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ELIMINATING CHILD LABOR IN COCOA GROWING COMMUNITIES (ECLIC)



PHOTO 1 Children from Kessably village

Comprehensive Monitoring and Evaluation Plan (CMEP)

Côte d'Ivoire

Date of validation: 31 March 2017

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ACRONYMS

- CAP	Community Action Plan
- CAP-CCPC	Community Action Plan-Community Child Protection Committee
- CCC	Coffee-Cocoa Council
- CCPC	Community Child Protection Committee
- CIM	Comité Interministériel
- CL	Child Labor
- CLMRS	Child Labor Monitoring and Remediation System
- CLMS	Child Labor Monitoring System
- CMEP	Comprehensive Monitoring and Evaluation Plan
- CNS	Conseil National de Surveillance (National Oversight Committee of Actions against Child Trafficking, Exploitation and Child labor)
- CAP-CCPC	Child Protection Committee
- CSO	Civil Society Organization
- DBMS	Direct Beneficiary Monitoring System
- DCI	Data Collection Instrument
- DoL	United States Department of Labor
- ECLIC	Eliminating Child Labor in Cocoa
- FGD	Focus Group Discussion
- GoCI	Government of Cote d'Ivoire
- GPRMA	Government Performance and Results Modernization Act
- HCL	Hazardous Child Labor
- ICI	International Cocoa Initiative
- IGA	Income Generating Activity
- ILO	International Labor Organization
- LGA	Local Government Authority
- LQAS method:	Lot Quality Assurance Sampling Method
- M&E	Monitoring and Evaluation
- MTE	Mid-Term Evaluation
- NGO	Non-Governmental Organization
- OCFT	Office of Child Labor, Forced Labor and Human Trafficking
- OSH	Occupational Safety and Health
- PCCF	ICI Protective Cocoa Community Framework
- PLA	Participatory Learning and Action
- PMP	Performance Monitoring Plan
- RF	Results Framework
- SMC	School Management Committee
- TA in French)	Technical Assistant (previously named “community facilitator” and known also as ATEC
- TPR	Technical Progress Report
- US	United State
- USDOL	United States Department of Labor
- USG	United States Government
- WFCL	Worst Forms of Child Labor

INTRODUCTION

Project Objective, Intermediate Objectives, Beneficiaries and Timeline

In November 2015, the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a cooperative agreement to the International Cocoa Initiative¹ (ICI) to implement a project entitled “**Eliminating Child Labor in Cocoa [growing Communities]**” (ECLIC).

The project is implemented in Cote d’Ivoire, working in collaboration with different institutional partners (CNS, CIM, decentralized State Services, Community Leaders), International NGOs and Communities.

Project-level Objective: Child labor in 50 cocoa growing communities in Côte d’Ivoire is reduced

The ECLIC project aims to reduce Child Labor in 50 Cocoa growing communities in Côte d’Ivoire. This objective will be achieved through an integrated area-based approach, focusing on child labor in cocoa growing areas.

Benefiting communities

The project is implemented in the following 3 districts of Côte d’Ivoire, which are **Montagnes, Goh-Djiboua and Bas-Sassandra**. The 50 cocoa growing communities concerned are mentioned in the following table:

Table 1: List of ECLIC Beneficiary Communities

DISTRICT	REGION	DEPARTMENT	SOUS-PREFECTURE	NB	COMMUNAUTIES	GPS DATA
GOH-DJIBOUA	LOH-DJIBOUA	DIVO	Divo	1	Namouédanou*	5.844353, -5.218952
	LOH-DJIBOUA	DIVO	Divo	2	Nouveau quartier*	5.844353, -5,218952
	LOH-DJIBOUA	DIVO	Divo	3	Godililié	5.806286, -5.527248
	LOH-DJIBOUA	DIVO	Divo	4	Soubrelilié	5.983152, -5.416922
	GOH	OUME	OUME	5	Ayaoukro (Par Yaokoclèkro) *	6.408320, -5,431582
	GOH	OUME	OUME	6	Kocoumbo Yaokro (Bacouman) *	6.471954, -5.608186
	GOH	GAGNOA	GAGNOA	7	Kondokro	5.937085, -6.190819
	GOH	GAGNOA	GAGNOA	8	Sakua	6.013874, -5.919755

¹ <http://www.cocoainitiative.org/>

DISTRICT	REGION	DEPARTMENT	SOUS-PREFECTURE	NB	COMMUNAUTIES	GPS DATA
	GOH	GAGNOA	GALEBOUO	9	Akromiambla (Krotakouassikro) *	5.937085, -6.190819
	GOH	GAGNOA	GALEBOUO	10	Belemdougou	5.937085, -6.190819
MONTAGNES	GUEMON	DUEKOUÉ	GBAPLEU	12	Bimba Carrefour	6,417843, -7.171048
	GUEMON	DUEKOUÉ	GBAPLEU	13	Ipouba	6,407888, -7.200101
	GUEMON	DUEKOUÉ	GBAPLEU	14	Cité	6,665367, -7.274404
	GUEMON	DUEKOUÉ	DUEKOUÉ	15	Nouveau quartier	6,660791, -7.305953
	GUEMON	DUEKOUÉ	DUEKOUÉ	16	Kouassibakro	6,779963, -7.518077
	GUEMON	DUEKOUÉ	GUEHIEBLY	17	Petit-Guiglo	6,914796, -7.341089
	GUEMON	KOUIBLY	Totrodrou	18	Nenady-Tebao	7.304240, -7.374987
	GUEMON	KOUIBLY	Totrodrou	19	Baou	7.267494, -7.371401
	GUEMON	KOUIBLY	Nidrou	20	Piandrou	7.282968, -7,458274
	GUEMON	KOUIBLY	Kouibly	21	Kessably	7,312907, -7,301637
	GUEMON	KOUIBLY	Kouibly	22	Kordrou	7,314565, -7,338422
	GUEMON	KOUIBLY	Kouibly	23	Pagnebly	7,249968, -7,134006
	GUEMON	KOUIBLY	Kouibly	24	Piebly 1	7,249334, -7084311
	GUEMON	KOUIBLY	Kouibly	25	Piébly2	7,247840, -7,104751
	GUEMON	KOUIBLY	Kouibly	26	Sinikossou*	7,207110, -7094764
	GUEMON	KOUIBLY	Ouyably-Gnondrou	27	Ouyably	7,327721, -7208371
	GUEMON	KOUIBLY	Ouyably-Gnondrou	28	Gnondrou	7,332773, -7,205672
	GUEMON	KOUIBLY	Ouyably-Gnondrou	29	Koulayere	7,377101, -7,203817
BAS-SASSANDRA	NAWA	SOUBRE	GRAND ZATTRY	30	Bakarydougou	6.087608, -6727983
	NAWA	SOUBRE	GRAND ZATTRY	31	Mahieoua	6.204108, -6.458365
	NAWA	SOUBRE	OKROUYO	32	Tayo	5.679818, -6.336020
	NAWA	MEAGUI	OKROUYO	33	Mabéhiri	5.682259, -6.419236
	NAWA	MEAGUI	MEAGUI	34	Assahorekro	5.360145, -6.449923
	NAWA	MEAGUI	MEAGUI	35	N'guessanagui	5.475256, -6.472472
	NAWA	MEAGUI	MEAGUI	36	Sokoura	5.337553, -6.471612
	NAWA	MEAGUI	MEAGUI	37	Kouadiobakro	5.426302, -6.418075
	NAWA	MEAGUI	BUYO	38	Logbogba (Dioulabougoudjan)	5.892225, -6.751778
	San Pedro	SAN PEDRO	Grand-bereby	39	Kouadiokro (HEKE 19)	4.799343, -7.102021
	San Pedro	SAN PEDRO	Grand-bereby	40	Yankadi*	4.722605, -7,310626

DISTRICT	REGION	DEPARTMENT	SOUS-PREFECTURE	NB	COMMUNAUTIES	GPS DATA
	San Pedro	SAN PEDRO	Doba	41	Ichakakro*	5.204229, -6.705095
	San Pedro	SAN PEDRO	Doba	42	Gligbeuadji	5.204229, -6.705095
	San Pedro	SAN PEDRO	Doba	43	Kamiadji	5.257565, -6.731602
	San Pedro	SAN PEDRO	Doba	44	Jeannotkro	5.273065, -6.696800
BAS-SASSANDRA	Gboklê	SASSANDRA	Sassandra	45	Kouadiokro	5.280205, -6.217324
	Gboklê	SASSANDRA	Sassandra	46	Serieukro*	5.308288, -6.252998
	Gboklê	SASSANDRA	Sassandra	47	Eugènekro	5.150530, -6,323815
	Gboklê	SASSANDRA	Sassandra	48	Campement John*	5.007016, -6.727983
	Gboklê	SASSANDRA	Sassandra	49	Effikouassikro*	5.255497, -6.215662
	Gboklê	Fresco	Gbagbam	11	Pokoukro*	5.514444, -5.555700
	Gboklê	SASSANDRA	Sassandra	50	Greguibre	5.253416, -6228805

*Twelve of those communities are encampments

ECLIC Project Outcomes

The project is designed to achieve its primary objective of **reducing child labor and improving access to educational opportunities in 50 target communities** through the accomplishment of three major outcomes and six sub-outcomes summarized in Table below.

Project-level objective: Reduce child labor in 50 cocoa growing communities in Côte d'Ivoire

COMMUNITY MOBILIZATION

O1: Community mobilization in the fight against child labor is increased

O1.1 Communities' awareness on child labor issues and the importance of school is amplified

O1.2 Community-centered approach to combat child labor is developed

LIVELIHOODS

O2. The income of households with children engaged in or at risk of child labor is increased

O2.1 Community members implementing IGAs have increased

O2.2 Community-based organizations have acquired technical skills in the management of IGAs

EDUCATIONAL OPPORTUNITIES

O3. Children engaged in or at risk of child labor have an improved access to quality educational opportunities

O3.1 Educational resources are improved

O3.2 Child protection in the school environment is reinforced

Beneficiaries:

The project plans to reach relevant community groups with children or households of children involved in or at risk of child labor. Within the ECLIC project there are two kinds of beneficiaries:

- **Direct beneficiaries:**

- **Children:** The project aims to provide various forms of remediation, social or education assistance to an estimated total of **5450** vulnerable children engaged in child labor or at risk of engaging in child labor (children 5-17 years old having dropped-out from school; children 5-17 year old lacking basic literacy/numeracy skills; children 5-17 years old not attending or non-regularly attending school; children 14-17 years old out-of-school that do not want to be reintegrated in formal schooling and who need support to gain appropriate skills). Below is the breakdown of child direct beneficiaries by services provided by the project.

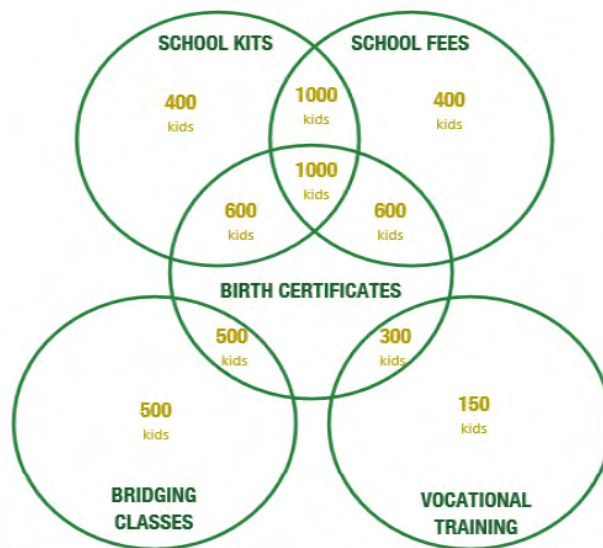


Chart 2: Children direct Beneficiaries service breakdown

- **Vulnerable Households:** 1500 vulnerable households (child orphans or child / female headed households; children with disabilities) will be supported in creating and managing Income Generating Activities (IGA).

In addition to the individually targeted support to children, the project will also provide assistance to **1500 vulnerable households** as a means of improving family income, thereby tackling the poverty driver of sustained child labor. Additionally, chosen activities are specifically designed to empower women and youth to create an adult labor pool to undertake the specific hazardous farming tasks that are now being performed by children.

- **Indirect beneficiaries number estimations**

ICI's data from more than 500 cocoa-growing communities in Côte d'Ivoire suggests that the average community contains roughly 3000 inhabitants living in 600 households, with a total of 1800 children. With child protection strengthened through the ECLIC project in 50 cocoa-growing communities, ICI anticipates that the project will impact an estimated **150,000** indirect beneficiaries, including 90,000 children, who will live in a more protective environment. ICI's experience in Cote d'Ivoire shows that a stronger protective environment can increase primary school enrolment by up to 20%. Based on this we extrapolate the potential project outcome to reach an additional 6000² primary-aged children in school³.

The project's community-based awareness-raising activities are expected to reach 20% of the targeted community population, thus ICI expects this project to increase understanding of child labor, and its causes, consequences and solutions, among approximately 30,000 **community members**.

Infrastructural interventions to enhance schooling facilities and safety are expected to ensure improved access to higher quality, safer education for an estimated 7,500 school children

Timeline

The established ECLIC period of performance is **November 2015 to November 2019**. The project **baseline study field work began in January 2017 and is scheduled to be completed by March 2017**. As the baseline data collection is completed in target communities, services to their respective beneficiaries will begin.

Purpose and Components of the CMEP

A strong system of performance monitoring and evaluation is key to achieving project objectives, improving project implementation, and gaining insight into best practices in order to inform the design of USDOL projects. To ensure the development of a quality M&E system and the buy-in of all project stakeholders, USDOL requires its grantees to collaborate with a USDOL external M&E contractor to develop a Comprehensive Monitoring and Evaluation Plan (CMEP). Data collected and analyzed through the CMEP process will ensure that the project focuses first and foremost on results, as opposed to activities, and will serve to inform management decisions regarding any required changes to strategy or activities to strengthen performance.

From 23rd to 27th of May 2016, a first CMEP workshop was organized in Abidjan, Côte d'Ivoire, which focused on the development key CMEP documents. The meeting included strong participation of Côte d'Ivoire authorities from government departments of Education and Protection, and from the Conseil Café Cacao. A second CMEP workshop took place from October 17- 19, 2016 in Bassam, Côte d'Ivoire to finalize all CMEP components.

³ Assuming that the project and other non-project interventions will create adequate absorption capacity in primary schools, without compromising education quality, for 6000 children amongst the 90000 indirect children beneficiaries.

The CMEP process is highly interactive and involves all members of the project team. It includes the development of four key tools: the project **Results Framework** (RF) which identifies the project's intended outcomes and illustrates the causal linkages among them; the **Activities Map** that aligns project activities against outcomes; the **Performance Monitoring Plan** (PMP) that identifies the indicators of the project's progress towards its intended outcomes and specifies definitions of terms, data source, frequency, and responsible parties for data collection, and the use of the data for management purposes; and the **Data Collection Table** (DCT) that lists all of the project Data Collection Instruments (DCIs) with a technical description of each.

The ECLIC CMEP includes the USDOL-OCFT Government Performance and Results Modernization Act (GPRMA) common performance indicators (for education, livelihoods), USDOL-OCFT-required outcome indicators, and project-specific indicators to monitor progress towards the five project intermediate objectives listed above.

The project's CMEP implementation plan assigns responsibilities for data collection, analysis and utilization among project partners. The project Direct Beneficiary Monitoring System (DBMS) ensures that data collection at intake and during follow-up is recorded for all project beneficiaries, at both the child and household level and facilitates the aggregation of project-level performance data.

In line with USDOL requirements, the ECLIC project will report on progress towards the project's indicators and targets through the project's Technical Progress Reports (TPR) every six months.

SECTION I: NARRATIVE PROBLEM ANALYSIS

Child labor in cocoa-growing areas is caused by a complex interplay of social, economic and cultural factors which span across the individual, household, community, national and international levels. According to the Tulane 2013/14 survey, 1.9 million children were engaged in child labor in agriculture in the cocoa-growing areas of Côte d'Ivoire, with 1.2 million of these child laborers working in cocoa production⁴. This represents a 41% increase in the number of child laborers working in cocoa production since 2008/9, with 49.9% of children living in cocoa-growing areas presently engaged in child labor in agriculture⁵.

While the Government of Côte d'Ivoire has made significant progress in implementing the National Action Plan against Trafficking, Exploitation and Child Labor, progress is often hindered in cocoa-growing areas due to a number of factors. Some of them were identified during the 1st CMEP workshop (see the annex 1: Problem tree) which includes:

- Insufficient community sensitization and commitment in the fight against child labor,
- Insufficient household incomes to ensure prioritization of children's education
- Low access to educational opportunities for children engaged in or at risk of child labor

Insufficient community awareness and commitment in the fight against child labor

⁴ Tulane report.2013/2014

⁵. Idem

Cocoa growing communities are not adequately aware of the negative impacts of child labor. Cultural perception and practices have an impact on the prevalence of child labor. In cocoa growing communities, traditional beliefs and practices related to children, especially girl's, leads to engagement in child labor. Girls face a significant barrier in access to education, school retention and completion in cocoa-growing areas. The Tulane 2013/14 survey reported that 67.3% of girls aged 5-17 were working in cocoa-growing areas and attending school as compared to 72.5% of boys⁶. These gender gaps in access to education are compounded by socio-cultural attitudes towards women and girls in society (such as the greater responsibility for household chores placed upon girls, early marriage, and childbearing), a lack of appropriate infrastructure and long distances to travel to the nearest schools. There is often risk of gender-based violence for girls travelling to/from remote schools, as well as within school. In Côte d'Ivoire, 16% of girl's report being sexually abused by a teacher and 50% by another pupil⁷. These gender disparities in safe access to school increases the likelihood of girls' engagement in child labor and can have a negative impact on school learning outcomes and their future earning potential. This also has a negative impact on the child labor risk in the long-term, due to the correlation between women's economic empowerment and children's wellbeing⁸.

ICI's Protective Cocoa Community framework (PCCF) data collection prior to the ECLIC project (March 2016) showed the lack of community dynamics on child labor issues. Most of the communities (90%) are characterized by the absence of effective socio-economic interventions against worst forms of child labor and child protection committees.

Parents with low education levels, regardless of income, are more likely to put their children to work. They may not weigh the costs and benefits of forgone labor in the present to envision higher rates of return in the future⁹. If a parent worked as a child, his/her child is even more likely to work. Poor quality of education and poor schooling may also have a negative effect on school enrolment and admission. These contribute to increased child labor prevalence in cocoa growing communities. Poor quality of education and poor schooling, and absence of schooling opportunities may also contribute to increase child labor in targeted communities.

- Insufficient household incomes to ensure prioritization of children's education

Most cocoa farmers in Côte d'Ivoire live in extreme poverty due to their small land-holdings, low agricultural productivity, lack of infrastructure and poor access to market information, amongst other factors. Their average \$0.50-1.00 daily earnings can constrain cocoa farmers in their labor choices in the context of high labor costs, fees for school and other basic needs, and poor access to institutional credit¹⁰. Using child labor on the farm can thus be viewed as the most viable option for poor cocoa farmers' family survival. Children's participation in farming has also been viewed as a socialization process as well as a tradition whereby parents can pass on farming livelihood and skills to their children. This socio-economic

⁶ *ibid*, p.36

⁷ CERFODES, ROCARE (2014). *Etude sur le bien-être et la sécurité des élèves de Côte d'Ivoire*

⁸ World Bank/FAO/IFAD (2008) "*Executive Summary: Investing in women as drivers of economic growth.*" In: Gender in agriculture sourcebook. World Bank: Washington D.C

⁹ Child Labor in Latin America: Poverty as Cause and Effect in *TOPICAL RESEARCH DIGEST: REVISITING HUMAN RIGHTS IN LATIN AMERICA* pp 31- 43

¹⁰ Fountain, A.C. and Hütz-Adams, F. (2015). *Cocoa Barometer 2015*, p.39

dynamic highlights the need to tackle the poverty and socio-cultural determinants of child labor together in an integrated area-based approach, which provides farmers with alternatives to using child labor while avoiding children's displacement into other sectors.

- **Low access to educational opportunities for children engaged in or at risk of child labor.**

Evidence shows that poverty and child labor rates are lower where the head of household has completed primary school and these rates continue to decline with longer school enrolment¹¹. In Côte d'Ivoire, the average number of child laborers where their head of household is uneducated is 1.08, as compared to 0.73 where the head of household has completed primary school. Nevertheless, many children do not complete primary school in cocoa-growing areas of Côte d'Ivoire due to issues of distance, school costs (which can reach up to 34% of household expenditures¹²), low quality of education, perceived low returns to schooling, and lack of birth certificates (which are sometimes required to enroll a child in school as well as compulsory to be able to sit the national primary school exams). In 2014, the average national primary school completion rate across Côte d'Ivoire was 61%, the average drop-out rate was 5.1% and the grade repetition rate was 22%¹³. This translates into children leaving school without sufficient skills which contributes to youth unemployment and poverty, and perpetuates the child labor risk. For instance, only 44.2% of children living in agricultural households in cocoa-growing areas reported being able to read a short simple statement¹⁴. In addition, 29% of children do not attend school, increasing their likelihood to be engaged in child labor and hazardous activities.¹⁵ At the same time, a high proportion of children attending school are also engaged in child labor, underscoring the necessity to combine the promotion of school attendance with awareness raising activities about what constitutes safe-age appropriate work for children as well as strengthened economic opportunities for their parents.

Inadequate social and child protection systems at the community level contribute to insufficient responses to the fight against child labor. This is because there are often limited capacities and services to prevent and respond to child labor in cocoa-growing communities, particularly at community and local government level. For instance, ICI's PCCF data (March 2016) indicates that prior to the ECLIC intervention, as many as 90 per cent of communities do not have a child protection committee. Nevertheless, among those who have a child protection committee, few are functional in addressing child labor issues.

Moreover, their community educational infrastructures are quite often of poor quality, or even nonexistent¹⁶.

¹¹ World Bank. (2015). *Cote d'Ivoire - From crisis to sustained growth: priorities for ending poverty and boosting shared prosperity - systematic country diagnostic*. Washington, D.C.: World Bank Group

¹² *ibid*, p.104

¹³ UNESCO Institute for Statistics (UIS), 2012 and World Bank *Cote d'Ivoire - From crisis to sustained growth: priorities for ending poverty and boosting shared prosperity - systematic country diagnostic*. Washington, D.C.: World Bank Group, 2015

¹⁴ Tulane University, Payson Center for International Development (2015). *2013/14 Survey Research on Child Labor in West African Cocoa-Growing Areas*, p.80

¹⁵ *ibid*, p.61

¹⁶ Etude nationale sur la situation des enfants et adolescents en dehors de l'école en Côte d'Ivoire, UNICEF et ENSEA, 2015

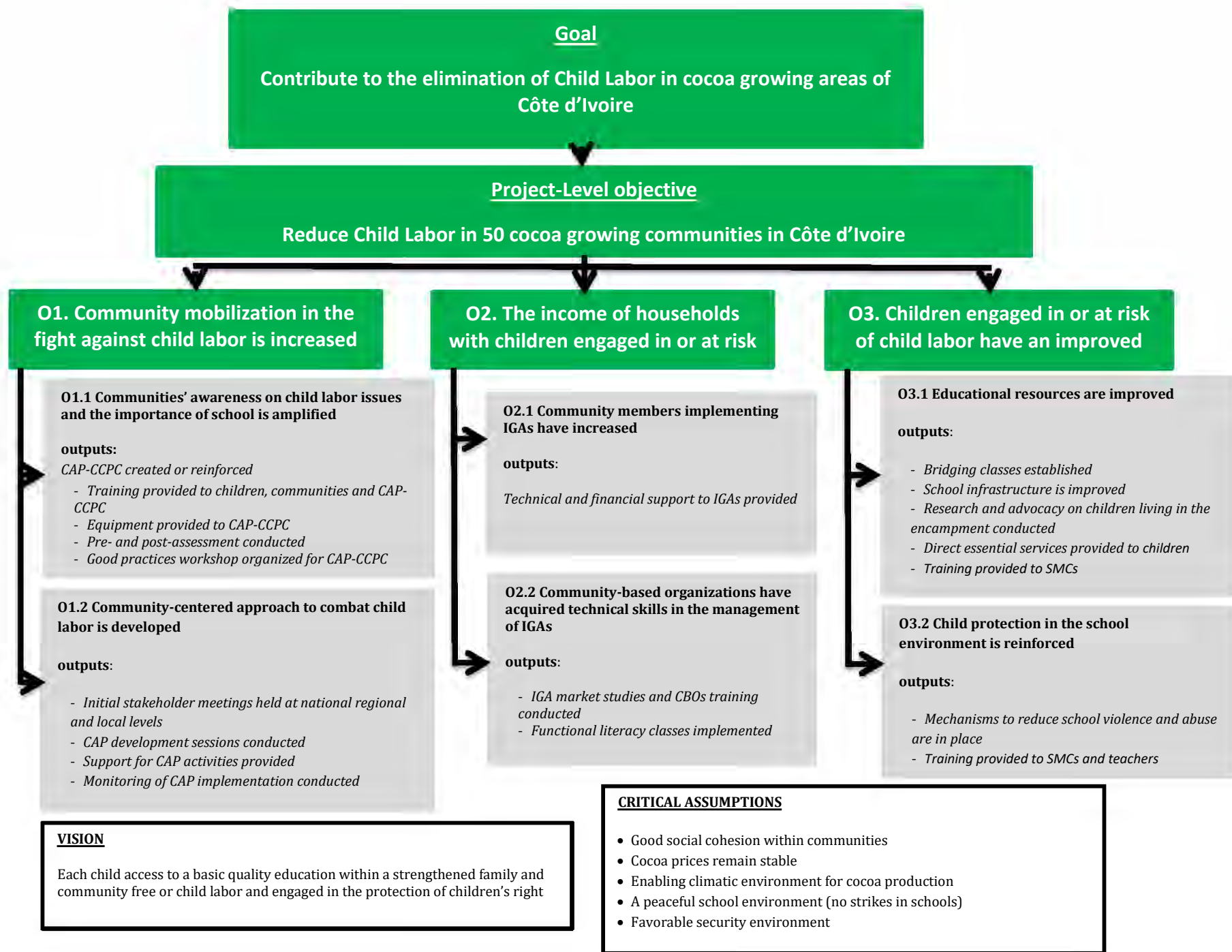
SECTION II: THEORY OF CHANGE

ECLIC theory of change

“Child labor will be reduced if children's families and communities are reinforced to engage in the struggle against child labor and they have increased access to quality basic education and alternative sources of household income”

ECLIC Result Framework

The project Result Framework below identifies the Project Objective, the three major outcomes and six contributing outcomes



1. Community mobilization in the fight against child labor is increased

The project will address community mobilization in the fight against child labor by amplifying community awareness on child labor issues and the importance of school. Inclusive Community Action Plan-Community Child Protection Committees (CAP-CCPC) will be created or strengthened. An operational community-centered approach to addressing child labor practices will also be developed. Training sessions will also be organized to raise awareness and empower CAP-CCPCs and communities in the fight against child labor. The project will provide basic equipment to the newly created committees. To reach this intermediate outcome, a series of meetings with stakeholders will be held to develop and present their community action plans and advocate for resources.

2. The income of households with children engaged in or at risk of child labor is increased

In addition to the increased community mobilization and engagement against child labor, the project will contribute to increasing vulnerable households' income. Vulnerable targeted households will be organized in community based organizations (CBO). Vulnerable women and young adults will be offered market-relevant entrepreneurial and technical skills training focused on implementing and managing Income Generating Activities.

3. Children engaged in or at risk of child labor have an improved access to quality educational opportunities

Educational opportunities will be improved by creating bridging classes, providing vocational training opportunities, creating school canteens, distributing school kits, birth certificates and/or ensuring school classroom construction/rehabilitation. Furthermore, child protection will be reinforced in the targeted communities. Knowledge and capacity building training programs will be organized for teachers on the one hand and on the other hand, awareness raising activities against violence and abuse will be supported to tackle conflicts/violence at school.

ECLIC key activities by project intermediate objectives

To reach above outcomes, the section below describes the specific activities.

O1: Community mobilization in the fight against child labor is increased

O1.1 Communities' awareness on child labor issues and the importance of school is amplified

1. Create/reinforce inclusive Community Action Plan-Community Child Protection Committees (CAP-CCPC) in 50 communities
2. Provide basic equipment to CAP-CCPC members to enable them to carry out their activities
3. Train CAP-CCPC members on child labor, the causes, consequences and solutions (with a focus on education and vocational training) and occupational safety and health (OSH)
4. Train CAP-CCPC members on CAP development and implementation processes

5. Conduct pre-and post-assessment on the understanding of child labor and occupational safety and health by communities
6. Organize community awareness raising on child labor and child labor laws, as well as the solutions to child labor
7. Organize training for children on child labor and child rights
8. Train CAP-CCPC to visit households and farms to collect data on child labourers and those at risk
9. Train CAP-CCPC on child protection case referrals in accordance with existing protection mechanisms
10. Organize for each CAP-CCPC a joint workshop to share good practices (to allow them to learn from the other communities)

O1.2 Community-centred approach to combat child labor is developed

1. Organize a national meeting with stakeholders involved in the fight against child labor to present project concepts, objectives, and methodologies
2. Organize initial meetings with regional stakeholders in each area of the selected communities to present project concepts, objectives, and methodology
3. Organize preliminary community meetings in each selected community to present project scope and objectives
4. Assist CAP-CCPC to organize community meetings for the development of CAPs
5. Assist CAP-CCPC to organize community meetings to discuss and adopt CAPs
6. Assist CAP-CCPC to organize meetings with local stakeholders to present CAPs and to advocate/obtain resources
7. Assist communities in the implementation of priority CAP activities
8. Organize monthly meetings with CAP-CCPC to assess the implementation of planned actions
9. Assist CAP-CCPC to organize regular community meetings to examine CAP implementation and updating
10. Organize bi-annual meetings for Technical Assistants to share information with regional authorities

O2. The income of households with children engaged in or at risk of child labor is increased

O2.1 Community members implementing IGAs have increased

1. Organize female household members and young people into community-based organizations
2. Provide financial and technical support to CBOs to implement income generating activities
3. Provide ongoing technical and follow up support to CBOs in the implementation of their income generating activities

O2.2 Community-based organizations have acquired technical skills in the management of IGAs

1. Conduct a market study to identify opportunities for income generating activities (feasibility study, strengths, weaknesses, good practices and constraints of each sector of income generating activities)
2. Train CBOs on opportunities for income generating activities
3. Organize functional literacy courses for CBOs according to chosen activity areas

O3. Children engaged in or at risk of child labor have an improved access to quality educational opportunities

O3.1 Educational resources are improved

1. Establish bridging classes for school age children
2. Build up or renovate bridging classrooms

3. Provide adequate vocational training opportunities, tailored to labor market for children aged 14-17 years
4. Create, renovate or equip school canteens in needing communities
5. Distribute school kits to children engaged in or at risk of child labor
6. Provide support to finance school fees for targeted children
7. Rehabilitate / build education infrastructures (classrooms, latrines, water supply facilities/sources)
8. Support CAP-CCPC and SMCs to organize enrolment and attendance campaigns
9. Create and/or build the capacities of existing school management committees (SMCs) (on child protection, school enrolment and attendance monitoring, the quality of teaching and good school management practices)
10. Provide support for the delivery of birth certificates for the children engaged in or at risk of child labor
11. Conduct and disseminate the results of a research on the situation of children in the encampments (advocate for increased access to educational services for children in the encampments)
12. Develop and implement a pilot program aiming at improving access to educational opportunities for children living in the encampments

O3.2 Child protection in the school environment is reinforced

1. Support the development and dissemination of a teachers and students “friendly rules of good behaviour”
2. Facilitate the development of child travel safety measures (including organized travel supervised by an adult) to remote schools
3. Build the capacities and knowledge of teachers and circuit supervisors on child labor and existing policies and laws to protect children

SECTION III: DESCRIPTION OF PERFORMANCE MONITORING PLAN

Purpose and Use of the Performance Monitoring Plan

The Performance Monitoring Plan (PMP) is a key document that identifies and defines measures for each of the project’s objectives and intermediate objectives, and sets out the means of collection, analysis and management use of the performance data. It is based on the project’s Results Framework and serves three primary functions to:

1. Guide the data collection process;
2. Ensure data comparability; and
3. Inform data analysis.

The PMP contains the following information:

- Definition of each indicator and unit of measurement;
- Description of each indicator data source;
- Method of data collection or calculation;
- Frequency and schedule of data collection;
- Institution(s) or person(s) responsible for ensuring data availability;

- Type or frequency of data analysis and person/institution responsible for data analysis

ECLIC Objectives and Indicators Table

The below summarizes the ECLIC indicators aligned with the project objective and intermediate and supporting outcomes. A detailed PMP is in Annex 5.

Table 2: Outcomes and indicators table

Project Objective: Reduce Child Labor in 50 Cocoa-Growing communities in Côte d'Ivoire	
• POC1: % of beneficiary children engaged in child labor	
• POC2: % of beneficiary children engaged in hazardous child labor	
• POH1: % of livelihood beneficiary households with at least one child engaged in child labor	
POH2: % of livelihood beneficiary households with at least one child engaged in hazardous child labor	
Intermediate/Supporting Objectives	Indicators
Outcome 1: Community mobilization in the fight against child labor is increased	
• #% of planned Community Action Plan (CAP) activities which have been implemented • #% of functional CAP-CCPC	
Outcome 1.1 Communities' awareness on child labor issues and the importance of school is amplified	• #% of community members (that have undertaken the pre-and post-test) demonstrating knowledge on child labor and the importance of schooling
Outcome 1.2. Community-centered approach to combat child labor is developed	1. #% of total contributions supported per type of stakeholders
Outcome 2. The income of households with children engaged in or at risk of child labor is increased	
• L1: Number of beneficiary households receiving livelihoods services • #% of beneficiary households reporting a perceived increase in income as a result of the project livelihoods services	
Outcome 2.1. Community members implementing IGAs have increased	• #% of community members implementing planned IGAs
Outcome 2.2 Community-based organizations have acquired technical skills in the management of IGAs	• #% of CBO members with improved knowledge on IGA skills
Outcome 3. Children engaged in or at risk of child labor have an improved access to quality educational opportunities	
POC4: % of beneficiary children who regularly attended any form of education during the past six months	
POH4: % of livelihood beneficiary households with all children of compulsory school age attending school regularly	
E1: Number of children engaged in or at high risk of entering child labor provided education or vocational training services	
Outcome 3.1 Educational resources are improved	• # of project communities benefitting from improved educational infrastructure or equipment/ materials
Outcome 3.2 Child protection in the school environment is reinforced	• # of communities with child travel safety measures (including organized travel supervised by an adult) to remote schools in place • #% of students that have received training on child rights, the existing laws and policies related to child protection

	• # of students (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection • #% of teachers that have received training on child rights, the existing laws and policies related to child protection • # of teachers (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection • # of teachers trained indicating that they are using the knowledge acquired at the training
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Overview of ECLIC Data Collection Instruments

To collect data and measure the project indicators, 8 Data Collection Instruments (DCIs) were designed by the project. The Project Data Collection Table (see Annex 7) describes each DCI and lists their related indicators and associated responsibilities for data collection. The individual DCIs are included in Annex 9 in the following order:

1. HH Intake and tracking form
2. Child intake and tracking form
3. CAP Follow up implementation matrix
4. KAP Community questionnaire
5. KAP IGA questionnaire
6. Training report and evaluation form
7. Community awareness raising form
8. Community Intake and tracking form
9. IGA Form

SECTION IV: EVALUATION PLAN

Implementation Evaluations

Two types of evaluations are planned for ECLIC: a **mid-term evaluation** that will enable the project to adjust its strategy and resource allocation at the midway point of the project to strengthen results, and a **final evaluation** that will assess achievement of the overall project results and identify best practices and lessons-learned as well as recommendations to USDOL and ICI for future programming. The data collected through the CMEP process is intended to enhance the project value and learning achieved through these evaluations. The following issues may constitute key focus areas for ECLIC and USDOL in this process:

- Project success in withdrawing children from child labor in the project's target areas;
- Success in working with existing child protection networks;
- Increasing the income of beneficiary households,
- Securing employment for youth after vocational training, and
- Increasing prioritization of child labor and workers' rights within government, civil society and the private sector thanks to project interventions.

Mid-term/interim evaluation (MTE)

A mid-term evaluation is planned for the end of the first quarter of 2018, with the final date to be determined in consultation between ECLIC and DOL. The objective of the Mid-Term Evaluation (MTE) is to assess the progress made to date towards achieving expected outcomes, to identify lessons learned and to propose recommendations for improved delivery of quality outputs and achievement of outcomes. The MTE will also provide an opportunity for reflection and self-learning regarding how the project could improve the effectiveness of its operations for the remaining project period. The MTE will be conducted by an independent contractor who will assess project progress and achievements, constraints and opportunities and (wherever required) make recommendations related to revision of objectives, targets, strategies, institutional arrangements, work plans, partnership arrangements and resources. The MTE will cover all outcomes and components of the ECLIC Project, with particular attention given to synergies across components.

Final Evaluation

All USDOL projects funded through cooperative agreements are subject to independent final evaluations. The aim of the final evaluation is to determine the project's fulfillment of its objectives, assess sustainability of project achievements, identify challenges and successes, assess overall achievements and outcomes, provide recommendations to USDOL and ICI for future programs, and share best practices. In keeping with this requirement, the ECLIC project will be subject to an independent final evaluation of the project in 2019.

An analysis of the data from the final evaluation will help the project and its partners identify areas of good performance. It will also enable OCFT to learn more about what is or is not working in terms of the overall conceptualization and design of its projects within the broad OCFT technical cooperation program

framework. The evaluation will mainly be qualitative in nature but will include an analysis of CMEP data and, as much as possible, the endline data. The execution of evaluation will not include any new data collection of its own. The analysis will be based on baseline/endline comparison of CMEP data. The data will also provide a picture of the project's progress in terms of transforming children's work and educational status (i.e., the withdrawal of children from hazardous child labor, including the likelihood that withdrawal or prevention child labor was sustained throughout the life of the project and over the long-term). ICI and its partners will be able to identify and collate key achievements in the two-year period of ECLIC's implementation, as well as key shortfalls and factors that may have slowed down project's progress. The analysis will also include an assessment of the effectiveness and efficiency of the project's management structures.

Baseline Prevalence/Endline Survey

OCFT grantees are required to budget for, conduct, and analyze baseline surveys for their projects. In addition, they will carry out an endline survey to facilitate comparison of start-of-project data to end-of-project data for sampled communities within project areas. Baseline data are defined as a collection of information for a set of indicators that describes the key characteristics of a certain group or situation at a given point in time, prior to the start of an intervention. These data are the basis for future analysis of project results and provide a picture of the child labor situation in the targeted areas immediately prior to project implementation. A **baseline survey** is the exercise that systematically collects, analyzes and reports on the baseline data. Baseline studies for OCFT projects involve surveying individuals, households, teachers and/or schools, and may include supplemental situational analyses of institutional capacities or other implementing environment-related factors.

The ECLIC baseline survey will contribute to the measurement of ECLIC project outcomes and inform management decisions by collecting rigorous data to:

- Estimate the prevalence of child labor (with details on hazardous child labor and other worst forms of child labor);
- Estimate the prevalence of children at high risk of engaging in child labor;
- Provide baseline values of key indicators and area population characteristics;
- Provide information on the education status of children;
- Provide basic information needed for identifying household beneficiaries;
- Assess knowledge and attitudes towards child labor.

Information from the baseline survey will be used to:

- Propose adjustments to the project strategy as appropriate to achieve ECLIC results;
- Establish a benchmark for the prevalence and status of child labor for project areas;
- Develop reliable project targets and validate that a sufficient problem exists in the target area to be remedied by project activities;
- Analyze the socio-economic profiles of households to understand the root causes of child labor;

- Establish benchmarks on the socio-economic status (especially that of education and livelihoods) of area children, families and other key household characteristics; and
- Refine the project design and activities, including the identification and development of relevant services to direct beneficiaries.

OCFT also requires an endline survey to support improved understanding of outcomes of project activities and specifically, to understand changes in key variables in the project areas. The data collected by the endline survey will be similar to that of the baseline, and will be administered to a similar sample population in project areas. The results of the endline survey will show changes in status of the sample population pre- and post-project in terms of working and educational status, changes in socioeconomic status of households, and changes in attitudes toward child labor and education in the sampled communities.

SECTION V: CMEP IMPLEMENTATION AND MANAGEMENT

Roles and Responsibilities for Data Collection, Validation, Analysis and Reporting

The CMEP requires continuous information flow and timely updating of the project database to ensure its maximum utility. Collecting monitoring information will be an ongoing task, and will be especially useful for decision making regarding implementation, reporting on Technical Progress Reports (TPRs), and during the interim and final evaluations. The CMEP requires coordination across a variety of individuals, each of whom has a specific role and responsibilities to ensure the CMEP is functional and useful.

The M&E Specialist will manage the DBMS system with the support of the ICI IT team. The 50 communities will be covered by 6 ECLIC Technical Assistants. Each Technical assistant will cover on average 908 child beneficiaries and 250 households. They will be supported by CAP-CCPC in the task. In each community, the CAP-CCPC members will collect data with the tablet. The technical assistants will supervise and will be responsible for data collection and validation within their area of intervention. Technical back stopping will be done by M&E specialist.

A second step of validation will be done by the Specialists (Training and Awareness Raising Specialist, Education Specialist, IGA Assistant, CAP Specialist) depending on the data collected and the M&E Specialist. The System will generate the data for the analysis and reporting.

The roles and responsibilities of Key implemented staff are described in the below table.

Table 3: Data validation Responsibilities

Staff	Monitoring/ Data Aggregation and Data Validation Functions		Data Quality Verification		
	Average Caseload	Staff Role	Sample for Spot Check	Frequency of Spot Check	Level of Spot Check
Project Manager	All beneficiaries	• Overall project Results Framework analysis • Review and approve narrative section of TPR • Review results for possible corrective action	Lot Quality Assurance Sampling Method (LQAS method)	Semi-annual	Random Sample

Staff	Monitoring/ Data Aggregation and Data Validation Functions		Data Quality Verification		
	Average Caseload	Staff Role	Sample for Spot Check	Frequency of Spot Check	Level of Spot Check
M&E Specialist	All beneficiaries	- Consolidate data (project level), Analyze Results in Line with Result Framework, prepare data section of TPR for review by Project Manager - Data quality control - Review data sets for any obvious inconsistencies - Propose corrective actions to address gap observed	- Data quality assurance field missions - LQAS method	Semi annual	Random Sample
EDUCATION					
Education Specialist	5450 direct child beneficiaries	- Verify Education Data Quality in the TPR - Review the outcome 3 implementing strategy based on results and propose strategy/tactics modifications - Monitor all Objective 3 data collection process - Create data collection forms and tools	Review results for possible corrective actions	quarterly	Random Sample
Technical Assistant	All beneficiaries in the region (Each of the 6 technical assistants will monitor an average of 908 child beneficiaries and 250 HH)	- Ensure Data Collection Activities are on track - Data entry - Review data sets for any obvious inconsistencies - Generate data reports and analysis on indicators - Ensure correct procedures of data filing forms	Review data sets for any obvious inconsistencies	quarterly	Exhaustive. All datasets
INCOME GENERATING ACTIVITIES					

Staff	Monitoring/ Data Aggregation and Data Validation Functions		Data Quality Verification		
	Average Caseload	Staff Role	Sample for Spot Check	Frequency of Spot Check	Level of Spot Check
Income Generating Activities Assistant	1500 vulnerable households <i>1000 vulnerable head of households</i> <i>500 Vulnerable youth</i>	• Ensure Data Collection Activities on track • Collect data • Data entry • Review data sets for any obvious inconsistencies • Generate data reports and analysis on indicators	Review data sets for any obvious inconsistencies	quarterly	Random Sample
Technical Assistants	All beneficiaries in the region (for an average of 250 HH beneficiaries per each of the 06 Technical Assistant). They will be supported by CAP CCPC	• Ensure Data Collection Activities are on track • Collect data/Data entry • Review data sets for any obvious inconsistencies • Generate data reports and analysis on indicators • Ensure correct procedures of data filing forms	Review data sets for any obvious inconsistencies	Quarterly	Exhaustive. All datasets
TRAINING					
Training and Awareness Raising specialist	All beneficiaries (CAP-CCPC members, Community members)	• Review Data Quality in the TPR • Review data sets for any obvious inconsistencies • Generate global data reports and analysis on indicators	Review data sets for any obvious inconsistencies	quarterly	Random Sample
Technical Assistants	All beneficiaries in the region (CAP-CCPC member's/community members) (for an average of 08 CAP-CCPC per each of the 06 Technical Assistant)	• Data collection • Activities are on track • Collect data • Data entry • Review data sets for any obvious inconsistencies • Generate data reports and analysis on indicators • Ensure correct procedures of data filing forms	Review data sets for any obvious inconsistencies	quarterly	Exhaustive. All datasets

Staff	Monitoring/ Data Aggregation and Data Validation Functions		Data Quality Verification		
	Average Caseload	Staff Role	Sample for Spot Check	Frequency of Spot Check	Level of Spot Check
COMMUNITY ACTION PLAN (community level)					
Community action Plan specialist	50 communities 50 community action plan - Child protection committees	- Review Data Quality in the TPR - Activities on track - Review data sets for any obvious inconsistencies - Generate global data reports and analysis on indicators	Review data sets for any obvious inconsistencies	quarterly	random sample
Technical Assistants	All beneficiaries in the region (CAP-CCPC member's/community members) (for an average of 08 CAP-CCPC per each of the 06 Technical Assistant)	- Data collection - Activities are on track - Collect data - Data entry - Review data sets for any obvious inconsistencies - Generate data reports and analysis on indicators - Ensure correct procedures of data filing forms	Review data sets for any obvious inconsistencies	Quarterly	Exhaustive. All datasets

Direct Beneficiary Management System (DBMS)

The project will collect monitoring data using tablets that ICI will provide to each CAP-CCPC Data will be verified according to Table 4 above and uploaded to the DBMS.

The project DBMS is designed to collect and store the data on direct beneficiaries from schools, households, and communities. The DBMS will allow reports to be generated that will demonstrate progress on key performance indicators and which can be sorted by communities, regions, districts, age and gender. Data will be stored in a database and will be accessible online for key staff persons who have been granted access to the DBMS.

Coordination

The successful implementation of the ECLIC project relies on close collaboration between ICI and its local counterparts. The CMEP provides standard M&E procedures, allowing all stakeholders to share the same information by which they can work toward accomplishing clear, measurable objectives. During the development of the CMEP and training on M&E procedures, all stakeholders come together to make joint decisions and plans. The following mechanisms will be used to ensure open communication and shared information.

- *Regular partner' Meetings* – **The ECLIC will meet with institutional partners (CNS, CCC and CIM) once a year** to discuss project updates, issues and formulate appropriate recommendations to improve project implementation strategy.
- *Pre-TPR Report meetings:* **The ECLIC partners will meet prior to the submission of each semi-annual Technical Progress Report (TPR)** to discuss issues faced during the period, analyze progress made, note any recommended actions to enhance performance. During this meeting, they will assemble and update all supporting documents for the TPR submission.
- *Training ECLIC Staff on M&E Procedures:* ECLIC will hold regular M&E trainings and refresher courses for all staff involved in project monitoring. Prior to activity implementation, ICI's Information Manager and the ECLIC M&E Specialist will carry out intensive field training for all staff and particularly the Technical Assistants on the use of the data collection system, mobile technology, and monitoring templates. The ECLIC M&E Specialist will work with the specialists and the Technical Assistants to provide on-site supervision of the early data collection efforts. This will be done at a minimum during the first six months of implementation and include spot checks on data quality during the remainder of the project.
- *Training CAP-CCPCs on data collection system:* ECLIC M&E Specialist will support Technical Assistant to carry out field training and refresh for all CAP-CCPCs on the use of data collection system and mobile technology. Technical Assistant will be responsible to support regularly CAP-CCPCs during all the project. M&E Specialist will provide on-site supervision to CAP-CCPCs According to the quality of data provided by them.

Data Quality Assurance Procedures

Initial Data Review

Data collected in the field will first be reviewed by the Technical Assistant, with the support of the M&E Specialist. If gaps are observed, the responsible project staff specialists will be involved to ensure appropriate follow-up in terms of data correction.

Data Validation Process

As shown in Table 4, the data validation process involves different staff at various levels. It starts with initial data review at the Technical Assistant's level as indicated above, followed by in-depth review at the national level by ICI project specialist, through a data quality assessment. They will ensure data quality using appropriate techniques such as LQAS (Lot Quality Assurance Sampling) method to check for data consistency, completeness, coherence and concordance on a regular basis. This process will include field checks and appropriate statistical calculation using tables of frequency, graphs and significance tests.

Data Quality Assessment (DQA)

In addition to the direct validation of project data at various levels, a Data Quality Assessment will be conducted at least once a year during the life of the project to assess the quality of the project's key indicators and the first DQA scheduled before the October 2017. TPR Data will be considered of "high quality" when complying with the following criteria. See Annex 6 for the DQA checklist.

Table 4: Data quality criteria

Criteria	Description
Validity	Data should clearly and adequately represent the intended result
Reliability	Data should reflect stable and consistent processes and analysis methods over time.
Timeliness	Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.
Integrity	Data collected should have safeguards to minimize risk of transcription error or data manipulations.)
Precision	Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.

Data storage and security

The International Cocoa Initiative has developed the Cocoa Child Labor Data Hub (CCLDH) which it has been using for electronic data collection for more than 5 years. The CCLDH system includes an online platform linked to android tablets and smartphones, which are used to collect data from the various data sources.

Smart electronic forms through the web platform will be developed to control and validate/approve data transferred via tablets/smartphone and stored on an online relational database which is compatible with almost all statistical analysis software such as SPSS, STATA, SAS and EXCEL.

For the need of the validation process and also because of network coverage issues, data will be collected off-line, stored in the tablet/smartphone before storage later on in the online database.

Access to the web platform database is managed by the ICI Information Systems Manager who grants specific access only to relevant key project staff at specific levels.

Reporting

The project will submit TPRs to USDOL twice per year, **on April 30th and October 31st**. internally, the ICI ECLIC office will report updates to ICI HQ on a monthly basis on program activities, successes and challenges. Data reports will be provided on a quarterly basis to the ICI M&E Specialist.

The TPR reports will provide a summary of the project's progress toward the intended results. The report will contain USDOL common indicators in the standard reporting table, their targets, and actual numbers achieved. The TPR will also highlight the progress relating to the project-specific indicators stated in the PMP. Along with a quantitative summary of indicators, the TPR will provide ICI with the opportunity to provide contextual information regarding implementing environment, challenges, successes, best practices, and lessons learned.

An excel-based spreadsheet will be used to report performance data for each TPR (see Annex 9). Variances with reporting period targets (under or over) will be addressed in the TPR narrative.

Budget for M&E Activities

Table 5: CMEP M&E budget

Section	Description	Preliminary Budget	Revised Estimate after CMEP review	Justification for Change in Budget
A	Investment	\$7,739	\$11,640.71	
	Various items (laptop, desk, tablet...)	\$7,739	\$11,640.71	Real cost base on agreed characteristic of items
B	R 1.1 Communities' awareness on child labor issue and the importance of school is amplified	\$ 2000	\$ 2000	
	1.1.8 Train CAP-CCPC to visit households and agricultural projects as well as data collection on child laborers and those at risk	\$ 2000	\$ 2000	
C	Research	\$ 0.00	\$ 0.00	
	Total Budget for M&E-related Research	\$ 0.00	\$ 0.00	See above
D	Baseline and Endline Survey			
	Baseline survey	\$90,000	\$105,000	
	Follow up survey	\$70,000	\$70,000	
E	Data collection / PCCF			
	Collect data on community needs (using PCCF tool)	\$0,00	\$12,225	
F	Ongoing Monitoring			

	In country CMEP	\$10,721	\$10,779.50	
	In country CMEP 2	\$0,00	\$6,000	
	Performance review (Annual staff meeting)	\$0,00	\$9,000	
	Translation	\$8,000	\$7,500	
	Audit	\$40,000	\$0,00	
	Mission / for M&E Supervision (40% of the budget of missions)	\$00,00	\$ 63,117	
G	Project Evaluation			
	Evaluation (interim / final)	\$70,000	\$70,000	
	TOTAL M&E BUDGET	\$288,721	\$ 367,262	

Timetable for Implementation of CMEP

Table 6: Timetable for CMEP Implementation

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
	2016				2017				2018				2019				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
CMEP Workshop 1: to develop CMEP, consultant on baseline,																	ICI/MSI
Identify final indicators and M&E plan, roles and responsibilities for CMEP																	ICI/MSI
CMEP virtual consultations on PMP, DCT, DCIs, Timetable and Budget																	ICI/MSI
Conduct Baseline assessment																	Consultant

	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
Phase/Task	2016				2017				2018				2019				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
CMEP Workshop 2 (October 2016) Finalization of PMP, DCT, DCIs																	ICI/MSI
Design DBMS																	ICI
Design data collection tools and training manual																	ICI
Training CAP-CCPC in data collection and data quality																	ICI
Monitoring trips from HQ																	ICI
Annual Review of CMEP																	ICI
Collect data on beneficiaries' educational and work status																	ICI
Data Quality Assessment																	
Conduct field verification of monitoring data																	ICI
Produce and submit semi-annual Technical Progress Report including project performance data																	ICI
Interim Evaluation (dates to be confirmed with USDOL)																	Consultant

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
	2016				2017				2018				2019				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Conduct Endline Study																	Consultant
Final Evaluation (dates to be confirmed with USDOL)																	Consultant

Project Results Communication Strategy

As stated above, the ICI M&E specialist will analyze the performance indicators every six months in order to supply information to the TPR and provide feedback for ECLIC staff, management. This analysis will clearly show which results and sub-results are performing in line with expectations as well as which activities are being implemented on or ahead of schedule. The M&E specialist will consult with technical specialists to recommend possible corrective action needed to improve performance, based on a review of the overall project strategy and progress within each result. Such analysis will be used by the Project Manager.

At local levels, Technical Assistants will meet regularly local authorities to discuss project performance and provide feedback on project achievements and challenges. At the national level, key stakeholders, whom include but are not limited to CNS, CCC and CIM will be invited once a year for periodic program updates where ECLIC will share project achievements. Involving stakeholders in these briefings will cultivate a level of ownership and contribute to the sustainability of project actions.

Plan for Annual Review and Revisions to the CMEP

The following aspects of the CMEP system will be reviewed at the end of every calendar year:

- The effectiveness of the M&E tools (clarity, practicality and utility) and potential revision.
- Project target status provides valuable information on ECLIC's implementation toward achieving our life-of-project targets; i.e. 5,450 children and 1,500 households and will not lead to any revision of these two ultimate goals.
- Stakeholders' reactions on project progress and results and recommendations on areas for adjustment.
- Data quality issues to determine and address any capacity gaps or technology issues
- The adequacy of data sources for all indicators, as defined in the Performance Monitoring Plan, for potential revision if improved sources (more accurate or more timely) are available

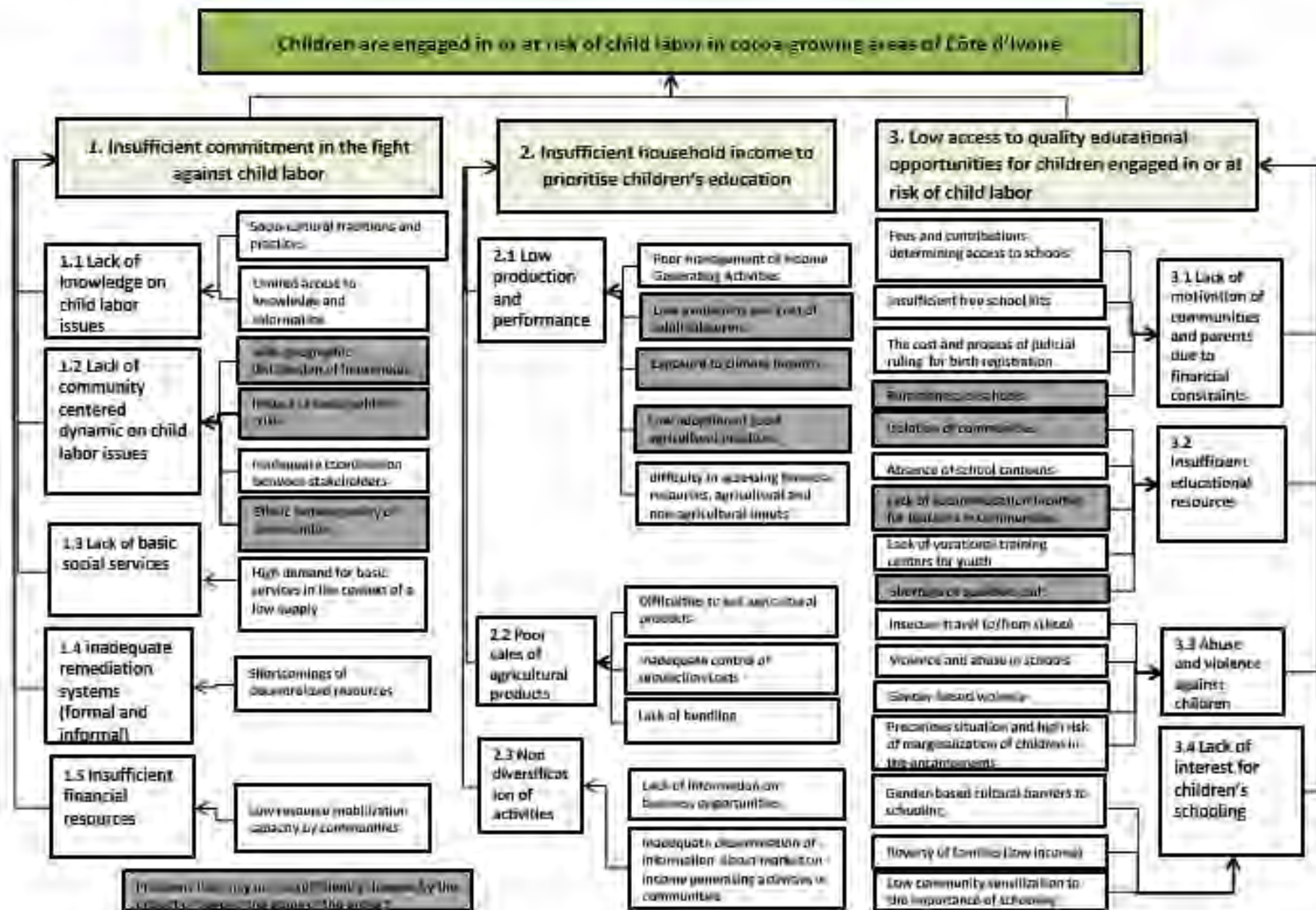
- Potential decision making regarding the need for a no cost extension for the project. This will be done at least 6 months before end of the project life

SECTION VI: END-OF-PROJECT DATA ANALYSIS

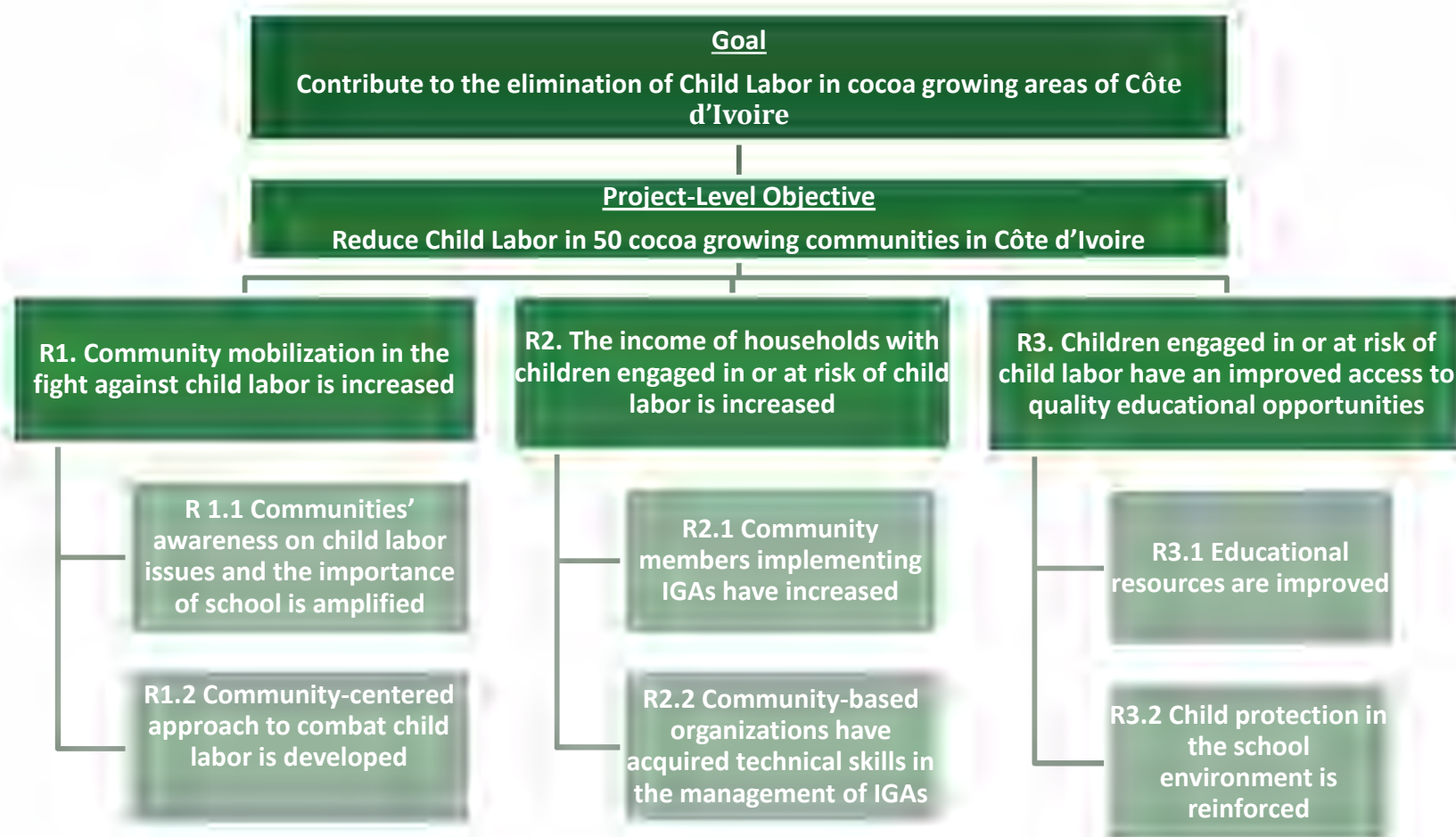
The final CMEP data analysis will be conducted by the ECLIC M&E Specialist using data from the final reporting period and the endline survey to assess progress towards targets and contributing and constraining factors to project performance. This analysis, to be completed by September 2019, will inform:

- The project final evaluation:
- Learning and knowledge to guide designing and implementation of similar projects in the future:
- Information requests from stakeholders in the project area:
- Special studies to be carried out by consultants on any unique aspect or achievement of the project.

Annex 1- Problem Tree



ANNEX2: RESULT FRAMEWORK



VISION

Each child has access to a basic quality education within a strengthened family and community free of child labor and engaged in the protection of children's rights

CRITICAL ASSUMPTIONS

- Good social cohesion within communities
- Cocoa prices remain stable
- Enabling climatic environment for cocoa production
- A peaceful school environment (no strikes in schools)
- Favorable security environment

Annex 3: Activities Map

Outputs	Key activities
Project objective: Reduce child labor in 50 cocoa growing communities in Côte d'Ivoire	
COMMUNITY MOBILIZATION	
Outcome 1: Community mobilization in the fight against child labor is increased	
Outcome 1.1 Communities' awareness on child labor issues and the importance of school is amplified	
OUTPUTS: ❖ CAP-CCPC created or reinforced ❖ Training provided to children, communities and CAP-CCPC ❖ Equipment provided to CAP-CCPC ❖ Pre- and post-assessment conducted ❖ Good practices workshop organized for CAP-CCPC	1.1.1 Create/reinforce inclusive Community Action Plan-Community Child Protection Committees (CAP-CCPC) in 50 communities 1.1.2 Provide basic equipment to CAP-CCPC members to enable them to carry out their activities 1.1.3 Train CAP-CCPC members on child labor, the causes, consequences and solutions (with a focus on education and vocational training) and occupational safety and health (OSH) 1.1.4 Train CAP-CCPC members on CAP development and implementation processes 1.1.5 Conduct pre-and post-assessment on the understanding of child labor and occupational safety and health by communities 1.1.6 Organize community awareness raising on child labor and child labor laws, as well as the solutions to child labor 1.1.7 Organize training for children on child labor and child rights 1.1.8 Train CAP-CCPC to visit households and farms to collect data on child labourers and those at risk 1.1.9 Train CAP-CCPC on child protection case referrals in accordance with existing protection mechanisms 1.1.10 Organize for each CAP-CCPC a joint workshop to share good practices (to allow them to learn from the other communities)
Outcome 1.2 Community-centered approach to combat child labor is developed	

Outputs	Key activities
OUTPUTS: ❖ Initial stakeholder meetings held at national regional and local levels ❖ CAP development sessions conducted ❖ Support for CAP activities provided ❖ Monitoring of CAP implementation conducted	1.2.1 Organize a national meeting with stakeholders involved in the fight against child labor to present project concepts, objectives, and methodologies 1.2.2 Organize initial meetings with regional stakeholders in each area of the selected communities to present project concepts, objectives, and methodology 1.2.3 Organize preliminary community meetings in each selected community to present project scope and objectives 1.2.4 Assist CAP-CCPC to organize community meetings for the development of CAPs 1.2.5 Assist CAP-CCPC to organize community meetings to discuss and adopt CAPs 1.2.6 Assist CAP-CCPC to organize meetings with local stakeholders to present CAPs and to advocate/obtain resources 1.2.7 Assist communities in the implementation of priority CAP activities 1.2.8 Organize monthly meetings with CAP-CCPC to assess the implementation of planned actions 1.2.9 Assist CAP-CCPC to organize regular community meetings to examine CAP implementation and updating 1.2.10 Organize bi-annual meetings for Technical Assistants to share information with regional authorities

Outputs	Key activities
LIVELIHOODS	
Outcome 2. The income of households with children engaged in or at risk of child labor is increased	
Outcome 2.1 Community members implementing IGAs have increased	
OUTPUTS: ❖ Technical and financial support to IGAs provided	2.1.1 Organize female household members and young people into community-based organizations 2.1.2 Provide financial and technical support to CBOs to implement income generating activities 2.1.3. Provide ongoing technical and follow up support to CBOs in the implementation of their income generating activities
Outcome 2.2 Community-based organizations have acquired technical skills in the management of IGAs	
OUTPUTS: ❖ IGA market studies and CBOs training conducted ❖ Functional literacy classes implemented	2.2.1 Conduct a market study to identify opportunities for income generating activities (feasibility study, strengths, weaknesses, good practices and constraints of each sector of income generating activities) 2.2.2 Train CBOs on opportunities for income generating activities 2.2.3 Organize functional literacy courses for CBOs according to chosen activity areas
EDUCATIONAL OPPORTUNITIES	
Outcome 3. Children engaged in or at risk of child labor have an improved access to quality educational opportunities	
Outcome 3.1 Educational resources are improved	

Outputs	Key activities
OUTPUTS: ❖ Bridging classes established ❖ School infrastructure is improved ❖ Research and advocacy on children living in the encampment conducted ❖ Direct essential services provided to children ❖ Training provided to SMCs	3.1.1 Establish bridging classes for school age children 3.1.2 Build up or renovate bridging classrooms 3.1.3 Provide adequate vocational training opportunities, tailored to labor market for children aged 14-17 years 3.1.4 Create, renovate or equip school canteens in needing communities 3.1.5 Distribute school kits to children engaged in or at risk of child labor 3.1.6 Provide support to finance school fees for targeted children 3.1.7 Rehabilitate / build education infrastructures (classrooms, latrines, water supply facilities/sources) 3.1.8 Support CAP-CCPC and SMCs to organize enrolment and attendance campaigns 3.1.9 Create and/or build the capacities of existing school management committees (SMCs) (on child protection, school enrolment and attendance monitoring, the quality of teaching and good school management practices) 3.1.10 Provide support for the delivery of birth certificates for the children engaged in or at risk of child labor 3.1.11 Conduct and disseminate the results of a research on the situation of children in the encampments (advocate for increased access to educational services for children in the encampments) 3.1.12 Develop and implement a pilot program aiming at improving access to educational opportunities for children living in the encampments

Outputs	Key activities	
Outcome 3.2 Child protection in the school environment is reinforced		
OUTPUTS: ❖ Mechanisms to reduce school violence and abuse are in place ❖ Training provided to SMCs and teachers	3.2.1	Support the development and dissemination of a teachers and students “friendly rules of good behaviour”
	3.2.2	Facilitate the development of child travel safety measures (including organized travel supervised by an adult) to remote schools
	3.2.3	Build the capacities and knowledge of teachers and circuit supervisors on child labor and existing policies and laws to protect children

Annex 4: ECLIC – Project Level Child Labor Definitions

For identification and monitoring of children's working categories, the project will use the following definitions to determine whether a child is engaged in employment, engaged in child labor (CL), worst forms of child labor (WFCL), hazardous child labor (HCL) or at high risk (CAHR) of engaging in CL. Children at risk of and/or exposed to occupational injuries and/or illnesses were also taken into account.

These project level definitions have been developed based on the ILO conventions 182 and 138, Convention on the Rights of the Child and the national legal frameworks (notably the Ivorian labor code (Lois no. 2015-532) and the Order N° 009 MEMEASS/CAB Revised Hazardous Work List) and the Tulane University Survey on Child Labor in West African Cocoa Growing Areas (2013/14).

Project Definition per International and National Legal Frameworks

Term	Definition
Child	Individuals under the age of 18 years
Children in Employment	Children in employment are those engaged in any activity falling within the production boundary in the SNA for at least one hour during the reference period. They consist of: (a) those in child labor within the SNA production boundary; (b) children aged 12 and 13 years in permissible light work; and (c) adolescents in the age group 14 to 17 years engaged in work not designated as one of the worst forms of child labor¹⁷. - Aged 12 and 13 and engaged in light work¹⁸ a) Light work includes any type of non-hazardous work or employment which does not threaten children's health and safety, or hinder their education or vocational training¹⁹ b) Light work should be less than 14 hours per week²⁰

¹⁷ International Labor Organization (ILO), Report of the Conference, 18th International Conference of Labor Statisticians, (2008).

¹⁸The ILO Convention 138 on the Minimum Age (1973) sets age 15 as the minimum age for ordinary work, age 18 as the minimum age for hazardous work, and age 13 as the minimum age for light work, with aged 12 as a possible exception for developing countries. The national minimum working age for Côte d'Ivoire is 14 years of age (labor code no. 2015-532, article 23.8).

¹⁹ Convention on the Rights of the Child, article 32; ILO Convention 138, article 7

²⁰ ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18th Conference, 2008. pg. 56-66.

Children engaged in child labor (CL)	Child labor refers to any type of work that is mentally, physically, spiritually, socially and/or morally harmful to children, and interferes with children's education by denying them an opportunity to attend school, forcing them to leave school prematurely, or limiting their capacity to benefit from instruction²¹. Child labor estimates include hazardous child labor and other WFCL estimates. A child is considered to be engaged in child labor if they are: - Below 12 years of age and engaged in economic production for more than an hour per week - Aged 12 and 13 years and working for 14 hours or more per week in non-hazardous activities²² - Below 18 years of age and working in hazardous work²³ - Below 18 years of age and engaged in other worst forms of child labor²⁴
Children engaged in Worst Forms of Child Labor (WFCL)	A child is considered to be engaged in the worst forms of child labor, if they are engaged in any of the following as per the ILO Convention 182²⁵: <i>(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 conflict²⁶;</i> <i>(b) the use, procuring or offering of a child for prostitution, the production of pornography or for pornographic performances²⁷;</i> <i>(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</i> <i>(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.</i> Children engaged in hazardous child labor (as indicated in part D and the accompanying recommendation 190) is a subset of children engaged in worst forms of child labor²⁸.

²¹ Convention on the Rights of the Child, article 32; ILO Convention 138, article 3

²² ILO Convention 138, article 7 indicates that light work is acceptable for children aged 13-15 with 12-14 as the exception in some developing countries. Light work should be below 14 hours according to the ILO ICLS Resolution II 2008, p.60

²³ UN CRC article 32; Order N° 009 MEMEASS/CAB Revised Hazardous Work List article 3; ILO Convention 182; ILO Recommendation 190

²⁴ ILO Convention 182,

²⁵ Only hazardous child labor will be captured in the survey, the other worst forms of child labor (a)-(d) (other than hazardous child labor) will not be captured.

²⁶ **The UN Convention on the Rights of the Child and Optional Protocols** supports ILO Convention 182 related to the use of children in drug production and trafficking (CRC Article 33); the sale or trafficking of children (CRC Articles 34-35 and Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography) and the involvement of children in armed conflict (CRC Article 38 and Optional Protocol on the Involvement of Children in Armed Conflict).

²⁷ **The UN Convention on the Rights of the Child and Optional Protocols** supports ILO Convention 182 related to the use of children in prostitution and pornography (CRC Articles 34-35 and Optional Protocol 14).

²⁸ Please see the Hazardous Child Labor definition below for more detail on defining Part D of Convention 182

Children engaged in hazardous child labor (HCL)	Hazardous Child Labor (HCL) is a subset of the Worst Forms of Child Labor. Children of any age may be engaged in HCL, if they are working any number of hours, including the appropriate number of hours, but in <i>“work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children”</i>²⁹. ILO Recommendation 190 states 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 to³⁰: <i>(a) work which exposes children to physical, psychological, or sexual abuse;</i> <i>(b) work underground, under water, at dangerous heights or in confined spaces;</i> <i>(c) work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;</i> <i>(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;</i> <i>(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.”</i> Children aged 5-17 meeting the following criteria will be considered as engaged in HCL³¹: 1. Children of any age engaged in any works that may affect the safety of the child, which includes any of the following types of paid or unpaid work, including within a family enterprise³²: 2. Cutting of trees, burning of field/bush burning; 3. The sale, transportation or handling of agro-pharmaceutical products (insecticides, herbicides, fungicide, chemical fertilizers, etc.) 4. Hunting 5. Charcoal production or work as a lumber-jack 6. Working with animal drawn cultivation tools, machinery or vehicles
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²⁹ ILO Convention 182, article 3

³⁰ ILO Recommendation 190 Section II, Paragraph 3

³¹ Order N° 009 MEMEASS/CAB Revised Hazardous Work List article 11

³² Order N° 009 MEMEASS/CAB Revised Hazardous Work List **article 2**

	7. Children carrying heavy loads based on the following³³: (1) Children 14 to 15 years of age carrying loads of more than: 8Kg. (2) Children 16 to 18 years of age carrying loads of more than: 10 Kg. (3) Transport by tip trucks circulating on railway: Children 14 to 17 years of age: 150 Kg, vehicle included. (4) Transport by wheelbarrow - Children 14 to 17 years of age: 40 Kg, vehicle included. (5) Transport by a vehicle with 3 or 4 wheels - Children 14 to 17 years of age: 35 Kg, vehicle included. (6) Transport by handcart - Children 14 to 17 years of age: 130 Kg, vehicle included. (7) Transport by tricycle-carrier: Children 14 to 17 years of age: 50 Kg, vehicle included. 8. The modes of transport specified under n°2, 3, 5 and 6 are prohibited for carry loads and use for children under 14 years. 9. Children working long hours 10. Children aged 5-17 working for 43 hours or more within a week³⁴ 11. Children reporting going to or returning from work alone or working between 6pm and 6am³⁵. 12. Children below aged 18 working with any sharp tool, machinery, equipment, or chemicals that may be hazardous and/or potentially cause an injury to children, including the following (this list not exhaustive)³⁶ : • Machetes/long cutlass • Motorized mist below, knapsack sprayer and/or chainsaw • Harvesting hook • Breaking knife • Axe
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³³ Order N° 009 MEMEASS/CAB Revised Hazardous Work List article 7

³⁴ The maximum number of working hours per week for agricultural workers in Côte d'Ivoire, is 48 hours per week (2,400 hours per year) and for non-agricultural works, 40 hours per week labour code no. 2015-532, article 21.2. ³⁴ ILO. *Resolution II: Resolution Concerning Statistics of Child Labor*. ICLS 18th Conference, 2008 document mentions that "The threshold may be determined in terms of the maximum number of hours of work that the national law or regulation sets for children who have reached the minimum working age. In the absence of such a specific limit for children, the threshold may be decided taking account of the regulation on the adult workers' normal working time". pg. 60-61

³⁵ Tulane Survey on Child Labor in West African Cocoa Growing Areas (2013/14)

³⁶ Order N° 009 MEMEASS/CAB Revised Hazardous Work List, Tulane University Survey on Child Labor in West African Cocoa Growing Areas (2013/14). The list will be expanded once the baseline survey data has been collected and analyzed. The baseline survey will have an exhaustive list of possible tools used by children in cocoa-growing areas.

Children at High Risk of Engaging in Child Labor (CAHR)

Children at high risk of involvement of child labor (CAHR), refers to children who are no longer in child labor (but used to be) and children who are not yet in child labor but who experience or are exposed to a set of conditions or living conditions that make them more likely to be working in child labor e.g. children of siblings already in child labor - or those living in vulnerable households.

1. Any child who was at one time engaged in child labor, but is no longer engaged in any form of child labor will be considered a CAHR of engaging in child labor.
2. Any child aged 5-17 who meets at least one of the following criteria:
 - Child has a sibling/ peer of current/ engaged in child labor or former working child
 - Child belongs to a child-headed household
 - Child living with elderly persons as the head of household (60 years and above)
 - Child is not attending school or has low attendance rate (misses at least 0.5 school day within the last 7 days) reference period) due to work or for any other unjustified reasons (i.e. any reason that is not related to health, or a family emergency i.e. death of family member)
 - Child who has given birth
 - Child belongs to a single parent headed household
 - Child's guardian or parent has a disability or chronic illness
 - Child is an orphan or is being fostered/adopted

Diagram

Age group		Children’s work and employment				
		(1) Work not designated as hazardous			(2) Worst forms of child labor (WFCL)	
		(1a) Excluded forms of work	(1b) Light work	(1c) Other forms of work not designated as hazardous	(2a) Hazardous Child Labor	(2b) Worst Forms of Child Labor other than Hazardous Work
Children below minimum age specified for light work	Children aged 5-11	Non-economic production (mainly, unpaid household services)			Below 18 years of age and working on hazardous activities or in non-hazardous activities for 43 or more hours per week or at night	Trafficked children, forced and bonded child labor, commercial sexual exploitation of children, use of children for illicit activities
Children within the age range specified for light work	Children aged 12 and 13 years	Work not designated as hazardous and working less than 14 hours per week				
Children at and above the general minimum working age	Children aged 14-17 years	Work not designated as hazardous, performed for less than 43 hours per week				

Legend

Acceptable Work

Child Labor

Annexe 5: ECLIC Performance Monitoring Plan

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
Project Objective: Reduce Child Labor in 50 Cocoa-Growing Communities in Côte d'Ivoire					
1. POC1: % of beneficiary children engaged in child labor	Beneficiary children: Children receiving project education or vocational training services (and were counted under E1) Numerator: Number of beneficiary children engaged in child labor in the past six months. Denominator: Total number of beneficiary children having received services 'Child labor' is defined in the project definitions and includes HCL as per national and international framework Reference period for engagement in child labor: In the past 6 months, and in the past week. If the answer is "yes" to either of these, the child is in child labor. Unit of Measure: child Disaggregation: by gender Final value is same as last period value.	Child intake and tracking form	Every six months	M&E Specialist	Overall project performance To monitor labor status of child beneficiaries and labor outcomes at the child beneficiary level.
2. POC2: % of beneficiary children engaged in hazardous child labor	Beneficiary children: Children receiving project education or vocational training services (and were counted under E1) Numerator: Number of beneficiary children engaged in hazardous child labor in the past six months. Denominator: Total number of beneficiary children having received services 'Hazardous Child labor' is defined by project definitions for all children under 18 years of age per ILO Convention 182, Article 3(d); ILO Recommendation 190; and the national legal framework, and excludes other Worst Forms of Child Labor as outlined in Convention 182 Article 3(a-c) Reference period for engagement in child labor: In the past 6 months, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Unit of Measure: child Disaggregation: Sex Final value is same as last period value.	Child intake and tracking form	Every six months	M&E Specialist	Overall project performance Shows changes in HCL status at the child beneficiary level. Is sub-set of POC1.

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
3. POH1: % of livelihood beneficiary households with at least one child engaged in child labor	Numerator: number of livelihood beneficiary HHs with at least one child engaged in child labor in the past 12 months Denominator: total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) 'Child labor' is defined in the project definitions and includes HCL as per national and international framework Reference period for engagement in child labor: In the past 12 months, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Unit of Measure: Household Each period value is incremental, final value is same as last period value.	HH intake and tracking form Child intake and tracking form	One time at intake (before service starts) and once towards the end of the project.	M&E Specialist	Overall project performance Shows changes in child labor status (all types) at the household level. We are collecting this data only from households that are livelihood beneficiaries. This indicator allows us to track changes in child labor status that may result from livelihood services (as our theory of change posits that such services lead to increased income, increased school attendance, and less dependence on child labor).
4. POH2: % of livelihood beneficiary households with at least one child engaged in hazardous child labor	Numerator: number of livelihood beneficiary HHs with at least one child engaged in hazardous child labor in the past 12 months Denominator: total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) 'Hazardous Child labor' is defined by project definitions for all children under 18 years of age per ILO Convention 182, Article 3(d); ILO Recommendation 190; and the national legal framework, and excludes other Worst Forms of Child Labor as outlined in Convention 182 Article 3(a-c) Reference period for engagement in hazardous child labor: In the past 12 months, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Unit of Measure: Household Each period value is incremental, final value is same as last period value.	HH intake and tracking form Child intake and tracking form	One time at intake (before service starts) and once towards the end of the project.	M&E Specialist	Overall project performance Same as above but shows changes in hazardous child labor status at the household level.

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
COMMUNITY MOBILIZATION					
OUTCOME 1: COMMUNITY MOBILIZATION IN THE FIGHT AGAINST CHILD LABOR IS INCREASED					
5. Number of communities with CAP priority activities completed during the reporting period	Priority activities: means those activities agreed with the community as to be implemented with the support of the ECLIC budget Completed: means that the implementation of that activity has been completed. We are counting a community only once when they complete a CAP activity for the first time Each period value is incremental, final value is sum of each period	CAP follow-up implementation matrix	Every 6 months	CAP Specialist	Overall project performance and planning
6. Number of functional CAP-CCPCs	Functional: CCPCs meeting at least level 2 requirements Definition of levels: - <u>Level 1:</u> The members are clearly identified and recognized by the community - <u>Level 2:</u> The CAP-CCPC carry out planned activities in compliance with the prior approved plan and the activities of CAP-CCPC are documented - <u>Level 3:</u> The CAP-CCPC have been established as legal entities with the appropriate authorities Disaggregated data: - % of CAP-CCPC at level 2 - % of CAP-CCPC at level 3 Unit of measure: CAP-CCPC Each period value is cumulative, final value is same as last period value	Community Intake and tracking form	Once a year	CAP Specialist	Overall project performance and planning

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
OUTCOME 1.1 COMMUNITIES' AWARENESS ON CHILD LABOR ISSUES AND THE IMPORTANCE OF SCHOOL IS AMPLIFIED					
7. % of community members demonstrating knowledge on child labor and the importance of schooling	Demonstrating knowledge: Community members score at least 80% of the Knowledge Attitudes and Practices (KAP) questionnaire. Knowledge: Community member will be assessed on their Knowledge, Attitudes and Practice on their ability to: - Distinguish between child labor and acceptable work - Recognize the 07 child hazardous works in agriculture, defined by the law in Côte d'Ivoire and OSH (notably concerning sharp tools) - Recognize the consequences of child labor on child health and security - Explain the causes of child labor in their context or milieu - List integrated (contextualized) solutions that can respond to the underlying factors that lead to child labor - Understand the importance of schooling for children Calculation mode: Numerator: community members who have scored at least 80% on the KAP survey Denominator: Total number of community members assessed with the KAP questionnaire Unit of measure: community members Each period value is incremental and final value is same as last period value	KAP community questionnaire	Prior to child labor awareness raising training	TAR Specialist	KAP data on community understanding of child labor will establish a baseline of community knowledge about child labor concepts. After child labor awareness raising sessions have been held, this evaluation tool will measure changes in knowledge (and also perceptions) about child labor and the importance of schooling to inform the setting of awareness raising objectives of the CAP-CCPC.
		KAP community questionnaire	One time after the first administration of the KAP community questionnaire, 1-year prior the end of the project		

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
OUTCOME 1.2. COMMUNITY-CENTERED APPROACH TO COMBAT CHILD LABOR IS DEVELOPED					
8. % of completed community initiatives supported per type of stakeholders	Definition of key words: Community initiatives: these refer to initiatives listed in the Community Action Plan Supported: this refers to the different kinds of financial and in-kind support provided by different stakeholders Numerator: number of completed community initiatives supported per stakeholder Denominator: total number of community initiatives completed Unit of measure: community initiatives Disaggregation: entities providing the support (community, local authority, ICI, other) period value is incremental and final value is the project average	Community Intake form CAP follow-up matrix	Every 6 months	CAP specialist	Project performance
LIVELIHOODS					
OUTCOME 2: THE INCOME OF HOUSEHOLDS WITH CHILDREN ENGAGED IN OR AT RISK OF CHILD LABOR IS INCREASED					
9. L1: Number of beneficiary households receiving livelihoods services	Definition of key words: Beneficiary household: households receiving livelihood services Counted at the household level: Households must have children who are in or at high risk of being engaged in child labor A household may only be counted one time under this indicator even if more than one household member receives services. A household is counted as “receiving” services from the time a first member of the household is provided any service. <i>Livelihood Services that will be counted under this project will be defined after the labor market study has been completed</i> Unit of measure: household Each period value is incremental and final value is sum of individual period values	HH intake and tracking form	once a year	M&E Specialist	Project performance

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
	Disaggregation: per type of service. Service will be grouped by category, by gender				
10. % of beneficiary households reporting a perceived increase in income as a result of the project livelihoods services	Beneficiary household: households receiving livelihood services Counted at the household level: Households must have children who are in or at high risk of being engaged in child labor Reporting an increase in income: beneficiary households reporting an increase in income as a result of the project's livelihood services. Only 85% of the IGA members will implement IGA Unit of measure: household Numerator: number of beneficiaries Households perceiving an increase Denominator: number of beneficiaries Households Final value is same as one-time assessment in April 2018	IGA form	Onetime assessment (April 2019)	IGA Technical Assistant	Project performance
OUTCOME 2.1. COMMUNITY MEMBERS IMPLEMENTING IGAS HAVE INCREASED					
11. Number of community members implementing planned IGA	Implementing planned IGA: the IGA will be counted only once after the IGA has been identified, members have been trained and IGA has started to generating incomes. Community members: women and youth grouped as CBOs (formal but not necessarily legalised) benefitting from IGAs Unit of measure: community members period value is incremental and the final value is the same than the last period value	IGA form	Every 6 months	IGA Technical Assistant	This indicator will provide information on the extent to which planned IGAs are actually being implemented

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
OUTCOME 2.2 COMMUNITY-BASED ORGANIZATIONS HAVE ACQUIRED TECHNICAL SKILLS IN THE MANAGEMENT OF IGAS					
12. % of CBO members demonstrating increased knowledge on IGA related skills	Demonstrating Increased knowledge on IGA skills: CBO members score increases by at least 20% during the project life CBOs: Community Based Organization focus on IGA Numerator: Number of trained CBO members with increased IGA related skills (including literacy, financial literacy and /or management) Denominator: Total number of CBO members trained Unit of measure: CBO members (related to IGA) Disaggregation: gender period value is incremental and the final value is the average of each period value	KAP IGA questionnaire	Data will be collected before the training and 6 months after the training but reported only once 6 months after the training	IGA Technical Assistant	This indicator will provide information on the number of IGA beneficiaries with an improved knowledge on IGA
EDUCATIONAL OPPORTUNITIES					
OUTCOME 3. CHILDREN ENGAGED IN OR AT RISK OF CHILD LABOR HAVE AN IMPROVED ACCESS TO QUALITY EDUCATIONAL OPPORTUNITIES					
13. POC4: % of beneficiary children who regularly attended any form of education during the past six months	Beneficiary children: Children receiving any kind of educational support ie: bridging classes, school fees, school kits... or vocational training services Numerator: Number of beneficiary children attending any form of education regularly during the past 6 months Denominator: Total number of children receiving project education or training services 'Attending regularly' is defined as attending 85% of the total number of school days. A reference period of six months will be used, and school holidays are excluded. Unit of Measure: child Disaggregation: Gender Final value is the last period value	Child intake and tracking form	Every six months	Education specialist	Overall project performance This indicator is used to monitor child beneficiaries' education status.

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
14. POH4: % of livelihood beneficiary households with all children of compulsory school age attending school regularly	Numerator: Number of livelihood beneficiary HHs with all children of compulsory age attending school regularly during the past six months. Denominator: Number of livelihood beneficiary HHs (HHs that have been counted as receiving services under L1) with children of compulsory school age 'Compulsory school age' is from six to sixteen (16) years of age. 'Attending school regularly' is defined as attending 85% of the total number of school days. A reference period of six months will be used, and school holidays are excluded. Unit of measure: Household Disaggregation: gender Each period value is incremental, final value is same as last period value.	HH intake and tracking form Child intake and tracking form	One time at intake (before service starts) and once towards the end of the project.	Education specialist	Overall project performance Shows educational outcomes at the HH level.
15. E1: Number of children engaged in or at high risk of entering child labor provided education or vocational training services	Total number of beneficiary children who receive an educational service or vocational training. A service is considered "provided » the first day the child receives the service. A child may only be counted one time under this indicator throughout project life, even if s/he receives multiple services. 5 services counted under this indicator: bridging classes, vocational training, birth certificates, school kits and school fees. Unit of Measure: child Disaggregation: Type of educational service, gender, children in child labor vs children at risk Each period value is incremental, final value is the sum of individual period values.	Child intake and tracking form	Every six months	Educational Specialist	Overall project performance
OUTCOME 3.1 EDUCATIONAL RESOURCES ARE IMPROVED					
16. Number of project communities provided with improved educational infrastructures or equipment/ materials	Education infrastructure may include renovated / constructed school classes, canteens, latrines for example while equipment/materials may include Tables and benches, educational materials for example provided: community receives Education infrastructures or equipment/materials	CAP follow-up implementation matrix	Every 6 months	Community Action Plan Specialist	

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
	Unit of measure: community Each period value is incremental and final value is sum of individual period values				

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
OUTCOME 3.2 CHILD PROTECTION IN THE SCHOOL ENVIRONMENT IS REINFORCED					
17. Number of communities with child travel safety measures (including organized travel supervised by an adult) to remote schools in place	child travel safety measure: available to ensure child safety on the journey to school is in place in place: the measure is set up and in use by stakeholders (students, teachers, community) Remote school: Primary school that is at least 3 kilometers from the community period value is cumulative and the final value is the last period value	Community intake and tracking form	Every 12 months	Education Specialist	
18. % of students that have received training on child rights, the existing laws and policies related to child protection	Numerator: Number of school students trained in project communities on child rights and existing laws and policies related to child protection Denominator: total number of children in the schools where we are intervening Disaggregate: gender Unit of measure: students Each period value is incremental and final value is the average of all period values	Training report and evaluation form	After each child rights and child protection school training session	Education Specialist	The indicator will allow us to collect information related to the coverage of the training amongst school children in the communities
19. % of students (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection	Demonstrating Increased knowledge: students score increases by at least 40% Numerator: Number of trained students (that have taken the pre-and post-test) having increased their knowledge by scoring at least 40% higher on the post-test as compared to the pre-test in the reporting period Denominator: Total number of students that have been trained and undertaken the pre-and post-test Disaggregate: gender Unit of measure: students Each period value is incremental and final value is the average of all period values	KAP community questionnaire	Before and after the training	Education Specialist	The pre-and post-test will allow us to measure the level of understanding and knowledge of trained children on child rights after the training
20. #% of teachers that have received training on child rights, the existing laws and policies related to child protection	Numerator: Number of teachers in project community schools where we intervene in project communities trained on child rights and the existing laws and policies related to child protection	Training reports and evaluation form	Before and after the training	Education Specialist	The indicator will allow us to collect information related to the coverage of the training amongst teachers

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Data Analysis and Use
	Denominator: Total number of teachers in project community's schools where the ECLIC project intervenes Disaggregate: gender, Unit of measure: teachers Each period value is incremental and final value is the average of all period values				
21. % of teachers (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection	Demonstrating increased knowledge: teachers score increases by at least 20% Numerator: Number of trained teachers having increased their knowledge on child rights and existing laws and policies related to child protection (as shown by scoring at least 20% higher on the post-test as compared to the pre-test) Denominator: total number of teachers in the schools where we are intervening that have been trained and undertaken the pre-and post-test Disaggregate: gender Unit of measure: students Each period value is incremental and final value is the average of all period values	KAP community questionnaire	Before and after the training	Education Specialist	The pre-and post-test will allow us to measure the level of understanding and knowledge of trained children on child rights after the training
1. % of teachers indicating that they are using the knowledge acquired at the training	Numerator: Number of teachers indicating that they use the acquired knowledge Denominator: Total number of teachers trained during the reporting period Disaggregate: gender, community Unit of measure: teachers Each period value is incremental and final value is the average of all period values	KAP community questionnaire	3 months After the training	Education Specialist	The teacher questionnaire will be able to help us understand the changes in practice of teachers and how they are using the knowledge acquired as a result of the training

Annex 6: Data Quality Assessment Check List

Indicator:				
Data Source(s): <i>(information can be copied from the PMP or DCT)</i>				
Period for Which the Data Are Being Reported:				
Data Quality Assessment Methodology: Describe the method for assessing the quality of the indicator data—e.g. reviewing data collection procedures and documentation, interviewing those responsibilities for data analysis, checking a sample of the data for errors, etc.				
Date of Assessment:		Assessed by:		
		YES	NO	COMMENTS
VALIDITY- Data should clearly and adequately represent the intended result.				
1	Does the information collected measure what it is supposed to measure?			
2	Do results collected fall within a plausible range?			
3	Is there reasonable assurance that the data collection methods do not produce systematically biased data (e.g. consistently over-or under-counting)?			
REALIABILITY- Data should reflect stable and consistent processes and analysis methods over time.				
1	When the same data collection method is used to measure the same things multiple times, is the same result produced each time?			
2	Are data collection/analysis methods documented in writing and used to ensure same procedures are followed each time?			
TIMELINESS- Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision making.				

1	Are data available frequently enough to inform program management decisions?			
2	Are data reported the most current practically available?			
3	Are data reported as soon as possible after collection?			
PRECISION- Data have a sufficient level of detail to permit management decision making; e.g. the margin of error is less than the anticipated change.				
1	Is the data collection method used to collect the data exact enough to register the expected change?			
INTEGRITY- Data collected should have safeguards to minimize risk of transcription error or data manipulations.				
1	Are safeguards in place to minimize data transcription errors?			
2	Is there independence in key data collection, management, and assessment procedures?			
3	Are mechanisms in place to prevent unauthorized changes to data?			
SUMMARY				
Based on assessment relative to the 5 standards, what is the overall conclusion regarding the quality of the data?				
Significance of limitations (if any):				
Actions needed to address limitations:				
IF NO DATA ARE AVAILABLE FOR THE INDICATOR		COMMENTS		
If no recent relevant data are available for this indicator, why not?				
What concrete actions are now being taken to collect and report data as soon as possible?				
When will data be reported?				

Annex 7: ECLIC DATA COLLECTION TABLE

DCI	Technical description	Related Indicators	Filled by	Level	Verification Details (who, how, when)	Frequency of Instrument Completion
1. HH Intake and tracking form	The HH intake and tracking forms are used to collect HH beneficiary data at household level. These forms have to be filled for each HH project beneficiary. They are comprised of two different sections: 1. The HH Demographics section. This section collects data on a HH beneficiary in terms of the head of HH, number of children and youth in the household, their education and work status. 2. Household Livelihood section. This section collects data on the number of households receiving livelihood services	1. POH1: % of livelihood beneficiary households with at least one child engaged in child labor. 2. POH2: % of livelihood beneficiary households with at least one child engaged in hazardous child labor. 3. L1: Number of beneficiary households receiving livelihoods services. 4. POH4: % of livelihood beneficiary households with all children of compulsory school age attending school regularly	CAP-CCPC focal point / Technical Assistant	Household	Technical Assistant (1st level) IGA Assistant (2nd level) Validation by M&E Specialist (3rd level) Verification by M&E Specialist – 5% sample of reported values every 6 months	Once a year for L1 indicators and One time at intake (before service starts) and once towards the end of the project for POH indicators
2. Child intake and tracking form	The child intake and tracking forms are used to collect data on beneficiary children aged 5-17 years at both the household level and/or the school level. Each beneficiary child must have this form filled. These forms include four sections: 1. Background information on the beneficiary child: This section collects data on the child in terms of their names, sex, age, names of parents/guardians, physical disabilities. 2. Education status of child: This section collects data on the education status of the child beneficiaries in terms of their enrolment in formal/non-formal schooling and bridging classes, school attendance, persistence and completion rates of beneficiary children in different education programs. Education programs include formal for primary and secondary and non-formal for vocational training and bridging classes. This section also collects data on the different education programs	1. POC1: % of beneficiary children engaged in child labor 2. POC2: % of beneficiary children engaged in hazardous child labor 3. POC4: % of beneficiary children who regularly attended any form of education during the past six months 4. E1: Number of children engaged in or at high risk of entering child labor provided education or vocational training services 5. POH1: % of livelihood beneficiary households with at least one child engaged in child labor. 6. POH2: % of livelihood beneficiary households with at least one child engaged in hazardous child labor. 7. POH4: % of livelihood beneficiary households with all children of compulsory school age attending school regularly	Technical Assistant	Child	Technical Assistant (1st level) Education Specialist (2nd level) Validation by M&E Specialist Verification by M&E Specialist – 5% sample of reported values every 6 months	Every 6 months

	the children are enrolled in and consent from the head of household allowing the beneficiary child to join a program. 3. Education Support: it also collects data in the educational support provided by the project to the beneficiary children in terms of school fees, birth certificates and school kits. 4. Work status of the child: This section collects data on the working status of beneficiary children. It collects data on beneficiary children who have dropped out of school and are engaged in child labor as well as those beneficiary children who are in school but are at risk of dropping out. It also collects data on those children involved in hazardous activities and children's occupational safety and health.					
3. CAP Follow up implementation matrix	The CAP follow up implementation matrix will monitor the progress of the community action plan implementation. This document is comprised of the following sections: 1. CAP which has been developed by the community which details the priority actions (which will have been defined by the community and shall include a list of the priority actions, expected results, activities, resources needed, implementation period and cost). CAP document will also include CAP Background information (Date it was established, list of members and their roles, Objectives of the CAP.) 1. Implemented CAP activities: This section collects information on the implemented CAP activities (type of activity, period of implementation – start and end date, resource contributed by source and type of contribution, and the proof of implementation). The matrix will also allow to track activities not initially included in the CAP but implemented in the communities.	1. Number of communities with CAP priority activities completed during the reporting period 2. % of completed community initiatives supported per type of stakeholders	Technical Assistant	CAP?	CAP Specialist (1st level) Validation by M&E Specialist Verification by CAP Specialist – 50% sample of CAP matrix's every 12 months	Every 6 months
4. KAP Community questionnaire	The pre-and post-child labor test, will collect data on knowledge of community members to be trained. The forms will be filled in by community members prior to the training and 6 months after completion of the training. It contains the following sections:	1. % of community members demonstrating knowledge on child labor and the importance of schooling 2. % of students (that have undertaken the pre-and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection	Technical Assistant TAR Specialist	Community level	TAR specialist (1 st level)	Prior to and 6 months after child labor awareness raising training

	- Identification (Name, age, sex, position in the village,) - Child labor section which will test knowledge of acceptable child work and child labor (i.e. causes, what constitutes child labor and hazardous child labor, consequences of child labor on children's health, education and development) and seek to capture attitudes (causes and effects) - Importance of schooling (advantages of schooling, disadvantages of not attending school) - Feedback section on the quality of the training. The tool is adapted to each community group, including: - <i>General community</i> - <i>Students</i> - <i>Teachers</i>	3. % of teachers (that have undertaken the pre- and post-test) demonstrating increased knowledge on child rights, existing laws and policies related to child protection 4. % of teachers indicating that they are using the knowledges acquired at the training			Validation by M&E Specialist (3rd level) Verification: cross-check sample of 5% - 10% tests against attendance sheets to be sure the individuals taking them attended the training	
5. KAP IGA questionnaire	Used to collect information about IGA beneficiary knowledge on IGA.	1. % of CBO members demonstrating increased knowledge on IGA related skills	CF IGA Assistant	CBO members		
6. Training report and evaluation form	This tool will be used to collect information on the coverage, reach and content of the child rights and child protection awareness raising sessions. It contains the following sections: - Geographical information (where and in which school the training will take place) - Number of participants with list of participants by gender, school level/ status (i.e. teacher) and age - Comments section (where the trainer can write comments on the training, including what seemed unclear for the participants, information on participant interaction and participation during the training)	1. % of students that have received training on child rights, the existing laws and policies related to child protection 2. % of teachers that have received training on child rights, the existing laws and policies related to child protection	CF TAR specialist	Community level	CF (1st level) TAR specialist (2nd level) Validation by M and E Specialist Verification: cross-check sample of 5% - 10% tests against attendance sheets to be sure the individuals taking them attended the training	After each child rights and child protection school training session
7. Community Intake and tracking form	This tool will be used to collect important information about the communities of the ECLIC project. The data collected will include the following sections:	1. # of functional CAP-CCPC 2. # of communities with child travel safety measures (including organized travel supervised by an adult) to remote schools in place	Technical Assistant	Community level	TAR specialist	Annual

	- Geographical data (Department, region, GPS coordinates, names of linked encampments and villages surrounding the community) - Access to social services (water and sanitation, electricity; mobile network; road surface; presence of schools and health centers) - School environment: presence of a teacher-student friendly code of conduct, sanitation facilities (separate for boys and girls), school canteen, school feeding Programme, safe water point, number of children enrolled per class, pupil-teacher ratio) - Livelihoods: income-generating activities and livelihoods in which community members are engaged - Child protection: Presence of a CAP-CCPC, community rules and regulations to protect children. Child travel safety measures (including organized travel supervised by an adult) to remote schools in place - This will also include CAP-CCPC progress: to understand whether the CCPCs are functional, and will collect data on the last meetings, frequency of meetings and recent activities of the CAP-CCPC, planned activities				Validation by M and E Specialist Verification by M&E Specialist – 5% sample of reported values every 12 months	
8. IGA Form	This section collects data on the number of community members receiving livelihood services and implementing IGA. The monitoring of households' economic status perception and participation in income-generating activities is also measured.	1. Number of community members implementing planned IGA 2. % of beneficiary households reporting a perceived increase in income as a result of the project livelihoods services	Technical Assistant	IGA beneficiaries	validation by IGA assistant Verification by M&E Specialist	

Annex 8: Data reporting form / Project objective level Outcomes

Please refer to the separate Excel document for annex 8

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