

DEPARTMENT OF LABOR
Bureau of International Labor Affairs

Project to Combat Child Labor among Vulnerable Populations in Ecuador and Panama by Providing Direct Education and Livelihoods Services

ANNOUNCEMENT TYPE: New. Notice of Availability of Funds and Solicitation for Cooperative Agreement Applications.

FUNDING OPPORTUNITY NUMBER: SGA 12-11

CATALOG OF FEDERAL DOMESTIC ASSISTANCE (CFDA) NUMBER: Not applicable.

TOTAL FUNDING AVAILABLE FOR AWARD: \$6.5 million.

NUMBER OF ANTICIPATED FUNDING AWARDS: One or more.

EXECUTIVE SUMMARY: In FY 2012, the U.S. Department of Labor's (USDOL) Bureau of International Labor Affairs (ILAB) will award up to \$6.5 million for one or more cooperative agreement(s) to fund a technical assistance project(s) to provide improved education and livelihood services to combat child labor among vulnerable populations, including among Afro-descendant, indigenous and migrant populations in Ecuador and Panama. The project will also implement a pilot intervention in Ecuador to address the education and livelihood needs of child laborers affected by disabilities. This education and livelihood services project will complement a separate project to strengthen policy and enforcement actions to combat child labor among vulnerable populations in Ecuador and Panama.

KEY DATES:

- **Issuance Date:** October 9, 2012.
- **Closing Date:** **November 15, 2012**
- **Closing Time:** 5:00 PM EST.
- **Deadline for Submission of Technical Questions:** **October 18, 2012**
- **Date of Award:** No later than December 31, 2012.

Applications will be accepted via electronic submission via [Grants.gov \(www.grants.gov\)](http://www.grants.gov) or by hardcopy (to include electronic copy/CD) by hand or mailed to the Grant Officer at the following address:

USDOL/ Office of Procurement Services
Attn: Brenda White, Grant Officer
200 Constitution Avenue NW, Room S-4307
Washington, DC 20210
Reference: SGA 12-11

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Responses to technical questions received by e-mail will be posted on USDOL/ILAB's Website at www.dol.gov/ILAB/grants/main.htm and on [Grants.gov](http://www.grants.gov). A list of frequently asked questions (FAQs) about USDOL's Solicitations for Cooperative Agreements for Child Labor grants will be posted on USDOL/ILAB's Web site at <http://www.dol.gov/ILAB/grants/bkgrd.htm>.

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LIST OF ACRONYMS

CCR	Central Contractor Registration
CFR	Code of Federal Regulations
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
DBMS	Direct Beneficiary Monitoring System
DUNS	Dun and Bradstreet Number
FOIA	Freedom of Information Act
GoE	Government of Ecuador
GoP	Government of Panama
GOTR	Grant Officer's Technical Representative
GPRA	Government Performance and Results Act
HHS-PMS	Department of Health and Human Services-Payment Management System
IFAD	International Fund for Agricultural Development
ILAB	Bureau of International Labor Affairs
ILO	International Labor Organization
ILO-IPEC	ILO's International Program on the Elimination of Child Labor
M&E	Monitoring and Evaluation
MPG	Management Procedures and Guidelines
NGOs	Nongovernmental Organizations
NICRA	Negotiated Indirect Cost Rate Agreement
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OMB	Office of Management and Budget
PDG	President's Policy Directive on Global Development
SF	Standard Form
TDA	U.S. Department of Labor's 2010 Findings on the Worst Forms of Child Labor Report
TPIN	Trader Partnership Identification Number
TVPRA	U.S. Department of Labor's 2011 List of Goods Produced by Child Labor or Forced Labor
UN	United Nations
UNICEF	United Nations Children's Fund
USDOL	U.S. Department of Labor
VAT	Value Added Tax
SGA	Solicitation for Grant Applications
SOW	Scope of Work

* Definitions of certain terms used in this SGA can be found in Appendix A.

I. FUNDING OPPORTUNITY DESCRIPTION

In FY 2012, USDOL/ILAB will award up to \$6.5 million for one or more cooperative agreement(s) to support a technical assistance project(s) to reduce hazardous child labor among vulnerable populations, including among Afro-descendants, indigenous and migrant populations in Ecuador and Panama. The project will work and coordinate with relevant national and local stakeholders in both Ecuador and Panama to: (1) replicate and expand education services that have already been developed and successfully implemented to reduce child labor among vulnerable populations, and improve educational outcomes for children and adolescents involved in child labor, and (2) develop new livelihood programs or link families to existing programs that improve family income so that households do not need to rely on the work of children for survival.

The project will share and evaluate its implementation experiences and exchange lessons learned and good practices between Ecuador and Panama, and with other countries in the Latin America region. The project will support efforts to increase national capacity to monitor the impact of child labor on educational performance and outcomes.

In Ecuador, there will also be a pilot initiative to expand access for improved education and livelihood opportunities to families affected by child labor and disability which includes children: (1) who have disabilities and are working, (2) who work because of adult disability in their households, or (3) who have acquired disabilities as a result of child labor.

This project to combat child labor through quality education and improved livelihoods is being funded in conjunction with a parallel and complementary project detailed in SGA 12-11 to strengthen national capacity in policy, enforcement and compliance to combat child labor in each country.

USDOL's Office of Child Labor, Forced Labor and Human Trafficking (OCFT) conducts and funds research, develops strategic partnerships, and funds an international technical cooperation program to eliminate worst forms of child labor, forced labor, and human trafficking internationally. To learn more about our work, please see <http://www.dol.gov/ilab/programs/ocft/>.

In Ecuador, USDOL has funded projects to combat child labor, including among indigenous and Afro-descendant children, in agriculture, urban informal work, and mining. USDOL also currently funds a four-county regional project that includes Ecuador. This project promotes the sharing of lessons among countries on combating child labor among vulnerable populations who have been subjected to economic and social exclusion. In Panama, USDOL has funded projects to combat child labor, including among indigenous children, in agriculture and urban informal work. Applicants should consult project summaries and evaluations of activities in Ecuador, Panama and regional horizontal cooperation projects, see <http://www.dol.gov/ilab/map/countries/ecuador.htm> and <http://www.dol.gov/ilab/map/countries/panama.htm>. For additional project summaries and evaluations of USDOL projects, see <http://www.dol.gov/ilab/map/countries/map-cont.htm> and <http://www.dol.gov/ilab/programs/ocft/oversight.htm>.

Applicants should also consult the Ecuador and Panama sections of the U.S. Department of Labor's 2011 Findings on the Worst Forms of Child Labor Report (TDA), <http://www.dol.gov/ilab/programs/ocft/2011TDA.pdf> and U.S. Department of Labor's 2012 List of Goods Produced by Child Labor or Forced Labor (TVPRA), <http://www.dol.gov/ilab/programs/ocft/2012TVPRA.pdf>.

USDOL/ILAB is authorized to award and administer cooperative agreements for this purpose by the Department of Labor Appropriations Act, 2012, P.L. 112-74 (2011) cooperative agreements awarded under this solicitation will be managed by OCFT. The duration of the projects funded by this solicitation is four (4) years. The start date of program activities will be negotiated upon award of an individual cooperative agreement(s), but will be no later than December 31, 2012.

A. Overview of Child Labor in Ecuador and Panama

Both Ecuador and Panama have pursued efforts to combat child labor and implemented programs that have contributed to a substantial reduction of child labor in a particular sector or in overall percentages of children working. Yet in each country, gaps remain in efforts to reach populations most vulnerable to hazardous child labor, in particular such as indigenous, migrant, and Afro-descendant groups. Further efforts are also needed to address child labor among children affected by disabilities, who often have an added vulnerability to exploitation.

Ecuador

According to the Understanding Children's Work Project, there are over 155,000 children ages 5-14 who work in Ecuador. Ecuador's 2005-2013 Plan for the Progressive Elimination of Child Labor (Plan Nacional para la Prevención y Erradicación Progresiva del Trabajo Infantil - PETI) indicates that 8 out of 10 children work in activities categorized as dangerous. Children in Ecuador, particularly indigenous and Afro-descendant children, are engaged in hazardous child labor, including in agriculture, street work and domestic service. Nine out of ten indigenous children work in Ecuador, compared to one out of three non-indigenous children. Indigenous children are also more likely to be found in the worst forms of child labor than other types of work.¹ Ecuadorean children are also involved in fishing, raising livestock and animal slaughter. In urban areas children work on the streets, shining shoes, collecting and recycling garbage and selling newspapers and candies. Children in Ecuador are subject to forced begging and commercial sexual exploitation. Girls from Colombia and Peru are trafficked to Ecuador for labor and commercial sexual exploitation.

Poverty, inequality, social exclusion, and lack of access to decent work and educational opportunities contribute to child labor in Ecuador. Over 28 percent of the population lives beneath the poverty line.² Indigenous, Afro-descendants, and migrant populations are particularly affected by inequality and social exclusion. Over 70 percent of Afro-descendants live in poverty.³ Indigenous persons continue to suffer discrimination at many levels of society and, are predominantly found at the bottom of the socioeconomic scale.⁴ The majority of indigenous persons reside in rural highlands (Sierra) and Amazonian provinces, and 90.1 percent of them live in poverty.⁵ In 2005, poverty among indigenous groups in the Sierra was reported to be as high as 96 percent.⁶ To address these issues, the government launched the expansion of social programs. Moreover, the 2009-2013 National Development Plan (Plan Nacional del Buen Vivir) emphasizes poverty reduction and promotion of social inclusion, equality and justice.

Education is one of the main factors that propel people out of poverty, yet indigenous people and Ecuador's Afro-descendants continue to have fewer years of education. Overall educational statistics indicate 96 percent primary school participation and literacy rates of 97 percent for youth 15-24 years. However, those rates are considerably lower for indigenous and Afro-descendant populations. The primary school completion rate is 86.2 percent for indigenous populations and 86.1 percent for Afro descendants. The secondary education completion rate for indigenous populations is 22.5 percent, and for Afro-descendants is 36.7 percent. Illiteracy rates in Ecuador are 28.1 percent for indigenous and 10.3 percent for Afro-descendants.⁷ Migrant or displaced children in Ecuador, such as Colombian refugees and immigrants, also have fewer educational opportunities and are more vulnerable to child labor.⁸

¹ Peter Bille Larsen *Indigenous and Tribal Children: Assessing child labour and education challenges*. ILO-IPEC 2003.

² CIA, *The World Factbook: Ecuador*. [Cited: August 2012]. <https://www.cia.gov/library/publications/the-world-factbook/geos/ec.html>

³ Jhon Antón Sánchez, *Sistema de indicadores sociales del pueblo Afroecuatoriano – SISPAE*, Ecuador, 2005.

⁴ U.S. Department of State, *Human Rights Report- Ecuador 2011*. According to the 2010 census, 7 percent of the population self-identified as indigenous; however, indigenous organizations estimated that up to 30 percent of the population maintained their indigenous cultural identity and lived in indigenous communities.

⁵ Jhon Antón Sánchez, *Sistema de indicadores sociales del pueblo Afroecuatoriano – SISPAE*, Ecuador, 2005. and U.S. Department of State, *Human Rights Report- Ecuador 2011*.

⁶ The World Bank. *Indigenous Peoples, Poverty and Human Development in Latin America: 1994-2004*.

<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/LACEXT/0,,contentMDK:20505834~pagePK:146736~piPK:146830~theSitePK:258554,00.html>

⁷ Jhon Antón Sánchez, *Sistema de indicadores sociales del pueblo Afroecuatoriano – SISPAE*, Ecuador, 2005

⁸ Office of Education and Culture Executive Secretariat for Integral Development, *Mapping of Public Policy for the "Education of Migrant Children and Youth" Project, 2009*, p. 50.

Even though the Constitution makes education mandatory through the ninth grade and free through 12th grade, costs associated with school, such as uniforms, books and a lack of space in public schools prevent many adolescents from attending school.⁹ To address some of these issues, the Human Development Grant (Bono de Desarrollo Humano) provides conditional cash transfers to vulnerable families to keep children under 15 in school. Ecuador's Institute of Childhood and Family (INFA) reported that 16,000-18,000 children benefited from the program in 2011. Still, these numbers fall short of the number of children out of school and engaged in child labor. With 30.1 percent of Ecuador's population under the age of 15, Ecuador needs to increase educational opportunities for youth and livelihood opportunities for families, particularly among indigenous and Afro-descendant populations, in order to reduce child labor.

The Ministry of Labor's (Ministerio de Relaciones Laborales-MRL) Interagency Committee for the Elimination and Prevention of Child Labor coordinates efforts to combat child labor in Ecuador, including with provincial and municipal governments. In May 2011, Ecuador pursued a comprehensive approach to eradicating child labor in landfills throughout the country. The MRL conducted inspections nationwide to ensure that children were not working in landfills, and more than 2,160 children and adolescents were rescued from such work and provided access to education, health and recreation. The Interagency Committee on Child Labor systematically documented the strategy and developed guidelines so that the process could be replicated in other activities in which children work. The MRL has an agreement with 150 municipalities to combat child labor in landfills. In the event children or adolescents are found working in a landfill, the Government has established a protocol to remove and assist them. Nonetheless, the Government has indicated that local governments need to continue monitoring landfills and assisting children who have been removed from child labor to ensure that they do not return to work there. The Government of Ecuador has identified five additional priority areas to eliminate child labor – flower farms, construction, bus terminals, markets, and slaughterhouses. On June 9, 2011, the Government signed an agreement with the agriculture, flower, livestock and construction sectors to coordinate actions and promote joint programs for the elimination of child labor in those sectors. Implementation of education, health, and recreation programs needs to be expanded to communities involved in these sectors to fulfill this agreement.

In terms of disability policy, the Constitution prohibits discrimination against persons with physical, sensory, intellectual, and mental disabilities and grants them priority and specialized care in the public and private sectors.¹⁰ To address the exclusion that results from disability, Ecuador has developed innovative programs under the Office of the Vice-President which conducted a national study and enumeration of persons with severe disabilities which was published in 2010.¹¹ It has instituted cash transfers to households affected by disabilities in order to reduce some of the financial pressure on these households; and assistance to families for the construction, adaptation or repair of housing to make it more accessible to people with disabilities.¹² Although the law mandates access to buildings and promotes equal access to health, education, social security, employment, transport, and communications for persons with disabilities, the government still needs to do more to fully enforce these laws and implement related programs and services.¹³ Furthermore, the country has not yet coordinated its actions to address child labor and disabilities, which the ILO has identified as a neglected area of focus in global efforts against child labor.¹⁴ In terms of access to education and livelihoods, the country needs to broaden and deepen its programs to provide access to education and livelihoods to those affected by disability and child labor, particularly for adults with disabilities who, because of lack of access to rehabilitation, assistive devices, and

⁹ U.S. Department of State, *Human Rights Report- Ecuador 2011*.

¹⁰ *Ibid.*

¹¹ Details on the Manuela Espejo Program are found at <http://www.vicepresidencia.gob.ec/programas.html>

¹² For details on the Joaquin Gallegos Lara Program and other programs for the disabled, see <http://www.vicepresidencia.gob.ec/programas.html> and <http://www.conadis.gob.ec/>

¹³ U.S. Department of State, *Human Rights Report- Ecuador 2011*

¹⁴ As defined by the ILO Convention for persons with disabilities, "Persons with Disabilities" includes those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Children who have acquired disabilities as a result of child labor would manifest long-term physical, mental, intellectual, or sensory impairments as a result of their participation in dangerous work activities or hazardous occupations. See also *Accelerating action against child labour; Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work* – 2010. Geneva, 2010. http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/wcms_127688/lang-en/index.htm.

employment, may need to rely on child labor, and for children who have acquired disabilities as a result of child labor and whose educational and livelihood options have been compromised.¹⁵

For more information on child labor in Ecuador see the U.S. Department of Labor's 2011 Findings on the Worst Forms of Child Labor Report (TDA), <http://www.dol.gov/ilab/programs/ocft/2011TDA/Ecuador.pdf>.

Panama

Poverty, inequality, social exclusion and lack of educational opportunities contribute to the existence of child labor in Panama. Indigenous and Afro-descendant populations are among the groups most affected by inequality and social exclusion in Panama. Indigenous groups comprise approximately 12.2 percent of the population (285,368) and Afro-descendants are about 8.8 percent (313,289) of the population.¹⁶ Indigenous areas reportedly have a poverty rate of 96.3 percent, which is almost twice the rate of rural areas and five times the rate of urban areas. In terms of extreme poverty, indigenous areas have a poverty rate index of 84.8 percent, compared to 22.2 percent in rural areas and 3.2 percent in urban areas.¹⁷ Additionally, educational achievement among these groups is limited as exemplified by the 2010 Census statistics that indicated that 53.9 percent of Afro-descendants between the ages of 5-39 did not/do not go to school, and 22 percent of indigenous people are illiterate.¹⁸

According to a 2010 Survey on Child Labor, more than 60,000 children and adolescents in Panama are economically active or working.¹⁹ This number represents 7.1 percent cent of the population between the ages of 5 and 17. The greatest number and proportion of child laborers are found in Panama's indigenous areas (comarcas indígenas), where 25.5 percent of children ages 5 to 17 work. Among Afro-descendants, 25.7 percent of Afro-descendant children between the ages 15 and 19 are economically active, according to the 2010 Census.²⁰ In Panama, children work primarily in agriculture and in the urban informal sector. Children cultivate coffee and melons and to a lesser extent, sugarcane and other crops. Studies show that rural child laborers involved in sugar cane plantations and rice and coffee harvesting work more than 40-hours per week.²¹ Children from indigenous communities frequently migrate with their families within Panama and to Costa Rica to work in agriculture where they contribute to the piece rate income received by their family. These children frequently fall behind in school. Indigenous children also migrate to work in urban areas within Panama, and many children, mostly girls of indigenous descent, work as domestic servants. In urban areas, children work on the streets selling goods, shining shoes, washing cars, working in supermarkets and assisting bus drivers. Children are victims of commercial sexual exploitation, particularly in rural areas and in the city of Colón.

According to the ILO, the Government of Panama's policies and social protection programs, particularly the conditional cash transfer program Red de Oportunidades, may have contributed to a substantial decline in child labor in Panama between 2008 and 2010.²² A 2010 survey of child labor indicates that in the indigenous areas of Panama, there was a decrease in the percentage of children involved in hazardous work. Notwithstanding the Red de Oportunidades program, children of indigenous descent face greater barriers to accessing education services,

¹⁵ See ILO, *Children in hazardous work: What we know, what we need to do*. Geneva, 2011. http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_155428.pdf. Depending on the sector, some of the permanent disabilities that the ILO has documented can occur as a result of hazardous child labor are:

Agriculture: Amputation of fingers, toes and limbs, noise induced hearing loss; eye injuries and blindness; neurological disorders and liver damage (from handling agrochemicals).

Manufacturing: finger deformities and premature arthritis; vision loss; noise induced-hearing loss.

Construction: Bone and joint deformities; noise induced-hearing loss; burns; musculoskeletal problems.

Street Work: musculoskeletal problems; joint and bone deformities; permanent injuries from moving vehicles; permanent injury from assault.

Domestic work: Burns and other injuries incurred from abuse, disrupted psychological, physical and intellectual development.

¹⁶ XI Censo de Población y VII de Vivienda, 2010, Instituto Nacional de Estadística y Censo, <http://www.contraloria.gob.pa/inec/>

¹⁷ UNICEF 2011, *La niña indígena y el adolescente urbano: entre riesgos y oportunidades*, Panama

¹⁸ XI Censo de Población y VII de Vivienda, 2010, Instituto Nacional de Estadística y Censo, <http://www.contraloria.gob.pa/inec/>

¹⁹ *Encuesta Nacional de Trabajo Infantil Panama 2010*, Informe de Resultados, ILO-IPEC

²⁰ Ibid.

²¹ Larsen, Peter Billie, *Indigenous and Tribal Children: Assessing child labour and education challenges*, ILO-IPEC, p. 6.

²² ILO-IPEC, *Se presentan resultados de la III Encuesta de Trabajo Infantil, Disminuye trabajo infantil en Panamá*, (Boletín Encuentros, Año X N° 13. Diciembre de 2011), <http://white.oit.org.pe/ipeccalcuentros/interior.php?notCodigo=1844>

and many must travel significant distances to reach school increasing the risk that these children enter the workforce rather than attend school. The continuity of their education is also compromised when they migrate with their families to work outside the communities where they live. The Government of Panama has begun collaborating with coffee producers to address the issue of child labor in the coffee sector.²³

With 34.4 percent of Panama's population between the ages of 0-17, Panama needs to increase educational opportunities for youth and livelihood opportunities for families in order to reduce child labor. For more information on child labor in Panama, see the U.S. Department of Labor's 2011 Findings on the Worst Forms of Child Labor Report (TDA), <http://www.dol.gov/ilab/programs/ocft/2011TDA/Panama.pdf>.

B. Scope of Work

Applicants must respond fully to the Scope of Work (SOW) outlined below in order to be considered responsive. This section provides information on the target populations to be served by the project and key areas of interventions. The section also notes a number of ongoing efforts that Applicants must take into account in developing their project strategy.

As part of pre-award requirements, Applicants should consult with the Governments of Ecuador and Panama to ensure that their proposed strategies are relevant to each country's needs and supportive of each Government's efforts to combat child labor. In addition, Applicants should consult with relevant civil society actors, including indigenous, Afro-descendant and disability organizations. Proposals should be developed based on the findings of the Applicant's needs assessment, and Applicants should propose strategies that (1) are based on good practices (and innovative approaches, as applicable), and (2) build upon existing efforts and government policies, plans, and/or programs. For information on pre-award requirements, see Section VI on Award Administration Information.

Applicants' proposals must (1) demonstrate a thorough understanding of the cultural, economic, social, and legal contexts of Ecuador and Panama and the communities where project interventions would be carried out, as well as specific and contextual factors contributing to children's involvement in child labor and preventing them from accessing education; (2) address existing gaps in terms of educational and livelihoods programs; and (3) include strategies for sustainability and long-term progress toward a significant reduction in child labor in target areas. Issues of sustainability should be incorporated at all stages of a project, including design, staffing, implementation, and evaluation. Sustainability will be linked to project impact and the ability of local stakeholders to continue successful efforts initiated by the USDOL-funded project after the project has ended. Applicants should work to build the capacity of key individuals and/or organization(s) that can potentially contribute to long-term efforts to combat child labor. If applicable, Applicants must also propose strategies for supporting government efforts to act upon relevant recommendations to the Government of the two countries within USDOL's current Report on the Findings on the Worst Forms of Child Labor (TDA). Definitions used in this SGA can be found in Appendix A.

C. Project Targets

Applicants must target children, particularly from Afro-descendant, indigenous and migrant populations who are susceptible to high rates of hazardous child labor and their households in the targeted sectors and geographical areas identified as priorities by the Governments of Ecuador and Panama. In Ecuador, Applicants should consult with and work with the Government of Ecuador to identify priority sectors and geographical areas of intervention. In line with USDOL consultations with the Government of Ecuador, Applicants should give special emphasis to child labor in the agricultural sector, prioritizing its worst forms. In addition, the proposed pilot intervention in Ecuador focusing on child labor and disabilities must target families who are more vulnerable to child labor as a result of (1) a disability in the household, (2) children with disabilities and are being used in child labor, and (3) children who have acquired disabilities as a result of child labor.

²³ See Ministry of Labor, "Panamá está bien visto a nivel internacional por dedicar especial atención a la erradicación del trabajo infantil" http://www.mitradel.gob.pa/portal/page/portal/PG_Relaciones_Publicas/Asegura%20Ministra%20Alma%20Cort%C3%A9s

In Panama, Applicants must target beneficiaries in the following geographical areas that have been identified taking into consideration USDOL consultations with the Government of Panama: Darién, Colón, Bocas del Toro, and the indigenous areas. In addition, because indigenous children in Panama migrate internally and out of the country, strategies in Panama should strive to reduce the impact of migration on educational opportunities and educational achievement of migrant child laborers and improve livelihood alternatives for their households. Such a strategy would need to target both sending and receiving communities within Panama. To mitigate potential negative effects that could result from focusing on combating child labor in only one sector in a targeted geographical area, Applicants must propose an area-based approach in their proposal. The area-based approach must include a focus on reduction of child labor in the target areas. Provisions of services to households should likewise be based on an area-based approach.

Applicants must present a clear indication of the defining characteristics and specific criteria they plan to use to identify: (1) children in the targeted sectors who are engaged in child labor; (2) Children at “high-risk” of entering child labor in targeted sectors/geographic areas, and (3) households to receive livelihood services to make them less reliant on child labor to meet basic needs. The target populations must be classified in two ways: children and households. Children must be under the age of 18 years, and either engaged in or at high-risk of becoming engaged in labor in target areas. An overall assessment of each child and their households will determine the most appropriate type of educational and/or livelihood service(s) to be provided and may include services for at-risk children between the ages of 5 and 18 years, including siblings of child laborers. Applicants must provide an initial set of criteria that will be used to categorize a child as “engaged in child labor” and “at high-risk of becoming engaged in child labor.” In addition, Applicants must provide a specific set of criteria by which they would define work in sectors targeted by the project as either dangerous or exploitative.

In their proposal, Applicants must outline criteria to identify households that will be served in the project. Applicants may only serve households with children who are assessed as either in child labor or at-risk of child labor. Applicants must prioritize households with child workers identified as potential beneficiaries. The criteria should include an analysis of household incomes and exposure to food insecurity, inability to meet basic needs, poor health, natural disasters and other factors related to vulnerability.

If applicable, Applicants may provide services to former USDOL project beneficiaries under the age of 18. However, they must provide a justification for doing so and seek agreement from USDOL on how the project will report on such beneficiaries. For information on previous projects, see <http://www.dol.gov/ilab/programs/ocft/>.

Applicants should demonstrate knowledge and incorporate issues of gender and cultural traditions and norms pertaining to and impacting child labor and education in target areas, including how these issues will be considered while implementing project activities.

D. Project Interventions

In responding to this solicitation, Applicants must propose strategies to:

- (1) Work with partners and civil society actors, including indigenous, Afro-descendent and disability organizations, and the private sector, as appropriate, to increase access to education and livelihood opportunities for families vulnerable to child labor.
- (2) Provide educational services to reduce child labor and improve educational outcomes for vulnerable children and adolescents.
- (3) Develop new livelihood programs and/or link families to existing programs that improve family income so that households do not need to rely on the work of children for survival.
- (4) Expand access to education and livelihood opportunities for families affected by child labor and disability, taking into account their particular needs including lack of accommodations, assistive devices, and other factors that may impede their access to education and/or employment.
- (5) Promote sharing of experiences between Ecuador and Panama, and with other countries in the region, of models to increase access improved education and livelihood opportunities for families vulnerable to child labor, including experience in specific sectors, or with particular populations.

In addition, Applicants must address the following major strategic areas:

1. Education

Applicants must propose and describe strategies that promote children's access to education and training opportunities as a means of reducing child labor. Applicants must support the provision of healthy learning environments for children and take steps to ensure that goods, services, schools (including classrooms, training facilities, restroom facilities, latrines, and wells), and other learning environments provided by, used or sponsored by the project (the Applicant, its subgrantees and/or subcontractors) are safe and do not pose a threat to the mental or physical well-being of project beneficiaries. Applicants may also propose strategies for improving the quality and relevance of education for target children. The Applicant's education strategy should support national education policies and goals. When proposing education strategies, each country's context must be considered in order to develop appropriate programs. Strategies should include working with national and local authorities and community organizations (including indigenous and Afro-descendant and disability organizations) and the private sector to select, develop and implement promising education "packages" in the priority areas. Applicants must propose a consultation process with the communities in the targeted areas to ensure that the design is appropriate and relevant to those communities. Proposed strategies should be cost-effective and designed to promote sustainability. Applicants should propose a strategy to pursue cost sharing on the part of the national or local governments with a view toward sustaining effective programs.

Applicants should consider replicating or expanding education services or strategies that have proved effective in Ecuador, Panama, or other countries in Latin America to reduce child labor and improve educational outcomes for children and adolescents. Applicants must propose strategies that meet the needs of the target population. Applicants may consider strategies such as after-school programs, accelerated primary education, accelerated secondary education, peer-to-peer tutoring, technical agricultural programs, migrant education, entrepreneurship and life-skills training, and vocational training. Applicants may want to consider strategies that include the private sector in partnerships to combat child labor. For project summaries and evaluations of these types of USDOL educational projects, see <http://www.dol.gov/ilab/map/countries/map-cont.htm> and <http://www.dol.gov/ilab/programs/ocft/oversight.htm>. In addition, Applicants are encouraged to consult UNESCO's Human Rights-based Approach to Education for All framework, see http://www.unicef.org/publications/files/A_Human_Rights_Based_Approach_to_Education_for_All.pdf

Even though these proven models exist, a major challenge is that they have not been able to be extended to all of the children/families who need them. Applicants must propose strategies that consider family, social, cultural contexts in each country.²⁴

As part of a strategy to provide educational services post-award in Ecuador and Panama, Applicants must:

- (1) Demonstrate knowledge of the two countries' formal, non-formal, and vocational education systems, school calendar(s), and existing policies and programs that seek to (1) promote children's access to education and (2) combat child labor and propose strategies that complement or strengthen ongoing government efforts to promote education and vocational training for target beneficiaries.
- (2) Identify and assess the most significant obstacles preventing children engaged in or at-risk of involvement in child labor from accessing and completing primary and secondary school.
- (3) Propose strategies for teacher training and direct delivery of quality education and training services to reduce school dropout, and reintegrate children who are behind in school because of work and other disadvantages.
- (4) Propose strategies to promote community involvement in providing children's access to quality education and healthy learning environments and develop a plan to inspect schools and other learning environments where services will be delivered either directly or through referral. Improvements to school infrastructure may include construction of latrines and digging of wells in consultation with local communities. Funding for construction must not exceed 10 percent of the project budget without prior USDOL approval.

²⁴ Larsen, Peter Billie, *Indigenous and Tribal Children: Assessing child labour and education challenges*, ILO-IPEC, p. 8

Applicants unable to adhere to this threshold given the state of school conditions must either (1) consider proposing alternative sites for the delivery of project services, or (2) propose an alternate level of funding for construction, including a justification for the proposed amount in the budget narrative of the cost proposal.

In addition to the above requirements, the following are country-specific requirements. Applicants must:

Ecuador

- (1) Develop/adapt educational programs and service delivery for children with disabilities involved in child labor, or for children who have acquired disabilities as a result of child labor.
- (2) Provide accommodations and assistive devices to meet the education needs of children with disabilities who are involved in child labor, or for children who have acquired disabilities as a result of child labor.
- (3) Train schools and teachers on how to successfully academically integrate/reintegrate children with disabilities involved in child labor, or children who have acquired disabilities as a result of child labor.
- (4) See also below, Section 7 for further requirements of the disabilities component.

Panama

- (5) Propose a strategy to promote uninterrupted educational services to migrant children by expanding upon or replicating existing programs to assist migrant children. As an example, the current [Migrant Student Information Exchange \(MSIX\)](#) from the U.S. Department of Education enables different States to share educational and health information on migrant children to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide. For more information on MSIX please see <http://www2.ed.gov/admins/lead/account/recordstransfer.html>. Additionally, the USDOL-funded ENTERATE project in Nicaragua supported the Ministry of Education's to School Passport pilot initiative to help provide better educational continuity of migrant children. See ENTERATE's final evaluation report, <http://www.dol.gov/ilab/map/countries/nicaragua.htm>.
- (6) Propose strategies for increasing educational opportunities for migrant agricultural child laborers in both sending and receiving communities in Panama. Examples of services include: academic instruction; remedial and compensatory instruction; bilingual and multicultural instruction; vocational instruction; career education services; special guidance; counseling and testing services; health services; and preschool services. Educational models should ensure that migrant children are not affected by disparities in curriculum, graduation requirements, academic content and achievement standards.

In both countries, among the strategies that Applicants may consider are the following:

- (1) Comprehensive, holistic, and adaptable strategies that promote children's continued enrollment, retention, and completion in educational or vocational training services, and adaptable to the context in which beneficiaries live.
- (2) Include strategies for full time enrichment programs that occupy children in activities that replace child labor.
- (3) Strategies that incorporate the use of advanced technology (online courses, SMS/texting, etc.), as well as music, sports, dance, photography, or other culturally appropriate and relevant creative forms that stimulate children and youth to gain the self-confidence and life skills in addition to formal academic subjects.
- (4) While dependent on the date of project funding relative to the school calendar, USDOL encourages Applicants to provide direct educational services and training to as many beneficiaries as possible within the first year of the project.

2. Livelihoods

Applicants must propose strategies to promote improved livelihoods for households of target children with minimal delay (if possible within the first year of the project) in order to help households offset income currently earned by children. The strategies should include working with national and municipal authorities and community

organizations (including indigenous, Afro-descendant and disability organizations) and the private sector to select and implement promising livelihood strategies in the priority areas. Livelihood services may include education, training, income smoothing, social capital, and employment services, as well as economic strengthening, productivity transfers, and cooperatives (while education and training represent livelihood services, for the purposes of this solicitation, education and vocational training for children under 18 years are covered under the previous section on Education). Applicants should consider proposing creative ideas that address the nexus between the reduction of child labor, the improvement of educational opportunities, and the promotion of sustainable livelihoods for children and households. Countries in the region, including Ecuador and Panama, have developed livelihood programs that could be expanded, replicated, or adapted.²⁵ Particularly in Panama, strategies should be developed to assist households in migrant sending communities. As part of a strategy to provide livelihood services, Applicants must:

- (1) Assess and describe the most significant obstacles that keep households of working children or children at-risk of child labor from achieving sustainable livelihoods without depending on child labor.
- (2) Propose strategies that address those obstacles and provide livelihood services to households according to their needs. These strategies may include improving livelihood opportunities or increasing production efficiency.
- (3) Propose a strategy for direct delivery of new livelihood services or linkage to existing livelihood services for households of targeted children in Ecuador and Panama.
- (4) Propose a strategy to link beneficiaries to existing livelihood services or programs in Ecuador and Panama and assist project beneficiaries in obtaining services for which they are eligible.
- (5) Propose a strategy for actively promoting and securing the commitment and ownership of government and other local stakeholders for proposed livelihood services in order to enhance the likelihood that effective services or models will continue beyond the life of the project.
- (6) If proposing to implement micro-finance interventions (e.g., micro-savings and micro-insurance), Applicants must include a description of the assessed need of these interventions among the target population and a strategy for guarding against possible negative impacts on the livelihoods of target beneficiaries or other possible unintended consequences, such as the potential of encouraging child labor as a means for households to access microfinance.

In addition to these general strategies, in individual countries Applicants must:

Ecuador

- (7) Include in the proposed strategies a special emphasis on child labor in the agricultural sector, prioritizing its worst forms.
- (8) Propose a strategy that addresses the nexus between child labor and disabilities in the targeted areas, and taking into account and addressing their particular needs including accommodations, assistive devices, and other factors that may impede their access to work or employment (See Section 7 on the disabilities component below).

Panama

- (9) Propose strategies to address migration in sending communities in Panama to improve household livelihoods for migrating indigenous children and families as a means of reducing child labor.

In both countries, among the strategies that Applicants may consider are the following:

- (1) Propose a strategy that encourages financial literacy within households and the practice of saving for

²⁵ In Panama, the IADEH (Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano) works with the National Bureau against Child Labor and for the Protection of Adolescent Workers (*DIRETIPPAT*) to provide mothers of children who have been withdrawn or prevented from child labor with training for livelihood opportunities, such as sewing. In Ecuador, there have been efforts to strengthen productivity and ensure food security in indigenous communities through the provision of technical training and capacity building of local producers.

emergencies or investment.

- (2) Seek linkages to adult literacy programs to increase basic numeracy and literacy among households affected by child labor.

3. Social Protection

Applicants must propose activities that link project beneficiaries with existing social programs in Ecuador and Panama that could have a positive impact in reducing child labor, promoting children's participation in schooling, and securing sustainable livelihoods for target households. Applicants should describe why proposed activities would be effective for increasing direct beneficiaries' access to social protection services. As part of a strategy to link project beneficiaries with social programs, Applicants must:

- (1) Identify and assess available social protection programs and services in target areas and direct beneficiaries' access to them, including an explanation how they could increase children's participation in education.
- (2) Identify the most significant gaps in availability and/or access to social protection affecting target beneficiaries (children and their households).
- (3) Propose strategies to address those gaps and other obstacles that prevent direct beneficiaries from receiving social protection services.

4. Youth Employment

Given the continuing existence of adolescents in hazardous work in both Ecuador and Panama, Applicants must propose strategies to promote safe youth employment and entrepreneurship. Applicants targeting older children or youth of legal working age, particularly children ages 14 to 17 years, should consider providing direct education and improved livelihood services as a means of transitioning children in unsafe working conditions to acceptable work. As part of a strategy to promote safe youth employment and entrepreneurship, Applicants must:

- (1) Assess and document the working conditions of children of legal work age to determine whether they are working under exploitative or unsafe conditions, or conditions that could create future disabilities.
- (2) Demonstrate knowledge of laws intended to ensure the safety of children 14 to 17, including laws restricting children of this age from certain types of work, limiting the hours of their work, or prescribing workplace conditions, including for children with disabilities so that their disability is not exacerbated.
- (3) Demonstrate knowledge of the current policies and institutional efforts that seek to improve linkages between labor-market needs and the educational system.
- (4) Propose a strategy to link project beneficiaries of legal working age with existing programs that promote youth employment, training, entrepreneurship, or protect working children from hazards in the workplace. For example, Applicants should consider linking with the Government of Panama's Programa Padrino Empresario that provides training and work readiness skills to youth ages 15 to 17 through private sector partnerships.²⁶ Similarly in Ecuador, Applicants should consider building upon public-private partnerships that address child labor to promote technical skill development for safe and decent youth employment.
- (5) Propose a strategy to transition children of legal working age from child labor into acceptable work, including by addressing occupational safety and health issues or reducing hours of work, types of work or time of work to conform with international standards and national laws.
- (6) Propose strategies that address the lack of sufficient or sustainable decent work for youth and any assessed mismatches between their skills (or training offered to them) and decent work opportunities/demand in the job market.

5. Supporting Public-Private Partnerships to address child labor

With the private sector, the Applicant may propose a strategy on how the project will engage in public-private partnerships to combat child labor, improve the relevance and quality of education in areas of high child labor, or

²⁶ For more information, please see Government of Panama, *Padrino Empresario*; available from http://www.mides.gob.pa/?page_id=3031.

improve livelihoods. Examples of such initiatives could include:

- (1) Technical and vocational training for youth of legal working age;
- (2) Early childhood education/child care;
- (3) Teacher training; and
- (4) School feeding programs.

Furthermore, if the budget permits and/or if resources can be mobilized from the private sector or other sources, the applicant may consider:

- (5) Working with the private sector to develop and implement codes of conduct;
- (6) Supply chain mapping and risk assessment of child labor;
- (7) Complaint mechanisms for workers and community members and remediation of problems found relating to child labor; and
- (8) Public reporting on voluntary social compliance efforts, as applicable.

6. Strengthening the Nexus between Education and Labor Policies to Combat Child Labor

This project to combat child labor through quality education and improved livelihoods is being funded in conjunction with a parallel and complementary project detailed in SGA 12-11 to strengthen national capacity in policy and enforcement to combat child labor in Ecuador and Panama. The project(s) funded under this solicitation is/are intended to expand or test improved education and livelihood models. As part of a strategy to strengthen policy coordination, Applicants must:

- (1) Identify and assess gaps in education and livelihood programs policies and protocols that could inform broader efforts to combat child labor among vulnerable groups.
- (2) Propose strategies to secure linkages with government and social partners and draw on proven good practices to build a cost effective education and improved livelihood model(s) to significantly reduce child labor, which can be scaled up and widely applied to similar vulnerable populations throughout the countries.

In both countries, Applicants should seek to involve civil society stakeholders, particularly representatives of vulnerable populations, including Afro-descendant, indigenous, and those affected by disabilities, in identifying gaps in education and livelihood models to address child labor.

7. Addressing the Links between Child Labor and Disability

In Ecuador, Applicants must propose strategies for a pilot intervention to assist children who have disabilities and are working, who work because of adult disability in their households, or who have acquired disabilities as a result of child labor. As defined by the ILO Convention for persons with disabilities, “Persons with Disabilities” includes those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Children who acquire disabilities as a result of child labor would manifest long-term physical, mental, intellectual, or sensory impairments as a result of their participation in dangerous work activities or hazardous occupations. Also, research has indicated that indigenous children may be more likely to be affected by a disability. (See also *Accelerating action against child labour; Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work* – 2010. Geneva, 2010. http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/wcms_127688/lang--en/index.htm).

In Ecuador, Applicants must consult with and propose strategies for working with the Vice-President’s Office, the Ministry of Labor and other relevant government agencies to pursue a pilot component of the project that will:

- (1) Complement other efforts to identify and assist children who have disabilities and are working, who work because of adult disability in their households, or who have acquired disabilities as a result of child labor.
- (2) Develop awareness-raising campaigns at the community level on the acceptance of people with disabilities and the right to education and better livelihood opportunities.
- (3) Increase access to education of children affected by disability. This should include creating barrier-free

schooling and mainstreaming children with disabilities into schools and into the programs supported by the project, especially to accelerated education programs that will assist children who are behind in school.

- (4) Incorporate aspects of child labor and disability into teacher trainings so that teachers are aware of the issues and learn how to meet the educational needs of children affected by disabilities and child labor.
- (5) Document the needs and challenges of households affected by disabilities and child labor in order to address the educational needs and future employability and/or social support for households.
- (6) Develop/refine systems to link children and families affected by disability and child labor to education and social services and alternative livelihoods so that households do not need to rely on child labor.

Applicants must propose a strategy for exchanging of experiences from this pilot intervention with Panama and other countries in the region.

8. Raising Awareness

Applicants should assess past and existing awareness-raising activities and social mobilization campaigns to promote understanding of child labor, its impact, potential solutions, and the importance of education to children's long-term welfare and future employability. After consultation with indigenous, Afro-descendant and disability stakeholders, as relevant, Applicants should propose ways of raising awareness of child labor among children, households, and communities. Applicants should consider pursuing strategies of awareness-raising that have been effective in the region, particularly among indigenous communities, to promote the understanding of the importance of education instead of hazardous child labor. Applicants should consider the use of new technologies in designing their awareness-raising strategies. Applicants should consider strategies that have a positive impact in promoting schooling or training of children and youth. As part of a strategy to raise awareness, Applicants must:

- (1) Demonstrate knowledge of past and current awareness-raising efforts to combat child labor or child-labor related issues in target areas.
- (2) If applicable, propose linkages to existing awareness-raising campaigns that promote children's rights, including access to education.
- (3) Identify the most significant gaps in raising awareness of child labor in target areas and propose a strategy to fill those gaps and promote community involvement in combating child labor.
- (4) Assist civil society coalitions and community organizations, including organizations that work with Afro-descendant, indigenous, and migrant populations, in addition to those with disabilities, to identify and address exploitative child labor and facilitate their efforts to incorporate the reduction of exploitative child labor as a key objective.
- (5) Promote the participation of leaders of organizations representing vulnerable populations, including indigenous and Afro-descendant populations, in developing and implementing awareness-raising strategies.
- (6) Carry out awareness-raising campaigns among regional and local stakeholders through culturally and linguistically appropriate communication channels.
- (7) Describe why proposed strategies are needed and would be effective for raising awareness of child labor and mobilizing communities.

The grantee of this project will be expected to coordinate awareness-raising strategies, including messaging and targeting, with the complementary project detailed in SGA 12-11 to strengthen national capacity in policy and enforcement to combat child labor in Ecuador and Panama.

9. Sharing Lessons Between and Among Countries

Latin American countries are increasingly seeking ways to share lessons about their experiences in combating child labor through what is referred to as South-South or horizontal cooperation. As part of its proposal, the Applicant should propose innovative strategies to promote the sharing of experiences and lessons learned between Ecuador and Panama, and as relevant, with other countries in Latin America. Applicants should promote strategies to:

- (1) Facilitate exchanges of good practices in addressing exploitative child labor through social programs, education interventions, improved livelihood opportunities and community leadership development with other Latin American countries through visits with relevant projects and countries.
- (2) Facilitate exchanges among vulnerable populations Afro-descendant, indigenous, and migrant populations, in addition to those affected by disabilities that will assist communities to better define exploitative child labor and identify strategies to address it.
- (3) Increase the knowledge and leadership capacity of community and youth leaders of vulnerable populations through exchanges and visits to other countries in the region where good examples of education and livelihoods interventions have been developed and are being successfully implemented.
- (4) Facilitate exchange between actors involved in particular sectors. For example, one exchange could be between representatives of the Panamanian coffee sector and those involved in efforts to eliminate child labor in the coffee sector in Nicaragua, which may include government, private sector, and civil society actors. The exchange should facilitate the sharing of good practices in the coffee sector, which would include the education interventions, the roles of the various actors, monitoring and enforcement efforts, and the School Passport pilot program in Nicaragua. Another example could be to share strategies undertaken by different industry groups in Ecuador that have developed codes of conduct or addressed child labor in supply chains.

10. Supporting Research, Evaluation and Collection of Reliable Data on Child Labor

Applicants must propose a strategy and methodology for monitoring the project's direct beneficiaries, including the educational and work status of child beneficiaries. Applicants should identify a strategy by which they will track children's work activities throughout the year, including any seasonal or migrant work. Applicants must provide details on the components of their proposed direct beneficiary monitoring system (DBMS) including at a minimum systems/tools for collecting and storing data, sources of data, proposed frequency for data collection, and staff responsible for monitoring and data quality control. The DBMS monitors provision of educational and livelihood services provided to direct beneficiaries and monitors children's education and work status. Direct beneficiaries must be monitored at 6-month intervals and for specified periods of time (throughout the period of service provision and/or until the end of the project). Applicants must develop initial indicators to allow them to monitor the work status of each beneficiary child at the 6-month intervals. Applicants must also develop monitoring guidelines for all project partners responsible for providing direct services to children and household members and validate monitoring information.

All of the above will be integrated into the Comprehensive Monitoring and Evaluation Plan (CMEP) and, where necessary, will be refined through the CMEP process (see Section VI. on Award Administration Information). As part of their strategy to support data collection, Applicants must confirm a commitment to collaborate with USDOL External Monitoring and Evaluation Experts to develop a CMEP and carry out implementation evaluations after award.

As part of post-award requirements, Grantees must engage in a number of data collection and research activities, including baseline and follow-up surveys in each country, data collection for performance monitoring, research on outcomes of interventions, and reporting evaluation described in Section VI. on Award Administration Information. If applicable, after award, Applicants should also propose a strategy to conduct sector-specific research for target areas.

In addition, Applicants must commit to developing a best practices document for each country regarding effective education and livelihoods strategies that have reduced child labor, based on research and in-country experiences and expertise to reduce child labor among vulnerable populations, including Afro-descendant, indigenous and migrant children.

11. Promoting Transparency and Accountability

Given that transparency and accountability are key components of the U.S. Global Development Policy and long-term sustainability of efforts to combat child labor, Applicants should explain how their proposed projects will

promote transparency and accountability, including by the holding of public meetings to present project results to key stakeholders, including teachers, children and parents. Applicants are encouraged to use innovative tools and participatory approaches to ensure transparency and accountability.²⁷

E. Ongoing Efforts to Address Child Labor

In designing their project strategy, Applicants should consider existing policies and programs relevant to efforts to address child labor, including those established by government, private sector and civil society organizations. Where applicable, Applicants should give priority to working with and supporting existing or newly proposed efforts to combat child labor, target vulnerable families through social protection programs, and enhance livelihood opportunities for households. Among the programs Applicants should consider when developing their proposals are:

Ecuador

- The Government's flagship National Program for the Eradication of Child Labor in Landfills that the government would like to replicate to eliminate child labor in other sectors.
- The Government's program "Ecuador without Child Labor" seeks to eradicate child labor by improving data collection, strengthening labor inspections and carrying out awareness-raising activities.
- On June 9, 2011, the Government signed an agreement with the agriculture, flower, livestock and construction sectors to coordinate actions and promote joint programs for the elimination of child labor in those sectors.
- The National Development Plan and Plan for Good Living (Plan Nacional de Desarrollo y Plan del Buen Vivir) seeks to reduce by 75 percent the number of children who work and are not in school by 2013. It also aims to promote programs and private sector initiatives that incorporate youth into acceptable employment.
- The Government implements a national program to combat child begging during holidays, which includes a hotline to report cases of begging and awareness-raising campaigns in communities that receive and send child beggars.
- The city of Quito is utilizing an innovative accelerated education curriculum to provide educational services to vulnerable children, including child laborers. Currently, 1,500 children are participating.
- The Human Development Grant (Bono de Desarrollo Humano) provides conditional cash transfers to vulnerable families to keep children under 15 in school and has helped to reduce child labor. INFA reported that approximately 16,000-18,000 children were beneficiaries of the program in 2011.
- The National Secretariat of Migration implements the Escuelas Cercanas program that seeks to increase involvement of migrant parents in their children's education through the use of information technologies.
- The Manuela Espejo and Joaquin Gallegos Lara Programs of the Office of the Vice-President which has carried out a census of persons with disabilities, supports a cash subsidy program to assist in the care of persons with severe disabilities, and promotes activities for the socio-economic integration of persons with disabilities.
- The Government of Ecuador is also participating in a \$6.7 million regional project on horizontal cooperation to share lessons among Brazil, Bolivia, Ecuador and Paraguay on combating child labor implemented by ILO-IPEC and funded by the U.S. Department of Labor. In Ecuador, the project provides education and livelihood services to primarily indigenous and Afro-descendant families affected by child labor in the Provinces of Chimborazo, Tungurahua, Cotopaxi, Carchi and Esmeraldas, and in the city of Guayaquil.

Panama

²⁷ U.S. Government, *Fact Sheet: U.S. Global Development Policy*, [September 22, 2010]; available from <http://www.whitehouse.gov/the-press-office/2010/09/22/fact-sheet-us-global-development-policy>.

- Intercultural-bilingual Project that addresses the cultural diversity and providing basic literacy instruction in the native language during the first two years of basic education.
- Network of Opportunities (Red de Oportunidades) that provides cash benefit to families based on their participation in health and education services. The program also offers training to beneficiaries to improve income generation opportunities.
- The Ministry of Labor's scholarship program for helping child laborers to attend and remain in school.²⁸
- Solidarity Day Program (Programa Día Solidario), which provides scholarships for secondary level students to prevent them from engaging in prohibited and dangerous work and who want to continue higher education. This scholarship program works with the company Unión Fenosa as part of their corporate social responsibility programs.²⁹
- The Ministry of Labor supports alternative education programs, such as accelerated education for overaged children (Nivelación), special education (Educación Especial) for children with disabilities and particular needs, and multi-grade schools for rural and indigenous children (Escuela Nueva Escuela Activa - ENEA), in addition to other programs.³⁰
- The National Bureau against Child Labor and for the Protection of Adolescent Workers (DIRETIPPAT) and the National Institute for the Professional Development and Training (IADEH) training program for the mothers of children withdrawn and prevented from exploitive labor.³¹
- Panama's Roadmap towards the Elimination of Child Labor aims to eliminate the worst forms of child labor by 2015, and all child labor by 2020, by strengthening anti-poverty, health, and educational programs and policies.³²

F. Pre-Award Requirements

1. Host Government Consultations

USDOL has informed host government ministry officials in both countries of the proposed award. Applicants are encouraged to discuss proposed interventions, strategies, and activities with host government officials and work cooperatively with government stakeholders at the national and/or local level, including relevant ministries or government bodies during the preparation of their applications and in developing project interventions. Efforts should be made to avoid duplication, enhance collaboration, and develop synergies with government efforts. Applicants must coordinate and/or collaborate with relevant government agencies/ministries on the national, provincial, and municipal levels, including the following:

- Ecuador** Vice-President's Office (Vice-Presidencia de la República) (disabilities component).
- Ministry of Labor (Ministerio de Relaciones Laborales- MRL).
 - Ministry of Economic and Social Integration (Ministerio de Integración Económica y Social- MIES).
 - Ministry of Education (Ministerio de Educación).
 - Ministry of Social Development (Ministerio Coordinador de Desarrollo Social)
- Panama** Office of the First Lady (Oficina de la Primera Dama).
- Ministry of Labor (Ministerio del Trabajo y del Empleo-MITRADEL).

²⁸ Government of Panama, *Programa de Becas*; available from <http://www.mitradel.gob.pa/>

²⁹ Government of Panama, *Programa de Becas con Unión Fenosa*; available from http://www.senniaf.gob.pa/modulos/mod_fichagenerica/pub/ficha.php?id=9&zona=programas or <http://www.gasnaturalfenosa.com.pa/canales.aspx?seccion=5&sw=3>

³⁰ For more information, please see http://www.cncpanama.org/index.php?option=com_phocadownload&view=category&id=40:presentaciones-del-6to-foro&Itemid=168#

³¹ See <http://www.inadeh.edu.pa/>, the IADEH (Instituto Nacional de Formación Profesional y Capacitación para el Desarrollo Humano) works with the National Bureau against Child Labor and for the Protection of Adolescent Workers (*DIRETIPPAT*) to provide mothers of children who have been withdrawn or prevented from child labor with training for livelihood opportunities, such as sewing.

³² IPEC. Panamá lanza la Hoja de Ruta para eliminar el trabajo infantil y hace pública la creación de la Dirección Nacional contra el Trabajo Infantil y Protección de la Persona Adolescente Trabajadora, IPEC, [online] 2012 <http://white.oit.org.pe/ipecc/alcencuentros/interior.php?notCodigo=1769>.

- Ministry of Education (Ministerio de Educación).
- Ministry of Social Development (Ministerio de Desarrollo Social).

2. Working with Other Key Stakeholders

During the preparation of their applications and in developing project interventions, Applicants are expected to work with other key stakeholders and organizations on efforts to address child labor and its root causes including: indigenous, Afro-descendant and disability organizations; international organizations; NGOs; national steering and advisory committees on child labor and education; faith-based organizations and community development associations; trade unions; employers' and teachers' organizations; and children engaged in child labor and members of their households. Applicants are encouraged to establish public-private partnerships, soliciting assistance from non-Federal third parties who support the goals of this solicitation.

Applicants must also coordinate with and seek to build upon previous USDOL-funded child labor activities in the country, as well as current child-labor related initiatives carried out by other organizations. Applicants must coordinate with projects funded by relevant U.S. Government agencies.

3. Needs Assessment

In designing the project, Applicants must carry out a pre-award needs assessment to identify key factors contributing to children's involvement in child labor, including barriers to education, and gaps in current education, social protection and livelihood service provision. The assessment should inform project design and determine relevant and effective interventions. Applicants must preliminarily identify the types of work in which children engage in the proposed geographic regions and sectors. The pre-award needs assessment will serve as a basis for a more detailed baseline assessment to be conducted post-award. Other factors included in the assessment are: hours and conditions of work; age and sex distribution of beneficiary children; educational performance of proposed beneficiaries relative to other children; economic and social profiles of targeted households; and research or other data that might indicate correlations between child labor, sustainable livelihoods, and educational performance.

II. AWARD INFORMATION

Through this announcement, USDOL/ILAB expects to award up to \$6.5 million for one or more cooperative agreement(s) to fund a technical assistance project(s) to provide improved education and livelihood services to combat child labor among vulnerable populations, including among Afro-descendant, indigenous and migrant populations in Ecuador and Panama. The duration of the projects funded by this solicitation is four (4) years. The start date of program activities will be negotiated upon award of an individual cooperative agreement(s), but will be no later than December 31, 2012. Applicants must respond to the scope of work outlined in this SGA. Current USDOL/ILAB grantees are eligible to submit applications in response to Section I. of this SGA. See Section VI.C. on Reporting and Post-Award Requirements for more information on USDOL/ILAB's involvement with the recipient(s) of the cooperative agreement(s).

III. ELIGIBLE INFORMATION

A. Eligible Applicants

Any commercial, international, educational, or non-profit organization(s), including any faith-based, community-based, or public international organization(s), historically Black Colleges and Universities, Tribal Colleges and Universities, and disability organizations, capable of successfully reducing children's participation in child labor and developing and implementing educational and livelihoods programs to serve them, is eligible to apply. Lack of past experience with USDOL cooperative agreements, grants, or contracts does not bar eligibility or selection under this solicitation.

All Applicants and any proposed subgrantees or subcontractors must comply with all audit requirements,

including those established in OMB Circular A-133. They must also demonstrate presence in Ecuador and Panama — either independently or through a relationship with another organization with country presence (i.e., a subgrantee or subcontractor) — enabling them to initiate program activities upon award of the cooperative agreement.

The following Applicants (including subgrantees/subcontractors) will not be considered:

- Foreign governments and entities that are agencies of, or operated by or for, a foreign state or government.
- Organizations designated by the U.S. Government to be associated with terrorism or that have been debarred or suspended will not be considered.
- Applicants charging a fee (profit) associated with a project funded by USDOL under this award.

B. Cost Sharing or Matching

No cost share is required (including in-kind contributions or matching fund contributions). However, USDOL welcomes applications that include cost share. Applicants that propose cost share must indicate the nature; source(s) of funds and/or in-kind contributions; the amount/estimated value in U.S. dollars; and the proposed project activities to be performed with these resources. They must also explain how the activities will complement and enhance project objectives. After award, cost share will be incorporated into the cooperative agreement. Grantees will be required to report on these funds in their quarterly SF-425 and are liable for the full amount of these funds during the life of the cooperative agreement.

Cost sharing from subgrantees and/or subcontractors must not be directed to the Applicant or its employees for their benefit and may only be used to support the work of the project or defray its costs. Applicants may not make the award of a subgrant or subcontract contingent upon a subgrantee or subcontractor agreeing to provide matching funds.

C. Other

USDOL's Office of Procurement Services will screen all applications for responsiveness. If deemed non-responsive, the office will send a letter to the Applicant, indicating the reason for the determination of non-responsiveness. The letter will indicate which document was missing from the application, if the application was deemed non-responsive due to being incomplete.

Applications will be considered non-responsive and will be rejected for any one of the following reasons:

1. Failure to submit application by [Grants.gov](https://www.grants.gov) or hard copy via the U.S. Postal Service or other delivery service, such as Federal Express, DHL, or UPS;
2. Failure to include the required DUNS number(s) or proof of OMB exemption(s) from the DUNS number requirement;
3. Failure to submit both a completed Technical Proposal and a completed Cost Proposal;
4. Failure to include all of the required documents and annexes in the Technical Proposal or Cost Proposal;
5. Failure to demonstrate country presence;
6. Submission of an application with budget beyond maximum amount available, \$6.5 million for Ecuador and Panama;
7. Failure to include all required audit report(s) and failure to include most recent single audit or to demonstrate compliance with single audit submission timeframes established in OMB Circular A-133 for applications from U.S.-based non-profit organizations that are subject to the Single Audit Act. For Applicants that are foreign-based or for-profit organizations, failure to submit the most current independent financial audit will result in an application being considered non-responsive and rejected;
8. Inclusion of an audit report(s) that reflects adverse opinions;
9. Failure to designate key personnel candidates or not including résumés and signed letters of commitment for key personnel candidates; and
10. Failure to submit an application by the deadline specified in this SGA.

IV. APPLICATION AND SUBMISSION INFORMATION

A. Address to Request Application Package

The SGA application package and any amendments can be downloaded and viewed from Grants.gov by referencing Funding Opportunity Number 12-XX. In order to view the SGA and submit applications on Grants.gov, Applicants must download free Pure Edge Viewer software, available from http://www.grants.gov/Applicants/apply_for_grants.jsp. The full-text version of and the SGA is also available on USDOL/ILAB's Web site, <http://www.dol.gov/ILAB/grants/main.htm>. All necessary information, including required forms, needed to apply for cooperative agreement funding is included in this solicitation.

B. Content and Form of Application Submission

Applications must consist of two separate parts (1) a Technical Proposal and (2) a Cost Proposal, if either is missing; the application will be considered non-responsive and will be rejected. Unless specified as "optional" or "as applicable," all documents identified in this section must be included in the application package to be considered complete and responsive. Applicants' Technical and Cost Proposals must address the entire SOW outlined in the SGA. Applications must be organized as outlined below. All parts of the application (including required or additional supporting documents) must be written in English. All pages of the application must be numbered. Any additional documentation submitted that is not required or specifically requested under this solicitation will not be considered.

4. Technical Proposal

Applicants must prepare a technical proposal as Part I of the application. The Technical Proposal must address the Applicant's technical capacity to plan and implement the proposed project in accordance with the provisions of this solicitation. The Technical Proposal must respond to all of the requirements in the SOW. The Technical Proposal must contain all of the documents outlined below unless marked as "optional" or "as applicable". Applications must be no more than 50 pages, single-sided, double-spaced pages (8-1/2" x 11" with 1" margins). Font size should be no less than 11-point Times New Roman. The Abstract, Table of Contents and required annexes to the Technical Proposal do not count toward the page limit.

a. Abstract

The Abstract must not exceed two pages and must include: project title; name of the Applicant; proposed subgrantees or subcontractors (as applicable); summary of the proposed project design and key project activities; funding amount requested from USDOL (up to \$6.5 million); and total dollar value of cost share (as applicable).

b. Table of Contents

The Table of Contents must list all sections of the Technical Proposal narrative, as listed below, and the required documents and include their corresponding page numbers.

c. Project Design Narrative

The Project Design Narrative must describe in detail, the Applicant's response to the SOW. The Project Design Narrative must contain the following sections:

(1) Background

This section must not exceed three pages. Applicants must describe the child labor situation in the identified priority areas and identify significant gaps in terms of policies and programs, coordination, and enforcement that need to be filled by the project. This section should also describe key aspects of the implementing environment that contribute to child labor. Applicants must justify their selected strategy and explain how it will fill identified gaps and contribute to reducing child labor.

(2) Project Design and Strategy

Applicant must outline a project strategy that fully responds to the SOW and addresses the major gaps described in Section I as well as those identified by the Applicants. Applicants must also justify their selected strategy and explain how it will fill identified gaps and contribute to reducing child labor.

(3) Organizational Capacity

This section must describe the qualifications of the proposed Applicant and/or any proposed subgrantees and/or subcontractors to implement the project.

(4) International and U.S. Government Grant and/or Contract Experience

Applicants must highlight any experience they have with implementing projects relevant to child labor.

(a) Country Presence and Host Government Support

Applicants must address their organization's existing presence and ability to start up project activities in Ecuador and Panama before signing a cooperative agreement. Applicants should also discuss their ability to work directly with relevant government agencies and NGOs, including local, indigenous, Afro-descendant, disability, and community based organizations, and their past experience working with these stakeholders. Applicants must submit supporting documentation which demonstrates country presence and outreach to host government ministries or agencies and NGOs operating in Ecuador and Panama.

(b) Fiscal Oversight

Applicants must provide a narrative description and evidence that their organization has a sound financial system in place to effectively manage the funds requested under this solicitation.

(c) Key Personnel

Applicants must identify no less than five key personnel candidates to collectively fulfill the functions listed below and deemed essential to the successful operation of the project and completion of all proposed activities and deliverables. USDOL will approve five positions considered key personnel: Project Director, Education Specialist, Livelihoods Specialist, Monitoring and Evaluation Officer, and Finance/Administrative Manager, each of whom must allocate 100 percent of their time to the project and live in either Ecuador or Panama. Applicants must address candidates' level of competence, past experience relevant to this solicitation and qualifications to perform the requirements outlined in the SOW. Fluency in English and Spanish is required, and working knowledge of relevant national languages is preferred.

Applicants are encouraged to propose staffing strategies that aim to develop the capacity of national and/or local staff over the course of the project.

Key personnel positions must not be combined. Proposed key personnel candidates must sign letters indicating their commitment to serve on the project for a stated term of the service and their availability to commence work within 45 days of cooperative agreement award. Key personnel should be employed by the Grantee, subgrantee, or subcontractor. USDOL encourages Applicants to hire national/local staff for key personnel positions. The Grantee must assume full responsibility for ensuring that all key personnel have a clear and thorough understanding of USDOL policies, procedures, and requirements and that all documents submitted to USDOL are in fluent English and Spanish. The application will be considered non-responsive and rejected if any key personnel candidates are not designated. Applicants must propose candidates with qualifications to successfully implement the proposed strategy. Requirements for individual position follow:

Project Director:

- Minimum of five years of experience in project management, supervision, administration, and implementation of cooperative agreement requirements (including meeting deadlines, achieving targets, and overseeing the preparation and submission of required reports to USDOL).
- Must be employed by the Grantee (not subgrantees/subcontractors).
- Establish and maintain systems for project operations.

- Maintain working relationships with all project stakeholders, including coalition building and public-private partnerships promotion.
- Experience in a leadership role in implementing development projects relevant to this solicitation.
- Must have experience working with vulnerable populations, such as indigenous, Afro-descendants, and children affected by disabilities.
- USDOL reserves the option of a phone interview with proposed Project Director as part of the panel review process.

Education Specialist:

- Minimum of three years of experience in a leadership position responsible for developing education interventions and the technical aspects related to the proposed strategy, including student assessment, teacher training, educational materials/curriculum development, educational management, and educational monitoring and information systems.
- Experience in basic and secondary education projects.
- Understanding of child labor issues, including special educational needs of children removed from child labor when they enter/return to school, such as children affected by migration, and for children affected by disabilities.
- Experience working with vulnerable children and their households in the region.
- Experience working successfully with Ministry of Education and other government agencies, networks of educators, employers' organizations, and trade unions or comparable entities.
- Must be employed by the Grantee, subgrantee, or subcontractor.

Livelihoods Specialist:

- Minimum of three years of experience in a leadership position responsible for developing livelihood interventions and the technical aspects related to the proposed strategy, including skills training, micro-lending, micro-savings, employment generation, alternative/additional income generation, youth employment and social protection.
- Experience in projects promoting livelihoods interventions.
- Understanding of child labor issues, including youth employment, and families affected by migration and disabilities.
- Experience working successfully with government agencies and private organizations engaged in promoting improved livelihoods for households and the provision of social protection services.
- Experience working with employers' organizations, trade unions or other civil society organizations.
- Must be employed by the Grantee, subgrantee, or subcontractor.

Monitoring and Evaluation Officer:

- Minimum of three years of experience in a leadership position responsible for implementing the project's monitoring and evaluation activities, including the DBMS.
- Experience in the monitoring and evaluation of international development projects or one year relevant experience combined with an advanced degree in statistics, public policy, economics, or a related field.
- Experience in strategic planning and performance measurement, indicator selection, quantitative and qualitative data collection and analysis methodologies, database management, and familiarity with impact evaluation or similar research methodologies. Knowledge of GPRA is preferred.
- Must be employed by the Grantee, subgrantee, or subcontractor.

* Note: The monitoring and evaluation officer will act as liaison and point of contact between a USDOL external evaluation contractor and the project.

Finance/Administrative Manager:

- Minimum of three years of relevant experience required.
- Experience should include working on financial, accounting, and/or contract implementation that includes budget preparation, cost analysis, and financial management across multiple countries.
- Experience should also include developing, coordinating, and maintaining financial management systems

by creating budgets and tracking expenditures, accruals, and obligations.

- Experience in establishing internal financial and administrative procedures compatible with donor's standards and across multiple countries.
- Experience coordinating the management of staff administration in accordance with donor policies and national laws; and training partners in human and financial resources management according to donor's standards.
- Must be employed by the Grantee, subgrantee, or subcontractor.

(d) Other Professional Personnel

Applicants must identify any other professional program personnel deemed necessary to carry out the proposed strategy and provide justification for including these individuals.

Applicants should hire national/local staff for professional program personnel who know the areas of intervention and will be responsible for implementing project activities at the regional, provincial, and municipal levels. These individuals should be employed by the Grantee, subgrantee, or subcontractor must have at least five years of experience working with authorities and vulnerable and excluded local populations. The Local Coordinators must have an understanding of child labor issues among indigenous groups in the targeted regions and a strong capacity to generate dialogue among a diverse range of groups. These individuals must have experience in working successfully with indigenous groups, government ministries, agencies, and private organizations engaged in promoting child protection priorities at the local levels. Fluency in English and Spanish and working knowledge of local languages is preferred. Among the responsibilities of the Local Coordinators will be to (1) facilitate communication with regional and local authorities, local child-related committees, and regional offices of the Ministry of Labor, Education, and other national government agencies; (2) coordinate activities with local subgrantees or subcontracts; (3) design consultations and raise awareness of child labor among local communities and help design local child-labor plans; (4) work with children, households and communities to design the most relevant and effective activities to increase access to education, improve household livelihoods, and reduce child labor; and (5) promote project sustainability and partnerships with the private sector and other organizations that work on child-labor related issues.

(e) Project Management Plan

Applicants must describe their project management plan. This plan must correspond with Annex D and AnnexE of the Applicant's Technical Proposal. It must also include a narrative description of the structure of the project's management team, key personnel's roles and responsibilities and the lines of authority between key personnel and other project staff directly responsible for providing direct services to project beneficiaries. If any of the project's key personnel would be employed by a subgrantee, the Applicant must provide rationale of this selection and an explanation of the staffing structure.

d. Annexes

(1) Annex A: Logic Model

The logic model must include inputs, outputs, outcomes, and may also consider assumptions and external factors that may influence the project. The Logic Model must be no longer than two pages. The logic model will serve as an input into the CMEP and will be refined and finalized during the CMEP process. Examples of logic models can be found at: The University of Wisconsin Extension (<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>) and The Kellogg Foundation (<http://www.wkkf.org/knowledge-center/resources/2006/02/WK-Kellogg-Foundation-Logic-Model-Development-Guide.aspx>).

(2) Annex B: Work Plan

The work plan must identify major project activities, deadlines for completing these activities, and person(s) or institution(s) responsible for completing these activities. The work plan must correspond to activities identified in the logic model and the project design narrative. Applicants may choose the most appropriate format of the work plan.

(3) Annex C: Past Performance Table(s)

Applicants must list grants, cooperative agreements, and/or contracts with USDOL, other Federal agencies, and other donors that are relevant to this solicitation within the past five years beginning with the issuance date of the SGA. This information must be provided for the Applicant(s) and any proposed subgrantee(s)/subcontractor(s) that will provide direct services and must be presented in the following table. The table must include no more than a total of six references/projects.

Name of Applicant/ Subgrantee/ Subcontractor	Agency/ Donor/ Organization	Agency/ Donor/ Contact Information (Name, telephone, fax, e-mail)	Name of the Project and Instrument Number	Funding Amount (in USD)	Country of Implementation and Period of Performance	Brief Summary of Work Performed and Accomplishments

(4) Annex D: Project Management Organization Chart

The project management organization chart must provide a visual depiction of the project's management structure and lines of authority among all key personnel, other professional personnel, and other project staff being proposed.

(5) Annex E: Personnel Descriptions, Résumés, and Letters of Commitment

This annex must contain personnel descriptions (outlining roles and responsibilities) and résumés for all key personnel and other professional personnel being proposed by the Applicant. It must also include signed letters of commitment from all proposed key personnel. Each résumé must include:

- Educational background, including highest education level attained;
- Work experience covering at least the last five years of employment to the present, including such information as the employer name, position title, clearly defined duties, and dates of employment;
- Salary information for at least the last five years of employment to the present;
- Special experience, capabilities, or qualifications related to the candidate's ability to implement the proposed strategy and perform effectively in the proposed position; and
- English language skills (speaking, listening, reading, writing).

(6) Annex F: Documentation of Country Presence and Host Government Support

This annex must contain documents that demonstrate country presence and corroborate host government support. Documentation may include official registration of the Applicant's organization in Ecuador or Panama. Applicants with current Memorandum of Understanding between the Applicant and the host government, letters of support for the proposed project from the national and/or local governments and other relevant documentation may be included in this annex.

(7) Annex G: Audit Report(s)

This annex must contain the audit report(s) of the Applicant and any proposed subgrantees and/or subcontractors (as applicable). The following audit attachments are required, depending on the organization's status (1) for Applicants from U.S.-based non-profit organizations and all proposed U.S.-based, non-profit, subgrantees and/or subcontractors that are subject to the Single Audit Act, include the most recent single audit and demonstrate compliance with single audit submission timeframes established in OMB Circular A-133; (2) for Applicants that are for-profit or foreign-based organizations the Applicant's most current independent financial audit; and/or (3) the most current independent financial audit, for all proposed subgrantees and/or subcontractors that are for-profit or foreign-based organizations. Applicants must provide a cover sheet to the audit attachments listing all proposed subgrantees and/or subcontractors.

5. Cost Proposal

Applicants must prepare a cost proposal as Part II of the application. Applicants must describe their financial

capacity to plan and implement the proposed strategy in accordance with the provisions of this solicitation. The cost proposal must reflect consistency between the proposed costs and the work to be performed as outlined in the project design narrative of the Applicant's technical proposal. The cost proposal must contain the following: an SF-424 Supplemental Key Contacts Information; an SF-424 Application for Federal Assistance; an SF-424A Budget Information; a detailed outputs-based budget and an accompanying budget narrative; and an indirect cost form and supporting documentation, as applicable.

a. Dun and Bradstreet Number(s)

Applicants must include their unexpired Dun and Bradstreet/DUNS number in the organizational unit section of Block 8 of the Standard Form (SF)-424. Applicants proposing subgrantees or subcontractors must submit each organization's DUNS number as an attachment to the Cost Proposal.

Organizations that do not have a DUNS number can receive a DUNS number at no cost by calling the dedicated toll-free number request line at 1-866-705-5711 or by using the web-based form available at <http://fedgov.dnb.com/webform>. Registration is brief and can be completed immediately when requested by phone, or within 1-2 business days when requested through the webform.

Applicants must be registered with the Central Contractor Registration. A DUNS number is required to register with Central Contractor Registration (CCR). Online registration is available through the CCR home page <https://www.bpn.gov/ccr/default.aspx>. Completing and submitting the registration takes approximately one hour and your CCR registration will take 3-5 business days to process. After registration, Applicants will receive a confirmation number. The Point of Contact listed by the organization will receive a confidential Trader Partnership Identification Number (TPIN) via mail. For any questions about registration, please contact the CCR Assistance Center at 1-888-227-2423.

In addition, for all U.S. organizations, an Employer Identification Number (EIN) is also required. The EIN is issued by the Internal Revenue Service and may take an additional 2-5 weeks to become active.

b. Required Standard Forms

- (1) **SF-424 Supplemental Key Contacts Information:** This form must include name, position title, address, telephone and fax numbers, e-mail address, and other relevant information for the Applicant's designated key contact person.
- (2) **SF-424 Application for Federal Assistance:** This form must reflect the entire amount of funds being requested under this solicitation and if applicable, the amount of any cost sharing proposed by the Applicant must be shown in Section 18.b. All applicable DUNS Numbers in Block 8 (and as an attachment for each subgrantee or subcontractor, as applicable)
- (3) **SF-424A Budget Information (Non-Construction Programs):** This form must include all costs for proposed construction activities that are: 1) over \$5,000; and/or 2) for the construction of a permanent structure (latrines, wells) reported on the SF-424.

c. Outputs-Based Budget

The output-based budget (including USDOL funds and any cost sharing funds reported on the SF-424 and SF-424A) must comply with Federal cost principles. This budget will become part of the cooperative agreement in the event of award. Any costs omitted by the Applicant may not be allowed to be included after award. The budget submitted with the application must include all necessary and sufficient funds, without reliance on other contracts, grants, or awards to implement the Applicant's proposed strategy. USDOL will not provide any additional funding to cover unanticipated costs. If anticipated funding from another contract, grant, or award fails to materialize, USDOL will not provide additional funding to cover these costs.

The detailed Outputs-Based Budget must:

- Show how the budget reflects project goals and design in a cost-effective way.
- Link to the activities, objectives, and outputs reflected in the project design narrative, work plan, and

logic model.

- Allocate the largest proportion of project resources to direct intervention rather than direct and indirect administrative costs. Applicants must provide a breakdown of total administrative costs into direct and indirect administrative costs. The Grant Officer reserves the right to negotiate project and administrative cost levels before award.
- Include sufficient funds to finance appropriate in-country and international travel.
- Allocate funds for travel by the Project Director and/or other key personnel based in the field to meet annually with USDOL officials in Washington, D.C. or another site determined by USDOL.
- Budget for the Project Director and/or another key personnel staff member to travel to Washington, D.C. for a post-award meeting, which will be held within two months of award.
- Set aside a total of at least three percent of the project budget to cover the costs associated with project monitoring activities including (1) development and implementation of DBMS; (2) regular collection and processing of monitoring data for project beneficiaries at the child and the household level, including any necessary travel to monitor the work status of each beneficiary; (3) development of monitoring guidelines (in multiple languages, as appropriate) for all project partners responsible for providing direct services to children and members of their households; (4) the development and implementation of a system and process for validating monitoring information; (5) support to the CMEP process including travel for relevant staff to two workshops (to be held in one of the two countries), costs of hosting workshops, training partners, and any other logistical/administrative costs (Please see Section VI on Award Administration Information); and (6) meeting reporting requirements as discussed in the SGA. This allocation should not include costs associated with M&E personnel.
- Allocate at least \$70,000 total for support the external interim and final implementation evaluations. Resources permitting, USDOL will directly contract the external evaluators to design and implement the evaluations. The project will be responsible for certain support costs to each evaluation such as providing ground transportation for the external evaluator, hosting an evaluation stakeholders meeting, translating evaluation reports, and in-country transportation and accommodation costs for staff and other stakeholders' participation in the workshop.
- Allocate a total minimum of \$300,000 for conducting a baseline survey and a follow-up survey in each country, a needs assessment on school conditions, outcome-based research, and a research dissemination strategy as well as other proposed studies, assessments, and research activities (see Section VI on Award Administration Information).
- Include costs for audits or attestation engagements in direct or indirect costs, whichever is appropriate, in accordance with the cost allocation procedures approved by the U.S. Federal cognizant agency.
- Include a contingency provision, calculated at five percent of the project's total direct costs, which intent to address circumstances affecting specific budget lines related to (1) inflation affecting specific project costs; (2) UN System or foreign government-mandated salary scale or benefits revisions; and (3) exchange rate fluctuations. However, USDOL also recognizes that certain unforeseen circumstances may arise and result in a need for exceptions to these uses of contingency provision funds and a need for budget modifications or time extensions. These include (1) changes in a country's security environment; (2) natural disasters; (3) civil or political unrest/upheavals or government transitions; or (4) delays related to loss of or damage to project property.
- Allocate funds for promoting healthy learning environments if applicable.
- Include a justification for any proposed housing costs, housing allowances, and/or personal living expenses in the budget narrative, which is described below.

d. Budget Narrative

The cost proposal must include a budget narrative that corresponds to the outputs-based budget. The budget narrative must include a detailed justification, broken down by line item, of all of the Applicant's costs included in the outputs-based budget.

e. Indirect Cost Information

(1) Indirect Cost Form for the Applicant (including one for each proposed subgrantee and

subcontractor as applicable): The cost proposal must also contain information on the Applicant's indirect costs, using the form provided on USDOL/ILAB's Web site at <http://www.dol.gov/ilab/grants/bkgrd.htm>.

- (2) Indirect Cost Supporting Documentation (including one for each proposed subgrantee and subcontractor, as applicable):** The cost proposal must include a current, approved Negotiated Indirect Cost Rate Agreement (NICRA) or a Certificate of Direct Costs if no indirect costs are claimed.

f. Survey on Ensuring Equal Opportunity for Applicants (Optional)

All Applicants are requested, but not required, to complete and include the Survey on Ensuring Equal Opportunity for Applicants (OMB No. 1890-0014) in their applications; this form is provided on USDOL/ILAB's Web site at: <http://www.dol.gov/ilab/grants/bkgrd.htm>.

C. Submission Dates and Times

All applications must be received by the closing date and time on the cover page of this announcement.

D. Funding Restrictions

USDOL/ILAB highlights the following restrictions, unallowable activities, and specific prohibitions, as identified in OMB Circular A-122, 29 CFR Part 95, 29 CFR Part 98, and other USDOL/ILAB policy, for all USDOL-funded child labor technical cooperation projects. Applicants' Cost and Technical Proposals must be developed in accordance with the provisions outlined below. If any Applicant has questions about these or other restrictions, please e-mail Brenda White and James Kinslow.

1. Pre-award Costs

Cooperative agreement funds may not be encumbered/obligated by a Grantee before the period of performance. Pre-award costs, including costs associated with the preparation of an application submitted in response to this SGA, are not reimbursable under the cooperative agreement.

2. Direct Cash Transfers to Communities, Parents of Children

USDOL/ILAB does not allow for direct cash transfers to target beneficiaries. Grantees may not provide direct cash transfers to communities, parents, or children. Purchase of incidental items is allowable if necessary for direct beneficiaries' participation in project activities and as a means of promoting sustainable reduction of child labor among the target group. These beneficiary support costs could include direct costs such as uniforms, tool kits for livelihood interventions, school supplies, books, provision of tuition, or transportation costs. If approved by USDOL, the Grantee or its subgrantees or subcontractor(s) must purchase or directly pay for these items in the form of vouchers or payment to the service provider, as opposed to handing cash directly to project beneficiaries or other individuals. This ensures that the money is used for its intended purpose and is not diverted or lost. Applicants may propose microfinance interventions or linkages to existing microfinance programs.

If an Applicant proposes the provision of beneficiary support costs, it must specify: (1) why these activities and interventions are necessary and how they will contribute to the overall project goals; and (2) how the disbursement of funds will be administered in order to maximize efficiency and minimize the risk of misuse. The Applicant must also address how beneficiary support costs will be made sustainable once the project is completed.

3. Construction

Applicants must adhere to requirements for construction outlined in this paragraph and in Section I.F.1. of this SGA. Funds for construction must be clearly specified in the budget. Any activities that lead to the creation of real property (*i.e.*, a new classroom, an addition to an existing building, wells, and latrines) that is of a permanent nature must be classified under construction expenses. Expenses in support of construction cannot be classified as supplies, and should be budgeted under the construction line item. In general, USDOL expects construction to be limited to improving existing infrastructure and facilities of schools and/or other learning environments in the

project's target communities. In order to ensure sustainability, USDOL encourages Applicants to secure forms of cost sharing from communities and local organizations when proposing construction activities.

4. Housing and Personal Living Expenses

USDOL funds may only be used to pay for housing costs, housing allowances, and personal living expenses (e.g., dependents' allowance) of project staff if they (1) are separately accounted for as direct costs of the project necessary for the performance of the project and (2) receive prior approval from USDOL. In accordance with federal cost principles, housing and personal living expenses may not be counted as fringe benefits or indirect costs. Housing and other personal expenses are costs that are appropriately the responsibility of individual employees, including local coordinators, whether they are residing in the United States or abroad. In general, housing costs, housing allowances, and personal living expenses will only be authorized under the cooperative agreement if deemed necessary for the performance of the project, in particular, in cases of extraordinary costs of living attributable to unique circumstances affecting a local economy.

5. Subgrants and Subcontracts

Subgrants and subcontracts awarded after the cooperative agreement is signed, and not proposed in the application, must be awarded through a formal competitive bidding process in accordance with 29 CFR 95.40-48. Subgrants and subcontracts are subject to audit, in accordance with the requirements of 29 CFR 95.26.

6. Lobbying and Fundraising

Funds provided by USDOL for project expenditures under cooperative agreements may not be used with the intent to influence a member of the U.S. Congress, a member of any U.S. Congressional staff, or any Federal, State, or local government official in the United States (hereinafter "government official(s)"), to favor, adopt, or oppose, by vote or otherwise, any U.S. legislation, law, ratification, policy, or appropriation, or to influence in any way the outcome of a political election in the United States, or to contribute to any political party or campaign in the United States, or for activities carried on for the purpose of supporting or knowingly preparing for such efforts. This includes awareness-raising and advocacy activities that include fundraising for, or lobbying of, U.S. Federal, State, or local governments. (See OMB Circular A-122, as codified at 2 CFR Part 230). This does not include communications for the purpose of providing information about the Grantees and their programs or activities, in response to a request by any government official, or for consideration or action on the merits of a Federally sponsored agreement or relevant regulatory matter by a government official.

Applicants classified under the Internal Revenue Code as a 501(c)(4) entity [See 26 U.S.C. 501(c)(4)] may not engage in any lobbying activities. According to the Lobbying Disclosure Act of 1995, as codified at 2 U.S.C. 1611, an organization, as described in Section 501(c)(4) of the Internal Revenue Code of 1986, that engages in lobbying activities directed toward the U.S. Government is not eligible for the receipt of Federal funds constituting an award, grant, cooperative agreement, or loan.

7. Funds to Host Country Governments

USDOL funds awarded under cooperative agreements are not intended to duplicate existing foreign government efforts or substitute for activities that are the responsibility of such governments. Therefore, Grantees may not provide any of the funds obligated under this cooperative agreement to a foreign government or entities that are agencies of, or operated by or for a foreign state or government, ministries, officials, or political parties, except that where the Grantee has conducted a competitive process to select the awardee and has determined that no other entity in the country is able to provide services or undertake project activities, the Grantee may award subgrants/subcontracts to foreign government agencies or entities that are agencies of or operated by or for a foreign state or government, ministries, officials, or political parties. In such cases, Grantees must receive prior USDOL approval before awarding the subgrant/subcontract.

8. Miscellaneous Prohibitions

USDOL funds may not be used to provide for:

- The purchase of land;
- The procurement of goods or services for personal use by the Grantee's employees;
- Entertainment, including amusement, diversion, and social activities and any costs directly associated with entertainment (such as tickets, meals, lodging, rentals, transportation, and gratuities). Costs of training or meetings and conferences, when the primary purpose is the dissemination of technical information including reasonable costs of meals and refreshments, transportation, rental of facilities and other incidentals are allowable. Costs related to child labor educational activities, such as street plays and theater, are allowable; and
- Alcoholic beverages.

9. Prostitution, Forced Labor and Trafficking

The U.S. Government is opposed to prostitution and related activities, which are inherently harmful and dehumanizing and contribute to the phenomenon of trafficking in persons. U.S. Grantees and their subgrantees and subcontractors, cannot use funds provided by USDOL to lobby for, promote or advocate the legalization or regulation of prostitution as a legitimate form of work. Foreign-based Grantees and their subgrantees and subcontractors that receive funds provided by USDOL for projects to combat trafficking in persons cannot lobby for, promote or advocate the legalization or regulation of prostitution as a legitimate form of work while acting as a subgrantee or subcontractor on a USDOL-funded project. Further, U.S. Grantees and their subgrantees and subcontractors cannot engage in "severe forms of trafficking in persons" during the period of time the award is in effect, nor use forced labor in the performance of an award or subawards under the award, as these terms are defined by 2 CFR Part 175 and the Trafficking Victims Protection Act of 2000 (22 USC 7102). It is the responsibility of the Grantee to ensure its subgrantees and subcontractors meet these criteria. This provision must be included in any applicable subgrant and subcontract that the Grantee awards using USDOL funds and the Grantee must obtain a written declaration to that effect from the subgrantee or subcontractor concerned. Also, Applicants must adhere to the requirements at 2 CFR Part 175 relating to trafficking in persons, which will be included in the cooperative agreement.

10. Inherently Religious Activities

The Grantee(s) may work with and subgrant to or subcontract with religious institutions; however, Federal funds provided under a USDOL-awarded cooperative agreement may not be used for religious instruction, worship, prayer, proselytizing, other inherently religious activities, or the purchase of religious materials. Neutral, non-religious criteria that neither favor nor disfavor religion will be employed in the selection of Grantees and must be employed by Grantees in the selection of subgrantees or subcontractors. This provision must be included in all subgrants and subcontracts issued under the cooperative agreement.

Any inherently religious activities conducted by the Grantee must be clearly separated in time or physical space from activities funded by USDOL. Grantees must separately account for and segregate from Federal and matching funds (neither of which may be used to fund inherently religious activities), any non-Federal and non-matching funds (or allocable portion of those funds) used for such inherently religious activities. Additionally, direct beneficiaries of the project must have a clear understanding that their enrollment in a USDOL-funded project is not conditioned on their participation in any religious activities and a decision to not participate in any inherently religious activity will in no way impact, or result in any negative consequences to, their project standing.

11. Terrorism

Applicants are bound by U.S. Executive Orders and U.S. law that prohibit transactions with and the provision of resources and support to individuals and organizations associated with terrorism. It is the legal responsibility of the Grantee to ensure compliance with these Executive Orders and laws. USDOL policy seeks to ensure that no USDOL funds directly or indirectly used to provide support to individuals or entities associated with terrorism. Applicants responding to this solicitation and Grantees subsequently awarded funding by USDOL under this SGA must check <http://www.treas.gov/offices/enforcement/ofac/sdn/t11sdn.pdf> to assess information available on parties that are excluded from receiving Federal financial and non-financial assistance and benefits. In the event of award, this provision must be included in all applicable subgrants and subcontracts issued under the

cooperative agreement.

12. Value Added Tax (VAT)

Applicants should discuss the possibility of obtaining customs and VAT exemptions with host government officials during the preparation of their application. While host governments are encouraged not to apply customs or VAT taxes to USDOL-funded projects, some host governments may nevertheless choose to assess such taxes. When preparing their budgets, Applicants should account for such costs, since USDOL cannot provide assistance in this regard. If these costs are omitted, a Grantee may not be allowed to include them after award.

E. Other Submission Requirements

Applications may be submitted in hard copy or electronically via Grants.gov. Applications submitted by other means, including e-mail, telegram, or facsimile (FAX) will be not be accepted.

1. Electronic Submission

Applicants electing to submit electronically must submit one electronic copy of the complete application via Grants.gov. Applicants submitting via Grants.gov are responsible for ensuring that their application is received by Grants.gov by the deadline.

Applicants submitting their application electronically through Grants.gov should note the following submission instructions: (1) an individual with authority to legally bind the Applicant must be responsible for submitting the application on Grants.gov; (2) applications submitted through Grants.gov do not need to be signed manually; the form will automatically affix an electronic signature for the authorized person identified; and (3) when submitting on Grants.gov, Applicants must save all attachments as a .doc, .pdf, .txt, or .xls file. If submitted in any other format, the application bears the risk that compatibility or other issues will prevent USDOL from considering the application. USDOL will attempt to open the document, but will not take any “corrective” measures in the event of issues with opening. In such cases, the non-conforming application will not be considered for funding.

To avoid unexpected delays that could result in the rejection of an application, Applicants should immediately initiate and complete the registration steps at http://www.grants.gov/Applicants/get_registered.jsp as registration can take multiple days to complete. Applicants should consult the Grants.gov Web site’s Frequently Asked Questions and Applicant User Guide, available at http://www.grants.gov/help/general_faqs.jsp, and <http://www.grants.gov/assets/ApplicantUserGuide.pdf>. Within two business days of application submission, Grants.gov will send the Applicant two e-mail messages to provide the status of application progress through the system. The first e-mail, almost immediate, will confirm receipt of the application by Grants.gov. The second e-mail will indicate the application has both been successfully submitted and successfully validated or has been rejected due to errors. Only applications that have been successfully submitted and successfully validated will be considered. It is the sole responsibility of the Applicant to ensure a timely submission, therefore sufficient time should be allotted for submission (two business days), and if necessary, additional time to address errors and receive validation upon resubmission (an additional two business days for each ensuing submission). It is important to note that if sufficient time is not allotted and a rejection notice is received after the due date and time, the application will not be considered.

Applicants can contact the Grants.gov Contact Center at 1-800-518-4726 or support@grants.gov to obtain assistance with any problems related to using Grants.gov, including difficulties downloading the application package; software compatibility questions; and questions on how to assemble electronic application packages. USDOL bears no responsibility for data errors resulting from transmission or conversion processes.

2. Hardcopy Submissions

Applicants electing to submit hard copies must submit one (1) blue ink-signed original, complete application, *plus* one (1) copy of the application, along with a CD that includes the Technical and Cost Proposals saved as .doc, .pdf, .txt, or .xls files. Hard copy applications must be delivered to the address on the cover page of this announcement. Applicants are advised to submit their applications in advance of the deadline. Applications may

be hand delivered or submitted via the U.S. Postal Service or non-U.S. Postal Service delivery services, such as Federal Express or UPS. Regardless of the type of delivery service selected, Applicants bear the responsibility for timely submission. The application package must be received at the designated place by the date and time specified or it will be considered non-responsive and will be rejected.

Any application received at the Procurement Services Center after the deadline will not be considered unless it is received before the award is made and:

1. It is determined by the Government that the late receipt was due solely to mishandling by the Government after receipt at USDOL at the address indicated; and/or
2. It was sent by registered or certified mail not later than the fifth calendar day before the deadline; or
3. It was sent by U.S. Postal Service Express Mail Next Day Service-Post Office to Addressee, no later than 5:00 p.m. at the place of mailing two (2) working days, excluding weekends and Federal holidays, before the deadline.
4. It was sent by non-U.S. Postal Service Next Day Service-carrier facility to Addressee, no later than 5:00 p.m. at the place of mailing two (2) working days, excluding weekends and Federal holidays, before the deadline.

The only acceptable evidence to establish the date of mailing of a late application sent by registered or certified mail is the U.S. Postal Service postmark on the envelope or wrapper and on the original receipt from the U.S. Postal Service. The only acceptable evidence to establish the date of mailing of a late application sent by U.S. Postal Service Express Mail Next Day Service-Post Office to Addressee is the date entered by the Post Office clerk on the "Express Mail Next Day Service-Post Office to Addressee" label and the postmark on the envelope or wrapper on the original receipt from the U.S. Postal Service. For Applications submitted through other delivery services such as Federal Express or UPS, the only acceptable evidence to establish the date of the mailing is the tracking number, which contains detailed information about the mailing.

If the postmark is not legible, an application received after the above closing time and date will be treated as if mailed late. "Postmark" means a printed, stamped, or otherwise placed impression (not a postage meter machine impression) that is readily identifiable without further action as having been applied and affixed by an employee of the U.S. Postal Service on the date of mailing. Therefore, Applicants should request that the postal clerk place a legible hand cancellation "bull's-eye" postmark on both the receipt and the envelope or wrapper.

Confirmation of receipt can be obtained from Brenda White and James Kinslow (see cover page for contact information). Note: Please be advised that U.S. mail delivery in the Washington D.C. area can be slow and erratic due to security concerns. Applicants must consider this when preparing to meet the application deadline.

V. APPLICATION REVIEW INFORMATION

A. Criteria

The criteria outlined below will be used to evaluate applications submitted in response to this solicitation on the basis of 100 points. In addition to the specific criteria in Section IV, Applicants will be evaluated on the following:

Project Design and Budget (60 points)

Applicants will be evaluated and rated on (1) the overall quality, effectiveness, relevance, and clarity of their proposed project design and strategy and output-based budget; (2) the extent to which it responds to all of the requirements outlined in the SGA; (3) how cost effective and realistic the proposed costs are for achieving the proposed strategy; and (4) the extent to which the propose strategy will promote long-term sustainability of efforts to reduce child labor in target areas. Applicants may be evaluated on the innovation of their strategy, including what makes the project distinctive from ongoing initiatives relevant to child labor.

Organizational Capacity (20 points)

Applicants will be evaluated and rated on their demonstrated capacity to implement a project of similar type, funding amount and complexity. Applicants may be rated on their past performance over the past five years with implementing grants, cooperative agreements, and/or contracts relevant to this SGA. USDOL may contact the organizations listed in the Applicant's past performance table. Past performance will be rated by such factors as:

1. Demonstrated capacity to manage projects of similar type, funding amount, and complexity;
2. Demonstrated ability to meet its project targets under past or current projects funded by USDOL or other donors;
3. Demonstrated experience promoting sustainable livelihoods;
4. Quality and timeliness of submitted grant, cooperative agreement, and/or contract deliverables to USDOL and/or other donors;
5. Demonstrated experience in providing quality technical, administrative, and financial oversight to subgrantees and subcontractors if applicable.
6. Performance of the Applicant's key personnel on projects with USDOL and/or other donors.
7. Demonstrated ability to effectively manage project personnel, including whether the Applicant has a history of replacing key personnel with similarly qualified staff, and the timeliness of replacing key personnel, as necessary.
8. Demonstrated ability to work with national, regional and local governments and other key stakeholders.

Personnel and Project Management Plan (20 points)

Applicants will be evaluated and rated on (1) the quality and clarity of their project management plan, (2) the quality, relevant experience and demonstrated effectiveness of proposed staffing for implementing the proposed strategy, and (3) the extent to which their staffing strategy promotes development of the capacity of local staff.

B. Review and Selection Process

Each complete and responsive application will be objectively evaluated by a technical review panel against the criteria described in this SGA. Neutral, non-religious criteria that neither favor nor disfavor religion will be employed in the selection of cooperative agreement awardees. Applicants are advised that panel recommendations to the Grant Officer are advisory in nature. The Grant Officer may elect to select a Grantee on the basis of the initial application submission or the Grant Officer may establish a competitive or technically acceptable range from which a Grantee will be selected. If deemed appropriate, the Grant Officer may call for the preparation and receipt of final revisions of applications, following which the evaluation process described above, may be repeated, in whole or in part, to consider such revisions. The Grant Officer will make final selection determinations based on panel findings and consideration of factors that represent the greatest advantage to the Federal Government, including cost, the availability of funds, and the Applicant's past performance on Federal awards. USDOL reserves the right to (1) solicit information from Federal and/or non-Federal sources about the Applicant's past performance on any awards—including evaluations, audits, attestation engagements, and questionnaires; (2) assess the Applicant's past performance on Federal and/or non-Federal awards with respect to its potential effect on grant implementation; and (3) consider this information as part of its selection process. If USDOL does not receive technically acceptable applications in response to this solicitation, it reserves the right to terminate the competition and not make any award. The Grant Officer's determinations for awards under this solicitation are final.

Whereas SGA-10 (Policy) and SGA 12-11 (Services) are independent and the Applications will be evaluated by USDOL independently, in the case that the same organization is selected for each award, USDOL reserves the right to negotiate cost savings based upon the awardee's duplication of effort in implementing the two grants.

Applicants should note that the selection of an organization as a potential cooperative agreement recipient does not constitute approval of the cooperative agreement application as submitted in response to this solicitation. Before the actual cooperative agreement is awarded, USDOL may enter into discussions with one or more selected Applicants for any reason deemed necessary, including negotiating components of the project design/strategy; budget; project duration; staffing; funding levels; and financial and administrative systems in place to support implementation of the cooperative agreement (including relevant issues raised in submitted audit report(s)). If negotiations do not result in a mutually acceptable submission, the Grant Officer reserves the right to

terminate the negotiation and decline to fund the application. In the actual cooperative agreement, USDOL reserves the right to place special provisions on Grantees, such as in cases where USDOL has concerns about their application, including in their audit report(s). USDOL also reserves the right to negotiate program components further after award.

Award of a cooperative agreement under this solicitation may also be contingent upon an exchange of project support letters between USDOL and the relevant host government ministries in Ecuador and Panama.

C. Anticipated Announcement and Award Date

Designation decisions will be made within 45 days after the deadline for submission of applications, where possible. USDOL is not obligated to make any awards as result of this solicitation, and only the Grant Officer can bind USDOL to the provision of funds under this solicitation. Unless specifically provided in the cooperative agreement, USDOL's acceptance of a proposal and/or award of Federal funds does not waive any cooperative agreement requirements and/or procedures.

VI. AWARD ADMINISTRATION INFORMATION

A. Award Notices

The Grant Officer will notify Applicants of designation results as follows:

Designation Letter: The designation letter signed by the Grant Officer serves as official notice of an Applicant's designation as Grantee. The designation letter will be accompanied by a cooperative agreement and USDOL/OCFT's most current Management Procedures and Guidelines (MPG). The MPG provides general management procedures and guidelines for Grant and Cooperative Agreements in areas that may not be explicitly detailed in the solicitation.

Non-Designation Letter: Applicants not designated will be notified formally of the non-designation. Applicants not designated must formally request a debriefing if they would like to be provided with the basic reasons for the determination.

Notification of designation by a person or entity other than the Grant Officer is not valid.

B. Administrative and National Policy Requirements

1. General Requirements

Grantees are subject to the terms outlined in this solicitation, the cooperative agreement, and the MPGs in the implementation of projects awarded under this solicitation. They are also subject to applicable U.S. Federal laws (including provisions of appropriations laws) and regulations, Executive Orders, applicable OMB Circulars and USDOL policies. If, during project implementation, a Grantee is found in violation of any of the foregoing, the terms of the cooperative agreement awarded under this solicitation may be modified by USDOL; costs may be disallowed and recovered; the cooperative agreement may be terminated; and USDOL may take other action permitted by law. Determinations of allowable costs will be made in accordance with the applicable U.S. Federal cost principles.

2. Project Audits and External Auditing Arrangements

U.S.-based non-profit Grantees whose total annual expenditure of Federal awards is more than \$500,000 must have an organization-wide audit conducted in accordance with 29 CFR Parts 96 and 99, which codify the requirements of the Single Audit Act and OMB Circular A-133, and must comply with the timeframes established in those regulations for the submission of their audits to the Federal Audit Clearinghouse. Grantees must send a copy of each single audit conducted within the timeframe of the USDOL-funded project to their assigned USDOL Grant Officer's Technical Representative (GOTR) at the time it is submitted to the Federal Audit Clearinghouse.

In accordance with 29 CFR Parts 96 and 99, USDOL has contracted with an independent external auditor to conduct project-specific attestation engagements at USDOL's expense to supplement the coverage provided by the annual audits that Grantees are required to arrange, which are referenced in the preceding paragraph. All Grantees, including foreign-based and private for-profit Grantees, are subject to attestation engagements during the life of the cooperative agreement. Such an attestation engagement will be conducted in accordance with U.S. Government Auditing Standards, which includes auditors' opinions on (1) compliance with USDOL regulations and the provisions of the cooperative agreement and (2) the accuracy and reliability of the Grantee's financial and performance reports.

3. Administrative Standards and Provisions

- Copies of all regulations referenced in this solicitation are available at no cost, online, at <http://www.dol.gov>. Cooperative agreements awarded under this solicitation are subject to the administrative standards and provisions outlined in the CFR that pertain to USDOL, and any other applicable standards that come into effect during the term of the cooperative agreement, if applicable to a particular Grantee. Title 29 of the CFR is available from the U.S. Government Printing Office, at <http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=5e421ad42692a3a28f382a9aba659b2b&rgn=div5&view=text&node=29:1.1.1.1.39&idno=29>.
- 29 CFR Part 2 Subpart D – Equal Treatment in Department of Labor Programs for Religious Organizations; Protection of Religious Liberty of Department of Labor Social Service Providers and Beneficiaries.
- 29 CFR Part 31 – Nondiscrimination in Federally Assisted Programs of the Department of Labor—Effectuation of Title VI of the Civil Rights Act of 1964.
- 29 CFR Part 32 – Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance.
- 29 CFR Part 33 – Enforcement of Nondiscrimination on the Basis of Handicap in Programs or Activities Conducted by the Department of Labor.
- 29 CFR Part 35 – Nondiscrimination on the Basis of Age in Programs or Activities Receiving Federal Financial Assistance from the Department of Labor.
- 29 CFR Part 36 – Federal Standards for Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance.
- 29 CFR Part 93 – New Restrictions on Lobbying.
- 29 CFR Part 94 – Federal Standards for Government-wide Requirements for Drug-Free Workplace (Financial Assistance).
- 29 CFR Part 95 – Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals and other Non-Profit Organizations, and with Commercial Organizations, For-Profit Organizations, Foreign Governments, Organizations Under the Jurisdiction of Foreign Governments and International Organizations.
- 29 CFR Part 96 – Federal Standards for Audit of Federally Funded Grants, Contracts and Other Agreements.
- 29 CFR Part 98 – Federal Standards for Government-wide Debarment and Suspension (Non-procurement).
- 29 CFR Part 99 – Federal Standards for Audits of States, Local Governments, and Non-Profit Organizations.

Copies of OMB Circulars referenced in this document can be found at:

- OMB Circular A-122 – Cost Principles for Non-Profit Organizations http://www.whitehouse.gov/sites/default/files/omb/assets/omb/fedreg/2005/083105_a122.pdf
- OMB Circular A-133 – Audits of States, Local Governments, and Non-Profit Organizations
- http://www.whitehouse.gov/sites/default/files/omb/assets/a133/a133_revised_2007.pdf
- OMB Circular A-21 – Principles for Determining Costs Applicable to Grants, Contracts, and Other Agreements with Educational Institutions

- http://www.whitehouse.gov/sites/default/files/omb/assets/omb/circulars/a021/a21_2004.pdf
- OMB Circular A-110 - Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
- http://www.whitehouse.gov/omb/circulars_a110/

4. Transparency

USDOL is committed to conducting a transparent grant award process and publicizing information about program outcomes. Posting grant applications on public websites is a means of promoting and sharing innovative ideas. For this grant competition, we will publish the Abstracts required by Section V and selected information from the SF-424 for all applications on the Department's public website or similar publicly accessible location. Additionally, we will publish a version of the Technical Proposal required by Section V for all those applications that are awarded grants, on the Department's website or a similar location. Except for the Abstract, none of the Attachments to the Technical Proposal described in Section V will be published. The Technical Proposals and Abstracts will not be published until after the grants are awarded. In addition, information about grant progress and results may also be made publicly available.

USDOL recognizes that grant applications sometimes contain information that an Applicant may consider proprietary or business confidential information, or may contain personally identifiable information. Proprietary or business confidential information is information that is not usually disclosed outside your organization and disclosing this information is likely to cause you substantial competitive harm.

Personally identifiable information is any information that can be used to distinguish or trace an individual's identity, such as name, social security number, date and place of birth, mother's maiden name, or biometric records; and any other information that is linked or linkable to an individual, such as medical, educational, financial, and employment information.³³

Abstracts will be published in the form originally submitted, without any redactions. Applicants should not include any proprietary or confidential business information or personally identifiable information in this summary. In the event that an Applicant submits proprietary or confidential business information or personally identifiable information, USDOL is not liable for the posting of this information contained in the Abstract. The submission of the grant application constitutes a waiver of the Applicant's objection to the posting of any proprietary or confidential business information contained in the Abstract. Additionally, the Applicant is responsible for obtaining all authorizations from relevant parties for publishing all personally identifiable information contained within the Abstract. In the event the Abstract contains proprietary or confidential business or personally identifiable information, the Applicant is presumed to have obtained all necessary authorizations to provide this information and may be liable for any improper release of this information.

By submission of this grant application, the Applicant agrees to indemnify and hold harmless the United States, the USDOL, its officers, employees, and agents against any liability or for any loss or damages arising from this application. By such submission of this grant application, the Applicant further acknowledges having the authority to execute this release of liability.

In order to ensure that proprietary or confidential business information or personally identifiable information is properly protected from disclosure when USDOL posts the winning Technical Proposals, Applicants whose Technical Proposals will be posted will be asked to submit a second redacted version of their Technical Proposal, with any proprietary or confidential business information and personally identifiable information redacted. All non-public information about the Applicant's and consortium members' staff (if applicable) should be removed as well.

The Department will contact the Applicants whose Technical Proposals will be published by letter or email, and

³³ OMB Memorandum 07-16 and 06-19. GAO Report 08-536, *Privacy: Alternatives Exist for Enhancing Protection of Personally Identifiable Information*, May 2008, <http://www.gao.gov/new.items/d08536.pdf>.

provide further directions about how and when to submit the redacted version of the Technical Proposal. Submission of a redacted version of the Technical Proposal will constitute permission by the Applicant for USDOL to make the redacted version publicly available. We will also assume that by submitting the redacted version of the Technical Proposal, the Applicant has obtained the agreement to the Applicant's decision about what material to redact of all persons and entities whose proprietary, confidential business information, or personally identifiable information is contained in the Technical Proposal. If an Applicant fails to provide a redacted version of the Technical Proposal by the deadline established by USDOL, USDOL will publish the original Technical Proposal in full, after redacting only personally identifiable information. (Note that the original, unredacted version of the Technical Proposal will remain part of the complete application package, including an Applicant's proprietary and confidential business information and any personally identifiable information.)

Applicants are encouraged to maximize the grant application information that will be publicly disclosed, and to exercise restraint and redact only information that clearly is proprietary, confidential commercial/business information, or capable of identifying a person. The redaction of entire pages or sections of the Technical Proposal is not appropriate, and will not be allowed, unless the entire portion merits such protection. Should a dispute arise about whether redactions are appropriate, USDOL will follow the procedures outlined in the Department's Freedom of Information Act (FOIA) regulations (29 CFR Part 70).

Redacted information in grant applications will be protected by USDOL from public disclosure in accordance with federal law, including the Trade Secrets Act (18 U.S.C. § 1905), FOIA, and the Privacy Act (5 U.S.C. § 552a). If USDOL receives a FOIA request for your application, the procedures in USDOL's FOIA regulations for responding to requests for commercial/business information submitted to the government will be followed, as well as all FOIA exemptions and procedures. 29 CFR § 70.26. Consequently, it is possible that application of FOIA rules may result in release of information in response to a FOIA request that an Applicant redacted in its "redacted copy."

5. Transparency Act Requirements

Applicants must ensure that they have the necessary processes and systems in place to comply with the reporting requirements of the Federal Funding Accountability and Transparency Act of 2006 (Pub. Law 109-282, as amended by section 6202 of Pub. Law 110-252) as follows:

- All Applicants, except for those excepted from the Transparency Act under sub-paragraphs 1, 2, and 3 below, must ensure that they have the necessary processes and systems in place to comply with the sub-award and executive total compensation reporting requirements of the Transparency Act, should they receive funding.
- Upon award, Grantees will receive detailed information on the reporting requirements of the Transparency Act, as described in 2 CFR Part 170, Appendix A, which can be found at the following website: <http://edocket.access.gpo.gov/2010/pdf/2010-22705.pdf>
- The following types of awards are not subject to the Federal Funding Accountability and Transparency Act:
 - (1) Federal awards to individuals who apply for or receive Federal awards as natural persons (i.e., unrelated to any business or non-profit organization he or she may own or operate in his or her name);
 - (2) Federal awards to entities that had a gross income, from all sources, of less than \$300,000 in the entities' previous tax year; and
 - (3) Federal awards, if the required reporting would disclose classified information.

C. Reporting and Post Award Requirements

For the purposes of this solicitation and cooperative agreement awards, the Grantee will be the sole-entity (1) to act as the primary point of contact with USDOL to receive and respond to all inquiries, communications and orders under the project; (2) with authority to withdraw or draw down funds through the Department of Health

and Human Services-Payment Management System (HHS-PMS); (3) responsible for submitting to USDOL all deliverables, including all technical and financial reports related to the project; (4) that may request or agree to a revision or amendment of the cooperative agreement or the Project Document; and (5) responsible for working with USDOL to close out the project. Each Grantee must comply with all applicable Federal regulations and is individually subject to audit.

1. Subgrant/Subcontract Agreement

Within 60 days of signing the cooperative agreement, the Grantee must provide either a written subgrant or subcontract agreement with such entity, acceptable to USDOL, or an explanation as to why that entity will not be participating in the cooperative agreement. USDOL reserves the right to re-evaluate the award of the cooperative agreement in light of any such change in an entity's status and may terminate the award if deemed appropriate.

2. Post-award Consultation with Host Government and Key Stakeholders

After award, the Grantee must be formally recognized by the GoE and GoP using the appropriate mechanism (e.g., Memorandum of Understanding, local registration of the organization) within 60 days of the signing of the cooperative agreement. Grantees are required to hold a meeting to discuss the overall project strategy with key stakeholders and, if necessary, refine it. This activity will need to be conducted during the first quarter of 2013.

3. Baseline and Follow-up Surveys

All Grantees must budget and plan for the implementation of a post-award baseline survey at the start of implementation that collects data on child labor in target regions and anticipated sectors, including working conditions; children's living conditions; and children's participation in education in the project's target areas. The baseline survey will also collect information on households to inform the selection of direct beneficiaries. Information from the project's baseline survey must be used to (a) develop reliable project targets and identify direct beneficiaries; (b) inform project design and activities, including the identification and development of relevant services to direct beneficiaries. A report outlining the baseline results must be submitted to USDOL per required deadlines. Baseline data should be used to establish benchmarks on work status, contribute to the measurement of project outcomes, and inform management decisions through the period of project performance. Grantees may use information gathered by a baseline survey to adjust project goals, outcomes, and services as appropriate.

Post-award, USDOL will provide additional technical information to help inform the design of the baseline, including examples of child labor survey questionnaires and minimum data collection requirements. In addition to a baseline survey, grantees must budget for, conduct, and analyze a follow-up (end line) survey towards the end of the project. The survey should be conducted at least 4-6 months prior to the end of project implementation. The follow up survey must be a modified repetition of the baseline survey that should allow the Grantee to determine certain outcomes and possible impacts of the project interventions and determine the working and educational status of direct beneficiaries, the changes in socio-economic status of households, and changes in other areas such as attitudes towards child labor. The results of the survey will not be able to directly attribute the identified outcomes and impacts to the project, but will help understand the changes surrounding child labor that occurred in the communities during the life of the project. An analysis of the results of the follow-up survey in relation to the baseline must be submitted to USDOL prior to the end of the project.

4. Household Selection

After award, the methodology for the final selection of households that will receive project services will be cooperatively refined by the GoE and GoP, the Grantee and USDOL.

5. Comprehensive Monitoring and Evaluation Plan (CMEP)³⁴

All Grantees are required to work closely with USDOL External M&E experts and USDOL in developing the

³⁴ A contract for the External M&E Expert(s) will be funded separately from this award.

project's CMEP, which will guide the process of monitoring, evaluating, and reporting toward achieving intended results and outcomes of the project. As this project involves multiple countries, there may be a need for country-specific, as well as an overall CMEP. As outlined in Appendix B, the CMEP has multiple components that will require Grantee involvement, including significant staff time at the beginning of the project. Independent of this SGA, USDOL will award a contract(s) to External M&E experts to assist the project in developing their CMEP through facilitating training workshop(s), supplying templates and initial drafts of CMEP components, and providing technical support throughout the process. While the External M&E Expert(s) will be responsible for developing and delivering the final CMEP, Grantees will be required to work closely with them and USDOL throughout the eight month process, to develop draft documents, respond to comments, revise documents, and participate in trainings. The M&E Officer will be the primary point of contact for the CMEP process, but other staff (at a minimum the other Key Personnel) will also need to be involved. Therefore, the project must ensure that sufficient staff time is allocated to collaborate with the External M&E experts and USDOL to meet all agreed-upon deadlines, including developing the CMEP within 8 months of project start-up. For more information about the components of the CMEP and the process for developing the CMEP, please see Appendix B.

6. Interim and Final Implementation Evaluations

USDOL also requires projects to undergo external implementation evaluations, usually one at an interim point in the project and a second no later than three months before the project's end to assess the degree to which a project is meeting (in the case of an interim evaluation) or has met (for final evaluations) its goals and objectives. . USDOL will award a contract(s), independent of this SGA, to an external evaluator to complete these interim and final evaluations.

While the external evaluators will design and implement the evaluations, Grantees will be required to provide input into the evaluation Terms of Reference and assist in the planning and finalization of the evaluator's itinerary. In-country fieldwork for these evaluations typically lasts two weeks and there is a stakeholder workshop at the end of the two-weeks. The M&E Officer and/or the Project Director will be the main point of contact for the external evaluators. Grantees should ensure that staff time is allocated for supporting the above activities.

7. Research to Support Information Gathering on Outcomes of Project Interventions

Grantees must also propose research and/or data collection to assist in determining the outcomes of one or more interventions identified in the logic model/CMEP where the project believes it will have an effect. The research/data collection can be qualitative, quantitative, and/or mixed-methods to concretely analyze the outcomes of the proposed interventions in more depth. For example, the research could look at outcomes such as how attitudes have changed, how project-supported policies or programs have been implemented by government, changes in agricultural production.

8. Research to Support Information Gathering on Outcomes of Project Interventions

Grantees must conduct additional research and/or data collection to assist in determining the outcomes of one or more interventions identified in the logic model/CMEP where the project believes it will have an effect. The research/data collection can be qualitative, quantitative, and/or mixed-methods to concretely analyze the outcomes of the proposed interventions in more depth. For example, the research could look at outcomes such as how attitudes have changed, how project-supported policies or programs have been implemented by the government, changes in agricultural production, etc.

9. Performance Monitoring

Projects will support USDOL's FY 2011-2016 Strategic Plan including ILAB Performance Goal 1.6 – Improve worker rights and livelihoods for vulnerable populations and Goal 3 – to reduce the prevalence of the worst forms of child labor and forced labor.

Grantees are required to budget for, collect and report data as part of their performance reporting requirement to USDOL. USDOL will use this data to meet its reporting obligations under the Government Performance and Results Act (GPRA). Grantees are required to report on a set of indicators every six months. All required

performance indicators will be specified in the project CMEP, which will include both a set of common USDOL indicators and sub-indicators as well as project-specific indicators. The USDOL common indicators include: (1) number of direct beneficiary children provided education or vocational training services; (2) number of households receiving livelihood services; and (3) evidence of increased country capacity to address child labor and forced labor as a result of USDOL interventions. For more information on USDOL common indicators and sub-indicators, please see Appendix C.

In addition, Grantees will be required to collect information and report on the work status as part of their project-specific monitoring requirements.

10. Assessment of Learning Environments

Grantees are required to conduct a needs assessment and develop a plan to inspect schools and other learning environments attended by direct beneficiaries of the project; identify those with conditions that present risk of illness or injury to the health or safety of the children; and develop an action plan for mitigating such conditions. This needs assessment and corresponding action plan must be submitted to USDOL within 12 months of award.

11. Project Specific Research

After award, Grantees must develop a best practices document regarding collaboration and/or partnership models for engagement of country governments, local unions and industry and civil society, based on research and in-country experiences and expertise, regarding child labor and worker safety practices.

As needed, Grantees should consider engaging local research organizations, especially universities to design and conduct the proposed research activities. The Grantee's dissemination strategy should ensure that the project's research outputs including data sets and reports, endure beyond the life of the project. USDOL expects Grantees to propose dissemination strategies that will ensure that research is widely distributed and available to the public, including through the use of creative means such as web-based platforms. Dissemination strategies should be practical and appropriate, given the implementing environment and cultural and social context in target areas.

12. Sustainability Strategy

Grantees must refine and submit to USDOL within seven months their strategy for promoting sustainability, including for building local capacity as a means to promote the sustainability of efforts to combat child labor beyond the life of the project. Grantees' strategies should explain how sustainability will be achieved by the end of the project according to the project's specific objectives.

Although, Grantees generally cannot award subgrants or subcontracts to the GoE and GoP, to the extent possible, Grantees should consider partnering with other individuals and/or organizations through these mechanisms. Such partnerships may be used to promote sustainability by strengthening the capacity of such organizations in areas including: administrative and financial management, technical assistance, project management, advocacy and awareness-raising on child labor issues.

As outlined in the "project interventions" section above, and particularly section 5 on "supporting public-private partnerships to address child labor," as part of a sustainability strategy, Grantees should also aim to work with companies and/or industry groups to develop and/or improve their voluntary social compliance practices regarding child labor, as applicable.

13. Reporting and Deliverables

Grantees must submit copies of all required reports and deliverables to USDOL by the specified due dates, unless otherwise indicated. More information on the reports and deliverables and exact timeframes for their completion will be included in the cooperative agreement and the MPGs that are distributed to Grantees before signing the cooperative agreement with USDOL.

14. Technical Progress and Financial Reports

Grantees must submit narrative technical progress reports to USDOL on a semi-annual basis by April 30 and October 30 of each year during the cooperative agreement period. However, USDOL reserves the right to require up to four technical progress reports a year. Technical progress report formats are in the MPG, which are distributed to Grantees after award. Grantees must also submit an electronic financial report (SF-425) to USDOL on a quarterly basis through the E-Grants system. The SF-425 must be submitted no more than 30 days after the end of each quarter, i.e., January 30; April 30; July 30; and October 30. In addition, Grantees are encouraged to submit a semi-annual update to USDOL of the project's detailed Outputs-Based Budget or a Financial Status Report that provides information on total allocations, expenditures, commitment of balances, and project balance by budget categories identified in the SF-424A.

15. Final Report

Grantees must submit final technical and financial reports no later than 90 days after the project completion date. This stand-alone report must provide a complete and comprehensive summary of the progress and achievements made during the life of the project.

16. Other Reports (Deliverables)

If applicable, Final reports from all small-scale research studies proposed by the Grantee. Grantees and USDOL will establish due dates according to project activities.

VII. AGENCY CONTACTS

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VIII. OTHER INFORMATION

A. Office of Management and Budget Information Collection

This SGA requests information from Applicants. This collection of information is approved under 1225-0086 OMB Information Collection No 1225-0086 (expires November 30, 2012). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for the grant application is estimated to average 40 hours per response. These estimates include time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, completing and reviewing the collection of information, and drafting the proposal. Each recipient who receives a grant award notice will be required to submit semi-annual technical progress reports to ILAB. Each report will take approximately 10 hours to prepare. Any comments about the burden estimated or any other aspect of this collection of information, including suggestions for reducing this burden, should be directed to the USDOL, ILAB-OCFT, attention: Malaika Jeter (e-mail: jeter.malaika@dol.gov or phone: (202) 693-4821—please note that this is not a toll-free number); or in the USDOL Office of Procurement Services, attention: Brenda White and James Kinslow (contact information is available on the cover page of the SGA). All applications should be sent to USDOL via Grants.gov or in hard copy by mail in accordance with the instructions outlined in the SGA.

This information is being collected for the purpose of awarding a cooperative agreement. The information collected through this SGA will be used by the USDOL to ensure that cooperative agreements are awarded to the Applicants best suited to perform the functions of these cooperative agreements. Submission of this information is required in order for the Applicant to be considered for award of a cooperative agreement. Unless otherwise specifically noted in this announcement, information submitted in the respondent's application is not considered to be confidential.

B. Privacy Act and Freedom of Information Act

Any information submitted in response to this solicitation will be subject to the provisions of the Privacy Act and the Freedom of Information Act, as appropriate.

APPENDICIES

APPENDIX A: DEFINITIONS

“Acceptable work,” while not specifically defined in the ILO Conventions, is work that is performed by children who are of legal working age, in accordance with national legislation and international standards, namely ILO Conventions 182 and 138; non-hazardous; non-exploitative; and does not prevent a child from receiving the full benefit of an education. For example, “acceptable work” would generally include light work that is compatible with national minimum age legislation and education laws.

“Area-based approach” targets all forms of child labor within a defined geographic location.

A **“Child”** or **“children”** are individuals under the age of 18 years. For the purposes of this solicitation, this term also includes older children (“youth”) who are under the age of 18 years.

“Child labor” includes those children (minors under age 18) working in the worst forms of child labor as outlined in ILO Convention 182 and children engaged in work that is exploitative and/or interferes with their ability to participate and complete required years of schooling, in line with ILO Convention 138. ILO Convention 182 defines the WFCL as:

- (a) all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labor, including forced or compulsory recruitment of children for use in armed conflict;
- (b) the use, procuring or offering of a child for prostitution, the production of pornography or for pornographic performances;
- (c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and
- (d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children.

Grantees are encouraged to consult Recommendation 190 accompanying C. 182 for additional guidance on identifying hazardous forms of work. According to ILO Convention 182, hazardous work “shall be determined by national laws or regulations or by the competent authority, after consultation with the organizations of employers and workers concerned, taking into consideration relevant international standards...” As this suggests, forms of work identified as “hazardous” for children [Article 3(d)] may vary from country to country. ILO Recommendation No. 190, which accompanies ILO Convention 182, gives additional guidance on identifying “hazardous work.” ILO Recommendation No. 190 states in Section II, Paragraph 3 that, “[i]n determining the types of work referred to under Article 3(d) of the Convention [ILO Convention 182], and in identifying where they exist, consideration should be given, inter alia to:

- (a) work which exposes children to physical, psychological, or sexual abuse;
- (b) work underground, under water, at dangerous heights or in confined spaces;
- (c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
- (d) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health;
- (e) work under particularly difficult conditions such as work for long hours or during the night or work where the child is unreasonably confined to the premises of the employer.

ILO Recommendation No. 190 goes on to state in Paragraph 4 that, “[f]or the types of work referred to under Article 3(d) of the Convention and Paragraph 3 above, national laws or regulations or the competent authority could, after consultation with the workers’ and employers’ organizations concerned, authorize employment or work as from the age of 16 on condition that the health, safety and morals of the children concerned are fully protected, and that the children have received adequate specific instruction or vocational training in the relevant

branch of activity.”

“Child labor monitoring system” CLMS involves the identification, referral, protection, and prevention of exploitative child labor through the development of a coordinated multi-sector monitoring and referral process that aims to cover all children living in a given geographical area.

Progress in this field can be demonstrated if one or several of the following systems has been established:

- A comprehensive plan and/or pilot program to develop and establish national, local or sector specific CLMS.
- A CLMS covering various forms of child labor at the national level;
- A CLMS covering various forms of child labor at the local level;
- A CLMS in any formal or informal sector, urban or rural.

A comprehensive and credible CLMS includes the following characteristics:

- The system is focused on the child at work and/or in school;
- It involves all relevant partners in the field, including labor inspectors if appropriate;
- It uses regular, repeated observations to identify children in the workplace and determine risks to which they are exposed;
- It refers identified children to the most appropriate alternative to ensure that they are withdrawn from dangerous work;
- It verifies whether the children have actually been removed and/or shifted from dangerous work to an appropriate situation (school or other);
- It tracks these children after their removal, to ensure that they have satisfactory alternatives; and
- It keeps records on the extent and nature of child labor and the schooling of identified child workers.

Children at high-risk of entering child labor refers to children who experience a set of conditions or circumstances (family environment or situation, proximity to economic activities prone to employ children, etc.) under which the child lives or to which the child is exposed that make it more likely that the child will be employed in child labor (e.g. siblings of working children). The definition of high-risk should be defined by the project and used in the baseline survey.

“Cooperative agreement” an award instrument where substantial involvement is anticipated between the donor (USDOL) and the Grantee during the performance of project activities. The level of monitoring and accountability required by USDOL under a cooperative agreement is less than what is required under a contract, but more than what is required under a regular grant.

“Cost sharing” means any method by which the Grantee accomplishes the work of the grant, or work that supports or enhances the goals of the grant, with funds or other things of value, obtained from the Grantee and/or non-Federal third parties. These methods may include “matching funds” and “in-kind contributions”.

“Decent work” is an initiative led by the ILO that promotes higher productivity and fair income for all workers. It is based on four components: (1) job creation, (2) exercise of labor rights, (3) expansion of social protection programs, and (4) social dialogue.

“Direct beneficiaries” are children and households that have been provided with educational and livelihood services.

“Direct educational services” may involve either of the following:

The provision of goods and/or services (if lack thereof is a barrier to education) that meets direct beneficiaries’ specific needs and results in their enrollment in at least one of the four categories of educational activities listed below. Examples of goods and/or services that may meet the specific gaps/educational needs of targeted children include tutoring, school meals, uniforms, school supplies and materials, books, tuition and transportation vouchers, or other types of non-monetary incentives.

The four categories of educational activities that qualify are:

- Non-formal or basic literacy education- This type of educational activity may include transitional, leveling, or literacy classes so that a child may either be mainstreamed into formal education and/or can participate in vocational training activities;
- Vocational, pre-vocational, or skills training- This type of training is designed to develop a particular, marketable skill (i.e., mechanics, sewing);
- Formal education - This is defined as the formal school system within the select country; or
- Mainstreaming - This type of educational activity involves transitioning children from non-formal education into the formal education system. Generally, mainstreaming involves the provision of goods and/or services that may assist in placement testing and enable a child to attend and stay in school.

OR

The direct provision of at least one of the following two educational activities by the project to its direct beneficiaries:

- Non-formal or basic literacy education; or
- Vocational, pre-vocational, or skills training.

Grantees must be able to match a particular service or educational or training opportunity to an individual child. Therefore, project interventions such as infrastructure improvements to schools and other learning environments, teacher training, construction of latrines, inclusion of child labor modules in teacher curriculum, or the provision of classroom chalkboards are not considered “direct educational services” as defined above (see definition of “other project interventions”).

“**Direct services**” are interventions that include educational and livelihood services provided by the project.

“**Educational services**” refers to formal or non-formal education:

- **Formal education services** refer to education provided and/or recognized by the government. Formal education may include government schools, private schools, religious schools, etc. The support of formal education may involve the provision of goods and/or services including direct costs such as school fees and teaching and learning materials and indirect costs such as school uniforms, transportation costs, etc. These goods and/or services are intended to ensure that the child will attend and stay in school.
- **Non-formal education services** refer to education provided by any organization or body outside of the formal school system. This education may include literacy, mainstreaming education, accelerated learning, community-based education, bridge courses, remedial education, life skills, etc. Non-formal education services may lead to mainstreaming into formal education or equivalent school certificates.
- **Vocational education services** refer to education and/or training related to a specific vocation, trade or occupation. For the purposes of a project(s) funded under this solicitation, a child under the age of 18 who receives vocational education services will be counted as having received an educational service. Vocational education services may also be provided to individuals 18 years of age and older in a household, including older siblings of working or at-risk children under the age of 18, if the provision of such services is intended to reduce the likelihood of child labor for a child in that household as a result of improvements to the household’s livelihood. In such cases, the Grantee will report this vocational service to DOL as a livelihood service provided by the project.

“**Household**” consists of all persons—related family members and all unrelated persons—who occupy a housing unit and have no other usual address. For the purposes of this project a household must include at least one eligible child who is “at high-risk of entering child labor” or “engaged in child labor.”

“**Indirect beneficiaries**” are individuals who may benefit from “other direct services” and/or “other project

interventions” provided by the project but who do not receive a “direct educational service.” Such individuals would not qualify as direct beneficiaries.

“In-Kind contributions” means goods or services, committed to the project by the Grantee and/or a non-Federal third party. A Grantee will be responsible for obtaining such goods or services from the third party and applying them to the work of the grant. Failure to do so may result in USDOL’s disallowance of costs in the amount of the committed in-kind contributions.

“Key stakeholders” can include, but are not limited to: parents, educators, community leaders, national policy makers, and key opinion leaders.

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

“Livelihood services” may include, but are not limited to, the provision or linkage to education and training, employment services, economic strengthening services, income smoothing services, and social capital services. Definitions of livelihood services include but are not limited to the following categories:

- **Education and training services** aim to provide adult participants with the basic skills and knowledge necessary to benefit from social services, financial services, and higher education. Education and training services may include the provision or linkage to life skills, leadership training, financial education, and literacy and numeracy programs. Only adults³⁵ may be counted in this category as receiving education and training services.
- **Income smoothing services** aim to mitigate economic shocks by leveling out the income of participants over time. Income smoothing services may include village savings and loan programs, micro-insurance, micro-savings, (un)conditional cash transfer programs, health services, food programs, housing, and initiatives that aim to diversify the income sources of participants. Adults and children may receive income smoothing services.
- **Social capital services** aim to expand a participant’s connection within and between social networks. Social capital services may include the provision or linkage to support groups and labor sharing arrangements. Adults and children may receive social capital services.
- **Employment services** aim to increase employment, job retention, earnings, and occupational skills of participants. Employment services may include the provision or linkage to employment assistance programs, vocational and business training, business start-up packages, occupational safety and health training, micro-franchise programs, job placement, apprenticeships and public works programs. Adults and children of the legal working age may receive employment services.
- **Economic strengthening services** aim to increase the economic well-being of participants. Economic strengthening services may include the provision or linkage to micro-credit, productivity transfers, and

³⁵ A legal adult is a person who has attained the age of 18.

cooperatives. Adults and children of the legal working age may receive economic strengthening services.

- **Productivity transfers** are inputs aimed at improving the productivity and/or efficiency of processes and may include, for example, training, seeds, fertilizers, fuel, and labor-saving technologies.
- **Cooperatives** are groups owned and operated by individuals, organizations or businesses for their mutual benefit. For example, agricultural cooperatives or farmers' co-op, may provide services, such as training, to individual farming members; pool production resources (land, machinery) so that members can farm together; provide members with inputs for agricultural production, such as seeds, fertilizers, and machinery; and engage in the transformation, distribution, and marketing of farm products.

“Matching Funds” means cash or cash equivalents, committed to the project by the Grantee and/or a non-Federal third party. A Grantee will be responsible for obtaining such funds from the third party and applying them to the work of the grant. Failure to do so may result in USDOL’s disallowance of costs in the amount of the committed matching funds.

“Monitoring and evaluation” According to the 2011 USAID Evaluation Policy, monitoring and evaluation consists of two basic components —performance monitoring and evaluation— each of which serve distinct purposes. Performance monitoring of changes in performance indicators reveals whether desired results are occurring and whether implementation is on track. In general, the results measured are the direct and near-term consequences of project activities. Evaluation is the systematic collection and analysis of information about the characteristics and outcomes of programs and projects as a basis for judgments, to improve effectiveness, and/or inform decisions about current and future programming.

“Occupational safety and health” encompasses issues related to safe and healthy working environments and efforts to prevent workers from occupational injuries, diseases and deaths.

“Other direct services” are (1) considered essential for ensuring reduction of children in child labor and (2) provided directly to the project’s direct beneficiaries. Some examples of “other direct services” would include extracurricular activities during school breaks; and psychosocial counseling or medical care (e.g., for children withdrawn from commercial sexual exploitation, child soldiering). Another example would be providing direct beneficiaries who meet minimum age requirements for employment (particularly children 15-17 years) with occupational safety and/or health interventions that promote safe, acceptable work (e.g., protective masks, goggles, gloves) or job placement services to facilitate children’s transition from a vocational or skills training program into acceptable work. If the project provides children with one or more “other direct services” but does not provide them with a “direct educational service,” then the project cannot count these children as “direct beneficiaries.” However, such children may be considered “indirect beneficiaries.”

“Persons with Disabilities” As defined by the ILO Convention for persons with disabilities, “Persons with Disabilities” includes those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Children who have acquired disabilities as a result of child labor would manifest long-term physical, mental, intellectual, or sensory impairments as a result of their participation in dangerous work activities or hazardous occupations. See also *Accelerating action against child labour; Global Report under the follow-up to the ILO Declaration on Fundamental Principles and Rights at Work – 2010*. Geneva, 2010. http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/wcms_127688/lang--en/index.htm.

“Quality education” defined by UNESCO in its paper *Defining Quality in Education* recognizes five dimensions of quality: learners, environments, content, processes and outcomes, founded on ‘the rights of the whole child, and all children, to survival, protection, development and participation’ (UNICEF, 2000).

“Social programs” include government interventions that seek to mitigate the impact of economic shocks, promote equity, and reduce poverty by providing social assistance to vulnerable populations. They can include cash transfers, microloans, health insurance, scholarships, savings, vocational training, and temporary jobs. Some

of USDOL-funded projects have worked with governments to include project beneficiaries in social protection programs, provide project services to social protection beneficiaries or conduct joint initiatives to combat child labor within the social-protection programs' framework.

“Youth employment” seeks to provide employment opportunities for youth ages 15 to 24, who currently lack decent work and face underemployment, temporary and involuntary work with few benefits, and limited opportunities for advancement. USDOL projects recognize the value of safe work for youth and their families and may support efforts to (1) promote youth employment opportunities that ensure youth can access educational, developmental, vocational, economic and social opportunities, and (2) protect working children from hazards in the workplace.

APPENDIX B: COMPREHENSIVE MONITORING AND EVALUATION PLAN

The CMEP is a tool to design and guide the process of monitoring, evaluating, and reporting on project progress toward achieving intended results and outcomes. The CMEP helps identify the linkages between the problems a project aims to address and project activities through a visual and narrative theory of change. It contains indicators to track project efforts at the output, outcome, and impact levels. The CMEP includes a formal plan and framework for data collection of the developed indicators that clearly defines the different levels of indicators (e.g. output, outcome,), which indicators will be tracked and reported upon, how (sources of data), why (purpose/usage), by whom (responsible parties for gathering, analyzing, and disseminating data), and the regularity of data collection. The CMEP is also intended to improve project implementation and outcomes by generating greater holistic understanding of a project's activities and goals with a greater focus on measuring outcomes. It promotes a strong link between project monitoring and evaluation activities, including designing all such activities to be implemented in an appropriately timed manner and to build-off of each other.

The CMEP includes:

- Project theory of change (including a diagram of problems to be addressed and desired outcomes, as well as a narrative explanation of the theory of change);
- Results or outcome measurement framework of performance indicators at the output, outcome, and impact levels (with a focus on outcomes);
- Indicator definitions and targets;
- A plan for collecting data that includes, at minimum: the relationship of the indicator to the theory of change, the methods to be used to gather data, identification of responsible parties, and the frequency of data collection;
- Key project assumptions, risks, and mitigation strategies;
- Overall plan for project evaluation, including project monitoring and evaluation mechanisms and processes;
- Internal project guidelines to outline methods and rules of data collection, storage, processing, analysis, and reporting, including responsible parties and the frequency of reporting.

It is critical that the CMEP and its individual components be developed as early as possible post-award given that the indicators should inform the basis for the Grantee's baseline data collection and also support ongoing monitoring and evaluation efforts.

As mentioned in Section XI on award administration information, the development of the CMEP will be done with the support of an External M&E experts, which will be awarded through a separate Solicitation. The CMEP should be completed within the eight months of project start-up and the Grantee will be required to work closely with the External M&E experts in all monitoring and evaluation-related activities

Process of Developing CMEPs

The Grantee will collaborate with the External M&E Experts and USDOL to develop, implement, and update the CMEP, beginning with an initial consultative workshop within two months of project start-up. The Grantee should be prepared to dedicate up to one work week of key staff time (including the project director, M&E specialist, and any area specialists) to this workshop, and should allocate budget resources as described in the Cost Proposal section. At the workshop, the External M&E Experts will provide the Grantee with technical training to introduce key concepts of the CMEP, and will work with the Grantee to develop initial drafts of the theory of change and results framework components of the CMEP. The Grantee, the External M&E Experts, and USDOL will develop a detailed workplan to schedule and track the development of the CMEP at the consultative workshop.

After the workshop, through phone calls, video conferencing, emails, the Grantee will revise and finalize the components outlined above, in collaboration with USDOL and the External M&E Experts, within the allotted timeframes. This will generally entail providing a complete first draft of each of the components, reviewing comments provided by the External M&E Experts and USDOL and revising draft components as needed, and

undertaking technical consultations with the External M&E Experts as needed. This will require dedicated staff time in the first several months of the project, and depending on the CMEP component being drafted, could involve one to two weeks of staff time per month.

The External M&E Experts will conduct a second in-country workshop (2-3 days in duration) to provide further technical assistance in support of CMEP finalization and implementation, including refinement of data collection mechanisms. The timing of the second workshops will be determined in consultation with the Grantee and USDOL, but generally will occur towards the end of the eight month drafting period.

The External M&E Experts will be responsible for collating all of the components into the overall CMEP, which the Grantee will then be required to implement and update as needed.

APPENDIX C: USDOL COMMON INDICATORS AND SUB-INDICATORS

Due to performance reporting requirements under GPRA, USDOL has developed a set of indicators and sub-indicators. Every six months, Grantees are required to collect and report data on those indicators.

INDICATORS

- Number of direct beneficiary children provided education or vocational training services.
- Number of households receiving livelihood services.
- Evidence of increased country capacity to address child labor and forced labor.

SUB-INDICATORS

Education

- Number of children engaged in or at high-risk of entering child labor enrolled in formal education services.
- Number of children engaged in or at high-risk of entering child labor enrolled in non-formal education services.
- Number of children engaged in or at high-risk of entering child labor enrolled in vocational services.
- Number of children trafficked or in commercial sexual exploitation, or at high-risk of being trafficked or entering commercial sexual exploitation, provided education or vocational services. (Note: only applies to projects targeting with children in these areas).

Livelihoods

- Number of adults provided with employment services.
- Number of children provided with employment services.
- Number of individuals provided with economic strengthening services.
- Number of individuals provided with services other than employment and economic strengthening.

Country Capacity

- The adaptation of the legal framework to meet international labor standards.
- Formulation and adoption of specific policies, plans or programs to combat child labor or forced labor.
- The inclusion of child labor or forced labor concerns in relevant development, education, anti-poverty, and other social policies and programs.
- Establishment of a child labor monitoring system (CLMS).
- Institutionalization of child labor and forced labor research (including evaluation and data collection).
- Institutionalization of training on child labor or forced labor issues within government agencies.