



governmentattic.org

"Rummaging in the government's attic"

Description of document: Let's Work For Our Rights (LWR) Haiti, Comprehensive Monitoring and Evaluation Plan (CMEP), 2016

Requested date: 23-February-2019

Release date: 03-November-2021

Requested date: 18-October-2021

Release date: 31-January-2022

Posted date: 06-October-2025

Source of document: FOIA request
U.S. Department of Labor
Bureau of International Labor Affairs
Attn: FOIA Coordinator
Room S-5317
200 Constitution Ave NW
Washington, DC 20210-0001
Email: foiarequests@dol.gov
FOIA.gov

The governmentattic.org web site ("the site") is a First Amendment free speech web site and is noncommercial and free to the public. The site and materials made available on the site, such as this file, are for reference only. The governmentattic.org web site and its principals have made every effort to make this information as complete and as accurate as possible, however, there may be mistakes and omissions, both typographical and in content. The governmentattic.org web site and its principals shall have neither liability nor responsibility to any person or entity with respect to any loss or damage caused, or alleged to have been caused, directly or indirectly, by the information provided on the governmentattic.org web site or in this file. The public records published on the site were obtained from government agencies using proper legal channels. Each document is identified as to the source. Any concerns about the contents of the site should be directed to the agency originating the document in question. GovernmentAttic.org is not responsible for the contents of documents published on the website.



LET'S WORK FOR OUR RIGHTS

Comprehensive Monitoring and Evaluation Plan (CMEP)

May 13, 2016

Table of Contents

Acronyms.....	4
INTRODUCTION	5
Project Objective, Intermediate Objectives, Beneficiaries and Timeline	5
Purpose and Components of the CMEP.....	7
SECTION I: PROBLEM ANALYSIS.....	8
SECTION II: THEORY OF CHANGE	10
Let's Work for Our Rights Results Framework.....	10
Let's Work for Our Rights Theory of Change	12
LWR Key Activities by project Intermediate Objectives	13
SECTION III: PERFORMANCE MONITORING PLAN.....	15
Purpose and Use of the Performance Monitoring Plan.....	15
LWR Objectives and Indicators Table	16
Overview of LWR Data Collection Instruments	18
SECTION IV: EVALUATION PLAN	18
Implementation Evaluations.....	18
Baseline Prevalence/Endline Survey	20
SECTION V: IMPLEMENTATION AND MANAGEMENT OF CMEP.....	20
Roles and Responsibilities for Data Collection, Validation, Analysis and Reporting	20
Direct Beneficiary Management System (DBMS)	23
Coordination among Implementing Partners	23
Data Quality Assurance Procedures.....	24
Reporting	25
Table 6: Budget for M&E and Research Activities.....	26
Timetable for Implementation of CMEP	26
Project Results Communication Strategy	27
Plan for Annual Review and Revisions to the CMEP	27
SECTION VI: END-OF-PROJECT DATA ANALYSIS.....	28

LIST OF ANNEXES

Annex 1 –Problem Tree Visual

Annex 2 –Full Results Framework with Outputs

Annex 3 – Activities Mapping to Objectives and Outputs

Annex 4 – Child Labor Definitions (per national legislation)

Annex 5 – Performance Monitoring Plan

Annex 6 – Data Quality Assessment Checklist

Annex 7 – Data Collection Table

Annex 8 – Data Collection Instruments

Annex 9 – Data Reporting Form

Acronyms

AVSI	Association of Volunteers International Service
BPM	Bureau for the Protection of Minors
CL	Child Labor
CLC	Child Labor Committee
CLES	Collectif pour la Lutte contre l'Exclusion Sociale
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committee
CSO	Civil Society Organization
CRS	Catholic Relief Services
DBMS	Direct Beneficiary Monitoring System
DCI	Data Collection Instrument
DCT	Data Collection Table
DR	Dominican Republic
GoH	Government of Haiti
GPRMA	Government Performance and Results Modernization Act
IBESR	Institut du Bien-Etre Social et de la Recherche
IGA	Income Generating Activity
ILO	International Labor Organization
LGA	Local Government Authority
LWR	Let's Work for our Rights
MAST	Ministère des Affaires Sociales et du Travail
M&E	Monitoring and Evaluation
MTE	Mid-Term Evaluation
MUSO	Mutuelle de Solidarité
NGO	Non-governmental organization
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
PMP	Performance Monitoring Plan
RF	Results Framework
SJM	Services Jésuites aux Migrants
USDOL	United States Department of Labor
USG	United States Government

INTRODUCTION

Project Objective, Intermediate Objectives, Beneficiaries and Timeline

In September 2015, the U.S. Department of Labor (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT) awarded a cooperative agreement to the Catholic Relief Services (CRS) to implement a project entitled “Let’s Work for Our Rights” (LWR). The project will be implemented in Haiti, working through a consortium of five local partners including JURIMEDIA, Association of Volunteers International Service (AVSI), Collectif de Lutte Contre l’Exclusion Sociale (CLES), Haiti SURVIE and Services Jésuites aux Migrants (SJM).

Project Objective: LWR seeks to reduce child labor and improve labor rights and working conditions in agriculture, including in the sugar sector, in Haiti through a comprehensive set of interventions that engages government, civil society, and the private sector in the protection of children and workers. It seeks to help households whose children are engaged in or at-risk of child labor and hazardous working conditions to attain sustainable livelihoods.

LWR will be implemented in the North and North-East departments, and in the communities near the official border areas with the Dominican Republic, including the North East, Center, West, and South East departments. Table 1 lists the target departments, communes and communal sections for the project.

Table 1: Target Departments, Communes and Communal Sections

Department	Commune	Communal section
North	Plaine du Nord	Basse plaine
	Quartier Morrin	Basse plaine, Morne pelé
	Limonade	Roucou, Basse plaine
	Pignon	Savanette, La belle mere
	Saint Raphael	San Yago
	Milot	Genipailler
North East	Ouanaminthe	Haut maribahoux
	Fort Liberté	Dumas, Bayara,
	Caracol	Jacquesil, champin
	Trou du Nord	Roucou, roche plate
	Capotille	La mine, 1ere section Capotille
	Ferrier	Bas Maribahoux
Centre	Belladeres	Renthe Mathe
Sud Est	Anse à Pitres	Boucan guillaume
Ouest	Ganthier	Fonds parisien (Malpasse)

Intermediate Objectives: The project is designed to achieve its primary objective of reducing child labor and improving labor rights and working conditions in the target communes through the accomplishment of five Intermediate Objectives (IOs) and 21 supporting objectives summarized in Table 2 below.

Table 2: Summary of LWR Intermediate and Supporting Objectives

AREA 1 : EDUCATION	
IO 1: School attendance among beneficiary children increased	
IO 1.1	Financial obstacles to school attendance reduced
IO 1.2	Increased access to school transition mechanisms adapted to the needs of beneficiary children
IO 1.3	Improved school infrastructure (safety and hygiene)
IO 1.4	Active school committees support children's education
IO 1.5	Increased teacher knowledge of the needs of the project's beneficiary children
AREA 2: LIVELIHOODS	
IO 2: Income increased in beneficiary households	
IO 2.1	Increased production by beneficiary households of agricultural and alternative products
IO 2.1.1	Improved technical skills among producers in both agricultural and alternative income generating activities
IO 2.1.2	Increased access to micro-finance
IO 2.1.3	Increased access to inputs
IO 2.2	Improved linkages among producers, buyers, consumers and input vendors
IO 2.3	Improved information available on markets and sales channels for agricultural and alternative products
AREA 3 : YOUTH EMPLOYMENT	
IO 3 : Increased decent and productive work opportunities among beneficiary youth 15-18 years old	
IO 3.1	Increased knowledge among beneficiary youth of skills required for work
IO 3.2	Increased market-based adaptation of vocational training for beneficiary youth
AREA 4 : SOCIAL PROTECTION	
IO 4 : Beneficiary households receive social protection services and information on workers' rights	
IO 4.1	Increased capacity of the Workers' Rights Centers to provide support services to beneficiary households
IO 4.2	Increased understanding among beneficiary households of available social protection services and the need for legal documentation

IO 4.3	Improved attitude within target communities regarding child labor
IO 4.3.1	Improved dissemination of awareness raising message on negative aspects of child labor
IO 4.3.2	Adoption of an awareness raising message on child labor that resonates with the target population
AREA 5 : GOVERNMENT, PRIVATE SECTOR AND CIVIL SOCIETY CAPACITY	
IO 5 : Increased government, private sector and civil society prioritization of protection of child and worker rights	
IO 5.1	Strengthened capacity to protect child and worker rights within state agencies (MAST, IBESR, BPM, local government)
IO 5.2	Increased commitment to social compliance within target companies
IO 5.3	Increased involvement by civil society in advocacy to protect the rights of children and workers

Beneficiaries: The project plans to reach 7560 adults directly who will receive information about project services and labor rights, including child and worker labor rights. In addition, 2500 residents (children, adolescents, youth, and adults) will receive legal assistance in the form of processing of labor claims, MAST dispute resolution support, and assistance to obtain identity documentation; 3780 residents (households, parents, and youth) will receive improved livelihoods opportunities based on comprehensive assessments of local markets, start-up of savings and internal lending groups (MUSO), and enterprise development and employment services; and 7560 children and adolescents will be provided with facilitated/accompanied referrals and follow-up so that they gain access to and regularly attend formal and non-formal education.

Timeline: The current LWR period of performance is October 2015 to September 2017. The project baseline study field work began in March 2016 and is scheduled to be completed by May 2016. As the baseline survey is completed in target communes, project partners will begin activities implementation, with priority given to beneficiary household intake. CRS plans to request an extension of project period of performance to October 2018 or possibly longer given the delay encountered in project activities.

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 future 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) within the first nine months after award. 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.

In September 2015, a first CMEP workshop was organized at the CRS main office in Port au Prince to develop the key CMEP documents, in collaboration with project stakeholders (representatives of AVSI, JURIMEDIA, CLES, MAST, HAITI SURVIE, SJM). A second workshop (CMEP 2) took place from March 14-18, 2016 to finalize all CMEP outputs.

The CMEP is a tool that guides the design and process of monitoring, evaluating, and reporting on project progress toward achieving intended results and outputs across project components. 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 results and illustrates the causal linkages among them; the **Activities Map** that aligns project activities against results; the **Performance Monitoring Plan** (PMP) that identifies the indicators of the project's progress towards its intended results and specifies definition 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 LWR CMEP includes the USDOL-OCFT Government Performance and Results Modernization Act (GPRMA) common performance indicators (education, livelihoods, and country capacity) and project-specific indicators to monitor progress towards the five project intermediate objectives listed in Table 2.

The project's CMEP implementation plan assigns responsibilities for data collection, analysis and utilization among project partners. The project Direct Beneficiary Monitoring System 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 LWR 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: PROBLEM ANALYSIS

There are 13 million (8.8%) of children in child labor in Latin America and the Caribbean. Agriculture remains by far the most important sector where child laborers can be found (98 million, or 59%), but the problems are not negligible in services (54 million) and industry (12 million) – mostly in the informal economy². In Haiti, the child labor situation overall is serious: an estimated 21% of Haitian children work in sectors such as domestic service, agriculture, including in small farms, and street work.³ The use of *restaveks* – unpaid child domestic servants living and working away from home-- is a widespread phenomenon in Haiti. These children lack all access to basic rights and services, creating a generation of disenfranchised and vulnerable youth.

CRS conducted a rapid assessment of select communes in the North and North-East Department in April 2015 to further assess the prevalence of child labor in those areas, particularly in the sugar cane sector. This rapid assessment, which included only a small sample size will be further elaborated and built upon during the external prevalence baseline study, per USDOL's requirements. CRS' findings in this rapid assessment indicate that 45.6% of sampled children in the North Department are engaged in work, mostly in the agriculture sector. In addition, 33.3% of children working from those sampled were engaged in work on a sugarcane plantation at one level or another (clearing the land, carrying sugarcane, processing sugarcane at the distillery, etc.). Findings from the North-East Department indicate that sugar cane is not a major source of economic activity in the region, however, 41.41% of sampled children were engaged in some kind of work.

LWR will target the North, North East departments and the border areas between Haiti and the Dominican Republic where child labor seems to be very significant. For example, child labor is prevalent particularly in the North department where there are significant producers of sugarcane which rely on smallholder family farms and out-grower schemes. In that region of Haiti, sugarcane is one of the main sectors where children work. They participate at different level in the value chain. They work not only in the fields but

² <http://www.ilo.org/global/topics/child-labour/lang--en/index.htm>

³ UNICEF. (n.d.). At a glance: Haiti: Statistics. Retrieved from http://www.unicef.org/infobycountry/haiti_statistics.html

also participate in the transformation process to the selling in the local street markets. In addition, children working in the sugarcane value chain carry heavy loads and are exposed to alcohol consumption.

During the CMEP 1 workshop, LWR partners identified five major problems which contribute to the prevalence of child labor in Haiti (see Problem Tree in Annex 1): low economic capacity of households, targeted children are not in school, lack of professional skills among youth 15-18 years of age, limited household access to social protection and legal services, and insufficient protection of child and worker rights by government, private sector and civil society. These problems are addressed in the project's theory of change (see below). Evidence from the findings of the study "Urban Child Labor in Port-au-Prince Haiti" conducted by ICF International in September 2012 document the pervasiveness of these problems.

Low household economic capacity: Poverty is the most significant factor in urban child labor in Haiti with many children turning to work as the only means of supporting themselves or their families.⁴ In the study "Urban Child Labor in Port-au-Prince Haiti" conducted by ICF International in September 2012, both children and parents most often cited economic factors as the reason why children work. For example, one child responded, "... because my parents didn't have the means to help me." Others indicated that they worked to help support their family, explaining, for example, "...my mother had a hard time making ends meet after the death of my father; I wanted to do something to help a little." One family reported that the child worked "...because the economic situation is very difficult for me, because my partner and I don't do anything."

Children not in school: As a result of the household economical vulnerability, the educational achievements of these children are often compromised because they either do not attend school or their schooling suffers from long hours dedicated to strenuous work. These children are engaging in work or accompany their families in their economic activities, even at a very young age, rather than attending school regularly. Children also drop out of school because they feel that they are not learning in an environment where the minimum necessary infrastructure and school feeding are lacking. This is especially true for the vulnerable families that struggle to feed their children. Some families still see more value in children working and learning a trade than going to school.

Lack of market-based skills and employment opportunities among youth: The lack of youth employment opportunities and entrepreneurial skills are also factors contributing to households' economic vulnerability that increase reliance on child labor.⁵ In Haiti, about 30% of the population, nearly 4 million people, is aged between 15 and 25 of which 12% received no education. An estimated of 86% of young girls and women are working in the commercial sector and services, mainly in the informal sector; early pregnancy is also a factor, girls between 15 and 19 years who are mothers are estimated at 12%. Political instability and social unrest further contribute to an environment that greatly reduces the opportunities that would otherwise be available to youth. It is to be noted, for example, that no significant change has been observed regarding the engagement that Haiti has taken through the "Millennium Development Goals (MDGs)", in terms of providing basics services, particularly access to employment, for this target group.

Lack of access to social protection services: All the LWR target communities, including those in the borders areas, suffer from lack of access to social protection services. The need is becoming more compelling in the context of the migration crisis between Haiti and the Dominican Republic where thousands of Haitian migrants, some of whom are Dominicans of Haitian descent, were expelled from the Dominican Republic to Haiti in July 2015. The returnees suffer from lack of legal documentation such as birth certificates and ID cards.

⁴ Urban Child Labor in Port-au-Prince, Haiti. September 2012. Task Order II, Task 9. Commissioned by the US Department of Labor and implemented by ICF International. Page 37.

⁵ http://www.unicef.org/haiti/french/children_8839.htm

Insufficient protection of child and worker rights by the government, private sector and civil society:

The unstable political environment in Haiti along with high levels of insecurity and poor infrastructure make Haiti a difficult country for economic investment. Consequently, an estimated 95% of Haiti's economy is informal⁶ where it is challenging to enforce and monitor compliance with labor laws. While there are some formal businesses both in Haiti and the DR that hire Haitians, these options are limited by several barriers to entry, most notably education level. In addition, in 2014, 60% of Haitians who claimed to have a job reported earning less than the minimum wage and since 2011 some 233 workers have been fired for apparent union activities, primarily in the textile industry.⁷ In the agriculture sector, small-holder farming is the norm with households tending to an average of 1.5 hectares, often divided into smaller pieces. Farmers lack secure land tenure and typically have little access to mechanized tools or improved seeds, fertilizers, and pesticides, making their farming practices very labor-intensive and resulting in long hours of work often in hazardous environments.⁸ Farmers' associations have not gained strength in Haiti, limiting options for households to generate profits or advance their rights. In addition, many Haitian workers migrate to the DR for work where they and their children often end up living in informal and marginalized agricultural communities, lacking access to basic services and facing poor working conditions. They may also become domestic workers or informal street laborers, where they are vulnerable to hazardous and exploitive work.

The Ministry of Social Affairs and Labor (MAST) requires capacity building to better address the challenges faced by workers in the informal sector, notably better information on informal workers' associations, to facilitate their access to and knowledge of resources, information and social services, and to enable MAST to provide guidance to informal operators on the benefits of running a formal business and the risks associated with operating in the informal sector. Better communications between the inspectorate and informal sector actors are needed, along with improved statistical data on the actors in the sector.⁹

SECTION II: THEORY OF CHANGE

Let's Work for Our Rights Results Framework

The Project Result Framework below identifies the Project Objective, the five Intermediate Objectives and the twenty-one supporting objectives and graphically illustrate the project's theory of change.

⁶ Haiti Presidential Commission on Competitiveness, 2010.

⁷ <http://www.cepr.net/index.php/blogs/relief-and-reconstruction-watch/haiti-by-the-numbers-five-years-later#iii> Calculation based on numbers in reports from Better Work Haiti and the Office of the U.S. Trade Representative

⁸ *Working Children in Agriculture in Haiti, Sud Department*. Task Order II, Task VIII. ICF-MACRO. Sept. 2012, pg4.

⁹ CRS has an ongoing conversation with the MAST Director and IBESR on the issue of enforcement of labor laws in the informal sector where minors are often the victims. What was clearly stated from both agencies is that the absence of an express/formal contract does not altogether foreclose the possibility of a contractual relationship upon which MAST, particularly, may act to the extent that a complaint is filed.

Critical assumptions:

MAST/IBESR and MOA support for project

Political stability

No excessive variation in exchange rate

No natural disasters or phytosanitary epidemics

Reliable transportation for goods

No significant increase in security risks

Project Objective: Reduced incidence of child labor in the project's 12 target communes

IO1: School attendance among beneficiary children increased

IO1.1 Financial obstacles to school attendance reduced

IO1.3 Improved school infrastructure (safety and hygiene)

IO1.4 Active school councils support children's education

IO1.2 Increased access to school transition mechanisms adapted to the needs of beneficiary children

IO1.5 Increased teacher knowledge of the needs of the project's beneficiary children

IO4: Beneficiary households receive social protection services and information on workers' rights

IO4.1 Increased capacity of the Workers' Rights Centers to provide legal assistance and social protection services to beneficiary households

IO4.2 Increased understanding among beneficiary households of available social protection services and the need for legal documentation

IO4.3 Improved attitude within target communities regarding child labor

IO4.3.1 Improved dissemination of awareness raising message on the negative aspects of child labor

IO4.3.2 Adoption of an awareness raising message on child labor that resonates with the target population

IO2: Income increased in beneficiary households

IO2.1 Increased production by target HHs of agricultural and alternative products

IO2.2 Improved linkages among producers, buyers, consumers and input

IO2.1.1 Improved technical skills among producers

IO2.1.2 Increased access to micro-finance

IO2.1.3 Increased access to inputs

IO2.3 Improved information available on markets and sales channels for agricultural and alternative products

IO3: Increased decent and productive work opportunities among beneficiary youth 15-18 years of age

IO3.1 Increased knowledge among beneficiary youth of skills required for work

IO3.2 Increased market-based adaptation of vocational training for beneficiary youth

IO5: Increased government, private sector and civil society prioritization of protection of child and worker rights

IO5.1 Strengthened capacity to protect child and worker rights within state agencies (MAST, IBESR, BPM, local government)

IO5.2 Increased commitment to social compliance within target enterprises

IO5.3 Increased involvement by civil society in advocacy to protect the rights of children and workers

Let's Work for Our Rights Theory of Change

The project seeks to reduce child labor and improve labor rights and working conditions in Haitian agriculture, including in sugarcane producing areas and in production supply chains, in three regions, the North and North East departments and the borders areas with the Dominican Republic. The project addresses the following factors leading to child labor and violation of workers' rights: poor school attendance, low household income, absence of social protection services, lack of youth employment opportunities, absence of policies and programs addressing child labor issues at local and national level, and lack of awareness on child labor and workers' rights issues in the communities. LWR activities are designed to help curb those factors.

The project uses an area-based approach with services provided by five local partners with considerable on-the-ground experience in each of the targeted areas. The area-based approach will ensure that all forms of child labor and labor rights violations in the targeted geographic areas of the project are addressed in the life of the program. Building off the successful Workers' Right Center (WRC) model used by CRS in Central America and the Dominican Republic (DR), the project will create community-based hubs that will provide awareness raising, legal services, social protection referrals, livelihoods and education interventions to beneficiary households and children. Community-based case managers employed by the project's partners and working in the WRCs will identify households and provide ongoing monitoring.

LWR partners were selected based on their on the ground experience with the project's target populations and their ability to provide services quickly and efficiently. AVSI has large scale operations in the North and North East working to provide child protection, agriculture and educational services to thousands of households. Jurimedia is also active in the North and North East with a large network of community-based volunteers who engage in advocacy and child protection work. CLES is an established leader in agricultural livelihoods in the North East, with a robust network of agricultural associations and cooperatives. Haiti Survie has a community-based network of social protection officers and trainers. SJM works to provide integrated services for migrants returning from the DR and will assist that population to obtain legal documentation.

The project theory of change for each of the five Intermediate Objectives is summarized below.

Increase school attendance among beneficiary children

In an effort to increase school attendance among beneficiary children, the project will address household financial barriers to school attendance, will provide infrastructure support to targeted schools, and will leverage the engagement of communities and Government in education. By providing subsidies to cover school fees and scholastic materials for vulnerable children, beneficiary households with low income should have the additional financial resources to be able to send their children to school. In addition, targeted schools will receive basic infrastructure support in order to improve the learning environment which was identified as a key factor for school abandonment. School councils and teachers in targeted schools will also contribute to raising awareness on child labor and to sensitize parents and children on the impact of child labor on school performance. Teachers will receive periodic training to raise their awareness of class management techniques and referral services available to families at the Workers' Rights Centers. As a result of project activities, it is expected that children will spend more time in school rather than being exposed to conditions that can lead to child labor.

Increase income of beneficiary households

In addition to efforts to increase beneficiary children's school attendance, the project's agriculture-focused livelihood interventions are designed to increase farmers' income through diversified crops, improved farming techniques, improved market access, increased access to credit, and increased alternative income generating activities. In addition, beneficiary households will be able to increase their savings through the creation and/or strengthening of Mutuelle de Solidarite (MUSOs). By increasing household income through better farming techniques and alternative income generating activities, improved access to markets, and increased savings and access to micro-finance, one of the expected results is that children in the beneficiary households will be more likely to attend school than having to work to supplement household income.

Increase employment among beneficiary youth 15-24

Through targeted project livelihood activities, youths aged 15 through 17 will be offered market-relevant entrepreneurship skills, business skills, occupational safety and health training, and vocational training aimed at fulfilling local needs for a qualified labor force. As a result, it is expected that the beneficiary youth will contribute to the households' income so as to minimize the needs for those younger to be engaged in child labor. It is also expected that beneficiary youth will be aware of occupational safety and health standards that should be respected at their workplace.

Increase access to social protection services

LWR will foster improved linkages with existing social protection services and raise awareness among families for available social protection programs. Increased access to social protection services will help reduce household vulnerability and hence reliance on child labor. The Workers' Rights Center (WRCs) will offer referral services such as legal assistance to defend the rights of workers, or for other social services from qualified services providers. Those referrals would also be vetted by the project to ensure their quality and efficiency. The WRCs will help target households have access to information on available social protection services and may consequently help reduce their reliance on child labor.

Improve government, civil society and private sector prioritization of protection of child and labor rights

The project will assess capacity needs and develop and implement a plan to build capacity on child labor regulations, workers' rights, Occupational Safety and Health (OSH) and social compliance issues within government, the private sector and civil society. The project will assist MAST to strengthen systems, services and physical capacity to address these issues. The project will assist civil society organizations to develop advocacy plans to raise awareness of child labor and workers' rights and within the private sector will assist target companies to develop a social compliance plan in collaboration with chambers of commerce, focusing on one company in the sugarcane sector that has expressed willingness to adopt a social compliance plan.

The section above addresses expected change as a result of project interventions. The section below describes specific activities.

LWR Key Activities by project Intermediate Objectives

Primary activities for each of the project's intermediate objectives (IOs) are listed below. A more detailed mapping of project activities broken down by sub-objectives and outputs is provided in Annex 3.

IO 1: school attendance among beneficiary children increased

The process of increasing school attendance among beneficiary children will include the following:

- Identify educational program adapted to the needs of beneficiary children
- Provide scholastic materials and school fees for beneficiary children to help reduce the financial burden on the parents and enable them to send their children to school.
- Set up community-based mechanisms to facilitate transition of beneficiary children from the informal to the formal education system.
- Provide basic infrastructure improvements (rehabilitation of sanitary blocs, furniture repairs, provision of black board, etc.) to targeted schools to improve school physical environment.
- Raise awareness among school families on the importance of school councils through discussion groups
- Organize periodic workshops to raise teacher awareness of class management techniques and referral services available to families at the Workers' Rights Centers

IO 2: Income increased in beneficiary households

LWR will provide the following direct services to raise incomes among beneficiary households:

1. Identify potential livelihoods opportunities for beneficiary households, including agricultural crops and alternative income generating activities
2. Provide training to producers in new agricultural/alternative income generating activities production/management techniques
3. Provide kits/equipment to selected households/agricultural cooperatives according to needs for activity start-up
4. Establish MUSO groups to provide credit to producers and increase household savings
5. Facilitate linkages between Micro-Finance Institutions (FONKOZE) and potential local entrepreneurs
6. Organize meetings between producers, buyers and consumers to facilitate sales opportunities and provide information on CL, labor rights and OSH/social compliance
7. Carry out an assessment of micro-finance options, including an assessment of level of awareness among stakeholders of CL issues, labor rights, OSH and social compliance.
8. Establish commercial producer groups to track product output and quality and increase production of marketable products and services

IO 3: Increased decent work opportunities among beneficiary youth 15-18 years of age

LWR will provide the following services to increase employment among beneficiary youth:

- Identify labor market skills needs for youth 15-18 years of age
- Negotiate with providers the design of customized training modules for youth 15-18 years of age including service for apprenticeships, internships and jobs (Including modules on labor rights and basic OSH awareness and precautions)
- Provide Life Skills training to all youth, including module on rights as workers and basic OSH parameters and precautions.
- Provide youth with market-based vocational and technical training
- Assist youth to create associations or joint activities to deliver services or increase production

IO 4: Beneficiary households and other persons receive social protection services and information on workers' rights

LWR will provide the following services to link beneficiaries to Social Protection Services:

- Establish Workers' Rights Centers and satellites in targeted communes to assist beneficiary household in receiving social protection services and information on workers' rights
- Strengthen (training) existing local Child Protection Committees to advocate for social protection services in their respective communes.
- Map social protection services and make families aware of available social protection services.
- Carry out information and awareness raising campaigns for beneficiary households on social protection services and the need for legal documentation (home visits, distribution of brochures, open house, etc.)

IO 5: Increased government, private sector and civil society prioritization of protection of child and worker rights

LWR will provide the following direct services to strengthen GoH agencies and civil society organizations to address child labor:

- Evaluate the existing priorities, systems and institutional capacities of MAST, IBERS, BPM and local authorities to protect child and worker rights
- Develop a capacity building plan for these agencies and authorities, including recommendations on improved systems and training
- Train the managers and technicians from MAST, IBERS and local authorities on child labor, workers' rights, OSH and social compliance issues
- Provide technical assistance to MAST to strengthen systems, services and physical capacity to address child labor, workers' rights, OSH and social compliance (labor inspection, women and child services, database, equipment)
- Provide technical and logistical support (office equipment, etc.) to BPM
- Develop a social compliance plan in collaboration with chambers of commerce that will be adopted by targeted companies, including one in the sugarcane sector.
- Support civil society in developing an advocacy plan to raise awareness on CL and workers' rights.

SECTION III: 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:

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

LWR Objectives and Indicators Table

Table 3 below summarizes the LWR indicators aligned with the project objective and intermediate and supporting objectives. A detailed PMP is in Annex 5.

Table 3 LWR Objectives and Indicators

Project Objective: Reduced incidence of Child Labor in the project's 12 target communes	
POH.1 % of beneficiary HH with at least one child engaged in child labor	
POH.2 % of beneficiary HH with at least one child engaged in hazardous child labor	
POC.1 % of beneficiary children engaged in child labor	
POC.2 % of beneficiary children working in hazardous child labor	
Intermediate/Supporting Objectives	Indicators
IO1: School Attendance among beneficiary children increased	
POC.4 # and % of beneficiary children who regularly (75%) attended any form of education during the past six months POH.4 # and % of beneficiary households with all children of compulsory school age attending school regularly (75%) E1 # of children engaged in or at high risk of entering child labor provided education or vocational training services	
IO1.1 Financial obstacles to school attendance reduced	# and % of beneficiary children covered by project-funded subsidies to cover school fees and standard supplies # and % of beneficiary households with children covered by subsidy/financial support from the project
IO1.2 Increased access to school transition mechanisms adapted to the needs of beneficiary children	# of mechanisms set up in communities to facilitate transition of beneficiary children from the informal to the formal education system # and % of beneficiary children who move from the informal to the formal education system
IO1.3 Improved school infrastructure (safety and hygiene)	# and % of targeted schools benefitting from project support for basic infrastructure
IO1.4 Active school councils support children's education	# of active school councils regularly engaged in school activities
IO1.5 Increased teacher knowledge of the needs of the project's beneficiary children	Number of teachers who demonstrate increased knowledge of classroom management and referral services available at Workers' Rights Centers
IO2: Incomes in beneficiary HH increased	
Percentage of beneficiary households having reported an increase in their income as a result of the project interventions L1: Number of beneficiary households that have received a livelihoods service	
IO2.1 Increased production by beneficiary households of agricultural and alternative products	Percentage of beneficiary households ENGAGING IN AG/AIG PRODUCTION having reported an increase in their production after receiving project services # of beneficiary households that have engaged in at least one alternative income generating activity

IO2.1.1 Improved technical skills among producers in both agricultural and alternative income generating activities	# and % of producers who applied techniques learned during training in their production activities
IO2.1.2 Increased access to micro-finance	# of beneficiary households participating for the first time or reintegrating a MUSO group
	# of partnerships established with Micro-Finance Institutions
IO2.1.3 Increased access to inputs	Number of households that receive inputs through project support
IO2.2 Improved linkages among producers, buyers and consumers	# of households that join a cooperative and/or producers association
	# of producers participating in sales events
IO2.3 Improved information available on markets and sales channels for agricultural and alternative products	Number of stakeholders (Chambers of Commerce, producers, etc.) who receive the project study on potential markets, sales channels and CL/labor rights awareness
IO3: Increased decent work opportunities among beneficiary youth 15-18 (up to 24) years of age	
# and % of beneficiary youth 15-18 (up to 24) years old who obtain a decent work opportunity (internship, apprenticeship, individual enterprise or formal sector job)	
# and % of beneficiary youth 15-18 (up to 24) years old who join a group that promotes collective work (association, workshop, MUSO)	
IO3.1 Increased knowledge among beneficiary youth of skills required for work	Number and percent of beneficiary youth 15-18 (up to 24) years of age who are certified at the end of their vocational or technical training program
IO3.2 Increased market-based adaptation of vocational training for beneficiary youth	# of vocational or technical training programs that adapt their programs based on labor market needs
IO4: beneficiary households and other persons receive social protection services and information on workers' rights from	
# and % of individuals (beneficiary households or other persons) who receive at least one social protection service (school canteen/nutrition, psychosocial support, legal aid for children/workers, referral to MAST/IBESR-abused children, family reunification)	
# and % of beneficiary households who receive information on workers' rights (rights and responsibilities in the context of the Labor Code and/or applicable ILS)	
Number of individuals (from beneficiary households and other individuals in borders areas) who receive legal documents via project support (disaggregated by areas, including Borders areas)% of beneficiary households reporting a positive level of satisfaction with services received from the Centers (survey)	
IO4.1 Increased capacity of the Workers' Rights Centers to provide support services to beneficiary households	# of WRC providing services in line with the Operations Manual (references, legal aid, support to obtain identity documents)
	# and % of Center staff trained who demonstrate an understanding of the Center's operations procedures
IO4.2 Increased understanding among beneficiary households of available social protection services and the need for legal documentation	# of individuals (from beneficiary households and others persons) making requests for legal documentation
	# of individuals (from beneficiary households or other persons) requesting social protection services
IO4.3 Improved attitude within target communities regarding child labor	# of active local Child Protection Committees working with the project
IO4.3.1 Improved dissemination of awareness raising message on negative aspects of child labor	# of persons reached by awareness raising campaigns
	# of dissemination activities organized (by type-radio, school-based, march, door to door, , community meeting, etc.)

IO4.3.2 Adoption of an awareness raising message on child labor that resonates with the target population	% of focus group participants who demonstrate understanding of the key elements of the message
IO5 : Increased government, private sector and civil society prioritization of protection of child and worker rights	
# of project interlocutors that demonstrate increased prioritization of rights for workers and children engaged in child labor	
IO5.1 Strengthened capacity to protect child and worker rights within state agencies (MAST, IBESR, BPM, local government)	# of systems/devices installed on the departmental level that will ensure improved follow-up of at-risk populations (children and workers) including computers, databases, pilot child labor monitoring systems, supplies and equipment.
	# of MAST and IBESR personnel trained whose post-test results demonstrate increased knowledge of Haitian labor laws and/or ILS and child protection
IO5.2 Increased commitment to social compliance within target companies	# of companies who sign a social compliance plan
	# of companies that implement their policy of social compliance including safety equipment, prohibition of child labor, etc.
IO5.3 Increased involvement by civil society in advocacy to protect the rights of children and workers	# of local civil society organizations engaged in advocacy to protect child and worker rights (NGOs, unions, etc.)

Overview of LWR Data Collection Instruments

To collect data and measure the project indicators, 10 Data Collection Instruments (DCIs) were designed by the project. Presented in Annex 7, the Project Data Collection Table describes each DCI and lists the related indicators and responsibilities for data collection. Individual DCIs are included in Annex 8. The list of the DCIs includes:

1. Household Tracking Form
2. Child Tracking Form
3. Youth Tracking Form
4. School Inspection Checklist
5. Commercial Activity Follow-Up Form
6. WRC (Workers' Rights Center) Follow-up Form
7. Vocational Training Provider Follow-Up Form
8. Country Capacity Tracking Form
9. Awareness Raising Form
10. Satisfaction Survey on WRC Services

SECTION IV: EVALUATION PLAN

Implementation Evaluations

Two types of evaluations are planned for LWR: a mid-term evaluation that will enable the project to adjust strategy and resource allocation at mid-point to strengthen results and a final evaluation that will assess overall project results and identify best practices and lessons learned in order to provide recommendations to USDOL and CRS for future programming. The data collected through the CMEP process is intended to enhance the value and learning achieved through these evaluations. The following issues are of possible

interest to LWR 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.

A. Mid-term/interim evaluation (MTE)

A mid-term evaluation is planned for the end of 2017. 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 and 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 LWR Project, with particular attention given to synergies across components. It will also address all major activities implemented since inception including the work of the Implementing partners and any other assignments under other sub-contracts.

B. 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 relevance and fulfillment of its objectives, to identify challenges and successes, to assess overall achievements and outcomes, to provide recommendations to USDOL and CRS for future programs, and to share best practices. In keeping with this requirement, the LWR project will be subject to an independent final evaluation of the project in 2018. The scope of the evaluation will include a review and assessment of all activities carried out under the Cooperative Agreement with USDOL and will assess the achievements of the project toward reaching its targets and objectives as outlined in the cooperative agreement and project document. The evaluation will assess how the recommendations from Mid-Term Evaluation were acted upon by the project and to what effect. It will also consider all activities that have been implemented over the life of the project, and address issues of project design, implementation, lessons learned, sustainability, and recommendations for future projects.

An analysis of the data from the final evaluation will help the project and its partners identify areas of good performance and assist 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 data will also provide a picture of the project's progress in terms of children's working and educational status (i.e., the withdrawal of children from hazardous child labor, including the likelihood that children's withdrawal or prevention was sustained throughout the life of the project and over the long-term). CRS and its partners will also be able to identify and collate key achievements in the two-year period of LWR's implementation, as well as key shortfalls and factors that may have slowed down project's progress and 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 and to carry out an endline survey to facilitate comparison of start-of-project data to end-of-project data for sampled communities. 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 provides a picture of the child labor situation in the targeted areas immediately prior to project implementation. A **baseline survey** is the exercise to systematically collect, analyze and report 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 LWR baseline survey will contribute to the measurement of LWR project outcomes and inform management decisions by:

- Estimating the prevalence of child labor in project areas;
- The demographic characteristics of working children and their families,
- The educational status of working children and the barriers to education for working children or at risk of child labor
- The working conditions of children generally
- Providing context-related information to plan interventions.

Information from the baseline survey will be used to:

- develop reliable project targets;
- refine project design and activities, including the identification and development of relevant services to direct beneficiaries.

OCFT 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: IMPLEMENTATION AND MANAGEMENT OF CMEP

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 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 CRS M&E effort is led by the Monitoring and Evaluation Specialist who works closely with the DBMS manager. Each department has its own M&E officer. Each of the LWR partners has a Project Coordinator who oversees the M&E function and coordinates with the department-level M&E officer. . The M&E staff are supported by the WRC coordinators and the partner Education and Livelihoods Specialists. On the level of the commune, a Team Leader within the WRC or satellite oversees the work of the Case Managers who are directly responsible for data collection on their beneficiary households, children and youth.

The roles and responsibilities of these players are described in Table 4 below.

Table 4: Monitoring Responsibilities per Type of Staff

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
CRS Project Coordinator	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
M&E Specialist	All beneficiaries	- Consolidate data (project level), Analyze Results in Line with RF, prepare data section of TPR for review by Project Coordinator and Project Director - Data quality assurance	LQAS method	Monthly for first six months; quarterly for second six months, then semi-annually	Random Sample
Department M&E Officers (1 per department)	All beneficiaries in each department	- Data Entry by Case Managers - Generate Trend Analysis by department and type of intervention - Review data sets for any obvious inconsistencies	LQAS method	Semi-annual	Exhaustive. All datasets
Partner Project Coordinator (5)	Total population: AVIS: 4800 children/youth + 2400 HH Cles: 3200 Children/Youth + 1600HH Juridmedia: 1200 children/youth + 600 HH Haiti Survie: 800 children/youth + 400 HH SJM: 1500 persons in border areas	- Activities on Track - Data Collection on Time - Spot check for completion of all data - Review data per commune and department	20% review for complete data	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
WRC Coordinator	All case managers	Scheduling data collection and oversight of individual case manager performance	100%	Quarterly for first year, then semi-annual	All beneficiaries under WRC
DBMS Manager	All data entries	Monitor timeliness and completeness of submissions	All data	Quarterly for first year, then semi-annual	Random sample of full database- all departments and communes
EDUCATION					
Education Technical Specialist (CRS)	10000 children and youth	- Review and approve TPR education submission - Review IO1 strategy based on results and propose strategy/tactics modifications	Ed data	Semi-Annual	Random sample
Education Officer (4 partners)	AVSI CLES JuriMedia Haiti Survie	- Responsible for IO1 and IO3 Data Review - Written Narrative section of TPR (how and why) for communes - Review results for possible corrective action	All education programs for partner	Semi-Annual	Random sample
School Director	All beneficiary children in the school	Fill section related to school attendance and completion	All beneficiary children in school	Semi-annual	NA
LIVELIHOODS					
Livelihoods Technical Specialist (CRS)	5,000 households	- Review and approve TPR submission - Review IO strategy based on results and propose strategy/tactics modifications - Review results for possible corrective action	All livelihoods beneficiaries	Semi-annual	Random sample
Livelihoods Officer (4 partners)	AVSI Cles JuriMedia Haitie Survei	- Responsible for IO2 Data Review and Corrective Action - Written Narrative section of TPR (how and why) - Review results for possible corrective action		Semi-annual	Random Sample
YOUTH					
Youth Employment Coordinator (LH/WRC-CRS)	3000 youth	- Responsible for IO3 Data Review and Corrective Action - Written Narrative section of TPR (how and why) - Review IO3 strategy based on results - Review results for possible corrective action	100%	Semi-annual	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
SOCIAL COMPLIANCE					
Social Compliance Officer (CRS)	MAST IBESR BPM	- Responsible for IO4 and 5 Data Review and Corrective Action - Written Narrative section of TPR (how and why) - Review IO4 and 5 strategy based on results - Review results for possible corrective action	100%	Semi-annual	Exhaustive. All datasets
COMMUNE LEVEL					
Team leaders	Team Leaders: : AVSI-4, Cles, JM, HS- 1 each	- Review and oversee Case Manager data collection - Provide additional training as needed	Partner team leaders oversee all their assigned case managers	Monthly for first six months, then quarterly	50% of HH and children monitored
Case Managers	Case Managers AVSI- 46 Cles- 27 Jurimedia 12 Haiti Survie 9 SJM- 9 Each overseeing: 50 HH 100 children	- Collect data - Quarterly basis for year 1 - Direct interventions with children, youth and HHs based on results- inform WRC coordinators	All assigned beneficiary HH and children	Monthly for first six months, then quarterly	All HH and children monitored

Direct Beneficiary Management System (DBMS)

The project will collect monitoring data using tablets that CRS will provide to its local partners. The Case Managers will record performance data using tablets according to the schedule stated in the PMP. 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 which will demonstrate progress on key performance indicators and which can be sorted by communes, department, age and sex. Data will be stored in a database and will be accessible online for key staff persons that are granted access to the DBMS.

Coordination among Implementing Partners

The successful implementation of the LWR project relies on close collaboration between CRS and its local partners. The CMEP provides standard M&E procedures, allowing all partners to share the same information and work toward accomplishing clear, measureable objectives. During the development of the CMEP and training on M&E procedures, all partners will be together and make joint decisions and plans. The following mechanisms will be used to ensure open communication and shared information.

- *Regular Partners' Meetings* – The LWR partners will meet through a steering committee every two (2) months to discuss project updates, issues and formulate appropriate recommendations to improve project implementation strategy.

- *Pre-TPR Report meetings:* The LWR 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 action to enhance performance and collect all supporting documents for the TPR submission.
- *Training Staff on M&E Procedures:* LWR will hold regular M&E trainings and refresher courses for all staff involved in project monitoring. Prior to activity implementation, partners will carry out intensive field training for all staff and particularly the case managers on the use of the data collection system, mobile technology, and monitoring templates. The M&E officer in each department will work with the Team Leaders to provide on-site supervision of the early data collection efforts, at least during the first six months of implementation, with spot checks on data quality during the remainder of the project.

Data Quality Assurance Procedures

1. Initial Data Review*

Data collected in the field will first be reviewed by the Team leader or the M&E Officers as appropriate at the partner's level to ensure quality. If gaps are observed, the staff for the concerned sector at the partner's level will be contacted to ensure appropriate follow-up in terms of data correction.

2. 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 partner's level as indicated above, followed by in-depth review at the CRS level by appropriate staff. Finally, the CRS project specialist, through a data quality assessment, 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 such as tables of frequency, graphs and significance tests.

3. 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 in order to assess the quality of the project's key indicators, with 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 5: 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.
Timelines	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 Catholic Relief Services in Haiti has been using the iFormBuilder platform for electronic data collection for more than 5 years. The system includes an online platform linked to tablets used to collect data from the various data sources. Smart electronic forms through iFormBuilder will be developed to collect data which will be stored in the online relational database and compatible with almost all statistical treatment software such as SPSS, STATA, SAS and EXCEL. For the need of the validation process, data will be collected off-line in order to allow initial review before storage in the iFormBuilder database. Access to the iFormBuilder database is managed by the CRS ICT4D (Information and Communication Technologies for Development) Specialist who grants specific access to relevant key project staff at different level. Some staff will only be able to log in and visualize data while the M&E Officers and the Project M&E Specialist will have the privilege to modify data stored in the database for correction need. All edits action performed on this database will be monitored by the ICT4D specialist.

Reporting

The project will submit TPRs to USDOL twice per year, on April 30th and October 31st. Internally, the CRS LWR office will provide a report to update CRS HQ on a monthly basis about program activities, successes and challenges. Partner agencies will provide monthly status report and data reports will be provided on a quarterly basis to the CRS 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 CRS and its partners 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.

Table 6: Budget for M&E and Research Activities

Budget for M&E and Research Activities	
Activity	Budget
CMEP PREPARATION WORKSHOPS	
CMEP Workshops	9,200
SUBTOTAL	9,200
BASELINE AND ENDLINE SURVEYS	
Household Survey (Baseline)	100,000
Household Survey (Endline)	100,000
SUBTOTAL	200,000
DATABASE DEVELOPMENT	
DBMS development and maintenance	50,000
SUBTOTAL	50,000
MONITORING OPERATIONS	
Training and capacity building of staff, volunteers	81,962
Local Travel for monitoring and evaluation purposes	289,035
SUBTOTAL	370,997
PROJECT EVALUATION	
Interim Evaluation	25,000
Final Evaluation	45,000
Subtotal	70,000
Grand Total:	620,197

Timetable for Implementation of CMEP

Table 7: CMEP Implementation Timeline

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
	2015				2016				2017				2018				
	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,																	CRS/MSI
Identify final indicators and M&E plan, CMEP roles and responsibility																	CRS/MSI
CMEP virtual consultations on PMP, DCT, DCIs, Timetable and Budget																	CRS/MSI
Conduct Baseline assessment																	Consultant
CMEP Workshop 2 (March 2016) Finalization of PMP, DCT, DCIs																	CRS/MSI
Design DBMS																	CRS
Design data collection tools and training manual for case managers																	CRS
Training and refresher course of case manages, schools, CPCs in data collection and data quality																	CRS/Partners

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
	2015				2016				2017				2018				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Monitoring trips from HQ to field																	CRS
Annual Review of CMEP																	CRS/Partners
Collect data on beneficiaries' educational and work status																	Partners
Data Quality Assessment																	Partners
Conduct field verification of monitoring data																	CRS/Partners
Produce and submit semi-annual Technical Progress Report including project performance data																	CRS
Market opportunities study and dissemination																	Consultant
Interim Evaluation (dates to be confirmed with USDOL)																	Consultant
Conduct Endline Study																	Consultant
Final Evaluation (dates to be confirmed with USDOL)																	Consultant

Project Results Communication Strategy

As stated above, the CRS M&E specialist will analyze the performance indicators every six months in order to supply information to the TPR and provide feedback for LWR staff, management, and partners. This analysis will clearly show which sub-IOs are performing in line with expectations and 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 IO. Such analysis will be used by the Project Director in planning with partner agencies.

At local levels, commune and sector authorities and officers as well as local opinions leaders will be invited to quarterly meetings to discuss and provide feedback on project achievements and challenges. At the national level, key stakeholders, which include but are not limited to MAST, IBESR, BPM, ILO and the US Embassy, will be invited for periodic program updates where LWR 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 for potential revision at the end of every calendar year

- M&E tools for clarity and utility

- Project targets to reflect realistic expectations in line with project performance to date and critical assumptions
- Project progress and results with stakeholders to identify areas for adjustment.
- Data quality issues to determine capacity gaps or technology issues
- Data sources for indicators, as defined in the Performance Monitoring Plan, for potential revision if improved sources (more accurate or more timely) are available

SECTION VI: END-OF-PROJECT DATA ANALYSIS

The final CMEP data analysis will be conducted by the LWR M&E Specialist in coordination with partner M&E officers using data from the final reporting period and the endline survey in order to assess progress towards targets and contributing and constraining factors to project performance. This analysis, to be completed by September 2018, will inform:

- The project final evaluation.
- Learning and knowledge to guide designing and implementation of similar projects in the future.
- Potential decision making regarding the need for a no cost extension for the project.
- 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 Analysis

Main Problem: High incidence of child labor in the project's target communes

1. Children are not in school

Insufficient number of schools for the population

Schools are very far from households

Households don't recognize the value of school

Financial obstacles (e.g. school fees, uniforms, supplies)

Lack of transition mechanisms for out-of-school children

Lack of school canteen/lunch

Poor infrastructure (safety and hygiene)

Inactive school committees

3. Limited household access to social protection services and to legal assistance

Lack of knowledge among households of services and rights

Lack of centers to provide references to social protection services and legal aid

Lack of community awareness on child labor issues and worker rights

Inability to pay for services

Lack of services in the communes

Lack of understanding of importance of legal documentation

Long distances to travel to access services

Poor quality of services

2. Low economic capacity of households

Lack of job opportunities

Low levels of production

Lack of competitiveness (quality and quantity)

Limited access to markets

Lack of diversification of sectors

Certain sectors perceived as lacking value (crafts)

Limited access to credit

Lack of skills

Resistance among workers to collective agricultural/entrepreneurial efforts

Lack of info on markets (prices, sales channels)

Lack of vocational training

Poor access to agricultural and entrepreneurial start-up inputs and inputs

Weak demand

5. Insufficient protection of child and worker rights by the government, private sector and civil society

Limited capacity within MAST to apply and monitor legal protection of children and workers

Lack of knowledge of labor laws among MAST inspectors

Lack of office equipment and supplies

Private sector does not respect social compliance (case of sugar cane in North)

Lack of private sector safety equipment and understanding of its importance at work

Civil society does not advocate for social compliance and respect of labor laws

Civil society does not see a direct benefit from investing in social compliance

4-Lack of market-based professional skills among youth 15 to 18 years old

Lack of access to vocational training

Very limited opportunities for apprenticeships

Unaccredited vocational schools

Training not adapted to labor market needs

Problems in italics are obstacles identified by the project over which it has no control

ANNEX 2.

Project Results Framework with Outputs

Critical assumptions:
 MAST/IBESR and MOA support for project
 Political stability
 No excessive variation in exchange rate
 No natural disasters or phytosanitary epidemics
 Reliable transportation for goods
 No significant increase in security risks

Project Objective: Reduced incidence of child labor in the project's 12 target communes

IO 1: School attendance among beneficiary children increased

Outputs: Target schools identified, Beneficiary children enrolled in appropriate educational programs, Beneficiary children monitored by case managers

IO1.1 Financial obstacles to school attendance reduced

Outputs: HHs requiring financial support identified, Fees paid

IO1.3 Improved school infrastructure

Outputs: School repair needs identified and costed, repairs monitored

IO1.4 Active school councils support children's education

Outputs: awareness of importance of school council raised, school councils created or strengthened to advocate

IO1.2 Increased access to school transition mechanisms adapted to the needs of beneficiary children

Outputs: Community education transition strategy developed, Transition mechanisms created in schools or CBOs

IO1.5 Increased teacher knowledge of the needs of the project's beneficiary children

Outputs: Teachers training needs to assist beneficiary children evaluated, teachers trained

IO4: Beneficiary households receive social protection services and information on workers' rights

Outputs: -Workers Rights Centers and satellite offices set up and staffed
 -Service, legal documents and information provided to beneficiary HHs
 - Beneficiary HHs surveyed to determine satisfaction

IO4.1 Increased capacity of the Workers' Rights Centers to provide legal assistance and social protection services to beneficiary households

Outputs: WRC services mapped, operations manual developed, WRC staff trained

IO4.2 Increased understanding among beneficiary households of available social protection services and the need for legal documentation

Outputs: Awareness raised among beneficiary HHs of social protection services and need for legal documentation

IO4.3 Improved attitude within target communities on child labor

Outputs: CPCs created where they do not exist. CPCs trained on CL

IO4.3.1 Improved dissemination of awareness raising message on the negative aspects of child labor

Outputs: Communication plan developed and implemented

IO4.3.2 Adoption of an awareness raising message on child labor that resonates with the target population

Outputs: Awareness raising message developed and validated

IO5: Increased government, private sector and civil society prioritization of protection of child and worker rights

Outputs: Government child labor services inventoried. system changes monitored

IO5.1 Strengthened capacity to protect child and worker rights within state agencies (MAST, IBESR, BPM, local government)

Outputs: Government child/worker rights systems/capacity evaluated, capacity building plan implemented, logistical support to BPM provided

IO5.2 Increased commitment to social compliance within target enterprises

Outputs: Social compliance workshop carried out, social compliance plan prototype developed, awareness raising workshops carried out

IO5.3 Increased involvement by civil society in advocacy to protect the rights of children and workers

Outputs: Advocacy plan for civil society developed, civil society organizations trained in advocacy

IO2: Income increased in beneficiary households

Outputs: Beneficiary HHs identified, Beneficiary HHs briefed on project objectives and services, Beneficiary HHs monitored for increase in income

IO2.1 Increased HH production of agricultural and alternative products

Outputs: HH production levels monitored

IO2.2 Improved linkages among producers, buyers, consumers and input vendors

Outputs: Associations/networks identified and trained, linkage meetings held

IO2.1.1 Improved technical skills among producers

Outputs: Ag/IGA producers trained, demo plots organized

IO2.1.2 Increased access to micro-finance

Outputs: HHs trained on MUSOs, MUSOs created, MFI partnerships created

IO2.1.3 Increased access to inputs

Outputs: HH input needs identified, Start-up kits distributed

IO2.3 Improved information available on markets and sales channels for agricultural/alternative

Outputs: Market study completed and disseminated

IO3: Increased decent and productive work opportunities among beneficiary youth 15-18

Outputs: Labor market skills inventory completed, beneficiary youth identified, voc/technical schools and apprenticeships identified, youth associations created

IO3.1 Increased knowledge among beneficiary youth of skills required for work

Outputs: Youth trained in life skills, technical skills and OSH, start-up kits provided to beneficiary youth

IO3.2 Increased market-based adaptation of vocational training for beneficiary youth

Outputs: Customized training modules developed including labor rights and OSH awareness

ANNEX 3.

LWR Activities Map against Intermediate and Supportive Objectives and Outputs

Activities Mapped Against Project Objectives and Outputs

Intermediate and Sub-Intermediate Objectives	Key Activities
Project Objective : Reduced Incidence of Child Labor in the Project's 12 Target Communes	
IO1- EDUCATION	
IO1 School attendance among beneficiary children increased	
Outputs: Target schools identified Beneficiary children enrolled in appropriate educational programs Beneficiary children monitored by Case Managers.	1. Identify educational programs in each commune adapted to the needs of beneficiary children (formal primary school- 1st and 2nd cycles ; formal secondary- 3rd cycle ; informal education- existing community schools or mechanisms to be created) 2. Sign a partnership agreement with the selected schools 3. Enroll children in identified educational programs in the commune 4. Sign an agreement with beneficiary households acknowledging education orientation for children and their responsibilities as parents vis a vis the project 5. Monitor school attendance and performance among beneficiary children
IO1.1 Financial obstacles to school attendance reduced	
Outputs: HHs requiring financial support identified. Fee/supplies subsidies paid.	1. Identify the most needy households 2. Identify needs for financial support • School fees • Standard supplies 3. Pay the subsidy to the school or to the supplier
IO1.2 Increased access to school transition mechanisms adapted to the needs of beneficiary children	
Outputs: Community transition strategy developed. Transition mechanisms created in schools or CBOs.	1. Meet with community to develop a transition strategy 2. Negotiate with schools (parochial, community) or community-based organizations to obtain an available room in the community or at the school and a competent teacher to assist beneficiary children to integrate or reintegrate formal school 3. Provide financial support if required
IO1.3 Improved school infrastructure (safety and hygiene)	
Outputs: School repair needs identified and costed. Repairs monitored.	1. Identify specific repair needs (painting, roof, doors, windows, toilets, etc.) 2. Calculate cost of repairs 3. Request in kind contributions (through School Committee) 4. Monitor repairs

Intermediate and Sub-Intermediate Objectives	Key Activities
IO1.4 Active school councils support children's education	
Outputs: Awareness increased among school families of important of school council. School councils created or strengthened to advocate for children's education.	1. Raise awareness among school families on the importance of school councils through discussion groups 2. Support the creation/strengthening/advocacy of school councils with the support of the case manager and project team 3. Monitor the regular activities of the school councils
IO1.5 Increased teacher knowledge of the needs of the project's beneficiary children	
Outputs: Teachers' training needs to assist beneficiary children evaluated. Teachers trained in class management and referral services available at WRCs.	1. Evaluate the needs of teachers in order to assist beneficiary children 2. Organize periodic workshops to raise teacher awareness of class management techniques and referral services available to families at the Workers' Rights Centers 3. Identify potential partnerships to train teachers 4. Evaluate potential access to National Education Fund for supplemental funding
IO2- LIVELIHOODS	
IO2 Income increased in beneficiary households	
Outputs: Beneficiary HHs identified based on selection criteria. Beneficiary HHs briefed on project objectives and services. Beneficiary HHs monitored for increase in income after receiving services.	9. Plan and implement an inventory of households in the target communes (Terms of Reference, questionnaire, logistics, data collection, etc.) 10. Identify selection criteria for the households 11. Share selection criteria with the community 12. Select beneficiary households 13. Organize information meetings with the selected households
IO2.1 Increased production by beneficiary households of agricultural and alternative products	
Output: HH production levels monitored.	1. Monitor the perception of HH of their production levels
IO2.1.1 Improved technical skills among producers in both agricultural and alternative income generating activities	
Outputs: Ag/IGA producers trained in improved production/ management techniques Demo plots organized.	1. Evaluate training needs among producers 2. Provide technical and management training to producers 3. Organize demonstration plots and field days for the producers
IO2.1.2 Increased access to micro-finance	

Intermediate and Sub-Intermediate Objectives	Key Activities
Outputs: HHs trained on MUSO methodology and benefits New MUSO groups created Partnerships with MFIs created.	1. Explain the Mutuelle de Solidarité (MUSO) methodology to beneficiary HHs in the target communes 2. Create MUSO groups in the target communes 3. Facilitate partnerships with Micro-Finance Institutions (FONKOZE) and potential local entrepreneurs
IO2.1.3 Increased access to inputs	
Outputs: HH input requirements identified. Start-up kits and input supplier information distributed.	1. Identify types of agricultural activities in each household 2. Identify the input needs associated with each activity 3. Provide kits/equipment according to needs for activity start-up 4. Provide households with information on input and equipment suppliers/locations
IO2.2 Improved linkages among producers, buyers, consumers and input vendors	
Outputs: Associations and networks identified for beneficiary HH and trained on services/staffing. Meetings organized with buyers and vendors to promote sales and raise awareness of CL.	1. Identify existing associations and/or networks 2. Associate producers through associations and/or networks 3. Train associations on organization of services and staffing 4. Assess need for equipment or machines within associations/cooperatives 5. Provide equipment/machines to selected agricultural cooperatives 6. Organize or facilitate participation in agricultural fairs 7. Organize meeting between producers, buyers, consumers and input vendors to facilitate sales opportunities and provide information on CL, labor rights and OSH/social compliance
IO2.3 Improved information available on markets and sales channels for agricultural and alternative products	
Output: Market study completed and disseminated.	1. Carry out a market study in target communes, including micro-finance options, and including an assessment of base level of awareness among stakeholders of CL, labor rights, OSH and social compliance 2. Develop dissemination plan to share and explain market study 3. Share study results with stakeholders
IO3- YOUTH	
IO3 Increased decent and productive work opportunities among beneficiary youth 15-18 years of age	
Outputs: Labor market skills inventory completed. Beneficiary youth identified. Vocational/technical schools and apprenticeships opportunities identified. Youth associations created.	• Carry out an inventory of the skills needed within the labor market • Identify the principal beneficiary youth in the project (15-18 years) • Inventory the vocational and technical training schools • Evaluate needs in terms of vocational and technical training among beneficiary youth • Assist youth to create associations or joint activities to deliver services or increase production
IO3.1 Increased knowledge among beneficiary youth of skills required for work	

Intermediate and Sub-Intermediate Objectives	Key Activities
Outputs: Youth trained in life skills, technical skills and OSH. Start-up kits provided to target youth.	1. Provide Life Skills training to all youth, including module on rights as workers and basic OSH parameters and precautions 2. Provide training on entrepreneurship 3. Design and offer a vocational training package (masonry, ironworking, etc.) 4. Design and offer a technical training package (information technology, motorcycle mechanics, etc.) 5. Provide Start up kits
IO3.2 Increased market-based adaptation of vocational training for beneficiary youth	
Outputs: Customized training modules produced including labor rights and OSH awareness.	1. Negotiate with providers the design of customized training modules for youth 15-18 years of age including options for apprenticeships, internships and jobs 2. Include module on labor rights and basic OSH awareness and precautions
IO4- SOCIAL PROTECTION	
IO4 Beneficiary households receive social protection services and information on workers' rights	
Outputs: Workers Rights Centers and satellite offices set up and staffed. Services, legal documents, and information provided to target HHs. Target HHs surveyed to determine satisfaction.	Preparatory work : •Set up and equip Workers' Rights Centers •Set up and equip satellite offices •Recruit personnel for centers and satellite offices
IO4.1 Increased capacity of the Workers' Rights Centers to provide support services to beneficiary households	
Outputs: WRC services mapped. Operations manual and information sheets developed. WRC staff trained.	1. Identify existing services and references- mapping 2. Develop an operations manual 3. Train Center staff (theory and practical) 4. Develop information sheets for the beneficiaries
IO4.2 Increased understanding among beneficiary households of available social protection services and the need for legal documentation	
Outputs: Awareness raised among beneficiary HHs of social protection services and need for legal documentation.	1. Identify beneficiary households 2. Fill out intake form 3. Carry out information and awareness raising campaigns for beneficiary households on social protection services and the need for legal documentation (via home visits, distribution of brochures, open house, etc.) 4. Establish communication channels between beneficiary households and their

Intermediate and Sub-Intermediate Objectives	Key Activities
	Workers' Rights Center
IO4.3 Improved attitude within target communities regarding child labor	
Outputs: CPCs created where they do not exist. CPCs trained.	1. Strengthen existing local Child Protection Committees 2. Create local Child Protection Committees where they do not exist 3. Develop and carry out a capacity building plan for the Committees- training or refresher training
IO4.3.1 Improved dissemination of awareness raising message on negative aspects of child labor	
Output: Communications plan developed and implemented.	1. Develop and validate a communications plan 2. Implement the communications plan
IO4.3.2 Adoption of an awareness raising message on child labor that resonates with target population	
Outputs: Awareness raising message developed and validated.	1. Organize workshops with project partners to develop the message 2. Pre-test the message in several local communities 3. Modify and validate the message as needed
IO5- GOVERNMENT, PRIVATE SECTOR, CIVIL SOCIETY CAPACITY	
IO5 Increased government, private sector and civil society prioritization of protection of child and worker rights	
Outputs: Government CL services inventoried. System changes monitored.	Preparatory work : 1. Inventory the types of interventions implemented currently by the target actors (MAST, IBERS, BPM, private sector, civil society)
IO5.1 Strengthened capacity to protect child and worker rights within state agencies (MAST, IBERS, BPM, local government)	
Government child and worker rights systems and capacity evaluated. Capacity building plan including training and technical assistance implemented. Logistical support to BPM provided.	1. Evaluate the existing priorities, systems and institutional capacities of MAST, IBERS, BPM and local authorities to protect child and worker rights 2. Develop a capacity building plan for these agencies and authorities, including recommendations on improved systems and training 3. Train the managers and technicians from MAST, IBERS and local authorities on child labor, workers' rights, OSH and social compliance issues 4. Provide technical assistance to MAST to strengthen systems, services and physical capacity to address child labor, workers' rights, OSH and social compliance (labor inspection, women and child services, database, equipment) 5. Provide technical and logistical support (office equipment, etc.) to BPM
IO5.2 Increased commitment to social compliance within target companies	

Intermediate and Sub-Intermediate Objectives	Key Activities
Outputs: Workshop on social compliance implemented. Social compliance prototype plan developed. Awareness raising workshops on social compliance carried out.	1. Organize a workshop with chambers of commerce to define a social compliance strategy and select target companies 2. Develop a social compliance plan adapted to the local context 3. Raise awareness among companies of benefits of a social compliance plan through workshops with the target companies
IO5.3 Increased involvement by civil society in advocacy to protect the rights of children and workers	
Outputs: Advocacy plan for civil society developed. Civil society organizations trained in advocacy.	1. Develop and validate an advocacy plan for civil society 2. Raise awareness/train civil society organizations through workshops

ANNEX 4.

Project-Level Child Labor Definitions

Project Level Definition of Child Labor

For purposes of the project, we will use the following definitions to determine when a child is engaged in child labor (CL), hazardous child labor (HCL) and at high risk of child labor (CAHR). Intake forms for direct beneficiaries will help to determine whether a child is in CL or CAHR using the Haitian legal framework as well as ILO definitions.

For all definitions a “*minor*” is a person under eighteen (18) years of age.¹⁰

Working children (Legally Working)

Any child of legal working age, meaning 15 years old, engaged in work that is not unhealthy, hard or dangerous, physically or morally is a working child (Title V, chapter VIII, article 333), including:

- Minors, between the age of fourteen (14) and sixteen (16) years old, working as an apprentice for no more than 25 hours per week¹¹.
- Minors aged 13 and 14 performing light work completed outside of school hours and for no more than fourteen hours per week.¹²
- Minors aged 15 up to 18 who are working in an agricultural, industrial or commercial enterprise with a work permit from the Ministère des Affaires Sociales et du Travail (MAST).¹³
- Minors aged 15 up to 18¹⁴, working in an enterprise, with a medical certificate.¹⁵

Child labor refers to any type of work that is, unhealthy, hard or dangerous, physically or morally, performed by a minor (child under 18 years of age).¹⁶

To render this definition operational, the following considerations or criteria will be adopted as found in the Haitian labor code and the ILO conventions ratified by Haiti.(C138, C182)

Children under 18 are considered to be engaged in child labor if they are:

- Engaged in a Worst Form of Child Labor, including Hazardous Child Labor as defined below.
- Minors aged 14 years and under who are working in industrial, agricultural or commercial enterprises.¹⁷
- Minors aged 15 up to 18 working in enterprises without a medical exam certifying their aptitude to work in any particular sector.¹⁸
- Minors aged 15 up to 18, who are working in an agricultural, industrial or commercial enterprise, without a work permit from MAST.

¹⁰ Haitian Constitution, ILO and Labor Code, (Title V, Chapter VIII).

¹¹ Haitian Labor Code, (Title 1, Loi No III, Ch. I, Art. 73 and Ch. II, Art. 82).

¹² C138, Art. 5, Art. 7 and ICLS Recommendations 2008

¹³ Haitian Labor Code, (Title V, Chapter VIII, Art. 337).

¹⁴ Haitian Labor Code, (Title V, Chapter VIII, Art. 335).

¹⁵ Haitian Labor Code, (Title V, Chapter VIII, Art. 336).

¹⁶ Haitian Labor Code, (Title V, Chapter VIII, Art. 333).

¹⁷ Haitian Labor Code, (Title V, Chapter VIII, Art. 335).

¹⁸ Haitian Labor Code, (Title V, Chapter VIII, Art. 336).

- Engaged in household chores for more than 20 hours per week.¹⁹
- Children aged 14 up to 16 who work as an apprentice for more than 25 hours per week.
- Minors aged 13 up to 15 performing light work completed outside of school hours and for no more than fourteen hours per week.²⁰

Worst form of Child Labor (WFCL) (ILO C182)

A child of any age can be engaged in the “worst form of child labor”. A child meeting any of the following criteria will be considered engaged in WFCL:

- Any child meeting the criteria for HCL (see below) is considered to be in the WFCL
- A child of any age engaged in the following activities, slavery or similar practices such:
 - Trafficking in children
 - Debt bondage
 - The recruitment, use, procuring or offering of a child for prostitution or for the production of pornography or for pornographic performances
 - Use in conflicts and wars
 - Use in illicit activities (such as drugs trafficking)

Note: there are no project indicators addressing WFCL. However, this definition will be used to gather general information throughout the project (including the baseline study, project monitoring)

Hazardous Child Labor (ILO C182), (ILO C190)

Children of any age may be engaged in HCL if they:

- Work exposes them to physical, psychological or sexual abuse
- Work underground, underwater, at dangerous heights or confined spaces
- Work with dangerous machinery, equipment and tools or which involves the manual handling or transport of heavy loads (such as a bucket of water, a sack of provisions to and from market or any other loads that a reasonable adult would find exceeds more than 20 % of the child’s body weight)
- Work in unhealthy environment exposing them to hazardous substances, agents or processes, or to temperatures, noise level or vibrations damaging to their health
- Work is under particularly difficult conditions such as work for long hours (long hours mean work for more than 48 hours per week)²¹ or work where the child is unreasonably confined to the premises of the employer²²
- Working in an establishment where alcohol is served²³

¹⁹ ICLS 2013

²⁰ C138, Art. 5, Art. 7 and ICLS Recommendations

²¹ Haitian Labor Code,(Title II, Chapter 2, Art. 96).

²² ILO Recommendation 190

²³ Haitian Labor Code, (Title V, Chapter VIII, Art. 333)

- Working between the hours of 10PM and 7AM in a public or private industrial enterprise²⁴

Children at High Risk of Child Labor (CAHR) (Project Specific DOL Definition)

“Children at High Risk of Entering Child Labor” refers to children who experience a set of conditions or circumstances (e.g. family environment, living situation, proximity to economic activities prone to employ children, etc.) under which the child lives or to which the child is exposed that make it more likely that the child will be employed in child labor. For example, any minor who meets at least two of the following criteria:

- Minor has a sibling or relatives engaged in child labor or former working child
- Minor not attending school
- Minor who has given birth
- Minor belongs to a single parent headed household
- Minor who has been approached or know of children who have been approached by strangers to accompany them to restaurants, clubs or other such activities public or private.

Light Work (ILO) (ILO C138 Art. 7)

- “Minors aged 13 and 14 years engaging in light work which is--
- (a) not likely to be harmful to their health or development; and
- (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.

²⁴ Generally between 10PM and 7AM (Title V, Chapter VIII, Art. 334)

ANNEX 5.

Project Performance Monitoring Plan

Performance Monitoring Plan April 1, 2016

Indicator	Indicator Definition and Unit of Measurement	Data Source	Frequency	Responsibility	Analysis/Use of Data
Project Objective : Reduced Incidence of Child Labor in the Project's 12 Target Communes					
POH1 % of beneficiary households with at least one child engaged in child labor for the last month	Numerator: number of livelihood beneficiary HHs with at least one child engaged in child labor in the last month Denominator: total number of livelihood beneficiary HHs (HHs that have received services and were counted under L1) 'Child labor' is defined by project definitions for all children under 18 years of age, and includes any form of CL (including HCL and other WFCL) per national and international framework. Reference period for engagement in child labor: In the last month, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Unit of Measure: Household	HH tracking form	Beginning (after the selection of total beneficiary HHs is completed) and end of project	Project M&E Specialist	Overall project performance
POH2 % of beneficiary households with at least one child engaged in hazardous child labor for the last month	Numerator: number of livelihood beneficiary HHs with at least one child engaged in hazardous child labor in the last month 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 last month, AND in the past week. If the answer is "yes" to either of these, the child is in child labor. Unit of Measure: Household	HH tracking form	Beginning(after the selection of total beneficiary HHs is completed) and end of project	Project M&E Specialist	Overall project performance;

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 ‘Child labor’ is defined by project definitions for all children under 15 years of age, and includes any form of CL (including HCL and other WFCL) per national and international framework Reference period for engagement in child labor: In the last month, 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 and age	Child tracking form	Every six months	Project M&E Specialist	Overall project performance
POC2 % of beneficiary children working 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 ‘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 last month, AND in the past week. If the answer is “yes” to either of these, the child is in child labor. Unit of Measure: child	Child tracking form	Every six months	Project M&E Specialist	Overall project performance

	Disaggregation: Sex and age				
IO1 School attendance among beneficiary students increased					
POH4 % of 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 last month. 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 fourteen (14) years of age. 'Attending school regularly' is defined as attending 75% of the total number of school days during the last month. A reference period of one month will be used, and school holidays are excluded. Unit of measure: Household	HH tracking form	Beginning (after the selection of total beneficiary HHs is completed) and end of project	Project M&E Specialist	Overall project performance
POC4 % of beneficiary children who regularly attended any form of education during the last month.	Beneficiary children: Children receiving project education or vocational training services Numerator: Number of beneficiary children attending any form of education regularly during the last month Denominator: Total number of children receiving project education, training, or livelihood services 'Attending regularly' is defined as attending 75%. Of the total number of school days. A reference period of one month will be used, and school holidays are excluded. Unit of Measure: child Disaggregation: Sex and age	Child tracking form	Every six months	Project M&E Specialist	Overall project performance
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	Child tracking form	Every six months	Case managers (CM)	Periodic performance assessment; to be included in USDOL reporting to the US Congress.

	indicator throughout project life, even if s/he receives multiple services. 4 services counted under this indicator: referring beneficiary children to formal primary or secondary school, informal school programs to facilitate transition for informal to formal education, vocational and technical training, provision of school fees and supplies. Unit of Measure: child Disaggregation: Type of educational service, sex, age, department				
IO1.1 Financial obstacles to school attendance reduced					
Number and percent of beneficiary children covered by project-funded subsidies for school fees or standard supplies	Definition of key words Standard supplies: uniform, shoes, books, pen, pencil, notebooks, school bag. School fees: payments required by the school which could include enrollment fees or exam fees. A child may only be counted one time under this indicator throughout project life, even if s/he receives multiple standard supplies or school fee payments. The project plans to provide a one-time subsidy to HHs given the other support services available to them, but will consider additional support to certain HH on a case-by-case basis and if funds permit. Unit of Measure : Child Disaggregation : age, sex, department, type of subsidy	Child tracking form	Every six months	Case managers	Periodic performance assessment
Number and percent of beneficiary households with children covered by subsidy/financial support from the project	Definition of key words Subsidy/financial support: includes payment by the project for standard supplies (uniform (shoes), books, pen, pencil, notebooks, school bag) or school fees required for attendance or exams..	HH tracking form	Every six months	Case managers	Periodic performance assessment

	A household may only be counted one time under this indicator throughout project life, even if more than one child receives multiple standard supplies or school fees Unit of Measure : Household Disaggregation : department				
IO1.2 Increased school transition mechanisms adapted to the needs of beneficiary children					
Number of mechanisms set up in communities to facilitate transition of beneficiary children from the informal to the formal education system	Definition of key words Mechanisms : A learning program that can be located within a school, a church, a CBO meeting space, or an open-air space where out-of-school children receive <i>remedial courses</i> to facilitate their integration in the formal school system Remedial courses: reading, writing and arithmetic, civism. Informal education system: education that does not meet all the requirements of the MENFP curricula. Formal education system: education that meets all the requirements of the MENFP curricula. Unit of Measure : learning mechanism Disaggregation: department, commune	School inspection checklist	Every six months	Case Managers	Periodic performance assessment
Number and percentage of beneficiary children who move from the informal to the formal education system	Definition of key words Numerator: Number of beneficiary children from informal education who move to the formal education system during the past six months. Denominator: total number of beneficiary children receiving informal education (in the transition mechanism) Informal education system: education that does not meet all the requirements of the MENFP curricula.	Child tracking form	Every six months	Case managers	Periodic performance assessment

	Formal education system: education that meets all the requirements of the MENFP curricula and which is provided in schools where that are accredited by the Ministry of Education. Unit of Measure : Child Disaggregation : sex, department,				
IO1.3 Improved school infrastructure (safety and hygiene)					
Number of targeted schools where project-supported basic infrastructure work has been completed	Definition of key words Basic infrastructure: painting, classroom repairs (roof, door, floor, blackboard,etc), toilets, furniture. A school may only be counted one time under this indicator throughout project life, even if a school receives multiple basic infrastructure support. Completed : all the work identified in the contract signed with the school has been finalized and School principal sign the completion form. Targeted school: schools receiving beneficiary children. Unit of Measure : school Disaggregation : department, commune, type of school (public, private, etc)	School inspection checklist	Every six months	CM	Periodic performance assessment
IO1.4 Active school councils support children's education					
Number of active school councils regularly engaged in school activities	Definition of key words School council: a group composed of the Principal, local authorities and representatives of parents, teachers, and students that participates in school management and community awareness raising. Active school council: a school council that meets regularly, files reports, and demonstrates a collaborative process of decision-making regarding school activities.	School inspection checklist	Every six months	CM	Periodic performance assessment

	Every six month, all the school councils will be evaluated to assess whether they are active or not. Unit of Measure : active school council Disaggregation : Department, commune				
IO1.5 Increased teacher knowledge of the needs of the project's beneficiary children					
Number and percent of teachers who demonstrate increased knowledge of classroom management and referral services available at Workers' Rights Centers.	Definition of key words Demonstrate increased knowledge of classroom management and referral services available at Workers' Rights Center: teachers who score at least 75/100 on the training post-test Unit of Measure : teacher Disaggregation: department, commune, sex.	School inspection checklist	Every six months	CM	Periodic performance assessment
IO2 Income increased in beneficiary households					
Percentage of beneficiary households having reported an increase in their income as a result of the project interventions	Definition of key words Beneficiary household: households receiving livelihood services Income increases are those related to receipt of two types of livelihood services: -Agriculture (traditional crops) - Alternative income generating activities (e.g. poultry, hairdressing services, mechanics service) - Microfinance services (MUSO, linkage to MFI) - employment services Numerator: Number of beneficiary households having reported an increase in their income as a result of the project interventions. Denominator: Total number of beneficiary households Note: income evaluation period will be determined based on target population (seasonal, quarterly, etc.) Unit of Measure : Household	HH tracking form	Annual	Project M&E specialist	Periodic performance assessment

	Disaggregation : department, type of service				
L1 : Number of beneficiary households that have received a livelihoods service	Definition of key words: Beneficiary household: households receiving livelihood services 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. Livelihood Services that will be counted under this project include: -Agriculture (traditional crops, seeds, tools, technical training) - Alternative income generating activities (e.g. poultry, hairdressing services, mechanics service, fishing, handicrafts, beekeeping, small business, livestock) - Microfinance (MUSO etc) -Employment services (job placement, collective work, internship, apprenticeship) Unit of measure : household Disaggregation: Department, type of service	HH tracking form	Every six months	Project M&E Specialist	Periodic performance assessment To be included in USDOL reporting to the US Congress.
IO2.1 Increased production by beneficiary household of agricultural and alternative products					
Percentage of beneficiary households engaging in AG/AIG production having reported an increase in their production after receiving project services	Definition of key words: Beneficiary household: household receiving livelihood services Numerator: Number of beneficiary households engaging in AG/AIG production having reported an increase in their production after receiving project services Denominator: Total number of beneficiary household Unit of Measure : household Disaggregation: Department, type of service.	HH tracking form	Annual	M&E project Specialist	Periodic performance assessment

Number of households that have engaged in at least one alternative income generating activity	Definition of key words A household may only be counted one time under this indicator even if more than one household member is engaging in an alternative income generating activity. A household is counted as “engaging” in at least one alternative income generating activity (AIGA) from the time a first member of the household engages in a new such activity based on livelihood services received from the project (e.g. operating a beauty salon, raising poultry, producing honey, etc.) Unit of Measure : Household Disaggregation : Department, commune, type of activity	HH tracking form	Every six months	M&E project Specialist	Periodic performance assessment
IO2.1.1 Improved technical skills among producers in both agricultural and alternative income generating activities					
Number and percent of producers who applied techniques learned during training in their production activities	Definition of key words Producers counted under this indicator are those having been trained through project services in agricultural production or AIGA. Verification of application of techniques will take place through field observation visits from a technician who will use a checklist as an evaluation tool. Unit of Measure : Producers Disaggregation : sex, department	HH tracking form	quarterly	CM	Periodic performance assessment
IO2.1.2 Increased access to micro-finance					
Number of beneficiary households participating for the first time or reintegrating into a MUSO group	Definition of key words Participation means that a household member has officially joined a MUSO group and made a contribution to the group’s pooled savings A household may only be counted one time under this indicator even if more than one household member is participating in a MUSO group as a result of project services.	HH tracking form	Every month	CM	Periodic performance assessment

	Unit of Measure : household Disaggregation : commune, department				
Number of partnerships established with Micro-Finance Institutions(MFI)	Definition of key words Partnership : process through which project staff facilitate contact between livelihood beneficiaries or commercial villages and a MFI. To be counted as a partnership, the MFI should have a signed agreement with associations or cooperatives to seek opportunities for larger scale financing than those available through a MUSO group Unit of Measure : beneficiary linked Disaggregation : sex, department	Commercial activity follow up form	Quarterly	CM/LH Officer	Periodic performance assessment
IO2.1.3 Increased access to inputs					
Number of households that receive inputs through project support	Definition of key words Inputs : includes any agricultural or AIG equipment or supply intended to facilitate production, such as seeds, fertilizer, agricultural tools, small equipment (e.g. sewing machine). A household may only be counted one time under this indicator even if more than one household member receives inputs through project support as well as if a household receive inputs several times. Unit of Measure : Household Disaggregation : Department , commune	HH tracking form	Every six months	CM	Periodic performance assessment
IO2.2 Improved linkages among producers, buyers, consumers and input vendors					
Number of households that join or create a cooperative and/or producers association	Definition of key words A cooperative or producers' association is a group constituted for the purpose of increasing sales or negotiating prices of agriculture or other products. To be counted, a beneficiary household must officially join and participate in the group.	HH tracking form	Quarterly	CM	Periodic performance assessment

	A household may only be counted one time under this indicator even if more than one household member join a cooperative and/or producers association as well as if a household joins several cooperatives and/or producers associations. Unit of Measure : Household Disaggregation : commune, department				
Number of producers participating in sales events	Definition of key words Producers are those livelihood beneficiary households growing crops or producing goods that can be displayed or sold at a sales event Sales event: a trade fair for agricultural or other products that may be organized under project sponsorship or by other parties. Unit of Measure : producer Disaggregation : sex, department	Commercial Activity Follow up Form	Every six months	CM	Periodic performance assessment
IO2.3 Improved information available on markets and sales channels for agricultural and alternative products					
Number of stakeholders who receive the project study on potential markets and sales channels	Definition of key words Stakeholder: Chambers of Commerce, Ministry of Agriculture, producers, producers associations, cooperatives, etc. Project Study: Survey of trends in markets and available sales channels produced by CRS Unit of Measure : stakeholder Disaggregation: stakeholder, department	Commercial Activity Follow-up Form	The first semester of the project	Partner livelihood specialist	Periodic performance assessment
IO3 Increased decent and productive work opportunities among beneficiary youth 15-18 years of age					
Number and percent of beneficiary youth 15-18 years old who obtain a decent work opportunity	Definition of key words A youth is considered “obtaining” a work opportunity once he/she starts working. Decent work is defined as jobs for youth that are in line with Haitian labor law. Beneficiary youth 15-18 years old : youth 15-18 yrs old receiving a livelihood services (vocational/technical training or starter)	Youth tracking form	Every six months	Case Manager	Periodic performance assessment

	Work opportunity: internship, apprenticeship, individual entrepreneurship or formal sector job. Note: age limit may be extended up to 24 years of age based on local circumstances and demand Unit of Measure : youth 15-18 years old Disaggregation : sex, department				
Number and percent of beneficiary youth 15-18 years old who join a group that promotes collective work	Definition of key words Collective work: any organization that serves to assist youth with their productive activities, including associations, workshops, MUSOs A youth may only be counted one time under this indicator even if he/she joins several groups. Beneficiary youth 15-18 years old : youth 15-18 yrs old receiving livelihood services (vocational/technical training or start-up kit) Unit of Measure : youth 15-18 years old Disaggregation : sex, age, department	Youth tracking form	Every six months	Project M&E specialist	Periodic performance assessment
IO3.1 Increased knowledge among beneficiary youth of skills required for work					
Number and percent of beneficiary youth 15-18 years of age who are certified at the end of their vocational or technical training program	Definition of key words Certified: beneficiary youth receive a State Certificate that attests to the successful completion of the program based on the demonstration of requisite skills Beneficiary youth 15-18 years old : youth 15-18 yrs old receiving vocational or technical training Unit of Measure : youth 15-18 years old Disaggregation : sex, age, department	Youth tracking form	Every six months	Project M&E specialist	Periodic performance assessment
IO3.2 Increased market-based adaptation of vocational training for beneficiary youth					
Number of vocational or technical schools that adapt their programs for project beneficiary youth in line with labor market needs	Definition of key words Adapt programs: vocational or technical school revise their curriculum for project beneficiary youth to reflect trends in labor market needs	Training provider follow up Form	yearly	M&E Project Specialist	Periodic performance assessment

	(e.g. labor categories or specific skills sets) in line with the project market study. Adaptation in the program may also include change in duration of training, number of courses. Unit of Measure : Training program Disaggregation : department				
IO4 Beneficiary households receive social protection services and information on workers' rights					
Number and percent of beneficiary Individuals receive at least one social protection service	Definition of key words An individual may only be counted one time under this indicator even if more than one household member receives a social protection service. Social protection service : includes health/home services, school canteen/nutrition, psychosocial support, legal aid for child/workers, family reunification, etc. Unit of Measure : Household Disaggregation : department, commune	HH tracking form	Every six months	Case managers	Periodic performance assessment
Number and percent of beneficiary households who receive information on workers' rights	Definition of key words Information on workers' rights includes oral or written information on worker rights and responsibilities under the national Labor Code A household may only be counted one time under this indicator even if more than one household member receives information on workers' rights. Unit of Measure : Household Disaggregation : Department, commune	HH tracking form	Every six months	Case managers	Periodic performance assessment
Number of individuals (from beneficiary households or other persons in border areas) who receive legal documents via project support	Definition of key words Beneficiary households in target communes or other persons in border areas who receive a legal document through project services. Legal documents include passports, certified copies of birth certificates, or ID card. Unit of Measure : individual	HH tracking form	Every six months	Case managers	Periodic performance assessment

	Disaggregation : Department, commune, type of recipient (from beneficiary HH or individual), type of service				
Percentage of beneficiary households reporting a positive level of satisfaction with services received from the Workers' Rights Centers	Definition of key words Percent of Household receiving services that report a level of satisfaction of 4 or 5 on a scale of 1 (unsatisfactory) to 5 (highly satisfactory) as concerns services received from the Centers. Services include legal aid, workers' rights information, child labor information, social protection, legal documentation. Unit of Measure : Household Disaggregation : Department, commune, type of service	Satisfaction Survey	yearly	Project M&E Specialist	Periodic performance assessment
IO4.1 Increased capacity of the Workers' Rights Centers to provide support services to beneficiary households					
Number of Workers Rights Centers providing services in line with the Operations Manual	Definition of key words Workers' Rights Centers providing services: to be counted the WRC must provide the three services listed below in line with the project's operations manual and as evaluated by the WRC coordinator: referrals to Social Protection, legal aid, and support to obtain legal documentation for identity purposes Unit of Measure : centers Disaggregation : department	WRC follow up form	quarterly	WRC Coordinator	Periodic performance assessment
Number and percent of Center staff trained who demonstrate an understanding of the Center's operations procedures	Definition of key words Number and percent of Center staff trained at all WRCs who score at least 85/100 in the post test on operations procedures Unit of Measure : Center staff Disaggregation : sex, department	WRC Follow-up form	First semester of implementation of project activities	Project M&E specialist	Periodic performance assessment
IO4.2 Increased understanding among beneficiary households of available social protection services and the need for legal documentation					
Number of individuals (from beneficiary households and other persons in borders areas)) making requests for legal documents	Definition of key words Request made: a person fills an appropriate form in the Center to obtain assistance in order to have legal documentation.	WRC follow up form	Every six months	Case managers	Periodic performance assessment

	<i>Legal documentation:</i> ID card, passport, or certified copy of birth certificate Unit of Measure : individual Disaggregation: department, commune				
Number of individual (from beneficiary households or other persons in border areas) requesting social protection services	Definition of key words Request made: a household/person fills an appropriate form in the Center to obtain assistance in order to receive a social protection service. A request is equal to one social protection service. HH will only be counted once regardless of the number of services requested. Unit of Measure : individual Disaggregation: Department, commune, , type of service	WRC follow up form	Every six months	Case managers	Periodic performance assessment
IO4.3 Improved attitude within target communities regarding child labor					
Number of active local Child Protection Committees working with the project	Definition of key words Child Protection Committees are made up of local officials and WRC staff who are mandated to monitor child welfare in their communes. <i>“Active”</i> means meeting at least once a quarter and engaging in child protection activities (referral, awareness campaign, reunification, etc). Unit of Measure : active local child protection committee Disaggregation : commune, department	Awareness Raising form	Every six months	Case managers	Periodic performance assessment
IO4.3.1 Improved dissemination of awareness raising message on negative aspects of child labor					
Number of persons reached directly by the project’s awareness raising campaigns	Definition of key words Person reached: persons present in the space where the campaigns are held. Campaigns will be conducted via mobile legal clinics, community meetings, and door-to-door visits/distribution of flyers. Unit of Measure : persons present	Awareness Raising form	Every six months	Case managers	Periodic performance assessment

	Note: individuals can only be counted one time even if reached by multiple campaigns Disaggregation : department, commune, type of campaign				
Number of dissemination activities organized	Definition of key words Dissemination activity: activity designed to sensitize local audience on Child Protection. A dissemination activity is counted each time one is conducted, even if it is the same type. A dissemination activity will be counted daily considering the day as reference period for a particular commune. Type of dissemination activity (DA): door-to-door visits/distribution of flyers, community meetings, mobile legal clinics Unit of Measure : dissemination activity (DA) Disaggregation : department, commune, type of DA	Awareness Raising form	Every six months	Case managers	Periodic performance assessment
IO4.3.2 Adoption of an awareness raising message on child labor that resonates with the beneficiary population					
Percentage of focus group participants who demonstrate an understanding of the key elements of the awareness raising message	Definition of key words Demonstrate understanding: Focus Group (FG) participants can identify the key components of the child labor message delivered to them Numerator: Number of focus group (FG) participants who demonstrate understanding of the message. Denominator : total participants in the FG Unit of Measure : FG participants Disaggregation : department, commune, sex	Awareness Raising Form	Annual	Case managers	Periodic performance assessment
IO5 Increased Government, private sector and civil society prioritization of protection of child and worker rights					
Number of project interlocutors that demonstrate increased prioritization of child worker rights through targeted actions to defend such rights	Definition of key words Targeted action to prioritize child/worker rights include an increase in resource allocation (increase in staff or increase in budget in support of social protection, workers' right or	Country capacity tracking form	yearly	CM/MEO	Periodic performance assessment

	child rights for child laborers), new programs, initiatives, policies or decrees Project interlocutor : any of the following: MAST, IBESR, NGOs, unions, companies, etc. Unit of Measure : Interlocutor Disaggregation : department				
IO5.1 Strengthened capacity to protect child and worker rights within state agencies (MAST, IBESR, BPM, local government)					
Number of systems/devices installed or improved on the departmental level that will ensure improved follow-up of at-risk populations (children and workers)	Definition of key words Systems/devices: computers, databases, pilot child labor monitoring system. Departmental agencies: MAST, IBESR, BPM, local government (mayors) Unit of Measure : systems/devices Disaggregation : department, agency	Country capacity tracking forms	Every year	CM/MEO	Periodic performance assessment
Number of MAST, including IBESR, personnel trained whose post-test results demonstrate increased knowledge of labor law and child protection	Definition of key words Increased knowledge: personnel trained achieve a score of at least 75% on the training program post tests Unit of Measure : staff of MAST, including IBESR, trained Disaggregation : sex, department	Country capacity tracking forms	Every year	CM/MEO	Periodic performance assessment
IO5.2 Increased commitment to social compliance within beneficiary companies					
Number of companies who adopt a social compliance plan	Definition of key words Social compliance plan : a plan that aims at protecting the health, safety, and fundamental rights of the workers (children and adults) Adopt: public display of principles of social compliance (as for Code of Conduct) Unit of Measure : company Disaggregation : department, type of company	Country capacity tracking forms	Every year	CM/MEO	Periodic performance assessment
Number of companies that implement their social compliance plan including safety equipment, prohibition of child labor, etc.	Definition of key words A company is considered as implementing a social compliance plan once an action in the plan is being effectively executed as demonstrated by provision of safety equipment, implementation of measures to	Country capacity tracking forms	Every year	CM/MEO	Periodic performance assessment

	ensure that no children are illegally employed and workers of legal age work in decent and safe conditions. Unit of Measure : companies Disaggregation : Department, type of company				
IO5.3 Increased involvement by civil society in advocacy to protect the rights of children and workers					
Number of civil society organizations engaged in advocacy to protect child and worker rights	Definition of key words Engaged in advocacy: the CSO undertakes a campaign individually or in coalition with other CSOs to protect child and workers rights Civil society Organizations: NGOs, unions, CBOs Unit of Measure : civil society organization Disaggregation : Department, commune	Awareness raising form	Every six months	CM/MEO	Periodic performance assessment

*See CMEP Annex 4 for more detailed definitions of key words such as child labor, hazardous labor, worst forms of child labor, etc.

ANNEX 6

DQA Checklist

Data Quality Assessment Checklist

Indicator:				
Data Source(s): <i>(information can be copied from the PMP or DCT)</i>				
Implementing Partner Who Provided the Data:				
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? (a valid measure of overall nutrition is healthy variation in diet; age is not valid measure of overall health.)			
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.

Project Data Collection Table (DCT)

DATA COLLECTION TABLE

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
1. HH tracking form	The HH tracking form is used to collect HH beneficiary data at household level. This form is filled out for each project beneficiary HH. It is comprised of three different sections including: 1. The HH Demographics section. This section collects data on a HH beneficiary in terms of the head of HH, area of residence, number of children and youth in the household, their age, their sex, their education and work status. 2. Household Livelihood section. This section collects data that is used to monitor project provision of livelihood services and the economic status of the beneficiary HH as a result of livelihood interventions provided by the project. This change is measured in terms of change in HH income, HH assets, access to finances and improved farming/alternative income generating activity techniques, change in volume of products sold. 3. Household Access to Social Protection Services. This section collects data about HH beneficiary access to at least one core social protection services available at the communal level.	1. POH1 % of target households with at least one child engaged in child labor 2. POH2 % of target households with at least one child engaged in hazardous child labor 3. POH4 % of households with all children of compulsory school age attending school regularly 4. Number and percent of target households with children covered by subsidy/financial support from the project IO1.1a 5. Percentage of beneficiary households having reported an increase in their income as a result of the project interventions IO2a 6. L1: Number of target households that have received a livelihoods service 7. Percentage of beneficiary households engaging in AG/AIG production having reported an increase in their production after receiving project services IO2.1a 8. Number and percent of producers who applied techniques learned during training in their production activities (demonstration or individual plots). IO2.1.1a	Case manager (CM) CM will be trained for monitoring need M&E project Specialist will provide technical support to the Partners project staff	HH	MEO, Livelihood Specialist; the M&E project Specialist	At intake and every 6 mo's End of the project for some indicators such as POH1, POH2, POH4 IO2.a will be measured annually

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
		9. Number of households that have engaged in at least one alternative income generating activity IO2.1b 10. Number of target households participating for the first time or reintegrating a MUSO group IO2.1.2a 11. Number of households that receive inputs through project support IO2.1.3a 12. Number of households that join a cooperative and/or producers association IO2.2a 13. Number of individuals (from target households and other person) who receive at least one social protection service IO4a 14. Number and percent of target households who receive information on workers' rights IO4b 15. Number of individuals (from beneficiary HH and other persons in border areas) that receive legal documents IO4c				
2. Child tracking form	The child tracking form is used to collect data on children aged 5-17 years at both the household level and the school level. Each beneficiary child must have this form filled. These forms include three sections: 1. Background information on the beneficiary child: This section collects data on the child in	1. POC1 % of target children engaged in child labor 2. POC2 % of target children working in hazardous child labor 3. POC4 % of target children who regularly attended any form of	CM Assisted by Education officer (partner level)	Child and School	Education officer (Partner level) The M&E project specialist	At intake and every six months

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
	terms of name, sex, age, address, 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 grade, education services provided by the project, the attendance, the completion rate of beneficiary children in different education programs. Education programs include education provided in the formal system as well as the non-formal. It also collects data in the educational support provided by the project to the beneficiary children in terms of school fees and scholastic materials. 3. Work status of the child: This section collects data on the working status of beneficiary children. It collects data on children who have dropped out of school and are engaged in child labor as well as those children who are in school but are at risk of dropping out. It also collects data on those children involved in hazardous conditions of work.	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. Number and percent of target children covered by project-funded subsidies for school fees or standard supplies IO1.1a 6. Number and percentage of target children who move from the informal to the formal education system IO1.2b				
3.Youth tracking form	The youth tracking form is used to collect data on youth aged 15-18 years (and eventually 19-24) at both the household level and the school level. Each beneficiary youth must have this form filled. These forms include four sections: 1. Background information on the beneficiary youth: This section collects data on the youth in terms of their names, sex, age, address,	1. Number and percent of target youth 15-18 (and eventually 19-24) years old who obtain a decent and productive work opportunity (internship, apprenticeship, individual enterprise or formal sector job) IO3a 2. Number and percent of target youth 15-18 years old who join	Livelihoods officer (Partner)	Technical School	Livelihood Officer (partner level) Livelihood Specialist (CRS)	Every six months

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
	names of parents/guardians, physical disabilities. 2. Vocational Training of youth: This section collects data on the education status of the youth aged 14-17 who are enrolled in vocational training education program of study, their completion rate. It also collects data in the educational support provided by the project to the beneficiary youth in terms of start-up kits Work opportunity section: This section collects data on the employment status of beneficiary children. It collects data on Youth who are self-employed, or are working for someone, who join a group that promote collective work.	a group that promotes collective work (association, workshop, MUSO) IO3b 3. Number and percent of target youth 15-18 years of age who are certified at the end of their vocational or technical training program IO3.1a 1.			The M&E project specialist	
4.School Inspection Check List	The School Inspection Check List is used by CMs to collect data on the general interventions that the project provides to the school in terms of basic infrastructure and support to creating of school council. It collects data on teachers in project target schools who use better teaching techniques as a result of the trainings provided by the project. It also collects data on the number of beneficiary children covered by project-funded subsidies for school fees or standardd supplies.	2. Number of targeted schools where project-supported basic infrastructure work has been completed (painting, classroom repairs, toilets, furniture) IO1.3a 3. Number of active school councils (regularly engaged in school activities) IO1.4 4. Number of teachers who demonstrate increased knowledge of classroom management and referral services available at the Workers' Rights Centers IO1.5a 5. Number of mechanisms set up in communities to facilitate transition of target children from the informal to the formal education system IO1.2a	CM Assisted by Education officer (partner level)	School	Education Officer (partner level) Education Specialist (CRS) The M&E project specialist	Every six months

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
5. Commercial Activity Follow-Up form	This tool will be used to collect data about the commercial activities organized under project livelihood interventions. The data collected includes the linkages created with Micro-finance institutions and with potential buyers for the goods produced and sold.	1. Number of partnerships established with Micro-Finance Institutions IO2.1.2b 2. Number of producers participating in sales events IO2.2b 4. Number of stakeholders (Chambers of Commerce, producers, etc.) who receive the project study on potential markets, sales channels and CL/labor rights awareness IO2.3a	Livelihood Officer (LHO) (Each partner will have a LHO)	Commune	CRS LH Specialist	Every six months
6.WRC Follow-up Form	The WRC Follow- ups are filled in at the WRC levels. This form collects data on how WRC members simulate support HHs in obtaining SP and legal services, specifically children and workers. It also support community sensitization meetings organized by the CBOs and other advocacy group on child and workers protection.	1. Number of WRCs providing services in line with the Operations Manual IO4.1a 2. Number and percent of Center staff trained who demonstrate (pre/posttest) an understanding of the Center's operations procedures IO4.1b 3. Number of individual (from beneficiary HH or other person) making requests for legal documentation IO4.2a 4. Number of individuals (from beneficiary HHs or other persons) requesting social protection services IO4.2b	WRC Coordinator	WRC	M&E Project specialist	Every six months
7.Vocational Training Provider Follow-up Form	This form is used by the CSO M&E Officer in close collaboration with the Youth Specialist to collect data on the vocational and technical training programs that are provided to target youth	Number of vocational or technical training programs that adapt their programs based on labor market needs IO3.2a	Livelihood Officer (partner level)	Technical school	Livelihood Specialist	Every six months

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
8. Country Capacity Tracking Form	The CCT Form is used to collect data on the change in practices, new policies adopted and implemented by the companies/enterprises as a result of the project interventions to address CL and workers' rights issues. It also collect data at the government level in terms of systems put in place, staff knowledge improvement/acquisition of Haitian labor/ applicable ILS, to increase institutional capacity to address CL and workers' rights issues.	1. Number of project interlocutors that demonstrate increased prioritization of child worker rights through targeted actions to defend such rights IO5a 2. Number of systems/devices installed on the departmental level that will ensure improved follow-up of at-risk populations (children and workers) IO5.1a 3. Number of MAST and IBESR personnel trained whose post-test results demonstrate increased knowledge of Haitian labor laws and/or applicable ILS and child protection IO5.1b 4. Number of companies who sign a social compliance plan IO5.2a 5. Number of companies that implement their social compliance plan including safety equipment, prohibition of child labor, etc. IO5.2b	Social compliance officer (AVSI), at the company level Jurimedia) M & E Officer (Jurimedia), at the GoH level)	Enterprise/government offices	M&E Project Specialist	Every year
9. Awareness Raising Form	This tool is used to determine the number of local community-based organizations (CBOs) working with the project and engaging in Child and workers Protection, their reach, effectiveness, message and awareness raising.	1. Number of active local Child Protection Committees working with the project IO4.3a 2. Number of persons reached by the awareness raising campaign (measures TBC) IO4.3.1a 3. Number of dissemination activities organized IO4.3.1b 4. Percentage of focus group participants who demonstrate understanding of the key points of the message IO4.3.2a	M&E Officer/partner	Local level	Project M&E specialist	Every 6 months

DCI	Technical description	Related Indicators	Filled By:	Level:	Verified By - % spot check	When
		5. Number of local civil society organizations engaged in advocacy to protect child and worker rights IO5.3a				
Satisfaction Survey on WRC services	Survey to determine the level of satisfaction of beneficiary households with services received from the WRCs, including education, livelihoods and legal assistance. A representative sample of the all beneficiary HHs will be interviewed with questions on all types of WRC services.	Percentage of beneficiary HH reporting a positive level of satisfaction with services received from the Workers' Rights Centers IO4.c	CMs	Household level	Teams leaders	annually

ANNEX 8.

Project Data Collection Instruments (DCIs)

Catholic Relief Services
Let's Work For Our Rights Project
HOUSEHOLD TRACKING FORM

Intake Form

Name of the person filling the form (Case Manager):

Department:

Commune:

Communal section :

Household code:

Name of the Head of the Household :

Telephone :

GPS :

Date:

Household Demographic Characteristics

1. Who is the head of the household

- ☐ a. father
☐ b. mother
☐ c. grandparent
☐ d. stepfather/stepmother
☐ e. child/self
☐ f. other (specify) :

2. What is the marital status of the head of the household

- ☐ a. married
☐ b. divorced
☐ c. single
☐ d. widow
☐ e. co-habiting
☐ f. Other (specify) :

3. What is the number of people living in the Household?

a. Total : |__|__| b. Male : |__|__| c. Female : |__|__|

d. Age range

< 5 |__|__|

5-14 |__|__|

15-17 |__|__|

18-24 |__|__|

above 24 |__|__|

3.1. If the HoH is the father or mother, are all the children (under 18) living in the HH yours?

☐ Yes ☐ no

Education Status

4. What is the highest level of education of the Head of Household

- ☐ a. none
☐ b. primary – 1st and 2nd cycle

- ☐ c. secondary- 6th-4th - 3rd cycle
☐ d. secondary- 3rd-philo
☐ e. vocational/technical
☐ f. college
☐ g. Literacy course (non-formal)

5. Do all your school-aged children (six to fourteen) attend school full-time? ☐ Yes ☐ no

5.1 If yes, How many : |__|__|

5.2. If no, How many : |__|__|

5.3. Please, specify

Child's name	Age	Sex (M/F)	Level or type of education	Grade	Name of Institution
1.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
2.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
3.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
4.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
5.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		

1.☐ Kindergarten 2.☐ primary 3 ☐ secondary 4. ☐ Non-formal 5. ☐ vocational

5.4. What is the reason why your children do not go to school? Select all applicable answers ranked by order of importance, with 1 being the most important

- ☐ a. can't afford school fees
☐ b. school too far
☐ c. lack of scholastic materials
☐ d. lack of school feeding program
☐ e. can't afford uniform/shoes
☐ f. school is not considered useful (no interest)
☐ g. children have to work
☐ h. other (specify)

6. Does the household have at least one child (under 18) who has given birth? ☐ Yes ☐ no

Work Status of the Children

7. Are any of your school-aged children (six to fourteen) currently working? ☐ Yes ☐ no

7.1. If yes, how many are working in the household (HH) : |__|__|

7.2. Are any of your school-aged children performing these types of activities below?

- ☐ a. Shopping for household....
☐ b. Repairing household equipment
☐ c. Cooking.....
☐ d. Cleaning utensils/house.....
☐ e. Washing clothes.....
☐ f. Caring for children/old/sick.....
☐ g. Other household tasks, specify:

7.3. How many hour per week generally does/do he/she/they spend on HH chores? |__|__|

7.4. If yes (for 7) , How many are working outside the Household : |__|__|

8. Do they miss class because of work?

- ☐ a. Always ☐ b. sometimes ☐ c. never

9. What is the type of work the children perform outside the Household?

- ☐ a. agriculture, specify :
☐ b. fishing
☐ c. construction, specify:
☐ d. restaurant/hotel/store, specify
☐ e. factory/manufacturing, specify
☐ f. houseboy/girl
☐ g. Carrying loads/portering
☐ h. Driver assistant/helper (collect transportation fee, etc)
☐ i. selling in streets/markets
☐ j. taxi driver
☐ k. ambulant car washer/wiper
☐ l. commercial sex
☐ m. Other, specify:

10. Hazardous Child Labor- Do any working children (through age 17) work in the conditions cited below?

- ☐ a. work at night (after 10 pm)
☐ b. work for long hours (more than 5 hours a day)
☐ c. work with chemicals
☐ d. work in abusive environment or morally damaging (bars, hotels where alcohol is sold)
☐ e. work with sharp objects (machetes, axes, etc.)
☐ f. Other, specify:

11. What are the reasons the children work? (check all that apply, ranking from most important to less important (1,2,3)

- ☐ a. to pay school fees
☐ b. to supplement family income
☐ c. to pay family debt
☐ d. to learn skills
☐ e. to meet parents/guardian expectations
☐ f. for food
☐ g. other, specify:

Household Livelihood section

12. In what type of dwelling does the household live?

1. Apartment/flat.....
2. Private house.....
3. Part of a private house.....
4. Mobile home (e.g. tent, caravan).
5. Shelter not meant for living purposes
6. Shanty.....
7. Other.....

13. What is the ownership status of this dwelling?

1. Owned by any household member
2. Co-owned
3. Provided free
4. Subsidized by employer (lodging)

5. Rented

6. Other...

14. What is the main source of household income?

- ☐ a. agriculture
- ☐ b. monetary transfers from other family members
- ☐ c. employment (public/private, NGO)
- ☐ d. selling in streets/markets
- ☐ e. fishing
- ☐ f. trade job (carpenter, mechanics, mason)
- ☐ g. restaurant/shop/kiosk
- ☐ h. transportation (taxi)
- ☐ i. Other (specify) :

15. What other types of activity does the household engage in to earn money?

16. Does the household own these assets, specify the number (...)?

- ☐ a. motorbike (..)
- ☐ b. car (..)
- ☐ c. horse (..)
- ☐ d. goat(..)
- ☐ e. cow(..)
- ☐ f. pig (..)
- ☐ h. other, specify (..)

17. What is the average total amount of money earned per month?

- ☐ a. < 5000 gdes
- ☐ b. 5001-10000
- ☐ c. 10001-15000
- ☐ d. 15001-20000
- ☐ e. 20001-25000
- ☐ f. > 25000:

18. If the household works in agriculture, what were the products grown last season?

- ☐ a. beans
- ☐ b. rice
- ☐ c. maize
- ☐ d. sweet potatoes
- ☐ e. cassava
- ☐ f. sugarcane
- ☐ g. vegetables
- ☐ h. coffee
- ☐ i. fruit, specify:
- ☐ j. banana
- ☐ k. other, specify

19. For each product grown last season, what quantity of this product did you cultivate last season?

Product: _____ Production unit : _____ quantity | __ | __ |

20. For each product grown last season what quantity of this product was harvested last season?

Product: _____ Production unit : _____ quantity | __ | __ |

21. Do you have access to a market in your area where you can sell your products? ☐ Yes ☐ No

- 21.1. If yes, how much time does it take to walk to the market?
- 21.2. For each product grown last season what quantity of this product was marketed last season?
Product: _____ Production unit : _____ quantity |__|__|
- 21.3. For each product grown last season what quantity of this product did you sell?
Product: _____ Production unit : _____ quantity |__|__|
22. Where did you sell your products?
23. What was sale price for each product?
Product: _____ Production unit : _____ quantity |__|__| Price : |__|__| gdes
24. How did you set this price?
25. Did you receive any training on improved farming techniques in the past 12 months? ☐ Yes ☐ No
- 25.1. If yes, what was the most useful improved farming technique learned?
26. Do you have a farm/ agricultural plot where you are making use of this technique (mentioned above)?
☐ Yes ☐ No
27. Are you a member of MUSO group in your commune/communal section?
28. Did you receive any loan from a micro-finance institution (such as Fonkoze) over the past 12 months? ☐ Yes ☐ No
- 28.1. If yes, what is the amount received? Gdes _____
- 28.2 status of the debt
☐ a. currently paying the debt
☐ b. reimbursed the entire debt
☐ c. not able to pay debt

Household access to social protection

Social Protection services

29. Are any social protection services available in your village (such as MAST/IBESR Office, Legal Clinics, etc?) ☐ Yes ☐ No
30. If yes, who are the social protection service providers?
31. Are you accessing any of these social protection services? ☐ Yes ☐ No
32. If yes, what type of social protection services are you accessing?
33. How many times have you accessed this service?
☐ a. once
☐ b. more than once- specify _____
34. Have you received any information on workers' rights the past 12 months?

35. From whom did you receive this information? _____

Advocacy campaigns

36. Have you seen/heard any message about the negative effects of sending children to work?

☐ Yes ☐ No

37. If Yes, Where did you hear/see this message?

- ☐ a. at my child's school
☐ b. in church
☐ c. radio/television
☐ d. community meeting
☐ e. brochure distributed at home
☐ f. other, specify

38. Do you think children should work? ☐ Yes ☐ No

39. If yes, why?

- ☐ a. children learn skills
☐ b. Family gets money and other benefits
☐ c. children get exposed to other opportunities
☐ d. children have to work
☐ e. other, specify

Household Follow-up Form

Name of Case Manager:

Household code:

Department:

Commune:

Communal section :

Date:

1. What type of assistance do you receive from the LWR project?

- ☐ a. education subsidy/financial support, specify date of delivery :
☐ b. agriculture (training, inputs, other- specify) date of delivery :
☐ c. Alternative Income Generating Support date of delivery :
☐ d. social protection services, specify : date of delivery :
☐ e. legal assistance, specify legal information or/ and legal documentation: date of delivery :
☐ f. other, specify date of delivery :

Education status of Household

2. Do all your school-aged children (six to fourteen) attend school? ☐ Yes ☐ no If no, skip to Question 3

2.1 If yes, How many : |__|__|

2.2. Please, specify

Child's name	Age	Sex (M/F)	Level or type of education	Grade	Name of Institution
1.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
2.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
3.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
4.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		
5.			1. ☐ 2. ☐ 3. ☐ 4. ☐ 5. ☐		

1. ☐ Kindergarten 2. ☐ primary 3. ☐ secondary 4. ☐ Non-formal 5. ☐ vocational

2.3. Does the Household receive any type of subsidies from the LWR project for the children that are attending school? ☐ Yes ☐ no

2.4. If yes, for how many children : |__|__|

3. If no, what is the reason why your children do not go to school? (please check all that apply, ranking from most important to least using 1 and up)

- ☐ a. can't afford school fees
- ☐ b. school too far
- ☐ c. lack of scholastic materials
- ☐ d. no food
- ☐ e. can't afford uniform/shoes
- ☐ f. school is not considered valuable (no interest)
- ☐ g. children have to work
- ☐ h. other (specify)

Work Status of the Children

4. Are any of your school-aged children (six to fourteen) currently working? ☐ Yes ☐ no

4.1. If yes, how many are working in the household (HH) : |__|__|

4.2. Are any of your school-aged children performing these types of activities in the household?

- ☐ a. Shopping for household....
- ☐ b. Repairing any household equipment
- ☐ c. Cooking.....
- ☐ d. Cleaning utensils/house.....
- ☐ e. Washing clothes.....
- ☐ f. Caring for children/old/sick.....
- ☐ g. Other household tasks, specify:

4.3. How many hour per week generally does/do he/she/they spend on HH chores? |__|__|

4.4. If yes, How many are working outside the Household : |__|__|

5. Do they miss class because of work?

- ☐ a. Always ☐ b. sometimes ☐ c. never

6. What is the type of work children performed outside the HH?

- ☐ a. agriculture, specify :
- ☐ b. fishing
- ☐ c. construction, specify:
- ☐ d. restaurant/hotel/store, specify
- ☐ e. factory/manufacturing, specify
- ☐ f. houseboy/girl
- ☐ g. carrying loads/pottering

- ☐ h. driver assistant/helper (collect transportation fee, etc)
- ☐ i. selling in streets/markets
- ☐ j. taxi driver
- ☐ k. ambulant car washer/wiper
- ☐ l. commercial sex
- ☐ m. Others, specify:

7. Hazardous Child Labor (up to 17 years) Do the working children work in the conditions cited below?

- ☐ a. work at night
- ☐ b. work for long hours (more than 5 hours a day)
- ☐ c. work with chemicals
- ☐ d. work in abusive environment or morally damaging (bars, hotels)
- ☐ e. work with sharp objects (machetes, axes, etc).
- ☐ f. Other, specify:

8. What are the reason the children work? (rank from most important to less important (1,2,3)

- ☐ a. to pay school dues
- ☐ b. to supplement family income
- ☐ c. to pay family debt
- ☐ d. to learn skills
- ☐ e. to meet parents/guardian expectations
- ☐ f. for food
- ☐ g. other, specify:

Household income level

9. Do the household own these asset, specify the number (...)?

- ☐ a. motorbike (..)
- ☐ b. car (..)
- ☐ c. horse (..)
- ☐ d. goat(..)
- ☐ e. cow(..)
- ☐ f. pig (..)
- ☐ g. other, specify (..)

10. What is the average total amount of money earned per month?

- ☐ a. < 5000 gdes
- ☐ b. 5001-10000
- ☐ c. 10001-15000
- ☐ d. 15001-20000
- ☐ e. 20001-25000
- ☐ f. > 25000:

11. If the household works in agriculture, what were the main products grown last season?

- ☐ a. beans
- ☐ b. rice
- ☐ c. maize
- ☐ d. sweet potatoes
- ☐ e. cassava
- ☐ f. sugarcane

- ☐ g. vegetables
- ☐ h. coffee
- ☐ i. fruit, specify:
- ☐ j. banana
- ☐ k. other, specify

12. For each product, what quantity did you cultivate last season?

Product: _____ Production unit : _____ quantity |__|__|

13. For each product, what quantity was harvested last season?

Product: _____ Production unit : _____ quantity |__|__|

14. Do you have access to a market in your area where to sell your products? ☐ Yes ☐ No

14.1. If yes, how much time does it take to walk to the market?

14.2. For each product, what quantity was marketed last season?

Product: _____ Production unit : _____ quantity |__|__|

14.3. For each product, what quantity did you sell?

Production: _____ Production unit : _____ quantity |__|__|

15. Where did you sell your product(s)?

16. For each product, what was the price?

Product : _____ -Production unit : _____ quantity |__|__| Price : |__|__| gdes

17. How did you set this price?

18. Did you receive any training from LWR on improved farming techniques in the past 12 months?

☐ Yes ☐ No

19. If yes, mention the most useful improved farming technique learned?

- ☐ a. proper spacing
- ☐ b. use of improved seeds
- ☐ c. application of pest management
- ☐ d. application of fertilizer/manure
- ☐ e. harvesting
- ☐ f. processing
- ☐ g. storage
- ☐ h. Other, specify

20. Do you have a farm/ agricultural plot where you are making use of this technique (mentioned above)?

☐ Yes ☐ No

20.1. If yes, is it possible to visit your plot? ☐ Yes ☐ No

20.2. If no, why

21. If the household is engaging in nonagricultural (alternative income generating) activities, what type of AIGA does it undertake?

22. What is the average total amount of money you earned per month in the AIGA (in Gdes)?

23. Do you have access to a market in your area where to sell your products/services? ☐ Yes ☐ No
23.1. If yes, how far is it from your farm (KM)?

24. Are you a member of MUSO group in your commune/communal section? ☐ Yes ☐ No

25. If yes, specify the date you joined : (month and year)

26. If yes, have you received a loan from a MUSO group in your commune/communal section?
☐ Yes ☐ No

27. Did you received any loan from a Micro finance institution (such as Fonkoze) for the past 12 months because of the assistance from LWR? ☐ Yes ☐ No

27.1. If yes, what is the amount received? Gdes _____

27.2 status of the debt

- ☐ a. currently paying the debt
☐ b. reimbursed entire debt
☐ c. is not able to pay debt

28. Are you a member of any producer group in your commune? ☐ Yes ☐ No

28.1. If yes, is your group registered?

28.2. How often do you meet in your producer group?

Number : 1____1 per ☐ week ☐ month ☐ year

29. Overall, do you think that you have increased your production (AG/AIG) because of the services received from the project?

☐ Yes ☐ non

Please explain:

30. Overall, do you think that the household income has increased because of the services received from the project?

☐ Yes ☐ non

Please explain:

Household access to social protection

Social Protection services

29. Do you have any social protection services in your communal section? ☐ Yes ☐ No

30. If yes, who are the social protection service providers?

31. Are you accessing any of these social protection services? ☐ Yes ☐ No

32. If yes, what type of social protection services are you accessing?

32.1. Please specify date on which (month and year) you received each of these social protection services?

33. How many times have you accessed this service?

- ☐ a. once
☐ b. more than once

Advocacy campaigns

34. Have you seen/heard any message about the negative effects of child labor? ☐ Yes ☐ No

34.1. if yes, please specify date on which (month and year) you received these messages?

35. If Yes, Where did you hear/see this message?

- ☐ a. at my child's school
- ☐ b. in church
- ☐ c. radio/television
- ☐ d. community meeting
- ☐ e. brochure distributed at home
- ☐ f. other, specify

36. Do you think children should work? ☐ Yes ☐ No

37. If yes, why?

- ☐ a. children learn skills
- ☐ b. Family gets money and other benefits
- ☐ c. children get exposed to other opportunities
- ☐ d. children have to work
- ☐ e. other, specify

Catholic Relief Services
Let's Work For Our Rights Project
CHILD TRACKING FORM

Intake Form

Person filling the form (case manager):		Person reviewing (TL):		Date:	
Department:	Commune:	Communal section			

Demographics on the child

1. Child's Surname:		First Name:		4. Child's sex:
2. Father/Guardian's Surname:		First Name:		Male: ☐ Female: ☐
3. Mother/Guardian's Surname:		First Name:		
5.1. Date of Birth:		5.2. Age		
6. Is the child in any way handicapped? Yes ☐ No ☐ If yes, how:				
7. Household Number:		8. CID #:		

Work Status

9. Do you work outside home? Yes ☐ No ☐ (If No, please skip to question #16).			
10. If yes, what is the main kind of work that you are engaged in outside home?			
☐ a. Agriculture	☐ b. Selling in streets/market	☐ c. Metal work	☐ d. Making bricks
☐ e. Illegal trade	☐ f. Factory/manufacturing	☐ g. Fishing	
☐ h. Commercial sex	☐ i. Hotel/restaurant/ kiosk	☐ j. Scavenging	☐ k. Construction
☐ l. Weaving/artisan	☐ m. Portering/carrying loads	☐ n. Mining/quarrying/sand harvesting	
☐ o. Mechanic	☐ p. Houseboy/girl (servant)	☐ q. Other	
11. Average number of hours worked <i>per week</i>?			
12. How are you paid? Cash ☐ In kind ☐ No pay ☐ If cash, average amount earned <i>per week</i>:			
13. Do any of the following conditions apply to your work? (Tick all that apply)			
☐ a. Work at night	☐ b. Hot, cold or wet conditions	☐ c. Work for long hours	
☐ d. Work with chemicals or tools that can cause injury	☐ e. Abusive environment or morally damaging (bars, hotels)		
☐ f. Sharp tools (machetes, axes, etc)	☐ g. Other (specify)	☐ h. None	
14. Why are you working? Rank the important reasons with 1, 2 and 3			

- ☐ a. Pay school fees ☐ b. Supplement family income ☐ c. Learn skills ☐ d. Pay family debt
☐ e. Forced by parents/guardian to work ☐ f. For food ☐ g. Other (specify)

15. Time of day spent working on chores at home:

- ☐ a. During school hours ☐ b. Outside school hours ☐ c. All day long

16. If the child is doing household chores outside school hours, tick the appropriate periods

- ☐ a. Before school ☐ b. After school
☐ c. Before and after school ☐ d. Other

17. What is the average number of hours spent on household chores *per week*?

18. What is the total number of hours spent on household chores and work outside home? (Add 11 and 17)

19. Have you ever been injured while working? Yes ☐ No ☐ If yes, describe injury:

20. Please, circle the main sentence related to the child's situation and tick all that apply to the child's situation (at RISK)

- ☐ a. Likely to drop out of school ☐ b. Sibling/peer of current/ex working child ☐ c. Dropped out
☐ d. Formerly abducted child ☐ e. child who has given birth ☐ f. Head of household
☐ g. Care for sick family members ☐ h. Stays in a child headed household ☐ i. Orphan
☐ j. Other (specify)

21. Is the child involved in any of the following types of work (WFCL)

- ☐ a. Illegal trade ☐ b. Commercial sex ☐ c. Slavery & debt bondage
☐ d. Child trafficking ☐ e. Work that is hazardous
☐ f. Any other work that prevents the child from attending school (specify)

Education Status

- 22. Child's current enrolment status:** ☐ a. in school (regularly) ☐ b. Out of school (go to Qn26)
☐ c. in school but not attending school regularly (at risk of dropping out)

If in school,

23 a. Which school are you currently enrolled in?

23 b. How far is your school from home?

23 c. How do you go to school? ☐ a. walking ☐ b. horseback ☐ c. taxi moto ☐ d. taptap /bus

24. If not in school, did the child: ☐ a. Drop out ☐ b. Never enrolled (go to Qn 29)

25. If dropped out, what is the highest education level reached?

- ☐ a. Primary, specify the grade ☐ b. Secondary, specify grade
☐ c. vocational, specify field and grade
☐ d. non formal , specify

26. What is the name of the last school attended?

27. If never attended school, give reasons. Rank the important reasons with 1, 2 and 3

- ☐ a. School too expensive
 ☐ b. No school available
 ☐ c. Fear for safety
☐ d. Take care of family members
 ☐ e. Lack of food
 ☐ f. Need to work
☐ g. Under/over age
 ☐ h. Parent/Guardian does not think school is valuable
☐ i. Long time Sickness
☐ j. Doesn't like school (why):
☐ k. Other (specify)

28. What kind of education program are you interested in?

- ☐ a. Primary Education
 ☐ b. Secondary Education
 ☐ c. Vocational Training
 ☐ d. None
☐ e. Other, specify...

29. What assistance would the child need to start and continue with education? Rank the important with 1, 2 and 3

- ☐ a. Pay school fees
 ☐ b. School supplies
 ☐ c. psychosocial support
 ☐ d. counseling family members
☐ e. Other (specify)

30. Recommended school program for child

- ☐ a. Primary
 ☐ b. Secondary
 ☐ c. vocational
 ☐ d. School transition mechanism (STM)

Name of School

Planned date of enrolment

31. Referred by:

Parent/Guardian Support

I support this plan.

Signed: _____
 Signature Name of parent/guardian Date

Confirmation of Enrollment

I _____ confirm that _____ has been newly
 (Case manager's n (Child's Name)

enrolled in or assisted by LWR to continue with:

Primary ☐ Secondary ☐ Vocational ☐ School transition mechanism

CHILD

Name of School: _____ Date of enrollment _____

Expected year of completion: Household No: Date:
 (case worker):

FOLLOW-UP FORM

Department:	Commune:	Communal section:
Child's Surname:	First Name	C.I.D #:
Birth date:		Age :

Education status

1. Is the child still in an education program with LWR support? ☐ Yes ☐ No	
If yes, specify program and grade	
☐ a.Primary grade	☐ b. Secondary
☐ c.STM	
Name of School	
2. Current/most recent performance in school:	
☐ a. Excellent ☐ b. Good ☐ c. Fair ☐ d. Poor	
3. How many days has the child attended in the last 3 months?	
4. Has the child completed LWR-recommended school program? Yes ☐ No ☐	
If yes, specify program and date of completion	
☐ a.Primary ☐ b. Secondary ☐ c. School Transition mecanism	
Date of completion	
5. If the child did not complete but is no longer in the LWR-recommended school program, what happened:	
☐ a.Moved to <i>non</i> -LWR program	Name of program:
☐ b. Died	Date:
☐ c. Dropped out	Date:
6. If the child dropped out, give the main reason for drop out:	
☐ a. Fear for safety ☐ b. Take care of family members ☐ c. Need to work ☐ d. Lack of parent support	
☐ e. Parent/guardian does not think school is valuable ☐ f. Other	
7. What assistance has been provided by LWR to the child during this follow-up period? (Tick all that apply)	
☐ a. Pay school fees ☐ b. Provide school supplies ☐ c. Provide uniform	
☐ d. Provide School Bag ☐ e. Other	
8. What is the most important intervention needed to enable the child to continue with education?	
☐ a. Pay school fees ☐ b. Provide school supplies ☐ c. Provide uniform ☐ d. Provide school bag	
☐ e. Other	

Work status

9. Does child work outside home? ☐ Yes ☐ No (If No, please skip to Question #14)

10 a. If yes, what is the main kind of work the child does outside home?

- ☐ a. Agriculture ☐ b. Selling in streets/market ☐ c. Metal work
☐ d. Illegal trade ☐ e. Factory / manufacturing ☐ f. Fishing ☐ g. Making bricks
☐ h. Commercial sex ☐ i. Hotel/ restaurant/ kiosk ☐ j. Houseboy/girl ☐ k. Construction
☐ l. Weaving ☐ m. Pottering/ carrying loads ☐ n. Mining/quarrying/sand harvesting
☐ o. Other

10 b. Major hazardous conditions of work: (Please tick "none" if there are no hazardous conditions)

- ☐ a. Work at night ☐ b. Hot, cold or wet conditions ☐ c. Work for long hours ☐ d. sharp tools
☐ e. Work with chemicals or tools that can cause injury ☐ f. Abusive environment or morally damaging (bars, hotels)
☐ g. Other (specify) ☐ h. None

11. Average number of hours worked *per week*?

12. How is the child paid? ☐ Cash ☐ In kind ☐ No pay **If cash, average amount earned *per week*:**

13. Why is the child working? Rank the important reasons with 1, 2 and 3

- ☐ a. Pay school dues ☐ b. Supplement family income ☐ c. Learn skills ☐ d. Pay family debt
☐ e. Forced by parents/guardian to work ☐ f. For food ☐ g. Other (specify)

14. Time of day spent working on chores at home: During school hours ☐ Outside school hours ☐

15. If the child is doing home chores outside school hours, tick the appropriate periods

- ☐ a. Before school ☐ b. After school
☐ c. Before and after school ☐ d. Other

16. Average number of hours worked on home chores *per week*?

17. Total number of hours spent on home chores and work outside home? (Add 11 and 16)

Please comment on the working status of the child: Is he/she still in/ removed from exploitative labor?

Actions to take			Person Responsible	By which date?
A.				
B.				

C.		
D.		

Next follow up visit scheduled to take place on _____.

Verified by:
Name:
Position:
Signature:
Date:

Catholic Relief Services
Let's Work For Our Rights Project
YOUTH TRACKING FORM

Intake Form

Person filling the form (case manager):		Date:
Department:	Commune:	Communal Section

Demographics on the youth

1. Youth's Surname:		First Name:		4. Youth's sex:
2. Father/Guardian's Surname:		First Name:		Male: ☐ Female: ☐
3. Mother/Guardian's Surname:		First Name:		
5. Date of Birth:				
6. Is the youth in any way handicapped? ☐ Yes ☐ No If yes, how?				
7. Household code:		8. YID #:		

Work Status

9. Do you work outside home? Yes ☐ No ☐ (If No, please skip to question #16).			
10. If yes, what is the main kind of work that you are engaged in outside home?			
☐ a. Agriculture	☐ b. Selling in streets/market	☐ c. Metal work	☐ d. Making bricks
☐ e. Illegal trade	☐ f. Factory/manufacturing	☐ g.. Fishing.	
☐ h. Commercial sex	☐ i. Hotel/restaurant/ kiosk	☐ j. Scavenging	☐ k. Construction
☐ l. Weaving/artisan	☐ m. Portering/carrying loads	☐ n. Mining/quarrying/sand harvesting	
☐ o. Mechanic	☐ p. Houseboy/girl (servant)	☐ q. Other	
11. Do you work for someone or are you self employed? ☐ Work for someone ☐ self employed (go to Qn 14)			
12. If you work for someone, average number of hours worked <i>per week</i>?			
13. How are you paid? Cash ☐ In kind ☐ No pay ☐ If cash, average amount earned <i>per week</i>:			
14. Conditions of work: (Tick all that apply)			
☐ a. Work at night	☐ b. Hot, cold or wet conditions	☐ c. Work for long hours	
☐ d. Work with chemicals or tools that can cause injury	☐ e. Abusive environment or morally damaging (bars, hotels)		
☐ f. Work with sharp tools			

- ☐ g. Other (specify)
- ☐ h. None

15. Why are you working? Rank the important reasons with 1, 2 and 3

- ☐ a. Pay school fees ☐ b. Supplement family income ☐ c. Learn skills ☐ d. Pay family debt
- ☐ e. Forced by parents/guardian to work ☐ f. For food ☐ g. Other (specify)

16. What is the average number of hours spent on home chores *per week*?

17. What is the total number of hours spent on home chores and work outside home? (Add 12 and 16)

18. Have you ever been injured while working? Yes ☐ No ☐ If yes, describe injury:

19. Is the youth involved in any of the following types of work? (Tick the most appropriate category)

- ☐ a. Illegal trade ☐ b. House boy/House girl ☐ c. Commercial sex ☐ d. Slavery & debt bondage
- ☐ e. Child trafficking ☐ f. Work that is hazardous

Education Status

20. What is the highest education level reached?

- ☐ a. Primary ☐ b. 6th-4th Secondary
- ☐ c. 3rd-philo (secondary) ☐ d. Never went to school (go to Qn 23)
- ☐ e. Vocational training (specify skill)

21. What is the name of the last school/institution attended?

22. If never went to school, give reasons. Rank the important reasons with 1, 2 and 3

- ☐ a. School too expensive ☐ b. No school available ☐ c. Fear for safety
- ☐ d. Take care of family members ☐ e. Lack of food ☐ f. Need to work
- ☐ g. Under/over age ☐ h. Parent/Guardian does not think school is valuable
- ☐ i. Long time Sickness
- ☐ j. Doesn't like school (why):
- ☐ k. Other (specify)

23. What kind of skills do you possess?

24. Which program are you interested in? ☐ a. Vocational training/apprenticeship ☐ b. Micro-franchising (go to Qn28)

25. If vocational/apprenticeship, which training skill are you interested in?

- ☐ a. Carpentry ☐ b. Bicycle /motor bike repair ☐ c. Motor vehicle repair ☐ d. Hair dressing and saloon
☐ e. Tailoring ☐ f. Driving ☐ g. Hotel management ☐ h. Fitter & turner
☐ i. agriculture ☐ j. Bee keeping ☐ k. Music ☐ l. Masonry
☐ m. Others specify

26. How do you intend to apply the knowledge and skills after completing the training?

- ☐ a. Start my own business ☐ b. Look for a job ☐ c. Work for a relative ☐ d. Not sure
☐ e. Other (specify)

27. If entrepreneurship, what kind of business are you interested in?

28. Recommended program for youth:

- ☐ a. Vocational (skill) ☐ b. Entrepreneurship(business)

Name of training institution:

Planned date of enrollment

Parent/Guardian Support

I support this plan.

Signed: _____
Signature
Name of parent/guardian
Date

Confirming Enrolment

I _____ confirm that _____ has been newly
(CSOs Name)
(Youth's Name)

enrolled or assisted by LWR in:

- ☐ Vocational skill training..... ☐ Entrepreneurship

Name of School: _____ **Date of enrollment** _____

Expected date of completion (for vocational training): _____

YOUTH FOLLOW-UP FORM

Case Worker	Household No:	Date:
Department:	Commune:	Communal Section:
Youth's Surname:	First Name	Y.I.D #:

Vocational Skills Training status

1. Are you still in a vocational/technical skills training program with LWR support?
 Yes ☐ ☐ No- I Have already completed the LWR program
☐ No (dropped out-go to Qn 6)

1.1. If completed, specify vocational skill and date of completion

1.2. Have you received a certificate of completion from the Ministry of Education? (Ask to see the certificate if yes)
 yes ☐ no ☐

2. If yes (in #1) , specify skill

☐ a. Carpentry	☐ b. Bicycle /motor bike repair	☐ c. Motor vehicle repair	☐ d. Hair dressing and saloon
☐ e. Tailoring	☐ f. Driving	☐ g. Hotel management	☐ h. Fitter & turner
☐ i. agriculture	☐ j. Bee keeping	☐ k. Music	☐ l. Masonry
☐ m. Others specify			

3. Name of institution

4. Name of artisan

5. if enrolled in a LWR program, at any point, what assistance was provided by LWR to you during this follow-up period? (Tick all that apply)

☐ a. Pay tuition	☐ b. Provided start-up kit/package	☐ c. Other (specify)
---	---	--

6.. If youth did not complete the program, what happened:

☐ a. Moved to non -LWR program	Name of program:
☐ b. Died	Date:
☐ c. Lost interest	Date:
☐ d. other, specify :	

7. If the youth dropped out, give the main reason for drop out:

- ☐ a. Fear for safety ☐ b. Take care of family members ☐ c. Need to work ☐ d. Lack of parent support
☐ e. Parent/guardian does not think school is valuable ☐ f. Other

Employment /Work status

8. Did you receive a business start-up package from LWR? Yes ☐ No ☐
9. Are you employed? Yes ☐ No ☐
10. If yes, what kind of work do you do?
- ☐ a. Carpentry ☐ b. Bicycle /motor bike repair ☐ c. Motor vehicle repair ☐ d. Hair dressing and saloon
☐ e. Tailoring ☐ f. Micro-franchising ☐ g. Weaving ☐ h. Fitter & turner
☐ i. agriculture ☐ j. Bee keeping ☐ k. Music ☐ l. Masonry
☐ m. construction ☐ n. Making bricks ☐ o. Fishing ☐ p. Hotel/ restaurant/ kiosk
☐ q. Pottering/ carrying loads ☐ r. Driving ☐ s. Others specify
11. If no in question 9, have you participated in an internship or an apprenticeship program with LWR support (for the last 6 months)? ☐ Internship ☐ apprenticeship ☐ none
12. If yes , Did you find it useful in term of gaining new skills and experience? ☐ Yes ☐ no
13. Do you work in the conditions cited below?
- ☐ a. work between 10 pm and 7 am ☐ b. Hot, cold or wet conditions ☐ c. Work with chemicals or tools that can cause injury
☐ d. Work underground, underwater, at dangerous heights or confined spaces
☐ e. sharp tools ☐ f. other, specify
14. Are you a member of a MUSO group or any other association that promote collective work ?
a. MUSO ☐ b. other association ☐ (please specify) c. none
15. Do you work for someone or you are self-employed?
- ☐ a. Self employed ☐ b. Work for someone (go to Qn 24)
16. If employed by someone, what is the average number of hours worked per week?
17. How are you paid? ☐ Cash ☐ In kind ☐ No pay If cash, average amount earned per week:
18. Please specify the name of the employer if it is an enterprise/company/institution :

Actions to take	Person Responsible	By which date?
A.		

B.		
C.		
D.		

Next follow up visit scheduled to take place on _____.

Verified by:
Name:
Position:
Signature:
Date:
Official Stamp:

Catholic Relief Services
Let's Work For Our Rights Project

SCHOOL INSPECTION FORM

Form filled by : Department : Commune : Communal section : Date: (dd/mm/yyyy)	Name of School : Name of Director : Type of school : ☐ public (national, communal) ☐ private ☐ presbyteral Number of students : Male : __ __ Female __ __ Number of LWR-supported students: Male : __ __ Female __ __ Number of Teachers : Male : __ __ Female __ __
--	---

Infrastructure Support and Transition Mechanism
1. What kind of infrastructure support did the school receive from LWR? (tick all that apply) ☐ a. door repair ☐ b. window repair ☐ c. roof repair ☐ d. toilet repair ☐ e. floor repair ☐ f. furniture repair (desk/chair) ☐ g. painting ☐ h. other, specify: 1.1 Date of receiving of accomplishment (specify the month and the year) 2. Does the school or community offer informal education for out of school children and over-age students? ☐ yes ☐ No 2.1. If yes, how many are enrolled : Total __ __ Male __ __ Female __ __ 2.2. Specify the number by age category : ☐ a. 7-10 __ __ ☐ b. 11-14 __ __ ☐ c. 15-17 ____ 3. Does the school have children who receive support from the LWR project? a. formal education : ☐ yes ☐ No b. informal education: ☐ yes ☐ No 3.1 if yes for formal education, how many : Total __ __ Male __ __ Female __ __ 3.2. Specify the number by age category : ☐ a. 5-10 __ __ ☐ b. 11-14 __ __ ☐ c. 15-17 __ __

3.3. if yes for informal education, how many : Total |__|__| Male |__|__| Female |__|__|

3.4. Specify the number by age category :

☐ a. 7-10 |__|__|

☐ b. 11-14 |__|__|

☐ c. 15-17 _____

School council

4. Does the school have a school council? ☐ Yes ☐ No

4.1 If no, Did the school have a school council in the past? ☐ Yes ☐ No

4.2. Does the school have a school council because of LWR? ☐ Yes ☐ No

5. How many people are there in the school council?

Total |__|__| Male |__|__| Female |__|__|

6. How often did the school council meet for the last 6 months?

Number of times : |__|__| per ☐ week ☐ month ☐ every 3 months

7. What type of topic is discussed during the school meeting?

☐ a. school fees

☐ b. school punishment

☐ c. student attitudes/behavior

☐ d. social activities for students

☐ e. social protection services for students

☐ f. other, specify:

8. Is there a written report after each meeting of school council members? ☐ yes ☐ No

9. Do the school council members influence decision making in the school? ☐ yes ☐ No

9.1. if yes, please explain :

Training

10. Did Teachers receive any training from the LWR project? ☐ yes ☐ No

10.1 if yes, how many : Total |__|__| Male |__|__| Female |__|__|

11. What type of training did they receive from the LWR project?

☐ a. class room management

☐ b. referrals services available at the Workers' Rights Centers or satellite offices

☐ c. other, specify

12. Per the test records (please provide), how many teachers scored at least 75/100 on the posttest on classroom management and WRC referral services? Total |__|__| Male |__|__| Female |__|__|

13. Per your classroom observations, how many of the trained teachers practice some of the management techniques? Total |__|__| Male |__|__| Female |__|__|

14. Please provide examples of how they apply these techniques.

Catholic Relief Services
Let's Work For Our Rights Project
Commercial Activity Follow-Up form

This tool will be completed by partner Livelihood Officers (LHO)

Form filled by the LHO:

Date:

1. How many of the project beneficiary producers participated in sales events for the past 6 months?
 Sale event 1. Male |__|__| Female |__|__| Date Type of Event:
 Sale event 2. Male |__|__| Female |__|__| Date Type of Event
 Sale event 3. Male |__|__| Female |__|__| Date Type of Event
 Sale event 4. Male |__|__| Female |__|__| Date Type of Event

2. Specify total number of producers per department
 North: Male |__|__| Female |__|__|
 North East : Male |__|__| Female |__|__|

3. How many partnerships have been established with microfinance institutions during this reporting period?
 Please describe each.

4. How many livelihood beneficiaries might benefit from these partnerships?
 Individual Male |__|__| Female |__|__|
 Association North |__|__| North East |__|__|

5. How many LWR stakeholders received the project study on potential markets, sales channels and CL/labor rights awareness?
 Chamber of commerce ____
 Producer/trade associations ____
 Vendors ____
 Other ____ (please specify)

Catholic Relief Services
Let's Work For Our Rights Project
WRC FOLLOW UP FORM

Form filled by Workers' Rights Center Coordinator Date: Department of WRC : Commune of WRC: Communal section of WRC :	
---	--

WRC Services
1. Which of the services below are provided in line with the WRC operations manual: ☐ legal documentation ☐ legal assistance ☐ referrals to psychosocial assistance providers ☐ referrals to Health care providers ☐ other, specify: 2. How many staff are employed at the WRC? 3. How many staff have received training on the WRC's operations procedures? ____ Male/Female 4. How many of those trained scored at least 85/100 on the training posttest? Male __ __ Female __ __

Requests for services
5. How many individuals are registered for services at the WRC? 6. Specify the number for 7. 1) Beneficiary HH : 8. 2) other individual : 9. How many of these individuals have requested services in the current reporting period? 9.1. Beneficiary HH 9.2. other individuals : ____ 10. Numbers of individuals (requesting the following types of services in this reporting period. Legal documentation ☐ a. Birth certificate : ____ ☐ b. NIF ____ ☐ c. CIN ____ ☐ d. Passport ____ ☐ e. other, specify: Social protection ☐ f. psychosocial support, please specify : ☐ g. legal aid, please specify ☐ h. healthcare ☐ i. other, specify:

11. Numbers of individuals who received the following types of services in this reporting period among those who requested.

legal documentation

- ☐ a. Birth certificate : ____
- ☐ b. NIF ____
- ☐ c. CIN ____
- ☐ d. Passport ____
- ☐ e. other, specify:

Social protection

- ☐ f. psychosocial support, please specify :
- ☐ g. legal aid, please specify
- ☐ h. Healthcare
- ☐ i. other, specify:

Catholic Relief Services

Let's Work For Our Rights Project

VOCATIONAL TRAINING PROVIDER FOLLOW-UP FORM

Form filled by : Department: Commune : Communal section :	Date : Name of School Name of Director:
--	---

1.School Year of foundation :

2.Type of school : ☐ private ☐ public ☐ religious

3. Is the School registered? ☐ yes ☐ no

4. If no, is it on the process of being registered? ☐ yes ☐ no

5. What programs are currently offered by the school? (check all that apply)

☐ a. Carpentry

☐ b. mason

☐ c. electrician

☐ d. dressmaker

☐ e. mechanics

☐ f. metal work

☐ g. tile layer

☐ h. furniture making

☐ i. other, specify:

6. What existing vocational training program(s) has/have been modified because of the LWR project?

Program	Specify what has been changed/modified

7. Are there new programs offered because of the LWR project? ☐ yes ☐ no

7.1. If yes, please, specify :

8. How many youths supported by the LWR project are currently enrolled in programs?

Program	Male	Female

Catholic Relief Services
Let's Work For Our Rights Project
COUNTRY CAPACITY TRACKING FORM

Form filled by :

Department:

Commune :

Date :

GPS :

1. Name of government Entity : ☐ MAST ☐ IBESR ☐ BPM
2. Name of Director:
3. Did any staff receive any training from The LWR project for the past 6 months?
4. If yes, how many? Male |__|__| Female |__|__|
5. What training did they receive?
 - ☐ Haitian labor code
 - ☐ International child labor standards (ILO)
 - ☐ other , specify:
6. Per training records, how many have scored at least 75/100 on training post-tests?

Training 1, specify :	Male __ __	Female __ __	
Training 2, specify :	Male __ __	Female __ __	
Training 3, specify :	Male __ __	Female __ __	
7. Did the training received change institutional practices? __ Yes __ No
 If yes, how?
 - a.
 - b.
 - c.
8. Has the institution received any equipment from the LWR project?
 - ☐ Laptop, how many?
 - ☐ Desktop, how many?
 - ☐ Desk, how many?
 - ☐ Any Other support, please specify :
9. Does the institution have a database to monitor child labor installed or improved with LWR project support?
 - ☐ yes ☐ no
 - If yes, explain how this database is used
10. Does the institution have a database to monitor workers' rights issues installed or improved with LWR project support
 - ☐ yes ☐ no

If yes, how this database is used

11. What changes has the institution made as a result of the LWR project? (check all that apply)

- a. ☐ increased staff involving in child protection or workers' rights
If yes, how many? Male |__|__| Female |__|__|
- b. ☐ Trained staff involved in child protection or workers' rights
If yes, how many? Male |__|__| Female |__|__|
- c. ☐ increased budget related to protection of children and workers' rights
- d. ☐ proposed a new decree regarding child protection and workers' rights
- e. ☐ took other initiatives in terms of child protection and workers' rights
Please, specify initiatives:
- f. ☐ increased frequency of inspections related to child protection or workers' rights
Please specify the frequency of inspections before and after LWR support.
Before :
After LWR project support :
- g. ☐ other, specify :

Private Company

12. Was a social compliance plan (SCP) developed with the support of the Project?

☐ yes ☐ no

13. Are there companies that signed the social compliance plan (SCP)?

☐ yes ☐ no

If yes, which firms:

14. Has the company enacted the provisions of the social compliance plan, including:

 Provision of safety equipment to workers

NB: a checklist of key SCP provisions will be developed to measure the indicator: # of companies that implement a social compliance plan.

Catholic Relief Services
Let's Work For Our Rights Project

AWARENESS RAISING FORM

This form will be used to track CPC or Civil Society Organization awareness raising and advocacy activities.

Form filled by the MEO:

Department:

Commune:

Communal section:

Date on which MEO visit was conducted:

1. Name of Civil Society Organization/Child Protection Committee (CPC) :
2. Name of CPC or Civil Society Organization Head
3. For CPCs:
 - 3.1 Number of persons in the CPC: Male |__|__| Female |__|__|
 - 3.2 Number of: __ local officials __ WRC staff __ Other (please specify)
 - 3.3 Number of times the CPC has met in the last six months: __ Dates of meetings: _____
4. Type of activities undertaken in last six months :
 - ☐ a. Awareness raising on Child labor
 - ☐ b. Advocacy for social protection (children and workers)
 - ☐ c. Referrals
 - ☐ d. Reunification
 - ☐ e. Other- specify _____
5. Has the CPC or Civil Society Organization received any support from the LWR project for this activity?
☐ yes ☐ No
If yes, please specify :
6. For awareness raising activities per question 4a, please specify the method used, number of times implemented in the last six months, estimated total reach of each method and mode of calculation for reach:
 - ☐ a. door- to door (household visits)- number of times implemented: __ total individuals reached (do not double count): __ Mode of calculation: _____
 - ☐ b. community meeting- number of meetings: __ total individuals reached: (do not double count) __ Mode of calculation: _____
 - ☐ c. mobile legal clinics- number of times implemented: __ total individuals reached (do not double count): __ Mode of calculation: _____
 - ☐ d. Other – please specify: _____
7. For CPC-organized focus groups on child labor awareness raising message:
 - a. How many focus groups were organized in the last six months on the LWR child labor awareness raising message? ____
 - b. How many persons participated in each focus group: ____
 - c. How many persons in each focus group were able to identify the key components of the child labor message delivered to them? ____
8. If b) in question 4, specify what kind of service the CPC or Civil Society Organization advocated for?
9. Please specify the names of the Providers to whom the advocacy was made?

10. Has the CPC or Civil Society Organization received any feedback from the service providers on the provision of service?

☐ yes ☐ No

11. For CPCs:

11.1 Have you developed any Child labor plan in your communal section? ☐ yes ☐ No

11.2 If yes, how many Local Government Authorities (LGAs) in your communal section have Child labor plans?

11.3 How many of these plans have been adopted?

Catholic Relief Services

Let's Work For Our Rights Project

DRAFT SATISFACTION SURVEY ON WRC SERVICES (to be refined once WRCs are operational)

Respondent's name : Sex : Age : Area of residence Department : Commune : Communal Section: Date:

Please check your level of agreement for each statement.

1= strongly disagree; 2= disagree; 3= nor agree nor disagree; 4= agree; 5- strongly agree

Accessibility of Workers' Rights Center	1	2	3	4	5	Comments
The center or the satellite is at a reasonable distance for me and my family						
The center or the satellite is open during hours that are convenient to me						
The center is clean						
Personnel	1	2	3	4	5	Comments
Personnel are well informed						
Personnel treat me with respect						
Personnel are available during working hours						
I feel comfortable when I am in the center						
WRC's services	1	2	3	4	5	Comments
The center's services are tailored to my needs						
I receive prompt answers regarding my requests						
I understand the importance of the legal documentation provided with the support of the Center (ID card, passport, birth certificate)						
I understand the type of social protection services provided with the support of the Center						
QUESTIONS						
Which service(s) did you request from the Center?						
Which of these services was most useful? Why?						
How much time did it take to receive your requested services? By type of service-						
Are documents from the Center clear? If not, why						
What is your opinion on Child labor?						
Has the center contributed to change your perception regarding child labor? If yes, how?						

ANNEX 9.

Project Data Reporting Form and Targets

May 17, 2016

Indicator	Intake Value	Target/ Actual	April 2016	October 2016	April 2017	October 2017	April 2018	October 2018	Final Value	Freq. of Report
Project Objective : Reduced Incidence of Child Labor in the Project's 12 Target Communes										
POH1 % of beneficiary households with at least one child engaged in child labor		Target						1500/30%		Intake and end of project <15= 70% of 1500 >15=30% of 1500
		Actual							%	
		Caseload								
		Est.Caseload		1500				5000		
		<15						1050		
		>15						450		
POH2 % of beneficiary households with at least one child engaged in hazardous child labor		Target						1250/25%		Intake and end of project <15= 70% of 1250 >15=30% of 1250
		Actual							%	
		Caseload								
		Est.Caseload		1500				5000		
		<15						875		
		>15						375		
POC1 % of beneficiary children engaged in child labor		Target		2100/70%	3250/50%	4000/40%	3000/30%	3000/30%		Semi-annual Cumulative
		Actual							%	
		Caseload								
		Est.Caseload		3000 (2 children in average /HH)	6500 (+3500)	10000 (+3500)	10000	10000		
		Male								
		Female								
POC2 % of beneficiary children working in hazardous child labor		Target		1800/60%	2600/40%	3000/30%	2000/20%	3000/20%		Semi-annual Cumulative Hazardous totals 10% less than CL totals
		Actual							%	
		Caseload								
		Est.Caseload		3000	6500 (+3500)	10000 (+3500)	10000	10000		
		Male								
		Female								

IO1 School attendance among beneficiary students increased										
POH4 % of beneficiary households with all children of compulsory school age attending school regularly		Target		300/20%				3750/75%		Intake and end of project (based on the number (190) of school days per year)
		Actual							%	
		Caseload								
		Est. Caseload		1500				5000		
POC4 % of beneficiary children who regularly attended any form of education during the past six months		Target		440/20%	2440/50%	4914/65%	5670/75%	5670/75%		Semi-annual Cumulative
		Actual							%	
		Caseload/E		2100	2450	2450		7000		
		Caseload/VE		100	230	230		560		
		Total		2200	2680	2680		7560		
E1 : Number of children engaged in or at high risk of entering child labor provided education services: referrals, informal school, voc/tech school, subsidies		Target		2200	2680	2680	7560	7560	7560	Semi-annual not cumulative 7000 children + 560 youth in vocational school
		Vocational		150	210	200			560	
		Educational		2050	2470	2480			7000	
		Total		2200	2680	2680			7560	
		Actual								
		Male								
		Female								
IO1.1 Financial obstacles to school attendance reduced										
Number and percent of beneficiary children covered by project subsidies for school fees or standard supplies		Target		1680/80%	1960/80%	1960/80%			5600	Semi-annual Incremental
		Actual								
		Caseload		2100	2450	2450			7000	
		Male								
		Female								
Number and percent of beneficiary households with children covered by subsidy/financial support from the project		Target		1200(80%)	800 (80%)	800 (80%)			2800 (80%)	Semi-annual 80% of half of beneficiary HHs
		Actual								
		Caseload		1500	1000	1000			3500	
IO1.2 Increased school transition mechanisms adapted to the needs of beneficiary children										
Number of mechanisms set up in communities to		Target		7	14	24			24	Semi-annual

facilitate transition of beneficiary children from informal to formal education		Increments			+7	+10				2 mechanisms/ community 12 x 2= 24 Cumulative
		Actual								
Number and percentage of beneficiary children who move from informal to formal education system		Target		216/50%	468/50%	324/22.5%		1008	1008 (70%)	Semi-annual Attrition rate:approx. 30%. Cumulative (approximately 20 children per teacher ; 1440 targeted)
		Actual								
		Caseload		432	+504	+504		1440	1440	
		Male								
		Female								
IO1.3 Improved school infrastructure (safety and hygiene)										
Number of targeted schools where project-supported basic infrastructure work has been completed		Target		25/30%	51/60%	72/85%			72/85%	Semi-annual # of schools= 85 85% receive support Cumulative
		Actual								
		Caseload		35	+35	+15			85	
IO1.4 Active school councils support children’s education										
Number of active school councils regularly engaged in school activities		Target (cumulative)		5/ (6%)	20 (24%)	30 (35%)			30	Semi-annual 70% of 85 schools have councils; 50% are active
		Actual								
		Caseload		35	+35	+15			85	
IO1.5 Increased teacher knowledge of the needs of the project’s beneficiary children										
Number and percent of teachers who demonstrate increased knowledge of classroom management and referral services available at WRCs		Target		127/85%	153/85%	153/85%			433/85%	Semi-annual (based on school capacity and number of teachers available, target is 6 teachers per school) Incremental
		Actual								
		Caseload		150	180	180			510	
		Male								
		Female								
IO2 Income increased in beneficiary households										

Percentage of beneficiary households having reported an increase in their income as a result of the project interventions		Target		0%	400/15%	600/30%	2250/45%	3250/65%	3250/65%	Semi-annual 65% of 5000 Cumulative
		Actual								
		Caseload		1500	2000	1500			5000	
L1 : Number of beneficiary households that have received a livelihoods service: agriculture, alt. income generation, MUSO, employment services Desaggregated by type of service		Target		1,500	2000	1500			5,000	Semi-annual Incremental
		Actual								
		Caseload		1500	+2000	+1500				
IO2.1 Increased production by beneficiary household of agricultural and alternative products										
Percentage of beneficiary households engaging in AG/AIG production having reported an increase in their production after receiving project services		Target		0%		40%		70%	3500/70%	<u>Annual</u> 70% of 5000 cumulative
		Actual							%	
		Caseload		1,500	+ 1,000	+1000			3500	
Number of households that engage in at least one alternative income generating activity		Target		300	900	1,500			1,500	Semi-annual cumulative 30% of 5000
		Actual								
		Caseload		300	+600	+600			1500	
IO2.1.1 Improved technical skills among producers in both agricultural and alternative income generating activities										
Number and percent of producers who applied techniques learned during training in their production activities Disaggregate AG/AIG		Target		1050/70%	1400/70%	1050/70%			3500/70%	Semi-annual 70% of 5000 Incremental
		Actual								
		Caseload		1500	2000	1500			5000	
IO2.1.2 Increased access to micro-finance										

Number of beneficiary households participating for the first time or reintegrating into a MUSO group		Target		200	400	300			900	Semi-annual 3 MUSO x 12 communes x 25 members each Incremental
		Actual								
		Caseload								
Number of partnerships established with Micro-Finance Institutions(MFI)		Target		0	1	1	1		3	Semi-annual 25% of 12 communes= 3 Incremental
		Actual								
		Caseload								
IO2.1.3 Increased access to inputs										
Number of households that receive inputs through project support Disaggregate AG/AIG		Target		1,500	3,500	5,000			5,000	Semi-annual cumulative
		Actual								
		Caseload		1500	+2000	+1500			5000	
IO2.2 Improved linkages among producers, buyers and consumers										
Number of households that join a cooperative and/or producers association Disaggregate AG/AIG		Target		0	20	20	20	40	100/2%	Semi-annual 2% 20/commune x 5=100
		Actual								
		Caseload		1500	+2000	+1500			5000	
Number of producers participating in sales events Disaggregate AG/AIG		Target		0	500	1,000	1,500	1,500	1,500	Semi-annual 4 events/commune x 30 producers rounded to 1500
		Actual								
		Caseload		1500	+2000	+1500			5000	
IO2.3 Improved information available on markets and sales channels for agricultural and alternative products										
Number of stakeholders who receive project study on potential markets and sales channels		Target			90				90	Once (10-MAST/IBESR/DDA/12 mayors/1 Univ./35 cooperatives/12 private co's/20 technical schools)
		Actual								

IO3 Increased decent and productive work opportunities among beneficiary youth 15-18 years of age										
Number and percent of beneficiary youth 15-18 (up to 24) years old who obtain a decent and productive work opportunity		Target		150/30%	300/30%	300/30%	150/30%	900/100%	900/30%	Semi-annual 30% de 3000 (Reduce from 70% to 30%)
		Actual								
		Caseload								
		Est. Caseload		500	1000	1000	500		3000	
		Male								
		Female								
Number and percent of beneficiary youth 15-18 (up to 24) years old who join a group that promotes collective work		Target		20/4%	40/4%	40/4%	20/4%		120/4%	Semi-annual Average 10 X 12 communes=120
		Actual								
		Caseload								
		Est.Caseload		500	1000	1000	500		3000	
		Male								
		Female								
IO3.1 Increased knowledge among beneficiary youth of skills required for work										
Number and percent of beneficiary youth 15-18 (up to 24) certified at the end of their vocational or technical training program		Target		0	70/70%	160/70%	160/70%	390/70%	390/70%	Semi-annual 70% of 560 total Cumulative
		Actual								
		Caseload								
		Est.Caseload		0	100	+230	+230		560	
		Male								
		Female								
IO3.2 Increased market-based adaptation of vocational training for beneficiary youth										
Number of vocational or technical training schools that adapt their programs for beneficiary youth based on labor market needs		Target		0	4	6	6		16 (80%)	Semi-annual 20 schools – 80% Incremental
		Actual								
		Caseload			6	7	7			
IO4 Beneficiary households receive social protection services and information on workers’ rights										
Number of individuals (from beneficiary HHs or other persons) who receive at least one social protection service		Target		600/40%	1500/75%	1125/75%	775/15.5%		4000/80%	80% of individuals from the 5000 HHs = 4000 Incremental
		Actual								
		Caseload								
		Est.Caseload		1500	+2000	+1500			5000	

										(as well as referring other persons in need to SP services providers)
Number and percent of beneficiary households who receive information on workers’ rights		Target		600/40%	1500/75%	1125/75%	775/15.5%		4000/80%	80% of 5000 HHs= 4000 Incremental
		Actual								
		Caseload								
		Est. Caseload		1500	+2000	+1500			5000	
Number of individuals who receive legal documents via project support (disaggregated by regions, type of document)		Target		500	750	750	500		2500	Semi-annual 2500 Incremental
		Actual								
		Caseload								
		Est. Caseload							2500	
Percentage of beneficiary households reporting a positive level of satisfaction with services received from the Workers’ Rights Centers		Target				3000/60%			3500/70%	Annual- survey
		Actual								
		Caseload								
		Est.Caseload		1000	2000	2000			5000	
IO4.1 Increased capacity of the Workers’ Rights Centers to provide support services to beneficiary households										
Number of Workers Rights Centers providing services in line with the Operations Manual		Target		25% 1	75% 3				100% 4	For two first semesters
		Actual								
		Caseload		4	4				4	
Number and percent of Center staff who demonstrate understanding of WRC operations procedures		Target		34/90%		34/90%			34/90%	Semi-annual Staff:AVSI (17), CLES (7), JM (7), HS (7) = 38; refresher training in 3 rd period
		Actual								
		Caseload								
		Est.Caseload		38		38			38	

IO4.2 Increased understanding among beneficiary households of available social protection services and the need for legal documentation										
Number of individuals making requests for legal documents		Target		500	750	750	500		2500/100%	Semi-annual 2500 total target for legal documents Incremental
		Actual								
Number of individuals requesting social protection		Target		500	1000	1000	1500		80%/4000	Semi-annual 90% of individuals from the 5000 HH Incremental (and other persons with no target defined since we don't know how many will make the request)
		Actual								
		Caseload								
		Est.Caseload		1500	+2000	+1500			5000	
IO4.3 Improved attitude within target communities regarding child labor										
Number of active local Child Protection Committees working with the project		Target		1	2	3			6	Semi-annual 50% of communes have active CPC
		Actual								
		Caseload								
		Est.Caseload		3	3	6			12	
IO4.3.1 Improved dissemination of awareness raising message on negative aspects of child labor										
Number of persons reached by the project's awareness raising campaigns		Target		600	1200	1200	1200	1200	5400	Two events / period x 12 communes x50 persons- one event only in first period
		Actual								
Number of dissemination activities organized		Target		12	24	24	24	24	108	Semi-annual Activities: focus groups,community meetings,
		Actual								

										brochure distribution, etc. 2/commune per period x 12 = 24 (except first period)
IO4.3.2 Adoption of an awareness raising message on child labor that resonates with the beneficiary population										
Percentage of focus group participants who demonstrate an understanding of the key points of the awareness raising message		Target		85%						first semester of project- 2 x FG x 12 communes
		Actual								
		Caseload							24	
IO5 Increased Government, private sector and civil society prioritization of protection of child and worker rights										
Number of project interlocutors that demonstrate increased prioritization of child/worker rights		Target		2	3	3	3	3	14	Semi-annual 14 interlocutors 3 of 3 government 6 of 12 mayors, 3 of 6 NGOs, 2 of 4 private companies
		Actual								
		Caseload							25	
IO5.1 Strengthened capacity to protect child and worker rights within state agencies (MAST, IBESR, BPM, local government)										
Number of systems/ devices installed at departmental level to ensure improved follow-up of at-risk children/workers		Target			1	3			4	Semi-Annual IBESR, BPM, 2 Mayors
		Actual								
		Caseload							4	
Number of MAST, including IBESR, personnel trained whose post-test results demonstrate increased knowledge of labor law and child protection		Target			12				12	Semi-annual IBESR 2 x 5, MAST 2x2 = 14 85% = 12
		Actual								
		Caseload			14				14	
IO5.2 Increased commitment to social compliance within beneficiary companies										

Number of companies that adopt a social compliance plan		Target					1		1	Semi-annual Incremental 1 of 4 target co's adopts plan	
		Actual									
		Caseload					4	4	4		
Number of companies that implement their social compliance plan including safety equipment, prohibition of child labor, etc.		Target					1		1	Semi-annual One company adopting plan implements it	
		Actual									
		Caseload					1		1		
IO5.3 Increased involvement by civil society in advocacy to protect the rights of children and workers											
Number of civil society organizations engaged in advocacy to protect child and worker rights		Target					1	2		3	Semi-annual 50% of target CSOs engage in advocacy
		Actual									
		Caseload					6	6		6	

*See CMEP Annex 4 for more detailed definitions of key words such as child labor, hazardous labor, worst

[2020 Findings on the Worst Forms of Child Labor](#)

2021

[Progress in Implementing Chapter 16 \(Labor\) and Capacity-Building under the Dominican Republic – Central America – United States Free Trade Agreement – Fourth Report](#)

2021

[List of Goods Produced by Child Labor or Forced Labor](#)

2020

[ILAB Synthesis Review](#)

2020

[United States-Mexico-Canada Agreement \(USMCA\) Labor Rights Report](#)

2019

[Report on the U.S. Employment Impact of the United States-Mexico-Canada Agreement](#)

2019

[Work-Related Violence Research Project: Overview and Survey Module and Focus Group Findings \(Central America\)](#)

2017

[List of Products Produced by Forced or Indentured Child Labor](#)

2016

[Public Report of Review of Submission No. 2015-01 \(Peru\)](#)

2016

[Public Report of Review of Submission No. 2015-04 \(Mexico\)](#)

2016

[Independent Impact Evaluation for the Strengthening Protections of Internationally Recognized Labor Rights in Colombia Project](#)

2016

[Progress in Implementing Capacity-Building Provisions under the Labor Chapter of the Dominican Republic - Central America - United States Free Trade Agreement \(Third Biennial\)](#)

2015

[Standing Up for Workers: Promoting Labor Rights Through Trade](#)

2015

[Understanding Children's Work and Youth Employment Outcomes in Laos](#)

2015

[Public Report of Review of Submission No. 2012-01 \(Honduras\)](#)

2015

[Final Report: Survey Research on Child Labor in West African Cocoa Growing Areas](#)

2015

[Improving Labor Inspection Systems: Design Options](#)

2014

[Informe Nacional Sobre el Trabajo Infantil y el Empleo Juvenil](#)

2014

[Human Resource Practices for Labor Inspectorates in Developing Countries](#)

2014

[Report on the National Child Labour Survey 2010 of Lao PDR](#)

2013

[What Policy Guidance Does the Literature Provide on the Relationship between School Quality and Child Labor?](#)

2013

[Informal Worker Organizing as a Strategy for Improving Subcontracted Work in the Textile and Apparel Industries of Brazil, South Africa, India and China](#)

2013

[Comprendre le Travail des Enfants et l'Emploi des Jeunes au Togo](#)

2013

[Survey Research on Child Labor in West African Cocoa Growing Areas: CLCCG Meeting and Stakeholder Briefing, Washington DC, 03/12/2013](#)

2013

[Magnitud y Características del Trabajo Infantil y Adolescente en el Paraguay](#)

2013

[Report on the National Child Labour Survey 2010 of Lao PDR](#)

2013

[International Trade and Household Businesses: Evidence from Vietnam](#)

2013

[Survey To Estimate Commercial Sexual Exploitation of Children \(CSEC\) in Bekasi Region Of West Java, Indonesia in 2012](#)

2013

[Ending Child Labor in Domestic Work and Protecting Young Workers from Abusive Working Conditions](#)

2013

[The National Labor Force and Child Activities Survey 2011/12](#)

2013

[Schooling Incentives Project Evaluation \(SIPE\) Study in Nepal: Report & Dataset](#)

2013

[Entendiendo los Resultados del Trabajo Infantil y el Empleo Juvenil en El Salvador](#)

2013

[Working Children in the Republic of Yemen: the Results of the 2010 National Child Labor Survey](#)

2013

[Assessment of Ethiopia's Labor Inspection System](#)

2013

[Trabajo Infantil En Guatemala, de la Encuesta Nacional de Condiciones de Vida - Encovi 2011](#)

2013

[Sending Areas \(SA\) Study in Nepal: Report & Dataset](#)

2013

[Expanding the Evidence Base and Reinforcing Policy Research for Scaling-up and Accelerating Action against Child Labor](#)

2013

[Child Labor Community Engagement Toolkit: Best Practices and Resource Materials Drawn from the REACH Project](#)

2013

[Forced Labor of Adults and Children in the Agriculture Sector of Nepal](#)

2013

[2013 Annual Report of the Child Labor Cocoa Coordinating Group](#)

2013

[Prevalence and Conditions \(PC\) Study of Child Labor in India: Report & Dataset](#)

2013

[Public Report of Review of Submission No. 2011-03 \(Dominican Republic\)](#)

2013

[Prevalence and Conditions \(PC\) Study of Child Labor in Nepal: Report & Dataset](#)

2013

[Understanding Children's Work and Youth Employment Outcomes in Uganda](#)
2013

[Magnitud y Características del Trabajo Infantil en Chile - Informe 2013](#)
2013

[Prevalence and Conditions \(PC\) Study of Child Labor in Pakistan: Report & Dataset](#)
2013

[Children Working in the Carpet Industry in India, Nepal and Pakistan: Labor Demand Study](#)
2013

[Understanding Children's Work in Albania](#)
2013

[Business and the Fight Against Child Labour - Experience from India, Brazil and South Africa](#)
2013

[Children Working in the Carpet Industry in India, Nepal and Pakistan: Programs and Practices Review](#)
2013

[Report on National Child Labour Survey 2011-2012](#)
2013

[Principles in International Development: Sustainable Livelihoods and Human Rights Based Approaches](#)
2013

[Children Working in the Carpet Industry in India, Nepal and Pakistan: Summary Report on the Carpet Research Project](#)
2013

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2013

[Magnitud y Características del Trabajo Infantil y Adolescente en Costa Rica - Encuesta Nacional de Hogares \(ENAHOG\) 2011](#)
2012

[Child Domestic Labor in Egypt](#)
2012

[Report on Child Labour in Liberia 2010](#)
2012

[Working Children in Agriculture in Haiti, Sud Department](#)
2012

[Child Labor in Agriculture in the Northern Province of Rwanda](#)
2012

[Working Children in Egypt: Results of the 2010 National Child Labour Survey](#)
2012

[Working Conditions and Product Quality: Evidence from Carpet Industry in Pakistan, India, and Nepal](#)
2012

[Child Labor in Domestic Service \("Restaveks"\) In Port-au-Prince, Haiti](#)
2012

[Isolation or Opportunity? Experimental Analysis of a Housing Program for Urban Slum Dwellers in India](#)
2012

[Experimental Estimates of the Impact of Malaria Treatment on Agricultural Worker Productivity, Labor Supply and Earnings](#)
2012

[Child Labor in the Informal Garment Production in Bangladesh](#)
2012

[Preventive or Curative Treatment of Malaria? Evidence from Agricultural Workers in Nigeria](#)
2012

[2012 Annual Report of the Child Labor Cocoa Coordinating Group](#)
2012

[Pilot Survey 2010: Working Children in Dry Fish Industry in Bangladesh](#)
2012

[Child Labor in the Small-Scale Gold Mining Industry in Suriname](#)
2012

[Working Children in the Republic of Albania](#)
2012

[Child Labor in the Sugarcane Industry in Paraguay](#)
2012

[Encuesta de Trabajo Infantil Panama 2010](#)
2012

[Bangladesh: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
2012

[Public Report of Review of Submission No. 2010-03 \(Peru\)](#)
2012

[Child Labor in the Tea Sector \(Case Study\)](#)
2012

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2012

[Overview of New ILAB-Sponsored Research Papers on Worker Rights and Livelihoods](#)
2012

[Public Report of Review of Submission No. 2011-01 \(Bahrain\)](#)
2012

[Haitian Construction Workers in the Dominican Republic: an Exploratory Study on Indicators of Forced Labor](#)
2012

[Urban Child Labor in Port-au-Prince, Haiti](#)
2012

[Designing Microfinance to Enable Consumption Smoothing: Evidence from India](#)
2011

[Why do Households Fail to Engage in Profitable Migration? \(Author's update - December 2011\)](#)
2011

[Do Community-Based Interventions Improve Risk Sharing? Evidence from Malawi](#)
2011

[U.S. Employment Impact Review - U.S.-Panama Trade Promotion Agreement](#)
2011

[Labor Rights Report - South Korea](#)
2011

[Dinámica del Trabajo Infantil en la República Dominicana 2009-2010](#)
2011

[Laws Governing Exploitative Child Labor Report - South Korea](#)
2011

[Pakistan: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
2011

[Child Labor in the Fishing Industry in Uganda](#)
2011

[Longer Run Effects of a Seasonal Migration Program in Bangladesh \(Author's update - December 2011\)](#)
2011

[2011 Annual Report of the Child Labor Cocoa Coordinating Group](#)
2011

[Peru: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
2011

[U.S. Employment Impact Review - U.S.-South Korea Trade Promotion Agreement](#)
2011

[Sierra Leone: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
2011

[Refining the NAS-ILAB Matrix - Literature Review](#)
2011

[Formulating and Aggregating Indicators of Labor Rights Compliance - Appendix A](#)
2011

[Labor Rights Report - Colombia](#)
2011

[Situation Analysis on Child Labor in Tanzania Mainland and Zanzibar](#)
2011

[Refining the NAS-ILAB Matrix - Literature Review - Appendix A](#)
2011

[Formulating and Aggregating Indicators of Labor Rights Compliance - Appendix B](#)
2011

[Refining the NAS-ILAB Matrix - Literature Review - Appendix B](#)
2011

[Laws Governing Exploitative Child Labor Report - Colombia](#)
2011

[Formulating and Aggregating Indicators of Labor Rights Compliance - Appendix C](#)
2011

[Refining the NAS-ILAB Matrix - Literature Review - Appendix C](#)
2011

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2011

[Nepal Child Labour Report](#)
2011

[Overview of the ILAB-OTLA Contract Research Program on Livelihoods and Consumption Smoothing](#)
2011

[U.S. Employment Impact Review - U.S.-Colombia Trade Promotion Agreement](#)
2011

[Rapport de l'Enquête Nationale sur le Travail et la Traite des Enfants en Guinée de 2010](#)
2011

[Formulating and Aggregating Indicators of Labor Rights Compliance - Executive Summary](#)
2011

[Labor Rights Report - Panama](#)
2011

[Understanding the Brazilian Success in Reducing Child Labor: Empirical Evidence and Policy Lessons, Drawing Policy Lessons from the Brazilian Experience](#)
2011

[Magnitud Y Características del Trabajo Infantil en Uruguay: Informe Nacional 2010](#)
2011

[Comparative Case Analysis of the Impacts of Trade-Related Labor Provisions on Select U.S. Trade Preference Recipient Countries](#)
2011

[Child Activity Survey, Sri Lanka \(2008/09\)](#)
2011

[Laws Governing Exploitative Child Labor Report - Panama](#)
2011

[Employment Impacts of Globalization: The Impact of Service Offshoring on Displaced Workers Post-displacement Outcomes](#)
2010

[Assessment of Vietnam's Labor Inspection System](#)
2010

[Fourth Annual Report: Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Côte d'Ivoire and Ghana](#)
2010

[Formulating and Aggregating Indicators of Labor Rights Compliance](#)
2010

[FDI, Trade in Services, and Employment and Wages in U.S. Service Industry Firms](#)
2010

[Adult Returns to Schooling and Children's School Enrollment: Theory and Evidence From South Africa \(Published in Research in Labor Economics, Vol. 31, 2010, pp. 297-319.\)](#)
2010

[Trade in Services and U.S. Service Industry Employment and Wages](#)
2010

[Baseline Assessment on Child Labor in Seven Districts](#)
2010

[Le Travail des Enfants en Cote d'Ivoire](#)
2010

[Analyzing the Impact of Trade in Services on the U.S. Labor Market: The Response of Service Sector Employment to Exchange Rate Changes](#)
2010

[The Impact of Core Labor Rights on Wages and Employment in Developing Countries: the Rights to Freedom of Association and Collective Bargaining](#)
2010

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2010

[Trade Agreements and Labor Standards: The Impact of Trade Negotiations on Country Adoption of Freedom of Association and Collective Bargaining](#)
2010

[Progress in Implementing Capacity-Building Provisions under the Labor Chapter of the Dominican Republic - Central America - United States Free Trade Agreement \(First Biennial\)](#)
2009

[Nepal: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
2009

[Working Children in Indonesia 2009](#)
2009

[Evaluation of the NAS-ILAB Matrix for Monitoring International Labor Standards](#)
2009

[Third Annual Report: Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Côte d'Ivoire and Ghana](#)
2009

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2009

[India: In-Country Research and Data Collection on Child Labor and Forced Labor in the Production of Goods](#)
2009

[Public Report of Review of Submission No. 2008-01 \(Guatemala\)](#)
2009

[Rapport National sur le Travail des Enfants au Cameroun - 2008](#)
2009

[Rwanda National Child Labour Survey 2008](#)
2008

[Second Annual Report: Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Côte d'Ivoire and Ghana](#)
2008

[Labor Rights Report - Colombia](#)
2008

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2008

[Laws Governing Exploitative Child Labor Report - Colombia](#)
2008

[U.S. Employment Impact Review - U.S.-Colombia Trade Promotion Agreement](#)
2008

[A Theory of Exploitative Child Labor \(Published in Oxford Economic Papers, Vol. 60\(1\), 2008, pp. 20-41.\)](#)
2008

[Laws Governing Exploitative Child Labor Report - Peru](#)
2007

[First Annual Report: Oversight of Public and Private Initiatives to Eliminate the Worst Forms of Child Labor in the Cocoa Sector in Cote d'Ivoire and Ghana](#)
2007

[U.S. Employment Impact Review - U.S.-Peru Trade Promotion Agreement](#)
2007

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2007

[Labor Rights Report - Peru](#)
2007

[Public Report of Review of Submission No. 2005-03 \(HIDALGO\)](#)
2007

[U.S. Employment Impact Review - U.S.-Oman Free Trade Agreement](#)
2006

[Labor Rights Report - Oman](#)
2006

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2006

[Laws Governing Exploitative Child Labor Report - Oman](#)
2006

[Labor Rights Report - Bahrain](#)
2005

[Labor Rights Report - Central America and the Dominican Republic](#)
2005

[Laws Governing Exploitative Child Labor Report - Bahrain](#)
2005

[U.S. Employment Impact Review - CAFTA-DR Free Trade Agreement](#)
2005

[Laws Governing Exploitative Child Labor Report - Central America and the Dominican Republic](#)
2005

[U.S. Employment Impact Review - U.S.-Bahrain Free Trade Agreement](#)
2005

[The SIMPOC Philippine Survey of Children 2001: A Data Source for Analyzing Occupational Injuries to Children \(Published in Public Health Reports, Vol. 120\(6\), 2005, pp. 631-641.\)](#)
2005

[Trade and Employment Effects of the Andean Trade Preference Act](#)
2005

[Public Report of Review of Submission No. 2003-01 \(Puebla\)](#)
2004

[Labor Rights Report - Australia](#)
2004

[Laws Governing Exploitative Child Labor Report - Australia](#)
2004

[U.S. Employment Impact Review - U.S.-Australia Free Trade Agreement](#)
2004

[Labor Rights Report - Morocco](#)
2004

[A Model of Informal Sector Labor Markets](#)
2004

[Laws Governing Exploitative Child Labor Report - Morocco](#)
2004

[U.S. Employment Impact Review - U.S.-Morocco Free Trade Agreement](#)
2004

[Does Child Labor Decrease when Parental Incomes Rise? \(Published in Journal of Political Economy, Vol. 112\(4\), August 2004, pp. 939-946.\)](#)
2004

[Trade and Employment Effects of the Andean Trade Preference Act](#)
 2004
[Labor Rights Report - Singapore](#)
 2003
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 2003
[Laws Governing Exploitative Child Labor Report - Singapore](#)
 2003
[U.S. Employment Impact Review - U.S.-Singapore Free Trade Agreement](#)
 2003
[Labor Rights Report - Chile](#)
 2003
[Laws Governing Exploitative Child Labor Report - Chile](#)
 2003
[Measuring Child Labor: Implications for Policy and Program Design \(Published in Comparative Labor Law and Policy Journal, Vol. 24\(2\), 2003, pp. 401-434.\)](#)
 2003
[U.S. Employment Impact Review - U.S.-Chile Free Trade Agreement](#)
 2003
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 2002
[Public Report of Review of Submission No. 2000-01 \(Auto Trim\)](#)
 2001
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 2001
[Public Report of Review of Submission No. 9901 \(TAESA\)](#)
 2000
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 2000
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 1999
[Public Report of Review of Submission No. 9701 \(Gender\)](#)
 1998
[Public Report of Review of Submission No. 9702 \(Han Young\)](#)
 1998
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 1998
[Public Report of Review of Submission No. 9703 \(Itapsa\)](#)
 1998
[Trade and Employment Effects of the Andean Trade Preference Act](#)
 1997
[Public Report of Review of Submission No. 9601 \(SUTSP\)](#)
 1997
[The Apparel Industry and Codes of Conduct: A Solution to the International Child Labor Problem?](#)
 1996
[Public Report of Review of Submission No. 940003 \(Sony\)](#)
 1995
[Public Report of Review of Submissions No. 940001 \(Honeywell\) and 940002 \(General Electric\)](#)
 1994