal school attendance for at risk children alleviated	2.2a) Percent of children enrolled in School Attendance Support Program (SASP) who attend formal school regularly TARGET: expected baseline: 0% Year 2 midpoint 55% Year 2 end: 65% Year 3 end: 75% Year 4 end: 80% 2.2b) Percent of children enrolled in SASP who had transport/ uniforms/lunch problems identified as barriers for whom those problems have been sustainably solved (disaggregated by type of problem) TARGET: Year 1 n/a Year 2: 40% Year 3: 70% Year 4: 90% 2.2c) Percent of children assigned to SASP remedial education/mentoring/other educational support who are out of the "danger zone" and no longer require those educational supports	2.2a) Project social workers will collect formal school attendance records for each child enrolled in SASP 2.2b) Project records for each child 2.2c) Project records for each child	

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	TARGET: Year 1 10% Year 2: 40% Year 3: 70% Year 4: 90% 2.2d) Percent of children for whom family attitude was identified as a barrier to education whose family attitude score improves to at least 4 on a 5 point scale TARGET: Year 1 15% Year 2: 50% Year 3: 80% Year 4: 90%	2.2d) Records of family attitude ratings by project social workers	
3. Policy and Institutional Strengthening 3.1 Policymakers in targeted government institutions well informed on issues and policy options regarding education for child laborers and at risk children	3.1 Percent of targeted public officials who have received a complete briefing on study findings from the project's research, along with annual updates TARGET: Year 1 n/a Year 2: 50% Year 3: 80% Year 4: 90%	3.1 Project Records	
3.2 National Child Labor Policy implemented throughout Country X	3.2a National Child Labor Policy (NCLP) adopted◊ TARGET: Year 2 3.2b Number of programs developed dealing with the worst forms of child labor◊ TARGET: Year 2: 1 Year 3: 3 Year 4: 4 Life of Project: 8	3.2a Legislative documents; dissemination of NCLP document. 3.2b National Steering Committee on Child Labor minutes.	
4. Sustainability 4.1) Permanent national coordinating body with mandate and authority to lead efforts for ongoing reductions in child labor in place	4.1 Progress in development of permanent national coordinating body TARGET: Year 1: legislation proposed Year 2: legislation passed	4.1 Monitoring by project staff	

◊ This indicator meets the requirements for reporting under USDOL's Capacity Building Indicator.

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	Year 3: members appointed and at least 3 meetings held		
ACTIVITIES			
1. Awareness 1.1 a) Posters for awareness raising among the parents, teachers, community members and stakeholders produced and distributed. b) Child labor skits and plays performed on market days in targeted communities. c) Develop list of key community thought leaders such as traditional chiefs, imams and others in targeted communities d) Awareness raising meetings held with traditional chiefs, imams and other targeted community leaders.	*Note: USDOL does not require indicators be established or reported at the Activity level, but recommends project establish and use such indicators as management tools to be reviewed internally as appropriate.* 1.1a1) # of posters posted in community stores 1.1a2) # of posters still up after 3 months 1.1b1) # of performances, by community 1.1c1) list developed 1.1d1) % of targeted leaders with whom project staff have met	1.1 a) – d) Project records	**Assumptions Affecting Linkage of the Set of Activities to the Set of Outputs** Political ability to access areas and do work is retained Existing government safety net (funds for uniforms, meals, etc…) continue to exist Sufficient numbers of teachers/trainers who can effectively deal with targeted children can be identified Appropriate infrastructure to run program model is obtainable, particularly sufficient number of conveniently located, appropriately equipped classroom spaces
2. Educational Programs 2.1 Re-engagement Program a) Teachers and outreach staff hired and trained b) Classroom space identified & rented c) Outreach methodology developed; staff trained d) Outreach to targeted street children and children engaged in exploitive	2.1 2.1a1) Number of teachers and outreach workers hired 2.1b1) Number of classrooms rented in each target community 2.1d1) Number of children enrolled per outreach activity	2.1 a) – d) Project records	

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labor begins			
e) Classrooms equipped			
f) Curriculum adapted and finalized			
g) Teachers trained in use of curriculum methods.			
h) Student Tracking System installed and customized; staff trained on its use.			
i) Children enrolled			
j) Program delivered			
k) Quarterly meetings to review and improve program			
2.2 School Attendance Support Program (SASP)	2.2		
a) Social Workers hired	2.2a1) Number of Social Workers hired	2.1 a) – k) Project records	
b) Outreach, home visit and assessment methodologies finalized			
c) Training of Social Workers			
d) Social Workers build relationships with the formal schools whose students they will work with and execute agreements with those schools to cooperate with the project	2.2d1) Percent of targeted schools with whom formal agreements covering SASP have been executed		
e) Schools provide initial lists of potential target children based on past attendance problems	2.2e1) Percent of schools providing lists of potential target children		
f) Home visits and the development of customized school support	2.2f1) Number of treatment plans developed per social worker per week		

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interventions for each targeted child begins			
g) Approval by Education Specialist of treatment plan for each child	2.2g1) Percent of treatment plans per social worker requiring revision before Educational Specialist can approve them		
h) Development of academic support programs appropriate to clusters of children with similar needs in each school			
i) Hiring of teachers/tutors to deliver academic support programs	2.2i1) Number of teachers/tutors hired		
j) Periodic meetings with officials and teachers from targeted formal schools to assess progress and address any issues	2.2j1) Percent of schools met with in previous 6 months		
k) Quarterly meetings of project staff to assess progress of treatment plans and make rulings on any barriers Social Worker believes have been sustainably resolved	2.2k1) Percent of Social Worker recommendations for rulings of "sustainably resolved" that cannot be approved		
l) Ongoing tracking of students, annual updates of treatment plans, annual home visits	2.2l1) Percent of SASP students receiving annual treatment plan updates an home visits		
3. Policy and Institutional Strengthening			
3.1 Policymakers informed			
a) Study of extent of child labor and best practice policy options completed			
b) List of key policymakers with portfolios relevant to child labor and education developed			
c) Major Event releasing findings	3.1c1) Percent of targeted policymakers attending		

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held with targeted stakeholders invited	release event	3.1 c) – g) Project records	
d) Follow up individual briefings held with each targeted policymaker	3.1d1) Percent of targeted policymakers with whom individual briefings held		
e) Study findings updated annually and results published			
f) Annual release events held to highlight updated study findings			
g) Annual briefings with each targeted policymaker held	3.1.g1) Percent of targeted policymakers receiving annual briefing		
3.2 Child Labor Policy Implemented			
a) Develop coalition to determine elements to include in national policy			
b) Work with coalition to develop draft policy	3.2b1) Completion of draft policy. TARGET: end of year 1	3.2 b) – e) Project records	
c) Strategize regarding legislative adoption			
d) Coordinate advocacy efforts for legislative adoption			
e) Coordinate advocacy and other support to ensure policy is implemented after adoption	3.2e1) Time between passage of legislation and implementation of policy initiatives		
4. Sustainability			
4.1 Permanent National Child Labor Coordinating Body			
a) Advocate for development of permanent body			

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b) Develop draft legislation supporting establishment of child labor body			
c) Develop list of potential members			
d) Meet with potential members; advocate for their participation	4.1d1) Percent of targeted potential members agreeing to serve	4.1 d) project records and meeting notes	
e) Advocate for passage of legislation			
f) Coordinate efforts with body once established; support initial meetings			