

Native-Format
This paper was not specifically prepared as part
of the TBP MAP Kit. It is reproduced here
in its original format.



International
Labour Office

Time-Bound Programme

Manual for Action Planning

T B P

M A P



Paper
V-4

Guidelines on
Design and
Preparation of
ILO/IPEC Project
Documents

International
Programme on
the Elimination
of Child Labour



IPEC Guidelines

**DESIGN AND PREPARATION OF
PROJECT DOCUMENTS**

CONTENTS

Introduction	1
1. Projects and Project Documents.....	2
2. Elements of the Project Document	4
2.1. Background and Justification	4
2.2. Target groups and partners.....	5
2.3. Project Strategy	7
2.3.1. Description of the strategy	7
2.3.2. Logical framework	10
2.3.3. Assumptions.....	14
2.3.4. Sustainability	16
2.4. Project implementation timetable	17
2.5. Institutional framework and project management.....	17
2.5.1. Institutional arrangements	17
2.5.2. Project management	19
2.6. Inputs.....	20
2.7. Planning, monitoring and evaluation	21
2.8. Budget	23
3. Other important issues to consider	24
Annex 1. Design matrixes.....	25
Annex 2. Budget lines.....	32

Introduction

Project¹ design is a critical stage in IPEC's planning of technical cooperation interventions. Most of the activities promoted by IPEC are done as projects, which should contribute to the progressive elimination of child labour, with emphasis on the urgent eradication of the worst forms of child labour (IPEC's operational objective). These interventions are formulated to provide answers to problems and needs of children vulnerable to child labour, their families and communities. Project design should be, then, a careful, relevant and responsive exercise. As most of the international organisations and donors working in development, ILO and IPEC use the Logical Framework Approach (LFA) as methodological basis for design.

In general, the design process ends with a project document (or PRODOC). These guidelines are intended to provide methodological elements to ensure that project documents are formulated appropriately, so they become a clear guide for implementation and monitoring and a better basis for evaluation. They are addressed to IPEC staff and not to implementing agencies, since IPEC's partners follow simplified procedures for the design of the interventions under their responsibility (action programmes).²

It is very important to note that these guiding principles are exclusively methodological. IPEC will produce in the near future "*technical design guidelines*" to elaborate strategies for specific target groups (children in sexual exploitation, children in hazardous working conditions, etc.), components of the intervention (education, income generations, vocational training, etc.) and modalities of work (cooperation with workers and employers' organizations, etc.)

The following pages are largely based on previous efforts done in ILO and IPEC. There are several manuals and guidelines that explain how to design projects. Among them, it is worth mentioning the following:

- *Design, management and evaluation of action programmes on child labour. Training Package* (IPEC-ILO, 1994)
- *Design, monitoring and evaluation of technical cooperation programmes and projects. A training manual* (PROG/EVAL-ILO, 1995)
- *Summary Project Outline (SPROUT). Guidelines for the preparation of Summary Project Outlines for multi-bilateral financing* (PROG/EVAL-ILO, 1997 – 2nd revision)
- *Project Document Preparation for USDOL-funded Projects and Programs* (IPEC-ILO, 2001)

These documents are still relevant and valid, and should be consulted in case of need. Finally, these guidelines can be complemented by other documents produced by DED, especially "Identifying and using indicators of achievement" (May 2001). In the near future, IPEC will also develop guidelines on connected issues such as strategic programming, situation analysis / needs assessment and baseline / data collection.

¹ To facilitate the reading of the document, we will use the term "project" to make reference to any kind of planned intervention. The general concepts used in these guidelines can be applied to projects, country programmes or action programmes. It is important to note, however, that according to ILO methodology a project is generally a part of a broader undertaking such as a development programme.

² In IPEC, some components of projects and programmes are implemented by partner agencies. These components—the action programmes—should also be designed following the LFA, although they are generally presented in a simplified document (the Action Programme Summary Outline, or APSO).

1. Projects and Project Documents

A project is a planned undertaking of activities designed to achieve specific objectives within a given budget and period of time. Generally, a project works with one major target group, in one or several specified locations. The design of a project requires a planning process that, usually, follows several steps (see box 1).

The project document gives substantive information on elements of the project and establishes a logical framework and sequence for achieving results. It has three main functions: it is a contract, a guide to planning and implementation and the basis for evaluation.

- The project document serves as a contract because it sets out and communicates duties and responsibilities of the parties involved in funding and implementing the project, thus making them accountable for their actions.
- It also gives reason and justification for action to being undertaken, and sets out a plan for what will be done, when, by whom, and at what cost.

Box 1. Steps in project planning

1. Situation analysis. The purpose of this step is describing the situation that needs to be changed. In IPEC, this situation will be linked to the existence of child labour in a sector or geographic area. The *identification of the main problems* characterizing the situation and the links between them—in terms of causes and consequences—is an important exercise. Problems are negative circumstances faced by the potential target group of the intervention. The problem analysis can be represented graphically using a “problem tree.” Planners will also need to categorize the *existing responses* to the range of problems identified in order to detect gaps and discrepancies and the unmet needs of the target population (*needs assessment*). There are many possible sources of information, both secondary and primary that can be used in order to do a situation analysis, including government officials, trade unionists, employers, the police, community leaders, teachers, parents and, especially, the children. General quantitative and qualitative information can be obtained from SIMPOC’s surveys and rapid assessments.

2. Stakeholders’ analysis. Research about existing responses can be complemented with a deeper analysis of the main stakeholders involved in the situation (especially employers’ organisations, trade unions, and government agencies). It is important to consider their institutional capacities, interests and relative power of organisations, groups and other actors involved, in order to establish working alliances for the implementation of the project.

▼

3. Definition of objectives and alternatives. Once the situation is fully known, detecting the problems that still need to be solved is usually straightforward. There might be several possible objectives for an intervention in the sector or area. According to the available resources, it might be necessary to prioritise some of them and rule out others. Once the best possible alternative has been chosen, the immediate objectives of the project will be evident (they will be the positive situation to be achieved by the end of the intervention in response to the identified problems).

▼

4. Definition of the strategy and preparation of the PRODOC. The immediate objectives have already been identified. Planners would need, in this fourth step, to define the strategy to achieve them considering existing resources and the institutional capabilities in place. This would mean, among other activities, gathering baseline information, developing the strategy, the logical framework (including activities, outputs, indicators, etc.) and the institutional setting, taking into consideration the stakeholders analysis. The revision of existing evaluations of similar projects, lessons learned and good practices can provide important inputs. A budget will need to be developed. All these elements will be included in a project document.

- Finally, the document forms the basis for evaluation by describing the situation prior to the project and the expected situation as a result of the project. It also establishes the criteria by which the success (or lack of success) of the project will be assessed.

In ILO, there are three special concerns that should be taken into consideration during design: the integration of International Labour Standards (ILS), the promotion of equality between men and women and the protection of the environment.

- Concerning the ILS, it is important to indicate whether the recipient country is an ILO Member State and if the core Conventions on basic human rights and child labour (Conventions 138 and 182) have been ratified. The project strategy should conform with the provisions of these Conventions even if the country has not ratified the ILS concerned. In certain cases, the project should include a component or practical measures to promote ILS or to help countries to comply with the follow up procedures.
- The integration of gender concerns in the design process and in PRODOCs is essential to ensure that the intervention promotes equality between sexes and do not generate biases against women or men, girls or boys. Each of these guidelines' sections includes a checklist with gender considerations, extracted from the "Guidelines for the Integration of Gender Issues into the Design, Monitoring and Evaluation of ILO Programmes and Projects".³
- Although this might not apply to some child labour projects, ILO is committed to the promotion of improvements in the adults' working environment and the development of environmental awareness. In some rural areas or in projects done in sectors such as mining or fishing, the inclusion of environmental considerations in the strategy is essential to ensure the sustainability of the intervention.

Last, but not least, all project should reflect ILO's tripartite structure. Government agencies as well as workers and employers' organisations play a key role in IPEC's projects:

- As a technical cooperation programme, IPEC is committed to support governments in the common effort to eliminate child labour, and urgently eradicate the worst forms of child labour. Government agencies, and especially the Ministries of Labour, should play a key role in the design and implementation of IPEC's interventions
- Employers' organisations represent a key asset in any society: its enterprises. Successful enterprises are at the heart of any strategy to create employment for adults, improve living standards and combat child labour. Employers' organisations help to create the conditions for enterprise success by influencing the environment in which they do business and by providing services that improve their individual performance. They are also essential partners in any strategy to create child labour-free workplaces.
- Trade unions have a key role in protecting workers' rights and interests, including the elimination of child labour, and in providing effective services to their members at national and international levels. Their participation will ensure that the voice of the workers will be heard and considered. These organizations also play a key role in awareness raising and advocacy campaigns.

³ <http://www.ilo.org/public/english/bureau/program/eval/guides/gender/index.htm>

Governments, workers and employers should be considered, then, as privileged partners during the design stage. They can provide valuable information and, more importantly, they should inform the decision-making process about objectives and possible strategies. Their participation in NSCs is essential. These organisations can also be main partners for the implementation of the project. Their capacity to deal with child labour is a major asset for IPEC and ILO, and should be strengthened when possible and appropriated.

2. Elements of the Project Document

Box 2. Outline of a typical PRODOC

- Fact sheet
Executive Summary
1. Background and Justification
 2. Target Groups and Partners
 3. Project Approach and Strategy
 - 3.1. Description
 - 3.2. Logical framework
 - 3.3. Assumptions
 - 3.4. Sustainability
 4. Project Implementation Timetable
 5. Institutional Framework and Project Management
 - 5.1. Institutional arrangements
 - 5.2. Project management
 6. Inputs
 - 6.1. Inputs Provided by the Donor
 - 6.2. Inputs Provided by the ILO
 - 6.3. National Contribution
 7. Project Planning, Monitoring, and Evaluation
 8. Budget

The suggested format for the project document (box 2) is based on ILO's methodology and IPEC's experience. The format might change due to specific requirements by the donor, but in general all the elements described here should be present.

There are two basic introductory sections:

- a. The fact sheet provides basic information on the project, as shown in box 3.
- b. The executive summary should include a very brief description of the problem, the main elements of the strategy, the immediate objectives and the total budget in a maximum of two pages.

Box 3. Project Fact Sheet (example)

Country	
ILO Project Number	___/___/P___/___
ILO Project Code	P#####
Project Title	
Duration	
Geographical Coverage	
Sectors Covered	
Project Office	
Project Language	
Executing Agency	IPEC-ILO
Implementing Agencies	
Donor	
Donor Contribution	
Starting Date	
Project duration (months)	

The rest of the document consists of 8 basic chapters, which should present the project in a synthetic but complete manner.

2.1. Background and Justification

This section should provide the information gathered during the situation and the stakeholders' analysis. The section should be compelling enough to justify the financial investment being made for the project. The project document should enable the reader to assess the socio-economic situation and the context that leads to the project. Problems and needs to be addressed by the project should be described in concrete and specific terms. A problem tree, if relevant, can be included.

The document should present both the nature and the extent of the specific problem to be addressed as precisely as possible. The main findings, conclusions and recommendations of earlier research, needs analysis, and/or evaluations should be included. Appropriate citations should be incorporated where possible, but particularly in cases where information or data could be controversial. The results of baseline surveys or other data gathering efforts (such as rapid assessments) should be summarized in this section.

This section should also identify the various relevant development policies of the government, local agencies, trade unions, employers' associations and non-governmental organisations (NGOs) and, where relevant, indicate their views on the problem and their specific interests. Labour laws/regulations concerning child labour, relevant core labour standards that have been ratified, and basic/primary education laws and regulations should also be noted.

The problem analysis / needs assessment should lead to the development of a clear strategy, i.e., which type of intervention will be best suited to achieve the objectives and thereby solve the various aspects of the problems. **It is important to remember that this analysis will provide the basis for the formulation of objectives and indicators of achievement, and that it will always be linked to the unmet needs of the target group.**



Gender issues

- *Make sure that the data collected is broken down by sex.*
- *Undertake a gender analysis of the intended beneficiaries by identifying:*
 - *the division of labour between men and women, their roles and participation patterns in the socio-economic sector(s) concerned;*
 - *the differences in men's and women's access to and control over resources and benefits;*
 - *the needs men and women have; and*
 - *the constraints and/or opportunities in the economic, demographic, social, cultural, political, legal and institutional environment for the promotion of gender equality.*
- *If the project is geared towards institutional development assess the capacity of the institution(s) concerned in addressing the needs of men and women and promoting gender equality. Analyse the following issues:*
 - *the nature and extent of gender specific policies and activities, and experience with women workers' issues;*
 - *the organisational structure to address women workers' issues; and*
 - *the concern with gender equality within the organisation and the perceptions on gender issues among the staff at the various levels of the organisation.*

Indicators of the above may be: the type and scope of policies and programmes on women and gender issues, the proportion of male-female staff, the levels and occupations of men and women within the organisation, facilities and support systems for workers with family responsibilities.

If preparatory activities are needed to make the project gender responsive, describe clearly whether these activities will form part of the proposed project (as a first phase, for example) or whether they will be undertaken as a separately funded activity prior to its start.

2.2. Target groups and partners

This section should describe the beneficiaries and recipients of the project. The following categories can be used:

- **Direct beneficiaries:** children and families (and eventually communities) reached directly by the project through the provision of goods and services
- **Indirect beneficiaries:** children, families and communities reached indirectly through strengthened institutions and organisations, or as the outcome resulting from awareness raising or policy level work
- **Direct recipients:** staff and others related to partner organisations that receive services and benefits from the project to enable them to carry out and support action against child labour
- **Partners:** key organisations; institutions and groups that will provide support during project implementation. It is important to highlight the participation of employers and workers' organisations.

The target groups should be quantified as much as possible, broken down by gender, age group, type of work, etc.

Some general issues to note are the following:

- How many children are targeted for removal from hazardous work? How many children are targeted for prevention? What is the age range of these targeted groups? How many are girls and boys? Do these numbers make sense given the magnitude of the child labour problem in the country/sector, the project strategy and approach, and the amount of funds requested for the project?
- Are there **only** children, families and communities presented as beneficiaries?
- Is there a clear definition of the direct recipients of the project? Is it clear what would these institutions, organisations or groups receive? Are the relevant employers and workers' organisations included? Do we know how many children and families will be benefited indirectly thanks to the support provided to the direct recipients?
- Is there a clear definition of the project's partners? Is it clear what would these institutions, organisations or groups do? Which will be the role of the relevant government agencies, trade unions and employers' organizations?



Gender issues

- *Describe the major characteristics of male and female intended beneficiaries in terms of employment status, economic sectors, socio-economic status, ethnic and social origin, and age.*
 - *Describe to what extent girls beneficiaries and women's organisations have been involved in identifying the problem and the development of the strategy.*
 - *List the main partners involved in the project and describe their capacity to serve male and female audiences (as identified during the gender analysis).*
 - *Ensure that representatives of partner organisations are informed about and agree on the promotion of gender equality through the project.*
 - *Ensure that project benefits such as training opportunities, provision of credit and other services are distributed according to the existing male/female proportion. If women, so far have been under-represented and/or benefited less than men, determine to what extent additional project benefits should be made available to them.*
-

2.3. Project Strategy

2.3.1. Description of the strategy

This section of the project document should indicate, in a narrative way how and to what extent the problem established in section 1 (Background and Justification) will be addressed. The project could aim at:

- **Preventing** the entry of children in child labour
- **Withdrawing children** from exploitative and hazardous child labour and providing alternatives to the children and their families (rehabilitation)
- **Protecting children** working in “acceptable” circumstances (according to age and type of work) by reducing work hours and hazards, only as a transitional measure towards the complete elimination of child labour.

All these strategies are possible in any given project. Withdrawal and rehabilitation measures are necessary, but given that many countries do not have the resources to immediately undertake these measures at a large scale, the priority is generally the immediate withdrawal of children from work in the worst forms of child labour. Preventive approaches are important because of sustainable and long-term results.

The strategy should be adapted to the specific situation and needs of the target group. IPEC’s Product Lines will develop technical guidelines to facilitate the design process.

The strategy should consider links and synergies with existing projects and interventions by IPEC, IPEC constituents, partners and other organisations, donors and the government. The project should look for the value added and strategic influence that can result in a multiplier effect.

The duration of the project should depend on whether the services provided to the target group could be effectively implemented in that time frame. In addition, duration depends on the length of time that may be necessary to mainstream the effort into the community to ensure local ownership and sustainability.

Within the context of the project strategy, two basic types of interventions are generally included:

- **Direct action** interventions provide goods and services to direct beneficiaries (working or ex-working children, their younger siblings, their families and communities)
- **Institutional development** interventions reach beneficiaries indirectly by strengthening the capacity of organisations that work with or on behalf of working children (especially government agencies, workers and employers’ organizations). It also includes social mobilization and work at the policy level.

Through the **direct action** interventions, the project works directly with the children and their families and communities and provides various services (including education, training, and counselling), and establishes linkages with health and other services in the communities. Direct Action has concrete impact on the prevention and withdrawal of children and on their re-integration into normal developmental life. Often, it is possible to quantify the number of children and family members benefiting directly from this approach. Direct action also impacts prevention through activities such as the provision of education to younger siblings,

awareness raising among families and communities and the provision of alternative income-generation opportunities for the families. The number of children prevented or withdrawn from work through awareness raising and other preventative activities is generally more difficult to quantify.

For direct action projects, this section should provide information on the strategy to be used to remove and/or prevent children from engaging in hazardous work. The strategy can include, for example:

- **Awareness raising** (public education campaigns, videos, posters, radio/TV ads, meetings, conferences, etc.)
- **Education and vocational programmes** (formal, non-formal, and technical skill training programmes)
- **Income generating activities for parents** (such as revolving funds, micro-credits, training to improve employment opportunities, etc.)
- **Other social protection services** (such as health care services, nutrition services, etc.)
- **Child labour monitoring** (community-based, independent monitoring; workplace inspection, etc.)
- **Industry/sector-specific agreements** (such as codes of conduct; bargaining agreements, Memoranda of Understanding, etc.)

In direct action interventions, watch out for:

- How will the target population/beneficiaries be identified or selected? Through a baseline survey? Education infrastructure assessment? Economic assessment of families participating in income generating activities? What are the criteria for selecting beneficiaries?
- How will the direct beneficiaries be chosen for withdrawal from work, education and training, and income generation? Will there be issues if only some children and families can benefit from the project and others (engaged in similar type of work) cannot?
- Are all children characterized as direct beneficiaries going to directly receive services? Children who are to benefit through prevention or institutional strengthening activities should not be counted as direct beneficiaries, but rather as indirect beneficiaries.
- Is the amount in the budget for direct action (under subcontracts) commensurate with the number of children who are to benefit directly through, for instance, the educational services? What is the percentage of the total budget going to the direct action component of the project?

Through **institutional development (ID)** interventions, the project strengthens the capacity of governmental and non-governmental institutions, workers and employers' organizations, to plan, design, implement, monitor and report on projects aiming at the prevention and elimination of child labour. The direct recipients of these interventions are generally the staff of the institution, but working children should clearly be the indirect/ultimate beneficiaries. ID interventions could take the form of training, development of manuals and training materials, hands-on experience (e.g., as implementing agencies), tools and information that develop

capacity, such as surveys and studies, the preparation of national plans of actions and developing strategies for mainstreaming child labour concerns into national programmes and budgets. ID interventions are particularly useful as part of the sustainability strategy. If they are designed in a “layered” manner, they can have a broad target group reach. For instance, a training of trainers programme can be replicated at various locations, lessons learned in project implementation can be shared with other implementing agencies and data/information from surveys and studies can be widely disseminated in usable format and style.

For ID interventions in projects, watch out for the following:

- Will the activities and outputs lead to sustainability of impact, e.g., will the trained labour inspectors have more institutional support and opportunities for enforcing child labour legislation? Are there activities planned in the project that will enable them to provide training to others or to put in practice that for which they have been trained? How will they create awareness about their work and role, i.e., at the workplaces? To what use will studies, reports and training materials be put? Is there need for translations? Is dissemination of reports envisioned?
- Planning and review meetings between individual implementing agencies and target groups contribute to “ownership” and sustainability and should be encouraged. Are any thoughts given to resource mobilization or mainstreaming of isolated interventions into larger development plans of the implementing agencies or the government?
- At the end of the project, will the implementing agencies be more capable in the planning, design, implementation, monitoring and evaluation of child labour projects? Is training of implementing agencies included in the project activities?
- How are the agencies benefiting from ID support in the project involved in child labour elimination and prevention efforts in the country?
- Who are the relevant partners (government ministries, employers, labour unions, NGOs, groups/associations, other international organisations)? What is their level of political and financial commitment to the project? How will the project strengthen their capacity, if possible and appropriate?

It is possible to use a table format to summarize the different components of the strategy (see matrix A of annex 1).



Gender issues

- *Ensure that the outcome of the gender analysis is used when formulating the strategy, i.e. undertake gender planning:*
 - *Identify how boys and girls, men and women, can equally participate in and benefit from the project. Develop specific interventions and organisational arrangements needed for the promotion of gender equality.*
 - *If imbalances exist between the position of boys and girls, consider which girl-specific activities and/or positive action measures are necessary in order to allow them to participate and benefit from the project on an equal footing with boys.*
 - *Avoid increasing women's workload and the use of women as unpaid workers.*
- *The type of strategies to be developed will depend on the context and the scope of the project. Apply the following general principles and practical measures which have proven to effectively contribute towards the promotion of equality between men and women:*
 - *stimulate the active participation and mobilization of women and their organisations;*

- *raise awareness and develop a capacity to address the needs of men and women, boys and girls, and promote gender equality;*
- *include measures which address both practical and strategic gender needs;*
- *avoid linguistic and visual biases, and gender stereotyping;*
- *allocate adequate human and material resources; and*
- *apply a multi-disciplinary and phased approach.*

2.3.2. Logical framework

This section presents the structured version of the strategy. It states the precise results of the project so that a plan for implementation can be established and the results of the project be measured. The building blocks are objectives, outputs and activities. Objectives describe the expected situation at the end of the project. Outputs are “products” that needs to be created to bring about the situation or change at the end of the project. Activities are actions to be undertaken to produce the planned outputs.

At the design phase, the analytical steps are: 1) to identify the situation as it will be at the end of project (objectives), 2) to determine what are the outputs that needs to be produced, 3) to agree on the activities that are needed to produce those outputs, and 4) to establish the inputs (or resources) necessary to do the activities. At the review stage, the sequence of the analysis is reversed: 1) are the identified inputs sufficient to carry out the activities? 2) If the activities are carried out, will the outputs be produced? And, 3) if the outputs are produced and used, and the assumptions hold true (see below), will the expected change be brought about?

It is strongly suggested to present the logical structure using tables. Matrixes B and C included in Annex 1 can be used for this purpose. The more complete these matrixes, the more guidance is provided to the project management once implementation starts. To facilitate the perception of the links between the elements, a special numbering format should be respected (see box 4). Following there is a description of the main elements of the logical framework.

Objectives

Objectives in ILO/IPEC projects are of two types:

- **Development objective.** This is the ultimate, long-term aim of the project. Generally, there is only one long-term objective in child labour projects, i.e., the prevention and elimination of child labour. Any one project can only “contribute” to this objective. It will take many, sustained efforts over a long period of time to achieve this objective. It is therefore, essential that all child labour projects “contribute” to this objective of the recipient government/country, the executing agency (ILO-IPEC) and the donor. The development objective should, if possible, specify the contribution that the project will make, e.g. the project

Box 4. Numbering of project elements

Immediate Objective 1
 Output 1.1.
 Activity 1.1.1.
 Activity 1.1.2.
 Output 1.2.
 Activity 1.2.1.
 Activity 1.2.2.
 Activity 1.2.3.
 Immediate Objective 2
 Output 2.1.
 Activity 2.1.1.
 Activity 2.1.2.
 Activity 2.1.3.
 Output 2.2.
 Activity 2.2.1.
 Activity 2.2.2.
 Output 2.3.
 Activity 2.3.1.
 Activity 2.3.2.
 Etc.

will contribute to the elimination of child labour in specific sector if a sector project; specific area if area specific etc. by creating capacity, demonstrating solutions that can be replicated etc.

- **Immediate objectives.** The immediate objectives describe the situation expected at the end of the project duration. They should be as precise as possible about who will benefit from the project and the condition/achievement expected at the end of the project. Use the formulation "By the end of the project/by year ...something will have changed ". Immediate Objectives should be verifiable, and quantifiable if possible. For example, "By the end of the project, there will be a reduction of 20% of the number of children involved in hazardous agricultural work in El Salvador, and these will have be provided with alternative developmental opportunities." IPEC projects generally include both Direct Action and Institutional Development approaches, and therefore several components. If possible, each component or each sub-strategy should correspond to an immediate objective. If the project has Action Programmes, it facilitates design, management and evaluation if each A/P corresponds to one immediate objective or one or more outputs.

Too many immediate objectives should be avoided. In general, immediate objectives should be SMART:

S = Specific

M = Measurable

A = Attainable/Achievable/Agreed upon by stakeholders

R = Relevant/Realistic

T = Timebound



Gender issues

- *When specifying the target groups, be precise and avoid general terms such as "children in the informal sector " and the "rural poor". Make sure that the immediate objectives explicitly refer to the male and female intended beneficiaries.*
- *In institutional development (components of) projects: if the organisation to be strengthened needs to build up a capacity in order to ensure that women / girls will be reached and will benefit from the services provided, formulate a separate immediate objective for this purpose.*
- *Similarly, in direct support (components of) projects: if specific measures or organisational arrangements are needed to ensure that women / girls will be reached and that they will benefit from the services to be provided, formulate a separate immediate objective for this purpose.*

Indicators of Achievement⁴

Indicators of Achievement are the evidence or the measure that will tell us whether the project is achieving its goals. In ILO design methodology, indicators are only used at the immediate objective level. Where the immediate objectives have been identified in measurable and verifiable terms, indicators of achievement are easier to establish. Where

⁴ More information on how to identify and use indicators of achievement can be found in DED Guidelines #1.

the immediate objectives are very general or vague, the need for precise indicators of achievement is greater. Such indicators must provide verifiable evidence to enable project management to determine progress towards the attainment of the immediate objectives. Indicators should also be SMART.

If possible, immediate objectives should be broken down into progressive targets or levels of achievement. Targets are the milestone or values that we expect the indicator to show at various points in the life of the project. In many cases, it is not possible to break the immediate objective into targets, but by attempting to do so, the more verifiable or quantifiable the immediate objective becomes. If it is not possible to set targets at the design stage, project management will have to think about setting targets as part of establishing the detailed monitoring plan for the project.

As an example, for an objective of withdrawal of children from work the indicator might be “number of children withdrawn from work”, and the target could be 250 by the end of the three-years project. The progressive targets or levels of achievement could be set as 50 by end of first year, 150 by the end of the second year and 250 by the end of the three years.

Indicators are, in consequence, the type of evidence that we use to show achievement. The Means of Verification are the actual methodology and source of data for the indicator (e.g. survey, government data, focus group etc.). They have to be the same each time the indicator is used to indicate progress towards achievement. When identifying the indicators, the means of verification should therefore be identified as much as possible.

Data collection on Indicators should be planned from the start of project implementation and baseline data for Indicators should be established as soon as the project starts. In some cases, it may be necessary to conduct baseline surveys of the target groups. In other instances, the information to establish the baseline situation for Indicators may already be easily available and would need a mechanism for collection. In each case, one of the first tasks of project management will be to review whether the indicators are relevant and if the means of verification are available.

The following checks can be made for Indicators of Achievement:

- An indicator of achievement gives the effects of the project intervention (the use that the output is being put to by the recipients, not the fact that the output is produced).
- An indicator of achievement cannot be an output of the project.
- An indicator should be linked to the immediate objective and therefore be SMART.
- Each immediate objective should have at least one indicator.
- Too many Indicators should be avoided; together they should reflect all the important aspects of the project.



Gender issues

- *Develop indicators to enable the measurement of progress made under the project towards the promotion of equality and opportunity of treatment between boys and girls.*
 - *Develop indicators to enable the measurement of the nature and extent of the benefits that accrue to boys and girls under the project.*
 - *Consider whether it is necessary to establish gender specific baseline-data prior to or at the start of the project. Ensure the systematic collection of the data necessary to assess the impact of the project on boys and girls.*
-

Outputs

Outputs are “products” of the activities that are necessary for arriving at a particular situation (the immediate objective). It is the combined use of several outputs that leads to the achievement of an immediate objective. Outputs may be training materials, curricula, people trained (i.e., labour inspectors, parents, children), children educated, children integrated in regular schools systems, adults employed, national plans of actions produced, laws updated, or a system put in place (i.e., workplace monitoring, tracking, social protection). Outputs should be defined as concretely as possible in quantifiable terms (“300 children, aged below 15 years, working on the dumpsite in City X, enrolled in school” or “2 rapid assessments on the situation of working children in the rubber plantations of Country X”).

In general, for each immediate objective there should be at least two (or more) outputs identified. The presence of only one output for an immediate objective is normally a signal of a logical problem (confusion of what is to be achieved with what will be produced). It is important to verify if the objective and the output are mere re-statements of the same issue.

Another point to remember in connection with outputs and immediate objectives is that while outputs are under the project management control, immediate objectives are often affected by “external factors” and assumptions (e.g. the project management can be held responsible for delivering the outputs, such as trained people; whether the skills acquired will be put to the intended use of keeping children out of work are less directly under the control of project management).

Activities

Activities are actions to be undertaken to produce the planned outputs. One output generally requires several activities. For example, the development of a national plan of action will require undertaking consultations, identifying the types of child labour, resources, agencies, and mainstream programmes; holding meetings with all the major stakeholders to increase awareness of the problem and enlisting support for the project—these would all be activities. Just as outputs are produced, activities are done, performed or carried out.



Gender issues

Be gender specific when defining the outputs and activities:

- *State clearly how many boys and girls, men and women will participate in and benefit from the different component(s) of the project and in what way:*
 - *Policy advice: ensure that girl’s role and participation as well as specific constraints are explicitly addressed in the analysis of the technical field(s) or sector(s) covered. Consider whether additional measures are needed to provide an enabling environment to women’s and girl’s equal participation, for instance, by removing legal or socio-cultural barriers.*
 - *Institutional development: specify the male/female proportion among the clients of the institution and describe how male and female intended beneficiaries are reached. Consider whether explicit provisions have to be made to ensure that girls will benefit equally from the services to be provided.*
 - *Consider whether explicit provisions have to be made to ensure that girls will benefit equally from the services to be provided. Determine the need for organising information or advocacy sessions in the communities or at the workplace to ensure that the rationale for the promotion of gender equality is understood and accepted by men and women. Use communication channels that are accessible to women and girls beneficiaries.*
 - *Training: spell out exactly how many girls and women among the intended beneficiaries and/or direct recipients will be trained, in what subject(s) and at what level(s). Consider whether girls and women need additional training, for example, because of lower*

educational levels or lack of confidence. Ensure that training materials do not contain gender stereotypes or linguistic biases.

- *Organize activities in such a way that female beneficiaries and/or direct recipients are able to participate equally with boys and men:*
 - *If girls or women cannot speak freely in mixed groups, organize separate meetings or training for them and arrange for women staff to communicate with them.*
 - *Organize material arrangements (duration of training, travel arrangements, accommodation and sanitary facilities) so female beneficiaries can participate.*
 - *Given that women beneficiaries and/or direct recipients are often responsible for young children, arrange for child-care facilities at the training venue.*
- *If necessary, raise awareness on gender issues by providing information sessions on the promotion of gender equality for policy makers and senior management of the partner organisations, and community leaders and opinion makers among the intended beneficiaries. Undertake job-related gender training with the staff of partner organisations and the target groups.*

In reviewing the objectives, outputs, activities, and indicators, the following issues are important:

- Are the objectives clearly stated? Are they consistent with the project approach and strategy? By when are the objectives expected to be achieved? While overall/long-term objectives stretch beyond the duration of the project, immediate objectives should be attainable within the project duration.
- Do the indicators of achievement follow the project objectives and strategy? Are they, or will they be, verifiable?
- Is there more than one output for each immediate objective?
- Will project outputs lead to the achievement of the objectives? e.g., will the 12 trained staff and the training material prepared lead to the objective of strengthened capacity, or will other measures (provision of equipment, new office procedures, others) be necessary? Is the time frame for producing the output realistic and feasible?
- Will the activities lead to the specified outputs? e.g., will the two-day training session be sufficient to “produce” the trained staff or will additional ongoing support/training be necessary? Is there a time frame by when activities should be completed?

2.3.3. Assumptions

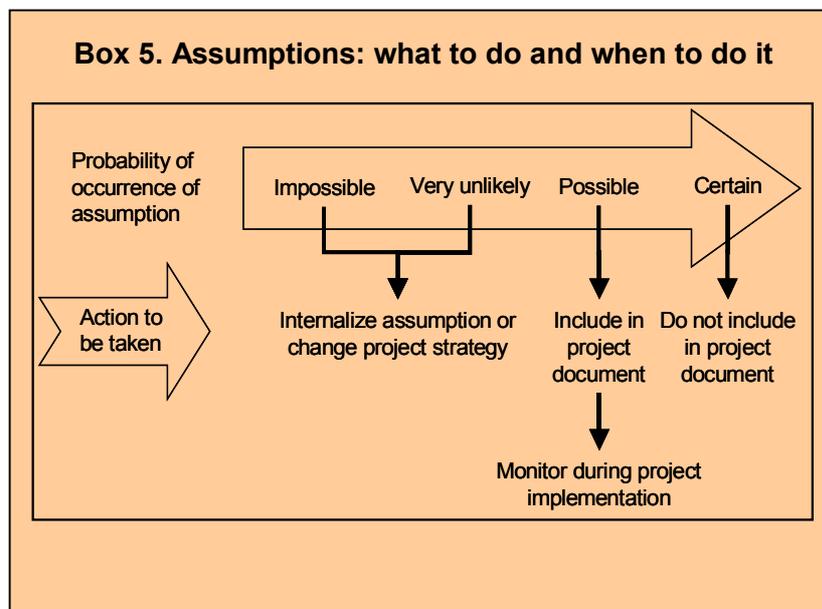
Assumptions are also referred to as external factors⁵. Any issues (events, situations or decisions) that are beyond the control of the project and which may affect the achievement of the project’s objectives are given in the form of assumptions. The internal logic of the intervention should be, then, the following: executing the activities the project produces the desired outputs. If the assumptions come true, the immediate objectives should be achieved, and if the immediate objectives are met, the project will have contributed to the development objective. The assumptions are the necessary step that allows passing from the production of the outputs to the achievement of the immediate objectives.

⁵ UNDP (and other donors) procedures refers to “risks”, which are defined as any factors that may seriously delay or prevent the production of the planned outputs or the achievement of the objectives.

Assumptions should be expressed in precise and positive terms, as the situations that *have to* happen for the internal logic of the project to come true. Not all the situations that may affect the project implementation will be included in the project document. If the probability of occurrence of the assumption is very high, there is no need of explaining it in the document. On the other hand, if it is impossible that such an event should happen, the success of the intervention would be seriously threatened. When a “killer” assumption is detected, the project designers have two options:

- One of them is to “internalise” the assumption including in the project the necessary activities and outputs to minimize the risk of not achieving the immediate objectives
- The second option is to change the strategy of the project to avoid the influence of the assumption on the internal logic

In other words, only the assumptions that might reasonably —but not surely— happen should be included in the document. This means that the project management will know from the very beginning that certain factors have to be monitored and, as much as possible, controlled, in order to achieve the desired objectives. Box 5 summarizes the different actions that can be taken according to the probability of the assumption.



For example, a project intends to increase the capacity of the community X to perform inspection activities in certain sectors. The outputs to be produced are (1) 25 people of the community trained to perform the job and (2) a computer system for verification installed in the local municipality. One of the assumptions included in the project document states that “the local employers will collaborate with the community inspectors by allowing free entrance to the plants”. If

the collaboration of the employers were guaranteed, it should not have been included in the project. On the other hand, if this was impossible or very unlikely, the project should have incorporated, for instance, awareness raising activities targeting the employers. Another possibility would have been to change the strategy to foster government inspection in the community. The inclusion of the assumption means that the collaboration is probable, but also that the project management will have to follow closely the attitudes of the employers towards the community inspection.

When analysing assumptions, it is important to be as specific as possible in how it might affect the internal logic of the project (the design of the project). The more specific the assumption is, the clearer it will be whether it is possible to internalise it and make it part of the design. For instance, “political commitment” is often given as an assumption. This is not a useful assumption - firstly because it might question commitment and secondly because it is not specific enough to actually see what the effect is. Does it mean that labour inspectors will not be available if the assumption holds true? If so, the assumption is the availability of inspectors. By stating it so specific, it becomes clear how to internalise it (political

commitment is difficult to deal with but ensuring availability of government labour inspectors might be possible within the resources and scope of the project.

Concerning the assumptions, the following issues are important:

- Are the assumptions clearly linked to the immediate objectives? Are they presented as positive situations that allow the achievement of the objectives?
- Is any of the assumptions included in the project document impossible or very unlikely to happen? In this case, it should be considered as a killer assumption and the project should be reformulated, either to include activities and outputs to neutralize it or to avoid it.
- Is any of the assumptions absolutely certain? In this case it is not necessary to include it in the project document.
- Availability of inputs, including the availability of fund, is not an assumption as it is under the control of programme/project management.
- The support of beneficiaries and direct recipients (children and community monitors in the example above) is not an assumption. Their interest and commitment in the project must be established in advance and incorporated into the design.



Gender issues

- *If there are indications that the political framework could become less conducive to the promotion of gender equality, include a statement to the effect that political support for the promotion of gender equality will continue.*

2.3.4. Sustainability

Sustainability is a crosscutting issue in IPEC's projects, and therefore should be discussed while developing the components of the strategy. This section should only highlight the main specific measures designed for sustaining the project results and impact after the termination of IPEC's financial and technical support. While it may not be possible to obtain long-term commitments by collaborating agencies and other partners at this early stage, the project document must include a strategy for developing sustainability during implementation. This should address technical, political, institutional and financial sustainability and attempt to outline the conditions under which external support is no longer required ("exit strategy").

Sustainability concerns need to be addressed from the design phase to increase the chance that its benefits will be long lasting and that its results and outputs will continue to be used by—and become the responsibility of—the target groups and partner organisations. Sustainability is enhanced by creating a **sense of ownership and responsibility** for the project among the key stakeholders (the implementing agency, the target groups, the main partners, especially workers and employers' organisations, collaborating institutions, policy makers, community leaders, parents, etc.). This can be done:

- In a project with an institutional development component, by building in regular planning / review meetings for collaborating institutions, as well as the partner groups

- In a project with a direct action component, by stimulating decision-making processes and the self-organisation of the target groups and partners (for example, by setting up Advisory Committees at the local level). It would also be important to encourage financial contributions, however small, by the collaborating institutions and in kind or financial commitments by the intermediate partner groups.

There are several factors that might affect sustainability, and that therefore should be considered while designing the strategy. Some of the most important ones are described in box 6. This section should also include a statement concerning external factors that may impact on sustainability, including those listed under the chapter on assumptions.

Strategies for sustainability will be addressed in all evaluation exercises to assess what corrective or additional measures may be required (infrastructure and institutional inputs as well as adjustments in the project strategy and plan).

2.4. Project implementation timetable

This section is optional. Its purpose is to provide general information on the sequence of activities. This will be updated during the preparation of detailed work plans. The timetable should include, at least, the major activities as listed in the logical framework matrix, plus those necessary to start the project, and the evaluations. Timetables should be presented graphically, e.g. as a Gantt chart.

2.5. Institutional framework and project management

This section should provide information on the management structure of the project both at the local and national level.

There are several types of partner agencies and groups. **Implementing agencies** are those with whom the ILO enters into subcontracts for undertaking planned activities. **Collaborating agencies** are those who participate in the project through a formalized commitment expressed through, for instance, a signed agreement. **Partner groups and agencies** participate in the project activities in a more informal manner (reminder: partners should be included in section 2). Many times the partner groups may also be the targets of the project (such as parents of working children, teachers and community leaders) or the direct recipients (e.g., trade unions, employers organizations, NGOs). It is important to state as precisely as possible the different roles that implementing agencies, collaborating organisations and partners will play in the project, linking them to components of the strategy or specific activities.

2.5.1. Institutional arrangements

The institutional framework describes the roles of institutions and partners involved in the project (as described in section 2.2). Emphasis should be placed in government agencies, employers and workers organisations. It should include an assessment of the existing structure and staffing, managerial, financial and technical capacity of the partner organisations, including a description of their strong and weak points, and their experience in dealing with the target group.

While the focus in the section on target groups was on the direct recipients from the partners, the focus here is on the institutional framework, the links between the institutions, their specific roles and responsibilities and the reasons why those particular institutions have been selected.

Box 6. Sustainability checklist

There are several dimensions that affect the sustainability of a project, and that should be considered during its conception.

Political support

- Will the public policies (at national, regional or local level) create positive synergies with the project? Is there specific support from relevant workers and employers organizations?
- Can the project promote the building of specific policies in favour of the target groups? Will child labour issues be mainstreamed in the agendas of relevant institutions?
- Have the relevant authorities been involved in the planning of the project?
- Do the relevant political institutions made specific commitments in terms of financial or human contributions?

Institutional capacity

- Have the implementing agencies enough experience in the implementation of similar projects or in dealing with the problem of child labour?
- Have the implementing agencies the necessary resources (financial as well as technical and human) to effectively execute action programmes and to manage them after the ending of IPEC's contribution? If the answer is negative, has the project included a capacity building component for the implementing agencies?
- Have the collaborating institutions the necessary resources (financial as well as technical and human) to guarantee the duration of the positive effects of the project?

Socio-cultural issues

- Will the project favour a specific group within the community, generating inequalities that could cause internal conflicts (in terms of gender, status, age, social class, ethnic groups, religion, etc.)? If so, what measures have been planned to guarantee that the conflict would not affect the project's sustainability?
- What kind of participation of the direct beneficiaries and the intermediate partner groups will be promoted? Will this participation be enough to generate a feeling of ownership in the key stakeholders?

Gender issues

- How is the project affecting the relations between men and women inside the community and inside the household? If there is a possible conflict, how will the project deal with it?
- Will the project reduce the inequalities between men and women in the division of labour (considering remunerated and non-remunerated work)?
- Will the project reduce the inequalities between men and women in the access to, and control of resources?

Appropriate technology

- Are the technical and technological components of the project known and accepted by the community?
- How will the technical or technological components of the project contribute to the elimination of child labour in the long run?
- Will the project create new technological needs (e.g., to import supplies or components, to use specific trained staff, etc.)? If so, which is the strategy to satisfy such needs once IPEC's financial support is over?

Protection of the environment

- Will the project consume non-renewable natural resources? If so, which measures will be taken to replace these resources or to lighten the damage?
- Can the project raise awareness about the benefits of a sustainable development strategy?

Economic and financial issues

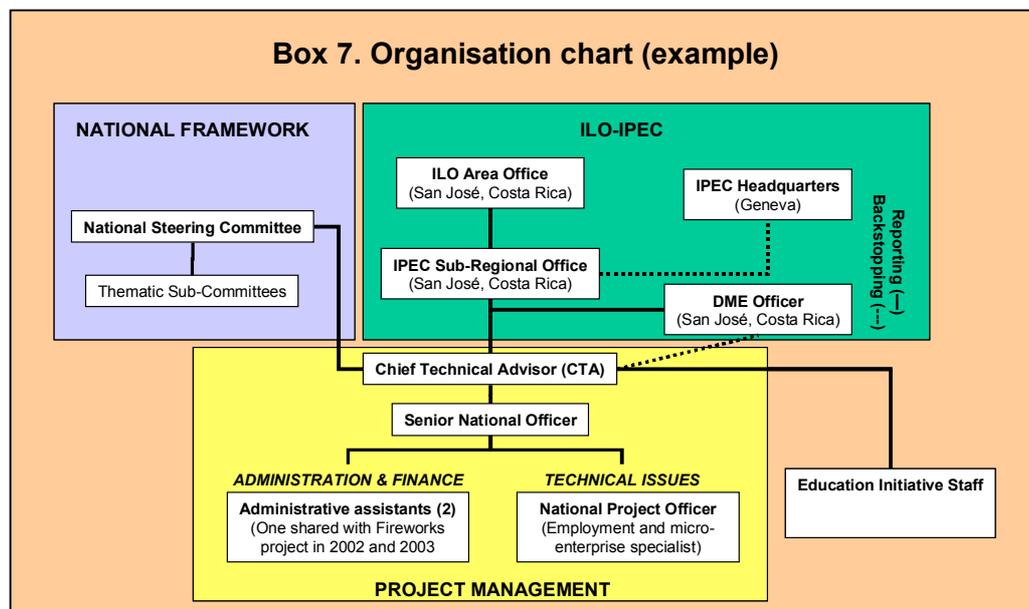
- Will the project generate the financial or economic resources needed to cover the operation costs without external aid?
- Who will be in charge of providing the financial resources needed to guarantee the maintenance of the infrastructures (e.g. schools, recreational centres, etc.) and the operation of the project (e.g. salaries, consumer goods, sundries, etc.) once IPEC's contribution is over?

It is important to analyse the institutional framework at the national level and at the level of implementation (if not national). At the national level, the description should include the role that the National Steering Committee, relevant ministries (Labour, Education, Planning, Social Affairs, Family, etc.), workers and employers' organizations and other institutions will play in the project. At the implementation level, emphasis should be placed in local governments, local representations of unions or employers' associations, grassroots organisations, etc.

2.5.2. Project management

This section should describe the specific management structure of the project, including the role of the staff (project coordinator, technical officers, administrative assistants), external collaborators or consultants. This section should also provide information on the location of project offices and the support to be received from subregional coordination offices, ILO Area Offices, and from headquarters.

An organisation chart is in general very useful to determine lines of communication and responsibility of the different people included in the management structure (see example in box 7)



The following issues should be taken into consideration:

- Who will oversee implementation at the project level?
- What is the role of the project coordinator and/or the chief technical advisor? Are roles of the project coordinator and/or chief technical advisor clear?
- If applicable, what is the role of the IPEC National Steering Committees (NSCs)⁶? What will be the supervisory and advisory role of the Ministry of Labour, other relevant governmental agencies, trade unions and employers' organisations?

⁶ In countries that have signed the Memorandum of Understanding with the ILO for the IPEC programme, National Steering Committees are established. These are comprised of representatives of government, employers' organisations, trade unions and NGOs. NSCs coordinate IPEC's and other child labour programmes in the country, and are generally chaired by the Ministries of Labour.

- How will the management structure be mainstreamed into the community? Who will assume responsibility for continuing the efforts once project has been completed?
- What will be the specific role of each implementing agency and other partners? Are the Ministries of Labour and Education adequately involved in the project implementation? Are relevant employers and workers' organizations involved in implementation? How are these and other government agencies contributing to the project?
- For sector-specific projects, what is the role of the employers and workers' organisations? What is the level of their contribution?

2.6. Inputs

This section explains what are the financial or in-kind inputs being provided by the donor, the ILO, and other participating organisations. Inputs are the financial and human resources, equipment, facilities and infrastructure necessary to carry out the activities. Donors and international agencies may or may not fund specific items or groups of items, e.g., vehicles, building/construction costs. If not, the items would need to be funded through other national sources or alternatives would need to be sought.

The description of the inputs should be as precise as possible and, if possible, they should be linked to the activities. It is, in general, not enough to include "one consultant"; the understanding of the project would be more complete and the preparation of the budget would be easier if such an input is presented as "one local consultant full time during two work/months."

The Input section of the project document should also indicate the contribution from the government (ministries of education, labour, others), other ILO constituents, future implementing agencies (these organisation should provide, at least 10% of the cost of every action programme) and other national sources. This may be in-kind support. It is important to include, also, the specific inputs provided by ILO, both financial and technical (in-kind).

Important Issues:

- Does the donor contribution cover costs/activities that are essential to the effective implementation of the project? (In IPEC projects, the activities and outputs sections generally provide only those that will be funded by the donor. Additional outputs and activities provided by other sources can be listed as a complement in section 3.2)
- Are all activities/outputs accounted for either in donor or national contribution?
- Personnel costs for staff costs should be given in work months.
- Equipment costs should give a breakdown of items.
- Costs for meetings and workshops should specify type of meeting, estimated number of participants, and a tentative location.
- What is the contribution from the industry or employers? If there is none, will it be advocated for in the project? If there is only a small amount of in-kind contribution, why is it important for the project?
- What is the contribution from the trade unions? If there is none, will it be advocated for in the project? If there is only a small amount of in-kind contribution, why is it

important for the project?

- If special funds are being established, e.g. for scholarships or credit/loan/savings, are the mechanisms for collection, disbursement, maintenance and the criteria for selection of beneficiaries in place or identified? Responsibility for these “special” costs should be clear (IPEC management does not generally handle such funds and they would need to have an implementing agency to handle them.)



Gender issues

- *Ensure that sufficient human and financial resources are allocated for the gender specific components of the project.*
- *Determine whether specific quota or targets should be set for boys and girls' participation.*
- *If male staff cannot effectively reach female beneficiaries, determine the type and number of female staff required.*
- *Determine the need for employing gender specialists..*
- *Ensure that job descriptions, vacancy announcements and terms of reference for consultancy services are stated in gender-neutral terms and avoid linguistic biases. Encourage an equal balance among male and female staff. Provide equal remuneration for men and women for work of equal value.*

2.7. Planning, monitoring and evaluation

This section discusses the processes and procedures for planning, monitoring, evaluation, and reporting to be undertaken during implementation, based on ILO's standard methodology and procedures. Concerning planning and monitoring, several tools/means are used to keep track of the project's progress.

- Planning meetings will be necessary at different stages of the project, including relevant government agencies, workers and employers' organisations and the main partners of the project.
- Work plans are a management tool that provides, for each output and activity, the scheduled sequence, planning starting and completion dates, and the person(s), organisations and/or institutions responsible for carrying out the work (see matrix D in annex 1 for an example).
- Monitoring is the continuous or periodic review of implementation to assess delivery, identify difficulties, ascertain problems and recommend remedial action. It is concerned with the delivery process and should ensure that inputs (i.e., the resources that support the project) through activities are transformed into outputs, analysing the quantity and quality. Indicators as progress towards achievement of objectives are also monitored through monitoring plans (see matrixes E and F in annex 1 as examples).

The project document should note when work plans and progress reports will be due. Ideally, these plans should be prepared during the formulation of the project document; normally, they are done within the first month of implementation. Site visits and review meetings are

important project monitoring tools used by project management and should be noted in the project document.

Evaluations assess the effects of project performance, focusing on the analysis of the progress made towards the achievement of the objectives. It takes place at one point in time and feeds back into current project implementation and future project planning and formulation. Evaluation is concerned with issues such as effectiveness, efficiency, and validity of design, causality, unanticipated effects, alternative strategies and sustainability.

Evaluations can be grouped according to timing (mid-term/interim, final/terminal, ex-post) and responsibility (self-evaluation by project management, independent internal evaluations by ILO staff other than project management and independent external evaluations by consultants).

The project designer(s) should carefully consider what type of monitoring and evaluations are required. There are minimum standard requirements (in general, one interim self-evaluation and one independent final evaluation), but the nature of a specific project could suggest additional evaluation exercises. For instance a pilot project with clear replication and mainstreaming potential might require more detailed evaluation to ensure that the critical success factors are identified for maximum replication. A project with stronger participatory elements than normal, might also call for additional participatory evaluation processes. In these circumstances, the evaluation officers in IPEC should be consulted at the design phase.

According to ILO methodology, all projects should be self-evaluated at least once a year. In IPEC, this requisite is fulfilled with the presentation of the annual report due in August, which serves as the basis for IPEC's implementation report submitted to the International Steering Committee.

Depending on the arrangements and procedures agreed between ILO and the donor, some of the following provisions should be included (exact wording is not necessary).

- **ILO procedures for technical cooperation:** IPEC established procedures for project planning, monitoring, reporting and evaluation, which are based on ILO procedures for technical cooperation projects, are used throughout the project cycle.

At project level:

- **Report on a systematic basis:** The project management will report on a systematic basis (indicate number of reports per year) on project implementation and progress as well as any problems encountered and proposed corrective action. These reports, including detailed technical and financial considerations, will be shared as agreed with the donor. Financial reports might be done on a different timing; for details, consult IPEC financial officers.
- **Detailed work plan and monitoring plan:** A detailed work plan and monitoring plan for the entire project will be prepared within one month of the start of the project. In general, we consider that a project starts when the project manager is hired or when the project activities begin, whichever occurs first.
- **Specific nature of evaluations:** The specific nature of the evaluations (purpose, timing, issues to be addressed, approach and methodology, dissemination of report, participation, etc.) will be decided in consultation with partners, including ILO's constituents and donors. The evaluation function at IPEC headquarters will coordinate all independent evaluations.

At the action programme level:

- **Progress reporting:** Each action programme will report every four months to the project management. A specific format for AP reporting is available.
- **Self-evaluations:** All action programmes will be self-evaluated at least once per year. Independent evaluations might be done according to specific circumstances and in agreement with the implementing agency.



Gender issues

- Specify that all data to be gathered by the project have to be broken down by sex as part of the routine reporting, monitoring and evaluation procedures of the ILO.

2.8. Budget

This section provides a general budget outline for the activities discussed in the project document. The budget should be prepared according to the inputs, which are connected to the activities. The format of a possible spreadsheet is presented in Box 8.

Box 8. Budget spreadsheet (example)							
Activity	Inputs (description, including unit cost)	Budget Line	Total Cost				
			Year 1	Year 2	Year 3	Year 4	Total
1.1.1.							
1.1.2.							
1.1.3.							
1.2.1.							
1.2.2.							
21.1.							
Etc.							

After this first exercise, the budget should be presented according to ILO standard budget lines (details in Annex 2).

Issues to consider:

- Is each cost detailed in the budget directly associated with activities and inputs described in the project document? If costs appear in the budget for activities not described in the project document, an explanation must be provided in the Budget or Input section as appropriate.
- Are costs such as “miscellaneous” or “sundries” included without explanation? These costs may be allowed if they are explained in detail and the cost is justified to ensure the efficient implementation of the project. The composition of these costs must be explained in the inputs section of the project document.
- Costs for non-expendable equipment (such as vehicles) should be justified in the

inputs section of the project document.

- The budget should be as specific as possible and it should be broken-down by year and work-months.
- When consultations, training sessions, capacity building, awareness raising, seminars, evaluations, or missions are being conducted, the costs should be broken down into estimated number of work-months or weeks or number of workshops or sessions, as appropriate.
- In the budget, the office equipment line item should quantify the number of computers to be purchased. Office furniture need not be quantified.
- Travel information must provide the estimated number of trips and the round trip estimated cost in the inputs section. This applies to air travel only.

3. Other important issues to consider

- These guidelines are not the totality of what should be included in the documents. Other issues may need to be addressed in the particular context in order to ensure that the project is designed properly.
- Consider what information is essential versus what is non-essential.
- Make sure that the role of ILO's constituents in design and implementation (the Ministry of Labour, other relevant government agencies, workers and employers' organisations) is included in the project document.
- When designing/drafting regional or sub-regional projects including more than one country, make sure that the document is not redundant and that annexes contain information specific and relevant to each country.
- The duration of the project should depend on whether the services provided to the target group could be effectively implemented in that time frame. In addition, duration depends on the length of time that may be necessary to mainstream the effort into the community to ensure local ownership and sustainability.
- Once the project document has been completed and approved, please remember to fill the project status sheet and send it to Janet Neubecker (neubecker@ilo.org), so it can be incorporated in IPEC's Programme Database. Include also the electronic version of the PRODOC. This is also valid for the Action Programmes done as part of the project (in this case, fill the Action Programme Status Sheet and send it along with the APSO).

Annex 1. Design matrixes**A. PROJECT COMPONENTS**

COMPONENT	ELEMENTS OF THE COMPONENT	TYPE OF IMPLEMENTING PARTNER PROPOSED

B. OBJECTIVES - INDICATORS

DEVELOPMENT OBJECTIVE		
IMMEDIATE OBJECTIVE	INDICATORS	MEANS OF VERIFICATION (If it can be determined at design stage)
I/O 1 (Component)		
I/O 2 (Component)		
I/O 3 (Component)		

C. OBJECTIVES-OUTPUTS-ACTIVITIES

DEVELOPMENT OBJECTIVE			
IMMEDIATE OBJECTIVE	OUTPUTS	MAIN ACTIVITIES	
I/O 1 (COMPONENT)	1.1.	1.1.1	
		1.1.2	
		1.2.3	
	1.2.	1.2.1.	
		1.2.2.	
	I/O 2 (COMPONENT)	2.1	2.1.1.
2.1.2.			
2.2.		2.2.1.	
		2.2.2	
I/O 3 (COMPONENT)		3.1	3.1.1.
			3.1.2
	3.2.	3.2.1.	
		3.2.2.	

D. OBJECTIVES – ASSUMPTIONS

DEVELOPMENT OBJECTIVE			
IMMEDIATE OBJECTIVE	ASSUMPTIONS (External Factor)	LIKELYHOOD OF OCCURRING	INDICATOR FOR FOLLOWING OCCURRENCE OF ASSUMPTION
I/O 1			
(Component)			
I/O 2			
(Component)			
I/O 3			
(Component)			

E. WORK PLAN

(Include other activities, not listed in the logical framework matrix, as necessary. E.g., evaluations, hiring of personnel, etc.)

Objectives/Outputs/Activities	Start Date (Planned)	Finish Date (Planned)	Responsible Person	Remarks
IMMEDIATE OBJECTIVE 1:				
Output 1.1:				
<u>Activity 1.1.1:</u>				
<u>Activity 1.1.2:</u>				
Output 1.2:				
<u>Activity 1.2.1:</u>				
<u>Activity 1.2.2:</u>				
IMMEDIATE OBJECTIVE 2:				
Output 2.1:				
<u>Activity 2.1.1:</u>				
<u>Activity 2.1.2:</u>				
Output 2.2:				
<u>Activity 2.2.1:</u>				
<u>Activity 2.2.2:</u>				

F. MONITORING PLAN: INDICATORS AND TARGETS

IMMEDIATE OBJECTIVE				
INDICATOR	TARGET			
	Baseline	Period 1	Period 2 etc.	End of Project

G. MONITORING PLAN: MEANS OF VERIFICATIONS

IMMEDIATE OBJECTIVE				
INDICATOR	MEANS OF VERIFICATION	FREQUENCY	DATA STORAGE AND FORMAT	RESPONSIBILITY

Annex 2. Budget lines

Under budget heading **10.00 PROGRAMME PERSONNEL** there are separate lines for the following:

11.00 International experts. A separate position is used for each international expert (budget lines 11.01, 11.02, etc.) the number of work months and the funds required for each year and in total should be included. International external collaborators should be recorded on budget line 11.50. If there are multiple categories of external collaborators that need to be identified in the budget, positions 11.50, 11.51, 11.52, etc. can be used.

13.00 Administrative and support personnel. A separate position is used for each post—or category of post in large projects— (budget lines 13.01, 13.02, etc.). The number of work months and the funds required for each year and in total should be included.

15.00 Travel. This budget line is to be used for the travel costs of individuals paid from the funds of the project. The total cost per year is added and listed for each year and in the Total column. Travel costs can be further broken down in types of travel by using position numbers (if needed).

16.00 Other costs. This line is reserved for travel by individuals not paid from the funds provided by the project, for example. Budget line 16.50 is reserved for evaluation costs.

17.00 National professional staff. A separate position number is used for each national professional staff member (or category, in large projects). For example: 17.01 for the Project Manager, 17.02 for teachers, 17.03 for counsellors. Total number of work months for each position and the amount per year are added and given in the Total column. National external collaborators should be recorded on budget line 17.50.

19.00. Component 10 Total. Adds up the sub-totals of the budget lines under budget heading PROGRAMME PERSONNEL for each year.

Under budget heading **20.00 SUB-CONTRACTS** you will find separate budget lines for:

21.00. Sub-contracts. The funds available for action programmes should be placed on one or more positions in the first year of the project. With the approval of each action programme, a new position number is created with the name of the implementing agency and the associated funds, by calendar year. The funds available for programming on BL21.01 should be reduced by this same amount so that the total under the Sub-Contract budget heading remains the same. One position should be used for each sub-contract. Details on the types of sub-contracts should be provided in the inputs section of the project document.

23.00 Grants to target groups. This budget line is reserved for direct support and assistance to working children (e.g. funds for educational materials to children). Only one line is available, so if more than one grant is provided, they are added up and the amount needed per year is filled in the Total column. The project document should specify the type of grant(s) and the beneficiaries in the section on inputs.

Under budget heading **30.00 TRAINING** there are separate budget lines for:

31.00 Fellowships. A separate line is needed for each fellowship. The relevant amounts should be filled in per year and in the Total column. Study tours are a special type of fellowship and should be listed on a separate budget line. This line is generally not used in

IPEC projects.

32.00 Seminars/group training. Use one budget line per type of training. For example: 32.01 for awareness raising meetings for parents, 32.02 for training of NGO's, 32.03 for planning and review meetings. The costs of the number of the same type of workshops to be held each year are added and the respective amounts per year are filled in the Total column.

Under budget heading **40.00 EQUIPMENT** you will find separate budget lines for:

41.00 Expendable equipment. This budget line is not used by IPEC.

42.00 Non-expendable equipment. An item of equipment is non-expendable if it costs more than US\$ 400 or has a serviceable life of more than five years. Examples are: photocopiers, computers, bicycles, motorcycles, cars, etc.

43.00 Premises. Examples of costs to be included on this line are the renovations or repairs to a building. The costs under this budget line should be specified in the PRODOC in the Inputs section. The construction of new buildings is not covered by IPEC.

Under budget heading **50.00 MISCELLANEOUS** you will find separate budget lines for:

51.00 Operation and maintenance. The costs for the operation and maintenance of office equipment, the maintenance of a building, fuel for transportation are included here. Add the total cost per year and for the total duration of the project.

52.00 Reporting costs. This budget line is reserved for the printing of official documents.

53.00 Sundries. This budget line is used to cover the cost of telephone bills, internet or e-mail service, faxes, stamps and other small miscellaneous items. Rent should be placed on a separate position under this budget line. In general, the amount budgeted for each year should not exceed five per cent of the total budget for that year.

57.00 Revolving funds. The cost of the revolving fund or other credit arrangement proposed in the project is included here. The type of revolving fund and the target group should be detailed in the section on Inputs.

58.00 Aid funds. This line is reserved for the cost of an aid fund for the target group.

68.00 Programme Support Costs. Commonly called PSI, this budget line is used for budgeting the Technical and Administrative Support Costs of projects. The support costs are calculated at the rate of 13% of the total budget, excluding BL71. Any modification of the rate requires prior approval of the Treasurer of the ILO, with the exception of BL57, on which programme support costs are calculated at 5%.

71.00 Provision for Cost Increases. The provision is calculated at 5% of the total of all other budget lines for each year of the project, except the first year.

Budget heading **99.00 GRAND TOTAL** specifies the total cost of the project per year and in total.