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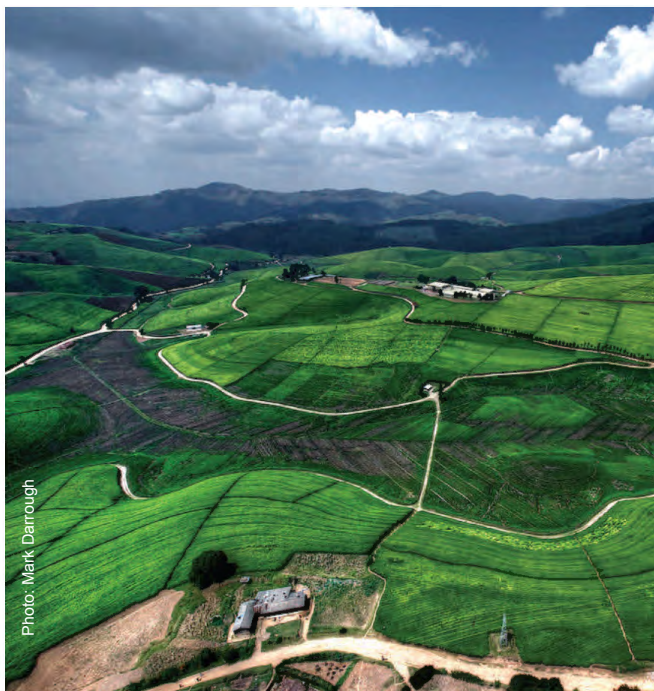
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Rwanda Education Alternatives for Children in Tea-Growing Areas (REACH-T)

Funded by the United States Department of Labor
Office of Child Labor, Forced Labor and Human Trafficking



Comprehensive Monitoring and Evaluation Plan (CMEP)

Period Covered: FY 2014-FY2017

Version: June 2014

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Acronyms

9YBE	Nine Years Basic Education
12YBE	Twelve Years Basic Education
ADEPE	Action Pour le Développement du Peuple
ALERT	Accountability for Labor Law Enforcement Referrals and Tracking
CA	Community Activist
CAA	Community Asset Appraisals
CAHR	Children At High Risk (of child labor)
CFSS	Conditional Family Support Scholarship
CL	Child Labor
CLMS	Child Labor Monitoring System
CMEP	Comprehensive Monitoring and Evaluation Plan
CPC	Child Protection Committee
DBMS	Direct Beneficiary Monitoring System
DCT	Data Collection Table
DLI	District Labor Inspectors
DPD	Deputy Project Director
DSCCL	District Steering Committee on Child Labor
ECD	Early Childhood Development
FERWACOTHE	Fédération Rwandaise des Coopératives de Théiculteurs (Federation of Tea Growers' Cooperatives)
GOR	Government of Rwanda
GPRA	Government Performance Results Act
HCL	Hazardous Child Labor
HH	Household
IGA	Income Generation Activity
ILO	International Labor Organization
IO	Intermediate Objective
IT	Information Technology
LC	Local Coordinator
M&E	Monitoring and Evaluation
MFS	Model Farm School
MIFOTRA	Ministry of Public Service and Labor
NCC	National Commission for Children
NSCCL	National Steering Committee on Child Labor
MFS	Model Farm School
MIS	Management Information System
MINAGRI	Ministry of Agriculture and Animal Resources
MYICT	Ministry of Youth, Information and Technology
NGO	Non-Governmental Organization
OCFT	Office of Child Labor, Forced Labor, and Human Trafficking
OSH	Occupational Safety and Health
PMP	Performance Monitoring Plan
PRODOC	Project Document
PTA	Parents-Teachers Association

REACH-T	Rwanda Education Alternatives for Children in Tea growing areas
REST	Roundtable on the Elimination of Child Labor and Sustainable Tea
RF	Results Framework
SACCO	Saving And Credit Cooperative
SC	Save the Children
SMC	School Management Committee
SORWATHE	Société Rwandaise de Thé
SP	Social Protection
SSK	School Success Kit
ToC	Theory of Change
TOR	Terms of Reference
TPR	Technical Progress Report
TVET	Technical and Vocation Education and Training
USDOL	United States Department of Labor
WDA	Workforce Development Authority
WDACL	World Day Against Child Labor
WFCL	Worst Forms of Child Labor
WI	Winrock International
WS	Work Status

INTRODUCTION

A. Project Objective, Intermediate Objectives, Beneficiaries and Timeline

The Rwanda Education Alternatives for Children in Tea Growing Areas (REACH-T) project aims to significantly reduce or eliminate child labor (CL) among children 5-17 years old in the twelve tea growing districts of Nyamasheke, Rusizi, Rulindo, Gicumbi, Burera, Nyaruguru, Nyamagabe, Rutsiro, Karongi, Nyabihu, Rubavu, and Ngororero.

REACH-T has established seven intermediate objectives:

IO1: Increased enforcement of child labor laws in the tea sector

IO2: Increased school attendance among beneficiary children 5-17 years of age in target districts

IO3: Increased incomes in beneficiary households (HH)

IO4: Increased opportunities for safe employment for beneficiary children of legal working age (16-17)

IO5: Child labor issues addressed in Government of Rwanda (GOR) policies and private sector action plans

IO6: Community attitudes towards child labor changed

IO7: Beneficiary HHs referred to social protection services

These objectives will be accomplished by providing the financial, material, and social support needed to place child laborers back into the education system, improve household livelihoods, facilitate household access to social protection, promote safe work standards for older children of working age (16 and 17 years old), build tea stakeholder and government capacity, raise awareness of the negative consequences of child labor, and increase enforcement and the availability of data on child labor in tea production through the Child Labor Monitoring System (CLMS) and the Accountability for Labor Law Enforcement Referrals and Tracking System (ALERT) .

By designing and strengthening child labor monitoring through the CLMS and enhancing private sector and government collaboration through the Roundtable on

Elimination of Child labor and Sustainable Tea (REST), REACH-T will provide a replicable model for reducing child labor not only in the tea sector but in other formal and informal sectors as well. The REACH-T approach aims to build the long-term resiliency of rural communities and strengthen the ability of tea growers and community structures to engage and partner with the tea companies and cooperatives to monitor child labor, support education, provide social protection services, and plan economic development and growth. Within this framework, REACH-T blends an area-based and a sector-based approach in order to catalyze private sector- and community-led reduction of child labor.

REACH-T will also strengthen the institutions that are best positioned to monitor and sustain child labor reduction, referral, tracking and enforcement, and raise public awareness of the hazards of child labor throughout the Rwandan tea growing areas.

REACH-T will support over 4,090 children involved in CL or children at high risk of exploitive child labor (CAHR), and provide livelihood services to 1,320 households of the most vulnerable children in tea growing areas. The project will be implemented during a 48 month period, from September 30, 2013 to September 29, 2017 with a budget of \$5,000,000 and \$123,433 in matching funds. Winrock International (WI) is partnering with five organizations to implement this project: Action Pour le Développement du Peuple (ADEPE), Duterimbere, Fédération Rwandaise des Coopératives de Théiculteurs (FERWACOTHE), Save the Children (SC), —and a collaborative tea sector partner, Société Rwandaise de Thé (SORWATHE). The project is funded by the United States Department of Labor's (USDOL) Office of Child Labor, Forced Labor and Human Trafficking (OCFT).

B. Purpose and Components of the CMEP

The purpose of this Comprehensive Monitoring and Evaluation Plan (CMEP) is to describe the REACH-T project's Theory of Change (ToC) and its monitoring and evaluation (M&E) procedures. It also provides a set of indicators that will be used to obtain empirical evidence on whether the project is achieving its intended results. Using results-based management, REACH-T staff will analyze the data collected for

management decisions and make adjustments to the project strategy or activities to enhance performance.

The CMEP not only allows the project to monitor results (e.g. “what happened?”) but also to address the issues of “how” and “why” change occurred.

A CMEP is comprised of:

- A Problem Analysis and ToC, which form the basis for project design and interventions;
- A Performance Monitoring Plan (PMP) and reporting templates, which provide criteria for M&E indicators and targets;
- A Data Collection Table describing the data collection instruments (DCI) the project uses to track its progress toward achieving its expected results (e.g. baseline prevalence study/endline surveys and monitoring forms);
- A set of procedures on how to implement and manage the CMEP; and
- An Evaluation Plan.

Homogeneity and consistency of data collection procedures are imperative in a project like REACH-T, which is implemented through multiple international and local partners and may experience staff turnover during the course of implementation. The CMEP will ensure that procedures, terms and definitions are standardized and used by all partners, in all locations, at all times. One strategy to mitigate potential data collection issues is in the project management plan, which details how the M&E Officer also functions as the Deputy Program Director (DPD) and assigns primary responsibility for data collection and analysis to Winrock staff.

SECTION I: PROBLEM ANALYSIS

A. Overview of Rwandan Tea and Child Labor in the Tea Sector

Widespread poverty, limited access to education, and lack of enforcement of labor laws are drivers of child labor in rural economies.¹ In Rwanda, an estimated 8.9% of children between the ages of 5 and 17 years old are involved in child labor, with a staggering 84% of all child labor occurring in the agriculture sector.²

Tea is grown year round in Rwanda, with continuous harvests in 75 administrative sectors of 12 districts, and engages more than 42,000 farmers. Farmers are organized into 20 cooperatives which provide tea leaves to 15 tea factories/companies. Most child labor in tea occurs among smallholder farmers that are typically members of the tea cooperatives in Rwanda. There are two types of tea cooperatives. The first type, COOPTHE, is made up of a group of cooperative members with equal ownership/shares of the tea plantations. Members of COOPTHE are formal business entities, which utilize permanent staff and seasonal laborers for all tea work, and members share the dividends. The second type is the *Thé Villagois*³ cooperatives, which are composed of smallholder farms, with each grower being responsible for his/her production. In smallholder farmers' cooperatives, the cooperative utilizes a few laborers and staff for strenuous work such as drainage, while each smallholder tea grower is responsible for most of the tea plucking, weeding and other routine work. Child labor in tea is found mostly among these smallholder farmers, some of whom involve all family members in tea production, including children under working age. This practice increases family income while children "learn the trade," a process that is deeply ingrained in agricultural communities.

Currently, there is no system or process for monitoring the informal tea producing sector. Law enforcement is weak and there are only 30 District Labor Inspectors (DLIs),

¹ ILO, "Rural Development Through Decent Work - Policy Brief," 2011.

² UCW, "Understanding Children's Work," 2011.

³ See the REACH project report, "Child Labor in Rwandan Tea," Winrock International, with support from FERWACOTHE, 2012. FERWACOTHE Fact sheet, 2013.

one per district, to monitor all labor issues, including child labor. Furthermore, Rwanda's Vision 2020 plan includes increasing agricultural productivity to make tea the leading export by 2017.⁴ As Rwanda scales up tea production, the Government of Rwanda (GoR) and the tea industry must address child labor issues in the supply chain. As tea production increases child labor will also increase, unless child labor laws are rigorously enforced and monitoring structures and systems are standardized.

B. Factors Contributing to Child Labor in Rwanda's Tea Sector

There are multiple factors that cause child labor in tea production in Rwanda. REACH-T has defined seven contributing problem areas related to the existence of child labor, including: (i) lack of enforcement of child labor (CL) laws; (ii) children out of school due in large part to limited access to quality education in tea growing communities, inadequate infrastructure, and financial and opportunity costs that prevent many families from sending children at school; (iii) demand for child labor among poor households that depend on income from child labor; (iv) few options of safe work for children aged 16-17 years; (v) limited government and tea sector capacity to address child labor; (vi) lack of community awareness of what constitutes child labor and safe work; and finally, (vii) limited access to social protection services for vulnerable, rural households.⁵

1. Lack of enforcement of CL laws

The cross-cutting nature of child labor issues requires a multi-sectorial approach involving all stakeholders, namely: government and its agencies, private sector entities, community, civil society, families, and children themselves. The GoR has worked to eliminate child labor through the endorsement of the International Labor Convention n° 138 of June 26, 1973 concerning the Minimum Age for Admission to Employment; the International Labor Convention n° 182 of June 17, 1999 concerning Worst Forms of

⁴ Strategy to boost tea production and exports – Rwanda, NAEB, http://www.foodprocessingafrica.com/index.php?option=com_content&view=article&id=25755:strategy-to-boost-tea-production-and-exports-rwanda-&catid=912, Food and Beverage Report website; http://www.naeb.gov.rw/index.php?option=com_content&view=article&id=69&Itemid=55.

⁵ Please see Annex 1 for the REACH-T project's problem tree, representing the interaction of diverse factors linked to the existence of child labor in the Tea sector in Rwanda.

Child Labor; the National Policy on the Elimination of Child Labor (NPECL) of March 2013; the Ministerial Order N° 6/2010 of 13/07/2010 determining the worst forms of child labor (WFCL); and the Guidelines to combat child labor in the City of Kigali (2012). However, despite these efforts, child labor elimination continues to be hindered by:

- The absence of a national, multi-sector strategy and comprehensive policy framework to combat child labor: The NPECL has not been developed as a “stand-alone” policy, but is intended to augment national and sectorial policies and strategies from various actors, including government, civil society organizations, private sector, and NGOs. However efforts to combat child labor are not well-known and best practices are not shared. This is primarily a result of inadequate coordination among GoR agencies and stakeholders. A National Steering Committee on Child Labor (NSCCL) was created by the Ministry of Public Service and Labor (MIFOTRA), and includes representatives from government institutions, employers’ and workers’ organizations, and civil society organizations. The NSCCL held its first meeting in November 2013, but has had limited results on coordinating child labor throughout GoR. Guidelines were sent to District Mayors to initiate District Steering Committees on Child Labor (DSCCL), but these entities have not been active to date.
- Lack of reporting of child labor abuses: Child labor abuse reporting and investigation is under the purview of District Labor Inspectors (DLI). However, it is logistically impossible for one DLI per district (30 total in Rwanda), to obtain accurate and current data on CL or to follow up on all cases of abuse from the communities in the district, which are often geographically distant from DLIs. Due to these limitations, and in the absence of an effective child labor monitoring reporting system from the community level up to the District Labor Inspector, most child labor cases are not reported. In addition, there is not a standardized process for DLIs to report on child labor to MIFOTRA. As a result, the MIFOTRA CL focal point reports that child labor cases are not prosecuted, either at the MIFOTRA/national level or at the district level.

- Limited capacity of District Labor Inspectors: The Labor Inspection Unit within MIFOTRA has limited resources for child labor inspections and monitoring. As mentioned above, only one DLI is appointed to cover each district. The DLIs have large caseloads in addition to child labor cases, and they must oversee all employment issues within their district. In addition, not all DLIs have been trained in child labor laws and conventions.
- Gap in scope of labor inspector for informal sector: Labor Inspectors' work is focused on labor administration in the formal sector. Their scope of work includes child labor, however most child labor occurs within the informal sector or in family work. This creates confusion for the DLIs, as their scope of work is limited by regulation to the formal sector, even though they are also responsible for monitoring child labor.
- Lack of CLMS data and analysis at all GoR levels: There is no institutionalized structure to collect and to analyze CL data at all levels. MIFOTRA is responsible for coordinating the government's response to child labor, but lacks basic data and data collection processes that would enable MIFOTRA to define the scope and nature of the problem. MIFOTRA also has not identified and documented the main hazards to which children are commonly exposed during tea production. While there are ongoing initiatives to combat child labor in tea growing communities, the lessons learned and best practices gleaned by these initiatives are not widely disseminated, which limits their potential for scale-up and replication. This constitutes a crucial problem as there is little or no evidence that could inform GoR policy decisions. In addition, at the community level, there are no existing structures to report, monitor, or collect data on child labor.
- In existing initiatives, government and community members often lack knowledge of child labor issues and are unaware of their responsibilities. For example, smallholder tea growers often do not know or understand CL laws. Most of the

persons interviewed during preliminary field contacts with tea growers' cooperatives could not clearly distinguish between CL and acceptable child work. In addition, very few individuals understood the negative effects that fertilizers or chemicals may have on their own children who work on family tea plots.

- Lack of monitoring of tea sector at grass roots level: There is no formal child labor monitoring and reporting mechanism at the grass roots level. Even though most tea companies have policies for protecting children and monitoring cooperative plantations, smallholder tea growers' farms remain a big challenge. Smallholder farmers and communities often don't understand what constitutes CL or their responsibilities for reporting instances of child labor.

2. Children are not in school

According to Ministry of Education's (MINEDUC) 2012 Education Statistics Yearbook issued in February 2013, the net enrollment rate in primary education was 96.5% in 2012 with a completion rate of 72.7%. The drop out was only 10.9% in 2011 (dropout rates for 2012 will not be available until after the 2013 data collection). However, the report does not show the disaggregation of those rates by the demographics of the school. It is assumed that the rate of drop outs in rural public schools are much lower than urban schools and private or government-aided schools.

While Rwanda mandates and provides free basic education, one of the main barriers to children's school attendance is the associated costs that parents incur in order for children to access education programs, such as uniforms, supplies and "top up" fees.⁶ When parents with school-aged children cannot afford school materials, their children are not able to attend school, and many are pushed into child labor, including working in the tea sector. At the same time, the demands associated with child labor may also pull children out of school. The other factors that affect children's attendance include poor

⁶ While Rwanda provides free basic education for 12 years, most schools are not completely free and head teachers or schools will often charge fees to "top up" teachers' salaries as incentives.

quality schools or poor infrastructure, and inability to reintegrate or address the needs of children who have dropped out school. The diverse, interrelated factors that hinder children's access to quality education are described below.

Contributing factors:

- Parents cannot afford school materials: It is often difficult for parents to pay added direct or indirect school costs. The direct costs include fees authorized by Parents-Teachers Associations (PTA) and School Management Committees (SMC) that each child has to pay at school. Indirect costs include items such as uniforms, note books, pens, pencils and bag packs. These costs for books and uniforms remain a burden for some parents and the inability to pay may cause children to drop out. In addition, opportunity costs such as the loss of the child's contribution to household work can push children out of school, leading them to drop out.
- Poor infrastructure and limited quality of education services: In many cases, schools are not child-friendly learning environments, particularly for girls (i.e. absence of latrines or sanitary facilities, lack of safe drinking water, etc.). Some schools still utilize corporal punishment which acts as a push factor driving children away from schools. The ratio "pupils: qualified teacher" of 62:1 remains high and does not allow for a suitable teaching environment.
- Limited options to reintegrate dropouts: The limited options and frequent absence of alternative education programs means that the over-aged children who have spent time away from school cannot be reintegrated. The absence of access to alternative education systems keeps children away from formal or informal school and pushes them to work.
- Limited community involvement and support for education: The problem of limited support by the community leads to a lack of follow up on children's attendance, safety within the school, and other issues (such as physical accessibility, integration or accommodation in schools for children with

disabilities), and opportunities for parent open day events or regular meetings with children's teachers to track children's progress. MINEDUC statistics show that 23,863 primary pupils (representing almost 1% of total enrolled children) have a disability. In addition, there is a large scale requirement for support for orphans, who represent 12% of pupils enrolled in primary education in Rwanda. Community teachers often become overwhelmed in tracking school attendance, performance progress and discipline. Problems related to attendance, progress and discipline are exacerbated when there is little community support or involvement through PTAs/SMCs.

- Lack of early education programs: There is a lack of early childhood education (ECD) or pre-primary programs to prepare children for formal school, which increases the risk of children falling behind in their studies when they enter formal school. There is also a limited number of crèches to provide daycare while parents work to raise HH income. This can cause parents to either bring their young children to work or to have older siblings stay home from school in order to care for the younger children in the family.
- Lack of jobs for school graduates: This leads to low value associated with education. Some parents or communities may even push children into child labor because they don't perceive the value of education. Among households that may understand the importance of education, it is not often the top priority among poor, rural households, who prioritize short term needs associated with livelihoods and food security over the long term benefits of education.

3. Poor households depend on income from CL (or use CL to avoid hiring labor)

Many children in tea growing areas engage in child labor in order to supplement their family's insufficient income. In 2011 the World Bank reported Rwanda's national poverty

headcount ratio at the country's poverty line (% of population) at 44.90%.⁷ The preliminary data collected in 2013 during the Winrock pre-award rapid assessment from the Development Plans in the project's 12 target districts indicated that the average percentage of the local population under the poverty line is 30%.

Families also use child labor to avoid hiring outside labor which would take away from the family's income. During REACH-T team field visits tea growers revealed that very few rely on tea as primary HH income. Therefore, in some households child labor is used both as a preventive measure and as a means to cope with economic shocks, as the HH cannot pay laborers with income received from tea production. The main factors that contribute toward poor households' need to depend on income from child labor are outlined below:

- Low/no savings: This factor is due mainly to low tea prices which affect household members' ability to meet their basic needs. This is heightened by poor financial management, low financial literacy, and a lack of knowledge of or opportunities to utilize group savings mechanisms such as Village Savings and Loans Associations (VSLAs).
- Poor agricultural production: In many tea growing areas, there is poor soil and the average land per household is very small. Households grow small amounts of tea that are labor intensive and they have little control over the price received, so the yields do not provide sufficient income for household expenses. In addition, farmers often have limited access to markets and poor knowledge of modern agricultural techniques, inputs and information to forecast seasonal and climate changes.
- Lack of alternative income generating activities (IGA): Many households in the tea growing areas do not have sufficient access to capital/finance for investment

⁷ <http://www.tradingeconomics.com/rwanda/poverty-headcount-ratio-at-national-poverty-line-percent-of-population-wb-data.html>

in alternative income sources. Rural household members also lack marketing and entrepreneurial skills for products apart from tea.

4. Children 16-17 lack access to safe work

Children aged 16-17 years old may work legally in Rwanda, and contribute to their families' livelihood, potentially liberating their younger siblings from the pressure to work. However, most children aged 16-17 lack access to safe work due to the following factors:

- Tea sector employers lack knowledge and incentive to hire children of legal working age: Tea companies and cooperatives lack an understanding of laws and policies detailing hazardous work and occupational safety and health (OSH) requirements for children of legal working age. Therefore, many companies refuse to hire children of legal working age, leaving them to find potentially more hazardous work in informal and smallholder tea production. The companies that are aware of OSH standards lack incentives to hire children 16-17 years old due to the need to provide safety gear for them to be employed in acceptable work.
- Lack of marketable technical skills: Tea companies and cooperatives also lack incentives to hire children of legal working age because they have limited or no technical skills. Working age children in tea growing communities have limited access to alternative income generating activities which would constitute acceptable employment and/or access to relevant vocational and technical training. There are limited vocational training programs in tea-growing areas, and children are often unaware of opportunities for safe work or know how to access the training programs that are available.

5. Limited government and tea sector capacity to address child labor

Stakeholders within the government and tea sector are positioned to prevent and combat child labor in the tea sector. However, a variety of factors limit their actions, including:

- Weak coordination mechanisms on CL policies within GOR and between GOR and tea sector: MIFOTRA has developed the National Policy on the Elimination of Child Labor and other government ministries and agencies are implementing policies and strategies that support the elimination of child labor. However, coordinating those efforts to ensure a uniform, collaborative approach to the elimination of child labor remains a big challenge. There are gaps in coordination between ministry and government agency actions and between the government and tea cooperatives and companies.
- Lack of information within tea sector on child labor and safe working conditions for children of legal working age: Factors that contribute to unsafe working conditions for youth include a lack of awareness among employers and family members regarding workplace hazards, in particular those specific to youth, and their obligation to ensure minimum standards of occupational safety and health (OSH). Likewise, tea plantations and smallholder farms are not monitored by labor inspectors and youth do not receive training and protective equipment that reduces their exposure to hazards. Many tea cooperative members, particularly smallholder farmers, do not have a concrete understanding of what constitutes child labor.
- Lack of communications strategies across the tea sector value chain including smallholders: Tea companies and tea cooperatives have put in place internal mechanisms of information sharing but the tea sector as a whole doesn't have a formal channel of information exchange. This has created a situation in which some tea companies and tea cooperatives are at an advanced stage in combating child labor and in the international certification process, while others are still lagging behind.
- Lack of information at the local government level: While child labor concerns are mentioned in official speeches and might be addressed in some district plans and performance contracts, this is not uniform throughout all districts. As a result,

child labor issues are rarely discussed at the local government level and are often overlooked while districts are implementing other programs. In addition, community structures, such as Child Protection Committees, lack training on child labor policies and laws.

- Lack of information on existing CL laws and regulations: The GoR has adapted national legislation promoting children's rights and prohibiting child labor. Yet these laws and regulation are neither well known nor disseminated at the community level or to tea stakeholders. Lack of knowledge and information weakens efforts to eliminate child labor.

6. Lack of community awareness of child labor

There are significant information and analysis gaps regarding child labor and related issues in tea production. A CL awareness assessment conducted by Winrock for the Rwanda Education Alternatives for Children (REACH) program in 2013 noted that 14.2% of individuals surveyed were not supportive of punitive actions against employers utilizing child labor. In addition, some people, especially in rural areas, expressed that child labor does not matter as long as it does not affect the schooling, which demonstrates a lack of awareness and understanding about the issues and negative effects of child labor. Contributing factors to the lack of community awareness include:

- Children unaware of their rights: Children have not been sensitized about their fundamental rights to education, protection, or enjoying their childhood, and hence become involved in activities meant for adults including hazardous and exploitative work. Some children are also unaware of the value of attending school versus gaining money from tea labor. It is therefore easy to involve children in child labor as a way of supporting their parents since they cannot distinguish between child work and child labor, and ignore the effect of child labor on their development.

- Children unaware of existing services available for them: This is due to limited knowledge of the social services available, contact information for service providers, or location of services, including services for vulnerable HH siblings like health insurance, career guidance, and referral for abused children.
- Community unaware of OSH standards for children in agriculture and the requirement for protective gear: Communities have limited information about OSH requirements and the negative impacts of hazardous work for children. Communities are also unaware of the safety gear that is required to make certain work safe for children, such as hand gloves, plastic gum boots, head masks for fume protection and head injuries, and overall dress. This is due to the lack of dissemination of laws and policies on child labor. In some areas, parents and children have limited awareness of OSH guidelines.
- Inadequate information on national policies and laws within the communities: There is currently not an identified and documented list of occupational hazards to which children are commonly exposed during tea production. This is caused by limited knowledge within the community of the ministerial order, labor laws and policies which stipulate the hazards related to various activities and related penalties for involvement of children in these activities. This problem is also escalated by limited dissemination of the above laws, policies, ministerial order, data, information or tools from national to decentralized levels to the communities including the tea sector communities in the targeted 12 districts.
- Lack of unified messages on child labor and clear communication strategy and common tools for dissemination: There are currently no common or harmonized messages that provide communities with the definition of child labor, causes, penalties and importance of education for dissemination. There is a lack of a clear communication strategy and dissemination tools that can be used by various actors dealing with child-related affairs in order to have a common understanding about child labor issues and related approaches for combating it.

While there are ongoing initiatives to combat child labor in tea growing communities, such as zero tolerance policies, awareness posters, and early childhood development centers, the lessons learned and good practices gleaned by these initiatives are not widely disseminated. This limits the potential for scale-up and replication of these lessons and best practices.

7. Limited access to social protection services for beneficiary HHS

Rwanda has several social protection services, but many poor rural households are not accessing these services due to the following:

- Lack of referral system to link HHS to existing services: Rwanda has developed and is implementing social protection programs and home grown initiatives to help poor families to improve their living conditions, including Community-Based Health Insurance (CBHI), One Cow per Family, Vision 2020 Umerenge Program (VUP), free anti-retroviral medication, public funds to support genocide survivors (FARG) and Nine Years Basic Education (9YBE) or Twelve Years Basic Education (12 YBE)⁸. However, the conditionality and requirements to benefit from existing social protection services is not widely known, and referral and follow up systems to connect poor families are absent. Hence, the coverage rate of each SP remains unknown. Selection of households to benefit from those services is often not properly done and the referral systems are not in place.
- Limited information on existing social protection services: Despite the existence of social protection programs implemented at the community level, information is not disseminated to vulnerable households about types and means of accessing social protection services. Community members do not have sufficient information about available programs and resources or how to access existing services.

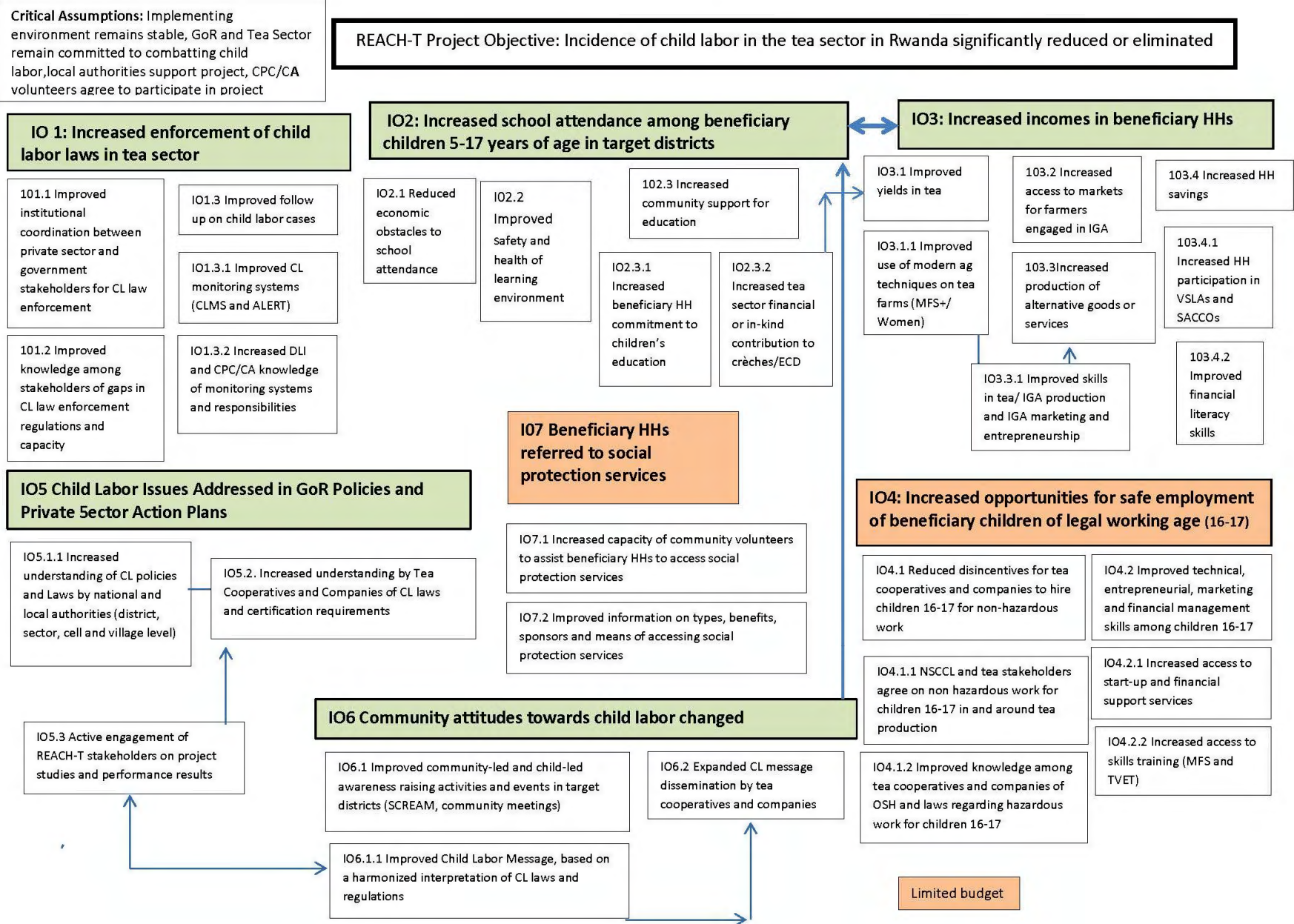
⁸ While the aim is to have 12 YBE throughout the country, there are still many communities with only primary grade (P1-P6), and others with only 9YBE. While 9YBE is compulsory and free (even though some non-school fees are fixed by the PTA), 12 YBE students must pay school fees. The REACH-T project will target P1 to S3 (9YBE) by providing uniforms and school materials.

SECTION II: REACH-T RWANDA'S THEORY OF CHANGE AND RELATED INTERVENTIONS

This section of the CMEP describes the REACH-T Theory of Change (ToC), which lays the foundation for anticipated project activities and resulting social changes that are expected to occur progressively over the life of the project.

A. Results Framework

Below is the Results Framework (RF) which depicts REACH-T's critical assumptions, seven intermediate objectives, and supporting results. The full RF is found in Annex 2.



B. Narrative of the REACH-T Theory of Change

The significant reduction or elimination of child labor in the tea sector in Rwanda will depend on addressing the diverse factors described in Section I that contribute to the existence of child labor. REACH-T proposes a multipronged approach, with parallel strategies that address the household, community and industry-level causes of child labor. The REACH-T ToC assumes that the reduction or elimination of child labor will be a progressive and cumulative result, deriving from the application of a three-pillar approach:

- **Streamlined, vertically integrated Child Labor Monitoring System (CLMS):** Build the capacity and commitment of stakeholders in communities (community volunteers, such as CPC/CA), at district and national levels, and within the tea industry to recognize and report child labor abuses and enforce laws through the use of the CLMS. The CLMS will also enable referral of vulnerable HHs to existing social services in the community.
- **Catalyze tea sector leadership:** Build private sector capacity to address child labor and enhance awareness of the risks of child labor in tea by working directly with members of the tea sector.
- **Community-centric model:** Community members will serve as program focal points for the provision of direct services to members of households where children are involved in or at risk of child labor.

As stated above, the REACH-T project has identified seven main intermediate objectives (IO) that provide the framework of the ToC. Within the community/household strategy, the REACH-T ToC considers the following outcomes as necessary in order to reduce household and child vulnerability to child labor:

1. Increased school attendance among beneficiary children 5-17 years of age in target districts (IO2);
2. Increased incomes in beneficiary households (IO3), leading to a reduced need to use child labor and enabling children to attend school;

3. Increased opportunities for safe employment of beneficiary children of legal working age (16-17) (IO) 4), so that they are able to contribute to their household's livelihood without harming their well-being;
4. Beneficiary households receive benefits from social protection services (IO7), to ensure that the extremely poor and vulnerable households can access services and do not need to rely on child labor, particularly during economic shocks, household emergencies and lean seasons.

Notwithstanding the above, the reduction of household and child vulnerability to child labor may be an insufficient step to addressing this problem. Thus, the REACH-T ToC states that in order to prevent child labor and ensure the sustainability of efforts to withdraw children from labor, it is necessary to work at the government and public-sector institutional level to raise awareness and increase capacity to carry out effective community-based and public action. REACH-T considers the following three outcomes as necessary in order to prevent and combat child labor through strengthening the enabling environment:

5. Increased enforcement of child labor laws in the tea sector (IO1), leading to better follow up on child labor abuses and an increased ability to link children and households to social services.
6. Child labor issues addressed in GoR policies and private sector action plans (IO5), so that there is a cohesive understanding and coordinated response to child labor across government and private sector.
7. Community attitudes towards child labor changed (IO6) so that there is increased action and concern regarding child labor in target areas.

In order to ensure the sustainability of efforts toward reducing child labor, the REACH-T ToC states that by the end of the project its outcomes and activities will be adopted and supported by national and community based institutions such as NSCCL, DSCCL, CPCs, and others. Thanks to project efforts, these institutions will have increased awareness on the negative consequences of child labor and gain the knowledge and skills for improved monitoring and responses that are better coordinated and grounded

in improved legislation. Communities will also be empowered to provide social protection for vulnerable children and households.

C. Description of Key Project Activities

In order to achieve the project's intermediate objectives and therefore reach the ultimate project goal of a significant reduction or elimination of child labor in Rwandan tea production, REACH-T will carry out a diverse set of activities. The Activity Mapping in Annex 3 contains a detailed inventory of all project activities aligned with each project output. The description below provides an overview of the main activities, organized by intermediate objective, per the REACH-T Results Framework.

1. IO1- Increased enforcement of child labor laws in tea sector:

Using the Framework of Action to Combat Exploitative Child Labor in Rwanda, REACH-T will achieve this outcome by strengthening institutional capacity, policies and systems through technical assistance, coordination with government institutions and private sector stakeholders, and the development of a vertically-streamlined CLMS.

IO1.1 Improved institutional coordination between private sector and government stakeholders for child labor law enforcement in tea sector

- **Establish a Roundtable on the Elimination of Child Labor in Sustainable Tea (REST):** REACH-T will bring together key government ministries, including Ministry of Labor and Public Service (MIFOTRA), Ministry of Agriculture and Animal Resources (MINAGRI), Ministry of Education (MINEDUC), Ministry of Gender and Family Promotion (MIGEPROF); relevant government institutions, such as National Agriculture of Exportation Development Board (NAEB) and National Commission of Children (NCC); representatives from NSCCL; and leadership from tea companies and FERWACOTHE to establish REST. REST will be a participatory forum where child labor issues and their effect on private sector tea companies will be discussed, common goals will be established, and recommendations for policies will be formulated and submitted to the government. REST will work collectively to engage and increase activities that

enforce zero tolerance of child labor in supply chains and to gather evidence that child labor is being reduced. The forum will identify a framework, indicators, and types of evidence to be gathered as well as benchmarks to indicate that child labor is being reduced. The REST members will also develop and discuss common codes of conduct and a framework for common CL standards and voluntary social compliance for the Rwandan tea industry.

IO1.2. Improved knowledge among stakeholders of gaps in CL law enforcement regulations and capacity

- **Labor Law Enforcement Assessment:** REACH-T will hire a consultant to conduct a detailed analysis of labor law enforcement activities related to child labor in Rwanda. This assessment will focus on enforcement in the tea sector and will identify gaps in the enforcement process and obstacles that hinder the protection of children below working age, as well as hazardous work for children of working age (16-17) years old. Recommendations from the labor law enforcement study will be submitted to REST to improve organization of enforcement function and means of enforcing CL laws, including contributions to the revisions of laws. REST will discuss remedial actions options with MIFOTRA and other relevant Ministries and/or institutions.

IO1.3. Improved follow-up on child labor cases

- **Creation of a CLMS and mobile tracking system:** To achieve this outcome, REACH-T will develop a central mobile-based reporting mechanism, Accountability for Labor Law Enforcement Referral and Tracking (ALERT). This mechanism will be used by trained Community Activists (CAs) selected from CPCs to track and report child labor abuses cases to Labor Inspectors. Reported cases will be then sent by trained CAs and Labor Inspectors to the central database hosted and managed by MIFOTRA. The information on CLMS/ALERT will also be channeled to REACH-T M&E field officers at the local level for follow up. The CA/CPC will also ensure proper referral and tracking to existing social services in the sector.

- **Train government and community members on child labor and CLMS:** REACH-T, in partnership with the MIFOTRA, will organize a centralized training of trainers. Master Trainers will be identified from government and non-government stakeholders. After the training, master trainers will train other individuals from their organizations and CPC/CAs to use ALERT to follow up activities and to report cases to the Labor Inspectors at District level. By providing training the project will build capacity of CPC/CAs and other community organizations to identify and monitor child labor in their respective communities.

2. IO2- Increased School Attendance Among Children 5-17 Years of Age in Target Districts

REACH-T will achieve this outcome by improving the learning environment, increasing children's access to formal and catch-up education services, and strengthening the quality of education services. In order to ensure that children take advantage of improved educational opportunities, REACH-T will implement the following strategies:

IO2.1. Reduced economic obstacles to school attendance

- **Children enrolled in the best educational option:** REACH-T will conduct asset mapping of primary and lower secondary school and catch-up programs, and will train CPCs/CAs to identify child labor and beneficiary selection criteria. CPCs/CAs will meet with families and enroll children in the education option that is most appropriate for their situation.
- **School success kits distributed to beneficiary HHs for children age 5-17:** Children will receive in-kind scholarships in the form of School Success Kits (SSK) that will include school materials, such as uniforms and school supplies.
- **Education support activities:** Beneficiaries will participate in support activities that foster academic success, including mentoring programs and awareness raising campaigns.

IO2.2. Improved safety and health of learning environment

In order to improve the quality of the education available to children, REACH-T will provide child labor mentoring training for teachers, education personnel and Parent Teacher Association (PTA) members. The main strategies that support this objective will be:

- **School Needs Assessment:** REACH-T will adapt the school assessment used during the original REACH program using the UNICEF Child Friendly School Guidelines. The Education Specialist will conduct the needs assessment and will disseminate results to PTA, school authorities and District Education Officers (DEO).
- **School Improvement Grants:** Training will be provided in order to build the capacity of School Management Committee/Parents Teachers Associations (SMC/PTA). SMC/PTAs will apply for in-kind grants, and grants will be released in order to implement activities in support of school improvement plans. REACH-T staff will work with SMC/PTA to monitor and facilitate the implementation of school improvement grants.
- **Mentor training:** Mentors will attend child labor training and will provide hands-on support to the CAs and *Nkundabana*⁹ to monitor beneficiaries' school attendance and will play a key role in improving the learning process for students.

IO2.3. Increased community support for education

In order to increase the community support to education, the project will employ the following strategies:

- **Active PTAs established at target schools:** REACH-T will identify the presence of PTAs and facilitate PTA reinforcement at target schools.
- **Increase parental involvement:** Talks with parents will be organized in the community in order to discuss the barriers to education and generate community

⁹ Nkundabana, literally "I love children" is a local mentoring initiative where orphans and other vulnerable children will choose in their surrounding community, some adults of integrity that will play the role of the mentor. It has been developed by CARE International, and then replicated in many parts of the country.

solutions in support of enrollment, retention and completion. Parents will be actively involved in the implementation of the school improvement plans and the school improvement grant process. REACH-T will facilitate parental visits and involvement in schools through events such as Open Days.

- **Increase tea companies' financial and in-kind contributions to crèches and early childhood development (ECD):** The project will sensitize tea companies to the importance of support for working mothers and early childhood education, advocate for tea companies to establish day nurseries (or crèches) and ECD in their factories, and inform households of the availability of crèches and ECD.
- **Increase beneficiary HH commitment to children's education:** The Beneficiary HHs will be supported to develop a plan to cover future educational costs. The activities will be achieved through training of CPC/CAs on financial planning skills and monitoring HHs that cover educational costs once project support ends. In addition, the scholarship/school success kit component will be decreased in the second year to encourage parents to plan for their child/children's educational costs.

3. IO3: Increased incomes in beneficiary households

IO 3.1 Improved yields in tea

- **Improve use of modern agricultural techniques on tea farms:** REACH-T will improve modern agriculture techniques by training HH on harvesting, transportation methodologies, plant cropping, soil management, correct application of fertilizer, which will lead to improved production techniques. This will be done by spearheading the Model Farm School-Plus (MFS+) programs and collaborating with MINAGRI to standardize the program. FERWACOTHE will select tea production agronomists from its cooperatives affiliated members to teach MFS+ courses on modern tea production to increase yields and reduce labor burdens. MFS+ will also teach smallholders and cooperative managers how to prevent child labor, improve occupational safety and health (OSH) standards, and conditions for workers.

IO3.2. Increased access to markets for farmers engaged in Income Generating Activities (IGA)

- **Improve access to markets for HH engaged in IGA:** REACH-T will establish linkages with buyers, traders, networks, and cooperatives for goods and services produced by beneficiary HHs by facilitating meetings with buyers, participation in trade shows and Farmer Field Days, exhibitions, and creation of networks through MFS+ and mother's training.

IO3.3 Increased production of alternative goods or services

- **Improve skills in tea or IGA:** REACH-T will insure that farmers and producers apply improved production techniques to produce larger quantities of new marketable products by carrying out an MFS assessment to help adapt curriculum and by implementing MFS+. The project will also train beneficiary HHs in production and entrepreneurship by designing training curricula based on identified value chains and optimum IGAs, carrying out community meetings for identifying beneficiary HH and coordinating trainings, facilitating designing business plans for alternative IGAs.
- **Market assessment and value chain analysis:** The project will also ensure that market assessment and value chain analysis are relevant to the geographic and community locations by conducting asset mapping and market assessments to identify alternative income generating opportunities and will use this information during the development of the skills training curriculum.
- **Train beneficiary HHs in production, entrepreneurship and marketing:** Training of trainers (ToT) will be conducted. Trainers will deliver 10 month training in skills (financial literacy, technical skills and entrepreneurship). Trainees will receive start up kits.

IO3.4. Increased HH savings

- **Beneficiaries linked to Village Savings and Loan Associations (VSLAs) and SACCOs:** REACH-T will use Duterimbere's successful women's entrepreneurship methodology and networks to build assets, savings, and credit

to equip a cadre of mothers and young women with viable economic alternatives to child labor. With Duterimbere, the project will promote savings and asset development concepts, establish VSLA programs and so members may use savings to start group-owned enterprises, to pay for children's education, and to contribute to health insurance plans. The project will provide mentorship services for women who start enterprise and/or are linked to financial services or savings group. The project will also link vulnerable households and groups to existing SACCOs or micro-finance institutions including Duterimbere MFI, if SACCOs do not currently exist in the area.

- **Improved financial literacy skills:** REACH-T will train beneficiary HHs and women and girls in financial literacy skills. REACH-T will also carry out financial services (micro-finance) mapping assessment in target districts to identify appropriate micro-finance services.

4. IO4: Increased opportunities for safe employment for beneficiary children of legal working age (16-17)

Using a market-driven approach, the project will deliver trainings aimed at creating safe and decent jobs. For youth who elect to work in tea production, REACH-T will offer trainings on sustainable tea production methodologies through MFS. For youth who select to pursue off farm livelihoods REACH-T will provide linkages to other existing technical and vocational education (TVET) programs for youth

IO 4.1. Reduced disincentives for tea cooperatives and companies to hire children 16-17 in acceptable work not prohibited by the law

- **Encourage tea cooperatives and companies to hire children 16-17 in acceptable work:** REACH-T will identify appropriate safety gear that would allow children 16-17 years old to work in non-hazardous conditions and distribute that gear to cooperatives/companies.
- **List of acceptable work for children 16-17 created:** REACH-T will identify a list of acceptable work for children of legal working age that is in line with policy and regulations established by MIFOTRA, and will disseminate this list to tea

companies and cooperatives. This will be implemented through the development of REST framework for social compliance and the establishment of codes of conduct for hiring children 16-17 in the tea industry.

- **Improve knowledge among tea cooperatives and companies of OSH and laws regarding hazardous and non-hazardous work for children 16-17:** In consultation with MIFOTRA, REACH-T will work with tea factories and stakeholders to raise awareness of acceptable work for working age children between 16-17 in and/or around tea production and will identify appropriate safety gear that would enable children aged 16-17 years to work in non-hazardous conditions. The project will insure that tea companies and cooperatives are trained in OSH and hazardous work concerns for 16-17 year olds by conducting an OSH assessment of the tea industry, developing OSH training curriculum modules which will be included in MFS training, and providing the related training to companies and cooperatives. REACH-T will develop a document on remediation approaches with employers, union and association.

IO4.2. Improved technical, entrepreneurial, marketing, and financial management skills among children 16-17

- **Children 16-17 trained on technical, entrepreneurial marketing and financial management skills:** REACH-T will train children aged 16-17 years in market-relevant skills, including technical, entrepreneurial and basic financial management. The project will monitor beneficiaries work status and application of skills. The project will also provide entrepreneurship and life skills training, facilitate meetings between trainees and buyers/employers, and build networks for market.
- **Children trained in Model Farm School (MFS) or Technical and Vocational Education and Training (TVET):** REACH-T will transition children aged 16–17 from unacceptable child labor and provide MFS training on sustainable tea production methodologies, or link children to other employment assistance or TVET programs. The project will carry out a needs assessment and map skills training centers in target districts. REACH-T will consult with Workforce

Development Authority (WDA) on developing an MFS certification and will develop strategies with TVETs for accepting REACH-T beneficiaries.

- **Increase access to start-up and financial support services:** The project will distribute start-up kits to MFS graduates and will provide technical support to them to start their own businesses, and will link girls and boys 16-17 to VSLAs.

5. IO5 Child Labor Issues Addressed in GoR Policies and Private Sector Action Plans

To strengthen institutional capacity and ensure that child labor issues are addressed by GoR policies and private sector action plans, REACH-T will implement the following strategies:

IO5.1. Increased understanding of CL policies and laws by national and local authorities (district, sector, cell and village level)

- **Train CPCs and local authorities:** REACH-T will provide technical assistance and training on child labor issues, CLMS and ALERT to relevant partners including local authorities, teachers and CPC members.
- **Provide technical assistance and training to National Steering Committee on Child Labor:** REACH-T will support NSCCL to establish more formal structures for coordinating and mainstreaming child labor reduction initiatives among line ministries. This will include facilitating quarterly meetings of the NSCCL. REACH-T will also work with the District Steering Committee on Child Labor (DSCCL) in developing the CLMS at the 12 districts and community levels.

IO5.2 Increased understanding by Tea Cooperatives and Tea Companies of CL laws and certification requirements

- **Train tea companies and cooperatives on CL and certification processes:** REACH-T will facilitate meetings between CPCs and cooperatives leaders, and will conduct trainings on child labor issues with management from the tea industry, to clarify and/or establish child labor regulations, and to provide information on certifications. With FERWACOTHE the project will provide technical assistance on certification processes, and will organize field exchange

visits for companies and cooperatives with certifications and a national workshop on child labor prevention and tea certification processes and requirements will be organized. Cooperatives will also be encouraged to develop internal regulations to address child labor.

IO5.3 Active and effective engagement of REACH-T stakeholders on project studies and performance results

- **Disseminate studies and performance results:** REACH-T project will carry out various studies related to child labor including the Labor Law Enforcement Assessment, OSH study, School Needs Assessment, and prevalence studies. Study reports will be shared first with stakeholders and then with the National Steering Committee on Child Labor and among the REST forum for review and to formulate recommendations to the government.

IO6: Community attitudes towards child labor changed

Awareness raising activities aimed at helping targeted groups to understand the negative consequences of child labor (on the child, the community and the country) and the importance of education to end child labor will be organized.

IO 6.1. Improved community-led and child-led awareness raising activities and events in target districts (SCREAM, community meetings)

- **Increase children's awareness about their rights and the hazards of child labor:** Direct trainings will be organized for children, covering topics such as children's rights and child labor-related issues. REACH-T will develop and provide awareness building materials by training and monitoring teachers on Supporting Children Rights Education Art and Media (SCREAM) methodology. The teachers will carry out training on SCREAM for child/youth led activities. Awareness raising events, such as World Day against Child Labor (WDACL), Child Rights Clubs, Children's Council and Day of the African Child (DAC) will be organized.
- **Community mobilizers trained:** CPCs/CAs and mentors will be trained on delivery of education, child labor and future employability opportunity messaging.

- **Improve Child Labor Message, based on a harmonized interpretation of CL laws and regulations.** The project will achieve this by conducting awareness raising activities at the community level for households and community leaders regarding the negative consequences of child labor and the importance of education. The project will develop a message that will be coordinated with the National Commission of Children and the National Steering Committee on Child Labor. Community and district level stakeholders will be engaged to become agents of change and mobilize partners to take action against child labor.

IO 6.2. Expanded national level message dissemination by tea cooperatives and companies

- **Conduct awareness raising activities within the tea industry regarding child labor policy and standards:** The REACH-T staff will work through FERWACOTHE and tea cooperatives to develop relationships and build awareness among industry leaders regarding child labor, policies, and hazards and monitoring systems.
- **Implement national awareness campaign:** This will be achieved through Consultations with FERWACOTHE, MIFOTRA, NCC, NAEB, and Winrock on the content for national campaign and develop national-level awareness/media tools and also evaluate each for effectiveness. Multimedia public awareness campaigns (such as radio programs and newsletters) will address selected issues such as: the root causes and hazards of child labor, the benefits of education and social protection for girls and boys, decent work for youth above the legal work age, safe and healthy working environments and other relevant topics.

IO7. Beneficiary Households receive benefits from social protection services

Social protection services include but are not limited to: cash transfers, micro-loans, health insurances, scholarships, savings, vocational training, and temporary jobs.

The project will build capacity of local authorities to equip them with necessary knowledge and involve them in linking households to existing social protection existing services.

IO7.1 Increased capacity of community volunteers to assist beneficiary HHs to access social protection services

- **Train Child Protection Committees (CPCs) on social protection services:**
The project will train community volunteers and social protection service providers on child labor issues and community volunteers will then link identified beneficiary households to existing social protection services within the community.

IO7.2 Improved information on type, benefits, sponsors and means of accessing social protection services

Publish and distribute directory of social services: The project will consult existing mapping and/or map existing social services (government and non-government) and support the establishment of a directory which will be disseminated at community level to inform communities and beneficiary households about types of and means of accessing social protection services. The directory will be used by community volunteers to link HHs to the identified social protection services.

SECTION III: PERFORMANCE MONITORING PLAN

A. Purpose and Use

The Performance Monitoring Plan (PMP) is a key document that identifies what will be monitored and evaluated during the life of the project and how this will be done. The PMP serves to identify and organize appropriate qualitative and quantitative indicators to monitor and evaluate a project in a hierarchical way, through a multilevel structure (e.g. main objective, intermediate and supporting objectives, outputs).

The purpose of the PMP is to state and define these indicators and to describe the processes by which data will be collected (e.g. data source, reporting frequency, responsible person, data analysis/use). REACH-T will use the PMP as a management tool, ensuring that project staff collect data that meet all data quality requirements: validity, reliability, timeliness, precision, and integrity.

The indicators in REACH-T's PMP measure change at supporting objective and output levels according to the thematic areas identified in REACH-T's ToC (enforcement, education, livelihoods, youth employment, social protection, capacity building, and awareness-raising). OCFT standard indicators, such as project objective indicators, beneficiary tracking and (output-related) common indicators, have been included within REACH-T's PMP.

Project results will be monitored primarily through quantitative indicators that demonstrate the program's progress toward its specific goals. However, some of these quantitative indicators may be informed by qualitative assessments on a particular issue (such as the observation of child labor hazards in the workplace). REACH-T's PMP is developed in full in Annex 5. The following section shows an Indicators List which is a *summary* of the strategic objectives, outputs and indicators included in the PMP.

B. Project Indicator List

The project Indicators List starts on the next page.

REACH – T INDICATORS LIST

INCLUDING BASELINE (B) and SITUATIONAL ANALYSIS DATA REQUIREMENTS

Project Objective: Incidence of Child Labor in Target Districts Reduced

POC.1 #/% of children in child labor B
 POC.2 #/% of children in hazardous child labor B
 POH.1 #/% of households with children in child labor B
 POH.2 #/% of households with children in hazardous child labor B
 POH.4 #/% of households with all children of compulsory school age in school B

IO1 Increased Enforcement of Child Labor Laws in Tea Sector

Indicators:

of reported child labor cases investigated by police or MIFOTRA **Situational analysis** on enforcement: gaps in the Law Enforcement on child labor and information on penal process (Law Enforcement Assessment)

Intermediate/Supporting Objectives	Indicators
IO1.1 Improved institutional coordination between private sector and government stakeholders for CL law enforcement (REST)	a. # of government agencies and tea companies/cooperatives actively participating in REST meetings b. # of joint actions/resolutions on child labor taken by REST
IO1.2 Improved knowledge among stakeholders of gaps in CL law enforcement regulations and capacity	#/% of policy recommendations related to child labor law enforcement validated by stakeholders and presented to MIFOTRA
IO1.3 Improved follow up on child labor abuses	#/% of reported child labor cases referred to social protection services B
IO1.3.1 Improved child labor monitoring systems	a. #/% CPCs/CAs reporting CL cases using ALERT system b. #/% of DLIs using ALERT/CLMS system data for reporting
IO1.3.2 Increased DLI and community member knowledge of monitoring systems and requirements	#/% of DLIs and CPC/CAs demonstrate correct use of ALERT/CLMS

IO2 Increased school attendance among beneficiary children 5-17 years of age in target districts

Indicators:

#/% of target children regularly attending formal and catch-up school (at least 75% of the time) B

DOL Common Indicators:

E-1 # of children receiving educational services (4090)

E-2 # of children receiving formal education services (target: 2250)

E-3 # of children receiving non-formal education services (catch-up 450)

Situational analysis:

pupil /teacher ratio, pupil/classroom ratio, pupil/text ratio, required textbooks available, records of meetings with parents, records of attendance, enrollment records by class, whole school development plan, performance records for national exams, existence of functioning PTAS, availability of Catch Up programs and trained facilitators, availability of crèches and ECD programs in community, quality of school furnishings, number and types of after school activities/clubs, school feeding, in-service training for teachers, ratio of male/female teachers, corporal punishment/school code of conduct, average travel time by students, teacher presence, teacher housing

Intermediate/Supporting Objectives	Indicators
IO2.1 Reduced economic obstacles to school attendance	#/% of children who receive school kits
IO2.2 Improved safety and health of learning environment	a. #/% of target schools meeting basic minimum required health and safety standards (GoR and UNICEF safe schools standards) b. #/% of target schools whose school improvement activities (grants) are completed
IO2.3 Increased community support for education	a. #/% of communities in which PTAs hold regular meetings b. #/% of target schools where parents make in-kind contributions to the school
IO2.3.1 Increased beneficiary HH commitment to children's education	#/% of beneficiary HH with plan to cover children's educational expenses after project in kind support ends
IO2.3.2 Increased tea sector financial and in-kind contributions to crèches and ECD	#/% of tea companies/ cooperatives providing in-kind and/or financial support for ECD and crèches

IO3 Increased incomes in beneficiary HHs	
Indicators: #/% beneficiary households with an increase in assets #/% beneficiary households with improved food security) DOL Common Indicators L1- # of households receiving livelihood services (target 1320) L2- # of adults provided with employment services L4- # of individuals provided with economic strengthening services L5- # of individuals provided with services other than employment and economic strengthening Situational analysis: Typical HH typical assets and level of food security (meals per day), average tea plot yield per hectare, use of fertilizer, source and price of fertilizer, existing IGAs pursued by HH, markets in which IGAs are sold, existing IGA seller networks and platforms, presence of VSL/SACCOs in target communities(sectors) , average level of HH savings and record keeping on expenses/savings	
Intermediate/Supporting Objectives	Indicators
IO3.1 Improved yields in tea	#/% beneficiary HH with increase in kilos produced per hectare
IO3.1.1 Improved use of modern agricultural techniques on tea farms (MFS+/women)	#/% beneficiary HH (the villageois) who correctly and consistently (amount and frequency) apply fertilizer
IO 3.2 Increased access to markets for HH engaged in IGA	#/% beneficiary HHs joining networks or platforms or attending trade shows to expand markets
IO 3.3 Increased production of IGA goods/services	#/% beneficiary HH reporting increases in production
IO 3.3.1 Increased skills in tea/IGA production, entrepreneurship and marketing	a. #/% beneficiaries with well-designed business plan b. #/% beneficiary HH using new technologies (non-tea agriculture/IGA)
IO 3.4 Increased HH savings	#/% beneficiary HH with increased savings
IO 3.4.1 Increased participation in VSLAs and SACCOs	a. #/% beneficiaries who join VSLs b. #/% of VSLs linked to SACCOs
IO 3.4.2 Improved financial literacy skills	#/% beneficiaries using appropriate record keeping for businesses

IO4 Increased Opportunities For Safe Employment Of Beneficiary Children Of Legal Working Age (16-17)	
Indicators: # tea companies/cooperatives hiring children of legal working age in acceptable work #/% beneficiary children (16-17) safely employed (self-employed, small enterprise, tea companies) DOL Standard Indicators E4- Number of children receiving vocational training services (MFS and TVET) Situational analysis: frequency of employment of 16-17 year olds by tea companies in acceptable work	
IO4.1 Reduced Disincentives For Tea Cooperatives and Companies To Hire Children 16-17 in non-hazardous work	# safe gear kits supplied to tea companies and cooperatives
IO4.1.1 NSCCL and Tea stakeholders agree on non-hazardous work for children 16-17 in and around tea production	List of acceptable work shared with Tea cooperatives and companies
IO4.1.2 Improved knowledge among tea cooperatives and companies of OSH and laws regarding hazardous work for children 16-17	# personnel at tea companies and cooperatives demonstrating increased knowledge of OSH and hazardous work
IO4.2. Improved technical, entrepreneurial, marketing and financial skills among children 16-17	#/% of beneficiary children 16-17 who demonstrate increased skills from training received
IO4.2.1 Increased access to start-up and financial support services	L3 Number of children receiving employment services (start up kits) #/% Beneficiary children 16-17 joining VSLAs
IO4.2.2 Increased access to skills training (MFS and TVET)	a.#/% of beneficiary children 16-17 receiving support to access TVET and other technical training centers b.#/% of beneficiary children 16-17 enrolled in MFS c. MFS curriculum submitted to WDA for validation (Yes/No)

IO5 Child labor issues addressed in GOR and Private Sector Policies and Actions Plans	
Indicators: C1- # of policy initiatives to which the project has contributed substantively #/% of cooperatives that apply for certification # of internal policies in tea cooperatives addressing child labor and/or OSH Situational analysis: Which ministries and institutions outside of MIFOTRA have policies that address child labor?	
IO5.1 Increased understanding of CL policies and laws by national and local authorities (district, sector, cell and village level)	#/% of national and local authorities with increased knowledge of child labor laws/policies
IO5.2 Increased understanding by tea cooperatives and companies of child labor laws, OSH and certification requirements	#/% of tea cooperative and company members able to identify key provisions of CL laws and certification process
IO5.3 Active engagement of REACH-T stakeholders on project studies and performance results	# of events organized to discuss results of project studies and performance with ministries, government agencies, districts, and other stakeholders (REST, National Steering Committee or other)
IO6 Community attitudes towards child labor changed	
Indicators: #/% of HH with positive change in attitude regarding CL B #/% of target communities (sectors) with sample of leaders, teachers and tea cooperatives with positive change in attitudes regarding CL Situational analysis: Baseline of HH and community members attitudes, media survey on coverage of CL	
IO6.1 Improved community-led and child-led awareness raising activities and events in target districts (SCREAM, community meetings)	# of community-led or child-led awareness raising activities or events implemented
IO6.1.1 Improved Child Labor Message, based on a harmonized interpretation of CL laws and regulations	Quality message developed (Y/N)
IO6.2 Expanded child labor message dissemination by tea cooperatives and companies	# of awareness raising events held by tea cooperatives and companies focused on child labor and OSH
IO7 Beneficiary HHs referred to social protection services	
Indicators: #/% of beneficiary households receiving social protection services (e.g. health insurance, One Cow Per Family) B Situational analysis: Existing social services accessed by poor in the community; number of households in communities (sectors) accessing social services; existence of ubudehe list (categorical list of services available to individuals/families at each socio-economic level)	
IO7.1 Increased capacity of community volunteers to assist beneficiary HH to access SP services	#/% of CPC/CAs with increased knowledge of relevant social protection services
IO7.2 Improved information on types, benefits, sponsors, and means of accessing social protection services	#/% target CPC/CAs receiving a directory of social protection services and means of accessing services

C. Overview of Project Data Collection Instruments

This overview is based on the Data Collection Table (DCT) that was prepared by REACH-T staff (See Annex 6). It provides a narrative of all instruments that will be used to collect accurate data that will inform the progress of the project towards accomplishing its results.

REACH-T staff modified and streamlined data collection instruments and process based on REACH experiences so that the volunteers (mentors, CA/CPCs, etc.) can easily use them without being overwhelmed due to the high volume of paper-based reporting. This will also help to ensure easy data entry, analysis, and accurate use of collected data.

Data Collection Instruments (DCI)

1. Baseline prevalence survey

- The baseline prevalence study will employ quantitative and some qualitative methods and will provide information to: 1) estimate the number and percentage of working children in the tea sector and 2) inform project strategies aimed at eliminating exploitative child labor in the tea-growing areas.
- The quantitative portion of the study will include household surveys administered to adults and children to determine whether there are children working in the tea sector. In addition to the quantitative part of the prevalence survey, the study will include qualitative data collection from semi-structured interviews and focus groups with selected individuals within targeted groups of community leaders.
- These qualitative data will provide in-depth information, attitudes and opinions about child labor in the tea growing area, as well as details on specific tasks, patterns of work over time and understanding of definitions of child labor among stakeholders in the tea sector.

2. Endline survey

- During the final six months of the REACH-T project, an endline survey will be carried out using similar methodology and tools to the baseline survey.
- The endline survey will assess the change in prevalence of children working, children in child labor and children in hazardous child labor in the tea sector.

- The proposed research design and survey methodology, including data coding, storage and analysis, will be very similar to the baseline, to allow for comparison and facilitate future analysis.
- A similar sampling framework will be used by an external contractor. We anticipate three different research instruments will be combined to inform the research questions of interest, including (i) structured HH surveys (ii) in-depth semi-structured interviews; and (iii) observational reports of child labor practices in the tea plantations and other agricultural sectors.

3. Beneficiary Intake Form

- Beneficiary Intake form will be used to determine which project services, including education and livelihoods, best meet the needs of beneficiary HHs
- Not every potential household's beneficiary will be a candidate for all REACH-T services.
- REACH-T staff and volunteers will use the beneficiary intake form in order to get basic information from potential beneficiary HHs.
- Beneficiary intake form will draw a basic picture of each household and this information will be analyzed carefully for further steps to enroll children in education services and/or HH in livelihood program.
- This beneficiary intake form will have different sections of questions for different groups of actors at household level (Men & Women, children 5-15, and children 16-17 years old);

4. Child Follow-up Form (Education and Work Status)

- Child Follow-up Form is completed one month after a child becomes a direct beneficiary of REACH-T project, and thereafter, every 3 months until the completion of the education program. It helps to verify if children continue to be involved in any form of child labor after enrolment and also tracks progress of the child beneficiaries.

- The follow-up forms are used to collect data on children aged 5-17 years at both the household level and the education level. It tracks data on whether the child still works after the project's direct education services have been provided or if the child misses school in order to work in the past quarter.
- This tool is also used to track any project distribution done to direct beneficiaries including school kits, uniforms for 9YBE, and also protective gear distributed to MFS project beneficiaries aged 16-17 years old.
- This tool will track direct beneficiaries have a change in type of education service or school during the program (from P6 to S1 or from non-formal to formal education) or from one school to another.
- The form will also be completed for each beneficiary at the end of the project intervention or service, including for children who complete P6 and move to senior schools out of REACH-T intervention areas. The project will support children between Primary 1 (P1) up to Senior 3 (S3) commonly called 9 Years Basic Education. However, at the end of primary school (P6), children take a national exam. Most of children will continue in low secondary school (S1-S3), but a few of them will move to schools outside of REACH-T intervention districts. The form will also track children who complete S3, and those who complete the six-month MFS program.

5. Household Livelihoods Follow up Form

- This form is composed of the following sections: Households Section, Agriculture Production Section, and Enterprise Development Section.
- Households Section: This section assists the Project in assessing livelihoods needs at household level, backgrounds and experiences, active households economic activities, local demands and existing (or potential) economic relations between the households members and communities around.
- Agriculture Section: This section will help project staff to track the quantity, quality and diversity of HH agriculture production. Improved techniques are to be recorded for modern agriculture value chains and production increase.

- Enterprise Development Section: This section will be tracking the success of HHs in terms of running an enterprise (their temperament, their skills and the environment of their enterprise.). It will help project staff to know whether a HH enterprise is growing or not and will help them to provide HHs with necessary guidance and facilitation for its success.
- Households Referral Section: This section allows for follow up on which service(s) a HH was referred to, and/or which one(s) it should be referred to.

6. Cooperative Follow-Up Form

- The Cooperative Follow-Up Form will be designed to assess cooperatives' knowledge of CL laws and regulations and OSH provisions regarding children of legal working age, support for the creation of crèches and ECD and involvement in awareness building within the tea sector about CL.

7. Community Follow-up Form

- This tool is used to determine the reach, effectiveness, message and awareness raising strategy quality for the project intervention and is filled out by the CPC/CAs working with the project.
- The form will include a Social Protection section to track increases in knowledge among CPC/CAs and the distribution of the project-produced directory of existing social protection services. The form will also include a VSLA Section. This section gathers information on a regular basis (every three months) during VSLA cycles

8. Enforcement/Policy Tracking Form

This Data collection tool will track progress towards IO1 and IO5 indicators related to government capacity to monitor and address child labor issues in the tea sector. This form should clearly demonstrate the engagement of structures involved in child labor monitoring (NSCCL, DSCCL, REST and community structures CPCs/CAs) through joint actions and recommendations formulated

for new policy development or existing policy revision to mainstream child labor issues into policies, strategies and programs.

In addition to the forms listed above, REACH-T will gather data using the ALERT mobile application and CLMS. This data will not replace the monitoring forms, but will provide supplemental information on incidences of child labor.

The following forms will be used to collect information:

Table 1: Summary of Monitoring Forms

Type of form	Respon- sability	Frequency	Notes	Matched indicators
Beneficiary intake form	CPC/CA	At the beginning of the project cycle	Identification and selection of direct project beneficiaries will be done through community raising workshops. It will be a participatory process where the entire community is informed on CL criteria and project beneficiaries (HH and/or children) eligibility conditions. The community members then agree on which HH to support and /or children are in CL or CAHR; Intake forms will be filled for those households and children.	POC.1 #%% of children engaged in child labor POC.2 # (%) of children engaged in hazardous child labor (HCL) POH.1 #/% of HH with children in child labor POH.2 #/% of HH with children in HCL POH.4 #/% of HH with all children of compulsory school age in school E1: # of children receiving educational services E2- # of children receiving formal education services E3- # of children receiving non-formal education services E3. #/% of beneficiary children 16-17 enrolled in non-formal education L2. # HH receiving employment services L4. # HH receiving economic strengthening services L5. # HH receiving services other than employment/economic strengthening IO3a.beneficiary HHs assets. IO3b beneficiary HH food security IO3.1 beneficiary HH yields IO3.1.1 beneficiary HH using fertilizer correctly/consistently IO3.2 beneficiary HH joining networks/platforms, attending trade shows IO3.3 beneficiary HH production IO3.3.1a beneficiary HH business plan IO3.3.1.b beneficiary HH new technologies (non-tea ag, IGA) IO3.4 beneficiary HH savings IO3.4.1a beneficiary HH VSLA membership IO3.4.2 beneficiary HH appropriate record keeping IO6. beneficiary HH attitude regarding CL IO7. beneficiary households referred to social protection services (e.g. health insurance, One Cow Per Family)

Type of form	Responsibility	Frequency	Notes	Matched indicators
Child Follow up Form (Education and work status)	Mentor, CPC/CA, CLMS officer, Education mobilizer	Monthly at school level. Quarterly for the project	Form will be filled based on school attendance, and whether children are still in CL or not; Mentors (teachers in 9YBE, MFS, Catch Up) will consult with CA/CPC in matters regarding children's work status	E1. beneficiary children 5-17 receiving educational services E2- beneficiary children receiving formal education services E3- beneficiary children receiving non-formal education services IO2 beneficiary children attending formal or catch-up schools 75% of time; IO2.1 beneficiary children receiving school kits
HH Livelihoods Follow up Form\	CPC/CA, Field Agents, Cooperative leaders, MFS facilitator	3 months	Any progress made within 3 months will be documented using this form.	L1. #/% of individuals receiving economic strengthening services L2. # adults receiving employment services. L4. # of adults receiving economic strengthening services L5. #/% of individuals receiving services other than employment and economic strengthening IO3a- HH with increase in assets IO3b- HH with improved food security IO6a HH attitudes toward CL ADULT BENEFICIARIES IO3.1 HH with increased yields IO3.1.1HH who correctly and consistently apply fertilizer. IO3.2 HH joining network/ platform or attend trade shows to expand markets IO3.3HH reporting increased production IO3.3.1a HH with well-designed business plan IO3.3.1b HH using new technologies (non-tea ag/IGA)

Type of form	Responsibility	Frequency	Notes	Matched indicators
				IO3.4 HH with increased savings. IO3.4.2 Beneficiaries using appropriate recordkeeping for businesses CHILDREN 16-17 E4 # of children receiving vocational training services L3- # of children receiving employment services (start-up kits) IO4.2 Beneficiary children who demonstrate increased skills from training received (technical, entrepreneurial, marketing and financial management) IO4.2.1 Beneficiary children joining VSLAs IO4.2.2a Beneficiary children receiving support to access TVET and other technical training centers IO4.2.2b Beneficiary children enrolled in MFS
Cooperative Follow up Form	MFS facilitator; Cooperatives leaders	Every six months during the project cycle	Indicators related to the cooperative component will be filled in by MFS facilitator and Livelihoods officer	IO2.3.2 tea companies or cooperatives providing in kind and/or financial support for ECD and crèches IO.4a tea companies/cooperatives hiring children of legal working age IO4.b beneficiary children 16-17 safely employed IO4.1 #safety gear kits supplied to tea companies/cooperatives IO4.1.2 tea company/cooperative personnel demonstrating increased knowledge of OSH and hazardous work IO5a tea cooperatives with internal policies addressing CL and/or OSH IO.5b cooperatives that apply for certification IO.5.2 tea cooperative and company members able to identify key provisions of CL laws and certification process IO6.2 # of awareness raising events held by tea cooperatives on CL and OSH
Community Follow up Form	Mentor, CPC/CA, CLMS officer,	Every six months during the project	This tool is used to measure community support for education	IO2.2a Target schools meeting basic minimum required health and safety standards IO2.2 b target schools whose school grants are completed

Type of form	Respon- sability	Frequency	Notes	Matched indicators
	Education mobilizer	cycle	and commitment to build awareness on child labor.	IO2.3a target schools in which PTAs hold regular meetings IO2.3b target schools whose parents make in-kind contributions to school IO4.1b # VSLAs linked to SACCOS IO6b- target communities with positive change in attitude regarding CL IO6.1 # of community –led or child-led awareness raising activities or events IO7 Beneficiary HH referred by CPCs to social protection services IO7.1 CPC/CAs with increased knowledge of relevant Social protection services IO7.2 Target CPCs receive social protection directory
Enforcement / Policy Tracking Form	DPD/M&E	Every six months during the project cycle	This tool is used to track results related to enforcement as supported by REST, CLMS and ALERT and on increased knowledge among national and local authorities of CL laws and policies.	IO1 reported child labor cases investigated by police or DLI IO1.1a- # of GOR agencies and tea cooperatives actively participating in REST meetings IO1.1b # of joint actions on CL taken by REST IO1.2 # of recommendations validated by stakeholders and presented to MIFOTRA IO1.3 # of child labor cases referred to social protection services IO1.3.1a CPC/CAs report CL cases using ALERT IO1.3.1b DLIs using ALERT/ CLMS system data for reporting IO1.3.2 DLIs and CPC/CAs demonstrate correct use of ALERT/CLMS IO4.1.1 List of acceptable work shared with tea cooperatives and companies IO4.2.2c MFS curriculum submitted to WDA for validation C1 Policy initiatives to which the project has contributed substantively IO5.1 National/local authorities with increased knowledge of CL laws/policies IO5.3 # events organized to discuss results of project studies and performance with ministries, government agencies, districts and other stakeholders

SECTION IV: BASELINE PREVALENCE STUDY PLAN

A. Baseline Study Purpose and Use

The baseline prevalence study will provide an estimate of the prevalence of child labor in the tea sector, and will also serve as a comparison point for a follow-up survey's estimates to assess changes in this prevalence towards the end of the project. Through household surveys and semi-structured interviews, the baseline survey will provide a comprehensive understanding of the proportion of children engaged in child labor in Burera, Gicumbi, Karongi, Ngororero, Nyabihu, Nyamagabe, Nyamasheke, Nyaruguru, Rubavu, Rulindo, Rutsiro, and Rusizi, which encompass the tea-growing areas of Rwanda. The specific objectives of the baseline study are:

- To collect representative and insightful baseline data to estimate the prevalence (percentage) of working children (both children involved in child labor from ages 5-15 and children of legal working age involved in hazardous work), including worst forms of child labor, in the twelve districts where tea is grown in Rwanda. The primary focus will be on tea-related labor, but should also include other types of child labor in the area. The study will detail the prevalence of children engaged in labor and WFCL, including hazardous work, in beneficiary households;
- To provide insights on the determinants of child labor in tea growing areas in Rwanda, including household earnings and debt, perceptions of parents/guardians/children, and the hazards and abuses faced by children at their work place;
- To collect information on the characteristics of working children (both children involved in child labor from ages 5-15 and children involved in hazardous work from ages 16-17) and the other children in their households. This will include but is not limited to their demographic composition and details by age, sex, marital status, disability status, educational status, classification by type of work, geographic sector, earnings, reasons for not attending school, reasons for working, and number of hours worked weekly;

- To identify the forms of child labor prevalent in the districts, particularly in the tea sector. A comprehensive list of activities performed by children working in the targeted areas will be compiled and analyzed from the baseline prevalence survey results.

Research Questions:

The study aims to answer the following research questions:

- What is the population of children in tea-growing areas?
- What is the population of children working in agriculture in tea-growing areas? Among these, how many are in child labor?
- What is the population of children working in tea production in tea-growing areas? Among these, how many are in child labor?
- What are the forms and prevalence of child labor in the tea-growing regions?
- What is the prevalence of child labor by district in tea-growing areas?

B. Description of Baseline Data Collection Procedures, Responsibilities and Timeline

1. Data Collection Procedures

The baseline survey will employ both quantitative and qualitative methods. An external consultant will design and test tools, train enumerators and administer surveys in a representative sample from the tea-growing region. Enumerators will use tablets and electronic data collection methodologies for completing surveys and entering data into a database of survey results.

a. Qualitative Components

The following tools will be used in the baseline assessment which will be conducted by a third party independent consultant, Laterite Ltd, an international survey firm located in Rwanda with experience conducting large-scale surveys in Rwanda, including impact assessments and evaluations on Rwanda's coffee industry.

- *Focus Group Discussions:* During the baseline prevalence study, Laterite will conduct focus group discussions with local authorities and members of cooperatives in four districts. The focus group discussions will focus on attitudes and opinions towards child labor and knowledge of child labor laws/definitions and the existence of child labor in tea growing area.
- *Semi-structured interviews:* During the baseline prevalence study, Laterite will conduct semi-structured interviews with members of Social Affairs/social workers at the sector level. The semi-structured interviews will focus on (i) attitudes and opinions about child labor in the tea growing area; (ii) details on specific patterns of work over time; (iii) understanding the definitions of child labor, and (iv) what are the characteristics of households with children engaged in child labor, including the factors that lead to child labor and social protection programs that are accessed and/or needed. If the baseline/prevalence survey finds instances of child labor among children aged 5-6 then the semi-structured interviews may be conducted with these children in lieu of interviewing the social workers.

Focus groups will be 1.5-2 hour group interviews that will be led by a team of two researchers; a moderator and transcriber, both of whom will speak Kinyarwanda. The objective of the focus groups will be to get an in-depth understanding of knowledge of and attitudes towards child labor among authorities and cooperative members in the district. In addition to the scope of the baseline study, Winrock will also conduct the following supplemental assessments. These will provide relevant information for the design of interventions.

- The *Community Asset Appraisal (CAA)* will take place during Quarter 4 of Year 1. The goal of the CAA is to introduce the project to the communities, identify potential roles of community actors, gain buy-in, and identify volunteers. The CAA will also allow REACH-T and communities to identify and analyze the preexisting assets or opportunities in the communities which can be mobilized during the REACH-T project.

- The *School Needs/Learning Environment Assessment* will assess 40 schools in the areas of REACH-T operation. The assessment will focus on quality of education, child-friendly environment and infrastructure, and general information on the student and teacher populations. Winrock will lead this assessment when prevalence data is available.
- The *MFS Rapid Assessment* (Winrock) and *Market Assessment* (Duterimbere) will provide information on the business climate within the twelve districts, focusing on MFS, value chains, vocational training programs, and other livelihoods opportunities. This assessment will be conducted in Quarter 3 of Year 1.

b. Quantitative Structured Survey

The structured survey will be administered to households in tea growing sectors¹⁰ within the tea growing districts. Households will be randomly selected according to a sampling strategy in each area selected for data collection. Laterite estimates that there are likely to be a 20% prevalence of child labor with the tea sector. This is based on data from a nationally representative sample of coffee growing areas in Rwanda which indicated that about 15% of children aged 5-17 were not enrolled in school and therefore at a high risk of being involved in child labor. It is assumed that enrollment levels for the target age group are similar in tea-growing areas. It is also assumed that a small share of children that are enrolled in school are also exposed to child labor, hence the estimate of 20%, which is higher than the national prevalence.

Using the same coffee data (which was based on a sample of 1300 households) and enrollment information as a proxy for child labor, Laterite estimates that the standard deviation for the prevalence of child labor in tea-growing areas is about .34. This is consistent with the standard deviations on other binary variables in the coffee survey and in another nationally representative survey Laterite carried out in Rwanda targeting children aged 10-19. Finally, based on coffee data and the enrolment variable as the

¹⁰ Sectors are an administrative subdivision in Rwanda.

proxy, it is estimated that the intra-cluster correlation coefficient (Rho) associated with clustering at the umudugudu (village) level is between 0.06-0.1.

Taking into account these assumptions and the target of interviewing 16 households per umudugudu, Laterite will carry out a sample of 2864 households that is corrected for small sample sizes in the districts of Rubavu and Burera. This results in an average sample of about 245 households per district, which should enable an estimation of child labor rates within a 4.5 percentage point margin of error at the district level. The 2864 households will be interviewed during August 2014. See table below for information on Rho and design effect.

Sample Size Required	Child labor rates at baseline	Intra-cluster correlation levels (Rho)	Design Effects	Power to detect 5pp change
179 locations, 16 households per location				
2864	20%	0.06	1.9	95%
2864	20%	0.1	2.5	88%
2864	25%	0.1	2.5	82%
2864	25%	0.1	2.5	80%

The Tool: A two-part questionnaire will be administered to each of the randomly selected households. The first section will be administered to the head of household and the second section will be administered to the children aged 7-17 in the household. Adults will be asked about activities of children aged 5-17, however children aged 5-6 will not be included in the survey as it is not ethically acceptable or analytically useful to survey children of this age.

The two instruments will include specific sections for each group, but will also capture some common information in order to cross-check data. The two sections will include: background characteristics (including location, gender, age, level of education, poverty level/income, and distance to school); types of work (survey respondent will choose from multiple types of work that prevail in the tea sector and will be able to report any other form of work); and household activities (number of hours spent by children on a set of activities to determine the number of children working and number of hours spent working). There

will be questions related to children's participation in hazardous work, with specific questions related to hazardous work for children aged 16-17.

Community and Household Selection Frame: The REACH-T project will be implemented in a total of 12 districts that make up Rwanda's tea growing area. The sampling frame for this baseline prevalence study is all rural households with children aged 5-17 that live in cells where tea is produced within the 12 tea-growing districts, regardless of whether they are tea producers or not. Using this sampling frame will therefore provide statistics on child labor in tea growing areas, not necessarily only amongst tea growing farmers.

A two-stage sampling strategy will be used for the study. This strategy will combine stratification at the cell level with clustering at the "umudugudu" or village level (the smallest geographic area of administration in Rwanda)¹¹. Within each district, the list of umudugudus will be drawn only from cells identified as tea-producing cells. The Primary Sampling Unit (PSU) for the baseline survey will therefore be the umudugudu. The proposed sample size within each district will be proportional to the number of tea producing cells in the district. Data on the number of cells and tea farmers will be obtained from FERWACOTHE and/or MINAGRI and cross-checked with the National Institute of Statistics in Rwanda.

Any umudugudu within a cell that produces tea will be counted as a "tea producing area"; any umudugudu in a non-tea producing cell will be excluded from the sampling frame. Within each district, a number of "tea growing" umudugudus will be randomly selected (the cluster). The number of umudugudus per district will depend on the targeted sample size for that district.

Households will be randomly selected in each community from the official registrar of households living within that umudugudu. If a registrar of households in the umudugudu is not available, field coordinators/enumerators will work with the umudugudu head and other local authorities to recreate that list. During field preparation (conducted a few days or a

¹¹ In Rwanda the geographic administrative subdivisions are structured as: province (largest subdivision), district, sector, cell, village/umudugudu (smallest subdivision).

week before actual interviews take place) the field coordinators will randomly select households from each list following a specific procedure. If a Households will be over-sampled in the field preparation stage to account for: a) the fact that about 25% of households do not have children aged 5-17; and b) to ensure that in each village there is sufficient replacement households if on the day of the survey households refuse to participate or are not present. Each household selected will be visited during the field preparation stage, in order to collect details on the households, such as name of household members, age, gender, etc., and to inform the households of the timing of the survey and explain the need for parental consent.

Data Collection Methodology: The household survey and semi-structured interviews will be conducted with heads of households and children in households over a period of six weeks. In addition to the REACH-T project staff who will supervise data collection in the field, a Lead Field Coordinator, four Field Coordinators, and fourteen enumerators will conduct the survey. A Research Analyst and Lead Field Coordinator will conduct the semi-structured interviews. Both male and female enumerators with survey experience and at least a grade 12 diploma will be recruited. All enumerators will attend an intensive six-day, two-module training to ensure full understanding of the questionnaire and assignment expectations. After training is completed the entire data collection team will go to the field to test the questionnaire. After assessing how the enumerators have performed in the field and reviewing the pilot data, Laterite will provide coaching to correct any mistakes they observe. A final training session will be completed after the survey has been finalized after the piloting stage. The enumerators will be provided with a training manual that lays out the procedures for data collection along with relevant information to guide their work. Most enumerators will be from the project areas and therefore will be fluent in Kinyarwanda and knowledgeable of local geography.

2. Data Collection Responsibilities

Data Collection: The household study will be led by Laterite Ltd, an international firm located in Rwanda. Laterite has experience conducting surveys and studies in Rwanda, including impact assessments and evaluations on Rwanda's coffee industry, baseline

studies for international NGO programs, and surveys and coaching for the Ministry of Finance and Economic Development and the Office the of President of Rwanda. Laterite has just finalized a nation-wide attitudinal survey of adolescent boys and girls using a mix of qualitative and quantitative methods, as well as a tracer study to evaluate the World Bank's Adolescent Girl Initiative program. Laterite will supervise, coach and lead the data collection team of the field team. The survey has been designed in collaboration with the consultancy firm and the REACH-T team. The tool will be piloted in a non-project operation site (non tea-growing umudugudus), and data collection instruments will be revised if necessary before finalization.

The selected supervisors will have technical capabilities and experience managing household-based field studies in Rwanda. Supervisors will review questionnaires daily to ensure that accurate and quality information is being collected. The supervisors will report to both the REACH-T M&E team and the lead consultants, all of whom will spend significant time alongside the supervisors and enumerators during field work.

Data Verification: To maintain data quality, in collaboration with the consultancy firm, REACH-T will provide oversight on a regular basis. The consulting firm will provide hands-on monitoring and daily follow-up with the field team, with a data auditor scrutinizing the data collected to ensure quality control. The data auditor will also conduct random spot-checks with a sub-sample of respondents to verify they have been visited by an enumerator. The Lead Field Coordinator will provide daily feedback to REACH-T.

To minimize survey errors, close supervision will be provided and data will be collected using tablets. In addition to reducing the cost of data collection, electronic data collection increases the quality of data collected. This will also allow for instantaneous monitoring of the data and real-time adjustments through the course of the survey. Finally, this removes the need for data-entry, thereby eliminating one potential area of human error.

Data Analysis: The consultancy firm will lead the data analysis. Data analysis will be conducted using SPSS and it is expected that the consultant will provide descriptive statistics to examine the relationships between variables; however focus will be on overall prevalence. Qualitative data will also be analyzed by the consultants using thematic

techniques. Comparisons across communities will help REACH-T finalize community selection. In addition to geographic disaggregation, sex and age disaggregation will be incorporated into the data analysis. Overall prevalence will be given at the district level (per the request of MIFOTRA), however any reduction found during at the endline will only be statistically significant at the national level. Key issues, such as the prevalence of child labor, and hazardous child labor will be analyzed by sex and age. Additional analysis will ensure that baseline figures for all relevant indicators are recorded.

Because heads of household will answer questions related to children aged 5-6 and these children will not be interviewed as part of the survey, responses about this age group will be analyzed separately.

Baseline results will also be used as a basis for comparison with endline results after the endline survey (which will occur approximately 6 months prior to project end). The data will be analyzed to measure changes in the prevalence of child labor in tea growing areas by type of labor (CL, HCL, WFCL), geography (umudugudu/cell), age, and sex.

3. Data Collection Timeline

Work on the baseline began on May 7, 2014 and will continue through the end of August. The final report will be delivered to USDOL by September 28, 2014.

Baseline Study Timeline

Activity	Start Date	End Date	Responsible Organization
Develop baseline TORs	11/11/2013	1/23/2014	WI
Advertise in newspaper and submission of proposal	1/23/2014	2/13/2014	WI
Select baseline contractor and baseline contract agreement	2/14/2014	4/29/2014	WI
Desk review, Sampling Methods, Interview Guideline, methodology modification, Sample Size and Questionnaire Design	4/29/2014	6/6/2014	Laterite/WI
Recruit and train field team (enumerators, supervisors & Data entry clerks) and Pre-test,	6/1/2014	6/20/2013	Laterite/WI

Questionnaire Revision			
Field Activity			
Field data collection (qualitative and quantitative)	8/4/2014	9/19/2014	Laterite
Data Analysis			
Data Cleaning	9/8/2014	10/1/2014	Laterite
Data Analysis			Laterite
Summary Results/Initial Prevalence Numbers Available	9/19/2014	9/19/2014	
Report Writing			
Draft report	10/1/2014	10/10/2014	Laterite
Present results/preliminary report and gather feedback	10/13/2014	10/19/2017	Laterite
Submit final report	10/19/2014	10/19/2014	Laterite/WI
Endline Survey			
Select endline contractor and finalize endline contract agreement	February 2017	March 2017	WI
Desk review, Sampling Methods, Interview Guideline, methodology modification, Sample Size and Questionnaire Design	March 2017	April 2017	Consultant
Field Activity	April 2017	June 2017	Consultant
Data analysis	June 2017	July 2017	Consultant
Report writing	July 2017	July 2017	Consultant and WI
Final report submitted	August 2017	August 2017	WI

SECTION V: EVALUATION PLAN

A. Implementation Evaluations

Implementation evaluations serve as important learning tools in assessing whether a project is being implemented as planned and demonstrating the intended results. In USDOL-funded projects, implementation evaluations are usually carried out twice during project implementation: at the project midpoint (the interim evaluation), and the end of project (the final evaluation). Interim and final evaluation methodology will be designed in coordination with USDOL and will include at a minimum a review of project documents (work plans, monitoring reports, research, evaluation reports, etc.), field observations of school and work environments, interviews with beneficiaries, focus group discussions with stakeholders and key informant interviews.

Both evaluations will be conducted by external contractors procured by USDOL in order to ensure an unbiased assessment of the project's progress toward reducing child labor and achieving other indicator targets. Winrock evaluations will take into account the data collected through the CMEP process. Prior to evaluation, USDOL and Winrock will have the opportunity to provide input to the evaluation Terms of Reference (TOR), in an effort to focus each evaluation on key successes and concerns in addition to other assessment criterion. Each evaluation will include a stakeholders' meeting, which will be held before the evaluator leaves the country and will provide the evaluator with an opportunity to present key findings, preliminary conclusions, and recommendations, as well as provide stakeholders with a chance to give feedback into the final evaluation report.¹² Winrock will be in close contact with USDOL regarding scheduling, timetables, and follow-up actions and responses to the evaluation reports. Winrock will also provide all necessary assistance to arrange evaluation field work, including helping to make sure relevant stakeholders are available for key informant interviews, focus groups and site visits. The interim evaluation is tentatively scheduled for the Quarter 3 of Project Year 2 (April-1 June

¹² The evaluators will present preliminary findings to a stakeholder group which will include Winrock staff, MIFOTRA representatives, project partners (ADEPE, Duterimbere, FERWACOTHE, and Save the Children) and other relevant stakeholders. Feedback from this meeting will be integrated into the draft report, which will be submitted to Winrock and USDOL by evaluators.

2015) and the final evaluation is tentatively scheduled for the Quarter 1 of Project Year 4 (October-December 2016). REACH-T will report all progress relating to interim evaluation recommendations within each subsequent Technical Progress Report (TPR).

1. Interim Evaluation

The interim evaluation will provide REACH-T with valuable perspective, guidance, and recommendations on how to improve the project during the second half of implementation. The main objectives of the interim evaluation will be to assess the degree to which the project is meeting its goals and objectives and is being implemented as planned according to the project document (PRODOC) and CMEP. In addition, the interim evaluation provides an opportunity to identify where modifications are needed in order to achieve the project's intended results.

The interim evaluation will use information collected during the baseline study as well as PMP data to assess project progress against up-to-date planning and project life-time targets. Among other issues, it will look at: the way in which interventions have been implemented; the rationale for the allocation of interventions among different communities; the project's networking with key institutions, including private sector engagement strategies; MIFOTRA, NAEB, and NCC participation in project implementation; feedback from beneficiaries and community leaders with regard to project implementation; the effectiveness and challenges in implementing the beneficiary tracking system; and the timeliness and level of progress in attaining the project's targets.

It will also evaluate which interventions appear to be promising in improving household living conditions, reducing child labor and improving access to and quality of education, as well as which strategies may contribute to the sustainability of the project's efforts. The working relationships and flow of information between implementing partners will be assessed, as well as the perception of the REACH-T project among MIFOTRA, partner organizations, local authorities, beneficiary households and children, and other stakeholders.

The project's monitoring records and various databases will be of particular importance in assessing project implementation. The evaluation will conduct record checking to provide

feedback and recommendations on aspects of data collection, record keeping, and documentation.

USDOL will lead the process of developing the evaluation's specific TOR in March 2015, prior to the start of the interim evaluation in Quarter 4 of Year 2 or Quarter 1 of Project Year 3 (sometime during September-November 2015). The following is a preliminary list of issues that may be evaluated. These may change or be reduced based on the scope of the evaluation, and specific needs for project information at the time:

- Assessing the design, utilization and progress towards institutionalization of ALERT and the CLMS;
- Assessing progress toward mainstreaming child labor issues, including hazardous work, into tea company/cooperative policies;
- Assessing progress towards mainstreaming child labor issues into line ministries and government organizations;
- Reviewing tea company/cooperative monitoring, training and social service provision initiatives;
- Assessing progress towards accurate data collection, especially the mobile data collection component;
- Assessing the degree to which the project design is appropriate or adequate to address the key causes of child labor among beneficiary children and households;
- Assessing progress toward improving direct beneficiary HH education and livelihoods services (including meeting performance targets and quality of services provided); and
- Assessing project effectiveness in engaging with key stakeholders (government, private sector and non-governmental partners) to combat child labor long term (beyond life of project).

Winrock staff and partners will hold a strategy meeting after the midterm evaluation results are available in order to review the findings, plan the necessary actions to meet recommendations, and adjust activities accordingly.

2. Final Evaluation

The final independent evaluation will aim to validate the factors that contribute to the Theory of Change at various levels (such as institutional efforts regarding policy and capacity building, contextual factors, REACH-T project interventions, etc.). It should allow project staff to learn about which interventions may have external validity and possibilities for replication, and should help identify good practices in project implementation.

The main objective of the final evaluation is to assess the degree to which the project has met its goals and objectives and was implemented as planned in the CMEP and PRODOC documents or if there were significant deviations. In order to assess the project's outcomes in a comprehensive manner, the final evaluation will consider the baseline study, the subsequent endline study, cumulative information from the monitoring system, and results from special studies and field assessments. The final evaluation will provide information on the quality of project implementation and the sustainability of project outcomes and initiatives.

In support of USDOL's encouragement toward promoting transparency and broadly disseminating projects results, all studies, survey instruments and data collected using USDOL funding will be made available publicly.

In September 2016, USDOL will lead the process of developing a specific TOR for the final evaluation which will be conducted in Quarter 1 of Project Year 4 (October-December 2016).

During the final evaluation, the evaluator will assess the outcomes of unique or innovative components of the REACH-T project such as the ones mentioned below. These may change or be reduced based on the scope of the evaluation and specific needs for project information at the time:

- Assessing the design, utilization and progress towards institutionalization of ALERT and the CLMS;
- Assessing progress toward mainstreaming child labor issues, including hazardous work, into tea company/cooperative policies;

- Assessing progress towards mainstreaming child labor issues into line ministries and government organizations;
- Assessing the degree to which the project design is appropriate or adequate to address the key causes of child labor among beneficiary children and households.
- Assessing the extent to which the project contributed to improving the livelihoods of the targeted households and assessing the impact of livelihood interventions, such as the training for mothers and MFS+, on the prevalence of child labor within project targeted households;
- Assessing the extent to which the project improved adherence to OSH for youth employees in targeted areas;
- Assessing project progress linking beneficiaries (16-17 years old) to decent work and training opportunities;
- Assessing whether the project contributed to the elimination or significant reduction of child labor in the production of tea;
- Assessing quality of schools;
- Assessing the frequency of reporting using the ALERT system and any variance of the use by CPCs across districts;
- Assessing the sustainability of project activities; and
Identifying interventions that could be considered good practices and applicable for similar projects.

B. Special Studies

1. OSH Study

REACH-T's study on occupational safety and health (OSH) in the tea sector will be designed to establish OSH guidelines and identify best practices in the field to apply to children of legal working age (16-17 years old). In addition to detailing the types of hazards and prevalence of OSH incidents, the study will examine the roles of employers, cooperatives, government, and civil society in monitoring OSH.

The study will identify and acknowledge any companies or cooperatives that have demonstrated successful OSH programs or policies in Rwanda, assessing scalability and providing recommendations for strengthening and expanding existing programs.

This study will be completed by the end of Year 1, and will be led by an outside consultant, with significant hands-on support from the Livelihoods Specialist and Deputy Project Director/M&E Officer.

2. Labor Law Enforcement/Legal Assessment

REACH-T will conduct an analysis of current law enforcement activities related to child labor. During Year 1, REACH-T will engage a legal expert to assess existing labor law enforcement, including the function and use of Rwanda National Police (RNP), District Labor Inspectors (DLIs), national inspectors, Ministry of Justice (MINIJUST), and private sectors monitors (companies and cooperatives). The assessment will focus on the tea sector and identify obstacles that hinder the protection of children below and above legal working age. A legal analysis of the current laws will identify gaps in coverage and analyze how labor laws are applied at the plantation/factory level, and within cooperatives and smallholder farms. The assessment will entail a combination of desk research, field observations of law enforcement trainings, and key informant interviews. REST will develop an action plan based on the assessment, including revisions to DLI training curriculum and translation of key documents and CLMS guidelines.

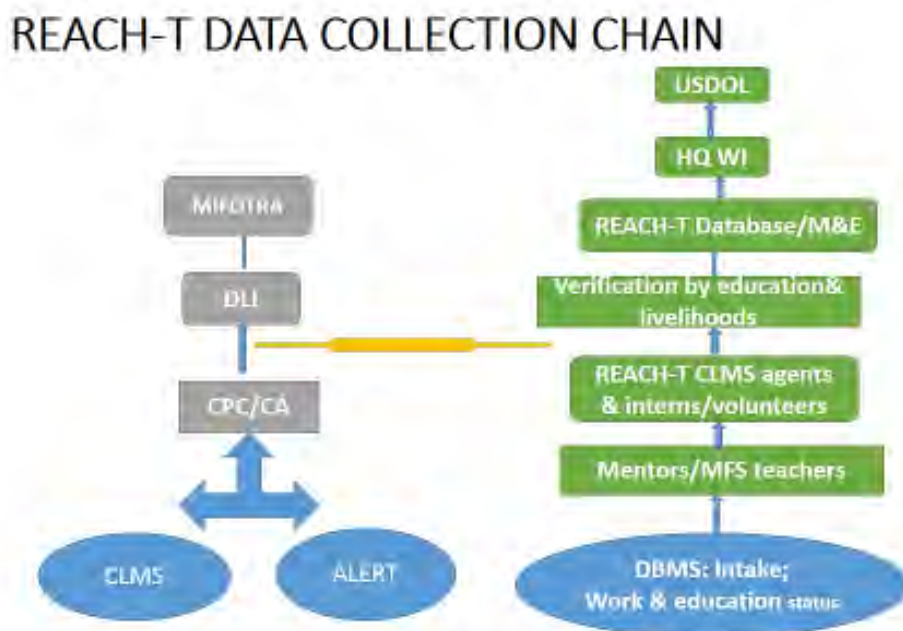
SECTION VI: CMEP IMPLEMENTATION AND MANAGEMENT

The REACH-T CMEP will provide a common structure for Winrock and partners to systematically document the project's key activities, identify weaknesses within interventions, and will ultimately serve as a catalyst in communicating key information to Winrock management, USDOL, and the Government of Rwanda. The use of the CMEP will be integrated in all aspects of project implementation and CMEP components will be reviewed quarterly to ensure they match the needs and realities of the project. The CMEP will provide information on whether or not the project is meeting its objectives, and in turn, the information gathered will be used to make decisions regarding changes in implementation as needed. The CMEP will allow REACH-T to identify and make rapid, data-driven decisions, without relying solely on the interim and end-term evaluations.

A. Roles and Responsibilities for Data Collection, Analysis and Reporting

The CMEP requires a continuous information flow and the timely updating of databases 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 timely, reliable input from several key people and groups. Each person or group has their own role and responsibilities to ensure the CMEP is functional and useful. The flow of information is described in the following diagram:

Figure 1: REACH-T Data Flow



The Winrock-Rwanda M&E Team is led by the Deputy Project Director/Monitoring and Evaluation Officer (DPD/M&E) and comprised of two M&E field officers based in Rubavu and Rusizi districts, two M&E/Data Entry Interns, and project volunteers (mentors, CA/CPCs). In addition, the Education and Livelihoods Specialists will contribute to the M&E team, as they support the M&E field officers in controlling and validating the quality of the data transmitted by the volunteers. It is also important to note that the REACH-T Local coordinators are partly involved in M&E as they are the direct supervisors of M&E field officers.

The roles and responsibilities of project partners and members are described as follows.

1. Deputy Project Director/Monitoring and Evaluation Officer (DPD/M&E)

The DPD/M&E will compile data and provide feedback on project performance to the project management and implementing partners. He will generate high-quality reports

for reporting to HQ and then to USDOL and general use for program staff and stakeholders.

The DPD/M&E is responsible for providing technical assistance in terms of the field data collection and management of the direct beneficiary monitoring system (DBMS).

Additionally, the DPD/M&E will be responsible to:

- Oversee the implementation of prevalence baseline and endline surveys on child labor (living and working conditions of children in target districts), including the review of tools and survey methodology designed by the consultant. He will also participate in the training of enumerators and review the data quality and analysis.
- Work with the consultant to design the DBMS for tracking the education attendance, the work status of child beneficiaries and the economic status of beneficiary households. He will manage the implementation of the Direct Beneficiary Monitoring System (DBMS), produce and submit requisite reports based on database information.
- Support the consultant to design the CLMS/ALERT for monitoring, tracking and referral of child labor abuses. The DPD/M&E will manage the CLSM implementation. This includes training and supervising CA/CPC in charge of collecting data and reporting to the DLI for follow up and action. The CA/CPC will be using mobile technology;
- Design data collection instruments, schedules, analysis methods, and applied technologies for collecting information relevant to the PMP.
- Oversee data collection, ensure data quality.
- Monitor the results of the project's activities and contribute to the dissemination of results to internal and external audiences.
- Contribute to research design and methodology for project-related research (separate from baseline survey).
- Liaise with USDOL and coordinate with field and project staff on interim and final evaluations.

2. M&E Field Officers

One M&E field officer will be based in each of the two project nodes (sub offices). They will oversee data collection in their respective geographic zones of intervention. The Winrock M&E field officers will work closely with other project staff and volunteers on the ground to collect all required information. Under the technical supervision of the DPD/M&E, they will ensure that beneficiary and household data are being collected in a timely and reliable way. The M&E field officers will work with local authorities to recruit, train, manage, mentor, supervise and support the CAs, who will be mainly selected from the CPC and or other existing volunteer structures at community level.

The M&E field officers will provide technical support and build capacity of local volunteers, mentors, and CA/CPCs in monitoring and data collection. They will assist the mentors and CPCs/CAs in data collection, will delegate “caseloads” to them, and will build their capacity through trainings and one-on-one support. They will build relationships with local authorities, schools, and households, ensuring smooth project operation and the future sustainability of interventions. They will also review the monitoring forms and data collected by volunteers (mentors, CAs/CPC) before it is submitted to the DPD/M&E.

The M&E field officers will support DLIs and District Child Protection Committees to operationalize the CLMS beyond the community level. They may have a role in supporting the flow of data between communities and districts, and helping utilize ALERT at the District and community levels, as well. They may also work with cooperatives to help ensure monitoring is happening within cooperative supply chains.

They will work closely with the DPD/M&E to follow-up on any data discrepancies and missing data.

3. Community Activists/Child Protection Committees (CA/CPC)

The CA volunteers will execute the collection of CLMS/ALERT data collection under direct supervision and support of the M&E field officers. They will be selected from the existing CPCs, initiated by the MIGEPROF and NCC. The CPC exist at all levels from

village to national, with specific details on memberships. The goal is to strengthen existing GoR structures while bringing new thinking on community involvement in combating child labor. There will be 60 CA/CPC based in two districts (Rubavu and Rusizi) for CLMS piloting. They will directly collect data on child labor abuses from households, schools, and workplaces and will transmit data to the DLI using mobile technology. CA/CPCs will receive toolkits for data collection (smart phones with appropriate CLMS/ALERT application, notepads, pens/pencils, folders, data collection guides), resource guides (for social services), and incentives such as bags, t-shirts and rain gear to support their data collection activities.

CA/CPCs will also support mentors while they complete beneficiary intake forms for the REACH-T project direct beneficiaries. The CPCs/CA will support in household and community follow-up.

4. Mentors

Mentors will be school teachers in schools with REACH-T direct beneficiaries. These include 9YBE (Nine Years Basic Education), Catch up and MFS teachers. There will be 80 teachers in 40 schools in districts with 4,090 education direct beneficiaries. They will be selected based on various criteria such as:

- A significant number of REACH-T direct beneficiaries in his/her class;
- Willingness and ability to volunteer to mentor, support, counsel and monitor REACH-T direct beneficiaries;

Under direct supervision and support of the CLMS officers, and in collaboration with CPC/CA, mentors will support in the completion of beneficiary intake forms for the REACH-T project direct beneficiaries and all other M&E tools. MFS teachers will also complete M&E forms for their learners.

Mentors will also complete the Child Follow-up Forms that report the education attendance and work status of direct beneficiaries with support from the M&E Field Officers. For this particular task, mentors will liaise with CPC/CA and PTAs to supplement their information regarding mainly the labor/work status of children.

They will transmit data to the M&E field officers on a monthly basis, and this data will feed into the DBMS. Mentors will receive toolkits for data collection (notepads, pens/pencils, folders, data collection guides), resource guides (for social services), and other incentives such as bags and t-shirts to support their data collection activities.

Mentors and CAs will be trained on proper record keeping to enable them to they keep files organized and stored in hard copy within their communities. They will provide the following support for child monitoring:

- Monthly visits to some beneficiary households (based on their caseload);
- Monthly check-in with PTA on children's school and work status;
- Coordinate collection of household visit forms;
- Meet and review data with project staff and stakeholders to assess beneficiaries' work/education status; and
- Update Local Coordinators on community led awareness events.

B. Direct Beneficiary Management System (DBMS) and CLMS/ALERT

- Direct Beneficiary Management System (DBMS): The DBMS will be created to collect and store the data on direct beneficiaries from schools, households, and communities. The DBMS will use paper forms for all intake and all M&E forms. The DBMS will allow reports to be generated which will demonstrate progress on key performance indicators. Data will be stored in a database and will be accessible online for key staff persons that are granted access to the DBMS.
- CLMS/ALERT: The CLMS/ALERT will be collected using predominantly mobile technology, paper forms as a back-up option when necessary. Following a test/pilot phase in two districts, REACH-T will expand the use of mobile phones in other districts with the coordination and collaboration of MIFOTRA. Paper forms will be used as back-up and will be stored in communities, or within district offices, to reduce the burden of transporting forms across the country. Appropriate security measures will be used in cases where sensitive data is stored in community/district offices. The balance between paper-based and mobile phone-based data collection will be determined after the mobile phones

are pilot tested in a few communities. REACH-T will draw lessons learned from the ARCH project in Liberia and pilot tests in Rwanda, which will help in training and scale up of the use of mobile phones.

Winrock staff, CA/CPC members, Mentors, MFS facilitators and all other volunteers responsible for tracking school attendance and work status will be trained on their assignments.

CA/CPC members and M&E field officers will be equipped with mobile devices to report data on child labor abuses. CA/CPC and cooperative representatives will also carry out workplace visits for beneficiaries of working age (16-17 years old) to assess work status and use of protective gear.

The Direct Beneficiary Monitoring system (DBMS) will track direct beneficiaries using a household identification number so that the DBMS can produce results by household and by individual. This approach will contribute to a more complete understanding of the combination of interventions that decreases reliance on child labor and improves overall wellbeing of household members.

The REACH-T DBMS will meet the following criteria:

- **Capacity:** The project is targeting 4,090 child beneficiaries in 1,320 households that will be tracked in the database.
- **Access:** The database will be web-based, password protected and available to staff in Rwanda (Kigali and hub offices) and Washington, DC.
- **Low bandwidth:** To maximize usage by field offices, the DBMS will be designed for low bandwidth, to the extent possible.
- **Quarterly Updates:** The main data points that will be collected on a bi-monthly or quarterly basis are the child's work status (engaged in or not engaged in hazardous labor); education status (measured by attendance rates) and program enrollment status (attendance at program activities, completion of program, drop out/transfer). The database will have the ability to track updates to a child's

profile/status on a quarterly basis for the life of the project, noting cases where the child moves to a different school/community.

- **Type of data:** The data collection forms will use text fields, photos and geo-coding so that beneficiaries can be mapped visually and contain “profiles” for each child and household (case management style).

In addition to the DBMS, REACH-T will support the development of a separate mobile-based child labor reporting mechanism that feeds into a national CLMS. The ALERT system will use a mobile application to serve as a platform for reporting and tracking potential child labor cases and referring cases for follow-up services and law enforcement. It will be government owned and managed.

The application and CLMS will be utilized by trained government officials, community members, and farmers/members of cooperatives. The goal of this system is to increase the impact and geographic reach of District Labor Inspectors and to remove the delay of paper-based monitoring systems through real-time reporting on child labor that will trigger next steps for remediation and enforcement. The mobile application will feed into a central database (the CLMS), which will be housed with and managed by a government Ministry. It should be noted that while data from the mobile application will feed into the database/CLMS, the database should be designed so that information can easily be entered via computer as well.

ALERT will not feed into the REACH-T DBMS, as it is meant to be broader than project beneficiaries. However, project beneficiaries may be entered into the ALERT system, and thus the national CLMS. Together, the ALERT and CLMS will create a stream-lined, vertically-integrated monitoring system within MIFOTRA.

This will be operated by trained CPC/CA who will also ensure proper referral is done to existing social protection service in the area.

- **Integration of mobile reporting and use by staff:** Data collectors (CPC/CAs) should be able to upload information on any case of child labor to the database via a mobile device.

- This CLMS/ALERT will be installed in a way that allows the M&E field officers and DLI to get access at the data. This will enhance follow-up, monitoring, referral and tracking. Data will be summarized on a quarterly basis to share with project staff, stakeholders, partners, volunteers and local authorities.
- **Program management at multiple levels:**
 - *CA/CPC* – CAs may be able to get quarterly feedback on progress achieved in general and in their respective areas in particular. They will liaise with mentors (teachers) for updating and follow-up actions to keep children safe, entering data from multiple locations.
 - *M&E Field Officers and Partner Staff* – M&E field officers will be able to generate reports based on their geographic regions. They will use DBMS reports as a management tool to track the distribution and receipt of items and to conduct analysis on numbers of children and indicators. The CLMS/ALERT database will be able to show visual maps of progress and change in terms of CL in general in the target areas of CPC/CA coverage.
 - *REACH-T Staff* – REACH-T staff will use reports as a management tool to track the distribution and receipt of items and to conduct analysis on numbers of children and indicators. Staff will also be able to track the work of project volunteers in the community and generate reports on where they were and how many beneficiaries, schools, and homes were visited within specific timeframes.
 - *DPD/M&E* – The DPD/ME will be able to review all data and produce project level reports. The DPD/ME, along with the M&E Field Officers, will also provide training and support for Local Coordinators M&E field officers with regard to using the DBMS, and all project volunteers (CPC/CAs, mentors, MFS facilitators) involved in M&E tools completion. The WI M&E Team will also work closely with a database development firm to provide information and feedback during the design phases of the DBMS and CLMS/ALERT.

The DBMS and CLMS/ALERT databases will support the following:

- **REACH-T information storage:** The database will securely store the child labor-related data. Storage devices that contain sensitive information will be prohibited from unauthorized access.
- **REACH-T information availability:** The database consultant will ensure that the IT system (computers, servers, and internet connection) is on-line and accessible at all times. This will involve the use of the following backup protocols:
 - *Power backups* – the use of uninterruptible power supply units to ensure that IT systems are available at all times, especially in the case of power outages.
 - *Data Backup* – the use of external backup drives for storing daily system files, which will be located off-site as part of the disaster recovery plan to restore the system.
 - *Equipment backup* – the purchase of additional spare parts and IT equipment to use as a replacement in cases when equipment becomes faulty.
- **REACH-T information transmission (data transfer):** Electronic connectivity (via the internet and other networks) that is used in transferring electronic data (from CD-ROMs, memory sticks, encrypted email, secured file transfer protocol [ftp], or secured web services) and communicating electronically between Winrock staff will be secured in order to safeguard the information from unauthorized access, use, and disclosure.
- **Information Security:** The database will preserve the confidentiality, integrity and availability of data through:
 - *Electronic security* - Depending on the location (county or central level) where the data will be stored, access to personal computers, laptops, and servers will be secured through the use of passwords or other means of securing access to stored information (encryption). Data that is

stored on local or wide area networks with large numbers of computers or internet access (county and central levels) will use technologies such as firewalls and routers to limit access to those entitled to the data.

- *Physical security* – Data and information stored in electronic format (personal computers, laptops, servers, backup and other storage devices) both at the county and central levels will be physically secured, such as in a locked cabinet, within a locked room, and within a secured building in order to protect against unauthorized access.

C. Coordination among Implementing Partners

The successful implementation of the REACH-T project relies on close collaboration between implementing partners, with Winrock as the lead grantee, and Save the Children, ADEPE, Duterimbere, and FERWACOTHE as implementing partners. Project management will ensure communication and reporting mechanisms are put in place to share information. 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:* There are two levels of meeting: one is at decision makers' level, comprising Program or Project Directors from WI and the four partners; the other is a technical monthly meeting with all REACH-T project staff. During these meeting, tasks will be clearly defined for each agency, since all agencies are operating in the same geographical areas.
 - The decision makers' partners meeting can be held quarterly to discuss the relevant issues related to program implementation and M&E procedures. These types of meeting are at leadership level. Partners were involved in the first and second CMEP workshops. Partners' meetings continued between CMEP workshops in order to discuss various topics

such as term definitions, M&E procedures, monitoring forms, and other issues. This will be an opportunity to review if necessary the partners' quarterly reports to Winrock and feedback.

- There will also be REACH-T project staff monthly meeting to discuss technical issues and assess achievements towards results, targets and deliverables. All REACH-T staff will be coming to Kigali HQ to share monthly plans and achievements, undergo supervision and clarify other technical matters.
- *Pre-TPR Report meetings:* The REACH-T 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. This process may require more than one meeting prior to each TPR submission.
- *Training Staff and Volunteers on M&E Procedures:* REACH-T will hold regular M&E trainings and refresher courses. Prior to field appointment, there will be intensive training for all staff and volunteers on the use of the data collection system, mobile technology, and monitoring forms. After this initial training, refresher courses will be provided for all staff and volunteers on a quarterly basis. There will also be training for Master Trainers on ALERT who will come from the MIFOTRA, NCC, NSCCL and other key stakeholders and project partners. Training and refresher courses involving volunteers can be conducted only during school vacation, as this is the only time available for teacher mentors.

D. Data Quality Review

1. Initial Data Review

To ensure reliable, accurate, and complete data, all data received will be reviewed and approved by field staff before it is accepted into the database. The M&E field officers will review all forms and entries from volunteers (CA/CPC, mentors, etc.), and they will

cross-check information and request follow-up on any incomplete or inaccurate data. In collaboration with Local Coordinators and other field staff (Education and Livelihoods Specialists), the M&E field officer will then certify that the data is accurate and complete by attaching their name to a data certification form.

2. Data Validation Process

The DPD/M&E in Kigali will conduct regular checks by randomly sampling data from the database and crosschecking with the source of information (school, household, or employer) to validate the data. The size of the average annual spot check sampling conducted by the DPD/M&E will be 5% of direct beneficiaries (DBMS). This type of quality control will require regular visits to the field in order to triangulate information between the field staff, data source, and monitoring forms. REACH-T staff will visit schools, meet with child beneficiaries, the families of beneficiaries, the teachers and CPC/CA when cross-checking the information. If discrepancies are found in the sample data, the DPD/M&E will establish a plan to expand the review to identify mistakes and take corrective actions. As problems arise, REACH-T will plan more training and refresher courses and prioritize problem areas (either geographical or content-related).

Table 2: Staff Monitoring and Data Verification Responsibilities

Staff	Monitoring Activities		Data Verification Process	
	Average caseload	Role and responsibility	Sample Size	Frequency of verification
DPD/M&E	All beneficiaries	Supervise M&E System Aggregate Project data Review/edit DQA report; spot check data during field visits to assess accuracy of data in database, specifically for work and education status of children	5% of direct child beneficiaries	6 months
Education and Livelihoods Specialists	1,320 households 4,090 beneficiaries (children)	Verify and spot check services delivered to households; follow up on quality of trainings by assessing use of new techniques for livelihoods and skills of teachers/PTAs for education	1% sample by each head of component of households; 50% of teachers for education specialist	6 months

Staff	Monitoring Activities		Data Verification Process	
	Average caseload	Role and responsibility	Sample Size	Frequency of verification
M&E field Officers; Education Mobilizers, Child Program Officer; MFS Facilitator	2,045 child beneficiaries; 660 households per CLMS Officer;	Check for inconsistencies Analyze data and assess work status of beneficiaries; enter data through mobile; workplace monitoring visits for 16-17 year olds; monthly visits to PTA	10% sample of caseload	6 months
Mentors, Catch up and MFS Teachers	1 school; approximately 20-25 beneficiary children per mentor/Catch Up/MFS teacher	Report number of days of school attended and work status per month for beneficiary children	N/A	Quarterly
Community Activists/Child Protection Committee	10-20 beneficiary households	Household and working sites visits to check any CL abuse and report through CLSM/ALERT and services received by household	N/A	Quarterly

Data will be considered of high quality when complying with the following criteria:

Table 3: Data Quality Criteria

Criteria	Description
Completeness	Data exhibits completeness if nothing needs to be added, e.g. no blank space is left
Accuracy	The degree to which data correctly reflect the real world of an event being described
Reliability	The degree to which the same result can be obtained by repeating the same data collection process
Timeliness	Data are current and information is on time. Reporting as per schedule, monthly, quarterly or yearly.
Confidentiality	Beneficiaries will be assured that whatever data collected will be kept private or secret according to national and international standards
Integrity	This dimension protects data from deliberate bias or manipulation for any reason(s)
Precision	Data have sufficient details (e.g. disaggregated by age, sex etc.)

3. Use of Data Quality Assessment Checklist

Apart from the direct validation of project data at various levels, a data quality assessment will be conducted at least once during the life of the project in order to assess the quality of the key REACH-T indicators. It will use five key data quality standards: validity, reliability, precision, integrity and timeliness. The REACH-T team will carry out a Data Quality Assessment on all key indicators per IO and on USDOL standard indicators in Year 3. The DPD/M&E will review forms and procedures for data collection to ensure quality control.

4. Data storage and security

Forms that are entered using mobile technology (CLMS/ALERT) will be stored on a server that will be regularly backed-up in order to minimize the chance of losing data. Paper monitoring forms will be stored at the office in Kigali. The filing system for paper forms will be organized by household, making it simple to review all forms for a particular household.

All data will be kept secure and confidential. Virtual data will be encrypted and secured using a password. Paper forms will be recorded by a numeric coding system and all paper forms will be stored in a locked filing cabinet.

5. Data Aggregation and Analysis

The REACH-T project will have two types of data and related databases. One is the CLMS/ALERT to report child labor abuse. This will be piloted in the districts of Rubavu and Rusizi, and then be transferred to MIFOTRA and extended to other target districts.

The second type of database is the DBMS, which includes intake and monitoring forms for all 4,090 direct beneficiaries. Data for the CLMS/ALERT will be collected by the CA/CPC, while the DBMS will be collected by mentors (teachers in 9YBE, MFS or Catch up).

The CLMS/ALERT data will be sent to DLIs and to M&E field officers for follow up, while the DMBS will go directly to the M&E field officers. There will be volunteers/interns at field offices to help with data entry.

After the data has been put into the system, either through mobile uploads or entering information from paper forms into the system via computer, it will be aggregated by the database program. Data will be available for analysis only after it has been approved by a technical field staff member, meaning education or livelihoods officers. Once the data is reviewed and approved, the DPD/M&E will analyze the data for reporting purposes. Partners and other programmatic staff will have access to the data for analysis and reporting as needed. However, partners and non-M&E personnel will not have the ability to change the data.

6. Feedback to Implementers and Critical Reflection on Results

The DPD/M&E will analyze the performance indicators every six months in order to supply information to the TPR and provide feedback for Winrock programmatic 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 time or ahead of schedule. The DPD/M&E will recommend any 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, district and sector authorities and officers as well as local opinion leaders will be invited to quarterly meetings and other gatherings to provide feedback on progress and achievements. At the national level key stakeholders, which include but are not limited to MIFOTRA, NCC, NAEB, and local authorities, will be invited for periodic program updates. Reflecting on the performance of the project is an important tool to ensure that corrective measures take place and future periods are planned in light of previous lessons learned. Involving stakeholders in this process will cultivate a level of ownership and contribute to the sustainability of project actions.

E. Reporting

The project will submit TPRs to USDOL twice per year, on April 30 and on October 31. Internally, the Winrock-Rwanda office will provide an update report to Winrock HQ on a monthly basis about program activities, successes and challenges. Partner agencies will provide monthly status reports, with data reports provided quarterly basis to the DPD/M&E Specialist. TPR reports will provide a summary of the project's progress toward intended results and will include USDOL common indicators, targets and numbers actually achieved in the standard reporting table. The TPR will also highlight the progress relating to the project specific indicators in the PMP. In addition to the quantitative indicators, the TPR will provide REACH-T with the opportunity to provide contextual information regarding implementing environment, challenges, successes, best practices, and lessons learned.

F. Budget for M&E and Research Activities

The budget for M&E and research activities of the project is found below:

REACH-T M&E Budget		
IO1: Increased enforcement of child labor laws in tea sector		
1	CLMS and ALERT Training	147,565
2	Labor Law Enforcement Assessment, 3 Phases of Research	18,000
TOTAL IO1		165,565
1 CMEP/DBMS		
A.	Logistical support to CMEP process (year one)	7,000
B.	Design and implementation of DBMS (year one only) - consultant	5,000
C.	Translation, publication, dissemination of M&E guidelines (year one)	2,000
D.	DBMS maintenance/upkeep	3,000
2 Data collection every 6 months		
A.	Logistical support to bi-annual data collection (\$1,000 per sector (10) per data collection (2 per years 3,4,5))	12,000
3 External Evaluations		
A.	Logistical support for mid-term and final evaluations	70,000
4 M&E Data Entry Interns (2)		8,400
Baseline and Endline		267,672
Learning Environment Assessment		10,000
Research and Writing of OSH Guidelines		30,000
Disseminate research through workshops and media		5,000
TOTAL M&E		585,637

G. Timeline for Implementation of CMEP

Below is a timeline for the implementation of activities found in the CMEP.

Table 4: CMEP Implementation Timeline

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
	2014				2015				2016				2017				
	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,																	DPD/M&E
Baseline desk review with consultancy firm																	Laterite, DPD/M&E
Identify final indicators and M&E plan, roles and responsibilities for CMEP																	DPD/M&E
CMEP virtual consultations on PMP, DCT, DQA, Timetable and Budget																	MSI, DPD/M&E
Conduct Baseline assessment																	Laterite/DPD/M&E
Finalize Community Monitoring Training Plan																	DPD/M&E
Framework to Support the GOR's CLMS, Research, Learning & Reporting Agenda																	Project Director/DPD/M&E
CMEP Workshop 2 (May 2014) Finalization of PMP, DCT, DQA, Timetable and Budget along with Data Collection Instruments																	DPD/M&E
Design CLMS and DBMS																	DPD/M&E; Consultant firm
Design data collection tools and training manual for community monitoring																	DPD/M&E
Training and refresher course of mentors, CPCs/CAs, local officials, schools, in data collection, data quality, data capture, and how to enter beneficiary data into the CLMS and DBMS																	DPD/M&E
Train staff on the database and use of mobile data collection devices																	
Monitoring trips from HQ to field																	HQ staff, WI
Quarterly Review of CMEP																	
Completing beneficiaries Intake forms for direct beneficiaries for formal education																	LM/ DPD/M&E

Phase/Task	Year 1				Year 2				Year 3				Year 4				Responsible Person/ Unit
	2014				2015				2016				2017				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Completing Intake forms for direct beneficiaries for MFS																	LM/ DPD/M&E
Monitoring services delivered to direct beneficiaries																	DPD/M&E
Collect data on beneficiaries' educational and work status																	LM/ DPD/M&E
Data Quality Assessment																	DPD/M&E
Conduct field verification of monitoring data																	DPD/M&E
Produce semi-annual report with Government Performance Results Act (GPRA) indicators																	DPD/M&E
Consultations with MIFOTRA and other GOR agencies on establishing a CLMS																	DPD/M&E
Development of an Action Plan with MIFOTRA on a CLMS																	DPD/M&E
Set up of monitoring, evaluation and reporting procedures for MIFOTRA																	DPD/M&E
Support for MIFOTRA to implement the Action Plan																	DPD/M&E
Design of OSH Study in tea																	Consultant DPD/M&E
Commission of OSH Study data collection with local organizations																	Consultant DPD/M&E
Preparation of OSH Study																	Consultant DPD/M&E
Peer and industry review of OSH Study																	Consultant DPD/M&E
Release of OSH Study in tea																	Consultant DPD/M&E
Translate/disseminate research findings and documentation																	DPD/M&E
Interim Evaluation																	Consultant
Conduct Endline Study																	Consultant
Final Evaluations (USDOL)																	Consultant

H. Monitoring and Evaluation Communication Strategy

In general, M&E communication is integrated into USDOL's broader communication strategy. Thus, REACH-T's project reports will include indicator tracking information in its analysis. Indicators' tracking tables in M&E reports will be provided to implementing agents, project managers, partners and the public, through the appropriate distribution channel and format for each audience.

Cumulative monitoring and evaluation information should serve to provide evidence leading to the formulation of good practices, as well as to make generalizations based on experience that may become lessons learned.

The communication strategy also includes regular programmatic updates with stakeholders through the REST and the National Steering Committee. REACH-T Project Director will update the committees during quarterly meetings, and share annual M&E data, including number of beneficiaries receiving services, number of households receiving livelihoods services, and the child labor status of the beneficiaries. In addition to program data, all special studies and reports will be formally shared at regular committee meetings.

I. Annual Review and Revisions to the CMEP

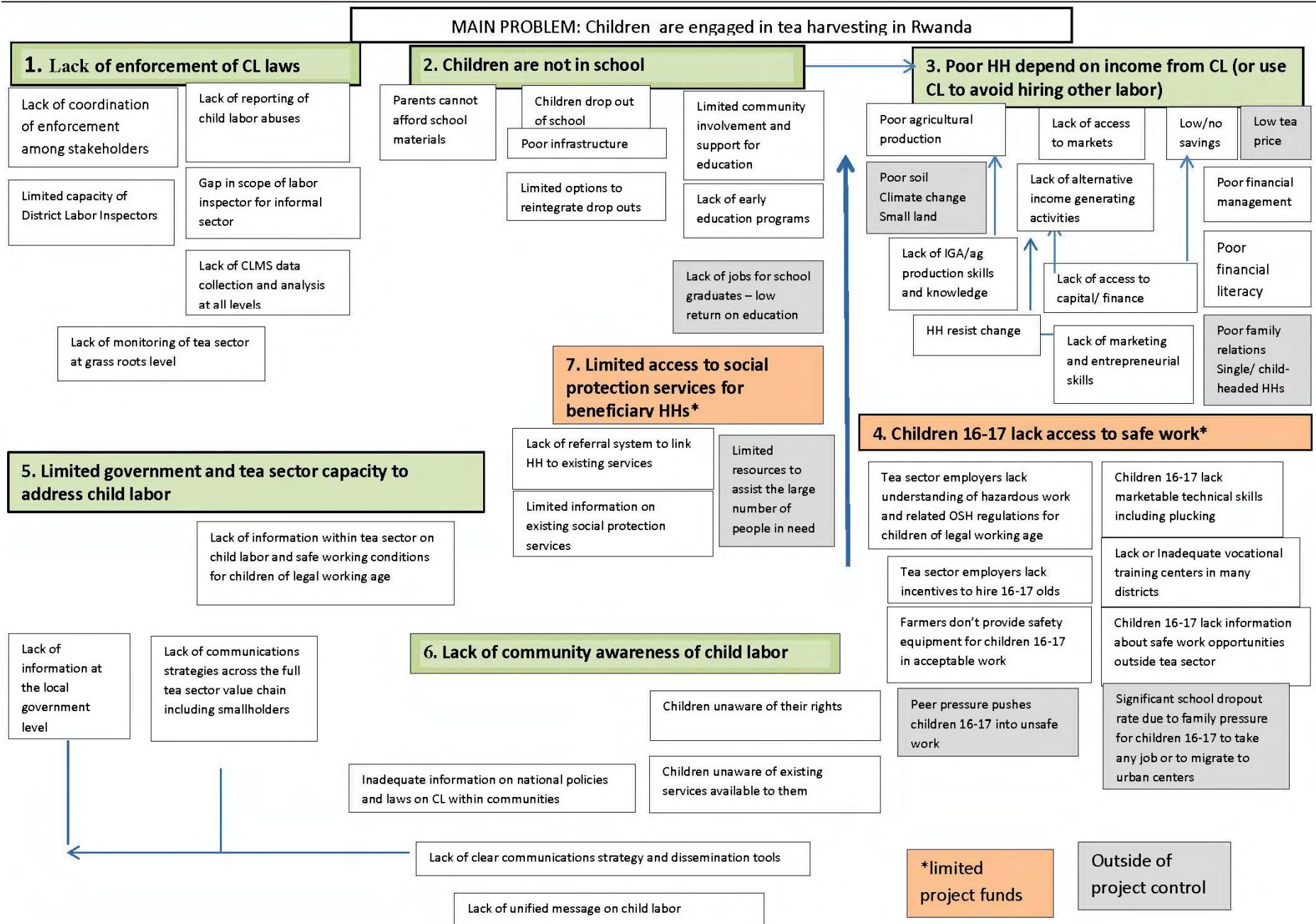
The guidelines, schedules and protocols included in the CMEP will undergo review on an annual basis to identify areas for possible amendments.

The CMEP should be used as a management tool and therefore must be user-friendly and applicable to the realities of the REACH-T project. During each annual review, partners' leaderships and technical project staff will have the opportunity to provide suggestions on improvements that could be made to the CMEP and the overall management approach.

ANNEXES

Annex 1. Problem Tree

See next page

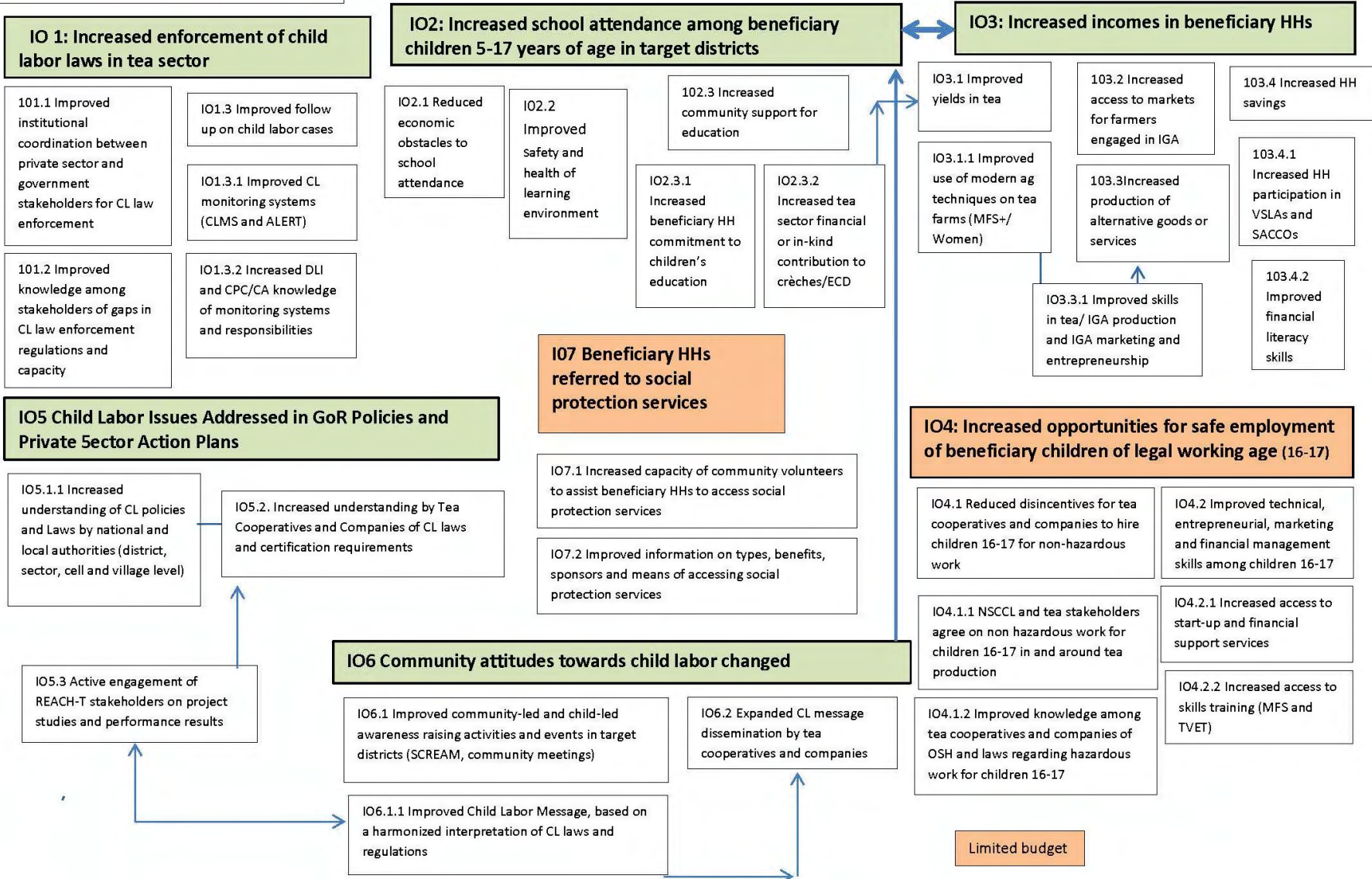


Annex 2- Results Framework

See next page.

Critical Assumptions: Implementing environment remains stable, GoR and Tea Sector remain committed to combatting child labor, local authorities support project, CPC/CA volunteers agree to participate in project

REACH-T Project Objective: Incidence of child labor in the tea sector in Rwanda significantly reduced or eliminated



Annex 3- Activities Mapping

IO1- ENFORCEMENT	
IO1- Increased Enforcement of Child Labor Laws in Tea Sector	
IO1.1 Improved institutional coordination between private sector and government stakeholders for child labor law enforcement in tea sector	
1.1.1. REST created and mandate established	1.1.1.1. Create Roundtable on the Elimination of Child Labor in Sustainable Tea (REST) including representatives from MIFOTRA, NAEB, NCC, NSCCL tea companies and cooperatives (FERWACOTHE); 1.1.1.2. Hold workshop to determine REST mandate
1.1.2. GoR and private sector set common CL standards for tea sector and produce action plan for enforcement	1.1.2.1 Provide technical assistance to develop standards, framework for compliance and roles and responsibilities for enforcement 1.1.2.2 Provide technical support to the implementation of the reinforcement action plan 1.1.2.3 Provide technical support to monitor implementation progress
1.1.3. REST meets bimonthly to coordinate and share information	1.1.3.1 Facilitate quarterly meetings of REST 1.1.3.2 Assist in information dissemination
IO1.2. Improved knowledge among stakeholders of gaps in CL law enforcement regulations and capacity	
1.2.1 Recommendations from law enforcement study submitted to REST to improve organization of enforcement function and means of enforcing CL laws, including contributions to the current revisions to the labor law	1.2.1.1. Carry out Labor Law Enforcement Assessment/Study 1.2.1.2. Identify gaps in enforcement process for child labor abuses 1.2.1.3. Brief REST on findings and recommendations from study 1.2.1.4. Discuss action options with MIFOTRA and other relevant Ministries and/or institutions
IO1.3. Improved follow-up on child labor abuses	
1.3.1. National Steering Committee (MIFOTRA and other relevant stakeholders) review and refine system for remediating child labor abuses	1.3.1.1 Review existing system with National Steering Committee and other partners, 1.3.1.2 Discuss revisions 1.3.1.3 Support in dissemination and implementation through DSCCL
IO1.3.1 Improved child labor monitoring systems	

1.3.1.1.Child labor abuses reported on community level using ALERT	1.3.1.1.1 Track use of ALERT system 1.3.1.1.2 Provide refresher training to CPC/CA and DLI on use of CLMS and ALERT
1.3.1.2.Abuses recorded by DLIs in CLMS using approved forms or mobile phone transmissions	1.3.1.2.1 CLMS Capacity Building Coordinators track data entry
1.3.1.3.CLMS design approved by MIFOTRA and pilot tested	1.3.2.1.1 Procure IT consultant for design 1.3.2.1.2 Design CLMS database 1.3.2.1.3 Review system with MIFOTRA 1.3.2.1.4 Pilot test system and debug
1.3.1.4.ALERT system developed and pilot tested	1.3.2.2.1 Procure IT consultant for design 1.3.2.2.2 Develop application 1.3.2.2.3 Pilot test system and debug 1.3.2.2.4 Negotiate purchase of mobile phones
1.3.1.5.CLMS and ALERT systems installed	1.3.2.3.1 Distribute phones to target community monitors (CPCs/CAs, Cooperatives) 1.3.2.3.2 Provide CLMS hardware at District and National Level 1.3.2.3.3 Provide ongoing maintenance and support
IO1.3.3 Increased DLI and CPC/CA knowledge of monitoring systems and requirements	
1.3.3.1.DLIs, CPCs, CAs, Cooperatives and Companies trained on monitoring systems	1.3.3.1.1 Identify among National Steering Committee on Child Labor members to serve as master trainers 1.3.3.1.2 Train master trainers 1.3.3.1.3 Master trainers provide CLMS/ALERT training at the sector level to members of District Steering Committees on Child Labor, community members (CPCs/CAs), DLIs, tea cooperatives (agronomists), tea companies
1.3.3.2.MIFOTRA owns management of ALERT system (project end)	1.3.3.2.1 Train MIFOTRA on ALERT and system maintenance requirements 1.3.3.2.2. Monitor MIFOTRA management of ALERT (final year of project)
IO2- EDUCATION	
IO 2: Increased School Attendance Among Children 5-17 Years of Age in Target Districts	
IO2.1 Reduced economic obstacles to school attendance	
2.1.1Children enrolled in best educational option	2.1.1.1 Conduct mapping assessment of primary and lower secondary schools and catch-up programs (if any) in sectors of higher prevalence 2.1.1.2 Train CPCs/CA on CL and beneficiary selection criteria 2.1.1.3 Jointly identify beneficiaries and determine best educational option for each child with CPC/CA and mentors (teachers) 2.1.1.4 Meet with families and schools to explain roles/responsibilities and to sign commitment 2.1.1.5 Enroll children in best educational option 2.1.1.6 Identify feasibility of Catch-Up programs at district level 2.1.1.7. Provide support to implement Catch-Up or its alternative programs in districts where such programs exist

2.1.2. School success kits distributed to beneficiary HHs for children age 5-17	2.1.2.1 Identify package items for beneficiaries 2.1.2.2 Provide technical support for conditional family scholarship support for the package (Procure and deliver uniform, notebooks, pencils, pens, geometry sets, and school bags) 2.1.2.3 Procure/deliver scholastic materials to beneficiary HHs 2.1.2.4 Follow-up and track distribution of success kits to ensure delivery
IO2.2 Improved safety and health of learning environment	
2.2.1 Safety and health of target schools assessed and needs identified	2.2.1.1 Adapt Winrock REACH school assessment tool using UNICEF Child Friendly School Guidelines 2.2.1.2 Conduct school needs assessments (in 40 schools) 2.2.1.3 Disseminate and discuss school needs assessment results with PTA, school authorities and DEOs district officials including officials in charge of gender and children
2.2.2. School renovation completed in target schools	2.2.2.1 Develop and implement the small in kind grants for school improvement projects 2.2.2.2 Monitor grant implementation and completion
2.2.3. PTA empowered to oversee small grants to improve school safety and health	2.2.3.1 Conduct TOT for CPC/CAs to support PTAs and schools 2.2.3.2. CPC/CAs train PTAs on small grant application process 2.2.3.3 Select and disburse school grants 2.2.3.4 PTA monitors grants progress and reports to CPC
IO2.3 Increased community support for education	
2.3.1. Active PTAs established at target schools	2.3.1.1 Identify presence of PTAs at target schools 2.3.1.2 Facilitate PTA reinforcement at target schools
2.3.2 Increased parental involvement	2.3.2.1 Facilitate parental visits and involvement in schools through events such as Open Days and advocate for parents to make in-kind contributions to their children's school
IO2.3.1 Increased beneficiary HH commitment to children's education	
2.3.2.1. Beneficiary HHs plan for covering future educational costs	2.3.2.1.1 Train CPCs /CAs on financial planning skills 2.3.2.1.2 CPCs / CAs provide support to beneficiary HH to develop plan to cover future educational costs 2.3.2.1.3 Monitor HHs that cover educational costs once project support ends
IO2.3.2 Increased tea sector financial and in-kind contributions to crèches and ECD	
2.3.1.1. Crèches and ECD programs created in 2 factories	2.3.1.1.1. Advocate towards tea company the establishment of crèches and ECD in their area of operation 2.3.1.1.2 Inform beneficiary HHs of availability of crèches and ECD
2.3.1.2. Tea companies sensitized to importance of support for working mothers and early childhood education	2.3.1.2.1 Training for tea companies on importance of ECD

IO3- LIVELIHOODS	
IO3 Increased Incomes In Beneficiary HHs	
IO3.1 Improved yields in tea	
IO3.1.1 Improved use of modern agricultural techniques on tea farms	
3.1.1.1. Beneficiary HHs use fertilizer	3.1.1.1.1 Provide fertilizers to MFS+/Women participants 3.1.1.1.2 Train MFS+/Women participants on how to correctly apply fertilizer 3.1.1.1.3 Monitor and follow up on MFS+ beneficiary and COOP trainee correct use of fertilizer
3.1.1.2. Beneficiary HHs increase tea production per hectare	3.1.1.2.1 Train beneficiaries on improved production techniques 3.1.1.2.2 Monitor cooperative records for increase in yields
IO 3.2 Increased access to markets for farmers engaged in IGA	
3.1.2.1. Beneficiary HHs join networks or platforms or attend trade shows to expand markets	3.1.2.1.1 Beneficiary HHs encouraged to make networks through MFS/MFS+, mothers' training and TVET training 3.1.2.1.2 Beneficiary HHs given information about trade shows and other market opportunities
IO3.3. Increased production of alternative goods or services	
3.3.1 Improved access to markets for HH engaged in IGA	3.3.1.1 Facilitate participation in trade shows and Farmer Field Days 3.3.1.2 Facilitate creation of networks through MFS and training for mothers
3.3.2. Tea farmers diversify their production and Income with other high value crops and services	3.3. 2.1. Carry out small market assessment for other high value crops and services 3.3. 2.2. Disseminate small market assessment report showing identified opportunities. 3.3. 2.3. Monitor production of identified crops /services
IO3.3.1 Increased skills in production and IGA entrepreneurship and marketing	
3.3.1.1. Farmers and producers apply improved production techniques to produce larger quantities/new marketable products	<u>MFS+:</u> 3.3.1.1.1 Carry out MFS assessment to help adapt curriculum 3.3.1.1.2 Develop learning and training materials 3.3.1.1.3 Train MFS trainers 3.3.1.1.4 Implement MFS+ training 3.3.1.1.5. Distribution of MFS-Plus starter kits 3.3.1.1.6 Provide agriculture inputs to MFS participants 3.3.1.1.7 Train farmers on how to correctly apply fertilizer
3.3.1.2. Beneficiary HH trained in production, entrepreneurship and marketing	<u>IGAs:</u> 3.3.1.2.1 Design training curricula for skills training based on identified value chains and optimum IGAs (from market assessment) 3.3.1.2.2 Carry out community meetings for identifying services for beneficiary HH and coordinating trainings 3.3.1.2.3 Train 40 trainers to deliver 10 month of weekly training in skills (financial literacy, technical skills and entrepreneurship) 3.3.1.2.4 Trainers carry out weekly trainings for 10 months 3.3.1.2.5 Facilitate designing business plans for alternative IGAs 3.3.1.2.6 Provide start up kits/materials to trainees

	3.3.1.2.7 Organize study visits for trainees to producers (transport/food costs) 3.3.1.2.8 Monitor application of skills
3.3.1.3. Market assessment and value chain analysis completed	3.3.1.3.1 Conduct asset mapping 3.3.1.3.2 Conduct market assessment to identify alternative income generating activities 3.3.1.3.3 Disseminate findings from market assessment and asset mapping to communities and stakeholders 3.3.1.3.4 Identify networks and platforms to support producers
IO3.4 Increased HH savings	
3.4.1. Saving opportunities at HH level are identified	3.4.1.1. Carry out a small assessment for identifying saving opportunities in the zone for HHs beneficiaries 3.4.1.1. Publish the assessment report on existing saving opportunities
IO3.4.1 Increased participation in VSLs and SACCOs	
3.4.1.1. VSL formed where none existed	3.4.1.1.1. Prepare/Adapt VSL training manual 3.4.1.1.2 Create VSL groups if none exists 3.4.1.1.3 Organize beneficiary women and girls to join VSL groups 3.4.1.1.4 Monitor VSL groups
3.4.1.2. Beneficiary HHs linked to SACCOs and micro finance institutions	3.4.1.2.1 Financial services (micro-finance) mapping assessment in target districts to identify appropriate micro-finance services 3.4.1.2.2 Link vulnerable households and groups to existing SACCOs or micro finance institutions including DUTERIMBERE MFI
IO3.4.2 Improved financial literacy skills	
3.4.2.1. Beneficiary HH and women trained in financial literacy skills	3.4.2.1.1 Revise VSL training to include financial literacy for women and girls 3.4.2.1.2 Carry out financial literacy training and entrepreneurship skills
IO4- SAFE EMPLOYMENT OF CHILDREN OF WORKING AGE	
IO4 Increased Opportunities For Safe Employment Of Beneficiary Children Of Legal Working Age (16-17)	
IO4.1 Reduced disincentives for tea cooperatives and companies to hire children 16-17 in non-hazardous work	
4.1.1. Encourage tea cooperatives, companies and private sector around tea areas to hire 16 & 17 year old children in acceptable work;	4.1.1.1 Identify appropriate safety gear that would help the children of 16&17 years to work in non hazardous conditions 4.1.1.2 Raise awareness about ways to meet safety requirements in order to employ children of legal working age 4.1.1.3 Distribute safety gear
IO4.1.1 NSCCL and tea stakeholders agree on non-hazardous work for Children 16-17 in and around tea production	
4.1.1.1 List of acceptable work for Children 16-17 in tea created	4.1.1.1 Identify acceptable work of 16&17 years old in or around tea plantations 4.1.1.2 Share the list of acceptable work with tea cooperatives and companies
IO4.1.2 Improved knowledge among tea cooperatives and companies of OSH and laws regarding hazardous work for children ages 16-17	

4.1.2.1. Tea companies and cooperatives trained in OSH and hazardous work concerns for 16-17 year olds	4.1.2.1.1. Conduct OSH assessment of tea industry 4.1.2.1.2. Develop or adapt/review OSH training curriculum modules 4.1.2.1.3. Train companies and cooperatives in OSH 4.1.2.1.4. Conduct OSH workshops for cooperative managers, farm owners and working age-youth 4.1.2.1.5. Develop a document on remediation approaches for children engaged in hazardous work with employers, union and association
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IO4.2. Improved technical, entrepreneurial, marketing and financial skills among children 16-17

4.2.1. Children 16-17 trained on technical, entrepreneurial, marketing and financial management skills	4.2.1.1 Monitor children's work status and application of skills 4.2.1.2 Train youth in market-relevant skills, including technical, entrepreneurial and financial management 4.2.1.3 Provide entrepreneurship and life skills training for CFSS 4.2.1.4. Facilitate networking and marketing opportunities between trainees and buyers/employers, 4.2.1.5. Participation in trade shows, networks (Agriprofocus Rwanda) and association membership/development, cooperative membership for market access
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IO4.2.1 Increased access to start-up and financial support services

4.2.1.1. Beneficiaries receive start-up kits	4.2.1.1.1. Provide start up kits to MFS graduates (consider possibility of start-up kits for TVET training) 4.2.1.1.2. Provide technical support to MFS graduates to start their own businesses
4.2.1.2. Beneficiaries join VSL	4.2.1.1.2. Link girls and boys 16-17 to VSL

IO4.2.2 Increased access to skills training (MFS and TVET)

4.2.2.1. Children 16-17 trained in MFS vocation skills or TVET	4.2.2.1.1. Identify target children 16-17 for skills training 4.2.2.1.2. Carry out needs assessment and Map skills training centers in target districts; 4.2.2.1.3. Produce learning and training materials 4.2.2.1.4. Train Cooperatives' agronomists as MFS trainers 4.2.2.1.5 MFS trainers provide MFS course to children 4.2.2.1.6. Consult with WDA on MFS certification 4.2.2.1.7. Develop strategies with TVETs for accepting REACH-T beneficiaries 4.2.2.1.8. Provide agriculture inputs to MFS 4.2.2.1.9 Provide scholarships/stipends to children for TVET training for off-farm activities 4.2.2.1.10 Provide start-up kits
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IO5- CAPACITY BUILDING

IO5 Child Labor Issues Addressed in GoR Policies and Private Sector Action Plans

IO5.1 Increased understanding of CL policies and laws by local authorities (district, sector, cell and village level)

5.1.1.1. CPCs and local authorities trained (in coordination with IO1) on child labor issues	5.1.1.1.1. Train CPCs and local authorities and teachers on child labor policies and laws 5.1.1.1.2. Provide technical support to design action plans and budgets to conduct child labor prevention activities.
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IO5.2 Increased understanding by Tea Cooperatives and Tea Companies of CL laws and certification requirements	
5.2.1. Tea cooperatives and companies trained on CL, OSH and certification	5.2.1.1 Organize field visits/exchanges to cooperatives with certifications 5.2.1.2 Hold national meeting/workshop on child labor prevention and certification requirements with tea sector 5.2.1.3 Mobilize tea sector players, government representatives and private sector to set up a platform (REST) to combat child labor in tea sector 5.2.1.4 Train staff and volunteers from cooperatives on CL laws, OSH and certification requirements 5.2.1.5 Provide technical assistance on certification process to FERWACOTHE and cooperative leaders/managers 5.2.1.6 Organize quarterly meetings between CPCs and cooperative leaders
IO5.3 Active and effective engagement of REACH-T stakeholders on project studies and performance results	
5.3.1. Reach-T studies and performance results reviewed at National Steering Committee meetings	5.3.1.1 Conduct studies on child labor related issues including the Labor Law Enforcement Assessment, OSH study, School Needs Assessment, and prevalence studies. 5.3.1.2 Share studies reports with key stakeholders with request for comments 5.3.1.3 Share performance information with stakeholders in coordination with National Steering Committee
IO6- AWARENESS RAISING	
IO6: Community Attitudes Towards Child Labor Changed	
IO6.1 Improved community-led and child-led awareness raising activities and events in target districts (SCREAM, community meetings)	
6.1.1. Community level awareness raising campaigns implemented	6.1.1.1 Identify, develop and provide awareness building materials 6.1.1.2 Adapt SCREAM to local context 6.1.1.3 Train teachers on SCREAM 6.1.1.4 Follow up to monitor teacher training on SCREAM 6.1.1.5 Implement child/youth led activities/monitor results 6.1.1.6 Monitor and provide ongoing support on CA, mentor, and child delivery of SCREAM 6.1.1.7 Carry out awareness raising events, such as WFCL Day, Child Rights Clubs, Children's Council and DAC (Day of the African Child)
IO6.1.1 Improved Child Labor Message, based on a harmonized interpretation of CL laws and regulations	
6.1.1.1. Child labor message developed in line with the NPECL and 5 Year Plan	6.1.1.1 Conduct district entry-level and ongoing meetings to discuss plans for awareness raising and baseline results on CL attitudes 6.1.1.2 Coordinate message with NCC and the National Steering Committee
6.1.1.2. Awareness raising tools developed and disseminated	6.1.1.2.1. Develop awareness raising tools (talking points, flyers, brochures, etc.) 6.1.1.2.2. Disseminate awareness raising tools at central and decentralized levels

6.1.1.3. Community mobilizers trained and monitored	6.1.1.3.1 Train community mobilizers (CPC/CA/mentors) on delivery of education, child labor and future employability opportunity (for youth) messages 6.1.1.3.2. Monitor CPC/CA/Mentors work at community level
IO6.2 Expanded child labor message dissemination by tea cooperatives and companies	
6.2.1. Awareness raising events/trainings held by tea companies and cooperatives	6.2.1.1 Consult with FERWACOTHE, MIFOTRA, NCC, NAEB, Winrock on content for national campaign 6.2.1.2 Develop national-level awareness tools and trainings 6.2.1.3 Evaluate reach and effectiveness
IO7 SOCIAL PROTECTION	
IO7 Beneficiary HHs Referred to Social Protection Services	
IO7.1 Increased capacity of community volunteers to assist beneficiary HHs to access social protection services	
7.1.1. CPCs refer target beneficiaries to social protection services	7.1.1.1 Train CPCs on social protection services and referral processes 7.1.1.2 Train social protection service providers on child labor issues 7.1.1.3 Mobilize resources to support community identified social protection needs
IO7.2 Improved information on type, benefits, sponsors and means of accessing social protection services	
7.2.1. Directory published and distributed.	7.2.1.1 Map social protection services (government & non-government) 7.2.1.2 Compile directory of social protection services 7.2.1.3 Facilitate vulnerable households members access to existing social protection services

Annex 4- Project Level Definitions

The REACH-T project will be providing services to children engaged in child labor, and children at high risk of engaging in child labor. Children may enter in and out of engagement in child labor, but once engaged in child labor, they will always be at high risk of returning. These children may be categorized as engaged in child labor, in hazardous child labor or in the worst forms of child labor.

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

For all definitions, a child is considered any individual under eighteen (18) years of age.¹³

Child labor
Child labor refers to any type of work that is mentally, physically, spiritually, socially and/or morally harmful to children, and interferes with children's education by denying them an opportunity to attend school, forcing them to leave school prematurely, or limiting their capacity to benefit from instruction.¹⁴ • It is prohibited to employ a child in any company, even as apprentice, before the age of sixteen (16).¹⁵ • A child between the age of sixteen (16) and eighteen (18), may be employed under the provision of articles 5, 6 and 7 of the Labor Law. • Paid employment is only accepted for 16 years and above. • The minimum age for admission to employment is in Rwanda 16 years; but only for work which is proportionate to the child's capacity and which does not include nocturnal, laborious, unsanitary or dangerous services for child's health education and morality.¹⁶ In fact, according to ILO Convention 138, the minimum age for work should not be below the age for finishing compulsory schooling, which is in Rwanda is generally 15.¹⁷

¹³ ILO & Rwanda Constitution and Law regulating Labor in Rwanda No 13/2009 of 27/05/2009.

¹⁴ Intake form has a part that allows to categorize beneficiaries into CL, CAHR, HCL or WFCL. Community volunteers will be trained to recognize criteria that put a child in CL, CAHR, HCL or WFCL.

¹⁵ Law regulating Labor in Rwanda No 13/2009 of 27/05/2009 (art4)

¹⁶ Idem

¹⁷ According to the MINEDUC policy, 9 years basic education are compulsory and free education, while 12 years are compulsory (but not free).

1. A child of any age (17 and below) who is economically active for at least 43 hours per week or meets the criteria for HCL or WFCL is considered to be engaged in child labor.¹⁸
2. A child aged 15 years or younger who is economically active (in paid work) for 1 or more hours per week is considered to be in child labor.
 - Exceptions for unpaid light work for children aged 15 years and under is only accepted for work in a family enterprise or household chores, within some specific conditions (see #3).
 - Family labor is understood here as every work carried out within the household by the husband or wife, ascendants, descendants and wards engaged in agricultural, breeding, commercial and industrial activities for the benefit of the family¹⁹
3. A child aged 13-15 is considered to be in child labor if they work in unpaid light work in family enterprise that does not threaten their health and safety, or hinder their education or vocational orientation and training²⁰ for **more than 18 hours per week**. Unpaid light work must take place on the family farm and meet the following conditions:
 - Child chores within their families and with adult supervision.
 - Work that does not place a child's health, safety or morals at risk. Some works may be morally harmful, without being physically or socially qualified as such, neither disturbing a child's schooling.
 - For instance, serving alcohol in a bar outside school hours, would harm a child's morals, spirit and hence qualified as CL, while physically easy.
 - Activities that are not prohibited by law for underage children
 - Fetching firewood or water is a normal child chore but can be qualified as child labor if it is a heavy load and/or long distance, or brings the child to be late for the school.²¹
 - Work that is appropriate for their age and maturity and, by doing so, they learn how to take responsibility, gain skills, and add to their family's income and well-being;
 - Work that does not affect children's quality learning, including school or vocational training attendance (education).
 - Work that does not exceed 4 hours per day on school days; or 6 hours per day on non-school days (holidays and weekends)

¹⁸ ILO/SIMPOC

¹⁹ Idem

²⁰ ILO convention No. 138 on the minimum age for admission to employment and work .

²¹ Idem

4. A child below 13 years old is considered to be in child labor if they work in unpaid light work in family enterprise that does not threaten their health and safety, or hinder their education or vocational orientation and training²² for **more than 14 hours per week**.

Unpaid light work must take place on the family farm and meet the following conditions:

- Children must be engaged in activities according to the conditions in #3 above.
- Children under 13 years old are allowed to perform only child chores within their families and with adult supervision.
- Work does not exceed 4 hours per day on school days; or 6 hours per day on non-school days (holidays and weekends)

Hazardous child labor

Children of any age may be engaged in HCL, a subset of all children engaged in child labor, if they are working any number of hours, including the appropriate number of hours, but in work that may affect their health, security or morality. Children meeting the following criteria will be considered engaged in HCL:

1. Any child meeting criteria for WFCL is considered to be in HCL (see WFCL section below)

2. Children of any age engaged in any works that may affect the *security of the child*, which includes any of the following types of paid or unpaid work, including family enterprise:

- Work carried out on the surface or underground aimed at mining, work carried out underneath water, or in places with high heights or congested places.
- Worked carried out in drainage of marshlands, cutting down trees or using fertilizers and pesticides.
- Work carried out in unhygienic places that may expose children to dangerous products and chemicals, conditions of very high temperatures, noises and vibrations that may affect the lives of children;
- Work related to demolitions.²³

²² ILO convention No. 138 on the minimum age for admission to employment and work .

²³ Article 4 of Rwanda's Ministerial order No 6 of 13/07/2010 determining the worst forms of child labour, their nature, categories of institutions that are not allowed to employ them and their preventive mechanisms

3. Children of any age engaged in any work that may be dangerous to the *health of the child*, which includes any of the following types of paid or unpaid work, including family enterprise::

- Works that may affect the child's health either physically or psychologically
- Work that requires children to carry loads that are heavier than their physical capacity;
- Work performed and carried out over long hours and at night between 8:00 pm and 6:00 am for a salary or other direct wages;
- Work that is carried out using dangerous materials that may affect the health of the child or that require lifting or heavy loads;
- Work carried out in places with machines that are turned on or off automatically and other annexed machines that do not have guards to prevent free access;
- Work that is carried out using machines or other dangerous materials that may affect the health of the child or that require lifting or carrying heavy loads;
 - Regarding the heavy load²⁴, boys between 16 and 18 should not carry more than 18.5 kgs, while girls of the same age should carry up to 11.7 kgs. The maximum allowed lift for the 14-16 years, are respectively 14.6 kgs for boys and 9.8 kgs for girls.
- Domestic work carried out of children's family circles for a salary or financial gain ;
- Construction work carried out using ropes and other materials; construction and demolition work, heavy machinery and other dangerous instruments ;
- Work involving the lifting or removal of heavy products using lifting machines if they are not operated from afar and in an enclosed area ;
- Work that requires driving heavy machinery and vehicles that lift loads and those that are used at ground level ;
- Work involving visiting, verifying servicing machines that are turned on except where those machines have protective parts to avoid contact with such parts in motion²⁵

4. It is also prohibited to employ children in the following institutions with works that are considered *dangerous* to the health of the children

- Institutions that produce and sell alcoholic drinks;
- Construction institutions;
- Bricks and tiles manufacturing institutions;
- Institutions that carry out the works mentioned in Article 4 of this MO.

²⁴ Even though Rwanda has not yet ratified the ILO convention 127 on concerning the maximum weight permitted to be carried out by one worker, it is possible to refer to ILO informative table that fixed the maximum manual lift for occasional lifting (per day) per gender and age range.

²⁵ idem

If a child is involved in applying fertilizers & chemicals, works beyond acceptable work based on his/her age, during school hours, carries heavy loads beyond specified capacity, this becomes hazardous child labor.

Worst Forms of Child labor

A child of any age can be engaged in the "worst forms of child labour", which is a sub-set of hazardous child labor, and are particularly harmful to a child's health, security or morality. A child meeting any of the following criteria will be considered engaged in WFCL:

1. A child of any age engaged in the following activities:

- to indulge children in slavery or similar practices;
- children trafficking;
- to turn them into debt bondage;
- to have them replace grown-ups in forced labour;
- to use them in conflicts and wars;
- the recruitment, use, procuring or offering of a child for prostitution or for the production of pornography or for pornographic performances;
- the use, recruitment and procuring or offering of a child for illicit activities such as manufacture and marketing of drugs;
- the work which is likely to harm the health, safety or morals of a child.²⁶

2. A child of any age spending at least one hour in the following institutions with works that are considered worst forms of employment to children:

- Institutions that produce pornographic materials or pornographic shows;
- Institutions that manufacture, sell, advertise draw, print different publications that contrary to the morality and which are punishable by Law in case of their sale, exposed or distributed to the public;
- Mining and quarry institutions whether public or private;
- Institutions that carry out slaughtering of animals, rear dangerous or poisonous animals;
- Institutions that manufacture toxic gases;
- Institutions that are involved in the manufacture and traffic of drugs
- Military camps organizations;
- Institutions that carry out the works stipulated in Article 3 of this Order,²⁷

²⁶ Article 72 of Law regulating Labor in Rwanda No 13/2009 of 27/05/2009

Children at high risk of child labor (CAHR)

Children at high risk of involvement of child labor (CAHR), refers to children not yet in child labor, but who experience or are exposed to a set of conditions or living conditions that make them more likely to be working in child labor .e.g. children of siblings already in child labor, - or those living in vulnerable households and proximity to economic activities prone to employ children.

1. Any child who was at one time engaged in child labor, but is no longer engaged in any form of child labor will be considered a CAHR of engaging in child labor.

2. Any child aged 5-17 who meets at least one of the following criteria:

- Child has a sibling/ peer of current/ engaged in child labor or former working child
- Child belongs to a child-headed household
- Child living with elderly persons
- Child is not attending school or has low attendance rate (misses more than 5 days of school per month)
- Child who has given birth
- Child belongs to a single parent headed household
- Child's guardian or parent has a disability or chronic illness
- Child is an orphan or is being fostered/adopted
- Close to workplaces that employ children
- Walks 5 km or beyond to school
- Child belongs to a household which relies primarily on income from tea production activities or other sectors which include hazardous activities²⁸

²⁷ Ministerial order No 6 of 13/07/2010 determining the worst forms of child labour, their nature, categories of institutions that are not allowed to employ them and their preventive mechanisms

²⁸ "Defining child labour: A review of the definitions of child labour in policy research" Eric V. Edmonds, Working paper, Geneva, November 2008

Annex 5- Project Performance Monitoring Plan

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
PROJECT OBJECTIVE: INCIDENCE OF CHILD LABOR IN TEA SECTOR IN RWANDA SIGNIFICANTLY REDUCED OR ELIMINATED					
POC.1 #/% of beneficiary children 5-15 in child labor	Definition: Child labor (CL) refers to any type of work that is mentally, physically, spiritually, socially and/or morally harmful to children, and interferes with children's education by denying them an opportunity to attend school, forcing them to leave school prematurely, or limiting their capacity to benefit from instruction. Disaggregated by: Sex, age, district, sector Unit: beneficiary child	Beneficiary Intake Child Follow-Up	Project Outset 3 months during first six months then every 6 months	CPC/CA (2/cell) Mentor (2/school)	Prevalence of child labor among beneficiary children
POC.2 #/% of beneficiary children 5-17 in hazardous child labor	Definition : Hazardous child labor (HCL): Any type of work that may affect the health, security or morality of the child on the surface or underground, including work in mining or underneath water, in places with high heights or congested areas or marsh land, requiring children to carry heavy loads and to labor over long hours or between 8:00pm and 6.00am. Worked carried out in drainage of marshlands, cutting down trees or using fertilizers and pesticides. Work carried out in unhygienic places that may expose children to dangerous products and chemicals, conditions of very high temperatures, noises and vibrations that may affect the lives of children; work related to demolitions. Disaggregated by: Sex and age, district, sector Unit: beneficiary child	Beneficiary intake Child Follow Up	Project Outset 3 months during first six months then every 6 months	CPC/CA Mentor	Prevalence of HCL among beneficiary children

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
POH.1 #/% of beneficiary HH with children 5-15 in child labor	Definition: Reference POC.1 definition of CL. A household will be counted if at least one child between 5 and 15 years old is engaged in CL Disaggregated by: District and sector Unit: beneficiary household	Beneficiary intake Child Follow UP	Project Outset 3 months during first six months then every 6 months	CPC/CA Mentor	Child labor among beneficiary households
POH.2 #/% of beneficiary HH with children 5-17 engaged in hazardous labor	Definition: Reference POC.2 definition of HCL. A household will be counted if at least one child between 5 and 17 years old is engaged in HCL Disaggregated by: District and sector Unit: beneficiary household	Beneficiary intake Child Follow UP	Project Outset 3 months during first six months then every 6 months	CPC/CA Mentor	HCL among beneficiary households
POH.4 #/% of beneficiary HH with all children of compulsory school age enrolled in school	Definition: Compulsory school age is 5 to 15 which covers Nine Years Basic Education (9YBE). HHs will count toward this indicator if every child aged 5 to 15 years is enrolled in school during the reporting period Disaggregated by: District and sector Unit: beneficiary households	Beneficiary intake Child follow-up	Project Outset 3 months during first six months then every 6 months	CPC/CA Mentor	Project performance in reducing barriers to education for vulnerable children
IO1- INCREASED ENFORCEMENT OF CHILD LABOR LAWS IN TEA SECTOR					
# reported child labor cases investigated by police or DLI	Definition: A case of child labor will be counted if police or district labor inspector investigates a report of CL through a site visit or phone call to determine whether to pursue legal action (judicial or penal). Disaggregated by: district and sector Unit: case	Enforcement/Policy Tracking Form	6 months	DPD/ME with ME officers	Determine if enforcement is improving and through what channels
IO1.1 Improved institutional coordination between private sector and government stakeholders for child labor law enforcement in tea sector					
a.#/% of government agencies and tea companies/cooperatives actively	Definition: REST is the Roundtable on Elimination of Child Labor and Sustainable Tea. Government agencies and tea companies/cooperatives actively participate when their designated representatives	Enforcement/Policy Tracking Form	6 months	DPD/ME	Stakeholder commitment to enforcement

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
participating in REST meetings	attend all REST meetings held during the reporting period (meetings expected to be bi-monthly) Disaggregated by: category of participating institutions Unit: agencies or tea companies/cooperatives				
b.# of joint actions/resolutions on child labor taken by REST	Definition: REST meetings will conclude with recommendations or resolutions. An action or resolution will be counted if it is agreed upon by committee members and documented in meeting reports. Disaggregated by topic of resolution: 1. law enforcement, 2. tea sector standards, 3. capacity building, 4. CL policies, regulations and guidelines Unit: joint action/resolution	Enforcement/Policy Tracking Form	6 months	DPD/ME	Committee progress toward taking action on CL in tea sector
IO1.2. Improved knowledge among stakeholders of gaps in child labor law enforcement regulations and capacity					
#/% of recommendations related to child labor law enforcement validated by stakeholders and presented to MIFOTRA	Definition: recommendations from the CL law enforcement assessment on means of filling gaps in regulations and capacity that are validated by stakeholders (NSCCL, REST, etc.) and presented to MIFOTRA Unit: recommendation	Enforcement/Policy Tracking Form	6 months	DPD/ME	Utility of study to improve enforcement
IO1.3 Improved follow up on child labor cases					
#/% of reported child labor cases referred to social protection	Definition: CL cases count when they are reported to CPC or through the CLMS and referred to social protection services by CPC or DLI as validated by CPC or DLI records or CLMS database.	Enforcement/Policy Tracking Form	6 months	DPD/ME with ME officers	Capacity of CLMS to remediate CL cases via social

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
services	Disaggregated by: District and sector Unit: cases				protection services
IO1.3.1 Improved child labor monitoring systems					
a. #/% of CPCs/CAs reporting CL cases using ALERT system	Definition: CPC/CA correctly use the ALERT system to report data via mobile device to the CLMS with all fields properly filled, and cases appropriately classified (CL, HCL and WFCL) Disaggregated by: CPC/CA, sex, district and sector Unit: CPC/CA	Enforcement/Policy Tracking Form	6 months	DPD/ME with ME officers	Effectiveness of mobile data reporting
b. #/% of DLIs using ALERT/CLMS system data for reporting	Definition: DLIs will be counted if they report CL cases via mobile device and use CLMS data for quarterly reports to National Labor Inspectors Disaggregated by: sex, district and sector Unit: DLI	Enforcement/Policy Tracking Form	6 months	DPD/ME with ME officers	Utility of mobile data reporting and CLMS to DLI responsibilities
IO1.3.2 Increased DLI and CPC/CA knowledge of monitoring systems and requirements					
#/% of DLIs and CPC/CAs demonstrate correct use of ALERT/CLMS	Definition: Individuals trained in ALERT/CLMS will be given a pre/post test to determine understanding of monitoring system operation and requirements and must pass the post-test with a score of at least 80%. Disaggregated by: DLI/CPC, sex, district and sector Unit: DLI & CPC/CA	Enforcement/Policy Tracking Form	6 months	DPD/ME with ME officers	Level of understanding among trainees of monitoring system and requirements
IO 2: INCREASED SCHOOL ATTENDANCE AMONG BENEFICIARY CHILDREN 5-17 YEARS OF AGE					

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
#/% of beneficiary children regularly attending formal and catch-up school	Definition: Regular attendance is defined as 75% presence beginning the day the child starts classes through the final day of the reporting period. The numerator is the number of enrolled children meeting the 75% attendance threshold. The denominator is the number of children enrolled in the program. Disaggregated by: Education program, age, sex, district, sector and school Unit: beneficiary child Target: 2,700	Child Follow-Up	Quarterly for first six months then every six months	Mentor	Determine whether beneficiaries are consistently attending school
E-1 # of beneficiary children receiving educational services	Education services refer to formal and non-formal education services as described in E2 and E3 below. Disaggregated by: Education program, sex, age, district, sector and school Unit: Beneficiary child Target: 2,700	Child Follow-Up	6 months	Mentor	Periodic performance review against target
E2- # of beneficiary children receiving formal education services	Definition: Formal education services refer to education provided in public schools. Disaggregated by: Sex, age, district, sector and school Unit: Beneficiary child Target: 2,250	Child Follow Up	6 months	Mentor	Periodic performance review against target
E3- # of children receiving non-formal education services (catch-up)	Definition : Non-formal education services refer to education provided by an organization or body outside of the formal school system, usually as catch up programs including literacy, numeracy and life skills Disaggregated by: Sex, age, district, sector Unit: beneficiary child	Child Follow Up	6 months	Mentor	Periodic performance review against target

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
	Target: 450				
IO2.1 Reduced economic obstacles to school attendance					
#/% of beneficiary children receiving school kits	Definition: Scholarships for school kits may cover uniforms, shoes, notebooks, writing utensils, and possibly small backpacks and are provided to parents or guardians of children in formal and non-formal education programs. Children will be counted upon receipt of materials, with receipt verified by mentor. If children are given more than one school kit, they should only be counted ONCE, at the time of the first school kit distribution. Disaggregated by: Education program, sex, age, district and sector Unit: beneficiary children	Child Follow UP	6 months	Mentor	Track distribution of program benefits to beneficiary children
IO2.2 Improved safety and health of learning environment					
a.#/% of target schools meeting basic minimum required health and safety standards	Definition: Basic minimum health and safety standards are defined as GoR/UNICEF child friendly environment standards: schools are considered safer and child/girl friendly when they ensure physical safety, access to latrines and water and separate latrines for girls Disaggregated by: district, sector school Unit: School	Community Follow Up Form	6 months	CPC/CA	Assess safety of learning environment according to international standards
b.#/% of target schools whose school improvement activities (grants) are completed	Definition: Schools receiving a small grant through the REACH-T program will be counted once the grant funds have been spent and activities in the proposed plan have been completed. Disaggregated by: district, sector, school Unit: school	Community Follow Up Form	6 month s	CPC/CA	Determine whether grants were properly executed to improve school environment

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
IO2.3 Increased community support for education					
a. #/% of target schools in which PTAs hold regular meetings	Definition: To be counted, school PTAs should meet once per month to discuss education and school needs. Disaggregated by: district, sector, school Unit: school	Community Follow Up Form	6 months	CPC/CA	Determine level of PTA support for education
b. #/% of target schools where parents make in-kind contributions to the school	Definition: In kind contributions may include infrastructure support or volunteer labor Disaggregated by: district, sector, school Unit: school	Community Follow Up Form	6 months	CPC	Determine level of parental support for school
IO2.3.1 Increased beneficiary HH commitment to children's education					
#/% of beneficiary HH with plan to cover children's educational expenses after project in kind support ends	Definition: The HH plan to cover children's expenses should include saving at VSLA, SACCO or MFI and/or HH engagement in new income generating activities. Disaggregated by: district, sector Unit: Households	HH Livelihood Follow Up	6 months	CPC	Determine level of HH commitment to paying for educational expenses
IO2.3.2 Increased tea sector financial and in-kind contributions to crèches and ECD					
#/% of tea companies/cooperatives providing in-kind and/or financial support for ECD and crèches	Definition: In-kind support includes space, goods and/or services provided by tea company or cooperative for ECD or crèches Unit: company, cooperative	Cooperative Follow Up Form	6 months	MFS Facilitator	Willingness of tea co/cooperatives to support education
IO3 INCREASED INCOMES IN BENEFICIARY HH					

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
a. #/% beneficiary households with an increase in assets	Definition: Common assets used by Rwanda's standard of living surveys will be used to measure this indicator including items such as: household roofing and floor materials; consumer durables (sofa, mattress, bicycle, radio, mobile phone, TV), land, livestock and savings. Assets are also increased when investments in household infrastructure or property are made, e.g. adding a room to an existing structure Disaggregated by: district and sector Unit: HH	Beneficiary intake Livelihood follow-up form	Annual	CPC/CA MFS/Mother Trainer Facilitator	Proxy measure for improved income as a result of livelihoods activities
b. #/% beneficiary households with improved food security	Definition: Food security will be measured on the basis of average number of balanced meals (balanced meals include fruit, vegetable, carbohydrate, and protein) provided to the household members per day. The number of meals provided will be tracked for each HH once per year. If the number increases, it will count toward improved food security. Disaggregated by: district and sector Unit: HH	Beneficiary intake Livelihoods follow-up form	Annual	CPC/CA MFS/Mother Training Facilitator	Understand if beneficiary households are able to invest in sufficient food for the family
L1 # of HH receiving livelihood services	Definition: Livelihood services include provision or linkage to education and training, employment services, economic strengthening services, income smoothing services, and social capital services. In REACH-T, livelihoods services will include MFS and MFS+ training, financial literacy and technical skills training, and VSLA, SACCO and MFI linkages. Disaggregated by: district and sector Unit: HHs	Livelihoods follow-up form	6 months	MFS/Mother Training Facilitator	Periodic performance review against target

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
	Target: 1320 HHs				
L2 # of adults receiving employment services	Definition: Employment services aim to increase employment, job retention, earnings and occupational skills of participants. For REACH-T employment services will be provided via MFS+ and Mothers' Training. Disaggregated by: District, sector, sex, age Unit: beneficiary adults Target: 1095 adults	Livelihoods Follow-Up form	6 months	MFS/Mother Training Facilitator	Periodic performance review against target
L4 # of individuals receiving economic strengthening services	Definition: Economic strengthening services aim to increase participant economic well-being and include provision or linkage to micro-credit, productivity transfers and cooperatives. For REACH-T economic strengthening services will be provided to recipients of Mothers' Training and VSLA linkages for Burera and Rulindo HHs. Disaggregated by: District, sector, Sex, age Unit: beneficiary women Target: 1215 (990 Mothers Training + 225 VSLAs in Burera and Rulindo)	Livelihoods follow-up form	6 months	MFS/Mother Training Facilitator	Periodic performance review against target
IO3.1 Improved yields in tea					
#/% of beneficiary HH with increase in kilos produced per hectare	Definition: Agriculture crop yield refers to the measure of tea production per unit area of land cultivated. Measures will be taken through MFS for beneficiary households that produce tea on their own property or shared/leased land for which they are the primary farmers. Disaggregated by: district and sector Unit: HH	Livelihoods follow up form	Annual	MFS Facilitator	Determine to which HHs are increasing tea yields
IO3.1.1 Improved use of modern agricultural techniques on tea farms					

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
#/% beneficiary HH (smallholders) who correctly and consistently apply fertilizer	Definition: Fertilizer must be confined to the desired application site and applied in correct quantities. Correct application techniques will be monitored by the MFS facilitator. Disaggregated by: District and sector Unit: beneficiary HH	Livelihoods follow up form	6 months	MFS Facilitator	Determine if households are correctly using modern agricultural techniques
IO3.2 Increased access to markets for farmers engaged in IGA					
#/% beneficiary HHs joining networks or platforms or attending trade shows to expand markets	Definition: HH who join agricultural networks or platforms to receive information on markets and those who attend agricultural trade shows to buy from or sell their products in markets in which they had previously never been active. Disaggregated by: District and sector Unit: HHs	Livelihoods follow-up form	6 months	Mothers Training Facilitator	Determine if HHs are selling in new markets
IO3.3. Increased production of IGA goods/services					
#/% of beneficiary HH reporting increases in production	Definition: IGA production refers to goods or services produced as alternatives/supplements to tea production as a source of income. Facilitators will track increased volumes of products produced by beneficiary HHs. Disaggregated by: District and sector and type of IGA (horticulture, mushrooms, vegetables, beekeeping, livestock, crafts, tailoring, hairdressing, other) Unit: HHs	Livelihoods follow-up form	6 months	Mothers Training Facilitator	Determine if IGA training results in increased production
IO3.3.1 Increased skills in production (IGA/MFS+), entrepreneurship and marketing (IGAs)					

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
a. #/% beneficiary HH with well-designed business plan	Definition: A business plan is an essential roadmap for business success that projects 3-5 years ahead and outlines the route a company intends to take to grow revenues. Well-designed business plans include: management structure, market size, growth projections, profit and loss estimates, and sustainable competitive advantages. Disaggregated by: district and sector, sex, age, type of business Unit: beneficiary HH	Livelihoods Follow Up	Annual	MFS/Mothers Training Facilitator	Determine if HHs are planning for business growth
b. #/% beneficiary HH using new technologies (non-tea agriculture/IGA)	Definition: HHs will be counted toward this indicator if at least one member is observed by the facilitator using a new technology properly, including production processes and inputs for production of alternative crops, raising livestock, etc. Disaggregated by: District or Sector, type of IGA (see above) Unit: HHs	Livelihoods follow-up form	6 months	MFS/Mothers Training Facilitator	Determine if training has resulted in use of new technologies
IO3.4 Increased HH savings					
#/% beneficiary HH with increased savings	Definition: Beneficiaries who increase savings placed in VSLAs, SACCOs or MFIs will be counted in this indicator. Household savings amounts will be added together to get a total value of household savings. Disaggregated by: District and sector Unit: HHs	Livelihoods follow-up form	6 months	MFS/Mothers Training Facilitator	Determine whether HHs increase savings as means to cover educational and other HH expenses

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
IO3.4.1 Increased participation in VSLs and SACCOs					
a.#/% beneficiaries who join VSLAs	Definition: A Village Savings and Loan Association (VSLA) is a group of people who save together and take small loans from those savings. Group activities run in cycles of one year, after which accumulated savings and loan profits are distributed to members. Individuals will count if they join the VSLA or SACCO over the life of the project; previous members will not count toward this indicator Disaggregated by: Sex, age, district, Sector Unit: beneficiary HH	Livelihoods follow-up form	6 months	MFS/Mothers Training Facilitator	Determine whether HHs are organizing savings mechanisms
b.#/% of VSLAs linked to SACCOs	Definition: Savings and Credit Co-operatives (SACCO) are intended to pool savings for the members and in turn provide them with credit facilities and encourage savings. VSLAs will count toward this if they are connected to a local SACCO Disaggregated by: District and sector Unit VSLAs	Community Follow Up form	6 months	CA/CPCs	Determine whether HHs are organizing savings mechanisms
IO3.4.2 Improved financial literacy skills					
#/% of beneficiaries using appropriate record keeping for businesses	Definition: Records are for accounting and other financial documents kept in an organized way. Beneficiaries who show their record book with up to date records, clearly documenting expenses, revenue and profit for their household/individual enterprise will count toward this indicator. Disaggregated by: Sex, age, district and sector Unit: beneficiaries	Livelihoods follow-up form	3 months	MFS/Mothers Training Facilitator	Determine when HHs are managing business finance in order to promote savings
IO4 INCREASED OPPORTUNITIES FOR SAFE EMPLOYMENT FOR BENEFICIARY CHILDREN OF LEGAL WORKING AGE (16-17)					

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
a.# tea companies/cooperatives hiring children of legal working age	Definition: Tea companies/cooperatives will be counted if they properly hire children of legal working age, meaning they meet the following criteria: provide work proportionate to the child's capacity and that is not nocturnal, unsanitary or dangerous to the child's health, education or moral wellbeing. Unit: Tea companies/cooperatives	Cooperative follow up form	6 months	MFS/Mother Training Facilitator	Determine if awareness raising increases employment
b.#/% of beneficiary children (16-17) safely employed	Definition: See hazardous child labor definition in PO2. Children may work in safe conditions through self-employment or employment by small enterprise or tea companies/cooperatives Disaggregated by: Age, sex, type of employment (self-employed, small enterprise, tea companies/cooperatives), district and sector Unit: beneficiary children 16-17 years of age	Cooperative follow-up form	6 months	MFS/Mother Training Facilitator	Determine if skills training promotes employment
E4- Number of children receiving vocational training services	Definition: Vocational training services include training for children of legal working age in technical skills and long-term life skills that will benefit their career development and help them deal with other life challenges. These services will be provided through MFS and TVET in REACH-T. Disaggregated by: Age, sex, district, sector Unit : beneficiary children Target: 1390 (440 Duterimbere, 950 MFS)	Livelihoods follow-up form	6 months	CPC/CA	Periodic performance review against target
IO 4.1 Reduced disincentives for tea cooperatives and companies to hire children 16-17 in non-hazardous work					

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
# safety gear kits supplied to tea companies/cooperatives	Definition: Safety gear kits contain supplies and tools to provide a worker with basic protection against dangerous elements or help him or her to meet basic health and first aid needs for safe work (e.g. boots) Disaggregated by: Tea companies or cooperatives Unit: safe gear kits	Cooperative follow up form	Annual	MFS Facilitator	Determine if tea sector receives safety gear
IO 4.1.1 NSCCL and tea stakeholders agree on non-hazardous work for Children 16-17 in and around tea production					
List of acceptable work shared with tea cooperatives and companies	Definition: Y/N indicator to confirm mutual agreement on acceptable work for children of legal working age in tea and in accordance with national legislation and ILO conventions 182 and 138. Such work is non-hazardous and does not prevent a child from receiving the full benefit of an education. Once an agreed upon list is approved by the NSCCL and is shared with tea cooperatives and companies, this indicator will be counted as complete. Unit: Published list by MIFOTRA	Enforcement/Policy Form	6 months	DPD/ME	Confirm joint agreement
IO 4.1.2 Improved knowledge among tea cooperatives and companies of OSH and laws regarding hazardous work for children 16-17					
# personnel at tea companies and cooperatives demonstrating increased knowledge of OSH and hazardous work	Definition: Personnel will be considered to have increased knowledge if they are able to list main requirements for non-hazardous work for children 16-17 in the tea sector. Disaggregated by: Sex, age, Tea companies/cooperatives Unit: individuals	Cooperative follow up form	6 months	DPD/ME	Determine increased knowledge

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
IO 4.2 Improved technical, entrepreneurial, marketing, and financial management skills among children 16-17					
#/% of beneficiary children 16-17 who demonstrate increased skills from training received	Definition: Children aged 16-17 are counted toward this indicator if they have received MFS or Duterimbere training and have demonstrated increased technical,,, entrepreneurial, marketing and /or financial management skills Disaggregated by: Sex and Age, type of training Unit: beneficiary children of legal working age	Livelihoods follow up form	3 months	MFS/Mothers Training Facilitator	Determine increased knowledge
IO 4.2.1 Increased access to start up and financial support services					
L3 Number of children receiving employment services (start -up kits)	Definition: Employment services aim to increase employment, job retention, earnings, and occupational skills of participants. L3 counts children of legal working age who receive employment services. (small business start-up kits) via MFS or TVET Disaggregated by: Age, sex, district, sector Unit: beneficiary children of legal working age	Livelihoods follow-up form	6 months	CPC/CA	Determine if children receive start up kits
#/% of beneficiary children 16-17 joining VSLAs	Definition: children of legal working age joining a Village Savings and Loan Association (VSLA) (see indicator for adult members above). Children aged 16-17 who receive training and access to VSLAs will count toward this indicator if they join a VSLA and contribute regular savings (at least once every two weeks). Disaggregated by: Sex and Age Unit: Beneficiary Children of legal working age	Livelihoods follow-up form	6 months	MFS/Mothers Training Facilitator	Determine savings among 16-17 children

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
IO 4.2.2 Increased access to skills training (MFS and TVET)					
a. #/% of beneficiary children 16-17 receiving support to access TVET and other technical training centers	Definition: Technical and vocational education and training (TVET) refers to education and training that prepares persons for gainful employment. Children count once they receive support from REACH-T to attend TVET. Disaggregated by: Sex and Age, District and Sector Unit beneficiary children of legal working age	Livelihood follow up	6 months	MFS/Mothers Training Facilitator	Determine if project support facilitates enrollment
b. #/% of beneficiary children 16-17 enrolled in MFS	Definition: MFSs are Model Farm School programs for six months that focus on preparing children aged 16–17 years old, for income-generating work and linking them with employment opportunities. Children count once they have enrolled and attended the first MFS class. Disaggregated by: Sex and Age Unit beneficiary children of legal working age	Livelihood follow up form	3 months	MFS Facilitator	Determine MFS reach
c. MFS curriculum submitted to WDA for validation (Yes/No)	Definition: MFS Curriculum is designed for a community to use as part of the Model Farm School (MFS) program to strengthen tea growing practices. REACH-T will request validation of the curriculum by WDA so graduates are recognized. Disaggregated by: N/A Unit: N/A	Enforcement/Policy Form	Annual	DPD/ME	Confirm official recognition
IO5 CHILD LABOR ISSUES ADDRESSED IN GOR AND PRIVATE SECTOR POLICIES AND ACTIONS PLANS					
C1- # of policy initiatives to which the project has	Definition: Any policy, regulation, law that has been passed by the GOR to which the project has been involved in directly through advocacy or	Enforcement/Policy	6 months	DPD/ME	Policy and law

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
contributed substantively	awareness raising efforts, the provision of data or information, or the drafting or review process. Disaggregated by: Type of policy Unit: Policy	y Follow UP			review
a.# of internal policies in tea cooperatives addressing child labor and/or OSH	Definition: Only seven of 20 tea cooperatives have internal regulations addressing child labor. The remaining cooperatives will be encouraged to develop internal regulations to address child labor. Those that develop internal policies related to child labor and OSH for children age 16-17 and include policies in internal policy publications will be counted. Disaggregated by: tea cooperative, district and sector Unit: Internal policy	Cooperative follow up	6 months	MFS Facilitator	Reduce child labor in tea industry
b.#/% of cooperatives that apply for certification	Definition: Certification is a process of recognition by external specialized agencies that a given tea cooperative (and associated factories) are socially just and environmentally sustainable and do not permit child labor or hazardous work for children of legal working age. Disaggregated by: Cooperative, certification type Unit: Cooperative	Cooperative follow up	Annually	MFS Facilitator	Tea free from child labor
IO5.1. Increased understanding of CL policies and laws by national and local authorities (district, sector, cell and village level)					
#/% of national and local authorities with increased knowledge of child labor	Definition: national and local authorities will be trained on national child labor laws and policies and how the certification process works. Child labor law and policies	Enforcement/Policy Follow UP	6 months	DPD/ME	Increased understand-ing of child labor

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
laws/policies	include all national laws and international conventions related to child labor, such as ILO conventions ratified by the country, Law N° 13/2009 of 27/05/2009 regulating labor in Rwanda, Ministerial order N°6 of 13/07/2010 determining the worst forms of child labor, their nature, categories of institutions that are not allowed to employ them and their preventive mechanisms. Increased knowledge will be demonstrated through pre and post-tests. Individuals who demonstrate increased knowledge of national child labor laws and policies on the post-test compared to pretest will be counted. Disaggregated by: Type of authority Unit: individuals				laws
IO5.2 Increased understanding by tea cooperatives and companies of child labor laws and certification process					
#/% of tea cooperative and company members able to identify key provisions of CL laws and certification process	Definition: Tea cooperatives and company members will be trained on national child labor laws and policies and how the certification process works. Members of cooperatives and companies that demonstrate	Cooperative follow up form	6 months	DPD/ME	Increase knowledge

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
	understanding on CL laws and certification process will be counted. Disaggregated by: Cooperative and company Unit: tea cooperative/company members				
IO5.3 Active engagement of REACH-T stakeholders on project studies and performance results					
# of events organized to discuss results of project studies and performance with ministries, government agencies, districts, and other stakeholders (REST, National Steering Committee or other)	Definition: REACH-T will present performance results and study findings at meetings with National Steering Committee and REST and at platform discussions composed of tea sector players, private sector and public stakeholders. Any events in which project performance or a project study is included on the agenda and discussed will be counted. Disaggregated by: Type of event Unit: events	Enforcement/Policy Form	6 months	DPD/ME	Share findings from studies and project performance
IO6 COMMUNITY ATTITUDES TOWARDS CHILD LABOR CHANGED					
a.#/% of HH with positive change in attitude regarding CL	Definition: Positive change: HH heads that demonstrate a change in attitude and indicate they are opposed to child labor in their home and community, and are willing to take action to prevent or eliminate instances of child labor. HH positive change in attitude regarding child labor will be documented using a special survey administered at baseline, midline and endline.	Beneficiary intake Livelihoods Follow Up Form	Project outset and every 2 years	CPC/CA MFS Facilitator/Mothers Training Facilitator	Effectiveness of awareness raising in creating positive changes in community attitudes

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
	Disaggregated by: District and sector Unit: HH				
b. #/% of target communities with leaders, teachers and tea cooperatives with positive change in attitudes regarding CL	Definition: Community leaders, teachers and tea cooperative members demonstrate a change in attitude and indicate that they are opposed to child labor in their community, school and/or cooperative and demonstrate a willingness to take action to prevent or eliminate instances of child labor. Communities, leaders, teachers and tea cooperatives managers' change in attitude regarding child labor will be documented using a special survey administered at baseline, midline and endline. Disaggregated by: Category of community member, age, sex Unit: target communities	Community Follow up Form	Project outset and every 2 years	CPC	Effectiveness of awareness raising in creating positive changes in community attitudes
IO6.1 Improved community-led and child-led awareness raising activities and events in target districts (SCREAM, community meetings,)					
# of community-led or child-led awareness raising activities or events implemented	Definition: Communities, schools and children will be supported to organize and lead awareness events about child labor. Any community-led or child-led child labor awareness event or activity supported by the project will be counted. Disaggregated by: Type of event/activity, district, sector Unit: activity or event	Community Follow up	6 months	CPC	Periodic performance review Public awareness

Indicator	Indicator Definition, Data Disaggregation and Unit of Measurement	Data Source (see DCT for details)	Reporting Frequency	Responsible Person	Data Analysis/Use
IO6.1.1 Improved Child Labor Message, based on a harmonized interpretation of CL laws and regulations					
Quality message developed (Y/N)	Definition: Quality message defined as one covering negative effects of CL; key laws and policies addressing CL; attributes of education and intervention strategies to reduce CL. NSCCL to judge quality of REACH-T-developed message Disaggregated by: N/A Unit: N/A	NSCCL	Once developed	NSCCL	Public awareness
IO6.2 Expanded child labor message dissemination by tea cooperatives and companies					
# of awareness raising events held by tea cooperatives and companies focused on child labor and OSH	Definition: To be counted an event must be held by a tea cooperative or company with the main objective to educate/train or raise awareness about child labor and/or OSH. Disaggregated by: Tea cooperative/company, type of event Unit: events	Cooperative Follow up form	6 months	MFS Facilitator	Tea farmers awareness of child labor

IO7 BENEFICIARY HHS REFERRED TO SOCIAL PROTECTION SERVICES					
#/% of beneficiary households referred by CPC to social protection services	Definition: Referral to SP means linking identified beneficiary households to mapped social protection services within the community. Households that are referred to a social service by trained community volunteers will be counted. Disaggregated by: type of social service, district and sector Unit: # and % of HH	Beneficiary intake form Community Follow Up form	6 months	CPC	Increasing support for beneficiary households
IO7.1 Increased capacity of community volunteers to assist beneficiary HH to access SP services					
#/% of CPC/CAs with increased knowledge of relevant social protection services	Definition: CPC/CAs will demonstrate increased knowledge of available social protection through pre and post tests. Disaggregated by: District and sector, sex Unit: CPC/CA	Community Follow Up form	6 months	CPC	Improved referrals for beneficiary households
IO7.2 Improved information on type, benefits, sponsors and means of accessing social protection services					
#/% target CPC/CAs receive a directory of social protection services and means of accessing services	Definition: A directory of existing social protection services will be produced and disseminated to inform communities and beneficiary households about types of and means of accessing social protection services. Communities (sectors) where REACH-T disseminates directories will be counted. Disaggregated by: Sector Unit communities	Community Follow Up form	6 months	CPC	Improved local knowledge

Annex 6: 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? (e.g. a ruler always indicates the same length for an inch)		
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.			

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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? (a yardstick may not be precise enough to measure change for a few millimeters.)			
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 Baseline Tools (see Section VI for presentation of Baseline Survey methodology)

HOUSEHOLD ACTIVITIES STUDY Baseline Questionnaire

COVER SHEET

SIGNIFICANT ADULT QUESTIONNAIRE	
	IDENTIFICATION INFORMATION and CONSENT
C1 FIELD WORKER'S CODE	
C2 DATE OF INTERVIEW (DD/MM/YYYY)	D D M M Y Y Y Y
C3 RESPONDENT'S ID	
C4 HOUSEHOLD ID	
C5 RESPONDENT'S NAME	
C6 RESPONDENT'S HEAD OF HOUSEHOLD NAME	
C7 RESPONDENT PHONE NUMBER	
C8 NAME OF VILLAGE/TOWN/UMUDUGUDU	
C9 NAME OF CELL	
C10 NAME OF SECTOR	
C11 NAME OF DISTRICT	
C12 FINAL RESULT OF INTERVIEW	
FINAL RESULT CODE	
1=COMPLETED 2=REFUSED 3=STARTED BUT NOT COMPLETED 4=INCAPACITATED 5=OTHER (SPECIFY)	

HOUSEHOLD ACTIVITIES STUDY - BASELINE QUESTIONNAIRE
ADULT INFORMED CONSENT FORM FOR HIMSELF AND ONE CHILD

Hello, I am [ENUMERATOR NAME] from Laterite a research firm based in Kigali. Winrock International is an international NGO that works on the development of communities in Rwanda and they hired us to conduct a study. We are conducting a research project in 12 districts in Rwanda about the allocation of activities among the members of the household, and in particular among children. We would like to understand who is responsible for what activities in your household.

Your community and then your household were randomly selected to be part of this research study. It implies that we would like to interview one adult head of the household for 40 min, as well as one child between 7 and 17 years old for 20 min. During the interview with the head of the household, we will record information on the number of household members, their age and marital status. Then for each child living in the household, we will ask about their level of education and the type of activities they do. Finally, we will ask questions about your dwelling, the assets you own and your sources of income. During his/her interview, the child will only be asked about his/her education level, the type of activities he/she does and his/her health.

The information you and your child give us is completely voluntary. We would like to inform you that you can stop giving information at any point of time. In addition, you can refuse to answer any question at any time. All of your answers will be kept in the strictest confidence, and your name will never be connected to any of the answers you provide.

All the information provided by you and your child will be kept confidential and will be used for the purposes of this study only. This interview is not expected to cause you or your child any harm or discomfort. However, if you or your child feels uncomfortable with certain questions you can choose not to answer them.

The information collected in your household will be used only for research purpose and you will neither benefit nor lose anything for your participation.

C13	Would you accept to participate in the survey that will last for about 40min? 1= Yes 0=No	
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[If no, thank respondent for his/her time, end the interview and record the final status of the interview on the cover sheet] [If yes, ask for the adult consent about the child]

C14	Would you accept that one of your children between 7 and 17 years old, who will be randomly selected among all your children if you have more than one in that age range, participate in that survey that will last for about 20 min? If you agree, we will then ask your child's assent before we interview him/her. 1= Yes 0=No	
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[If no, thank respondent for his/her time, end the interview and record the final status of the interview on the cover sheet]

IF THE RESPONDENT ACCEPTS TO BE INTERVIEWED: Thank you for agreeing that you and your child participate in our study. Could you please sign here to show that you have accepted your and your child participation in the study:

Respondent's Signature..... (If unable to sign, tick box to acknowledge that consent is given)	
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If you have any questions regarding this survey, please contact Laterite Ltd. at 078-435-2561 or to services@laterite-africa.com. Please note that the National Institute of Statistics of Rwanda (NIRS) and the district mayor have provided approval to Laterite Ltd. to conduct this survey.

SECTION 1: HOUSEHOLD COMPOSITION & CHARACTERISTICS FOR ALL HOUSEHOLD MEMBERS

Line No.		Name of HH members Can you please provide full names of all persons who are part of this household? (beginning with the respondent, then the head of the household if not respondent)	What is (NAME)'s relationship to head of the household? See Code 1	What is the sex of (NAME)? 0=Male 1=Female	How old was (NAME) at (his/her) last birthday?	What is (NAME)'s marital status? (Ask only for persons 12 years or above) See Code 2
	HH CODE	RosterA	RosterB	RosterC	RosterD	RosterE
1	HH1					
2	HH2					
3	HH3					
4	HH4					
5	HH5					
6	HH6					
7	HH7					
8	HH8					
9	HH9					
10	HH10					
11	HH11					
12	HH12					

13	HH13					
14	HH14					

CODE 1: RELATIONSHIP TO THE HEAD OF HOUSEHOLD

1. respondent is the head of the household
2. Spouse of the head of the household
3. Biological Son /Daughter
4. Adopted Son/Daughter
5. Brother/Sister
6. Daughter-in-law / son-in-law
7. Grandchild
8. Niece / Nephew
9. Step child
10. Aged parent/parent-in-law
11. Grandparent
12. Servant/worker (live-in)
13. Other relative
14. Non-relative

Code 2: MARITAL STATUS OF THE RESPONDENT

1. Single or never married
2. Married civil/religious (monogamous)
3. Polygamous marriage
4. Living together as partners, not married
5. Divorced/separated
6. Widowed
7. Other (please mention)

A Household is defined as a person or group of persons who live together in the same house or compound, share the same housekeeping arrangements and are catered for as one unit. Members of a household are not necessarily related (by blood or marriage) and not all those related in the same house or compound are necessarily of the same household

SECTION 2: OCCUPATION OF INCOME EARNERS OF THE HOUSEHOLD

Line No.	List the name of all the income earners of the household (<i>beginning with the head of the household</i>). Use HH CODE from previous page	What is the main occupation of (Name)? See Code 1	What is the second occupation of (Name)? <i>If it applies</i> See Code 1	As a farmer, what is (Name) working situation? <i>Only ask if farming was mentioned</i> See code 2	What type of crops do (Name) cultivate? <i>Read out loud all the options and enter all that apply seperated by ;</i> See code 3
	IncA	IncB	IncC	IncD	IncE
1					
2					
3					
4					
5					
6					

CODE 1: OCCUPATION

- a. Unemployed
- b. Student
- c. Farmer
- d. Housewife
- e. Houseboy/Housemaid/Cleaner
- f. Driver (moto/taxi/car/bus)

Code 2: FARMER SITUATION

- 1. Work on own farm
- 2. Work on someone else's land for your own account
- 3. Work as a casual/day laborer

Code 3: TYPES OF CROPS

- 1. Seasonal crop- Staple food (Maize,Wheat,

g. Guard

h. Construction/Day Laborer

i. Small trader/shop owner

j. Health professional

k. Army/Police

l. Public Sector: white collar (office worker)

m. NGO: white collar (office worker)

n. Private sector: white collar (office worker)

o. Tourism industry staff (except cleaners/drivers)

p. Self-employed (consultants, accountants, lawyers, researcher, etc)

q. Teacher

r. Other

-97= Does not apply

Sorghum, Potatoes, Talo, Yam, Dry Beans, Peas, Soybeans, Groundnuts)

2. Season crop - Vegetables (Green Beans, Spinach, Cabbage, Carrots, Broccoli, 22 Lettuce, Celery, Parsley, Onions, Tomatoes, Sweet Pepper, Eggplant, Pumpkin, Pepper, Chillies, Lemon, Ginger, Garlic)

3. Permanent crops (bananas, mango, grapes, apple, pineapple, papaya, avocado, passion fruit, tree tomato, guava, orange, macadamia, sugar cane, cassava)

4. Tea

5. Coffee

6. Rice

SECTION 3: EDUCATION OF CHILDREN AND HEAD OF HOUSEHOLD

Line No.	List the name all all the children between 5 and 17 years old living in the household <i>Use HH code from HH roster</i>	Was last week a school vacation period? 1=Yes 0=No	For each child of this household, how many biological parents are alive? (0,1 or 2)	Is (NAME) attending school or pre-school during the current school year? 1= Yes >> Q5 0= No >>Q7	What is the current level of school and grade that (NAME) is attending? See code 1	How long does it take (NAME) to get to school? <i>Number of hours and minutes</i> >> <i>Next Child or next section</i>	Has (NAME) ever attended school? 1=Yes >> Q8 0=No >> Q9	What is the highest level/type of school and grade that (NAME) has attended? See Code 1	What is/was the main reason why (NAME) has [never attended/dropped out of] school? See Code 2 >> <i>Next child or next section</i>
	1	2	3	4	5	6	7	8	9
	EducA	EducB	EducC	EducD	EducE	EducF	EducG	EducH	EducI
1	HEAD OF HOUSEHOLD								
2									
3									
4									

Code 1: Levels of Education

- | | |
|-----------------|-------------------------|
| 1. No education | 13. S6 |
| 2. Nursery | 14. Vocational Training |
| 3. P1 | 15. Teacher Training |
| 4. P2 | College |
| 5. P3 | 16. University |
| 6. P5 | 17. Don't know..... |
| 7. P6 | |
| 8. S1 | |
| 9. S2 | |
| 10. S3 | |
| 11. S4 | |
| 12. S5 | |

Code 2: REASONS FOR NOT ATTENDING/DROPPING OUT OF SCHOOL

- | | |
|--|--|
| 1. He/she completed compulsory schooling | 9. To learn a job |
| 2. Too old for school..... | 10. To work for pay as employee or (as paid/unpaid worker) in family business or farm |
| 3.Disabled/ illness..... | 11. Help at home with household chores..... |
| 4. School too far | 12. She got pregnant/gave birth |
| 5. Cannot afford schooling | 13. Other |
| 6. Not interested in school | |
| 7. Education not considered valuable | |
| 8. School not safe..... | |

SECTION 4: CHILDREN ACTIVITIES - HOUSEHOLDS CHORES											
Line No.	List the name all the children between 5 and 17 years old living in the household Use HH code from HH roster	Without asking, write from HH roster whether the child is in-school IN or out-of-school OUT	During the past week did (NAME) undertake any of the following chores in your own home ? <i>Read out loud all the options and list all that apply, separated by ;</i> See code 1 <i>If none >> Next section</i>	For each day engaged during the past week how many hours did (NAME) do household chores? (If less than 1H, put MIN)							During the past week when did (NAME) mostly carry out these activities? <i>Read out loud all the options and list all that apply, separated by ;</i> See code 2 <i>>> Next child or next section</i>
				M	Tu	W	Th	F	Sa	Su	
	ChoresA	ChoresB	ChoresC	Chores D	Chores E	Chores F	Chores G	Chores H	Chores I	Chores J	ChoresK
1											
2											
3											
4											
5											

1. Cooking.....
2. Shopping for household.....
3. Cleaning utensils/house.....
4. Washing clothes.....
5. Caring for children/old/sick.....
6. Fetching firewood/water (UNPAID).....
7. Herding livestock (UNPAID).....
8. Other similar household chores.....
9. No. none of these chores

For non-school-going children:

1. During the day only (between 6 a.m. and 6 p.m.)
2. During the evening only (after 6 p.m.)
3. Day and evening (all day)
4. At night (between 8 p.m and 6 a.m)
5. Week-end

6. After school
7. Before school
8. Before and after school
9. Week-end
10. During school / 11. At night (between 8 p.m and 6 a.m)

Annex 7- Baseline Survey Tool
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		activities more than 1 hour per day ? <i>(Read out loud all the options)</i> 1=Yes 0=No <i>If all No >> Q2</i> <i>If at least one Yes >>Q3</i>	doing any of them before but temporarily stopped and (NAME) will return to it? <i>(Read out loud all the options)</i> 1=Yes 0=No If all No >> Next child or section If at least one Yes >>Q4	activities for the first time in his/her life? <i>Write the age for any activity checked as Yes in Q1 and Q2</i>	1=Between September and February 2=Between March and August 3=All year long	M	Tu	W	Th	F	Sa	Su
		1	2	3	4	5	6	7	8	9	10	11
		Act1	Act2	Act3	Act4	Act 5	Act 6	Act 7	Act 8	Act 9	Act 10	Act 11
1	1. Fetching firewood/water (FOR PAY)											
2	2. Herding livestock (FOR PAY)											
3	3. Prepare food, clothes or handicrafts for sale											
4	4. Catch or gather fish or seafood for sale/own consumption											
5	5. Sell articles, newspapers, drinks, food or											

	agricultural products.											
6	6. Wash, clean clothes for someone else for payment											
7	7. Repair tools or equipment for someone else for payment											
8	8. Cleaning cars and shining shoes for someone else for payment											
9	9. Serve food/drinks in eatery/bar.											
10	10. Brick-making											
11	11. Work as a domestic servant in someone else's home.											
12	12. Transport of people											
13	13. Transportation of goods to market or for storage (for sales)											
14	14. Construction, maintenance of buildings, homes for someone else, offloading stones											
15	15. Mining activities.											

16	16. Cultivate or harvest tea for sale											
17	17. Cultivate or harvest coffee for sale											
18	18. Cultivate or harvest rice for sale/own consumption											
19	19. Cultivate or harvest other agricultural products for sale/own consumption											

Coding Sections 5-6

Code 1: When is the activity performed?	
For non-school-going children:	For school going children ONLY
1. During the day only (between 6 a.m. and 6 p.m.)	6. After school
2. During the evening only (after 6 p.m.).....	7. Before school
3. Day and evening (all day)	8. Before and after school
4. At night (between 8 p.m and 6 a.m)	9. Week-end
5. Week-end	10. During school
	11. At night (between 8 p.m and 6 a.m)

Code 2: Where is the activity performed?
1. At (his/her) family dwelling
2. Employer's house
3. Formal office
4. Factory/ Atelier
5. Plantations/farm/garden
6. Construction sites
7. Mines/ or quarrying sites
8. Shop/market/kiosk/coffee house
9. Different places (mobile)
10. Pond/lake/river
11. On the street (fixed place)
12. Other

Code 5: Activity Situation
1. Regular employee
2. Casual employee
3. Own account worker (His/her own business without employees)
4. Employer (His/her own business with employees).
5. Member of producers` cooperatives
6. Unpaid family worker/helping family business

Code 6: Contract type
1. No contract
2. Oral contract of unlimited duration
3. Oral contract of limited duration between 12-36 months
4. Oral contract of limited duration under 12 months
5. Written contract of unlimited duration
6. Written contract of limited duration between 12-36 months
7. Written contract of limited duration under 12 months
8. Don't know

Code 3: Activities's conditions
1. Dust, fumes
2. Fire, gas, flames
3. Loud noise or vibration
4. Extreme cold or heat
5. Dangerous tools (knives etc)
6. Work underground.
7. Work at heights
8. Work in water/lake/pond/river/pond
9. Workplace too dark or confined
10. Insufficient ventilation.
11. Chemicals (pesticides, glues, etc.)
12. Explosives
13. Other things, process or conditions bad for your helth or safety .
14. Carrying heavy loads
15. Operate any machinery/heavy equipment
16. Do not know

Code 4: Health
1. Back/muscle pains.....
2. Headache.....
3. Wounds/deep cuts.....
4. Breathing problems.....
5. Eye problems
6. Skin problems.....
7. Stomach problems.....
8. Fever
9. Extreme fatigue.....
10. Snake bites
11. Other

SECTION 6: CHILDREN ECONOMIC ACTIVITIES - Child 1						Name of Child 1: use HH code from roster						
Last 12 YEARS												
FILL OUT FORM FOR ALL CHILDREN ON ROSTER												
		At any time during the last 12 months did (NAME) undertake any of the following activities for more than 1 hour per day? <i>Only check the one that were not mentioned before</i> 1= Yes 0=No	In which time of the year is each activity performed? 1=Between September and February 2=Between March and August 3=All year long	Most of the time, when was each activity performed? <i>Write all that apply seperated by See Code 1</i>	Where did (NAME) carry out each activity during the past Year? See Code 2	Did each activity carried out by (NAME) involved the following? <i>Read out loud all the options</i> Write all that apply seperated by; See Code	Do you think that [NAME] ever have had any of the following because of carrying out each activity? Write all that apply seperated by; See Code 4	During the past 12 months, which of the following best describe (NAME)'s activity situation? See Code 5	What is (Name's) typical cash income from each activity if it applies? RWF 1= per HR 2= per WK 3=per MTH	Which one of the following best describes (NAME)'s employment contract type for each activity? See code 6	At what age (NAME) started to do any of these activities for the first time in his/her life	

						3						
		Year1	Year2	Year3	Year4	Year5	Year6	Year7	Year8	Year9	Year10	Year11
1	1. Fetching firewood/water (FOR PAY)											
2	2. Herding livestock (FOR PAY)											
3	3. Prepare food, clothes or handicrafts for sale											
4	4. Catch or gather fish or seafood for sale/own consumption											
5	5. Sell articles, newspapers, drinks, food or agricultural products.											
6	6. Wash, clean clothes for someone else for payment											
7	7. Repair tools or equipment for someone else for payment											

8	8. Cleaning cars and shining shoes for someone else for payment											
9	9. Serve food/drinks in eatery/bar.											
10	10. Brick-making											
11	11. Work as a domestic servant in someone else's home.											
12	12. Transport of people											
13	13. Transportation of goods to market or for storage (for sales)											
14	14. Construction, maintenance of buildings, homes for someone else, offloading stones											
15	15. Mining activities.											
16	16. Cultivate or harvest tea for sale											

17	Cultivate or harvest coffee for sale											
18	18. Cultivate or harvest rice for sale/own consumption											
19	19. Cultivate or harvest other agricultural products for sale/own consumption											

#	Question	Response Options
SECTION 7: Perceptions of Parents/Guardians about children's activities (5-17)		
Perc1	Do you have any concerns / effects about the activities your children are doing? <i>Circle correct option</i>	1=Yes 0=No No >> Q3 If
Perc2	Which concerns do you have? <i>Do not read out loud, circle all that apply</i>	1. Injuries, illnesses or poor health 2. Poor grades in school 3. Emotional harassment (intimidation, scolding, insulting) 4. Physical harassment/battering (beating) 5. Sexual abuse 6. Extreme fatigue 7. No play time 8. No time to go to school 9. Poor performances at school/no time for revision at home 10. Other
Perc3	I will read a list of statements. Please tell me if you agree, strongly agree, disagree, or strongly disagree: I would prefer that my child(ren) attend school only instead of attending school and assist with household chores <i>Circle only one</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree
Perc4	I would prefer that my child(ren) attend school only instead of attending school and assist with family business/farm <i>Circle only one</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree
Perc5	I would prefer that my child(ren) attend school only instead of attending school and work for income <i>Circle only one</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree
Perc6	I would prefer that my child(ren) do not go to school and assist with household chores/family business/farm/work for income instead <i>Circle only one</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree
Perc7	What are the main reasons for letting (NAME) work and/or assist with family business/farm? <i>Do not read out loud, Circle all that apply</i>	1. Supplement family income 2. Help in household enterprise/farm 3. Learn skills 4. Schooling not useful for future/Low return on education 5. School too far 6. Cannot afford school costs and or fees (uniforms/school materials/teachers salary) 7. Child not interested in school 8. Temporarily replace someone unable to work. 9. Other 10. The child does not work and only goes to school

Pecr8	I am going to read you the beginning of a story and you will tell me what should be the end of the story: "Aimable is 15 years old and Nathalie is 14 years old. They are both enrolled in Primary School and aim to complete primary school to go to Secondary School. Their parents have a tea plantation. They have the opportunity to pluck tea at due time but cannot do it alone and do not have enough money to pay casual laborers. If they do not get help, they will lose the seasonal harvest. What should the parents do?" <i>Read all the options but circle only one</i>	1. Take Aimable out of school to work in the tea plantation 2. Take Nathalie out of school to work in the tea plantation 3. Take both Aimable and Nathalie out of school to work in the tea plantation 4. Keep both of them at school and lose the business opportunity/or find another solution 5. Other 6. Don't know
	Now I would like to know who mostly makes decisions about the following matters in your household <i>Enter the corresponding code for each statement</i>	Code 1. Me 2. My spouse 3. Both me and my spouse 4. My child(ren) 5. Other relative(s) in the household 6. Other
Perc9	1. Whether to go to school	
Perc10	2. Whether to work for pay	
Perc11	3. Whether to help the household with business/farm	
Perc12	4. Whether to help the household with chores	
Perc13	I will read a list of statements. Please tell me if you agree, strongly agree, disagree, or strongly disagree: 1. In your community, when money is scarce and parents cannot afford school cost, it is acceptable for children to help with family business/farm <i>Circle one option</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree 5. Do not know
Perc14	2. In your community, when money is scarce and parents cannot afford school cost, it is acceptable for children to work for income <i>Circle one option</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree 5. Do not know
Perc15	3. In your community, when it is planting, plucking or harvest time, it is acceptable for children to help or work in the fields <i>Circle one option</i>	1. I strongly agree 2. I agree 3. I disagree 4. I strongly disagree 5. Do not know

#	Question	Response Options	
SECTION 8: Household Socio-Economic Status			
Soc1	Does the household own any of the following? <i>Read all the options</i> <i>If yes, ask how many. If no, enter 0</i>	Item	#
		1. Automobile.....	
		2. Motor-bike.....	
		3. Bicycle.....	
		4. Animal drawn-cart...	
		5. Television.....	
		6. Sewing machine.....	
		7. Mobile phone.....	
		8. Radio.....	
		9. Mattress.....	
		10. Dining table	
Soc2	Does the household own any livestock? <i>Circle correct option</i>	1. Yes 0. No If No, move to Q.4	
Soc3	How many do you have of each type of livestock? <i>Read all the options</i> <i>If yes, ask how many. If no, enter 0</i>	Item	#
		1. Cow/buffalo.....	
		2. Sheep.....	
		3. Goat.....	
		4. Pig.....	
		5. Poultry.....	
		6. Other.....	
Soc4	Does the household own any land? <i>Circle correct option</i>	1. Yes 0. No If No, move to Q.6	
Soc5	How many ares of land does the household own?	Ares _____	

Soc6	What is the main source of energy? <i>Circle correct option</i>	1. Wood..... 2. Coal 3. Kerosene..... 4. Gas 5. Electricity 6. Solar 7. Other
Soc7	What is the main source of drinking water? <i>Circle correct option</i>	1. Pipe-borne inside house 2. Pipe-borne outside house 3. Pipe else where 4. Tanker service 5. River/stream..... 6. Bore-hole/tubewell 7. Well 8. Dug out/pond Canon..... 9. Rain water..... 10. Other.....
Soc8	In a typical bad month, what is the household's monthly income?	RWF_____
Soc9	How many bad months did you have in the last 12 months/ last year?	
Soc10	In a typical regular month, what is the household's monthly income?	RWF_____
Soc11	How many regular months did you have in the last 12 months/ last year?	
Soc12	In a typical good month, what is the household's monthly income?	RWF_____

Soc13	How many good months did you have in the last 12 months/ last year? <i>Enumerator: check that the total of bad, regular and good months=12. Otherwise, probe again to get the correct number of months</i>	
	What are the two main sources of income of the household? Use Codes below 1. Seasonal crop- Staple food (Maize,Wheat, Sorghum, Potatoes, Talo, Yam, Dry Beans, Peas,Soybeans, Groundnuts) 2. Season crop - Vegetables (Green Beans,Spinach, Cabbage, Carrots, Broccoli, 22 Lettuce,Celery,Parsley,Onions,Tomatoes, Sweet Pepper, Eggplant, Pumpkin, Pepper, Chillies,Lemon,Ginger,Garlic) 3. Permanent crops (bananas, mango,grapes, apple, pineapple, papaya, avocado, passion fruit,tree tomato, guava, orange, macadamia, sugar cane, cassava) 4. Tea 5. Coffe 6. Rice 7. Off farm activity	
Soc14	<i>1st source of income: enter code</i>	
Soc15	<i>2nd source of income: enter code</i>	
Soc16	How much income did your HH generate from tea-related activities in the last 12 months? (Activities could include harvesting, plucking, weeding, working in the co-op, factories, etc.)	RWF_____ (Put 0 if the household does not earn any income from tea)
Soc17	Has the household suffered a fall in income due to any of the following household specific problems in the last 12 months? <i>Circle correct answer</i>	1. Yes 0. No

Soc18	What financial support do you or members in your household currently receive? <i>Read all the options and circle all that apply</i>	1. Free Mutuelle de Sante 2. Paid Mutuelle de Sante/ other paid health insurance 3. Girinka 4. VUP (Vision 2020 Umurenge Program) 5. Genocide Survivors Support and Assistance Fund (FARG) 6. Rwanda Demobilization and Reintegration Commission (RDRC) support 7. Rwanda Social Security Board old age pension/disability/survivors pension 8. NGO support 9. Other financial support 10. None
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HOUSEHOLD ACTIVITIES STUDY

Baseline Questionnaire

COVER SHEET

CHILD QUESTIONNAIRE	
	IDENTIFICATION INFORMATION and CONSENT
C1 FIELD WORKER'S CODE	
C2 DATE OF INTERVIEW (DD/MM/YYYY)	
C3 RESPONDENT'S ID	
C4 HOUSEHOLD ID	
C5 RESPONDENT'S NAME	
C6 RESPONDENT'S HEAD OF HOUSEHOLD NAME	
C8 NAME OF VILLAGE/TOWN/UMUDUGUDU	
C9 NAME OF CELL	
C10 NAME OF SECTOR	
C11 NAME OF DISTRICT	
C12 FINAL RESULT OF INTERVIEW	
FINAL RESULT CODE	<input style="width: 30px; height: 20px;" type="checkbox"/>
1=COMPLETED	
2=REFUSED	4=INCAPACITATED
3=STARTED BUT NOT COMPLETED	5=OTHER (SPECIFY)

CHILD INFORMED ASSENT FORM

Hello, I am [ENUMERATOR NAME] from Laterite a research firm based in Kigali. Winrock International is an international NGO that works on the development of communities in Rwanda and they hired us to conduct a study. We are conducting a research project in 12 districts in Rwanda about the allocation of activities among the members of the household, and in particular among children. We would like to understand who is responsible for what activities in your household. Your community and then your household were randomly selected to be part of this research study. The head of your household was already interviewed and we would also like to survey you. During the interview, I would ask you question about your education level, the type of activities your do during the week and your health. It will last for about 20 min.

The information you give us is completely voluntary. We would like to inform you that you can stop giving information at any point of time. In addition, you can refuse to answer any question at any time. All of your answers will be kept in the strictest confidence, and your name will never be connected to any of the answers you provide. This interview is not expected to cause you any harm or discomfort. However, if you feel uncomfortable with certain questions you can choose not to answer them. The information collected in your household will be used only for research purpose and you will neither benefit nor lose anything for your participation.

C13	The head of your household already accepted that you participate in the survey. However, your participation is completely voluntary and we would like to ask you whether you accept to participate in the survey that will last for about 20min? 1= Yes 0=No
------------	---

[If no, thank respondent for his/her time, end the interview and record the final status of the interview on the cover sheet] Go to next household 1=Yes 0=No

IF THE RESPONDENT ACCEPTS TO BE INTERVIEWED: Thank you for agreeing to participate in our study.

Could you please sign here to show that you have accepted to participate in the study:

Respondent's Signature.....

(If unable to sign, tick box to acknowledge that consent is given)

If you have any questions regarding this survey, please contact Laterite Ltd. at 078-435-2561 or to services@laterite-africa.com. Please note that the National Institute of Statistics of Rwanda (NIRS) and the district mayor have provided approval to Laterite Ltd. to conduct this survey.

Winrock International, REACH-T Project

#	Question	Response Options
SECTION 1: EDUCATIONAL ATTAINMENT		
Educ1	Are you (or where you before summer holidays) currently attending school? <i>Circle correct option</i>	1. Yes 0. No <i>If no, go to question 8</i>
Educ code	1. No education 2. Nursery 3. P1 4. P2 5. P3 6. P5 7. P6	8. S1 9. S2 10. S3 11. S4 12. S5 13. S6 14. Vocational Training 15. Teacher Training College
Educ2	What is the level of school and grade that you are attending? <i>Use code above</i>	
Educ3	At what age did you begin school?	Age ____
Educ4	Did you miss any school day during the past week?	1. Yes 0. No <i>If No, go to question 7</i>
Educ5	How many school days did you miss during the past week?	Days ____
Educ6	Why didn't you attend school during the past week ? <i>(Do not read out loud. Circle all that apply)</i>	1. School vacation period 2. Teacher was absent 3. Bad weather conditions 4. To help family business 5. To help at home with household chores 6. Working outside family business 7. Working/helping in the tea plantation 8. Working/helping with the farm 9. Illness/ Injury/disablement 10. Lack of school fees/ material 11. Lack of bus/fare transport 12. To care for relatives

		13. Other
Educ7	How long does it take (NAME) to get to school? Number of hours and minutes	_____ HOURS _____ MINUTES >> Go to next section
Educ8	Have you ever attended school? <i>Circle correct option</i>	1. Yes If Yes, go to Q10 0. No
Educ9	Why didn't you ever attend school? <i>Do not read out loud the options and circle the options that apply</i> <i>Go to next section</i>	1. Too young..... 2. Disabled/ illness 3. School too far 4. Cannot afford schooling 5. Family did not allow schooling 6. Not interested in school..... 7. Education not considered valuable 8. School not safe 9. To learn a job 10. To work for pay as employee or (as paid/unpaid worker) in family business or farm 11. Help at home with household chores. 12. Other

Educ10	Why did you leave school? <i>Do not read out loud the options and circle the options that apply</i> <i>Go to next section</i>	1. I completed my compulsory schooling 2. Too old for school..... 3.Disabled/ illness..... 4. School too far 5. Cannot afford schooling 6. Family did not allow schooling ... 7. Not interested in school 8. Education not considered valuable 9. School not safe..... 10. To learn a job 11. To work for pay as employee or (as paid/unpaid worker) in family business or farm 12. Help at home with household chores..... 13. I got pregnant/gave birth 14. Other
Educ11	At what age did you leave school?	Age ____
Educ12	What is the highest level/type of school and grade you have attended? <i>Use educ code above</i>	

Winrock International, REACH-T Project

#	Question	Response Options	
SECTION 2: HOUSEHOLD TASKS			
Chores1	During the past week did you do any of the chores indicated below in your own home? <i>Read each option and circle all that apply</i>	1. Cooking..... 2. Shopping for household 3. Cleaning utensils/house..... 4. Washing clothes..... 5. Caring for children/old/sick..... 6. Fetching firewood/water (UNPAID)..... 7. Herding livestock (UNPAID)..... 8. Other similar household chores..... 9. No, none of these chores..... If none, go to next section	
Chores2	For each day engaged during the past week how many hours did you do household chores?	Item	Hrs
		1. Monday.....	
		2. Tuesday.....	
		3. Wednesday	
		4. Thursday.....	
		5. Friday.....	
		6. Saturday	
		7. Sunday	
Chores3	During the past week when did you mostly carry out these activities? <i>Circle all that apply</i>	For non-school-going children: 1. During the day only (between 6 a.m. and 6 p.m.) 2. During the evening only (after 6 p.m) 3. Day and evening (all day) 4. At night (between 8 p.m and 6 a.m) 5. Week-end. For school going children ONLY 6. After school 7. Before school 8. Before and after school 9. Week-end 10. During school 11. At night (between 8 p.m and 6 a.m)	

SECTION 3: CHILDREN ECONOMIC ACTIVITIES - LAST WEEK A													
USE THIS FORM FOR ALL CHILDREN													
INTERVIEWED													
Line No.		During the past week did you undertake any of the following activities for at least one hour? <i>If all No >> Q2</i> <i>If at least one Yes >>Q4</i>	Even if you were not doing any of these activities since last (day of the week), were you doing any of them before but temporarily stopped and you will return to it? <i>If all No >> Section 5</i> <i>If at least one Yes >>Q3</i>	For each day engaged during the past week how many hours did (NAME) do household chores? (If less than 1H, put MIN)							During the past week when did you mostly carry out each activity	Where did you carry out each past week?	During the past week, which of the following best describe your situation at each activity?
		1	2	M	Tu	W	Th	F	Sa	Su	10	11	11
		Act1	Act2	Act3	Act4	Act5	Act6	Act7	Act8	Act9	Act10	Act11	Act11
1	1. Fetching firewood/ water (FOR PAY)												
2	2. Herding livestock												

	(FOR PAY)												
3	3. Prepare food, clothes or handicrafts for sale												
4	4. Catch or gather fish or seafood for sale/own consumption												
5	5. Sell articles, newspapers, drinks, food or agricultural products.												
6	6. Wash, clean clothes for someone else for payment												
7	7. Repair tools or equipment for someone else for payment												
8	8. Cleaning cars and shining shoes for someone else for payment												
9	9. Serve food/drinks in eatery/bar.												

10	10. Brick-making												
11	11. Work as a domestic servant in someone else's home.												
12	12. Transport of people												
13	13. Transportation of goods to market or for storage (for sales)												
14	14. Construction, maintenance of buildings, homes for someone else, offloading stones												
15	15. Mining activities.												
16	16. Cultivate or harvest tea for sale												
17	17. Cultivate or harvest coffee for sale												
18	18. Cultivate or harvest rice for												

	sale/own consumpt ion												
19	19. Cultivate or harvest other agricultur al products for sale/own consumpt ion												

Coding- Section 3

CODE 1: WHEN THEY CARRY OUT ACTIVITY

For non-school-going children:

1. During the day only (between 6 a.m. and 6 p.m.)
2. During the evening only (after 6 p.m)
3. Day and evening (all day)
4. At night (between 8 p.m and 6 a.m)
5. Week-end.

For school going children ONLY

6. After school
7. Before school
8. Before and after school
9. Week-end
10. During school
11. At night (between 8 p.m and 6 a.m)

CODE 3: SITUATION

1. Regular employee
2. Casual employee
3. Own account worker (your own business without employees)
4. Employer (your own business with employees)
5. Member of producers` cooperative
6. Unpaid family worker/helping family business

CODE 2: WHERE THEY CARRY OUT THE ACTIVITY

1. At (your) family dwelling
2. Employer's house
3. Formal office
4. Factory/ Atelier
5. Plantations/farm/garden
6. Construction sites
7. Mines/ or quarrying sites
8. Shop/market/kiosk/coffee house
9. Different places (mobile)
10. Pond/lake/river
11. On the street (fixed place)
12. Other

CODE 4: MODE OF PAYMENT

1. Piece/ task perform rate
2. Hourly
3. Daily
4. Weekly.....
5. Monthly
6. Per kg.
7. Non cash benefit such as food/gifts
8. Other.....
9. N/A (if unpaid worker/helper)

CODE 5 : EXPOSED TO DURING ACTIVITIES

- | |
|---|
| <ol style="list-style-type: none">1. Dust, fumes.....2. Fire, gas, flames3. Loud noise or vibration4. Extreme cold or heat.....5. Dangerous tools (knives etc).....6. Work underground.....7. Work at heights8. Work in water/lake/pond/river/pond9. Workplace too dark or confined10. Insufficient ventilation.....11. Chemicals (pesticides, glues, etc.)12. Explosives13. Other things, process or conditions bad for your health or safety)14. Do not know |
|---|

#	Question	Response Options
SECTION 4: HEALTH & SAFETY ISSUES ABOUT WORKING CHILDREN		
SAF1	What do you usually do with your earnings? DO NOT READ OUT LOUD, TICK ALL THAT APPLY	1. Employer gives/I give all/part of money to my parents/guardians 2. Pay my school fees 3. Buy things for school 4. Buy things for household 5. Buy things for myself 6. Save 7. Other.....
SAF2	Why do you work? DO NOT READ OUT LOUD, TICK ALL THAT APPLY	1. Supplement family income 2. Help in household enterprise 3. Learn skills 4. Schooling not useful for future/Low return on education 5. School too far 6. Cannot afford school costs and or fees (uniforms/school materials/teachers salary) 7. I am not interested in school 8. Temporarily replace someone unable to work 9. Because my parents tell me to 10. Other.....
SAF3	Have you fallen ill or been injured in the last 12 months because of the mentioned activities	1. Yes

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	(besides school) that you carried out? <i>Circle correct option</i>	0. No
SAF4	Did you have any of the following that was related the mentioned activities (besides school) that you carried out in the last 12 months? <i>Read out loud all the options and circle all that apply</i>	1. Back/muscle pains..... 2. Headache..... 3. Wounds/deep cuts..... 4. Breathing problems..... 5. Eye problems 6. Skin problems..... 7. Stomach problems..... 8. Fever 9. Extreme fatigue..... 10. Snake bites 11. Other 12. None of the above
SAF5	How did this/these affect your activities/schooling? <i>Read out loud all options and circle one option</i>	1. Not serious- did not stop activities/schooling..... 2. Stopped activities for a short time but continued schooling 3. Stopped activities and schooling for a short time..... 4. Stopped activities completely but continued schooling..... 5. Stopped activities and schooling completely.....

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SAF6	Have you ever been shouted at/insulted by somebody at your activities besides school? <i>Circle correct option</i>	1. Yes 0. No >> <i>If no, go to Q9</i>
SAF7	By who? <i>Do not read out loud the options</i> <i>Circle all that apply</i>	1. Household members 2. Employer or supervisor..... 3. Other (older) worker 4. Other child 5. Client 6. Stranger, passer-by 7. Police or other authority 8. Other
SAF8	How often did this happen in the last 12 months? <i>Circle correct option</i>	1. 1 or 2 times 2. Between 3 – 10 times 3. More than 10 times
SAF9	Have you ever been beaten by somebody at your main activities besides school?	1. Yes 0. No >> <i>If no, go to Q12</i>
SAF10	By who? <i>Do not read out loud the options</i> <i>Circle all that apply</i>	1. Household members 2. Employer or supervisor..... 3. Other (older) worker 4. Other child 5. Client 6. Stranger, passer-by 7. Police or other authority

		8. Other
SAF11	How often did this happen in the last 12 months? <i>Circle correct option</i>	1. 1 or 2 times 2. Between 3 – 10 times 3. More than 10 times
SAF12	Have you ever been sexually molested (touched or done things to you did not want) by somebody at your main activities besides school?	1. Yes 0. No >> <i>If no, go to next section</i>
SAF13	By who? <i>Do not read out loud the options</i> <i>Circle all that apply</i>	1. Household members 2. Employer or supervisor..... 3. Other (older) worker 4. Other child 5. Client 6. Stranger, passer-by 7. Police or other authority 8. Other
SAF14	How often did this happen in the last 12 months? <i>Circle correct option</i>	1. 1 or 2 times 2. Between 3 – 10 times 3. More than 10 times

#	Question	Response Options
	<i>Winrock International</i>	<i>REACH-T Project</i>
SECTION 5: Perceptions of children about their activities		
	I will read some statements about personal feelings and I want you to tell me if the statement applies to you. USE THE FOLLOWING CODES	1. I agree 2. I disagree 3. I do not know 4. Does not apply
Per1	1. Sometimes I wish I would spend more time at school or studying <i>Enter correct answer using codes above</i>	
Per2	2. Sometimes I wish I would not have to do so many household chores <i>Enter correct answer using codes above</i>	
Per3	3. Sometime I wish I would not have to work or help my parents with their business or their farm <i>Enter correct answer using codes above</i>	
Per4	4. Sometimes I wish I could work or help my parents with their business or their farm instead of going to school <i>Enter correct answer using codes above</i>	
Per5	5. Most of the time, I am happy with my current situation <i>Enter correct answer using codes above</i>	
	Now I would like to know who mostly makes decisions about the following matters in your household: Use the following codes 1. Me 2. My father 3. My mother	

	4. Both my father and my mother 5. Other relative in the household 6. Other	
Per6	1. Whether to go to school Write the correct answer using codes above	
Per7	2. Whether to work for pay Write the correct answer using codes above	
Per8	3. Whether to help the household with business/farm Write the correct answer using codes above	
Per9	4. Whether to help the household with chores Write the correct answer using codes above	
	I will read a list of statements. Please tell me if you agree, strongly agree, disagree, or strongly disagree: USE THE FOLLOWING CODES	1. I agree 2. I disagree 3. I do not know
Per10	1. In your community, when money is scarce and parents cannot afford school cost, it is acceptable for children to help with family business/farm <i>Enter correct answer using codes above</i>	
Per11	2. In your community, when money is scarce and parents cannot afford school cost, it is acceptable for children to work for income <i>Enter correct answer using codes above</i>	

Per12	3. In your community, when it is planting, plucking or harvest time, it is acceptable for children to help or work in the fields <i>Enter correct answer using codes above</i>	
-------	--	--

<i>.Person filling the form</i>	
2. Position/function	3.Date: MM /DD / YYYY

Annex 8- Data Collection Table and Data Collection Instruments

The DCT is comprised of the baseline and endline survey plus 6 Data Collection Instruments: Direct Beneficiary intake form, Education Follow up Form, Livelihoods Follow up Form, Cooperative Follow Up Form, Community Follow Up Form, and Enforcement/Policy Tracking Form. The Data Collection Instruments are attached in a separate Word file.

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
Baseline Prevalence Survey	The baseline prevalence survey will provide information to: 1) estimate the number and percentage of working children in the tea sector and 2) inform project strategies aimed at reducing the incidence of or eliminating child labor in tea-growing areas. The baseline study will include (1) a structured survey of adults and children in a sample of target households, (2) in-depth semi-structured interviews with focus groups and key informants (e.g. local authorities, community members, teachers, tea cooperative members); and (3) informal observational reports of child labor practices in the tea plantations and other agricultural sectors. Quantitative data will assist in estimating the incidence and type of child labor and HH characteristics and nature of livelihoods while qualitative data will provide information on attitudes about child labor in the tea growing areas, as well as details on specific tasks, patterns of work over time, understanding of definitions of child labor among stakeholders in the tea	POC.1 #/% of children engaged in child labor POC.2 # (%) of children engaged in hazardous child labor (HCL) POH.1 #/% of HH with children in child labor POH.2 #/% of HH with children in HCL POH.4 #/% of HH with all children of compulsory school age in school IO2- children attending formal or non-formal school or TVET IO7- HH referred to social protection services IO6a HH attitudes on CL IO6b- Community attitudes on CL	Completed by: Baseline consultant DPD/M&E Verified by : Winrock DPD/M&E will verify the data collection methods and process	HH	Once in Y1

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	sector, and existing resources that could help reduce CL. Sampling frame and strategy The proposed sampling frame includes rural households that live in cells where tea is produced within 12 identified tea-growing districts. The baseline survey will use a two-stage sampling strategy, combining stratification at the cell level with clustering at the village (umudugudu) level (the smallest geographic area of administration in Rwanda). The Primary Sampling Unit (PSU) for the proposed baseline survey will therefore be the village. The proposed sample size will be proportional to the number of cells with tea plantations within each district. Surveys will be conducted in about 179 “tea---growing” villages. The proposed final sample size is 2,946 households, broken down by district. This would result in an average sample of about 245 households per district, which should in theory enable an estimation of child labor rates within a 4.5 percentage point margin of error at the district level.				
Endline Survey	During the final six months of the REACH-T project, an endline survey will be carried out using similar methodology and tools as the baseline survey. The endline survey will assess the change in prevalence of	POC.1 #% of children engaged in child labor POC.2 # (%) of children engaged in hazardous child labor (HCL)	Completed by: Endline consultant	HH	Once, six months before the end

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	children working, children in child labor, and children in hazardous child labor in the tea sector.	POH.1 #/% of HH with children in child labor POH.2 #/% of HH with children in HCL POH.4 #/% of HH with all children of compulsory school age in school IO2- children attending formal or non-formal school or TVET IO7- HH referred to social protection services IO6a HH attitudes on CL IO6b- Community attitudes on CL	DPD/M&E Verified by: Winrock DPD/M&E will verify the data collection methods and process		of the project.
1. Beneficiary intake form	Beneficiary intake form will be used to determine which project services best meet beneficiary HH needs, including education and livelihoods. Beneficiary intake form will draw a basic picture of each household for 4,090 direct beneficiaries. This information will be analyzed carefully to determine appropriate educational services for children and livelihood services for HH and children of legal working age. The form will have different sections for different members of target HHs adults, children 5-15, and children 16-17 years old. HH Demographics section. This section	L2. # HH receiving employment services L4. # HH receiving economic strengthening services L5. # HH receiving services other than employment and economic strengthening IO3a.HHs assets. IO3b HH food security IO3.1 HH yields IO3.1.1 HH using fertilizer correctly/consistently IO3.2 HH joining networks/	Completed by: CPC/CAs; Mentors Verified by: M&E Officers; Livelihoods Specialist; Local Coordinator	HH School	At the beginning of the project cycle

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	collects data on beneficiary HHs in terms of head of HH (education, age, etc.), number of children in the household, their education and work status as well as health conditions. Household Livelihood section. This section collects data on the economic status of the beneficiary HHs in terms of ubudehe category, income (tea and non-tea), land owned, housing, assets, food security, access to finance, agricultural practices, yields, volume of products sold, product prices, financial literacy skills, VSLA membership and savings. This will help to measure the results of livelihood interventions provided by the project. Attitude Section. This section collects data on the current beneficiary HH attitude towards child labor. Household Access to Social Protection Services. This section collects data on HH referred to social protection services as a result of CPC efforts. Child Education Section This section will be used to collect data on beneficiary children aged 5-17 years at both the HH level and the school level. These data are collected by CPC and	platforms, attending trade shows to sell products IO3.3 HH production IO3.3.1a HH business plan IO3.3.1.b HH new technologies (non-tea ag, IGA) IO3.4 HH savings IO3.4.1a HH VSLA membership IO3.4.2 HH appropriate record keeping IO6. beneficiary HH attitude regarding CL IO7. HH referred to social protection services (e.g. health insurance, One Cow Per Family) E1: # of children receiving educational services E2- # of children receiving formal education services E3- # of children receiving non-formal education services E3. #/% of beneficiary children 16-17 enrolled in non-formal education			

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	mentors at project outset and are monitored every three months for the first six months and then every six months using the Child Follow-Up form. This section includes: Background information on the beneficiary children: name, sex, age, name of parents/guardians, physical disabilities. Current Education status of child: highest education level before the enrolment in REACH –T project. Child Work Status Section This section will collect data on children who have dropped out of school and are engaged in child labor as well as those who combine school and work, and 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. Recommended Educational Option: This section will identify the proposed educational option in line with the child's prior education and age. Options include formal for 9YBE and non-formal for Catch up, MFS, TVET. Consent section: This section is to be signed by the head of household to	POC.1 #/% of children engaged in child labor POC.2 # (%) of children engaged in hazardous child labor (HCL) POH.1 #/% of HH with children in child labor POH.2 #/% of HH with children in HCL POH.4 #/% of HH with all children of compulsory school age in school			

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	confirm his/her permission to allow the beneficiary child to join the recommended education program of study.				
2. Child Follow up Form (Education and work)	The child follow up form is completed by the school mentor (for 9YBE and Catch up) one month after a child 5-17 years of age becomes a direct beneficiary of REACH- T project, and thereafter, every three months until the completion of the education program. Mentors will discuss with other community volunteers to verify the work status of education beneficiaries. This form includes four sections: Child personal data: From the beneficiary intake form: ID number, name, sex, age and school in which the child is enrolled. Attendance, retention, transfer and completion status: This section collects data on the number of days the child is present in school (formal or non-formal) and will record retention, transfer to other programs/schools, and REACH-T program completion for the child. Work status of the child: This section collects data on the number of hours and nature/location of work by the child while attending school. Assistance provided: This section will be used to track distribution of school kits and uniforms for 9YBE and provision of	E1. beneficiary children 5-17 receiving educational services E2- beneficiary children receiving formal education services E3- beneficiary children receiving non-formal education services IO2 beneficiary children attending formal or catch-up schools 75% of time; IO2.1 beneficiary children receiving school kits	Completed by: Mentor, MFS Facilitator Verified by: M&E Officers, Education Mobilizers, Local Coordinator, Education Specialist, M&E Officer/Deputy PD	School and HH	Monthly at school level. Quarterly for the project

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	counseling services from mentors.				
3. HH Livelihoods Follow up form	This form tracks socio-economic and skills changes among beneficiary HHs and children of legal working age. The livelihoods intervention section is divided according to type of service received. For adults: MFS+ or Mothers' Training For children 16-17: MFS or CFSS Household profile section: This section tracks assets and food security on an annual basis for the group of people who live and eat together in the household, including the head of household and any relatives or other dependents. Household attitude section: This section collects data on the current beneficiary HH attitude towards child labor. Livelihoods profile section: This section is divided into ADULT and CHILDREN 16-17 beneficiaries. It will help project staff to track the types, quantities and quality of any household's Livelihoods inputs or services or other income-generating activities (IGA), provided by the project or from other	L1. individuals receiving economic strengthening services L2. adults receiving employment services. L4. adults receiving economic strengthening services L5. individuals receiving services other than employment and economic strengthening IO3a- HH with increase in assets IO3b- HH with improved food security IO6a HH attitudes toward CL <u>ADULT BENEFICIARIES</u> IO3.1 HH with increased yields IO3.1.1HH who correctly and consistently apply fertilizer. IO3.2 HH joining network/ platform or attend trade shows to expand markets IO3.3HH reporting increased production IO3.3.1a HH with well-designed business plan IO3.3.1b HH using new	Completed by: MFS Facilitators/ Mothers Training Facilitators Verified by: CLMS Officers, Livelihoods Specialist, and Local Coordinators	HH, VSL groups, Cooperative	3 months

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Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	source.. This section will also track success in terms of running an enterprise (their skills and the environment of their enterprise.). It will help project staff to know whether an enterprise is growing or not and will help them to provide HHs with necessary guidance and facilitation for its success.	technologies (non-tea ag/IGA) IO3.4 HH with increased savings. IO3.4.2 Beneficiaries using appropriate recordkeeping for businesses <u>CHILDREN 16-17</u> E4 # of children receiving vocational training services L3- # of children receiving employment services (start-up kits) IO4.2 Beneficiary children who demonstrate increased skills from training received (technical, entrepreneurial, marketing and financial management) IO4.2.1 Beneficiary children joining VSLAs IO4.2.2a Beneficiary children receiving support to access TVET and other technical training centers IO4.2.2b Beneficiary children enrolled in MFS			
4. Cooperative follow up form	The Cooperative follow up form will be designed to track changes in tea cooperative knowledge of child labor and OSH, particularly as relates to the safe employment of children 16-17 years of age and their willingness to employ such	IO2.3.2 tea companies or cooperatives providing in kind and/or financial support for ECD and crèches IO.4a tea companies/cooperatives hiring children of legal working age	Completed by: MLS Facilitators Verified by: M&E Officers, Livelihoods	Cooperative	Every six months during the project cycle

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Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
	children. It will also track tea sector support for crèches/ECD and the certification process.	IO4.b beneficiary children 16-17 safely employed IO4.1 #safety gear kits supplied to tea companies/cooperatives IO4.1.2 tea company/cooperative personnel demonstrating increased knowledge of OSH and hazardous work IO5a tea cooperatives with internal policies addressing CL and/or OSH IO.5b tea cooperatives that apply for certification IO.5.2 tea cooperative and company members able to identify key provisions of CL laws and certification process IO6.2 # of awareness raising events held by tea cooperatives on CL and OSH	Specialist, and Local Coordinators		
5. Community Follow Up Form	This tool is used to measure community support for education and commitment to build awareness on child labor.	IO2.2a Target schools meeting basic minimum required health and safety standards IO2.2 b target schools whose school grants are completed IO2.3a target schools in which PTAs hold regular meetings IO2.3b target schools whose parents make in-kind contributions to school IO3.4.1b # VSLAs linked to	Completed by: CPC/CA Verified by: Education Mobilizers, M&E Officers, M&E Officer/Deputy PD, Education	Community; School	Every six months during the project cycle

Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
		SACCOs IO6b- target communities with positive change in attitude regarding CL IO6.1 # of community –led or child-led awareness raising activities or events IO7 Beneficiary HH referred by CPCs to social protection services IO7.1 CPC/CAs with increased knowledge of relevant Social protection services IO7.2 Target CPCs receive social protection directory	Specialist		
6. Enforcement/ Policy Tracking Form	This data collection tool will track progress towards IO1 and IO5 indicators related to government capacity to monitor and address child labor issues in the tea sector. This form should clearly demonstrate the involvement of structures involved in child labor monitoring (NSCCL, DSCCL, REST and community structures CPCs/CAs) through joint actions and recommendations formulated for new policy development or existing policy revision to mainstream child labor issues into policies, strategies and programs.	IO1 reported child labor cases investigated by police or DLI IO1.1a- # of GOR agencies and tea cooperatives actively participating in REST meetings IO1.1b # of joint actions on CL taken by REST IO1.2 # of recommendations validated by stakeholders and presented to MIFOTRA IO1.3 # of child labor cases referred to social protection services IO1.3.1a CPC/CAs report CL cases using ALERT IO1.3.1b DLIs using ALERT/	Completed by: M&E Officer/Deputy PD Verified by: Project Director	MIFOTRA, District	Every six months

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Data collection Instrument (DCI)	Technical description	Related indicators	Completed by/ Verified by	Level	Frequency of instrument completion
		CLMS system data for reporting IO1.3.2 DLIs and CPC/CAs demonstrate correct use of ALERT/CLMS IO4.1.1 List of acceptable work shared with tea cooperatives and companies IO4.2.2c MFS curriculum submitted to WDA for validation C1 Policy initiatives to which the project has contributed substantively IO5.1 National and local authorities with increased knowledge of national CL laws/policies IO5.3 # events organized to discuss results of project studies and performance with ministries, government agencies, districts and other stakeholders			

Data Collection Instruments (DCIs)

BENEFICIARY INTAKE FORM

Household Code_____

Identification of HH

a Province _____	b. District _____
c. Sector _____	d Cell _____ e.
Village _____	f. Household Code __ __ __ __ __ __ __
g. Description of household location:	

SECTION A: Household Profile and Socio-demographic characteristics of members

A.1. ID	A.2. Name	A.3. Sex	A.4. Relationship to Head of HH	A.5. Age	A.6 Marital status	A.7. What type of HH is this?
	List the names (First, Middle, Last) of people who usually live and eat together in this household, starting with the head of the household.	1=male 2=female	1=Head 2=Spouse/partner 3=Son/daughter 4=Son/daughter in-law 5=Adopted/fostered child 6=Grand child 7=Grandmother/father 8=Step child 9=Parent of head or spouse 10=Sister/Brother 11=Nephew/Niece 12=Aunt/uncle 13=Cousin 14=Father/mother in-law	Year of birth	1=married 2=never married 3=divorced/separated 4=living together 5=widowed	1=Child headed 2=Female headed 3=Male headed 4=Single Parent Male 5=Single parent female 6=Elderly female 7=Elderly male 8=Female headed with a disability 9=Male headed with a disability

A.1. ID	A.2. Name	A.3. Sex	A.4. Relationship to Head of HH	A.5. Age	A.6 Marital status	A.7. What type of HH is this?
			16=Servant 17=Non-relative 18=Other(specify)			
01						
02						
03						
04						
05						
06						
07						
08						
09						

A.8. Marital status of Household head <i>Write in box the number corresponding to</i>	A.9. Highest Education level achieved for the Household head <i>Write in box the number</i>	A.10. Main occupation of household Head <i>Write in box the number corresponding to the answer</i>	A.11. The main source of income for household <i>Write in box the number corresponding to the answer</i>	A.12. Number orphans in household (for only children under 18 years)	A.13. Number of workers in household <i>Write</i>	A.14. Number of non workers in household <i>ld</i>
--	--	---	---	--	--	---

<i>the answer</i>	<i>corresponding to the answer</i>			<i>Write number in box</i>	<i>number in box</i>	<i>Write number in box</i>
1=single 2=Married 3=widow 4=divorced /separated	0= Illiterate 1=primary 2=Ordinary Level 3= Vocational/TVT 4=Advanced Level 5=University/higher education 6=others	0=Non occupation 1= Tea farming 2= Other non tea farming (agric & husbandry) 3=small trade/self employer 4= Working in tea factory 5= Working in tea cooperative 6=Manpower &Transporter 7=Public employee 8=Household work 9=Student/pupil 10= Occasional laborer 11=other	1= Tea farming 2= Other non tea farming (agric & husbandry) 3=small trade/self employer 4= Working in tea factory 5= Working in tea cooperative 6=Manpower &Transporter 7=Public employee 8=Others			

SECTION B: Household income

<i>B.1. Sources of income (Use of land)</i>	<i>B.2. Who in the household contributes time to this activity? (include IDs from above)</i>	<i>B.3.Approx. income during the past month (in RwF).</i>
<i>Tea related work on own land</i>		
<i>Tea related work on neighbors' land</i>		
<i>Tea related work on cooperative or factory land</i>		
<i>Other Agriculture production (please specific crops):</i> - - -		
<i>Lease land or property</i>		
<i>Engaged in service based business (i.e. transport, tailoring...)</i>		
<i>Engaged in trade/petty selling</i>		
<i>Artisan</i>		
<i>VSL member</i>		
<i>Livestock Farming</i>		

B.1. Sources of income (Use of land)	B.2. Who in the household contributes time to this activity? (include IDs from above)	B.3.Approx. income during the past month (in RwF).
<i>Professional salaried position (i.e. teacher, nurse)</i>		
<i>Remittances from family members</i>		
<i>Other (specify)</i>		
<i>Other (specify)</i>		
<i>Other (specify)</i>		

SECTION C: Household Livelihoods Service

<i>C1. Is your household receiving Economic Strengthening Activities by sex?</i>	Yes	No
<i>C.2. If yes, how many people provided with Economic Strengthening services in your household by sex?</i>	Men	Women
<i>C.3. If yes how many children 16-17 provided with Economic Strengthening services in your household by sex?</i>	Boys	Girls
<i>C.4. If yes how many adult people in your household receiving employment services (startup kits) by sex?</i>	Men	Women
<i>C.5. If yes how many people in your household receiving services other than employment services and Economic Strengthening by sex?</i>	Men	Women
<i>C.6. If yes, how many children 16-17 in your household receiving support to access TVET and other technical training centers by sex?</i>	Boys	Girls

SECTION D. Household Assets and Equipment

N	N° TYPES OF ASSESTS	QUANTITY	PER UNIT PRICE (Estimated current market price)	Source assets: 1= Purchased, 2= from friends; 3=government; 4=NGOs and other organizations;
1	LIVESTOCK/CATTLE		(RWF)	
1.1	Cow			
1.2	sheep			
1.3	Goat			
1.4	Porc			
1.5	Poultry			
1.6	Rabbit			
1.7	Beehive			
2	MEANS OF TRANSPORT			
2.1	Vehicle/car			
2.2	Motorbike			
2.3	Bicycle			
3	ELECTRONIC ASSESTS			
3.1	Radio			
3.2	Television			
3.3	Mobile phone			
3.4	Electronic iron			
3.5	Watch			
3.6	Clock			
	AGRICULTURE EQUIPMENTS			
4.1	Hoe			
4.2	Irrigation pump			
4.3	Insecticide sprayer			
4.4	Mill			

N	N° TYPES OF ASSESTS	QUANTITY	PER UNIT PRICE (Estimated current market price)	Source assets: 1= Purchased, 2= from friends; 3=government; 4=NGOs and other organizations;
4.5	wheelbarrow			
4.6	Spead			
4.7	Axe			

ection E: HH Food security and Savings

E.1. How many in your HH have are covered by health insurance for these coming 12 months?	All members had health insurance ☐ Some of members had health insurance ☐ None of them had health insurance ☐
E.2. Who paid health insurance for the household members?	HH head ☐ One of HH member ☐ Local authorities ☐ NGO/Church group/Other partner ☐ Cooperative ☐ VSLA group ☐ Friends and relatives ☐ Other ☐
E.3. Do you have a home/kitchen garden (Akarima k'igikoni)?	Yes ☐ NO ☐
E.4. For what purposes do you use the harvest from kitchen garden?	For HH food ☐ For selling ☐ Both for ford and selling ☐
E.5. Is your family involved in the following value chains? If yes what is the average yield per hectare of each one of them?	Tea: Rice: Bean: Cassava: Sweet potato: Maize: Soybean: Banana: Vegetable: Mushrooms:

	Beekeeping: Livestock: Goat: Livestock :Sheep: Livestock: Pigs: Livestock: Poultry: Livestock: Cow: Others (specify)
E.6. Does your family apply fertilizers in agriculture production? If yes, mention in which production	Tea: Rice: Bean: Cassava: Sweet potato: Maize: Soybean: Banana: Vegetable: Other
E.7. Do you need more skills in applying fertilizers? If yes, which ones?	
E8. Do you have any type of savings?	Yes Non
E8.1. If yes what type of savings do you have?	Bank account: Savings box in home: With a relative: Other option:
E8.2. How much do you currently have saved?	
E.9. What kind of IGA (non-tea) does your family have?	- -
E.9.1. How did you start IGA?	Support from REACH-T project Support from Tea cooperative Support from Tea company Own initiative SACCO's support Other support

E9.2. Does your family have a business plan for your IGA ? (N.B: please verify)	Yes ☐ Non ☐
E9.3. How do you keep your IGA records? (N.B: please verify)	Yes ☐ Non ☐
E.10. How many meals do your HH members take per day in your household?	less than 2 meal ☐ two meals per day ☐ three meal per day ☐ More than three meals ☐
E11. Did your household members spend a whole day without eating during the last 3 months due to food shortage?	Yes ☐ ☐ No

SECTION F: Social Protection

F.1. How many CPCs who received social protection directory in the targeted cell?					
F.2. What social protection services do you currently receive or have received in the previous six months in the targeted cell?					
F.2.1. Service		F.2.2. Which institution provided the service?		F.2.3. Duration/Frequency of service	
F.3. Please provide summary of all referrals provided by REACH-T since last six month visit in the targeted cell					
F.3.1. Date of referral	F3.2. Referral code	F3.3. Services referred to	F3.4. Service obtained (yes/no)	F3.5. Verified by service provider	F3.6. Date/signature of service provider

Note: This concludes the HH portion of the Intake form. Please proceed with gathering information for each individual child aged 5-17 in the HH

SECTION G. Identification and Demographics on the child

G1. Child's Residence District:: 	Sector: 	Cell: 	Village:
---	--	--	---

G2. Child Identification Code (CIC): _____ *(as filled in by data clerk)*

G3. Child's Surname:

G4. First Name:

G5. Other Name:

G6. Child's sex: Male: ☐ Female: ☐

G7. Date of Birth²⁹: MM /DD / YYYY

G8. Age (years)³⁰=

G9. Proof: Birth certificate: ☐ clinic card, ☐ church card; ☐ parent/guardian (old) Id card: ☐ other:

G10.1. Father's Surname:	G10.2 First Name
G10.3. Father alive/live together ☐ D10.4. Alive/don't live together ☐	G10.5. Dead ☐
G11.1. Mother's Surname:	G11.2 First Name
G11.3. Mother alive/live together ☐ D11.4. Alive/don't live together ☐	G11.5. Dead ☐

G12.1. Who is the head of the household where the child stays (Circle one)?

²⁹ If possible, write month, date and year of birth

³⁰ REACH-T supports only children aged between 5 to 17 years old, MFS, TVET & vocational training are aged between 16 and 17 years old.

<i>a. Father</i>	<i>b. Mother</i>	<i>c. Grandparent</i>	<i>d. Aunt</i>	<i>e. Step Parent</i>	<i>f. Uncle</i>	<i>g. Employer</i>
<i>h. Other relative</i>		<i>i. Foster parent</i>		<i>j. child/self</i>		
<i>k. child/other</i>			<i>l. Other:</i>			

G13.2. Number of people living within the child's household

G14. Are you affiliated to a health insurance? Yes ☐ No ☒

G15. Present Health Status: Healthy ☒ Common sickness ☐ chronic illness ☐ (mention it:.....)

G16. Is the child in any way handicapped? Yes ☒ No ☐ If yes, how:

G17. Where does the family mostly get its food?

<i>a. Grow their own</i>	<i>b. From the market</i>	<i>c. From community and/or charity</i>	<i>d. Food for work (local)</i>
<i>e. Food for work (NGOs/Project...)</i>			
<i>f:Other</i>			

SECTION H. Domestic chores/ paid Work status

H1.Types of tasks executed in family tea farm the past week:	H1.1.Average number of hours worked per day: H1.2. No. of Days:	H1.3. Hours per school day: ____ H1.4. Hours per non-school day: ____	H2. Types of other HH chores executed in the past week:	H2.1.Give average number of hours worked per day: H2.2. No. of Days:	H2.3. Hours per school day: ____ H2.4. Hours per non-school day: ____
H3. Child's self-supporting status: (Check here only if child is the primary breadwinner for the family or is self-supporting)					
H4. Paid work outside home ☐					
H4.1. Number of days worked (outside home) per pay in the past week:	H4.2.Average number of hours worked per pay per day:	H4.2.1.Hours per school day: ____ H4.2.2.Hours per non-school day: ____	H4.3. How much paid per week?	H4.3.1. If in kind, Estimate also payment ☐ H4.3.2. Specify any in kind and from who:	
H5. How many days in the past month did you miss school due to work?					
H5.1. HH chores		H5.2. Family tea farming		H5.3 Work Outside home	
H6. Which of the following activities / work does the child do? (Mark all that apply)					
H6.1. Family Tea	H6.2. Cooperative/Factory Tea		H6.3. Other paid work outside family		

1	Weeding in tea plantation	6	Weeding in tea plantation	11	Domestic work or Small family enterprise	17	Selling in streets/markets
2	Tea plucking/ Picking	7	Tea plucking/ Picking	12	Other Agriculture/husbandry, Specify:	18	Services (tailoring, restaurant, kiosks, boutiques...)
3	Tea pruning	8	Tea pruning	13	Mining/quarrying/Rock Crushing/Gravel packing	19	Coal Burning
4	Carry tea leaves to weighting sites	9	Carry tea leaves to weighting sites	14	Construction sites	20	Fishing
5	Other family tea related work	10	Various work in Factory	15	Transport (and bikes)	21	Other non-agriculture activity, specify:
				16	Bar (serving also beer)	22	Others (specify):

H7. Child's WFCL or AT-RISK Status: (Check the box that is most appropriate for this child's current work status)

H7.1. Age range	H7.2. Non-hazardous Work		H7.3. Worst Forms of Child Labor		H7.4. Not Working
Forms of Work	Light Work (less than 20 hours/week)	Regular Work (between 20-43 hours/week)	Hazardous Work (in hazardous jobs or any work over 43 hours/week)	Unconditional WFCL (trafficked, enslaved, drug selling, prostitution, pornography, or illegal activities)	Child is not engaged in any productive or economic activities in or outside of the home.
5 to 11	1.	4.	7.	10.	13.
12 to 15	2.	5.	8.	11.	14.
16 to 17	3.	6.	9.	12.	15.

H7.5. Is this child in WFCL? Yes ☐ (If any boxes 10-12 are checked, this child is involved in WFCL).

H7.6. Is the child in HCL? Yes ☐ (If any boxes 7-9 are checked, this child is involved in HCL).

H7.7. Is the child in CL? Yes ☐ (If any boxes 1, 4-5 are checked, this child is involved in CL).

H7.8. This child is at High Risk of CL? Yes ☐ (if any boxes 2-3, 6, 13-15 are checked, this child is high risk of CAHR)

H.8. Which conditions is the child working under? (Circle all that apply)							
	Excessive hours ³¹ per day	6	Handles pesticides, fertilizer or other chemicals	11	Causes illness or excessive tiredness	1 6	Extreme heat or work that involves fire
	Unable to attend school due to work (for children aged 15 and below)	7	Exposed to excessive noise	12	Operates heavy machinery	1 7	Extreme cold
	Required to lift/carry heavy loads	8	Working under poor lighting conditions	13	In underground mines	1 8	Uses sharp cutting tools (knives, cutlass, pruners etc)
	Exposes to poorly ventilated work environment (dust, fumes)	9	During the night time hours (from 8pm to 6am)	14	Under water/Swamps	1 9	Carries out work that requires repetitive movement (ergonomic movement)
	Works in absence of adult supervision (if under 16 years old)	10	Works in absence of protective gear, when protective gear is needed	15	Works at heights		
H.9. Time of day spent working on above activities: Please circle the time(s) when the child generally works. (Circle all that apply)							

³¹ Excessive hours: more than three hours per day on school days/20 hours per week for children aged 12-15; more than 43 hours per week for children aged 16-17)

	1	Before school hours	3	During school hours	5	At night (after 8pm)	7	During the weekend	9	During school holidays
	2	After school hours	4	During peak work season	6	Irregular hours	8	All day – full time		
H10.	Have the child/youth ever been injured/ill due to work? ☐ No ☐ Yes If yes, describe work activity and events leading to injury:									
H11	How is the child paid? Cash ☐ In kind ☐ No pay ☐ If cash, average amount earned per day ³² :									
H12	Please include any comments related to the nature or circumstances of the child's work that harm the health, safety or well-being of the child/youth.									

H13. Why is the child working for pay? Rank the important reasons with 1, 2 and 3

a. Supplement family income ☐	b. Pay school dues (uniforms, notebooks,...) ☐	c. Other personal use ☐	d. Learn skills ☐
e. Low return of education ☐	f. School too far ☐	g. Other (specify)	

H14. Total number of hours spent on family tea farming and other tea related work outside home? (Add 2 and 5) =

9.1. In school period 9.2. Holidays/weekend

H15. Has the child been injured while working for pay ☐ Yes ☐ No 10.1. If yes, describe injury:

³² If he/she is paid monthly, please divide by 30 to know the daily pay.

H16. Please state three (3) examples of the hazardous work done by a child a b c												
H17. If the child is AT HIGH RISK, circle the full sentence for the main reason and tick all that apply												
<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">☐ a. Likely to drop out of school</td> <td style="width: 33%;">☐ b. Sibling/peer of current/ex working child</td> <td style="width: 33%;">☐ c. Dropped out</td> </tr> <tr> <td>☐ d. Close to workplaces that employ children</td> <td>☐ e. Head of household</td> <td>☐ f. Care for sick family members</td> </tr> <tr> <td>☐ g. Stays in a child headed household</td> <td>☐ h. Orphan</td> <td>☐ i. Walks 5 km or beyond to school</td> </tr> <tr> <td colspan="3"> ☐ j. Other (specify) </td> </tr> </table>	☐ a. Likely to drop out of school	☐ b. Sibling/peer of current/ex working child	☐ c. Dropped out	☐ d. Close to workplaces that employ children	☐ e. Head of household	☐ f. Care for sick family members	☐ g. Stays in a child headed household	☐ h. Orphan	☐ i. Walks 5 km or beyond to school	☐ j. Other (specify)		
☐ a. Likely to drop out of school	☐ b. Sibling/peer of current/ex working child	☐ c. Dropped out										
☐ d. Close to workplaces that employ children	☐ e. Head of household	☐ f. Care for sick family members										
☐ g. Stays in a child headed household	☐ h. Orphan	☐ i. Walks 5 km or beyond to school										
☐ j. Other (specify)												

SECTION I. Education Status

11. Child's current enrolment status:			
	a. In school (and at risk of dropping out) ☐	b. Out of school ☐	
If in school:			
School name :	District	Sector ☐	Cell ☐
12. If not in school, did the child:			
☐	a. Drop out	b. Never enrolled	
13. Highest education level reached:			
a. Primary Grade ☐	b. Secondary Grade ☐	c. Formal Vocational ☐	d. Non Formal ☐
e. Others (specify)			

14. Current/most recent performance in school:

☐ a. 90% and above ☐ b. 80%-89% ☐ c. 70%-79% ☐ d. 60%-69% ☐ e. 50%-59% ☐ f. 49% and below

15. If never attended school or dropped out, give reasons. Rank the important reasons with 1, 2 and 3

- ☐ a. Help in family farm and/or household chores without pay ☐ b. Family did not allow schooling ☐ c. Not interested
- ☐ d. Need to work for pay to supplement family income & food ☐ e. Could not afford School materials and other related fees ☐ f. Long distance to school
- ☐ g. Under/over age ☐ h. Take care of family members
- ☐ i. Other (specify)

SECTION J. Actions

J1. a. ☐ 39. b. ☐

J2. Program to enrol a child in:

a. Primary Grade ☐ b. Secondary Grade ☐ c. MFS ☐ d. Catch Up ☐ e. CFSS ☐ f. TVET ☐

J3. Education level (P1,2....-P6, S1;S2,S3, MFS, Catch Up, CFSS)

J4. Name of the School..... J5. Planned date of enrolment.....

J6. Verified and approved by

Role (CPC/CA/Mentor/MFS Teacher/LC/EM)

Signature

A.

B.		
-----------	--	--

SECTION K. Parent/Guardian Support and Enrolment Confirmation

I support this plan.		
Signed: _____		
Signature	Name of parent/guardian	Date

I _____ **confirm that** _____ **(Child's name)**

_____ *has been newly enrolled in or assisted by REACH _T to continue with*

Primary, Grade Secondary, Grade MFS.....

Name of the Institution: _____

Date of enrollment _____

REACH-T CHILD FOLLOW UP FORM

1. Person filling the form: _____	3.Date: MM /DD / YYYY
2. Position/function _____	

Identification

a Province _____	b. District _____	c. Sector _____
d Cell _____		
Village _____ location: _____	f. Household Code _ _ _ _ _ _ _ _ _ _	e. _____ g. Description of household _____

1.	Child's ID:	Child's name:	Last name:	Middle Name:	First Name:
2.	Physical address of child/youth:		3.	Sex: Male ☐ Female ☐	Date of Birth: ____/____/____ Age: ____ Months ____

Section A. Child's education status

A.1	Is the child a direct beneficiary under REACH-T?					Yes ☐ No ☐					
A.2	Current school enrollment status:	1	Currently enrolled	2	Enrolled but at risk of dropping out	3	Dropped out of school	4	Never enrolled	5	Currently enrolled, but not attending regularly
A.3	Current grade/ level (please mark the specific grade for primary and secondary)										
	Program	Name of the school			Program	Name of the school					
	Primary				Catch Up				Not involved in any educational program		
	NYBE				TVET/vocational training						
	MFS				Other (specify):						
A.4	Name of current school attended:										

A.5 Direct assistance provided							
1	Note books	4	Pens	7	Ruler	10	School fees
2	School uniform	5	Pencils	8	shoes	11	Others (specify)
3	School bag	6	Mathematical set/Geometry set	9	Sanitary towels		

A.6. School attendance							A.7. School absence		A.8. Working conditions (select footnotes below)	A.9. Number of home visits (please add few notes at the end or back of the page)	A10.. Any labor hampering education	A.11. If drop out	
Recent mark	W 1	W 2	W 3	W 4	W 5	Days attended/Total operational days of the school (include %)	Days of absence	Reasons (select footnotes below)				8.1. Date of drop out	8.2. Reasons of drop out

A.12. Transfer/transition (fill this section if the child has shifted to another school or program)

This is to confirm that on (Date) _____ **(Month)** _____ **year** _____

(Name of child) _____ who was enrolled at _____ (School Name) which is a REACH supported school in the Pre Primary / Scholarships-Kits / Model Farm School / Catch up program has transitioned to _____ (School Name) which is / is not a REACH supported school.

A.12.1. Reasons of transition: _____

A.13. Completion

A.13.1. Name of the REACH-T program the child has successfully completed:		
A.13.2. Primary education (P1-6)		

B. Child's family chores/work status

B.1. Types of tasks executed in family tea farm the past week:	B.1.1. Average number of hours worked per day: B.1.2. No. of Days:	B.1.3. Hours per school day: ____ B.1.4. Hours per non-school day: ____	B.2. Types of other HH chores executed in the past week:	B.2.1. Give average number of hours worked per day: B.2.2. No. of Days:	B.2.3. Hours per school day: ____ B.2.4. per non-school day: ____		
B.3. Child's self-Employer: ☐ (Check here only if child is the primary breadwinner for the family or is self-supporting)							
B.4. Paid work outside home							
B.4.1. Number of days worked (outside home) per pay in the past week: _____	B.4.2. Average number of hours worked per pay per day:	B.4.2.1. Hours per school day: ____ B.4.2.2. Hours per non-school day: ____	B.4.3. How much paid per week?	If in kind, Estimate Specify any in kind and from who: _____ _____			
B.5. How many days in the past month did you miss school due to work?							
B.5.1. HH chores		B.5.2. Family tea farming		B.5.3. Work Outside home			
B.6. Which of the following activities / work does the child do? (Mark all that apply)							
	B.6.1. Family Tea	B.6.2. Cooperative/Factory Tea		B.6.3. paid work outside family			
1	Weeding in tea plantation	6	Weeding in tea plantation	11	Domestic work or Small family enterprise	17	Selling in streets/markets
2	Tea plucking/ Picking	7	Tea plucking/ Picking	12	Other Agriculture/husbandry, Specify:	18	Services (tailoring, restaurant, kiosks, boutiques...)
3	Tea pruning	8	Tea pruning	13	Mining/quarrying/Rock Crushing/Gravel packing	19	Coal Burning
4	Carry tea leaves to weighting sites	9	Carry tea leaves to weighting sites	14	Construction sites	20	Fishing

5	Other family tea related work	10	Various work in Factory	15	Transport (and bikes)	21	Other non-agriculture activity, specify:
				16	Bar (serving also beer)	22	Others (specify):

B.7. Child's WFCL or AT-RISK Status: (Check the box that is most appropriate for this child's current work status)

B.7.1. Age range	B.7.2. Non-hazardous Work		B.7.3. Worst Forms of Child Labor		B.7.4. Not Working
Forms of Work	Light Work (less than 14 hours/week)	Regular Work (≥ 14 hrs/week ≤ 43 hours/week)	Hazardous Work (in hazardous jobs or any work over ≥ 43 hours/week)	Unconditional WFCL (trafficked, enslaved, drug selling, prostitution, pornography, or illegal activities)	Child is not engaged in any productive or economic activities in or outside of the home.
5 to 11	1.	4.	7.	10.	13.
12 to 15	2.	5.	8.	11.	14.
16 to 17	3.	6.	9.	12.	15.

B.7.5. Is this child in WFCL? Yes ☐ (If any boxes 10-12 are checked, this child is involved in WFCL).

B.7.6. Is the child in HCL? Yes ☐ (If any boxes 7-9 are checked, this child is involved in HCL).

B.7.7. the child in CL? Yes ☐ (If any boxes 1, 4-5 are checked, this child is involved in CL).

B.7.8. This child is at High Risk of CL? Yes ☐ (if any boxes 2-3, 6, 13-15 are checked, this child is high risk of CL (CAHR))

B.8. Which conditions is the child working under? (Circle all that apply)									
1	Excessive hours ³³ per day	6	Handles pesticides, fertilizer or other chemicals	11	Causes illness or excessive tiredness	16	Extreme heat or work that involves fire		
2	Unable to attend school due to work (for children aged 15 and below)	7	Exposed to excessive noise	12	Operates heavy machinery	17	Extreme cold		
3	Required to lift/carry heavy loads	8	Working under poor lighting conditions	13	In underground mines	18	Uses sharp cutting tools (knives, cutlass, pruners etc)		
4	Exposes to poorly ventilated work environment (dust, fumes)	9	During the night time hours (from 8pm to 6am)	14	Under water/Swamps	19	Carries out work that requires repetitive movement (ergonomic movement)		
5	Works in absence of adult supervision (if under 16 years old)	10	Works in absence of protective gear, when protective gear is needed	15	Works at heights				
B.9. Time of day spent working on above activities: Please circle the time(s) when the child generally works. (Circle all that apply)									
1	Before school hours	3	During school hours	5	At night (<i>after 8pm</i>)	7	During the weekend	9	During school holidays
2	After school hours	4	During peak work season	6	Irregular hours	8	All day – full time		
B.10. Have the child/youth ever been injured/ill due to work? No ☐ Yes ☐									
B.10.1. If yes, describe work activity and events leading to injury:									

³³ Excessive hours: more than three hours per day on school days/20 hours per week for children aged 12-15; more than 43 hours per week for children aged 16-17)

	B.11. Please include any comments related to the nature or circumstances of the child's work that harm the health, safety or well-being of the child/youth.
--	---

B.12 Child's appreciation of the REACH-T program

After discussion with Child, she/he appreciates that the REACH program she/he attended was:

B12.1. Very useful ☐

B.12.2. Just useful ☐

B.12.3. Not useful ☐

B12.4. Brief explanations

B.13	Case Notes. Please take note of special circumstances for this child or household including but not limited to shocks to the family (loss of breadwinner, damaged home, etc), abuse cases, situations in the community affecting the child's work or education status.
-------------	---

Date of visit:

Data Collector' Name/Occupation :.....**Signature:**

Proposed date for next follow-up:____/____/____

Comments (if any):

REACH-T HH LIVELIHOODS FOLLOW UP FORM

1. Person filling the form: 2. Position/function 	3. Date: MM / DD / YYYY
--	--

Identification of HH

a Province _____	b. District _____	c. Sector _____
d Cell _____ e. _____		
Village _____	f. Household Code __ __ __ __ __ __ __	g. Description of household location: _____

SECTION A: Household Profile

ID	Name	Sex	Relationship to Head of HH	Age	DOB	Marital status	What type of HH is this?
	List the names (First, Middle, Last) of people who usually live and eat together in this household, starting with the head of the household.	1=male 2=female	1=Head 2=Spouse/partner 3=son/daughter 4=son/daughter in-law 5=Adopted/fostered child 6=grand child 7=Grandmother/father 8=step child 9=parent of head or spouse 10=Sister/Brother 11=Nephew/Niece 12=Aunt/uncle 13=cousin 14=Father/mother in-law 16=Servant 17=Non-relative 18=other(specify)	Year of birth year	Day/Mo/Yr	1=married 2=never married 3=divorced/separated 4=living together 5=widowed	1=Child headed 2=Female headed 3=Male headed 4=Single Parent Male 5=Single parent female 6=Elderly female 7=elderly male 8=Female headed with a disability 9=Male headed with a disability
01							
02							
03							
04							
05							
06							
07							

I D	Name	Sex	Relationship Head of HH	to	Age	DOB	Marital status	What type of HH is this?
0 8								
0 9								
1 0								

SECTION B: HOUSEHOLD ASSETS AND EQUIPMENT

	TYPES OF ASSESTS	QUANTITY	PER UNIT PRICE (Estimated current market price)	Source assets: 1= Purchased, 2= from friends; 3=government; 4=NGOs and other organizations;
1	LIVESTOCK/CATTLE		(RWF)	
1.1	Cow			
1.2	sheep			
1.3	Goat			
1.4	Porc			
1.5	Poultry			
1.6	Rabbit			
1.7	Beehive			
2	MEANS OF TRANSPORT			
2.1	Vehicle/car			
2.2	Motorbike			
2.3	Bicycle			
3	ELECTRONIC ASSESTS			
3.1	Radio			
3.2	Television			
3.3	Moble phone			
3.4	Electronic iron			
3.5	Watch			
3.6	Clock			
	AGRICULTURE EQUIPMENTS			
4.1	Hoe			
4.2	Irrigation pump			

	TYPES OF ASSETS	QUANTITY	PER UNIT PRICE (Estimated current market price)	Source assets: 1= Purchased, 2= from friends; 3=government; 4=NGOs and other organizations;
4.3	Insecticide sprayer			
4.4	Mill			
4.5	wheelbarrow			
4.6	Spead			
4.7	Axe			

SECTION C. HEALTH, FOOD SECURITY, AND SAVINGS

1. How many in your HH have are covered by health insurance for these coming 12 months?	All members had health insurance ☐ Some of members had health insurance ☐ None of them had health insurance ☐																																		
2. Who paid health insurance for the household members?	HH head ☐ One of HH member ☐ Local authorities ☐ NGO/Church group/Other partner ☐ Cooperative ☐ VSLA group ☐ Friends and relatives ☐ Other ☐																																		
3. Do you have a home/kitchen garden (Akarima k'igikoni)?	Yes ☐ NO ☐																																		
4. For what purposes do you use the harvest from kitchen garden?	For HH food ☐ For selling ☐ Both for ford and selling ☐																																		
5. Is your family involved in the following value chains? If yes what is the average yield per hectare of each one of them? If yes did you notice an increase in their production during the last harvesting?	<table border="0"> <thead> <tr> <th>Average yield</th> <th>Increase in yield ?</th> </tr> </thead> <tbody> <tr> <td>Tea: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Rice: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Bean: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Cassava: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Sweet potato: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Maize: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Soybean: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Banana: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Vegetable: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Mushrooms: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Beekeeping: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Livestock: Goat: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Livestock :Sheep: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Livestock: Pigs: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Livestock: Poultry: </td> <td>Yes ☐ Non ☐</td> </tr> <tr> <td>Livestock: Cow: </td> <td>Yes ☐ Non ☐</td> </tr> </tbody> </table>	Average yield	Increase in yield ?	Tea:	Yes ☐ Non ☐	Rice:	Yes ☐ Non ☐	Bean:	Yes ☐ Non ☐	Cassava:	Yes ☐ Non ☐	Sweet potato:	Yes ☐ Non ☐	Maize:	Yes ☐ Non ☐	Soybean:	Yes ☐ Non ☐	Banana:	Yes ☐ Non ☐	Vegetable:	Yes ☐ Non ☐	Mushrooms:	Yes ☐ Non ☐	Beekeeping:	Yes ☐ Non ☐	Livestock: Goat:	Yes ☐ Non ☐	Livestock :Sheep:	Yes ☐ Non ☐	Livestock: Pigs:	Yes ☐ Non ☐	Livestock: Poultry:	Yes ☐ Non ☐	Livestock: Cow:	Yes ☐ Non ☐
Average yield	Increase in yield ?																																		
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Livestock: Pigs:	Yes ☐ Non ☐																																		
Livestock: Poultry:	Yes ☐ Non ☐																																		
Livestock: Cow:	Yes ☐ Non ☐																																		

	Others (specify) Yes ☐ Non ☐
6. Does your family apply fertilizers in agriculture production? If yes, mention in which production	Tea: Rice: Bean: Cassava: Sweet potato: Maize: Soybean: Banana:Vegetable: Other:
7. In your HH do you need more skills in applying fertilizers? If yes, which ones?	
8. Does anyone in your HH have a business plan?	Yes ☐ (If yes assess the quality of business plan) Non ☐
9. Who manages the business plan?	
10. How do you keep records of expenses for your IGA and other household business?	(If yes assess the quality of business records) 1. by memory ☐ 2. In a notebook ☐ 3. I don't track them 4. other
10. How many times in the past six months has someone in your HH joined networks or attended trades shows to expand it markets?	Yes ☐ Non ☐
10a. Who in the household joined networks?	
10b. Who attended trade shows?	
11. What kind of IGA (non-tea) does your family have?	-
11a. Has this changed in the last six months?	-
12. How did you start IGA?	Support from REACH-T project Support from Tea cooperative Support from Tea company Own initiative SACCO's support Other support
13. Did you noticed an increase in your servings during in the past year?	Yes ☐ Non ☐
14. How many children 16-17, engaged in VSL activities by sex?	Boys Girls
15. How many children 16-17, engaged in MFS activities by sex?	Boys Girls

1 How many meals do your HH members take per day in your household?	less than 2 meal two meals per day three meal per day More than three meals
2. Did your household members spend a whole day without eating during the last 3 months due to food shortage?	Yes No

SECTION D: ACCESS TO SERVICES

D1. Is your household receiving the following Economic Strengthening Activities (Value chain development trainings, VSL trainings, or IGA trainings)?	Yes No
D2. If yes, how many people provided with Economic Strengthening services in your household by sex?	Men Women
D3. If yes how many children 16-17 provided with Economic Strengthening services in your household by sex?	Boys Girls
D4. How many adult people in your household receiving employment services (startup kit, Enterprise Development trainings or MFS+) by sex?	Men Women
D5. If yes how many people in your household receiving services other than employment services and Economic Strengthening by sex?	Men Women
D6. If yes, how many children 16-17 in your household receiving support to access TVET and other technical training centers by sex?	Boys Girls

SECTION E: Social Protection

E1. How many CPCs who received social protection directory in the targeted cell?					
E2. What social protection services do you currently receive or have received in the previous six months in the targeted cell?					
E2.1. Service		E2.2. Which institution provided the service?		E2.3. Duration/Frequency of service	
E3. Please provide summary of all referrals provided by REACH-T since last six month visit in the targeted cell					
E3.1. Date of referral	E3.2. Referral code	E3.3. Services referred to	E3.4. Service obtained (yes/no)	E3.5. Verified by service provider	E3.6. Date/signature of service provider

This form is to be distributed by the Livelihoods Specialist to CPC/CA, Field Agents, Cooperative leaders and MFS facilitator for M&E feedback every six (6) months of REACH-T Project

*Data Collector' Name/Occupation:*_____ *Signature:*

_____ *Date*_____

*Proposed date for next follow-up:*____/____/____

Comments (if any):

REACH-T Cooperative Follow up form

1. Person filling the form: 2. Position/function	3. Date: MM / DD / YYYY
---	--

Identification of HH

a Province _____	b. District _____	c. Sector _____
d Cell _____ e. _____		
Village _____	f. Household Code	g. Description of household location: _____

Name of Tea Cooperative:.....

Tea plantation size (Sqm):.....

Cooperative location: Province.....**District**.....**Sector**.....

Tea Cooperative members: Men

Women

QUESTIONS	ANSWERS
1. How was Men's' attendance at OSH and hazardous sessions in average?	
2. How was Women's' attendance at OSH and hazardous sessions in average?	
3. How many safety kits gears supplied to your cooperative?	
4. How kind of other support from the community around your cooperative?	
5. Does your cooperative provide other support (in kind or financial) for ECD and crèches?	Female Male
6. How many children under 16-17 years old work at the cooperative?	Yes Non
7. If children of 16-17 years are employed, in which areas are they performing	
8. How many new hires this reporting period	Female Male
9. Please tell us at least 3 key provisions of CL laws that are basis of your work in tea?	- - -
10. Please tell us at least key provisions of certification process?	- - • -
11. Does your cooperative have internal policies addressing Child labor?	Yes Non
12. Does your cooperative have internal policies addressing OSH?	
13. Is your cooperative certified?	Yes Non
14. If your cooperative is certified, what kind of Certification does it have?	
15. If your cooperative is not certified, Did you apply for certification this reporting period?	Yes Non
16. What kind of certification did you apply for?	

17. What kind and how many awareness raising events held by your cooperative on Child labor and OSH?	<table> <tr> <td>Type of Awareness</td> <td>number</td> </tr> <tr> <td>CL:</td> <td> </td> </tr> <tr> <td></td> <td> </td> </tr> <tr> <td>OSH:</td> <td> </td> </tr> <tr> <td></td> <td> </td> </tr> </table>	Type of Awareness	number	CL:				OSH:			
Type of Awareness	number										
CL:											
OSH:											
ADDITIONAL QUESTIONS:											
1. What OSH topics motivated the participants <u>most</u> ?											
2. Was there a difference between the women and men in their preference for OSH topics?											
3. What OSH topics motivated the participants <u>least</u> ?											
4. Was there a difference between the Women and Men in their preference for OSH topics?											
4a) Are you making the links between crop, animal and human health in each OSH session? 1. Yes 2.No 4b) How, for example?											
Other observations/recommendations: 	5) Are you making sure that Women and Men have the same opportunities to do things? 1. Yes										

This form is to be distributed by the Livelihoods Specialist to MFS facilitator and Cooperatives leaders for M&E feedback every SIX (6) months of REACH-T activities.

Cooperative Name: _____ **DATE:** _____

Date of visit:

Data Collector' Name/Occupation : **Signature:**

Proposed date for next follow-up: ____/____/____

Comments (if any):

ENFORCEMENT/CLMS TRACKING TOOL³⁴

1. Person filling the form:	3. Date: MM /DD / YYYY
2. Position/function	

Identification of HH

a Province _____	b. District _____
c. Sector _____	d Cell _____
e. Village _____	

District	CLMS structure in place		Since when ?			CLMS structure members			Training carried out			Number of children monitored			Cases reported to DLIs		
	Yes	No	DD	MM	YYY	CPCs	CAs	Teachers	CPCs	CAs	Teachers	F	M	Total	F	M	T

CHILD LABOR COORDINATION TRACKING TOOL

Meetings (REST	Date	Venue	Participants	Meeting topic	Key policy	Joint action	New or Policy	Next step
----------------	------	-------	--------------	---------------	------------	--------------	---------------	-----------

³⁴ This form will be filled in by the DPD/M&E after collecting info from all nodes and REACH- T technical staff involved in respective matters.

NSCCL, DSCCL,...)			Name	Institution	Position		recommendations	undertaken	review	

PERFORMANCE DATA TRACKING TOOL

Child Labor cases investigated by police or MIFOTRA

Child Names:			Location			Type of CL	Case reported?		Date	Next step
Name	M	F	Sector	Cell	Village		Yes	No		

Date of visit:

Data Collector' Name/Occupation :.....Signature:

Comments (if any):

Annex 9- Technical Progress Report

TECHNICAL PROGRESS REPORT

Report Date: _____
Month and Year

Technical Progress Report Cover Sheet

1. Federal Agency and Organization Element to Which Report is Submitted USDOL/ILAB/OCFT	2. Federal Grant Number	3. DUNS Number
4. Country and Project Name		
5. Recipient Organization Contact Information Headquarters _____ Field _____		
6. Project/Grant Period Start Date: (Month Day, Year) End Date: (Month Day, Year)	7. Reporting Period End Date (Month Day, Year)	8. Final Report? Yes ☐ No ☐
		9. Report Frequency semi-annual ☐ other ☐
10. Attachments (Please mark the checkboxes below to indicate the annexes attached.) ☐ Technical Progress Report ☐ Annex A: USDOL Common Indicator Spreadsheet ☐ Annex B: Country Capacity Targets (submitted with each October TPR) ☐ Annex C: Status of Project Performance Against Indicators ☐ Annex D: Response to Donor Comments from Last Technical Progress Report ☐ Annex E: Update on Project Activities in Response to Evaluation and Audit Recommendations ☐ Annex F: Updated Project Work Plan ☐ Annex G: Status of VAT Exemption ☐ Annex H: Other Documents ☐ Annex I: Acronym List		
12. Certification: I certify to the best of my knowledge and belief that this report is correct and complete for performance of activities for the purposes set forth in the award documents.		
12a. Printed Name and Title of Authorized Certifying Official	12c. Telephone	
	12d. Email Address	
12b. Signature of Authorized Certifying Official	12e. Date Report Submitted (Month Day, Year)	

I. COUNTRY INFORMATION AND DEVELOPMENTS

Summarize the country context and events **during the reporting period** that are relevant to issues of child labor, education, and livelihoods. This section should also include relevant information on new or proposed changes to national legislation, policies, or plans of action. If relevant, please include links to relevant laws and policies or submit as attachments.

II. PROGRESS OF THE PROJECT

II.A Project Status and Overview

Provide the project's overall status, including whether it is on schedule, and explain any major delays or challenges. Briefly summarize significant efforts undertaken during the reporting period in 3-5 sentences.

II.B Assessment of Progress towards Strategic Goals, Objectives, and Indicators

In each of the categories below, describe the project activities in comparison with the established work plan for the reporting period. Include descriptions of the implementation process, changes to the planned strategy or approach, progress made, activities implemented, results accomplished, and explanations for delays or problems encountered.

1. Direct Beneficiary Service Provision: Direct beneficiaries are to be tracked in **Annex A – USDOL Common Indicator Spreadsheet**. This spreadsheet must be filled out and submitted electronically as a separate document with each TPR. Individual fiscal year targets must be submitted for the full project implementation period in each **October** TPR.¹³ Instructions for how this spreadsheet is to be used, along with relevant definitions can be found in *Companion to the USDOL Common Indicators Spreadsheet*.

a. Provision of Educational Opportunities to Children

b. Provision of Livelihood Interventions to Households

¹³ The E1 and L1 annual fiscal year targets must be updated once a year in the October technical progress report to reflect implementation realities; however **current and prior fiscal year targets can not be modified**. Annual targets are not required for E1.1, E2, E3, E4, and for L2, L3, L4, and L5. The total life of project targets should reflect the targets stated in the Project Proposal unless these targets have been formally revised and approved by the USDOL Grant Officer. If the life of project targets have been formally revised, please include the revised number in the indicator reporting sheet and include information that the target has been formally revised in the 'Notes' section.

- 2. Strengthening Legislation and Policies, Building Capacity of National Institutions:** Note that the table below will be considered as the project's contribution to the USDOL Common Indicator for Country Capacity. Please refer to the *Companion to the USDOL Common Indicator Spreadsheet* for instructions. In the left column, please describe relevant project activities implemented during the reporting period toward achieving the overall capacity objective even if the final outcome is not yet realized. In the right column, list only the resulting final capacity outcomes achieved, per the *Companion* definitions.

USDOL COMMON INDICATOR: COUNTRY CAPACITY TO ADDRESS CHILD LABOR OR FORCED LABOR	
1. The adaptation of the legal framework to meet international labor standards	
Project Efforts:	Final Outcomes Achieved:
2. Formulation and adoption of specific policies, plans or programs to combat child labor or forced labor	
Project Efforts:	Final Outcomes Achieved:
3. The inclusion of child labor or forced labor concerns in relevant development, education, anti-poverty, and other social policies and programs	
Project Efforts:	Final Outcomes Achieved:
4. Establishment of a child labor monitoring system (CLMS)	
Project Efforts:	Final Outcomes Achieved:
5. Institutionalization of child labor and forced labor research (including evaluation and data collection)	
Project Efforts:	Final Outcomes Achieved:
6. Institutionalization of training on child labor or forced labor issues within government agencies	
Project Efforts:	Final Outcomes Achieved:

1. Raising Awareness

2. Research

3. Sustainability: Describe the key activities which the project hopes to make sustainable and steps which have been taken to facilitate sustainability.

1. Monitoring and Evaluation: Please provide an update on the project's monitoring efforts. For projects with impact evaluation components, please report on any major activities or issues.

2. Other: Describe any other project activities or accomplishments not addressed above.

III. ISSUES AFFECTING THE ACHIEVEMENT OF PROJECT OBJECTIVES

Describe major problems or issues which have been encountered, are currently emerging, or are anticipated over the next 6 months. Items listed may include technical, administrative, or financial issues, as well as concerns with stakeholders or partner agencies or external factors affecting the project.

Problem or Issue	Proposed Solution/Actions Taken
1.	1.
2.	2.
3.	3.
4.	4.

IV. LESSONS LEARNED

Describe lessons learned, from both positive and negative experiences, which may include (but are not limited to) methods of implementation of program objectives, project management, communication, partnerships, engagement of stakeholders, or partner capacity building.

V. EMERGING GOOD PRACTICES

Describe in detail any emerging good practices in your program.

VI. LIST OF ACTIVE SUBGRANTS AND SUBCONTRACTS

Please list current subawards to corporations, individuals, nonprofits, and government agencies. *Note that all subcontracts to government entities must receive a separate prior approval from USDOL.*

Recipient/ Contractor	Activity Description	Dollar Amount	Start Date	Anticipated Completion Date	Date(s) of all Oversight and Field Visits

VII. ANTICIPATED ACTIVITIES DURING THE NEXT REPORTING PERIOD

List each of the project-specific objectives and provide a description of the planned activities and accomplishments per the updated work plan for the upcoming reporting period. Include descriptions of the implementation process, changes to the planned strategy, and explanations for any changes.

1. Direct Beneficiary Service Provision

a. Provision of Educational Opportunities to Children

b. Provision of Livelihood Interventions to Households

2. Strengthening Legislation and Policies, Building Capacity of National Institutions

a. The adaptation of the legal framework to meet international labor standards

b. Formulation and adoption of specific policies, plans or programs to combat child labor or forced labor

c. The inclusion of child labor or forced labor concerns in relevant development, education, anti-poverty, and other social policies and programs

d. Establishment of a child labor monitoring system (CLMS)

e. Institutionalization of child labor and forced labor research (including evaluation and data collection)

f. Institutionalization of training on child labor or forced labor issues within government agencies

3. Raising Awareness

4. Research

5. Sustainability

6. Monitoring and Evaluation

7. Other

VIII. PROJECT HIGHLIGHT

Highlight one achievement, revelation, or experience of the project during the reporting period. To facilitate information sharing, these highlights will be included in an email to all OCFT grantees. Examples of highlights could include: engaging in a new partnership; success of a new and innovative training; or a case study of a beneficiary.

IX. LIST OF REQUIRED ANNEXES TO SUBMIT WITH REPORT

Attach the following documents to every technical progress report.

- Annex A: USDOL Common Indicators Spreadsheet** (Excel)
See the *Companion to the USDOL Common Indicator Spreadsheet* for definitions and instructions. (Submit results with every TPR, and update current and future fiscal year targets in each **October** TPR only.)¹⁴
- Annex B: Current and Long-Term Targets for Improving Country Capacity to Address Child Labor or Forced Labor** (Submit with each **October** TPR) See the *Companion to the USDOL Common Indicator Spreadsheet* for definitions and examples for Country Capacity.
- Annex C: Status of Project Performance Against Indicators**
Report using the project-specific tracking tool developed within the comprehensive monitoring and evaluation plan of the project.
- Annex D: Response to Donor Comments from Last Technical Progress Report**
Also include any responses already submitted to USDOL.
- Annex E: Update on Project Activities in Response to Evaluation and Audit Recommendations**
- Annex F: Updated Project Work Plan**
- Annex G: Status of VAT Exemption (Required until VAT Exemption is received)** Use the provided format below to report on the project's status of obtaining VAT exemption.
- Annex H: Other Documents**
Include documents requested by USDOL, or external reports, project research, draft legislation, press clippings, awareness-raising materials, project photographs, etc.
- Annex I: Acronym List**
If all acronyms are not defined in the body of the document, include a reference list of acronyms and abbreviations used in this report and annex

¹⁴ The E1 and L1 annual fiscal year targets must be updated once a year in the October technical progress report to reflect implementation realities; however **current and prior fiscal year targets can not be modified**. Annual targets are not required for E1.1, E2, E3, E4, and for L2, L3, L4, and L5. The total life of project targets should reflect the targets stated in the Project Proposal unless these targets have been formally revised and approved by the USDOL Grant Officer. If the life of project targets have been formally revised, please include the revised number in the indicator reporting sheet and include information that the target has been formally revised in the 'Notes' section.

Annex B: Current and Long-Term Targets for Improving Country Capacity to Address Child Labor or Forced Labor (see Table II. B.)

The table below should be updated once a year in the October progress reports. Please provide a brief statement under the corresponding criteria. An example of the “formulation of specific policies and programs at the national, regional, or sectoral level within a country...” might include “elaboration and adoption of national plan for child protection including the worst forms of child labor.” If regional project, include separate country specific targets.

Please see the Companion to the USDOL Common Indicator Spreadsheet for definitions and examples.

Fiscal Year Targets	Adaptation of the legal framework to the international standards	Formulation and adoption of specific policies, plans or programs to combat child labor or forced labor	The inclusion of child labor or forced labor concerns in relevant development, education, anti-poverty, and other social policies and programs	Establishment of a child labor monitoring system (CLMS)	Institutionalization of child labor and forced labor research (including evaluation and data collection)	Institutionalization of training on child labor or forced labor issues within government agencies
FY2012						
FY2013						
FY2014						
FY2015						
FY2016						

Annex C: Status of Project Performance Against Indicators

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
Project Objective: Incidence of Child Labor in Target Districts Reduced	POC.1 #/% of children in child labor		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Caseload (n) total beneficiaries										
			Actual (M)										
			Actual (F)										
			Engaged in CL below MAAE (15 & under)										
			Engaged in CL above MAAE (16 & 17 yo)										
	POC.2 #/% of children in hazardous child labor		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Caseload (n) total beneficiaries										
			Actual (M)										
			Actual (F)										
			Engaged in CL below MAAE (15 & under)										
			Engaged in CL above MAAE (16 & 17 yo)										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
			& 17 yo)										
	POC.3 # (%) of children engaged in Worst Forms of Child Labor (WFCL)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Caseload (n) total beneficiaries										
			Actual (M)										
			Actual (F)										
			Engaged in CL below MAAE (15 & under)										
			Engaged in CL above MAAE (16 & 17 years)										
	POH.1 #/% of households with children in child labor		Target										
			Actual										
	POH.2 #/% of households with children in hazardous child labor		Target										
			Actual										
	POH.4 #/% of households with all children of compulsory school age in school		Target										
			Actual										
IO1.1 Improved institutional coordination between private sector and	# of government agencies and tea companies/cooperatives actively participating in REST		Target										
			Actual										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
government stakeholders for CL law enforcement (REST)	meetings												
	# of joint actions/resolutions on child labor taken by REST		Target										
			Actual										
IO1.2 Increased understanding of CL enforcement roles and responsibilities among stakeholders	#/% of policy recommendations presented to MIFOTRA and other concerned ministries		Target										
			Actual										
IO1.3 Improved follow up on child labor abuses	#/% of reported child labor cases referred to social protection services		Target										
			Actual										
IO1.3.1 Improved data collection by monitors	# of child labor cases reported at village level		Target										
			Actual										
IO1.3.2 Expanded monitoring systems	#/% of districts using CLMS		Target										
			Actual										
	#/% of CPC/CA using correctly ALERT system		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	#/% of DLIs using ALERT/CLMS data for their reporting		Target										
			Target (M)										
			Target (F)										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
			Total Actual										
			Actual (M)										
			Actual (F)										
IO1.3.3 Increased DLI and community member knowledge of monitoring systems and requirements	#/% of trained DLIs and community members able to utilize monitoring systems and understand monitoring requirements (disaggregate) (pre/post test and demonstration on use of ALERT)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO2 Increased school attendance among children 5-17 years of age in target districts	#/% of target children attending formal and catch-up school 75% of the time		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	E-1 # of children receiving educational services (4090)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			CL Total										
			CL Actual (M)										
			CL Actual (F)										
			CAHR Total										
			CAHR Actual (M)										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
	E-2 # of children receiving formal education services (target: 2450)		CAHR Actual (F)										
			Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	E-3 # of children receiving non-formal education services (catch-up) add target		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
			Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Formal kits										
			Non-formal kits										
			Actual (M)										
			Actual (F)										
IO2.1 Reduced economic obstacles to school attendance	#/% of children who receive school kits		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Formal kits										
			Non-formal kits										
			Actual (M)										
			Actual (F)										
IO2.2 Improved safety and Health of learning environment	#/% of target schools meeting basic minimum required health and safety standards (GoR and UNICEF safe schools standards)		Target										
			Actual										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
	#/% of target schools whose school improvement activities (grants) are completed		Target										
			Actual										
IO2.3 Increased community support for education	#/% of communities in which PTAs hold regular meetings		Target										
			Actual										
	# of parental visits to school		Target										
			Actual										
IO2.3.1 Increased tea sector financial and in-kind contributions to crèches and ECD	# of crèches/ECD established by tea factories/cooperatives		Target										
			Actual										
	#/% of companies or cooperatives donating in-kind (space) and/or financial support for ECD and crèches		Target										
			Actual										
IO2.3.2 Increased beneficiary HH commitment to children's education	#/% of beneficiary HH with plan to cover children's educational expenses after project support ends		Target										
			Actual										
IO3 Increased incomes in beneficiary HH	#/% beneficiary households with an increase in assets (Beneficiary intake/Follow up form)		Target										
			Actual										
	#/% beneficiary households with improved food security (Beneficiary intake/Follow up form)		Target										
			Actual										
	L1- # of households		Target										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
	receiving livelihood services (target 1320)		Actual										
	L2- # of adults provided with employment services		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	L4- # of individuals provided with economic strengthening services		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	L5- # of individuals provided with services other than employment and economic strengthening		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO3.1 Improved yields in tea	#/% beneficiary HH with increase in kilos produced per hectare		Target										
			Actual										
IO3.1.1 Improved use of modern agricultural techniques on tea farms (MFS+/women)	#/% beneficiary HH (thé villageois) who correctly and consistently (amount and frequency) apply fertilizer (sample		Target										
			Actual										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
IO 3.2 Improved access to markets for HH engaged in IGA	# beneficiary HH selling IGA products in new markets		Target										
			Actual										
IO 3.2.1 Increased production of IGA goods/services	#/% beneficiary HH reporting increases in production		Target										
			Actual										
IO 3.2.2 Improved skills in tea/IGA production, entrepreneurship and IGA marketing	#/% beneficiaries with well-designed business plan		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	#/% beneficiary HH using new technologies (agriculture/IGA)		Target										
			Actual										
IO 3.3 Increased HH savings	#/% beneficiary HH with increased savings (per records)		Target										
			Actual										
IO 3.3.1 Increased participation in VSLs and SACCOs	#/% beneficiaries who join VSLs		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	#/% of VSLs linked to SACCOs		Target										
			Actual										
IO 3.3.2	#/% beneficiaries		Target										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
Improved financial literacy skills	using appropriate record keeping for businesses		Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO4 Increased Opportunities For Safe Employment Of Beneficiary Children Of Legal Working Age (16-17)	# tea companies hiring children of legal working age in acceptable work		Target										
			Actual										
	#/% beneficiary children (16-17) safely employed (self-employed, small enterprise, tea companies)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	E4- Number of children receiving vocational training services (MFS and TVET)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	L3 Number of Children Provided with Employment Services (business start-up kits, OSH training)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										

Area	Outcome Indicator	Baseline	Target/Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
IO4.1 Reduced Disincentives For Tea Cooperatives and Companies To Hire Children 16-17 in acceptable work not prohibited by the law	# safe gear kits supplied to tea companies and cooperatives		Target										
			Actual										
IO4.1.1 MIFOTRA and Tea stakeholders agree on acceptable work under the law for Children 16-17 in tea production and/or around	List of acceptable work shared with Tea cooperatives and companies		Target										
			Actual										
IO4.1.2 Improved knowledge among tea cooperatives and companies of OSH and laws regarding hazardous and non-hazardous work for children 16-17	# of personnel at tea companies and cooperatives with increased knowledge of OSH and hazardous work		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO4.2. Improved technical,	#/% of Children 16-17 engaged in small enterprise (self-		Target										
			Target (M)										
			Target (F)										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
entrepreneurial, marketing and financial skills among children 16-17	employed or safely employed)		Total Actual										
			Actual (M)										
			Actual (F)										
IO4.2.1 Increased access to start- up and financial support services	#/% beneficiaries receiving start- up kits		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	#/% Beneficiaries joining VSL		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO4.2.2 Increased access to skills training (MFS and TVET	#/% beneficiary children 16-17 receiving support to access TVET and other technical training centers		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
	#/% beneficiary children 16-17 enrolled in MFS		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
			Actual (F)										
	MFS curriculum validated by WDA		Target										
			Actual										
IO5 Child labor issues addressed in GOR and Private Sector Policies and Actions Plans	# of new policies and initiatives addressing child labor in GOR ministries (disaggregate by ministry) and district level		Target										
			Actual										
	#/% of tea cooperatives/compani es with internal policies addressing child labor and/or OSH		Target										
			Actual										
	# of cooperatives that apply for certification		Target										
			Actual										
	C1- # of policy initiatives to which the project has contributed substantively (see list)		Target										
			Actual										
IO5.1 Improved National Steering Committee coordination with GoR ministries and agencies on CL policies and action plans	# of policy recommendations made by National and District Steering Committees;		Target										
			Actual										
	# of government ministries and agencies actively participating in National and District Steering Committees		Target										
			Actual										
IO5.1.1.	#/% of local authorities		Target										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
Increased understanding of CL policies and laws by local authorities (district, sector, cell and village level)	with increased knowledge of national child labor laws/policies (disaggregate by group) (pre/post test)		Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO5.2 Increased understanding by tea cooperatives and companies of child labor laws, OSH and certification requirements	#/% of tea cooperative and company trainees able to identify key provisions of CL laws, OSH and certification requirements (pre/post test)		Target										
			Target (M)										
			Target (F)										
			Total Actual										
			Actual (M)										
			Actual (F)										
IO5.3 Active engagement of REACH-T stakeholders on project studies and performance results	# of meetings organized to discuss results of project studies and performance results with government ministries, agencies and other stakeholders (REST, National Steering Committee or other)		Target										
			Actual										
IO6 Community attitudes towards child labor changed	#/% of HH with positive change in attitude regarding CL B (Baseline survey)		Target										
			Actual										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
	#/% of target communities (sectors) with sample of leaders, teachers and tea cooperatives with positive change in attitudes regarding CL (Baseline/endline)		Target										
			Actual										
IO6.1 Improved community-led and child-led awareness raising activities and events in target districts (SCREAM, community meetings)	# of community-led or child-led awareness raising activities or events implemented (sample)		Target										
			Actual										
IO6.1.1 Improved Child Labor Message, based on a harmonized interpretation of CL laws and regulations	Quality message developed (Y/N) – quality defined as covering negative effects of CL; key laws and policies addressing CL; attributes of education and intervention strategies to reduce CL		Target										
			Actual										
IO6.2 Expanded child labor message dissemination by tea cooperatives and companies	# of awareness raising events held by tea cooperatives and companies focused on child labor and OSH		Target										
			Actual										

Area	Outcome Indicator	Baseline	Target/ Actual	2014		2015		2016		2017		End of project	Freq. of Report
				April	October	April	October	April	October	April	October		
IO7 Beneficiary HHs receive benefits from social protection services	#/% of beneficiary households receiving social protection services (e.g. health insurance, One Cow Per Family)		Target										
			Actual										
IO7.1 Increased capacity of community volunteers to assist beneficiary HH to access SP services	#/% of beneficiary HHs referred to social protection services by community volunteers (CPCs/CAs)		Target										
			Actual										
IO7.2 Improved information on types, benefits, sponsors, and means of accessing social protection services	#/% communities (sectors) receiving a directory of social protection services and means of accessing services		Target										
			Actual										

Annex E: Update on Project Activities in Response to Evaluation and Audit Recommendations

This table provides suggestions for follow-up and status of recommendations made during an evaluation or audit. It contains only recommendations relevant to this project. It should not contain recommendations addressed to other stakeholders. Follow-up outlines the way that the Grantee is addressing the recommendation.

No.	Review/ Evaluation (including date)	Recommendation	Recommendation addressed to	Follow-up Action(s) taken or to be taken by project based on Recommendations (Status of follow-up actions already taken; including by whom, when and how; follow-up actions that project plans to undertake, including by whom, when and how; if no follow-up is proposed or has been taken, project should provide a clear explanation of why this is, with a focus on demonstrating that the recommendations has been considered)
	Implementation Evaluation Month, 20xx			
	Implementation Evaluation Month, 20xx			
	Implementation Evaluation Month, 20xx			
	Audit Month, 20xx			

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